

A CONTRASTIVE ANALYSIS OF ARABIC AND ENGLISH AFFIXATION

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Abstract: This research comparative between Arabic and English affixation. This research was raised because of the assumption that when students have learned and know about one of the two languages, the students assume that the other language is difficult to understand. This research has two main objectives there are to find the differences and similarities of Arabic and English affixation. The method used in this research is descriptive qualitative. This method is employed to describe the analysis and findings, which focus on analyzing comparative between Arabic and English affixation. The data analysis method this research uses Metode Agih (distributional method). Metode Agih (distributional method) is a method whose determining tool is precisely part of the language concerned, namely Arabic and English. This research gets the result, There are six differences of Arabic and English in affixation In Arabic, the addition of verbs to nouns has three affixes, namely prefix, infix and confix. While English according to katamba theory, the addition of verbs to nouns only has suffixes. The similarities there are three, In general both languages have affixed words. Both language have additional letters and meaning changes. While specifically Arabic and English can changed from verb into noun.

Keywords: Contrastive analysis, Arabic, English, Affixation

INTRODUCTION

All languages in this world have characteristics and features that make them different from other languages. Arabic and English are two foreign languages that are usually the languages of interest after the mother tongue and national language of the students in islamic boarding schools in Probolinggo. However, there are some assumptions related to learning both languages. When students have learned and know about one of the two languages, the students assume that the other language is difficult to understand. The assumption of Islamic boarding school students about learning two languages at once is difficult and not easy. So some things are explained this time to answer this assumption that basically the two languages do have differences, but also of course have similarities. The same characteristics and a number of labels attached to the two languages(Yusuf & Bahraen, 2021).

In general, there are two factors that cause learners to experience difficulties in learning, namely internal and external factors (Tambunsaribu & Galingsing, 2021). While the linguistic problem in Arabic is the formation of words that are very diverse and flexible, the formation of words and sentence structure is often considered a major obstacle for learners of Arabic (Takdir, 2020). In another problem in Arabic is sound, which is very helpful for achieving listening and speaking skills in Arabic. The sound system of the throat or *halqiyah* is the sound system between the two lips and mouth which must also be considered by students or students of Islamic boarding school, and becomes a linguistic problem. This problem can be an obstacle for students who learn two languages at once.

Some common difficulties encountered while learning English are mainly in linguistics: Pronunciation, many people have difficulty in pronunciation due to the gap between reading and writing and the way of reading that is different from writing often makes it difficult for readers so that there is no interest in reading English lessons. Also, English has a number of vowel and consonant sounds that are not found in other languages. Foreign speakers often have difficulty in pronouncing words correctly. English the relationship between spelling and pronunciation is more complex Kelly 2006 (in Gunantar & Rosaria, 2020). English grammar has complex rules, especially related to tenses, articles (a/an, the), and also pronouns. Grammar mistakes are common, especially for the beginner English learners. One of the most important skills that students must learn in learning English as a foreign language is speaking (Intan Meutia et al., 2020)

Speech is a communication tool that people use to convey their thoughts, express their desires, or communicate with others. Speech is the delivery of information, and ideas from the speaker to other people, such as the listeners (Amar, 1981; Suroto, 2017). People can express ideas through direct communication by speaking to others or delivering speeches in front of an audience. Speech is the process through which a speaker communicates with an audience, usually in public. Many people use speech such as a leader, a president, a teacher, and many others. So, in the speech, there is a speaker as the source of the speech, and there is also a listener or audience.

Therefore, learning the behavior of the next language is very important to overcome this difficulty. In other words, learning a second or subsequent language involves changing the mother tongue. English language acceptance factors are influenced by basic language skills including mother tongue (Qomariana et al., 2019). The influence of a foreign language on the mother tongue certainly exists, but there are also difficulties in learning a second or foreign language due to the strength of one's mother tongue. As with learning English, grammar that is different from the mother tongue also affects and becomes a factor of difficulty in learning it. Mother tongue with different grammar causes certain difficulties in learning English (Qomariana et al., 2019).

