

Contrastive analysis of English and Indonesian adverbs

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ABSTRACT

This study focuses on a contrastive analysis of the characteristics and features of adverbs in English (EL) and Indonesian (IL). It thoroughly explores all similarities and differences of adverbs according to their forms, formations, meanings, and positions in both languages. The study also predicts what sorts of errors the IL learners of EL may encounter. This research uses a descriptive method using library research in which all data are collected from linguistics books in both languages. The findings show similarities and differences in almost all aspects of EL and IL adverbs. Both languages have two similar forms, origin and derivative. In IL, the original and derivative ones can be classified again into reduplication words. Next, the adverb formations in both languages use different affixation systems as inflection and derivation. IL uses various affixes (prefixes, suffixes, and confixes), while EL uses only prefixes and suffixes. Referring to adverbs derived from verbs, IL ones may be formed through reduplicating the base form of the verbs, while EL does not have this system. In forming adverbs derived from nouns, EL uses some suffixes, while IL uses only one prefix. In terms of their meanings, although both EL and IL are alike, a significant difference appears that several words are called auxiliaries verbs in EL. Too, some EL verbs have different word classes, concepts, and functions in both languages. Those auxiliaries' words and verbs are real adverbs as qualifiers in IL. Then, referring to adverb positions, IL adverbs are more mobile in sentences; meanwhile, EL ones have certain common positions,

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except some words should be placed permanently. These differences in adverbs in both languages are identified as problems caused by language interference for IL students. Consequently, the results of this extensive research may be helpful for teachers, students, curriculum development, and teaching materials.

Keywords: *Adverbs; Contrastive analysis; English; Indonesian*

1. Introduction

The English language has been part of every curriculum of study program from the elementary until university levels in Indonesia. Students are encouraged to be able to master the main four main skills of the English language such as reading, listening, speaking and writing.

Mastering the main skills as mentioned above for Indonesian students is challenging. During the process of acquiring the EL, Indonesian students inevitably might produce improper utterances that deviate from the different systems and characteristics of the EL. This is due to the fact that since IL and EL have a variety of differences, Indonesian students need to adapt themselves to the new system of EL which is very much different from their native language. This existing difference in the characteristics and system between IL and the EL, for instance, needs a serious attention in finding out some ways out to deal with (Celce-Murcia & Olshtain, 2001; Richards & Renandya, 2002 as cited in Amiruddin, 2019) some factors that may cause the mastery of English are due to the existence of differences of grammar, structures and sounds between the first language of the learners and EL affecting the of teaching learning process.

In regard to Indonesian students, one of the most salient aspects of problem can clearly be viewed from features of adverbs according to their forms, formations, meanings and positions which are different from the EL ones. First, in terms of form for instance, IL has reduplication words which are not found in EL. Second, in the aspect of formations, different and various affixation in EL of derivative adverbs and IL affixation systems also create another problem for Indonesian students. Third, in view of meaning, a group of words has different concept in both languages. The differences in features and functions make Indonesian students trapped in problems such as auxiliary words and some verbs in English which are classified as real adverbs in IL. And fourth, relating to positions, IL adverbs are freely mobile in sentences and without affecting their meanings, while in EL ones have strict rule or order in sentence structures.

Based on the above explanation, this study will critically demonstrate and explore as well examine the similarities and differences between EL and IL adverbs. In addition, as the final part, this research is directed not only to find out similarities and differences adverbs in both languages, but also include some predictions of the potential problems or obstacles of teaching and learning. Lado (1957, p.59) mentions that “.....Those

structures that are different will be difficult because when transferred they will not function satisfactorily in the foreign language and will therefore have to be changed.”

This work uses contrastive analysis method as its main theory to deal with. The selection of contrastive analysis theory for this study is based on the premise that learning a language is learning a set of habits and consequently considered errors as interference due to the habits that were transferred from the mother tongue to the L2. It is also believed that by making a comparison between the two languages most of the learners' errors could be predicted (Lin, Chen & Chang, 2020). In other words, contrastive analysis is based on the prediction of errors on the basis of differences between the source and the target language. It is believed that the more differences between the two languages, the more difficulty the L2 learners may face. The results of comparison between English and Indonesian adverbs will be analyzed through this method and will reveal which category that the Indonesian students face most and common problems. The findings of this research, hopefully, will be useful for the teachers and linguists in developing teaching and learning materials especially for Indonesian students.

