

Contrastive Analysis on Syntactic Word Order of Indonesian and English Academic Writing

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ABSTRACT

This study focuses more on syntactic word order through identify the language structure of simple sentence both Indonesian and English in argumentative essay made by English education department students at University of Islam Malang and analyze it by contrastive analysis (CA). The significance of this research is to cover the students' difficulties in academic writing process by using contrastive analysis and to identify the highlight point of the structure differences between Bahasa Indonesia (L1) and English (L2). The researcher used qualitative method by collecting 10 students' argumentative essay both in Indonesia and in English. The results show that the common pattern occurs in the students' argumentative essay is SVO and the other patterns are S-V(Aux)-O, NP-S-V-O, Conj-S-V-O, S-V-O-V, S-S-V-O and Conj-NP-S-V-O. While in Indonesian are *Subjek-Predikat* (SV), *Subjek-Predikat-Objek* (SVO), *Subjek-Predikat-Pelengkap* (SVC), *Subjek-Predikat-Objek-Pelengkap* (SVOC), *Subjek-Predikat-Objek-Keterangan* (SVOA (Adverb)), *Subjek-Predikat-Keterangan* (SVA), *Keterangan-Predikat-Subjek* (AVS), and *Subjek-Predikat-Keterangan-Pelengkap* (SVAC). Students tended to write the argumentative essay in English inappropriately to the theory of simple sentence structure. While in Indonesian argumentative essay, they wrote properly based on the possible pattern of simple sentence in Indonesian.

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1. INTRODUCTION

In learning language, the L1 has the significance influence for the students who begin to learn second language or foreign language. The basic knowledge of native language will automatically be adapted and be compared when the student using the targeted language. As Storkel (2003) stated that the difficulty or ease in learning the structure of a foreign language arises since the learner have a tendency to transfer their habits of his native language structure to foreign language.

The activity to compare the language between native language and second or foreign language (targeted language) in the learning language process is called contrastive analysis. According to Guntur Tarigan (1988), contrastive analysis is comparing the structure of native language and targeted language in order to classify the difference between two languages. Sri Hastuti (2003) stated that contrastive analysis is the discussion of two differences and two analyses of language between two of them. Furthermore, Lado (1962) stated that contrastive analysis is the comparison of the structures of two languages which determine the point where the differences is the source of difficulty in learning of target language. So, contrastive analysis is the activity to compare the language structure between native language of language user and the new (second or foreign) language.

The process of contrastive analysis derives the differences between L1 and L2 have the benefit for students in learning targeted language. By identifying the difference between two languages, they will know the characteristic of the language itself to cover the problem in learning targeted language. Goldsmith (1995) ever states that many language teachers still find contrastive analysis (CA) useful. Contrastive analysis is useful for the students

to make initial analysis between his native and L2 to solve the problem of using targeted language. Furthermore, Guntur Tarigan (1992) said that there are two versions of contrastive analysis hypothesis at the level of process. Those are 'strong form' and 'weak form'. The strong form of hypothesis states that by identifying the differences between L1 and L2 can predict the L2 errors. Then, the weak form hypothesis states that contrastive analysis has diagnostic characteristic.

On the other hand, contrastive analysis can be found as useful strategies in the writing process. In case, cognitive, and linguistic skills are increasingly influenced writing performance (Berninger & Winn, 2006). Moreover, it might be expected to start to exercise a greater influence on writing (Berninger & Winn, 2006; McCutchen, 1996). By identifying the differences of two language (between L1 and L2), they are conducting linguistic process through contrastive analysis which can be benefit for students to identify the problem in arrange the writing in L2.

Sturm and Rankin-Erickson (2002) stated in applying several cognitive strategies, composing is an advanced academic task and part of students' difficulties in writing within educational setting. The process of composing the sentence related to the structure of the language. However, by conducting contrastive analysis, the students can easily understand the difference between two language and understand the problem occurs when composing the language from his native to targeted language. Additionally, Brown (2015) said that there are two kinds of skills in writing, micro and macro skills which are the ability to use word diction, grammar, and writing mechanics. So, grammar and writing mechanics is important for students to be studied dealing with their performance to construct the sentences in writing process.

