



The Use of Tense and Aspect in Arabic: A Comparison of Educational Research Articles by Native and Non-Native Speakers

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Abstract: This article explores the difference of tense and aspect use in Arabic academic writing by native and non-native speakers, driven by the challenges non-native speakers face in accurately conveying temporality in academic contexts. Improving non-native proficiency in Arabic grammar is crucial for enhancing the clarity of their research output. The study data consisted of academic articles written by both groups, specifically focusing on the results and discussion sections. Through qualitative analysis, findings revealed that native speakers demonstrate a strong grasp of grammar, with balanced use of past and present tenses and appropriate aspects, effectively expressing both completed and ongoing actions. In contrast, non-native speakers, particularly those from Indonesian backgrounds, tend to overuse the present tense and active voice, indicating difficulties in fully understanding Arabic's temporal aspects. These results underscored the need for more intensive language instruction focused on mastering Arabic tense and aspect structures to improve non-native academic writing skills.

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Introduction

Tenses and aspect in linguistic studies are sub-topics within verb semantics, particularly related to the grammatical categories of verbs. Other grammatical categories include mood, voice, and person.¹ This discussion focused specifically on tense and aspect, which connect verbs with time.² According to general linguistic literature,

¹ John Lyons, *Introduction to Theoretical Linguistics* (Lund Humphries, 1968).

² Jean Paul Bronckart and Hermia Sinclair, "Time, Tense and Aspect," *Cognition* 2, no. 1 (1973): 107-130.

including works by Comrie,³ Bache,⁴ and Smith,⁵ tense and aspect are universal grammatical categories recognized in nearly all languages, though their expressions vary.

In Indo-European languages, tense is expressed inflectionally in verbs.⁶ For example, in English, tense is shown through changes in verb forms, such as write-wrote-written. Aspect, on the other hand, is often indicated using auxiliary verbs like have/has, as in: (1) He has eaten the fish—‘Dia sudah memakan ikan itu.’ (2) He ate the fish yesterday—‘Dia memakan ikan itu kemarin.’ These two sentences reflect different temporal elements. The first sentence shows an action of eating that has occurred without a specified time, formed by *have* and the past participle form of the main verb. In Indonesian, this internal temporal element is marked by lexical markers like *sudah* or *telah*.⁷ In the second sentence, the action of eating happened at a specific time, yesterday, indicating an external temporal element.

Arabic has two primary verb forms: "*al-maaDi*" (past) and "*al-muDaari*" (present),⁸ which grammar scholars also call perfect and imperfect.⁹ The perfect form, "*al-maaDi*," indicates completed actions, while the imperfect form, "*al-muDaari*," signals ongoing or incomplete actions¹⁰ In Arabic, the distinction between aspect (perfect/imperfect) is more significant than tense,¹¹ as the language lacks explicit tense markers. Comrie mentions two verb forms that convey perfective (relative past) and imperfective (non-past or ongoing) aspects, representing the degree of action completion.

Nevertheless, many modern Arabic grammar scholars use the concept of tense to discuss temporal ideas, particularly in teaching.¹² Ryding noted that the Arabic imperfect aligns with the present tense in English, covering present and present continuous actions.

³ Bernard Comrie, "Aspect: An Introduction to the Study of Verbal Aspect and Related Problems," *Cambridge: Cambridge University Press* (1976).

⁴ Carl Bache, *The Study of Tense, Aspect and Action: Towards a Theory of the Semantics of Grammatical Categories* (Peter Lang, 1997).

⁵ Carlota S. Smith, *The Parameter of Aspect* (Dordrecht: Kluwer Academic Publishers, 1991).

⁶ Bejo Sutrisno and Ana Ratna Sari, "Contrastive Analysis of Tense and Aspect in English and Indonesian Language," *Journal of English Language and Literature* 3, no. 2 (2018): 131–145.

⁷ Jan Gonda, "Tense in Indonesian Languages," *Bijdragen Tot de Taal-, Land-En Volkenkunde* 3de Afl (1954): 240-262.

⁸ William Wright, *A Grammar of the Arabic Language VI* (Cambridge: University Press., 1996).

⁹ Alfred Felix Landon Beeston, *The Arabic Language Today* (Routledge, 2016).

¹⁰ Karin C. Ryding, *A Reference Grammar of Modern Standard Arabic* (Cambridge: University Press, 2005).

¹¹ Saad Slal, "Tense and Aspect in Arabic and English A Contrastive Study," *Journal of the College of Basic Education* 12 (2009).

¹² Nurul Fitriani, Odien Rosidin, and Ade Anggraini Kartika Devi, "Struktur Kalimat Bahasa Indonesia dan Bahasa Arab dalam Karya Habiburrahman El Shirazy (Studi Analisis Kontrastif)," *Al-Itijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 15, no. 2 (2023): 171–189.