2. Literature review

Literature review is a comprehensive investigation of the available theoretical background including from books and scholarly articles related to research areas and theories. In this section, the researcher provides a description, summary, and critical evaluation of works concerning the research problem being investigated. Literature reviews are aimed at providing an overview of sources that have been explored while researching a particular topic to notify the potential readers how the research fits within a larger field of study.

2.1. Contrastive analysis

Even though contrastive analysis, as a potential predictor of the influence of the learners' first language on the second language and the resultant errors, has been subject to criticism (Eckman, 1977; Oller & Ziahosseiny, 1970; Wardaugh, 1970; James, 1998; Keshavarz, 2012; Gülden, 2021), it is somehow believed that contrastive analysis, is still applicable in the sphere of language acquisition of target leaning process. The facts show that contrastive analysis projects have been carried out in different parts of the world to avoid errors in specific language areas until this day. Gas and Selinker (2008) write that second language acquisition refers to the process of leaning another language after the native language has been learned. The habits of using learner's first language, to a great extent, will interfere with leaning of the target language. This view implies that the influence of native language as prior experience cannot be denied in teaching learning process of a target language. Therefore, contrastive analysis can be applied to find out difficulties and ease of the second language learners (Fisiak, 1981). This is due to reality that the principal barrier to second language acquisition is the interference of

the first system to the new second language system, and therefore, a scientific and structural analysis of the two languages in question would yield a taxonomy of linguistic contrasts between them which gives a highlight for language teachers and linguists to be able to predict the difficulties faced by the learners of the target language (Brown, 2000).

Broadly speaking, discussing the contrast of two different languages, contrastive analysis is one of the main theories which are still used until this day since it is a branch of linguistic approach. Historically, contrastive analysis hypothesis (CAH) in sphere of linguistics may be traced back to the study of Fries in 1945. Then, followed by Lado with his famous work 'Linguistic across Culture focusing on the foundation of CAH which discusses on the problems of interference in language acquisition. Lado (1957) clearly depicted that both learners and users of language transfer the forms and meaning and other related structures as the influence of the learners' first language to the target language (Ara, 2021). Further, Bhela (1999) depicts that many of difficulties of second the language learners referred to the phonology, vocabulary and grammar of the target language are caused by the interference of habit from L1. Kridalaksana (2009) mentions that contrastive analysis is a method of synchronizing in language analysis to show similarities and differences among the languages and dialects as to find the principle that can be applied for practical purposes such as language teaching and translation. Johansson, 2008 as as cited in Kazazoğlu (2020) mentions that contrastive analysis is the systematic comparison of two or more languages that deal with their similarities and differences.

Further, Fisiak (1981) depicts that contrastive analysis or contrastive linguistic as a sub discipline of linguistic sphere focuses on the comparison in the languages or subsystems of languages. Brown (2000) clearly mentions that the first language of the learners influences and interfere when learning a foreign language. Therefore, the comparison and contrast of language will be useful for teachers and linguists to predict the errors the language learners may make. Further Lado (1957), is of the view that contrastive study on language plays an important role regarding the second and foreign learning in that the result of the comparison between the first and the foreign language will facilitate the process of teaching learning since the features of differences within the two-language compared are the source of the difficulties in learning, while the features of similarities are the easy ones and at the same time it can be used or curriculum development, selection of materials and identification of problems the learners face when leaning a target language. According to Mudhs (2021) The principles of contrastive analysis of Lado are in line with structural linguists perceiving that a rule-governed system within a language can be hierarchically ordered in three levels of language learning from phonological aspects, to morphological and then syntactical scopes.

Basically, contrastive analysis is a means of comparison on the characteristics and features of within two languages to find out the similarities and differences and as such

would be able to predict the errors the students make. Tarigan (2009) more clearly is of opinion that contrastive analysis as a tool of identifying errors in learning the target language by the second language learners, which has been practiced in the application of structural linguistic in language teaching is basically held at least three assumptions as (1) there must be an interference of LI in learning a new language or target language, (2). Some problems faced in learning a new language or target language can be predicted by using contrastive analysis, (3) contrastive analysis can be used as guidance for a teacher, especially a teacher of English in teaching pronunciation, in terms of phonology.

