

COMPARATIVE STUDY BETWEEN ENGLISH AND ARABIC:
COMMON NOUN VS *ISIM NAKIRAH* AND PROPER NOUN VS *ISIM*
MA'RIFAH AND ITS IMPLICATION IN ENGLISH AND ARABIC
LANGUAGE TEACHING

Nailah 'Ainayis Sa'adah¹, Sofkhatin Khumaidah²

^{1,2} UIN Kiai Haji Ahmad Shiddiq, Jember

e-mail: 'nailahainayis@gmail.com

Abstract

In Indonesia, there are many various pesantren and Islamic-based school which makes English and Arabic become compulsory subjects. Moreover, English and Arabic have some similarities and differences in language structure. Based on the preliminary study, most students usually have difficulties in understanding common and proper nouns. However, students tend to interpret common and proper nouns in the same way as with isim nakirah and isim marifah, even though there are some differences within its practical use. This research used library research involves the qualitative comparative analysis. The comparative features of English's noun and Arabics's isim have proper aim in the teaching methods recommended for English and Arabic as second or foreign languages. Furthermore, there are appropriate and alternative solutions for teaching common and proper nouns in grammar and Nahwu, those are; Dual-Language Method, Grammar Translation Method, and Concept Map.

Keywords: *Comparative Study, Common & Proper Noun, Isim Nakirah & Ma'rifah, Language Teaching.*

1. Introduction

Nowadays, English is an international language that can be used to communicate with other people around the world. English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of

bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media (Huddleston & Pullum, 2005:1). Therefore it is important to study and master the English language. There are four skills that should be mastered in learning English. They are listening, speaking, reading, and writing. Besides that, there are three components that must be learned integrated; they are grammar, vocabulary, and pronunciation. By learning both, skills and components of English, the learners will be able to master English well.

On the other hand, almost all countries in the Middle East use the Arabic language as the national language. Arabic is the official language in 22 countries spoken by more than 350 million people around the world (Sadat, 2014:22). So like English, the Arabic language can be said as an international language too. Especially in Islam, Al Quran was revealed in the Arabic language. Arabic is familiar throughout the Moslem world. It is proven by the fact that in terms of daily religious activities, Arabic is the prominent language. To master Arabic, learners should learn both skills and components of the Arabic language. Arabic also has four skills. They are *Maharah al Istima* or Listening, *Maharah al Muhadasah* or Speaking, *Maharah al Qiraah* or Reading, and *Maharah al Kitabah* or Writing. Arabic has five components, they are an *Nizam as Sauti* or Phonology, an *Nizam as Sarfi* or Morphology, an *Nizam ad Dilali* or Semantic, an *Nizam an Nahwi* or Grammar, and an *Nizam al Uslubi* or Stylistics.

Consequently, Both English and Arabic are important as means of communication. In the field of trade, education, and culture, English and Arabic language also have important roles. Learners are required to study English and Arabic to cope with this era.

In language education, especially in an institution taught bilingually, the teacher should compare between those languages. This relates to the author's need in searching for information or variables that have similarities and differences in those languages. By comparing those languages, it is expected to help the teacher and students in the teaching and learning process.

In Indonesia, there are many *pesantren* or Islamic schools in which English and Arabic become compulsory subjects. It is known that English and Arabic are not the native languages, whereas mastery of English and Arabic language is not easy, especially when studying English and Arabic at the same time. In grammar, English and Arabic have some similarities and differences. Sometimes, in those institutions, Arabic is taught more intensely than English is, which makes students understand Arabic easier than English. As an Arabic wise word “*مَنْ شَاءَ شَاءَ عَلَىٰ*”, which says

whoever adjusts oneself to something, will adjust oneself to it.

This is known from the preliminary study that most of the students usually have difficulties in understanding common and proper noun. Students tend to interpret common and proper nouns same as isim nakirah and isim marifah, even though there are some differences between the use of both of them. So, in this article, the authors analyze the comparison between the two languages (English and Arabic), especially on Common and Proper Noun & Isim Nakirah and Isim Marifah and it is completed by the implication in English and Arabic language teaching.