As well as several other factors of non-linguistic problems mentioned. First, the most serious problem in Arabic language learning that needs to be addressed is the seriousness of student learning and the seriousness of teachers in teaching (Takdir, 2020). In fact, the level of one's seriousness in learning Arabic greatly affects his ability. In fact, it does not rule out the possibility that someone can become an expert in Arabic or English if he really dedicates himself to mastering both languages. lack of interest is the lack of support from the surrounding environment other than pesantren which makes Arabic difficult to learn and even more difficult to practice. A language environment that can encourage santri to dare to speak without shame and fear of being wrong (Takdir, 2020). Some reasons for lack of interest in English are due to general factors such as, difficulty in reading the writing. In general, students still have difficulty conveying ideas, thoughts, statements and so on in language skills, especially in English (Febriani & Sya, 2022).

A comparison between English and Arabic reflects significant differences in terms of culture, history and language structure. While both have value and important roles in the modern world, their uses and learning challenges can be very different. There are several dialects of Arabic spoken throughout the Arab world, and these dialects often differ in terms of pronunciation, vocabulary and grammar. Arabic has a very extensive vocabulary and is often used to express complex ideas and subtle refinements. Arabic has a very flexible vocabulary formation pattern (Susawati, 2019). English and Arabic are very different in terms

of alphabets, pronunciation, or some parts of their structure. Therefore, it is important to contrast these two languages.

So to find the similarities of functions between the two languages, some general characteristics of Arabic and English are explained. The characteristic of Arabic is that the way of writing is different from writing Latin letters, namely from right to left. Arabic writing is indeed different from other languages, namely from right to left, as in the holy book of Muslims, the Koran, which is already written from right to left. Arabic has characteristics in the aspect of sound such as vowels that are read as phonemes (Susiwati, 2019). While characteristics in English such as, typical of English sentences, word order is subject-verb-object. The verb tense in English is used to determine the time of an event (present, past, future). Prepositions To indicate the relationship between items in a phrase, English uses various prepositions such as "in", "on", "under", "beside", and so on. The articles "a", "an", and "the" are used to clarify or generalize sentences in English.

The status of Arabic studied in this research is modern Arabic, namely in the 19th and 20th centuries. From ancient times to the present Arabic has undergone a complex evolution and continues to grow, especially when it becomes one of the international languages. Like other languages in the world, Arabic also has a journey of ups and downs since the jahiliah or pre-Islamic period until now. At least the journey of Arabic language development can be divided into 6 periods (Riani et al., 2023).

While the status of English in this study also uses modern English. As an international language that is a means of communication throughout the world, English has changed with the times. Unlike Arabic which has 6 periods, English only has 5 historical periods. The following are The beginning English period, the old English period, the middle English period, the early modern English period and the present day English period.

This research theoretically aims to can make good contribution to those who concern in balancing the English as the international language and Arabic as the language used in almost of Moslem's books of knowledge (Quran and Hadits) as rules and guidance of Moslem in daily life. Aims to help students in islamic

boarding school who are learning two languages at once. This study also may contribute and give more practical information to the reader commonly, and especially for student of linguistics in Faculty of Letters and Philosophy at Panca Marga University of Probolinggo. While the practically aims to can make the general public aware that between Arabic and English apart from having differences, also have similarities. The existence of research can also dispel assumptions related to the difficulty of controlling and learning two languages at once, especially Arabic and English. This research is also aimed at the society in general that Arabic and English besides having differences there are also similarities, especially in affixation.

The first study by (Gunawan et al., 2019) the title “Morphophonemic Process In English and Balinese Language (A Contrastive Analysis)”. This research is a study of contrastive analysis of English and Balinese. it can be concluded from some of the above comparisons that contrastive analysis research in morphological approaches has been researched a lot, but only differs in language objects. This research used Descriptive Qualitative Method. This research is using theory of morphophonemic by Jensen (1990). This research is set to identify, analyze and describe the morphophonemic process and its types in bot English and Balinese language, as well as uncovering the similarities and differences of process morphophonemic between English and Balinese language.

The necessary information is gathered from a variety of sources: the English data were gathered from a variety of English books and dictionaries, and the Balinese data were gathered from a variety of sources as well; however, the Balinese data were primarily gathered from the informants in Werdhi Agung village in Bolaang Mongondow regency. Additional information was gathered from prior research and Balinese articles, as well as from a variety of Balinese books, such as Struktur Bahasa Bali (1981) by Bawa, W et al., Geografi Dialek Bahasa Bali (1981) by Herusantosa et al., Kamus Bali - Indonesia (1985) by Bagus, G et al., and other books; additional data were sourced from recorded audio-visual dialogs in Balinese traditional plays and wayang puppet shows. This research reveals some similarities and differences.