This study focuses more on syntactic word order through identify the language structure both Indonesian and English in argumentative essay made by English education department students at University of Islam Malang and analyze by contrastive analysis (CA). Contrastive analysis is a method for comparing two languages or more and it is still used by most researchers in study of language including in Indonesia. There are amount of language features both in Indonesia and English which contrastively studied by researcher such as Phonological system (Pallawa and Alam, 2013), Interrogative sentence (Umami, 2015), Prefixes and Suffixes (Mena and Saputri, 2018), Declarative sentence (Adiantika, 2020), Negations (Sulaiman, 2020), Adverb (Fetriani et al, 2021), idioms etc.

However, there is no study concern more about sentence pattern especially in simple sentence. In contrast, simple sentence is the basic of the sentence itself. Each paragraph or text started from simple sentence and expand it to others kind of sentences. But there are two studies of contrastive analysis in simple sentence comparing English and local language such as English and Mandarese (Awaludin, Saleh and Sahib, 2020) and English and Javanese (Fitriyani, Ramendra, and Swandana, 2018). Therefore, the researcher conducted this research to fill the gap of contrastive analysis study in simple sentence both in English and Indonesian.

The researcher will identify the structure of each language in simple sentence then compare it. The significance of this research is to identify the highlight point of the differences between Bahasa Indonesia (L1) and English, so they can anticipate the common mistake in writing process. By understanding the basis of our native language and compared to the targeted language, the students hopefully can understand the way how they change the structure of their native to targeted language.

From the result of this research, the researcher will make the systematized pattern of structure from simple sentences made by English education department students that will be help both students and teachers in academic writing. This pattern will be as guide for students in writing process and as material for teachers to teach writing in university. Lastly, the result of this research hopefully can reduce the common mistake of the students in writing process and enhance the productivity of writing in academic purposes.

2. RESEARCH METHOD

The research method used in this study was descriptive qualitative. Descriptive qualitative means non-numerical data collection through the sources of data such as documentation etc. The subjects of this research were argumentative essay made by English departments students at faculty of education and teacher training, University of Islam Malang both in English and Indonesian. After collecting students' argumentative essay in both languages, the researcher classifies their essays to find simple sentences and its patterns.

The process of collecting data in this research was firstly asking the students to write argumentative essay both in English and Indonesian. Then, the researcher made a table for categorization of simple sentences. Categorization is process of grouping patterns through the data into an important parts or categories in qualitative data analysis (Given, 2008). Afterward, the researcher did parse for each simple sentences which found in students' argumentative essay. Parsing is the process of examining a structure of words from a specific language and grouping them to reflect the possible meaning (Foster, 2004). However, parsing in this research means process of analysis parts of sentence and describe their syntactical functions. Subsequently, the data will analyze by comparing simple sentence patterns in argumentative essay made by students through theory used by the researcher. Then the researcher breaks down the word order of simple sentence such as subject, verb and complement then comparing its language features to find similarities and differences of word order in English and Indonesian.

3. RESULTS AND DISCUSSION

In order to compare the structure of English and Indonesia, the researcher firstly classified the simple sentence in both languages. The simple structure in English and Indonesian has similar pattern in SVO form. This is related with the study of Fitriyani, Ramendra, and Swandana (2018) about contrastive analysis between English and Javanese language in simple sentence. The results of the study showed there were similarities in English and Javanese language simple sentences. The similarities were some of simple sentences have similar patterns were SV for verbal sentence and SVO patterns.

- **The structure of S/V (Subject/Verb)**

Javanese: Dheweke mesem

S V

English: He Smiles

S V

- **The structure of S/V/O (Subject/Verb/Object)**

Javanese: Bapak maos koran

S V O

English: My father read newspaper

S V O

The result of that study is along with this research which the pattern of simple sentence among English, Indonesian, and Javanese used SV and SVO pattern. However, there is difference structure of English and Indonesia in term of putting the subject in sentence. Subject in Indonesian structure can be placed in the end of the sentence in AVS (Adverb-Verb-Subject) pattern. This pattern in English sentence can be categorized as a passive sentence. While in Indonesian, it is not categorizing as passive sentence because passive sentence in Indonesian can be seen through additional prefixes and suffix “di”, “di...i” and “di...kan” in verb.