From the description above, it may be concluded that contrastive analysis is applicable in comparing two or more different languages from the viewpoints of their characteristics and features. Through this way, the results may be used to find out predictions of some difficulties the foreign language learners face and give some recommendations that may be useful not only for language teachers in particular but also for materials of teaching programs in general. Regarding to this, Keshavarz (2012); is of the opinion that contrastive analysis covers features within two languages, identifying the diversities and then predicting what errors would make. Its scope deals with two main purposes: to provide an explanation for the causing factors of the students' errors, and to give information for identifying which parts of the target's structure need to be paid attention to teach by teachers. As a result, teaching learning process of the target language by the learners of other languages may reduce if not fully eliminate the common problems and errors they make when they are studying a foreign language.

2.2. Procedure of contrastive analysis scope

As depicted above that in linguistic sphere, contrastive analysis which is one of the most important methods that have been playing role in linguistic comparison and contrast focus on the errors of the learners of the target language. It is nonetheless to say that the study of the errors made by learners to a great extent is unavoidable as many linguists mentioned above to overcome problems faced by the students.

In terms of the scope of identifying errors that students may make in learning a target language, contrastive analysis may be used as a tool in language acquisition. In this regard, Grami and Alzughabi, as cited in Bukhari (2022) and Khansir and Pakdel (2019) mention that contrastive analysis studies consist of four common procedures, namely description of two languages; selection (a sets of items selected for comparison); comparison (identification of areas of difference and similarity); and prediction (identification of areas likely to cause errors due to language difference and learning difficulty). Keshavarz (2012) further adds that there are five procedures in comparing two more languages, namely selection, description, comparison, prediction and verification. First, selection refers to focus of the similar elements of the languages to be compared and contrasted. Description should be in line with certain linguistic

items description, structure or rule, the linguist or language teacher's experiences through scientific questions emphasizing and basing on a parallel description of the systems of two different languages. Comparison deals with comparing and contrasting the two systems by juxtaposing features of the two languages to identify similarities and differences on three levels such as form, meaning, and distribution of form. Prediction refers to difficulties the students may face as the results of identifying similarities and differences which are found from the comparison of the languages. Verification, on the other hand, is the way of reaching the identification whether the predictions made about errors and difficulties actually materialize or not and finding out whether second language learners in reality commit the type of errors predicted on the basis of the two language or sub-systems of those languages.

3. Method

In order to develop the current work, it is necessary to turn to bibliographic investigation which was taken basically from EL and IL textbooks, journals, dictionaries and Internet. The study was conducted to compare and contrast between EL and IL adverbs according to their forms, formations, meanings and positions. These four aspects were analyzed thoroughly and orderly in order to be able to depict the characteristics and features or natures of adverbs in English and Indonesian. The study used the qualitative-descriptive method since this study tries to describe the existing phenomenon without manipulating. The data were critically analyzed and examined using contrastive analysis theory to find out some similarities and differences of adverbs in English and Indonesian according to their forms, formations, meanings and positions. Then, the data were marked to find out some predictions of the most common problems that may be faced by Indonesian students and recommendations for both teachers of Indonesia and English-speaking teachers in teaching learning process of EL as the foreign language to Indonesian students.

4. Findings

Findings and discussion section is where the researchers report the results of the study based upon the methodology they applied to obtain significant information regarding their research focus. This section should state the findings of the research arranged in a logical sequence without any bias interpretation. The discussion will always connect to the introduction by ways of the research questions have been formulated and the theories or literature have been reviewed. Nevertheless, it does not simply reiterate or rearrange the introduction; the discussion should always explain how the study has relocated the readers' understanding of the research questions or problems from where the researchers left them at the end of the introduction section.

4.1. The comparison between EL and IL adverbs

4.1.1. Definition

In accordance with the definition, EL and IL adverbs refer to similar sense that is to use the same idea that an adverb is a word used to qualify a verb, an adjective or another adverb (Alwi, et al., 2003; Ambary, 1982; Chaer, 2008, 2009; Huddleston, 1984).