In Arabic, the present tense is also used to express habitual actions, such as in the example "*Yastaiqidzu fi al Sa'ah al Khaamisa Kulla Yaumin*," which means "He wakes up at five o'clock every day".¹³

Research on Arabic in practice among native and non-native speakers is essential for understanding differences in language use and structure to improve teaching methods.¹⁴ Through contrastive analysis, studies aim to highlight distinctive Arabic features for both groups, enhancing language education strategies. For instance, Kiswanto's research on locative markers in Indonesian and Arabic illuminated the linguistic differences that help in understanding varied interpretations in academic settings.¹⁵

Additional studies, such as Billah's on reduplication in Arabic and Indonesian,¹⁶ Fitriani's on sentence structure differences,¹⁷ and Qorin et al.'s on adjective structures,¹⁸ contribute to understanding Arabic language learning for non-native speakers. A contrastive approach was applied in this research to analyze tense and aspect in Arabic academic writing by native and non-native speakers, offering insights that enhance teaching methods for Arabic in academic contexts. While previous studies like Kiswanto's on locative markers,¹⁹ Mahmud et al.'s on the semantic role of 'ba',²⁰ and Zhiri's on English-Arabic tense translation focus on structural, phonological, or semantic aspects,²¹ they do not deeply examine tense and aspect in Arabic academic writing. Lastly, Mobaidin's research addresses tense errors and aspectual transfer made by Arabic speakers learning English, emphasizing language transfer rather than academic writing

¹³ Bahloiu Maher, *Structure and Function of the Arabic Verb* (Routledge, 2007).

¹⁴ Tajudin Nur, "Analisis Kontrastif dalam Studi Bahasa," *Arabi: Journal of Arabic Studies* 1, no. 2 (2016): 64-74.

¹⁵ Sahrul Muhamad, and et al., "Analisis Pemarkah Lokatif 'Di' dalam Bahasa Indonesia dan 'Fii', 'Bi' dan 'Alaa' dalam Bahasa Arab," *Albariq: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 1-13.

¹⁶ Muhamad Athfan Radhi Billah, Abdul Muta'ali, and Frans Asisi Datang, "Reduplikasi dalam Bahasa Arab dan Bahasa Indonesia: Studi Kontrastif," *Linguistik: Jurnal Bahasa dan Sastra* 8, no. 1 (2023): 24-33.

¹⁷ Fitriani, "Fungsi, Kategori, dan Peran Sintaksis Bahasa Arab: Perspektif Linguistik Modern," *International Journal Conference* 1, no. 1 (2023): 180-212.

¹⁸ Amami Shofiya Al Qorin and et al., "A Contrastive Analysis of Adjective Structure in Indonesian and Arabic and the Implication in Teaching Arabic/Tahlil at-Tarkib an-Na'ti at-Taqaubuli fi al-Lughah al-Indunisiyah wa al-'Arabiyah wa Istifadah Nataijih fi Ta'Lim al-'Arabiyah," *al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 1 (2022): 115-132.

¹⁹ Sahrul Muhamad, and et al., "Analisis Pemarkah Lokatif 'Di' dalam Bahasa Indonesia dan 'Fii', 'Bi' dan 'Alaa' dalam Bahasa Arab," *Albariq: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 1-13.

²⁰ M Napis Djuani, Basri Mahmud and Hamzah, "Huruf 'Ba' dalam Bahasa Arab dan Implikasinya dalam Memahami Ayat-Ayat al-Qur'an," *Diwan: Jurnal Bahasa dan Sastra Arab* 7, no. 1 (2021): 50-64.

²¹ Younes Zhiri, "The Translation of Tense and Aspect from English into Arabic by Moroccan Undergraduates: Difficulties and Solutions," *Arab World English Journal* 5, no. 4 (2014): 288-296.

practices (Introduction).²² This study thus filled a gap by providing targeted insights for improving Arabic language instruction, especially concerning temporal structures in academic writing.

Methods

A qualitative contrastive analysis approach to examine tense and aspect in Arabic academic writing by native and non-native speakers, chosen for its suitability in exploring nuanced linguistic phenomena.²³ By comparing tense and aspect, the analysis identified the patterns that highlight linguistic challenges faced by non-native speakers from different grammatical backgrounds.²⁴ This text analysis provided insight into the role of tense and aspect in creating coherent academic discourse, critical for clear scholarly communication.²⁵

Data collection involved Arabic academic articles from both native and non-native writers, selected from journals on Arabic language teaching and linguistics to represent diverse writing styles and proficiency levels. Supplementary interviews with non-native authors provided insights into their understanding of Arabic grammar, supporting the analysis.²⁶ Data analysis employed qualitative coding for grammatical indicators such as past and present tense (*madhi* and *mudhari*) and perfective/imperfective aspects, based on Smith's framework on verbal aspect. This enabled an in-depth comparison of verb usage, revealing how non-native speakers adapt to Arabic's tense and aspect system.²⁷ Results were cross-referenced with existing studies to place findings in the broader context of Arabic language research.

Results and Discussion

Non-native male Indonesian speakers, journal articles in education written by non-native male speakers:

²² Hosam Eddin Zakaria Mobaidin, *Tense and Aspect Transfer Errors: A New Analysis of Transfer Errors in English Compositions of Jordanian University Students* (Dissertation: University of Illinois at Urbana-Champaign, 1988).

²³ Nicholas Walliman, *Research Methods the Basics* (Routledge, 2011).

²⁴ Yasir Alotaibi, "Verb Form and Tense in Arabic," *International Journal of English Linguistics* 10, no. 5 (2020): 284-300.

