

A CONTRASTIVE ANALYSIS OF BASIC SENTENCE PATTERNS IN ARABIC AND ACEHNESE

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Abstract

This study aims to compare the sentence structure patterns in Arabic and Acehnese. This research employs a qualitative method with a contrastive approach. Data collection was conducted through documentation, and data analysis utilized a contrastive analysis technique that compares the basic sentence patterns in Arabic and Acehnese. The data sources for this study include conversations in A cehnese and Arabic, as well as reference books. The data sources for this study include conversations in Acehnese and Arabic, as well as reference books. By using the contrastive analysis approach of the sentence patterns in Arabic and Acehnese, this study reveal that basic sentence patterns in Arabic share similarities with Acehnese, particularly the S+P (Subject + Predicate) pattern and the presence of predicate elements that are not limited to verbs. Additionally, certain sentence patterns are found in Arabic but not in Acehnese, and vice versa. For instance, the Object + Predicate + Subject structure in Arabic does not appear in Acehnese. In Acehnese, sentences are also not typically initiated with a verb-based predicate. In cases where Arabic uses transitive verbs, the structure tends to follow a Predicate + Subject + Object pattern, whereas the Subject + Predicate + Object structure in Acehnese is rarely found in Arabic sentences. Furthermore, there is no rule in Acehnese that places the object at the beginning of the sentence.

Keywords: Contrastive Analysis; Basic Sentence; Arabic; Acehnese

INTRODUCTION

Humans, as social beings, naturally require means for communication. Language is one of the tools used in daily interactions to communicate, thereby forming interaction (Devianty, 2017). Although the purpose and meaning may be similar, every language has their own structures to form a meaning. Arabic language for instance, its structures, such as word order, significantly impact the intended meaning (Rani, 2024).

Language is inherently tied to its role as a marker of certain ethnic identity. It is undeniable that all community activities are closely linked to the language used by a particular linguistic community. A linguistic community is a group of people who share a common language or identify as part of that group. Each language has specific characteristics, such as sentence structures unique to that language, which can result in similarities or differences compared to other languages. Even in international relations,

language holds a key role as a medium of communication in building diplomatic relationships between countries (Syamsuar, 2024; Rizki, 2024).

Differences in language structure often pose challenges for second language learners, such as for Indonesian students learning Arabic. This issue has been previously studied by Marlina (2019) and Ummi & Mulyaningsih (2016), who found that structural differences between Arabic and Acehnese present numerous challenges in Arabic learning. The similarities and differences in word class between Arabic and Acehnese are intriguing to explore, as understanding these distinctions can help minimize errors in Arabic learning. Every language contains unique sentence structures; however, their meanings and purposes are often aligned. In Arabic, the word order significantly impacts the intended meaning, as it does in Acehnese. These two languages have their own distinct characteristics.

One characteristic of Arabic is the mentalistic connection between subject and predicate, where a declarative sentence is considered complete when it contains a core word and an explanatory word. A logical connection must exist between these two elements to ensure clarity for the listener or reader. Typically, these elements are physically linked by a connecting word, but declarative sentences in Arabic do not require a linking word to convey the relationship between subject and predicate.

For instance, Arabic sentences are known for their attention to aspects such as gender (feminine and masculine) and number (singular, dual, plural), as well as case endings, all of which influence sentence structure. This differs from Acehnese, which does not have the concept of case endings. Therefore, this study aims to compare the sentence structure patterns in Arabic and Acehnese.

METHOD

This research employs a qualitative approach with a contrastive method. The qualitative approach is chosen as it allows the researcher to adapt the research process to real-world conditions, which are often complex and varied. The focus of qualitative research is to uncover the quality of natural data that is in-depth, descriptive, and comprehensive. In this approach, the researcher acts as the primary instrument, directly engaging in the data collection process. Data collection is conducted through documentation, allowing the researcher to obtain factual data that requires in-depth analysis. Data analysis is conducted contrastively by comparing sentence patterns in Arabic and Acehnese. The data sources for this research include Acehnese and Arabic conversations, as well as relevant literature as reference materials.

FINDINGS

Contrastive Analysis

Contrastive analysis, recognized as one of the practical methods in language analysis, originates from a simple assumption inspired by the recurring errors observed in foreign language learning cases—specifically, the repeated emergence of similar mistakes in language activities as the goal of language learning. Contrastive analysis, or contrastive linguistics, is a comparative study of two or more languages, emphasizing differences but not dismissing similarities. According to Nababan, this approach can be traced back to William Jones's comparison of Greek and Latin with Sanskrit. Based on

observations, contrastive studies have gained urgency as regular and methodical errors have been identified in the works of foreign language learners (Muslimah, 2021).