Besides, there is difference variants of simple sentence both English and Indonesian. This case also occurred in the others previous research done by Awaluddin, Saleh and Sahib (2020). The result of this study showed that the structure of simple sentence of English and Mandarese were Different. The pattern in Mandarese is VS (Verb-Subject) and the pattern of English begin with subject.

- **The structure of S/V (Subject/Verb)**

Mandarese: Sirumungi tai anging

V S

English: Clouds gather

S V

- **The structure of S/V/O (Subject/Verb/Object)**

Mandarese: Membacai seiyya suraq kabar

V S O

English: I read newspaper

S V O

- **The structure of S/V/ADV (Subject/Verb/Adverb)**

Mandarese: Miuya Karrasi Anis

V ADV. S

English: Anis Worked hard

S V ADV

The similarities of simple sentence occurred in Indonesian, English and Javanese language by using SV or SVO pattern. Whereas the difference structure occurred among English and Mandarese while Mandarese used VS or V-ADV-S pattern. This pattern also occurred in Indonesian simple sentence in the pattern of A-V-S (Adverb-Verb-Subject).

On the other hand, in writing simple sentences, students did some inaccuracies when they construct the simple sentence in English such as double subject and misuses of conjunction. On contrary, the students write their simple sentence based on the theory of simple sentence in Indonesian. However, there are two patterns occurred in their essay which differs from the basic patterns of simple sentence in Indonesian language. Those are *Keterangan-Predikat-Subjek* (Adverb-Verb-Subject) and *Subjek-Keterangan-Pelengkap* (Subject-Verb-Adverb-Complement). Nevertheless, both of those patterns are acceptable in Indonesian simple structure. Besides, the researcher found one incomplete sentence because there is no verb in that sentence. Regrading with this result of the study, it is needed to review more deeply about teaching of writing a simple sentence in both Indonesian and English language. The language teacher must be aware with this kind of problem because simple sentence was taught in the initial course of writing as a basic lesson in formulating a sentence.

3.1. Structure patterns of simple sentence in English and Indonesian

Each language either Indonesian or English has their own characteristic in simple sentences. Both languages have variation of structures in simple sentences which made it difference in organize the role of the word. In English sentence, simple sentence has several possible patterns such as SVO, SSVO, SVVO, SSVVO (Hogue, 2008). However, based on students' argumentative essay we found several types of English simple sentences occurs on their writing. The common pattern occurs in their essay is SVO and the other patterns are S-V(Aux)-O, NP-S-V-O, Conj-S-V-O, S-V-O-V, S-S-V-O and Conj-NP-S-V-O.

- (1) This outbreak has affected the order of the world trade map [S-V-O]
- (2) Covid-19 began to spread in Indonesia in early March 2020 [S-V-O]

Sentence (1) is an example of English simple sentences that mainly occurs in students' essays. The verb in this sentence occurs as auxiliary verb. There are two verbs in English sentences, normal verb or known as lexical verb as main verb in sentence and auxiliary verb or known as additional verb that support the main verb. Sentence (2) is an example of simple sentences that used normal verb or lexical verb. However, most of students often used auxiliary verb in one simple sentence. This case indicated that, the students prefer to use auxiliary verb rather than lexical verb.

- (3) Corona virus, this virus is already in around the world [NP-S-V-O]

Sentence (3) is indicated as double subject because in the beginning of this sentence using noun phrase (Corona Virus) as subject and then use demonstrative to point the subject. In one sentence, it is prohibited to use demonstrative if there is subject occur in one sentence. Demonstrative can be used in the next sentence that previously has its subject. This case was occurred when the students used noun phrase in simple sentence. Sometimes, they were confused with the function of noun phrase in sentence and added subject after the noun phrase.

- (4) The magnitude of the impact caused by the Covid-19 pandemic has been felt by all people to date [S(NP)-V-O]
- (5) Inseparable from dependence on technology, people take advantage of existing platforms such as online businesses [NP-S-V-O]

Sentences (4) and (5) are example of sentences that consist of noun phrase as a subject in sentence. However, sentence (4) and (5) have different role for noun phrase. In sentence (4), noun phrase acts as subject in sentence. But in sentence (5) noun phrase become the object of preposition. The use of noun phrase in students' essays mostly occurred when they made a simple sentence. This case can be highlighted for the language teachers to emphasize the function of noun phrase and its types in sentence.