2. Method

This research used library research focusing on the content analysis. Content analysis is a research technique to make valid inferences and re-research from the contexts. (Prastowo, 2019:191). The data for this research is collected from primary and secondary or supporting data sources. For the primary data sources, this research use "The English Language from Sound to Sense" by Gerald P. Delahunty and James J. Garvey for the English source, "Jami ad-Duruus al-Arobiyah" vol. 2 by Syech Mustofa for the Arabic source and used "Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition" by H. Douglas Brown for the implication in teaching language source. For the secondary or supporting data sources, this research used any relevant sources from books, journal, articles, documents, and other supporting sources to complete this research, such as English Grammar A University Course Second Edition, A Student's Introduction to English Grammar, Syarah Mukhtashor Jiddan Alaa Matan al-Jurumiyah, Alfiyah Ibn Malik, Second Language Teaching and Learning, and other sources that are relevant with the topic of the research.

This research used qualitative and comparative analysis as the method of data analysis. The qualitative comparative analysis is a methodology that enables the analysis of multiple cases in complex situations. Based on Charles C. Ragin, Qualitative comparative authors tend to look at cases as wholes, and they compare whole cases with each other. (1989:3). This research is conducted to compare the similarities and differences of multiple facts and properties.

3. Findings and Discussion

Common Noun and Proper Noun

The discussion of common nouns is the initial discussion in nouns. Nouns are subdivided into some major categories, one of the categories is common noun contrast with proper noun. In general, common noun is a noun which has a general meaning. Furthermore, Geoffrey Leech defines that common noun also refers to a class of entities and phenomena. (2006:20) Entities here mean something real exist, such as people, things and so on. While phenomena mean something invisible, such as

pessimism, beauty, and so on. It is same as Delahunty and Garvey's opinion. They defined that common nouns are nouns name classes of entities and substances, (2010:149), such as grease, air, lake. Therefore, it can be concluded that common nouns refer to noun or something visible and invisible to eye in general sense, such as girl, police, wisdom, and so on. Common noun is to show something, while proper noun is to explain something with name, brand, and others. Commonly, the characteristics of common nouns that have been compiled from various references are: (1) Do not require capitalization, (2) Collective noun, (3) Abstract & concrete noun, (4) Countable and uncountable noun, (5) Plural and singular noun, (5) Can be preceded by articles.

Proper noun names a particular person, place or thing, and the first letter of a proper noun is always capitalized. Proper nouns contrast with common nouns, which refer to classes of entity. Proper nouns refer to an individual entity or to a unique set of entities. (Leech, 2006:96). E.g. Delhi, Barbara, Microsoft, Texas, the Rockies. Proper noun serves as informative explanatory in a sentence, so the sentence does not have double or unclear meaning. Commonly, the characteristics of proper nouns that have been compiled from various references are: (1) Always written in capital letter, (2) Do not have articles, (3) Having common noun Equivalent, (4) Can be converted or considered into a common noun.

Isim Nakirah & Isim Ma'rifah

Generally on several definitions that are widely explained, *isim nakirah* is a noun that denotes a general meaning. Meanwhile, some Arabic linguists provide different explanation about the definition of *isim nakirah*. The simplest explanation is from Abdul Haris, He explained that *isim nakirah* has impersonal meaning. (2018:86). In addition, Abdul Haris gives boarder meaning which quoted from Nashif ad-Durus book: *isim nakirah* has impersonal meaning, unclear scope and boundaries. (2018:111) Moreover, on Alfyyah Ibn Malik book states the definition and one of the common features of *isim nakirah*: رَقَّةٌ لَبَاقٍ لَا وَاقِعٌ وَخَافِعٌ أَمْ دَقُّ نَكْرٍ (Masykuri, 2016:65). *Isim* مؤنَّسٍ #