Moeliono defines "contrastive" as a focus on comparing differences, particularly within the linguistic realm. Consequently, the term "contrastive linguistics" has emerged, referring to a branch of linguistics that synchronically compares two languages across all components, identifying both differences and similarities. Findings from such studies may help predict possible deviations, violations, or errors that bilingual individuals (those proficient in two languages) might make.

Also known as comparative analysis, contrastive analysis is a linguistic study aimed at describing the similarities and differences between two distinct languages. This description of similarities and differences benefits the teaching of both languages as second or foreign languages. This method of contrastive analysis seeks to highlight the similarities and differences between two languages to derive principles applicable to practical issues in language teaching or translation.

Basic Arabic Sentence Patterns

Essentially, sentences used in daily life, whether in written or spoken form, can be traced back to a basic sentence pattern. In other words, all sentences originate from a fundamental pattern, which is then expanded and developed according to applicable rules. Thus, there exists a basic sentence structure and variations of this basic pattern. In Arabic, there are two primary sentence patterns: subject + predicate and predicate + subject, as detailed below:

1. Subject + predicate pattern, which consists of:
 - *Ism* (nomina) + *Ism* (nomina), example: أنت طالبة (You (pr) student)
 - *Ism* (nomina) + *Fi'il* (verb), example: علي يقوم
2. Predicate + subject pattern, examples: يقوم محمد (al-Makarim, 2006)

The other patterns in Arabic sentences that are the development, expansion or variation of the basic sentence pattern are as follows:

1. Subject + Predicate + Description, this pattern is a development or variation of the Subject + Predicate pattern, where the element of description can be filled in by various forms that can fill the function of description in a sentence. Example: أنا طالبة بجامعة الرانري الإسلامية الحكومية
2. Predicate + Subject + Object, this pattern is a development or variation of the Predicate + Subject pattern, in the sentence the predicate function is filled by *fi'il muta'addi* so that it requires the existence of an object as a sentence refinement. Example: تطبخ الأم الرز
3. Predicate + Subject + Object + Description, examples: يقرأ الأب المجلات في الفناء
4. Predicate + Object + Subject, for example: ما ودعك ربك
5. Predicate + Subject + Description, examples: تشرح في الفصل الأستاذة الكتب
6. Object + Predicate + Subject, example: إياك نعبد وإياك نستعين

Basic Sentence Patterns in Acehese

Basic sentences in Acehese language, as well as in Indonesian, consist of subjects followed by predicates (subjects bound by predicates). The basic types of sentences in Acehese are as follows (Hanafiah, 1984):

1. Sentences with noun subjects are followed by intransitive verb predicates.
 - a. Aneuk miet teungoh manoe (Children are bathing)
 - b. Guree teungeh seumeubeut (Guru sedang mengajar)
2. Sentences with noun subjects are followed by noun predicates.
 - a. Abang long guree (My brother is a teacher)
 - b. Macut jih bidan (His aunt is a midwife)
3. Sentences with noun subjects are followed by adjective predicates.
 - a. Rumoh jih baro (The house is new)
 - b. Bajee long lagak (My shirt is good)
4. Sentences with noun subjects are followed by number predicates.
 - a. Yum kitab nyoe seureutoh ribee (The price of this book is one hundred thousand)
 - b. Aneuk gobnyan baro baro dua (His children are only two)
5. Sentences with noun subjects are followed by additional word predicates.
 - a. Aneuk miet jeh pat (Those are children)
 - b. Jamee di lua (Guests are outside)
6. Sentences with noun subjects are followed by transitive verb predicates.
 - a. Ayah geubloe sileuweue wol (Dad buys wool pants)
 - b. Si Nanda teungoh ji pot boh mamplam (Nanda picking mangoes)

DISCUSSION

Contrastive Analysis of Arabic and Acehese Sentence Archetypes

The similarities and differences between the basic pattern of Arabic and Acehese sentences can be seen from the order of words or elements, which are as follows:

Table 1. Similarities in Arabic and Acehese sentence archetypes

Arabic Sentence Patterns	Acehnese Sentence Patterns	Equation
أنت طالبة Subject + Predicate (ISM + ISM)	Abang long guree (My brother is a teacher) Subject + Predicate (noun + noun)	Both have a subject pattern in the form of a noun and are followed by a predicate in the form of a noun as well.