This research has been carried out by several previous researchers, which was researched by (Syafei et al., 2020) the title is "Contrastive Analysis Of The Affixation Process On Verbs In Arabic And Minangkabau Language". The research is a type of library research, uses Qualitative approach that presents data and analysis Descriptive. This object research focus on verbs in Arabic and Minangkabau language. This study aims for describing the affixation process of verbs in Arabic and Minangkabau language, the difference and similarities between the two language.

According to the study's findings, affixes in the Arabic language are made up of predetermined letters, however morphemes are used in the Minangkabau language. Basic verbs can become command verbs in Arabic according to a unique pattern, however in Minangkabau, basic verbs can become command verbs by using a suffix. In Arabic, subjects are coupled with verbs as prefixes, whereas in Minangkabau, subjects stand alone and are not joined with verbs. The two languages are comparable in that they use the same prefix, suffix, and infix affixation processes. The ability of both languages to convert intransitive verbs into transitive is another similarity. This research differs in that it also uses a contrastive analysis, but it focuses on the process in a different way.

The third study by (Arianto, 2021) the title "Derivational and Inflectional Morphology Process In English and Arabic". The same on language objects, namely English and Arabic. The similarity is also found in the approach, namely morphology, but this study examines derivational and inflectional in Arabic and English. The study used Descriptive Method and also Distributional Method for analyze. The main object of this study was to compare word formation between English and Arabic. Each language that is analyzed will describe the formation of words according to inflectional and derivational process.

The research data, which is in the form of vocabulary in Arabic and English that changes shape according to inflectional and derivational processes, was obtained from the English dictionary, while the Arabic data sources were the *durusul lughoh al'arabiyyah* book volumes 1-3 and the Koran. The differences between the two languages' morphological formation processes are evident in the

derivational process, wherein Arabic and English differ in that Arabic only has derivational in the form of fixed form, whereas English sees it as affixation.

The fourth study by (Sutriani et al., 2022) the title “Affixation Process of Verbs in English and Bajo Language (Analysis Contrastive)”. This research used Descriptive Qualitative Method. The techniques of data collection used in this research were interview and study document. The data were analyzed by using contrastive analysis. The study the object studied was between English and bajo language. In the above comparison, it has been explained that this research has differences in the language objects analyzed. Similarities with previous research on morphological approaches especially affixation. This research aims at finding and describing about the affixation process of Verbs in Bajo Language, and finding the similarities and differences of verbs in English and Bajo Language.

The study's findings proved that the majority of verbs in the Bajo language had meanings that varied. The process of affixation may result in a shift in meaning. The Bajo language has four distinct processes for affixing verbs: prefix, suffix, simulfix, and confix. There are three steps involved in the affixation of verbs in English: prefix, suffix, and confix. The prefix, suffix, and confix processes in the morphological process are shared by the verb affixation processes in the Bajo and English languages. The distinction was that the affixation process of verbs in English lacked the simulfix process.

Based on the comparison of the above research between differences and similarities, this research is different from previous research because the object is the same but the material discussed is different. Previous research is also about contrastive affixation but between Arabic and minagkabau language. It has not been found in previous journals that discuss about the contrastive analysis of Arabic and English affixation.

This research focuses on the contrastive analysis of affixation between Arabic and English. Reviewing all previous research with different objects or approaches. This research is specialized in the field of affixation, namely prefixes, infixes and also deposits. Interestingly and making it different because this research was raised from several assumptions of students in pesantren regarding the difficulty of mastering two languages at once, namely Arabic and English.

METHOD

The method used for analysis in this study is a descriptive qualitative method. Qualitative research begins with assumption and the use of interpretive/theoretical frameworks that inform the study of research problems addressing individuals to a social or human problem (Creswell & Poth, 2018). This research data is an important source in understanding the structure and use of words of Arabic and English. Data collection method are the most strategic step in research, because the main purpose of research is to collect data. So, collecting data in this research using observation by Sudaryanto. The type of data for this research is primary data. The data analysis method this research uses *Metode Agih* (distributional method). *Metode Agih* (distributional method) is a method whose determining tool is precisely part of the language concerned, namely Arabic and English.