- (6) So, the covid case in Indonesia keep Increasing up and up. [Conj-S-V-O]
- (7) But, in this new normal term, many people still ignoring the covid health protocol. [Conj-NP-S-V-O]

Sentences (6) and (7) add conjunction in the beginning of the sentence. The use of conjunction "so" and "but" in sentence (6) and (7) are incorrect because "so" and "but" are used to join two complete sentence and one of the sentences is indicate the result of something from the previous sentence. It is commonly used by students that they separated the conjunction and used it to the next sentence. It means that still there are several students who did not comprehend how to put the conjunction in sentence.

On the other hand, Indonesian also has several possible patterns in simple sentences (Sasangka, 2015). Those are *Subjek-Predikat* (SV), *Subjek-Predikat-Objek* (SVO), *Subjek-Predikat-Pelengkap* (SVC), *Subjek-Predikat-Objek-Pelengkap* (SVOC), *Subjek-Predikat-Objek-Keterangan* (SVOA (Adverb)), *Subjek-Predikat-Keterangan* (SVA). Besides, there are 2 different patterns of Indonesian simple structure made by students. Those patterns follow the common rules but there are some patterns do not follow its rules.

- (1) *Covid-19 diduga berasal dari Wuhan, China* [S-V-O]
- (2) *Sektor ekonomi informal juga terpukul hebat* [S-V-C]
- (3) *Tak sedikit masyarakat yang mengeluh atas ketidak stabilan perekonomian pada keluarga mereka* (S-V-O-C)
- (4) *Coronavirus adalah virus yang menyebabkan gangguan pernapasan baik infeksi pernafasan ringan seperti flu, hingga infeksi paru-paru seperti pneumonia* [S-V-O-A]
- (5) *Hal ini membuat pemerintah memutuskan untuk memberlakukan kebijakan PSBB (Pembatasan Sosial Berskala Besar)* [S-V-A]

Sentence (1), (2), (3), (4), and (5) follow the pattern based on the theory from Sasangka (2015). Those sentences also commonly appear in the students' essay. However, there are 2 different forms of structure made by students. Those are *Keterangan-Predikat-Subjek* (AVS), and *Subjek-Predikat-Keterangan-Pelengkap* (SVAC).

- (6) *Betapa pentingnya menjaga kebersihan dan Kesehatan [A-V-S]*
 (7) *Keinginan orang tua dan anak yang berbeda akan menyebabkan ketegangan didalam rumah yang tadinya baik-baik saja [S-V-A-C]*

Sentence (6) is example of the uniqueness of Indonesian language. In Indonesian structure, subject can be placed in the end of the sentence. However, sentence (6) not included as passive sentence because there is no additional suffix and prefix in verb such as “*di*”, “*ter*” and “*ter-kan*”. Sentence (7) is kind of variants in Indonesian structure by combining adverb (*Kata Keterangan*) and Complement (*Kata Pelengkap*) in one sentence.

- (8) *Di Indonesia, banyak sekali usaha yang gulung tikar akibat pandemi ini [S-A-C]*

Sentence (8) is example of non-complete sentence because there is no verb in those sentences. Most of students always use complete subject with long sentence that make them forget to put the verb in sentence. The word “*Gulung Tikar*” in sentence (8) is not as a verb but as figure of speech. The word “*Gulung Tikar*” in that sentence means bankrupt, yet the word “*Gulung*” can be classified as a verb in Indonesian.

In brief, the English structure of simple sentence made by students followed the theory from Hogue (2008) in SVO and SSVVO patterns. Hence, there are variants of SVO patterns occurred in student’s essay. Those are, NP-S-V-O, Conj-S-V-O, S-V-O-V, Conj-NP-S-V-O. Furthermore, the researcher could not find any type of SSVVO and SVVO pattern in students’ essay. On contrary, students mostly followed the theory from Sasangka (2015) in all patterns including S-V-O, S-V-C, S-V-O-C, S-V-O-A, S-V-A except simple pattern SV. Additionally, the researcher find variant of two pattern that are still acceptable in Indonesian structure towards A-V-S and S-V-A-C. Through the result of the study, we can conclude that students mostly followed the simple sentence structure of their native language (Indonesian) in proper way rather than their foreign language.

3.2. Contrastive Analysis between English and Indonesian in Simple Sentence Structures

a. Subject:

Subject is a part of sentence that performing the action. Subject can be a someone or something in a sentence. There are several types of subjects both in English and Subject. it will describe more detail below.