علي يقوم Subject + Predicate (Ism + Fi'il)	Aneuk miet teungoh manoe (Children are bathing) Subject (noun + predicate (intransitive verb)	Both have a subject pattern in the form of a noun and followed by a predicate in the form of a verb.
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Table 2. Differences in Arabic and Acehnese sentence archetypes

Arabic Sentence Patterns	Acehnese Sentence Patterns	Difference
-	Aneuk miet jeh pat (Those are children) Subject + Predicate (Additional Word)	Adverbs in Arabic as a complement to sentences.
-	Dad geubloe sileuweue wol (Dad buys woolen pants) subject + predicate (transitive verb)	In Arabic, if you use transitive verbs, it will use the Predicate + Subject + Object pattern.
يقوم محمد Predicate + Subject	-	The predicate + subject pattern is not found in Acehnese.
أنا طالبة بجامعة الرائري الإسلامية الحكومية Subject + Predicate + Description	-	In Acehnese after the subject can be followed by adverbs.
تطبخ الأم الرز Predicate + Subject + Object	-	In Acehnese there is no sentence preceded by a predicate in the form of a verb.
يقرأ الأب المجلات في الفناء Predicate + Subject + Object + Description	-	In Acehnese there is no sentence preceded by a predicate in the form of a verb.
ما ودعك ربك Predicate + Object + Subject	-	In Acehnese there is no sentence preceded by a predicate in the form of a verb.
تشرح في الفصل الأستاذة الكتب Predicate + Subject + Description	-	In Acehnese there is no sentence preceded by a predicate in the form of a verb.

إياك نعبد وإياك نستعين Object + Predicate + Subject	-	In the Acehnese language, there is no rule that the object is at the beginning.
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The discussion highlights a contrastive analysis of Arabic and Acehnese sentence archetypes, revealing both similarities and differences in their basic sentence structures. Both languages share a common Subject + Predicate pattern, as shown in nominal sentences. For instance, in Arabic, sentences like "أنت طالبة" (You are a student) and in Acehnese, "Abang long guree" (My brother is a teacher) illustrate a noun-subject followed by a noun-predicate structure. Similarly, both languages exhibit a Subject + Predicate pattern with an intransitive verb, as in Arabic "علي يقوم" (Ali is getting up) and Acehnese "Aneuk miet teungoh manoe" (The child is bathing), where a noun-subject is followed by a verb-predicate.

However, notable differences exist in sentence structures, particularly regarding predicate placement. Arabic commonly starts sentences with a predicate, as seen in Predicate + Subject patterns (e.g., "يقوم محمد" – "Muhammad is getting up") or Predicate + Subject + Object patterns (e.g., "تطبخ الأم الرز" – "The mother is cooking rice"). In contrast, Acehnese does not feature sentences that begin with a verb-predicate, adhering instead to a subject-first structure. Additionally, Arabic allows for sentences beginning with an object, as in "إياك نعبد وإياك نستعين" (It is You whom we worship, and You whom we ask for help, a structure not found in Acehnese, which lacks syntactic flexibility in positioning the object at the start.

Furthermore, while Arabic sentences often include adverbs or descriptive elements as complements within the sentence structure, Acehnese typically places adverbs following the predicate and does not rely on predicate-initial formats. These distinctions reveal Arabic's greater structural flexibility compared to Acehnese's consistent subject-first approach. Recognizing these differences is essential for language learners and translators, as they highlight specific areas where structural misunderstandings could occur between the two languages.

CONCLUSION

Sentences in Arabic share a basic sentence pattern with Acehnese, specifically the S+P (Subject + Predicate) structure, and both languages allow the predicate to contain elements other than verbs. Additionally, there are sentence structures found in Arabic that do not exist in Acehnese and vice versa. For example, the Object + Predicate + Subject pattern in Arabic, as well as the sentence structures beginning with a verb-based predicate, are absent in Acehnese. In Arabic, when using a transitive verb, the pattern generally follows Predicate + Subject + Object. Meanwhile, the Subject + Predicate + Object pattern commonly found in Acehnese is rarely observed in Arabic. Furthermore, Acehnese does not have a rule that places the object at the beginning of a sentence.

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