4.1.2. Classification of adverbs according to forms

The classification of adverbs according to their forms in both languages is different. Some English grammarians are formulating adverb categories based on their forms in various views. Huddleston (1984) mentions that lexically adverbs are classified into four forms as complex, compound and simple, meanwhile Homer and Harman (1951) classify into two forms as origin and derivative. While in IL adverbs may be classified according to their forms into three forms as origin, reduplication, and derivative (Alwi, et al., 2003). This shows the different systems of the two languages. In this regard, in Indonesian, the original one can be classified again into reduplication adverbs, while it is not in EL. Another difference is that derivational forms of Indonesian adverbs may also be reduplicated, of course, it is also not found in EL.

4.1.3. Classification of adverbs according to their formations

Both languages share the same idea in forming adverbs – adverb formation from the adverb themselves and derivational adverb formations from other word classes, such as from adjectives, verbs, and nouns, as will be depicted in the following discussion.

4.1.3.1 Formation of compound adverbs

In forming compound adverbs, English and Indonesia share similar concept in which a compound adverb is done by the combinations of two or more words which form a unity and have their particular meaning (Jackson & Zé Amvela, 2007; Urbom, 1998; Wren & Martin, 1990). However, this kind of adverb is quite small in number (Huddleston, 1984). A big different that occurs between EL and ILIL compound adverbs is that in English compound adverbs may be formed by combining or joining words in various ways and word classes, but in IL the compound ones are formed from the words which are very closed to each other. For better understanding, they will be depicted in the following some examples.

EL: midway meantime wherever however hereafter forever
 today indeed anywhere nowhere thereby whereby
 elsewhere someplace inasmuch nevertheless notwithstanding

IL: *lebih kurang amat sangat bila nanti tidak tentu sesegera
 mungkin*

4.1.3.2. Reduplication adverbs

Reduplication adverb is only found in the formation of adverbs in IL, and this system is not found in EL. These reduplication adverbs are formed by reduplicating either partially or completely of the base form of adverbs (Alwi, et al., 2003; Chaer, 2008; Setyaningsih & Rahardi, 2020).

IL: *kadang kadang-kadang*
sekali sekali-kali
perlahan perlahan-lahan

4.1.3.3. Adverbs formation from adverbs themselves with affixes

In the formation of adverbs from adverbs themselves by the addition of affixes is quite different in both languages. In EL, there are five negative prefixes such as, ‘*dis-*, *un-*, *in-*, *im-*, and *ir- ir-*’ (Cambridge, n.d.) used to form adverbs from adverbs themselves, which do not appear in IL ones. IL uses the word ‘not’ (*tidak* and *tak*,) for expressing negation for all adverbs. Other differences are that there are two prefixes such as, ‘*se-*, and *ter-*’, in IL that are used to form adverbs from adverbs themselves. Further IL adverbs can be formed from adverbs themselves by means of suffixes such as, ‘*-nya*, *-pun*, and *-lah*, and a confix as, ‘*se—nya*’ (Alwi, et al., 2003; Chaer, 2008).

EL: *loyal – disloyal; happily – unhappily; perfectly – imperfectly; correctly – incorrectly; regularly – irregularly, etc.*

IL: *tak* or *tidak* + adverbs (*tak/tidak setia; tak/tidak bahagia; tak/ tidak sempurna; tak/tidak benar; tak/tidak beraturan*), etc.

IL uses at least three kinds of affixes such as prefixes, confixes and suffixes in forming adverbs from adverbs themselves (Chaer, 2008). This kind of affix system is not found in EL, except the negative prefixes as have been depicted above.

IL: With prefixes *se-*, *ter-*, and *se-*reduplication
belum – sebelum; sudah–sesudah; mula–semula; kian–sekian
lalu – terlalu; lampau –terlampau
sekali – sesekali; mena – semena-mena

IL: With confix, *se—nya* and *se-* reduplication *-nya*
mesti – semestinya; pantas –sepantasnya
lambat – selambat-lambatnya; cepat – secepat-cepatnya.