²⁵ Josephine O'Brien, *Tense and Aspect in the Interlanguage of Gulf Arab Learners of English*, (University of Leicester (United Kingdom), 2003).

²⁶ J.A. Haywood and H.M. Nahmad, "A New Arabic Grammar of the Written Language," *Lund Humphries* (1965): 382-384.

²⁷ Jacqueline Gueron, "On Tense and Aspect," *Lingua* 117, no. 2 (2007): 367-391.

Table 1. Journal Articles in Education Written by Non-Native Male Speakers

Non Arab Male Writer of Educational Articles Results and Discussion				
No	Journal	Title	Total	
			Madhi	Mudhari
1	Arabiyatuna: Jurnal Bahasa Arab,	Teaching Reading Comprehension to Non-Arabic Speakers Using Authentic Materials Containing the Arab Culture (1)	46	140
2	Lisanuna,	تطبيق تعليم اللغة الجماعية في تعليم اللغة العربية (2)	8	44
3	Lisanuna,	تطوير همارة الكتابة باللغة العربية لطالب جامعة الرانيري الاسلامية الحكومية	5	26
4	Lisanuna,	تأثير اللغة الإندونيسية يف المحادثة العربية لدى طالب معهد المنار الحديث للرتبية الاسلامية	8	50
5	Al-Arabi: Journal of Teaching Arabic as a Foreign Language	نموذج اختبار اللغة للترجمة العربية على أساس نظرية بلوم	14	40
6	al Mahara Jurnal Pendidikan Bahasa Arab	<i>Lu 'bah Tarkib al-Qiṣah: Wasilah Ta 'alimiyyah Fa'alah li Tarqiyyati Maharah al-Qira'ah lada Ṭalabah al-Madrasah al-Tsanawiyah al-Islamiyyah</i>	16	23
7	Arabia: Jurnal Pendidikan Bahasa Arab	<i>Al Dajdid fi I'dadil Muallim Wa Tadribihi li talimil Al Lugoh Al Arabiyyah</i>	11	27
8	Arabiyat	إدارة تكامل تعليم اللغة العربية في المدرسة الثانوية روضة العلوم	8	67
9	Arabiyat	تأثير استيعاب أساليب املطالعة)كتاب القراءة الرشيدة(على الإنشاء العربي	3	5
10	El-Ibtikar	جأزير الرماء الفنسي إلهازاتالقساءة فيالإدرتتؤلابخداة تمفخاخ الهدي غسوحى ماهداث لدسي	5	17
TOTAL			563	124 439
PERCENTAGE			29%	71%

The analysis of Arabic grammar in educational articles by non-native male speakers shows a strong preference for present tense (*mudhari*) and active voice (*ma'lum*). Among 563 verbs, 124 are in past tense and 439 in present tense, with 93% in active voice and only 7% in passive. This reliance on present tense and active voice is evident in articles, such as one from Arabiyatuna with 46 past tense and 140 present tense verbs, and another from LISANUNA with 8 past tense and 44 present tense verbs. These findings align with Zahid's research, which similarly observed a tendency among non-native speakers to favor present tense and active voice²⁸ This consistent grammatical choice provides insight into the writing habits of non-native Arabic male speakers,

²⁸ Indirawati Zahid, et al., "Pembangunan Prototaip: Peluasan Makna Kata Pinjaman Bahasa Arab dalam Bahasa Melayu," *Pertanika Journal of Social Sciences and Humanities* 32, no S1 (2024): 51-85.

emphasizing their preference for immediacy and directness in scholarly writing.²⁹ This trend offers valuable information for educators and linguists aiming to understand and support non-native speakers' academic language development in Arabic. Non-native female Indonesian speakers, journal articles in education written by non-native female speakers:

Table 2. Journal Articles in Education Written by Non-Native Female Speakers

No	Journal	Title	Total	
			<i>Madhi</i>	<i>Mudhari</i>
1	Al Mahara	Implementation of Arabic Program to Improve Speaking Skill of Students in Islamic Boarding School (5)	6	44
2	Nady Al-Adab: Jurnal Bahasa Arab	تحليل التدريبات لمادة التعبير التحريري على أساس مهارات التفكير لدى طالبات قسم الإعداد اللغوي في جامعة الراية سوكابومي (7)	6	14
3	Ihtimam: Jurnal Pendidikan Bahasa Arab	أخطاء القراءة لكتاب دروس اللغة العربية لدى طلاب المعهد المكثف بجامعة رادين ماس سعيد سوراكرتا الإسلامية الحكومية (10)	10	16
4	Lisanudhad	<i>Istiratijiyat Ta'allum al-'Arabiyyah 'Ala Dhau'i Asalib at-Ta'allum fi Markaz al-Lughah bi Jami'ati Antasari al-Islamiyyah al-Hukūmiyyah Banjarmasin</i> (12)	10	3
5	Arabia	تطوير كفاءة التدريبات لتعليم مهارة الكالم المبنية علمهارات التفكير العليا (فياملدرشة املتوشطة لإشالمية الحكومية 1 باطي HOTS)	8	13
6	Muhadasah: Jurnal Pendidikan Bahasa Arab	إدارة بيئة اللغة العربية: تكوينها وتطبيقها (104)	6	28
7	LISANUNA	الكفاءة الرتبوية ملعلمي اللغة العربية يف املدارس الثانوية ببندا أتش يه (109)	14	17
8	LISANUNA	تعلمي همارة القراءة للناطقني بغيرها (116)	15	101
9	LISANUNA	تعلمي الإنشاء املوجه وتطوره للصف اخلامس ابلدرسة الابتدائية اإلسالمية ااحلكومية 02 Aceh Besar	21	132
10	El-Ibtikar	تطبيق طريقة أمثلت يف تعليم علم النحو على طالبات معهد النور جماكرطا (118)	20	28
TOTAL			116	396
PERCENTAGE			28%	72%