ANALYSIS AND FINDINGS

Arabic Affixation

Some affixes in Arabic that change from verbs to nouns are divided into three, namely prefix, infix and confix. In Arabic, changes in the meaning of nouns have three meanings, namely, nouns of actors, nouns of tools, and nouns of sufferers. The change in noun of tool (isim alat) is the noun tool of the verb. In Arabic noun (isim) is not only one, but is divided into 3 namely noun of actor (isim fa'il), noun of sufferer (isim maf'ul), and noun of tool (isim alat).

There are two prefixes in Arabic on the basic form of verb into noun namely prefix {mu-} and {ma-} both have different meanings. Infix changed from verb into noun there is one {-aa-} for confix changed from verb into noun there are four {mi-tun}{ma-uu-}{mi-aa-} and confix {mu-aa-}.

a) Arabic Prefix (السابق / as-sâbiq).

Prefixes of verbs turned into nouns in Arabic have two additions, namely {mu-} and {ma-}. These two additions have different meanings. The addition of {mu-} turns into the person who does the work, while the addition of ma turns into a noun to describe the object of the work.

a. Prefix {mu-}

The prefix {mu-} added to Arabic verbs turns them into nouns. The prefix {mu-} occurs in four-letter, five-letter and six-letter verbs changing the meaning of اسم فاعل (ism fâ'il) noun doer اسم مكان / (ism makân) noun that states or shows a place and اسم مفعول / (ism maf 'ûl) noun sufferer.

In (ism maf 'ûl) noun sufferer by replacing the hamzah with the letter mîm with dhammah at the beginning and fathah at the letter before the end. If the basic form of the verb is other than hamzah, then the formation of (ism maf "ûl) / اسم مفعول by adding the prefix {mu-} value and a fathah value to the letter finall sound.

Table.1 prefix {mu-}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Prefix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	خرج <i>khoraja</i> [χɔɾɔja] (out)	Verb	{mu-}	مخرج <i>mukhrojun</i> [muχɾɔjun] (people who come out)	Noun
2	أختار <i>akhtaara</i> [aχtãɾɔ] (choose)	Verb	{mu-}	مختار <i>mukhtarun</i> [muχtãrun] (chosen person)	Noun

The formation of nouns from four, five and six letter verbs in *ism fâ'il* (noun of the doer) is formed if the verb begins with *hamzah*, then *hamzah* is replaced by the prefix {mu-} and has a *kasrah* letter before the end. if the basic form of *fi'il* is other than *hamzah*, then the formation of isim by adding the prefix {mu-} and has a soun [I] (*kasrah*) before finall syllabe. Letter atau huruf hijaiyah dalam bahasa arab itu merepresentasikan syllable.

Table 2. Prefix {mu-}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Prefix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	سلم <i>salama</i> [salama] (safe)	Verb	{mu-}	مسلم <i>muslimun</i> [muslimun] (survivor)	Noun
2	درّس <i>darrasa</i> [darrɔsa] (study)	Verb	{mu-}	مدرّس <i>mudarrisun</i> [mudarrisun] (teacher)	Noun

b. Prefix {*ma-*}.

The prefix {*ma-*} added to an Arabic verb turns it into a noun of place (*isim makan*). The pattern is a three-letter base and the ain of the *fi'il* is *fathah* (*yaf'alu*) then the prefix replaces the *ya' mudhâri'* and the prefix *mîm* is *fathah*. The addition of {*ma-*} turns it into a noun to describe the object of the action. After turning into a noun, the harakat sound before the last letter is both *fathah* sounds, the second letter becomes a *sukun* sound.

