

# Contrastive its introduction by robert lado in the

[Linguistics](#), [Language](#)



Contrastive linguistic or contrastive analysis is a study of the elements of language. According to Lado (1975), contrastive analysis is a way of describing the difficulties or ease of language learners in both languages and languages. The contrastive analysis is not only to compare linguistic elements and linguistic systems in the first language (L1) with the second language (L2), but to compare and describe the background of the two languages so that they can be used in a second language or a foreign language.

The study of linguistic elements is done by comparing two linguistic data, first language data (L1) with second language data (B2). Both languages are described or analyzed and the result will be an explanation which is the difference and similarity of the two languages. The discussion of the data must also factor cultural factors, both language and cultural culture of learners. The results of the discussion will be difficult and hopefully learners in learning the language. There are two types of contrastive studies are theory and applied.

According to Fisiask (1985. p. 2) in contrastive theory studies, the existence of differences or similarities in two or more languages, can be used as a comparison model and can determine how and which elements are comparable so as to produce terms such as konkruen (semantic similarities) equivalentents and correspondentents (similarities between words in two languages).

On the other hand, applied contrastive analysis is part of applied linguistics. Since its introduction by Robert Lado in the 1950s, contrastive analysis is

often used to overcome problems such as (a) avoiding mistakes in foreign language learning, (b) to facilitate trans-bilingual transfers in the process of translation of text from one language into another such as which is shown by Hatim (1996), and (c) to search for lexical similarities in the process of composing a bilingual dictionary, as illustrated by Heltai (1988) and Hartmann (2007). The main task of applied contrastive studies is to explain why some foreign languages are harder to learn than others. Study results contrastive analysis, in particular on the findings of the difference between B1 to B2 can be used to determine the content of the learning area B2. The results usually describe the level of difficulty and ease that will be faced by the B2 learner, so that it facilitates language teaching experts in formulating the sequence of content areas and learning process B2. The purpose of contrastive analysis can be helpful in the formulation of the content area and the learning process of B2.