nakirah is a noun that can accept *al* (لَا) which is useful to specialize and can occupy the position of noun that can receive *al* (لَا). Therefore, it can be resumed that *isim nakirah* is general type of noun that has impersonal, unspecific and uncertain meaning, also unclear scope and boundaries. Most of linguists do not classify special characteristics of *isim nakirah*, they only mentioned that *isim* which is not include in *isim ma'rifah* characteristic is included to *isim nakirah*. However, the authors conclude some characteristics of *isim nakirah* based on several resources that have been compiled: (1) Can be added by *alif* and *lam* (لَا), (Haris, 2018:86), (2) *Lafaz* that cannot be added by *alif* and *lam* (لَا), but it is placed the position of *lafaz* which can be added

2018:112), (4) Operationally, included to *isim nakirah* because does not include the category of *isim ma'rifah*. (Haris, 2018:86).

Isim Ma'rifah is a noun which has a special meaning. Different from *isim nakirah*, *isim ma'rifah* refers to a certain object. It can be concluded that *isim ma'rifah* is isim or noun which has particular understandable meaning and already known the limits and scopes. *Isim ma'rifah* has seven characteristics as wrote on Jami' ad-Duruus al-'Arobiyah, vol. 1:

وَالْأَلِفُ هِيَ وَاعٍ : الضمير والهاء واسم الإشارة واسم الموصول واللام من باب (ال) ومضن الألف رجة
وامبدال الموصول بالاءاد

(Mustofa, 1883:150). Based on that statement, *isim ma'rifah* is divided into seven terms: (1) *Damir* or pronoun, (2) *Isim 'Alam* or name, (3) *Isim Isyarah* or demonstrative pronoun, (4) *Isim mausul* or conjunction, (5) *al Ismu muqtaronu bi al* or noun associated with *al*, (6) *Mudaf ila al ma'rifah* or noun that follow *isim ma'rifah*, (7) *al Munada al maqsud bi an nidai* or noun that means intended calling.

Similarities and Differences between Common Noun and *Isim Nakirah*

Here are the similarities and differences between common noun and *isim nakirah*. For the similarities are: (1) Both common noun and *isim nakirah* have same meaning, they indicate to general meaning which is not specific and uncertain to definite noun. (2) Both of them can be made definite. On English grammar, common noun can be defined by adding definite article. While on Nahwu or Arabic grammar, *isim nakirah* can be defined by adding *alif* and *lam* (ل).

Table 1. Similarities between Common Noun and *Isim Nakirah*

Similarities	English	Arabic
Having the same meaning	Class	فصل
Can be made definite	The class	فصل

For the differences are: (1) Characteristic between common noun and *isim nakirah* are not similar. Common nouns tend to refer to almost kinds of nouns. While *isim nakirah* refers to noun that does not included in seven characteristics of *isim ma'rifah*. Whether the nouns are countable, uncountable, abstract, concrete, plural, singular, or collective. (2) When common nouns are mentioned twice on a discourse, the second common nouns must be added by definite noun to explain the word reference of the noun. While on *isim nakirah*, if it is mentioned twice, between the first and the second *isim nakirah* do not refer to same purpose.

Table 2. Differences between Common Noun and *Isim Nakirah*

Differences	English	Arabic
Having different characteristics	Who (pronoun)	مَنْ (Isim nakirah)
Having different rule when they are mentioned twice on a discourse.	<p>I have a new bag. It has small size. The bag is red.</p> <p>(The second word of “bag” denotes the same meaning with the first word of “bag”. Between those common nouns indicate the same meaning).</p>	<p>هَذَا كَبَابٌ صَغِيرٌ. هَذَا كَبَابٌ أَحْمَرٌ.</p> <p>(Between words, we <u>underlined</u> indicate different meaning. The first underlined word denotes a ease and the second denotes other ease).</p>

Similarities and Differences between Proper Noun and *Isim Ma'rifah*

Here are the similarities and differences between proper noun and *isim ma'rifah*. For the similarities are: (1) Both proper noun and *isim ma'rifah* indicate nouns which have special or specific meaning and do not have double interpretation or unclear meaning, (2) Both proper noun and *isim ma'rifah* include names, (3) Both proper noun and *isim ma'rifah* are immediately understandable what is meant, (4) Both proper noun and *isim ma'rifah* are having equivalent word in common noun and *isim nakirah*.