The analysis of Arabic teaching articles by non-native female speakers revealed a strong preference for present tense and active voice. Across 10 articles, there are 116 past tense verbs (*madhi*) and 396 present tense verbs (*mudhari*), with 459 in the active voice (*ma'lum*) and only 53 in the passive voice (*majhul*). For instance, in *Al Mahara*, one article contains 6 past tense verbs, 44 present tense verbs, 45 active verbs, and 5 passive verbs. This trend reflects common writing and instructional approaches among non-

²⁹ Ahmad Waladi Robi M, Rinaldi Supriadi, and Mad Ali, "Analisis Move Teks Narasi Artistik Bahasa Arab Penutur Jati dan Nonpenutur Jati," *A Jamiy: Jurnal Bahasa dan Sastra Arab* 13, no. 1 (2024): 71-85.

native female authors, emphasizing present tense and active voice in Arabic teaching (Al Mahara, 2024; Nady Al-Adab, 2024; Ihtimam, 2024, and others). Native male speakers, journal articles in education written by native male speakers:

Table 3. Journal Articles in Education Written by Native Male Speakers

No	Journal	Title	Total	
			<i>Madhi</i>	<i>Mudhari</i>
1	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Stem-Based Inquiry Activities to Develop the Depth of Scientific Knowledge; Lifelong Skills of Middle School Students and Their Decision-Making Ability (34)	6	15
2	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	A Proposed Course to Develop the Conceptual Understanding of Nanophysics and its Nanotechnological Applications, and the Attitude (35)	8	4
3	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Using the Schwartz Model in Teaching Biology to Develop Some Scientific Communication Skills and the Enjoyment of Learning Among High Achieving Secondary (36)	18	31
4	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	The Effectiveness Of The Design Thinking In Chemistry Learning For Developing Creative Problem Solving Among Chemistry Students In Education Faculties (37)	2	13
5	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Using the Samr Model Through the Edmodo Educational Platform to Develop the Knowledge of Tpack for Physics Students from the Faculty of (38)	13	10
6	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	A Comparative Study of the Level of Scientific Culture For University Education Students in Two Universities Egyptian and Arabian (39)	5	21
7	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	A Proposed Unit in Synthetic Biology and its Applications to Develop Future Thinking Skills and Awareness of its Ethics Among Biology Section Students at the Faculties of Education (40)	6	6
8	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Program Based on the Integrated Approach Steam to Develop Creative Teaching Skills and Attitude Towards Team Work Among Chemistry Pre-Service Teachers at the Faculty of Education (51)	15	13
9	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	A Training Program Based on The Learning Assistant Model (La) for Developing Reflective Practices and Improving Growth Mindset Among Stem Students at the College of Education (55)	10	17
10	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	اعشاشا حَضَّتْ يَفْخَشَعَت قَبَّتْ كَهْ ظَهَّتْ اَنْزَكَبْء اَنْبَصَط نَحَّوَّتْ اَنْكَفَبَّتْ اَنْخَدَسَغَتْ اَنْخَطَّى اَنْزَا حْ نَهْجَكَهْى نَدَّ اَنْطَهَبْت يَكَهَّ اَنْكَبُو بَكَهْت اَنْخَشَبَّتْ (56)	18	23
TOTAL			101	153
PERCENTAGE			40%	60%

Overall, the table shows 254 article contributions, with 101 past tense (*madhi*) verbs and 153 present tense (*mudhari*) verbs, representing 40% and 60% of contributions, respectively. This illustrated how active native male Arabic speakers are in

contributing to educational research, particularly in the fields of science and technology, and how modern and innovative approaches continue to be applied in education to enhance student skills and knowledge. Native female speakers, journal articles in education written by native female speakers:

Table 4. Journal Articles in Education Written by Native Female Speakers

No	Journal	Title	Total	
			Madhi	Mudhari
1	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	The Pedagogical Content Knowledge (PCK) of male and female science teachers at the basic stage in the Republic of Yemen (52)	1	7
2	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Teaching Practices Level of Science Female Teachers for Intermediate Stage in Light of the Trends in the International Study of Mathematics and Science (TIMSS-2019) in Makkah (54)	12	5
3	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Proposed Program for Sustainable Development Based on Knowledge Quest (WebQuest) To develop cognitive (58)	15	25
4	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	The Reality of Practicing Verbal Feedback Styles in the Classroom by Science Teachers of the Second Cycle in Oman (59)	73	100
5	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	A proposed training program based on instructional coaching and science standards for the next generation (NGSS) to develop the professional efficiency of physics teachers for the secondary stage (60)	52	28
6	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	اعتخداو َرِد كِنَة نَتُّيح العتدال انفيضياى انكفاج انزاتيح اُنْدسكج نذ طالب انصف انخاُ انخاُ (61)	14	24
7	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Suggested Program In life chemistry To Develop Chemical Culture and Health Awareness among Students of the Chemistry Division in the Faculty of (62)	8	18
8	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	برنامج تدريبي قائم على مدخل الإرشاد "Mentoring" لتحسين الكفاءة الذاتية في التدريب الإستقصاء لمعبي المتمرسين "Veteran Teachers" وتقديرهم لمجتمع التعلم المهني (63)	55	57
9	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	Using the Argument Driven Inquiry (ADI) to Develop Knowledge Depth in Science and Achieve Mental Fitness (Memletics) for Second Preparatory Grade Pupils (65)	3	9
10	<i>Almajalatul Misriyyah Littarbiyyatil 'Ilmiyyah</i>	تضمين كتب العلوم للمرحلة الابتدائية الموضوعات العلمية للقرن الحادي والعشرين في قطر	15	42
TOTAL			248	315
PERCENTAGE			42%	58%

Overall, this document covers ten articles with varying amounts of data. The total data was then calculated and presented as percentages for each category. The total data

showed that the past tense (*madhi*) category has the largest percentage at 42%, followed by the active voice (*ma'lum*) category at 58%, while the present tense (*mudhari*) and passive voice (*majhul*) categories have lower percentages. This analysis provides an overview of data distribution in the studies conducted and the importance of each category in the context of science education in Arab countries.

Tense Statements in Arabic for Native Speakers: 1) Past Tense Statements: The past tense in Arabic can be expressed through two main syntactic patterns involving the subject, predicate, object/complement, and adverbial. Arabic syntax includes various categories such as verbs, nouns, adjectives, adverbs, prepositions, pronouns, numerals, and conjunctions. Analyzing syntactic roles in Arabic sentences involves identifying the actor, action, target, and complement.

Non-Native Male Speakers. i) "قد نال آباؤهم التربية من أجدادهم" ("Their fathers have received education from their grandfathers."). According to Raissi, the past tense indicates an action or state that occurred before the time of speech.³⁰ In the sentence "قد نال آباؤهم التربية من أجدادهم," the verb "نال" is in the past tense, showing that the action of "receiving education" happened before the time of speech. This aligns with Comrie's theory of absolute time that the action is completed prior to the speech moment.³¹ Additionally, the use of "قد" emphasizes the perfective aspect, indicating that the action is fully completed and its result is still relevant at the time of speech, as per Ansori's theory.³² Thus, the sentence reflects an action completed in the past, with both absolute time and relevance of its result, consistent with Comrie's theory.

ii) "وقد أطالت معظم الدول المتقدمة وبعض البلدان النامية فترة إعداد المعلمين قبل الخدمة" ("Most developed countries and some developing countries have extended the teacher preparation period before service"). The past tense in "وقد أطالت" indicates a

³⁰ Mustapha Raissi, "On the Syntax of Tense in Standard Arabic," *International Journal of Research in Humanities, Arts and Literature* 10, no. 12 (2022): 51–63.

³¹ J. Miller, "Bernard Comrie, Tense. Cambridge: Cambridge University Press," *Journal of Linguistics* 23, no. 1 (1985): 226-231.

³² Ansori Ansori and Fahrurrazi Fahrurrazi, "The Formation of Perfect, Imperfect, Imperative, of Indonesian and Arabic Verbs: A Contrastive Analysis," *Kawanua International Journal of Multicultural Studies* 3, no. 1 (2022): 5–11.

completed action before the time of speech, emphasizing its ongoing relevance. The verb "أطالت" signals that the extension of teacher preparation time occurred previously but still impacts the present.³³ The particle "وقد" reinforces this by indicating a completed action, aligning with Comrie's absolute time concept.³⁴ Al-Janabi and Broselow added that the perfective aspect in Arabic suggests that the action's effects continue to be relevant, with "وقد" affirming this continuity.³⁵ Together, the past tense and "وقد" convey both temporal relevance and a completed action with lasting impact.³⁶

iii) "وقد اختيرت من التعريفات الحاضرة" ("Some of the present definitions have been selected."). The use of past tense in "وقد اختيرت من التعريفات الحاضرة" can be explained through the theories of Bernard Comrie, Carl Bache, and Carlota Smith. According to Comrie, the past tense signals an action completed before the time of speech. In this case, "اختيرت" (was selected) reflects that the selection happened earlier, and "وقد" emphasizes the completed action, highlighting its present relevance—consistent with Comrie's concept of absolute time. From an aspectual perspective, Bache and Smith further clarified the use of past tense. Bache suggested that past tense conveys an action completed in the past but with ongoing relevance in the present. Smith supported this by noting that the perfective aspect of past tense indicates the action was fully completed, but its impact is still felt. Thus, the use of "وقد اختيرت" integrates these ideas, combining absolute time, temporal relevance, and perfective aspect, as outlined by the three scholars.

iv) "قد امتحنت مهاراته اللغوية من القراءة والكتابة والاستماع والكلام بالقواعد اللغوية" ("His language skills have been tested in reading, writing, listening, and speaking")

³³ Abdullah S. Al-Dobaian, "A Syntactic Analysis of Arabic Tense and Aspect," *Advances in Language and Literary Studies* 9, no. 6 (2018): 82-92.