Table 3. Prefix {*ma-*}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Prefix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	جلس <i>jalasa</i> [jalasa] (sit down)	Verb	{ <i>ma-</i> }	مجلس <i>majlisun</i> [majlisun] (gathering)	Noun
2	نزل <i>nazala</i> [nazala] (stop by)	Verb	{ <i>ma-</i> }	منزل <i>manzilun</i> [manzilun] (rumah)	Noun

B. Arabic Infix (الزيادة / *az ziyâdah*)

Infixes are affixes in the middle of Arabic words. In Arabic, there is only one infix that changes from a verb to a noun, namely infik a. Infik a means the noun of the doer or the one who does the work.

a) Infix {-*aa-*}

The infix {-*aa-*} only changes noun of doer (*isim fa'il*), or the person doing the work. In *tashrif* the noun of doer (*isim fa'il*) is in sixth place. The infix {-*aa-*} is added between the first and second letters, and the letter before the end has a *kasrah* character. Infix {-*aa-*} has a long sound that reads in the middle of the word. The infix is located after the second letter when it turns into a noun.

Table 4. Infix {-*aa-*}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Infix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	ضرب <i>dloroba</i> [ðɔrɔba] (hit)	Verb	{- <i>aa-</i> }	ضارب <i>dlooribun</i> [ðɔɔribun] (bat)	Noun
2	نجح <i>najaha</i> [najaha] (success)	Verb	{- <i>aa-</i> }	ناجح <i>naajihun</i> [nâjihun] (successful person)	Noun

C. Arabic Confix (السابق واللاحق) *Assabiq Wallahiq*

The meanings of these confixes are different such as, {*mi--tun*} becomes a noun with the meaning is noun of tool (*isim alat*), {*ma-uu-*} becomes a noun with the meaning is noun of sufferer (*isim maf'ul*), {*mi-aa-*} becomes a noun with the meaning is noun of tool (*isim alat*) and the last confix {*mu-aa-*} becomes a noun with the meaning is noun of doer (*isim faa'il*).

a) Confix {*mi—tun*}.

The confix {*mi-tun*} added to Arabic verbs turns them into tool nouns. The addition of {*mi-tun*} changes the meaning of the tool used in the origin of the verb. After changing into a tool noun, the *harakat* sound before the last letter is the same *fathah* sound.

Table 5. Confix {*mi—tun*}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Confix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	كنس <i>kanasa</i> [kanasa] (sweep)	Verb	{ <i>mi—tun</i> }	مكنسة <i>miknasatun</i> [miknasatun] (broom)	Noun
2	كوى <i>kawaa</i> [kawā] (hammering)	Verb	{ <i>mi—tun</i> }	مكواة <i>mikwaatun</i> [mikwātun] (hammer)	Noun

b) Confix {*ma-uu-*}.

The confix of {*ma-uu-*} is formed from verb (*fi'il*) to noun (*isim*) to describe the object of work. Noun of sufferer (*Isim maf'ul*) shows something that is subjected to work. The formation of noun of sufferer (*isim maf'ul*) is due to the existence of a sentence according to the rules of Arabic where the verb (*fi'il*) in the sentence is about the object or called this noun of sufferer (*isim maf'ul*.)

The verb is taken from three letters (*tsulâsi mujarrad*) by adding the prefix {*ma-*} with *fathah* and *ain fi 'il* with *dhammah* between the second letter and the final letter given the insertion of the morpheme *wawu* with a *sukun*. The *wawu* sound becomes a long [uu] because it reads *sukun* and is attached to the previous letter.

Table 6. Confix {ma-uu-}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Confix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	أخذ <i>akhoda</i> [aḫɔda] (take)	Verb	{ma-uu-}	مأخوذ <i>ma'khuudun</i> [maʔḫūḍun] (taker)	Noun
2	سمع <i>sami'a</i> [samiʔa] (listen)	Verb	{ma-uu-}	مسموع <i>masmuu'un</i> [masmūʔun] (listener)	Noun

c) Confix {mi-aa-}.

The confix {mi-aa-} added to Arabic verbs turns them into tool nouns. The addition of {mi-aa-} changes the meaning of the tool used in the origin of the verb. After changing into a tool noun, The process, adding the prefix *mîm* with *kasrah* at the beginning of the word and between the second and third letters gets an *alif* insertion and the second letter of the base form has *fathah*.

The *harakat* sound before the last letter is the same *fathah* sound, and the second letter after the additional letter becomes a *sukun* sound. While the confix *a* is a sound that is read long. Bunyi {aa} when it enters the confix, the sound of the affixed letter becomes long with the *fathah* *harakat*. The addition is only in the case of three letters and two additional letters.