Table 3. Similarities between Proper Noun and *Isim Ma'rifah*

Similarities	English	Arabic
Indicate nouns which have special or specific meaning and do not have double interpretation or unclear meaning	Indonesia (It includes proper noun because it is name of the country which indicates special meaning).	إِنْدُونِيسِيَا (It includes isim ma'rifah because it is name of the country which includes to isim 'alam or one of the characteristic of <i>isim ma'rifah</i>).
Include names	Muhammad	مُحَمَّدٌ
Immediately understandable what is meant	Indonesia (The name of country)	إِنْدُونِيسِيَا (Isim 'alam or the name of country)
Having equivalent word in common noun and isim nakirah	Waterfall – Niagara waterfall (Niagara waterfall is proper noun which is the name one of waterfall. The word “waterfall” is common noun which is the equivalent word of “Niagara waterfall”).	نَافِلٌ - نَافِلٌ (Nafil is <i>isim ma'rifah</i> because of نَافِلٌ is the equivalent of it)

For the differences are: (1) Proper noun tends to refer to the name, brand or label of a certain person, place or thing. While *isim ma'rifah* refers to something not only name, but it also refers to *isim damir* or pronoun, *isim mausul* or conjunction, *isim isyarah* or demonstrative pronoun, *al ismu muqtaronu bi al* or equivalent to definite article, *al munada al maqsud bi an nidai* or intended calling, and *muzaf ila al ma'rifah* or noun that follows to previous *isim ma'rifah*., (2) Proper noun must be written on capital letter in every circumstance, while on Arabic written there is no rule for *isim ma'rifah* writing. (3) Epithet on English grammar does not include to proper noun. Meanwhile, epithet on Nahwu or Arabic grammar, it includes to *isim ma'rifah* (*isim 'alam laqab*). (4) *Al-ismu muqtaronu bi al* serves to define *isim nakirah* or common noun. It is same as definite article in English grammar which serves to define nouns. *Al-ismu muqtaronu bi al* includes to *isim ma'rifah*, while proper nouns do not have articles. (5) Both proper noun and *isim ma'rifah* are having equivalent word in common noun and *isim nakirah*. But, on common noun the equivalent words formed as specific name or lable or brand. E.g. waterfall (common noun)-Niagara Waterfall (proper noun). Meanwhile, on *isim nakirah* equivalent words formed by adding one of *isim ma'rifah* characteristics. E.g. when it is added with *alif* and *lam* (ألف, لام or man (*isim nakirah*)-الرجل or the man (*isim ma'rifah*). (6) On Nahwu or Arabic grammar, *isim damir* or pronoun, *isim isyarah* or demonstrative pronoun and *isim mausul* or conjunction are include to *isim ma'rifah*. While on English grammar, between pronoun, demonstrative pronoun, and conjunction are not include to proper noun. Because they are different class of words.

Table 4. Differences between Proper Noun and *Isim Ma'rifah*

Differences	English	Arabic
Different characteristics	Only refer to name, label, or label of certain person, place or thing. E.g. Jane, Barcelona, Indonesia, Gucci	Not only refer to name, but also to <i>isim damir</i> or pronoun, <i>isim mausul</i> or conjunction, <i>isim isyarah</i> or demonstrative pronoun, <i>al ismu muqtaronu bi al</i> or equivalent to definite article, <i>al munada al maqsud bi an nidai</i> or intended calling, and <i>muzaf ila al ma'rifah</i> or noun that follows to previous <i>isim ma'rifah</i> .
Different rule in the written	Must be written on capital letter	There is no capital letter on Arabic writing
Different rule on epithet position	He was the Lukman of his age, but in this sentence "Lukman" is not interpreted as the name of person, but it is interpreted as epithet of	 Or Amr the big eye (It is <i>isim 'alam laqab</i> which is include to <i>isim ma'rifah</i> .)