³⁴ J. Miller, "Bernard Comrie, Tense. Cambridge: Cambridge University Press," *Journal of Linguistics* 23, no. 1 (1985): 226-231.

³⁵ Enas Al-Janabi, *Raising in Modern Standard Arabic* (York University, 2022).

³⁶ Ellen Broselow and Hamid Ouali, *Perspectives on Arabic Linguistics Papers* (Amsterdam: John Benjamins Publishing Company, 2009).

with perfect grammar"). In the sentence "قد امتحنت مهاراته اللغوية من القراءة والكتابة" the past tense verb "امتحنت" indicated that the action of testing occurred before the time of speech. According to Comrie, past tense signals that an action or state happened before the moment of speaking, and the word "قد" emphasizes that the action is completed and still relevant. Bache further explained that past tense shows an action was finished in the past but has ongoing relevance. Smith noted the use of the perfective aspect to indicate a completed action with present relevance. Thus, the sentence uses the perfective verb "امتحنت" to show that the testing is fully completed, with its effects still important today.

Native Male Speakers. i) "قام الباحثون باستخدام وسيلة لعبة اللغة" ("The researchers used a language game tool."). The sentence "قام الباحثون باستخدام وسيلة" uses past tense indicated by the verb "قام," which is in the *fi'il maḍi* form. *Fi'il maḍi* in Arabic indicates that the action has occurred in the past. According to Comrie, past tense indicates an action or state that occurred before the time of speech. In terms of aspect, the verb "قام" reflects the perfective aspect, which indicates that the action has been fully completed in the past without any repetition or continuation at present. Smith stated that this perfective aspect is often expressed through the use of *fi'il maḍi* in Arabic, unlike the imperfective aspect, which indicates an ongoing or repeated action.

ii) "ولقد اختارت الباحثة هذا الأساس" ("The female researcher has chosen this foundation."). The sentence "ولقد اختارت الباحثة هذا الأساس" in Arabic uses the past tense verb "اختارت" (*iḥtarat*), indicating that the action of choosing was completed before the time of speech. This past tense form suggests a perfective aspect, emphasizing that the action is fully completed.³⁷ According to Comrie, the perfective aspect highlights the action as a finished unit, which aligns with Smith's view of the action as a telic event with a clear endpoint. Bache also noted that in languages like Arabic, tense and aspect

³⁷ Markhamah, and et al., "Comparison of Personal Pronoun between Arabic and Its Indonesian Translation of Koran," *International Journal of Applied Linguistics and English Literature* 6, no. 5 (2017): 238-254.

are often integrated, with verb forms indicating both the time and completion of the action. Thus, the sentence reflects the use of tense and aspect typical in Arabic, consistent with linguistic theories on aspect.

iii) "قالت مدرّبة اللغة العربية أن الطلاب عند تعلم اللغة العربية خاصة" ("The Arabic language trainer said that the students, when learning Arabic especially."). The sentence "ولقد اختارت الباحثة هذا الأساس" uses the past tense verb "اختارت" (*iḥtarat*) to indicate that the action of choosing was completed before the time of speech. This past tense form suggests a perfective aspect, emphasizing the action as a whole, completed unit, aligning with Comrie's theory of the perfective aspect. Smith categorized this action as a telic event, with a clear endpoint. Bache further supported the idea that in Arabic, tense and aspect are integrated, where *fi'l maḍi* forms indicate both timing and completion. Thus, this sentence exemplifies typical Arabic tense and aspect usage, consistent with linguistic theories.

iv) "استخدمت الباحثة أسلوب تحليل البيانات التابع لأسلوب التحليل" ("The researcher used the data analysis method that follows the analysis method."). The sentence "استخدمت الباحثة أسلوب تحليل البيانات التابع لأسلوب التحليل" in Arabic shows the use of tense and aspect that are significant. The verb "استخدمت" (*istaḥdamat*) is in the past tense (*fi'l maḍi*), which indicates that the action of "using" has been completed in the past. This aligns with the concept of the perfective aspect, which emphasizes the completion of an action, as explained by Comrie. According to Smith, the action in this sentence includes a telic event, which means that the action has a clear endpoint and has been completed. Bache also highlighted that in Arabic, tense and aspect are often integrated, such as in the use of the verb "استخدمت," which shows that the action occurred in the past and has been fully completed.

v) "قالت مدرّبة اللغة العربية أن معدّل تحفيظ الطلاب" ("The Arabic language trainer said that the rate of student memorization."). In the sentence "قالت مدرّبة اللغة العربية أن معدّل تحفيظ الطلاب" the verb "قالت" is in the past tense, showing that the act of speaking

occurred and is now complete, expressing a perfective aspect as Bache's theory. However, "معدّل تحفيظ الطلاب" suggests a continuous process of student memorization, highlighting that while speaking is finished, memorization is ongoing. Smith's theory suggested examining tense and aspect across different levels; here, "قالت" reflects past tense and a completed action at the sentence level, while "معدّل تحفيظ الطلاب" implies an ongoing process at the discourse level. Comrie's theory also supported this dual aspect, with "said" as perfective and "student memorization" as a progressive, ongoing process.