Table 7. Confix {mi-aa-}

No رقم <i>Ra'mun</i>	Root الكلمة الاصلية <i>Alkalimatul ashaliyah</i>	Part Of Speech	Confix الحرف الزيادة <i>Alharful Ziyaadah</i>	Word الكلمة <i>Alkalimah</i>	Part Of Speech
1	فتح <i>fataha</i> [fataha] (open)	Verb	{mi-aa-}	مفتاح <i>miftāhun</i> [miftāhun] (key)	Noun
2	وزن <i>wazana</i> [wazana] (weigh)	Verb	{mi-aa-}	ميزان <i>miizaanun</i> [mizānun] (scale)	Noun

d) Confix {mu-aa-}.

The confix {mu-aa-} added to Arabic verbs turns them into nouns. The affix of {mu-aa-} changes to the one who does or the doer. After changing into a noun, the sound of the *harakat* before the last letter is both *kasrah* sounds. While the

confix a is a sound that is read long.

Table 8. Confix {*mu-aa-*}

No رقم	Root الكلمة الاصلية	Part Of Speech	Confix الحرف الزيادة	Word الكلمة	Part Of Speech
<i>Ra'mun</i>	<i>Alkalimatul ashaliyah</i>		<i>Alharful Ziyaadah</i>	<i>Alkalimah</i>	
1	سفر <i>safara</i> [safaɾɔ] (travelling)	Verb	{ <i>mu-aa-</i> }	مسافر <i>musaafirun</i> [musāfirun] (people travelling)	Noun

English Affixation

Affixes in English that change from verbs to words are suffixes only. In English, changes in the meaning of a noun only have the meaning of the noun. According to Katamba's theory, the change from verb to noun has no prefixes, only suffixes. Prefixes only occur in the basic changes of noun to noun and noun to verb, not verb to noun.

A. English Suffix.

There are three suffixes in English that change the base form of a verb into a noun, including suffix {-ment}{-er}{-al}{-or}{-tion}{-age}{-tion} and {-ence}{-ance}. The meaning of the seven suffixes has the same meaning, because in English there is only one noun. So in English, the grouping only differs in suffixes, not in meaning.

Table 9. Kind of noun suffix

No	Suffix	Word-class of input base	Word-class of output word	Meaning
1.	{-ment}	Verb	Noun	Result of doing the action indicate by the verb
2.	{-er }	Verb	Noun	Agent who does whatever the verb indicates
3.	{-al }	Verb	Noun	Pertaining to, of the kind
4.	{-or }	Verb	Noun	Agent who does whatever the verb indicates
5.	{-tion}	Verb	Noun	Result of doing the action indicate by the verb
6.	{-age }	Verb	Noun	Something that results from an action
7.	{-ion }	Verb	Noun	Act, state or result of ding something

8.	{-ence} {-ance}	Verb	Noun	Indicates a quality or state.
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a) Suffix {-ment}.

Suffix {-ment} can change the function of a verb into a noun. This suffix is used to show the result of performing the action indicated by the verb. Here are five examples of the suffix {-ment} and their tables

Table. 10 Suffix {-ment}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Enlarge	Verb	{-ment}	Enlargement	Noun
2.	Retire	Verb	{-ment}	Retirement	Noun
3.	Abandon	Verb	{-ment}	Abandonment	Noun

b) Suffix {-er}

The suffix {-er} creates a new lexeme without changing its grammatical category. Suffix {-er} is used to express the agent or someone who does the work. One of the word class changes from verb to noun is suffix {-er}. Five examples along with a table of the suffix {-er}.

Table 11. Suffix {-er}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Teach	Verb	{-er}	Teacher	Noun
2.	Write	Verb	{-er}	Writer	Noun
3.	Speak	Verb	{-er}	Speaker	Noun

c) Suffix {-al}

The suffix {-al} in the verb to noun class is used for direct action. A noun derived from the suffix {-al} is something that means with or directly. The suffix {-al} is not a bound word but a noun, but it also exists in adjectives. Here are examples and a table of suffix {-al}.