	the wisest man. Furthermore, it is started with “the” or definite article. Proper noun does not have articles).	
Different rule in definite noun	Proper noun does not have articles	<i>Al-ismu muqtaronu bi al</i> is same as definite article which serves to define nouns. It includes to <i>isim ma'rifah</i> .
Different rule in equivalent word	Formed as specific name, label or brand. e.g. Waterfall (common noun) – Niagara Waterfall (proper noun)	Formed by adding one of <i>isim ma'rifah</i> 's characteristic. e.g. جرل or man (<i>isim nakirah</i>) – الرجل (the man (<i>isim ma'rifah</i>)).
Different in class of word	Pronoun, demonstrative pronoun, and conjunction are not include to proper noun. Because they are different class of words.	<i>Isim damir</i> or pronoun, <i>isim isyarah</i> or demonstrative pronoun and <i>isim mausul</i> or conjunction are include to <i>isim ma'rifah</i> .

The Implication in Language Teaching

Language teachers must arrange learning based on students' language main typology, especially in grammar learning. The typology commonly determined main difficulties that are faced by students and caused their easiest fault in pronunciation and grammar. Before teaching grammar, a teacher should consider few aspects to determine the roles of grammar in language teaching. Marianne Celce Murcia in H. Douglas Brown (2000:363) offered six easily identifiable variables: age, proficiency level, educational background, language skills, style or register, needs and goals.

The consequence of the differences of common and proper noun in English grammar and Arabic grammar or Nahwu is the emergence of various difficulties that are faced by students in learning process. The differences affect teachers in developing material, and selecting teaching method and strategy in order to achieve the aim of foreign language learning. In teaching and learning of foreign language, a teacher needs to take more attention to the main idea of the material that will be taught. The purpose of grammar teaching is to help learners internalize the structures taught in such a way that they can be used in everyday communication. (Richard & Renandya, 2002:168)

Therefore, the authors try to offer alternative solutions that are expected to eliminate the difficulties and mistakes undergone by students in foreign language learning process. After comparing between common noun and *isim nakirah* as well as proper noun and *isim ma'rifah*, the authors offer suitable choice of methods and strategy in teaching process. This is where the contribution of this research analysis in foreign language teaching lies, especially in school or other institutions where English and Arabic language are taught.

Based on those comparative study on common noun and proper noun learning process, students faced little difficulty and fault. Therefore, the teacher should manage the arrangement of learning materials from the easiest to the most complicated. In learning process, the teacher should occasionally explain the equivalent or comparison between English grammar and Arabic grammar, so the students are helped in understanding the material. Because the students who learn foreign language have their own language paradigm, namely mother language. Using their mother language paradigm, they understand foreign language materials. Hence, teacher's job is helping to direct the students to understand the materials.

Everyone who is involved in the world of foreign language learning understands the importance of method for learning process. Prof. Mahmud Yunus in Azhar Arsyad stated: ”رابط بين نية المعلم”. (2003:66). Method is more important than substance”. The

statement should be taken seriously by foreign language teachers. There has been a misleading assumption that mastering material is a guarantee that someone is able to teach others. However, the fact indicates that mastering the material is not enough to teach effectively. The teacher should prepare the method that will be applied in learning process.

In his book Language Teaching Analysis, William Francis Mackey in Muljanto Sumardi (1997:32) wrote 15 kinds of teaching language method that are commonly used: 1) Direct Method, 2) Natural Method, 3) Psychological Method, 4) Phonetic Method, 5) Reading Method, 6) Grammar Method, 7) Translation Method, 8) Grammar-Translation Method, 9) Eclectic Method, 10) Unit Method, 11) Language- Control Method, 12) Mim-Mem Method, 13) Practice-Theory Method, 14) Cognate Method, 15) Dual-Language Method.

From those kinds, the authors choose 2 methods that were deemed appropriate for teaching common noun and proper noun in grammar and Nahwu: Dual-Language Method, and Grammar-Translation Method.