Non-Native Female Speakers. i) "لقد كانت مناسبة للمعلومات في كل الوحدات" ("It has been suitable for the information in all units."). In the sentence "لقد كانت مناسبة للمعلومات في كل الوحدات," the verb "كانت" is in the past tense (*fi l maḍi*), indicating that the action of "being suitable" occurred in the past and was completed before the time of speech. According to Comrie and Smith, this past tense shows a temporal relationship where the action is finished and relevant to the time of speech. The particle "لقد" reinforces the perfective aspect, emphasizing that the action is fully completed and has a lasting impact. Research by Haywood and Nahmad on classical Arabic tense and aspect found that "لقد" often signals the perfective aspect,³⁸ underscoring an action's completion and its subsequent impact, which aligns with Bache's theory that the perfective highlights the completion and effect of an action. Dahl's studies on aspect also support that Arabic's perfective form effectively describes past actions with current relevance.³⁹ This analysis is consistent with linguistic theories on Arabic's use of past tense and perfective aspect to depict actions completed in the past with ongoing significance.

ii) "ولقد اختارت الباحثة هذا الأساس" ("The female researcher has chosen this

³⁸ J.A. Haywood and H.M. Nahmad, "A New Arabic Grammar of the Written Language," *Lund Humphries* (1965): 382-384.

³⁹ Osten Dahl, *Tense and Aspect Systems*, *Basil Blackwell* (1985).

foundation."). The sentence "ولقد اختارت الباحثة هذا الأساس" uses the past tense verb "اختارت" (*iḥtarat*) to indicate that the action of choosing was completed in the past. This aligns with the perfective aspect, emphasizing the action as a whole and finished. According to Comrie, the perfective aspect views the action as complete, while Smith identified it as a telic event with a clear endpoint. Bache also highlights that in Arabic, tense and aspect are often integrated, as seen here, where "اختارت" reflects both the timing and completion of the action.

iii) "لقد كانت متنوعة تنوعا كثيرا" ("It has been varied greatly."). In the sentence "لقد كانت متنوعة تنوعا كثيرا," the verb "كانت" (*kanat*) is in the past tense (*fi'l maḍi*), indicating that the state of "being varied" occurred and was completed in the past. This past tense marks the action as proceeding the time of speech. In terms of aspect, "كانت" shows an imperfective aspect, suggesting that the state of "being varied" was continuous or repetitive. According to Comrie, the imperfective aspect indicates ongoing duration, and Smith categorizes it as an atelic event, as it lacks a defined endpoint. Bache noted that Arabic often integrates tense and aspect, with forms like "كانت" reflecting a past continuous state.

iv) "وقد شكلت رحلاته العلمية دورًا مهمًا في شخصيته ونبوغه العلمي" ("His scientific journeys have played an important role in shaping his personality and scientific brilliance."). In the sentence "وقد شكلت رحلاته العلمية دورًا مهمًا في شخصيته ونبوغه العلمي," the verb "شكلت" (*šakkalat*) is in the past tense (*fi'l maḍi*), indicating that the action of "shaping" was completed before the time of speech. This use of past tense shows that the action is finished and no longer ongoing. In terms of aspect, "شكلت" expresses a perfective aspect, viewing the action as a completed whole, aligning with Comrie's concept of the perfective aspect. The action of "shaping" led to a definitive result, impacting the subject's "personality" and "scientific brilliance." Smith classified this as a telic event, with a clear endpoint. Meanwhile, Bache emphasized that Arabic often

integrates tense and aspect, as seen in "شكلت," which combines past timing and action completion.

Native Female Speakers. i) "قد نال آباؤهم التربية من أجدادهم" ("Their fathers have received education from their grandfathers."). The sentence "قد نال آباؤهم التربية من أجدادهم" uses the past tense verb "نال" (*nala*) to indicate that the action of "receiving" occurred and was completed in the past. The word "قد" reinforces this by emphasizing that the action indeed took place, adding certainty. In terms of aspect, "نال" expresses a perfective aspect, viewing the action as a completed whole, consistent with Comrie's explanation. The education received by the fathers from their grandfathers is a result of a completed process. Smith identified this as a telic event with a clear endpoint. Meanwhile, Bache noted that Arabic often integrates tense and aspect, as seen in "نال," which combines past timing and action completion.

ii) "قد تم إعداده وفق استراتيجية الرحلات المعرفية الويب كويست" ("It has been prepared according to the WebQuest cognitive journey strategy."). The sentence "قد تم إعداده وفق استراتيجية الرحلات المعرفية الويب كويست" uses the verb "تم" (*tamma*) in the past tense to indicate that the preparation has been fully completed. The word "قد" adds certainty to this completed action. In terms of aspect, "تم" reflects a perfective aspect, viewing the action as a finished whole, as Comrie explained. This structure shows that preparation according to the "الرحلات المعرفية" (WebQuest) strategy has been accomplished. Smith classified it as a telic event with a clear endpoint. Bache noted that Arabic integrates tense and aspect, as seen in "تم," indicating both past timing and completion.