IL: With suffixes, *-nya*, *-pun*, and *-lah*
maka makanya
meski meskipun
biar biarlah

From the above explanation and examples, we can draw a conclusion that both languages use prefixes with respective systems. Then, EL has pairs of negative prefixes, while Indonesian has not. To denote the negative meaning as in EL, IL uses the word ‘not’ (*tidak*) for adverbs. In addition to using prefixes, IL also uses three prefixes, a confix and three suffixes. For sure this kind affix system is not found in the formation of adverbs from adverbs themselves in EL.

4.1.3.4. Derivational adverbs

The derivative adverbs may be identified by their affixes, or by their compound or phrasal nature, being formed by combining or joining words in various ways. In this regard, both EL and IL use various affixes in forming derivational adverbs from adjectives, verbs and nouns. Alwi, et al. (2003) mentions another class of word to this kind of Indonesian adverb namely numeral adverb as he categorizes Indonesian derivational adverbs into *adverbial deverbal*, *adverbial deadjektival*, *adverbial denominal* and *adverbial denumeral*. To their differences, here will be described one by one with a deep explanation and followed by their respective examples.

4.1.3.5. Adverbs derived from adjectives

In forming adverbs from adjectives, EL and IL have different nature and feature. In EL, adverbs may be formed from adjectives by the addition of suffix ‘-ly’ (Givon, 1993), and a prefix ‘a-’ (Huddleston, 1984; Maguire, 1998). Meanwhile in IL, adverbs have the same form as adjectives or without any addition of affixes.

EL: He is *slow*. (adjective) - He walks *slowly*. (adverb)
It is a *long* story. (adjective) - I come *along*. (adverb)
My sister has a *loud* voice. (adjective) - My brother reads *aloud*. (adverb)

IL: *Dia lambat*. (adjective) - *Dia berjalan lambat*. (adverb)
Gedung itu tinggi. (adjective) - *Kapal itu terbang tinggi*. (adverb)
Kakaku memiliki suara keras (adjective) - *Abangku membaca secara keras*. (adverb)

4.1.3.6. Adverbs derived from verbs

As far I am concerned, it seems that EL does not have any adjectives which are directly derived from verbs. But IL has this feature or this adverb is derived from verb (Alwi, et al., 2003). The way of forming this kind of adverbs is by reduplicating the base form of the verbs.

EL: not existed
IL: *buru* becomes *buru-buru*
tahu becomes *tahu-tahu*

tiba becomes *tiba-tiba*
kira becomes *kira-kira*

4.1.3.7. Adverbs derived from nouns

From a deep analysis on the source book of EL and IL, both languages have the nature of forming adverbs from nouns with affixes. EL uses some suffixes such as. *-ly*, *-ward(s)*, *-ways* and *-wise* (Huddleston, 1984; Thomson, Martinet, & Draycott, 1986) and a prefix *a-*. While IL uses a prefix *'se-*, and a suffix *-nya* (Chaer, 2009).

EL: day becomes daily.
 friend becomes friendly.
 length becomes lengthwise.
 clock becomes clockwise.
 back becomes backward(s)
 front becomes frontward (s)
 side becomes sideways.
 edge becomes edgeways.
 head becomes ahead
 part becomes apart

IL: *rupa* becomes *serupa* or *rupanya*.
kali becomes *sekali*
hati becomes *sehati*

In addition to the above, as Alwi, et.al. (2003) mentions that there is also another kind of IL derivational adverb which are derived from numeral, by way of reduplicating the numeral words such as *sedikit-sedikit mereka marah*; *kalau belajar jangan setengah-setengah*; *ambil buku itu dua-dua*, etc.

4.1.4. Classification of adverbs according to meanings

In overall, both EL and IL share the quite different points of view when seeing the classification of adverbs according their meanings. In EL, adverbs may be classified into adverb of manner, of place, of time, of frequency, of sentence, of degree, of interrogative and of relative (Thomson, et al., 1986). Meanwhile in IL according its meaning, some grammarians have different points of view. Alwi, et al., (2003) depict that there are eight kinds such as adverbs of quantitative, qualitative, limitative, frequency, time, manner, contrastive, and certainty. Surana (1983) classifies the adverbs into six kinds as adverb of time, place, modality, degree, condition, and instrument. In this case, I tend to follow the classification stated by Surana since the scope is the same even though they name differently.