Table 12. Suffix {-al}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Recite	Verb	{-al}	Recital	Noun
2.	Arrive	Verb	{-al}	Arrival	Noun
3.	Propose	Verb	{-al}	Proposal	Noun

d) Suffix {-or}

Suffix {-or} has the same meaning as suffix {-er} which shows the doer or the person who performs the action of an action. Suffix {-or} is also a word class change from verb to noun. Here's an example.

Table 13. Suffix {-or}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Translate	Verb	{-or}	Translator	Noun
2.	Distribute	Verb	{-or}	Distributor	Noun
3.	Inspect	Verb	{-or}	Inspector	Noun

e) Suffix {-tion}

The suffix {-tion} is used to form abstract nouns from verbs or root words to express a state. As the meaning changes, the position or usefulness in a sentence also changes. Here's an example of the suffix {-tion} from a verb base to a noun.

Table 14. Suffix {-tion}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Starve	Verb	{- tion }	Starvation	Noun
2.	Combine	Verb	{- tion }	Combination	Noun
3.	Communicate	Verb	{- tion }	Communication	Noun

f) Suffix {-age}

Suffix {-age} is an affix that means something that results from an action. The formation of nouns from suffix {-age} does not always come from verbs. Here's an example of Suffix {-age} from verb base to noun.

Table 15. Suffix {-age}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Break	Verb	{- age }	Breakage	Noun
2.	Carry	Verb	{- age }	Carriage	Noun
3.	Pack	Verb	{- age }	Package	Noun

g) Suffix {-ion }

The Suffix {-ion } is very often added to free stems, namely verb to turn into noun. It is also often added to bound stems again to turn into noun. The suffix {-ion}

has meaning act, state or result of ding something Act, state or result of ding something

Table 16. Suffix {-ion }

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Instruect	Verb	{- ion }	Instruction	Noun
2.	Vacate	Verb	{- ion }	Vacation	Noun
3.	Instigate	Verb	{- ion}	Instigation	Noun

h) Suffix {-ence} dan {-ance}

The addition of {-ence} and {-ance} to a verb as a base word forms a noun. Nouns that end with one of the {-ence} or {-ance} suffixes often have a partner word ending in the letter e esides being a noun ence also becomes an adjective. Here are examples of ence and ance suffixes from verbs to nouns.

Table 17. Suffix {-ence }

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Coincide	Verb	{- ence }	Coincidence	Noun
2.	Diverge	Verb	{- ence }	Divergence	Noun
3.	Effervesce	Verb	{- ence }	Effervescence	Noun

Table 18. Suffix {-ance}

No	Root	Part of speech	Suffix	Word	Part of speech
1.	Distrub	Verb	{- ance }	Distrubance	Noun
2.	Maintain	Verb	{- ance }	Maintenance	Noun
3.	Perform	Verb	{- ance }	performance	Noun

The Differences of Arabic and English Affixation

After analysis, some differences find in this research. The following is an analysis of some differences of Arabic and English affixation

Table 19. The differences of Arabic and English

No	Arabic	English
1.	It has kinds of affixation prefixes { <i>mu-</i> } { <i>ma-</i> }, infix { <i>-a-</i> }, and confixes { <i>mi--tun</i> } { <i>ma-uu-</i> } { <i>mi-aa-</i> } { <i>mu-aa-</i> } that can be added to verb become noun.	It only has the suffix {-ment}{-er}{-al}{-or}{-tion}{-age}{-tion} and {-ence}{ance} that can be added to verb become noun.
2.	Arabic changes the finall sound of the word to the same pronunciation of [un]	English without changing the same finall sound.

<i>dhommatin</i>		
3.	It is the affix always derived from verb	Than English this affix can be derived from adjective to noun, adjective to adverb, verb to noun, and noun to adjective.
4.	The noun class of Arabic can be divided into noun (<i>isim</i>) and verb (<i>fi'il</i>). While adjective and adverb include into noun.	The word class of English can be divided into noun, verb, adjective and adverb.
5.	Arabic <i>Isim</i> as noun has three meanings.	English nouns have eight meaning.
6.	Arabic verbs that get an additional letter are taken from the past tense or <i>fi'il madhi</i> .	English verbs that have an additional letter are taken from the first form.