iii) "وقد اتفقت هذه النتيجة مع ما توصلت إليه" ("This result has agreed with what has been achieved."). The sentence "وقد اتفقت هذه النتيجة مع ما توصلت إليه" indicates

that a result aligns with other findings. The past tense verb "اتفقت" (*ittafaqat*) shows this alignment occurred and was completed, with "قد" adding certainty. The verb conveys a perfective aspect, presenting the action as a completed whole with Comrie's theory. Smith viewed it as a telic event with a clear endpoint, and Carl Bache highlighted that verbs like "اتفقت" in Arabic integrate tense and aspect, indicating both timing and completion in agreement with the compared data.

iv) "فقد أوصت دراسة خليل" ("Khalil's study has recommended."). The sentence "فقد أوصت دراسة خليل" indicates that Khalil's study made a recommendation. The past tense verb "أوصت" (*awṣat*) shows the action was completed, with "قد" adding emphasis. This verb displays a perfective aspect, marking the action as fully completed, aligning with Comrie's concept. Smith categorized it as a telic event with a clear endpoint. Meanwhile, Bache noted that Arabic integrates tense and aspect, as seen in "أوصت," indicating both timing and completion.

2) Present and Future Tense Statements: According to Ryding, the present tense in Arabic denotes events or states that occur simultaneously with the time of speaking. This resource offers comprehensive examples that aid students in understanding tense and serve as a valuable reference for scholars and professionals interested in the core aspects of the Arabic language. For example, the book provides detailed explanations of verb forms and contextual uses, helping learners grasp the practical application of present tense in Arabic.

The future tense in Arabic, particularly how it is expressed linguistically, can be studied through the connective "kana," as explored by Badri Abdulhakim.⁴⁰ This connective not only functions as "to be" but also acts as an auxiliary verb in forming periphrastic tense-aspect constructions, which reveals how future events or states are conveyed in Arabic.⁴¹ Comrie explains that tense relates to when an action occurs, while

⁴⁰ Badri Abdulhakim D.M. Mudhsh, "A Comparative Study of Tense and Aspect Categories in Arabic and English," *Cogent Arts and Humanities* 8, no. 1 (2021): 1-13.

⁴¹ Badri Abdulhakim Mudhsh, Mohammed Al-Raimi, and Ahmed Al-Maashani, "Present Perfect Tense in Arabic and English: A Comparative Analysis," *Studies in Humanities and Education* 5, no. 1 (2024): 21-28.

aspect describes how that action unfolds. Bache and Smith emphasize that understanding aspect is essential to appreciating the relevance of past actions and their present impacts. Additionally, Hopper and Thompson noted that aspect influences reader interpretation and expectations regarding the events described in a sentence.⁴²

Non-Native Speakers. i) وستكون نتائج التعلم منخفضة (The learning outcomes will be low.). This sentence uses the future tense, with an aspect that indicates a prediction about upcoming results. According to Bybee,⁴³ the use of the future tense reflects uncertainty about the expected outcomes. ii) ستذكر التدريبات في إحدى المهارات اللغوية (The exercises will be mentioned in one of the language skills). In this sentence, the use of the future tense indicates that the action will take place, but the underlying aspect shows that the effects of this action will be relevant when the exercises are mentioned in the future.

Native Speakers: i) سيتم توجيه المشاركين وتدريبهم على تطوير ما لديهم بالفعل (The participants will be guided and trained to develop what they already have). This sentence uses the future passive form, indicating that the action will take place in the future. According to Bache and Smith, the use of this form emphasizes that the outcomes of the guidance and training will remain relevant in the future. Hopper and Thompson also emphasized that the aspect in this sentence implies an expectation regarding the sustained impact of the action. ii) ستستخدم لتدريس العناصر والمركبات الاستراتيجيات التالية (The following strategies will be used to teach elements and compounds). In this sentence, the use of the future tense indicates a forthcoming plan, but the underlying aspect suggests that the strategies to be used will have a lasting impact in the context of teaching.⁴⁴

Conclusion

The findings revealed significant differences in the use of tense and aspect in Arabic academic writing between native and non-native speakers. Native Arabic speakers showed a balanced and nuanced application of past and present tenses, reflecting their

⁴² Paul J. Hopper and Sandra A. Thompson, "Transitivity in Grammar and Discourse," *Language* (1980): 251-299.

⁴³ Joan L. Bybee, "Morphology: A Study of the Relation between Meaning and Form," *Morphology* 63, no. 1 (1985): 115-129.

⁴⁴ Ronald W. Langacker, *Concept, Image, and Symbol* (Walter de Gruyter Inc, 2002).

deep understanding of Arabic grammar. Their writing accurately uses Arabic's complex verb forms, enabling them to convey both completed actions and ongoing processes effectively, especially in the results and discussion sections where they adeptly communicate their findings. In contrast, non-native speakers, particularly those from Indonesian backgrounds, tend to overuse the present tense and active voice, indicating challenges in fully grasping Arabic's tense and aspect intricacies. This overuse results in less varied and potentially less precise expression of time and action. The research emphasizes the need for enhanced language instruction for non-native speakers, with targeted teaching strategies to deepen their understanding of Arabic's grammatical structures, ultimately improving their academic writing skills and clarity in conveying research findings.

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Author Contributions Statement

RS and MN played key roles in generating ideas and collecting data. DS, EK and MM were responsible for conducting the literature review and analyzing the data, while RS and MN focused on categorization and presentation of findings.

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