	English	Indonesian
SUBJECT	Simple Subject	Noun as Subject
	Compound Subject	Noun Phrase as Subject
	Complete Subject	Clause as Subject
		Verb as Subject
		Adjective as Subject

There are several types of subjects in English. Those are simple, compound, and complete subject. Simple subject is commonly used by students in their essay. The researcher found some examples of simple subject in students’ essay. For example: Covid-19, Corona Virus, Indonesia, and people. On the other hand, the researcher did not find any of compound subject in their essay. Then, the researcher found only one complete subject in their essay in a sentence “The magnitude of the impact caused by the Covid-19 pandemic has been felt by all people to date”

On contrary, Indonesian has five types of subjects. Those are noun as subject, noun phrase as a subject, clause as a subject, verb as a subject and adjective as a subject. the researcher only found four types of subjects in their writing, noun, noun phrase, clause, and verb. Here the example of the type of subject in students’ essay.

- Kata Benda sebagai Subjek (Noun as subject): Covid-19, Corona virus, and Indonesia.
Example: *Covid-19 diduga berasal dari Wuhan, China.*
(Covid-19 was suspected from Wuhan, China.)
- *Frasa Noun sebagai Subject* (Noun phrase as subject): *Sektor ekonom and puluhan juta orang*
Example: *Sektor ekonomi informal juga terpukul hebat.*

(The informal economy sector was also hit hard.)

- *Klausa sebagai Subjek* (Clause as subject): *Tak sedikit masyarakat, keinginan orang tua dan anak yang berbeda and virus yang menular lewat droplet ini*

Example: *Tak sedikit masyarakat yang mengeluh atas ketidak stabilan perekonomian pada keluarga mereka.*

(Not a few people complain about the economic instability in their families)

- *Verba sebagai Subjek* (Verb as subject): *Melihat hal ini*

Example: *Melihat hal ini, tentunya para orang tua juga akan kebingungan mengatur agenda kegiatan dalam rumah.*

(Seeing this, of course, parents will also be confused about setting their agenda for activities at home)

b. Verb

Verb in a sentence is used to describe what the subject is doing. Verb can be called also as an action word in sentence. There are two types of verbs in English while there are six types of verbs in Indonesian. It will describe more deeply below.

	English	Indonesian
VERB	Normal Verbs	Verb
	Auxiliary verb	Verb Phrase as a verb
		Adjective as a verb
		Adjective Phrase as a verb
		Noun as a verb
		Noun Phrase as a verb

In English, there are two types of verbs. Those are normal verb and auxiliary verb. Normal verb or known as lexical verb is a main verb that exist in a sentence. We found several examples of normal verb from students' essay. For example, keep, affected, find, and take. Normal verb can be found in the sentence below.

Example: The covid case in Indonesia keep Increasing up and up

On the other hand, Auxiliary verb is additional verb that support the main verb. Auxiliary verb divided into two, modal verb and non-modal verbs. However, the researcher did not find any example of modal verb in students' essay. Here the example of non-modal verbs based on students' essay.

Non-modal verb has and is

Example: I think the government has a big influence in overcoming this.

On contrary, there are six types of verbs in Indonesian. The researcher only found 2 types of verbs in their essay. Those are verb and verb phrase. Here the example of verb and verb phrase in students' essay.

- *Kata Kerja* (Verb): *berasal, menyebabkan, memutuskan, menjaga mengeluh*

Example: *Hal ini membuat pemerintah memutuskan untuk memberlakukan kebijakan PSBB (Pembatasan Sosial Berskala Besar).*

(This made the government decide to enforce the PSBB (Large-Scale Social Restriction) policy.)

- *Phrasa Verba* (Verb Phrase): *dapat menyerang, diduga berasal, dengan menerapkan*

Example: *Virus yang menular lewat droplet ini dapat menyerang siapa saja.*

(Viruses that are transmitted through these droplets can attack anyone.)

c. Complement

Complement is different with modifier where it is used to complete the predicate in sentence. Complement can be a word or group of word as a part of clause. Complement also different with object. Object in sentence is affected by the action of subject whether complement is part of clause that add some information about the subject or object.