Dual-Language Method is a similar method with comparative analysis which is based on similarities and differences between two languages. The comparison does not only include the words, but also the phonetic and grammar system. Each difference is made the focus of the lesson and drill.

After going through comparative study process, the next step is drill or intensive training. In drill process, the authors tend to choose grammar-translation method as the method. This method is a combination of grammar and translation method. On

grammar method, students are required to memorize certain grammatical rules and words. Then the words are arranged based on grammar rules. Thus the activity is a

practice of applying grammar rules. Meanwhile, the translation method emphasizes the activities of translating texts. However, grammar translation method has a combination of characteristic from grammar method and translation method: a) Teaching formal grammar, b) The learning activities consist of memorizing grammar rules, translating words and translating short passage, c) Giving little speaking practice. Based on the previous explanation, the authors are sure that the learning process should be delivered in drill method that should be given as often as possible. It makes the students trained and familiar with the foreign language paradigm.

In addition, authors suggest the teacher to use concept mapping in learning process. It is expected to avoid misconception in material. According to Martin in Trianto Ibnu Badar al-Tabany (2014:186), concept mapping is a concept graphic illustration that indicates how single concept is linked to other concepts in the same category. In drafting a concept map, it should be arranged hierarchically. It means that the more inclusive concept is placed at the top and followed by less inclusive concept. Arends in Trianto Ibnu Badar al-Tabany (2014:186) provides steps to make a concept map: 1) Identify main ideas or principles that include concepts, 2) Identify ideas or secondary concepts that support main idea, 3) Place the main idea at the center or the top of the map, 4) Group secondary ideas around the main idea which indicate the relationship between the ideas and the main idea visually.

4. Conclusion and suggestion

Both common noun and *isim nakirah* have same meaning, they indicate to general meaning which is not specific and uncertain to definite noun. But, they also have some differences. One of the differences is on the characteristics of them. Common nouns tend to refer to almost kinds of nouns. While *isim nakirah* refers to noun that do not included in seven characteristics of *isim ma'rifah* (except of *isim damir*, *isim isyarah*, *isim 'alam*, *isim mausul*, *isim+ل*, *mudaf ila al ma'rifah*, *al munada al maqsud bi an nidai*).

Both proper noun and *isim ma'rifah* indicate nouns which have special or specific meaning and do not have double interpretation or unclear meaning. But, they also have some differences. One of the differences is on the characteristics of them. Proper noun tends to refer to the name, brand or label of a certain person, place or thing. While *isim ma'rifah* refers to something not only name, but it also refers to *isim damir* or pronoun, *isim mausul* or conjunction, *isim isyarah* or demonstrative pronoun, *al ismu muqtaronu bi al* or equivalent to definite article, *al munada al maqsud bi an nidai* or intended calling, and *muzaf ila al ma'rifah* or noun that follows to previous *isim ma'rifah*.

The teacher should occasionally explain the equivalent or comparison between English grammar and Arabic grammar, so the students are helped in understanding the material. Because the students who learn foreign language have their own language paradigm, namely mother language. Using their mother language paradigm, they understand foreign language materials. Hence, the authors try to offer alternative solutions that appropriate for teaching common and proper noun in grammar and *isim nakirah* and *ma'rifah* in Nahwu. The solutions are using Dual-Language Method, Grammar Translation Method and Concept Map.

After carrying out the research, the authors realize that the discussion is only small part of whole discussion about common and proper noun in grammar and Nahwu. Even though it is a small part, it has risen many problem along discussion. The authors also realize there are many lacks of this article.

The authors hope this article is beneficial for the authors themselves and others. For students, the authors hope that it could ease to understand the concept of common noun and proper noun in grammar and Nahwu. For teacher, the authors hope that this thesis could be reference in choosing learning methods and strategy. For other authors, the authors hope, it could be reference to do related research. The authors also suggest them to analyze further and develop it, especially in the terms of implication in foreign language teaching and offer the newest methods and strategies on accordance with the development of educational world.

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