After analyzing the data in both languages, the classification of adverbs according to their meaning is almost the same, except for several words which are called auxiliaries in EL such as, will, must, have to, can, may, ought to, used to, etc, and some EL verbs such as, like, need, want, and wish. In IL, these words are included in adverb of modality whose function is real adverbs.

EL: He will go to market.

aux

She must study hard.

aux

My sister can speak English.

aux

Her father needs a history book.

v

His brother likes swimming.

v

They want to study Indonesian.

v

We wish you every success.

v

IL: *Dia akan pergi ke pasar.*

adv

Dia mesti belajar rajin.

adv

Kakakku dapat berbicara bahasa Inggris.

adv

Bapaknya perlu buku sejarah.

adv

Abangnya suka berenang.

adv

Mereka ingin belajar bahasa Indonesia.

adv

Kami ingin kamu sukses.

adv

4.1.5. Classification of adverbs according to positions

Generally, the positions of EL and IL adverbs are variable in sentences based on the types of adverbs. This means that the positions of adverbs cannot be used as a way of identifying them with certainty. EL and IL adverbs should be placed in a position that is natural for a native user of the language and that will represent his desired emphasis.

In general, as Leech, Cruickshank, and Ivanic (2001) mention that there are three main positions of EL adverbs in sentences as front position-before the subject, middle position, and end position-at the end of the clause. However, in IL, they are more mobile and moveable such as can stand in front of subject, between subject and predicate, between two verbs, and at the end of sentences (Parkamin, 1982; Alwi, et.al, 2003).

In order to see such differences, below are the description followed by examples of some kinds of adverbs showing the differences between EL and IL.

4.1.5.1 Most common position of adverbs of time.

EL: We are working *now* or *Now* we are working.

She returns from Ohio *today* or *Today*, she returns from Ohio.

IL: *Kami sedang kerja sekarang or Sekarang kami sedang kerja or Kami sekarang sedang kerja.*

Dia pulang dari Ohio besok or Besok dia pulang dari Ohio or Dia besok pulang dari Ohio or dia pulang besok dari Ohio.

4.1.5.2 Position of adverb of frequency

In EL, adverbs of frequency have several common positions. In affirmative statements, they usually stand before the main verb when there no 'be'. They follow 'be' when it is the main verb in a sentence. In negative statements, they follow 'not', and. In questions, they follow the subject. However, in IL, this kind of adverbs may take various positions, as illustrated below.

EL: John *usually* makes funny.

He is *seldom* in time for meal.

Catherine doesn't *often* come to my house.

Does Catherine *ever* come to your house?

If the four examples above are transferred into IL, they have more mobile positions in the IL sentence structure.

IL: *John selalu membuat kelucuan.*

John membuat kelucuan selalu

Selalu John membuat kelucuan.

Dia jarang makan tepat waktu.

Jarang dia makan tepat waktu.

Dia makan jarang tepat waktu.

Catherine tidak sering datang ke rumahku.

Tidak sering Chaterine datang ke rumahku.

Chaterine datang ke rumahku tidak sering.

Apakah John pernah datang ke rumahmu?

Pernahkah John datang ke rumahmu?

Apakah pernah John datang ke rumahmu?

4.1.5.3 Positions of adverbs of manner or situation

The most common position of EL adverbs of manner is immediately after the verb when there is no object, or immediately after the object of a sentence (Thomson et al., 1986). While in IL, again this kind of adverbs is more mobile in IL sentence structures (Parkamin, 1982).

EL: She speaks *politely*.

He called me *gently*.

We learned English *gradually*. Or *gradually* we learned English (for emphasis).

If the examples above are transferred into IL system, they may be placed in various ways without changing the meanings of the sentences.

IL: *Dia bicara dengan sopan.*

Dia dengan sopan bicara.

Dengan sopan dia bicara.

Dia memanggil saya secara lembut.

Dia secara lembut memanggil saya.

Secara lembut dia memanggil saya.

4.1.5.4 Positions of adverbs of degree

EL adverbs of degree occur in some positions. If it modifies an adjective or another adverb, it is placed before the adjective or adverb. In addition, some adverbs of degree can also be used to modify verbs. Yet again, this kind of adverbs is more mobile in IL sentences.

EL: Today is too hot to work.

The film was fairly good.

I know him quite well.

He played extremely badly.