In Arabic, the addition of verbs to nouns has three affixes, namely prefix, infix and confix. While English according to katamba theory, the addition of verbs to nouns only has suffixes. In the affixation of verbs into nouns, it can be seen that Arabic and English do not have the same affixation. The following is a table of affixes and the additional letters. The following table shows the differences between Arabic and English affixes that change the base form of verbs into nouns.

Table 20. Arabic and English affixation

	Prefix	Infix	Suffix	Confix
Arabic	{mu-} {ma-}	{-aa-}	-	{mi—tun} {ma-uu-} {mi-aa} {mu-aa-}
English	-	-	{-ment} {-er} {-al}	-

Some differences of Arabic and English affixation. The final sound of words in Arabic changes with the same sound, namely is *tanwin* sound (*an, in un*). Every *isim* ending sounds is *tanwin* because one of the signs of *isim* is *tanwin*. So, every word that turns into an noun (*isim*) has a *tanwin* sound unless it is preceded by *al*. *Tanwin* and *al* are two signs of *isim* sentences that cannot exist in one word. Whereas English does not change the sound of the ending to be the same except in the addition of suffixes

The second, additions in Arabic are derived from verbs. Then it forms *isim* after an additional letter enters. Meanwhile, English has a base word with four parts of speech. Like from noun to verb, verb to noun, noun to noun and so on.

In Arabic *isim* noun and *fi'il* verb are sentences. There are three types of sentences: *isim*, *fi'il* and *letter*. Adjectives and adverbs do not have their own names but become one with *isim*, such as *isim zaman* (adverb of time), *isim makan* (adverb of place). Different the English language which has its own part of speech such as noun, verb, adverb and adjective.

The additional letters in Arabic are the same, which are collected in the sentence that can be read “اويسا هل تنم” *awyasa hal tanam* [awyasaHaltanam] these letters have become additional prefixes, infixes, suffixes, and confixes. While the additional English that enters varies either in suffix or prefix depending on the next change.

Some suffixes that exist in English have been mentioned. Arabic has verbs in the past tense (*fi'il madhi*) and in the present tense (*fi'il mudhori'*). The verbs taken in the affixation process are in the past tense of (*fi'il madhi*). The original word without additions is in the past tense of (*fi'il madhi*). Regarding English, it is taken from the first form of the verb, which then includes additional letters and the affixation process occurs.

The Similarities of Arabic and English Affixation

Besides having differences, Arabic and English also have similarities. This equation can make it easier for students to learn two languages at once. Knowing the similarities of Arabic and English affixation is one of the answers to the existing problem formulation. Here are the affixation similarities from the basic form of verbs to nouns in Arabic and English.

Tabel 21. Similarities of Arabic and English

No	Arabic and English
1.	Arabic and English have affixed word.
2.	Arabic and English can changed from verb into noun.
3.	Both language have additional letters and meaning changes.

The similarities of Arabic and English affixation there are three. In general both languages have affixed words. Both language have additional letters and meaning changes. While specifically Arabic and English can changed from verb into noun.

After analyzing the obtained data, gets some findings that are considered as the results of the research. In this research find kinds of arabic and english affixation that can changed from verb into noun. Find some of differences and similarities of arabic and english especially in affixation.

Another finding from the analysis above is that in Arabic affixation when added to a word, it will change the sound or change the length of the sound, unlike English which is only attached to the basic form. Arabic does not have irregular verbs, while English has regular and irregular verbs. These two languages not only have differences, but also some similarities, especially in affixation. The analysis and findings can help answer the santri's opinion that Arabic and English can be learned at the same time.

CONCLUSION

The differences and the similarities of Arabic and English affixation is the problem study of this research. There are seven differences and one of the differences can be concluded that, the Arabic affixation changed from verb into noun has prefix {ma-} {mu-}, infix {-aa-} and prefix {mi--tun}{ma-uu-}{mi-aa}{mu-aa-}. Meanwhile the english affixation changed from verb into noun only has suffix, the suffix are {-ment}{-er}{-al}{-or}{-tion}{-age}{-ion}and{-ence} {-ance}. The final sound of words in Arabic changes with the same sound tanwin {an, in, un}. English does not change the finall sound.

The similarities of Arabic and English affixation is one of the answers to the existing problem formulation. The similarities are, both language have affixed words. In general, Arabic and English have prefixes and suffixes. This research just find three similarities.

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