COMPLEMENT	English	Indonesian
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	Object	Noun
	Adjective	Noun Phrase
	Adverb	Verb
	Subject	Verb Phrase
		Adjective
		Adjective Phrase

In English, there are four types of complement. Those are, object, adjective, adverb, and subject. based on the students' essay, the researcher only found three types of complement. It will be described more detail below.

- Object: the economy, employment, the world
Example: This has created a gap in the economy.
- Adjective: clean and healthy,
Example: How important it is to be clean and healthy.
- Adverb: done online, in Indonesia in early March 2020, from the downturn.
Example: Everything is now done online

In Indonesia, there are six types of complement. Those are noun, noun phrase, verb, verb phrase, adjective and adjective phrase. However, the researcher only found three types of complement in students' essay. Here, it will be described more detail below.

- *Nomina* (noun): Wuhan, China, virus, *mahasiswa*, Indonesia
Example: Covid-19 *menyerang hampir seluruh negara di dunia tidak terkecuali Indonesia*.
(Covid-19 attacks almost all countries in the world, including Indonesia.)
- *Frasa nomina* (noun phrase): *Berkurang atau bahkan hilangnya penghasilan mereka, tatanan dunia, and kehidupan bermasyarakat*
Example: *Jutaan petani di dunia, begitu juga pekerja migran menghadapi situasi ekonomi yang berat dengan berkurang atau bahkan hilangnya penghasilan mereka*.
(Millions of farmers in the world as well as migrant workers are facing difficult economic situation with reduced or even lost their income.)
- *Frasa verba* (verb phrase): *pembeli datang*
Example: *Juga dengan pekerjaan pedagang kecil di jalanan, mereka harus lebih sabar dalam menunggu pembeli datang*
(The small street vendors also, they have to be more patient in waiting buyers come)

In summary, the researcher found in every part of word order from subject, verb and complement in both languages are different. In Indonesian, subject can be placed in the end of the sentences. But in English, it would be a passive voice. Moreover, subject in English consist of three types, simple subject, compound subject and complete subject. In Indonesian, there are more type of subject including noun as subject, noun phrase as subject, clause as subject, verb as subject and adjective as subject. Additionally, noun, verb and adjective can be formed as a subject in sentence whereas noun can be formed as a subject in English if it is modified with phrase (noun phrase).

In verb, English sentences have two kinds of verbs (lexical and auxiliary verb). Whether in Indonesia there is one type of verb that indicate the same as in English, verb phrase (*Phrasa Verba*) and for the rest are different. Additionally, Verb in Indonesian do not change its form in any situation (present, past, and future) while in English verb could be change based on their tenses. On the other hand, complement in Indonesian only occurs in the two patterns, *Subjek-Predikat-Pelengkap* (S-V-C) and *Subjek-Predikat-Object-Pelengkap* (S-V-O-C). But in English, object, adjective, adverb, and subject can be classified as complement.

4. CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that students in wrote their argumentative essay in English were tend to inappropriate with the possible pattern of simple sentence based on the

theory. The common pattern of simple sentence found in their essay is SVO. However, the researcher also found the other pattern made by students. Those are S-V(Aux)-O, NP-S-V-O, Conj-S-V-O, S-V-O-V, S-S-V-O and Conj-NP-S-V-O. On contrary, students write their essay in Indonesian suitable with the possible pattern based on the theory. Those are *Subjek-Predikat* (SV), *Subjek-Predikat-Objek* (SVO), *Subjek-Predikat-Pelengkap* (SVC), *Subjek-Predikat-Objek-Pelengkap* (SVOC), *Subjek-Predikat-Objek-Keterangan* (SVOA), *Subjek-Predikat-Keterangan* (SVA). There are two new patterns made by students in accordance with the possible pattern based on the theory. Those are *Keterangan-Predikat-Subjek* (AVS), and *Subjek-Predikat-Keterangan-Pelengkap* (SVAC). In conclude, students followed the simple sentence structure theory in Indonesian rather than in English. Regarding with the contrastive of word order between English and Indonesian, the result of the study showed that each part of word order (subject, verb and complement) are different.

The recommendation of the research can be stated that the other researcher can analyze more deeply in the other type of sentences such as in compound sentence, complex sentence, and compound-complex sentence. This research is limited only discuss and analyze the structure of simple sentence both in English and Indonesian.

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