IL: *Hari ini sangat panas untuk bekerja. Sangat panas hari ini untuk bekerja.*

Film itu sangat bagus. Sangat bagus film itu.

Saya kenal dia sangat baik. Saya sangat baik kenal dia.

Or, *sangat baik* saya kenal dia.

Dia bermain *sangat jelek*. *Sangat jelek* dia bermain. Dia *sangat jelek* bermain.

4.1.5.5 Positions of adverbs of place and direction

In EL, the most common position of adverbs of place and direction is after the verbs or at the end of the sentences. Meanwhile, in IL, this kind of adverbs may take various positions, as depicted in the following examples.

EL: John comes *inside*.

She painted that picture *here*.

IL: John masuk *ke dalam* or *Ke dalam* John masuk.

Dia lukis gambar itu *di sini* or *Di sini* gambar itu dia lukis or Dia *di sini* lukis gambar itu.

4.1.5.6 Positions of adverbs of cause

The position of adverbs of cause shares the same position both in EL and IL. The most usual position of this kind of adverbs is at the very beginning of a sentence.

EL: *Consequently* he is leaving

Therefore I refer this case to you.

IL: *Akibatnya* dia pergi.

Dengan demikian saya tunjukkan kasus ini pada anda.

5. Discussion

In accordance with adverb forms, both EL and IL share two same classifications as origin and derivation. However, in IL there is another form called reduplication which is not found in EL system. This reduplication adverbs in IL will influence the mastering of EL adverbs because EL does not recognize this classification. The absence of this kind of adverb in EL, Indonesian students are quite difficult in expressing the IL reduplication form into EL. In short, the problems faced by Indonesian students here is to change their habits when they study EL adverbs according to their forms.

Referring to classification of adverbs according to their formations, at least there are seven problems faced by Indonesian students when studying EL adverbs according to their formations; First is the use of the same prefix *-a* to an adjective and to *a* noun. The fact is that there is a prefix '*a-*' in EL which is used both forming adverbs from both adjectives and nouns represent one of difficulties in teaching this adverb to Indonesian students. Beside the use of the prefix '*a-*' can be applied to adjectives and nouns such loud – aloud and cross – ahead. Beside this formation is not found in IL, there are also several words which are after being formed into adverbs either from adjectives or from nouns have very different meanings from their original sources. Second is adverb negative prefixes with their respective pairs of words in EL. There are five negative prefixes, such as *dis-*, *un-*, *in-*, *ir-*, and *im-*, used to form adverbs from

adverbs themselves and every prefix has its own pair which cannot be freely used will also cause Indonesian students difficult to study them. In IL, to express this kind of adverbs is always used the word ‘not’ (*tak* or *tidak*) to all IL adverbs. Third is forming adverbs from adverb themselves using different affixes. Another difficulty which can be found in teaching EL adverbs is that IL has three prefixes as, ‘*ter-*’, ‘*ber-*’, and ‘*se-*’ used to form adverbs from adverbs themselves, while EL does not. In EL, to present this form of adverbs need several particles to the source words of EL such as *hurriedly* which comes from *hurry-hurried-hurriedly*?

Fourth is the same form of adjectives and adverbs in IL without affixes. Generally, IL adverbs have the same form as adjectives or without any changing at all. The habits of using the two classes of word as in one way will make Indonesian students difficult in studying EL adverbs because in EF, except for some words, adverbs derived from adjectives are commonly added suffix ‘*-ly*’.

Fifth is the use of the suffix *-ly* with certain rules in EL. Beside the difficulties which have been illustrated above, there are also some other difficulties in teaching EL adverbs which are derived from adjectives by the addition of suffix *-ly*, because there are some certain rules that must be understood well before the *-ly* ending is added. In other words, a few spelling rules need to be observed when adding *-ly* to adjectives such (a). Adjectives with final ‘*y*’ preceded by a consonant. The ‘*y*’ is changed to ‘*i*’; (b). With adjectives ending in, *-ble*, *-ple*, *-tle*, and *-dle*, the *le* is dropped before *-ly*; (c). With adjectives ending in ‘*-ic*’. Before adding *-ly*, it must be added *-al* after suffix *-ic*; and (d). with adjectives ending in ‘*l*’, the ‘*l*’ must be kept before adding the suffix *-ly*. The explanation and examples above are really difficult in teaching EL adverbs with suffix *-ly* because if the rules are not understood well, it will cause a serious problem for Indonesian students.

Finally, derivative *reduplication adverbs* from verbs in IL which are not found in EL. The fact is that there are some IL reduplication adverbs from verbs which are not found in EL will make Indonesian students difficult in stating those words into EL, e.g., *tiba – tiba-tiba*; *buru – buru-buru* English equivalent is *suddenly and hurriedly*. It is clear to us that this case will be difficult for Indonesian students in changing the words into EL because IL adverbs, as written in the examples, derived from verbs, whereas, in English they are derived from adjectives.

Based on the comparison on their meaning in the previous discussion, there are many similarities found in both languages. However, according to the writer’s search that there is a serious difficulty in teaching a group of words called auxiliaries in EL which are placed as verbs functioning as predicates in the EL sentences. But this group of words is placed as real adverbs functioning as qualifiers in IL sentences. Another difficulty which may be noticed is that there are some adverbs of place in EL which cannot be preceded by a proposition. Meanwhile, in IL, all adverbs of place are always preceded by the preposition. Again, this different view in both languages promotes

difficulty in the part of Indonesian students such as *His sister departs abroad* (*kakaknya berangkat ke luar negeri*); *He plays outside* (*Dia bermain di luar*).

In connection with the positions of EL adverbs, there are some difficulties found after analyzing and comparing the two languages. In IL, adverbs can be placed more freely and mobile than EL ones such as, they may stand before predicates, at the very beginning of sentences, between two verbs, or at the very end of sentences. It is clear to us that the teaching of EL adverbs' positions will be one of serious problems faced by Indonesian students because in EL, they will be placed in certain positions. In other words, they must be placed in natural positions or cannot be put freely within the sentences. As a result, Indonesian students have to understand well the standard features and certain rules of EL adverbs based on their normal and common positions in EL words order. Otherwise, Indonesian students tend to apply the IL systems into EL.

6. Conclusion

From analysis of the data and findings, it can be drawn some certain conclusions that various differences between EL and IL adverbs according to their forms, formations, meaning and positions obviously parts of the obstacles the Indonesian students face. First, the habits of using reduplication words in IL, for instance, will inevitably raises a problem. The students tend to transfer this form to the English utterances. Second, in the formation of adverbs, there are several difficulties which are caused by different affixes systems which may create confusion for Indonesian students. EL uses the same prefixes *ly-* and *a-* that may be used to form adverbs from adjective and noun. Further, there are some Indonesian adverbs derived from nouns and verbs by reduplicating the base form of them, whereas they are not found in EL. Again, there are a set of negative prefixes with some special rules in forming adverbs from adjectives in EL. This variety of negative prefixes is really difficult for Indonesian students to master since they have to be able to memorize the complex rules in forming this kind of adverbs. Third, in accordance with adverbs classification according to their meanings, there are three difficulties. Firstly, there are the differences of the function of a group of words in both languages so far. This contrary concept of certain auxiliary words and certain verbs between EL and IL will be a serious problem for Indonesian students when learning EL. This is due to the fact that auxiliaries and some verbs in EL are real adverbs in IL. Further, there are some of EL adverbs which may not be added a preposition, while in IL they must be added the prepositions, for instance (*home, downtown, overseas, abroad, there, here, etc = ke rumah, ke kota, ke luar negeri, ke sana, ke sini*). Fourth, in terms of adverb positions, there is a serious problem due to different concept between EL and IL.

Syntactically, in EL, adverbs should be placed in certain positions, while in IL, they may be placed freely and moveable in sentences, except only for some words. In order to help the Indonesian students in mastering EL adverbs, it is necessary that the teachers should know, among other thing, what causes them is the interference of

student's native languages in learning the new language. They may not know properly all about this, unless they know what kinds of differences exist between EL and the native language of the student. This implies that they have to analyze the student's native language. Then, English teachers should know well the grammar of the student's native language. Moreover, the teachers should pay a special attention in teaching and explaining the use of tenses and auxiliary verbs because IL does not know either tenses or auxiliaries, and even the function of auxiliaries in both languages is contrary, in English as predicates, but in IL as adverbs.

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