

## NATIVE LANGUAGE INFLUENCE ON THE PRODUCTION OF ENGLISH SENTENCE STRUCTURE

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**Abstract.** Two main questions to be answered in this study are what the ill-formedness of English syntactic structures are made by the English Department students of Buddhi Dharma University, Tangerang and what the ill-formedness of English syntactic structures which get the influence of Bahasa as their native language. A topic was given to be written in 3-5 paragraphs by 12 respondents who participated the study. The rules for constructing English syntactic structure were used to identify and determine the syntactically ill-formed sentences in English made by the respondents. The result obtained there are 3 groups of the ill-formedness of English syntactic structures; *Noun Phrase*, *Verb Phrase*, and *Word Order*, and 9 types of ill-formedness in constructing English syntactic structures. The types of the ill-formedness from the most frequent to the least frequent one are: *Number*, *Agreement of Subject and Verb Form*, *Use of Prepositions*, *Use of Past Tense*, *Question sentence*, *Use of Verb*, *Use of the Verb Pattern*, *Embedded Question*, *Use of Present Tense*, and. The ill-formed sentences appeared because of the interference of the students' native language.

**Keywords:** *Syntax, ill-formed, Interference, Negative transfer, Positive transfer, Transfer*

### INTRODUCTION

Everyone including a child has first language (L1), which has been acquired through a combination of innate factors and the environment (Brown, 1994, p.21). Furthermore, Brown also stated that the L1 might affect learning of the second language (L2) in almost areas: Phonetics, Phonology, Morphology, Syntax, and Semantics.

Many studies conducted in linguistic research indicate that the interference of L1 to L2 does exist. The interference means that there is L1 background involved in learning L2. It can be seen by the characteristics of L1 especially the structures which influence L2. For instance, people who have already learned another language or L2, the sentence structure in their written form of L2 will write as native sentence structure. Therefore, people consider that the sentence structure of L1 influence the production of their L2.

Interference is manifested in the language the learner is learning, not L1 of the learner, Lado (1957, p.58) has stated that the grammatical structure of the native language tends to be transformed to the foreign language. It can be concerned from the major source of difficulty or ease, those structures that are different will be difficult. The influence from the L1 is perceived in language transfer. The main claim with regard to transfer is that the learning of task A will affect the following learning of task B (Gass & Selinker, 1994, p.54). While Lado (1957, p.2) states that individuals tend to transfer and distribute the forms and meanings of their native language to the foreign language. Lado believes that the interference of L1 to L2 occurs subsequent to transfer. There are two kinds of transfer that occurs in the process of learning L2. The first is learners make more errors because of the interference of their L1 to L2 as a result of negative transfer, and the second is learners have less or no errors in learning L2, as a result of positive transfer.

To observe whether the transfer result is positive or negative, a researcher can conduct a study by means of writing test. The writer perceives that it will be easy to observe the ill-formed sentences or the interference of L1 toward L2 by focusing on the learner's writing since the writer notices that in writing, it is more possible to find significant interference of L1 toward L2 on their production of sentence structure more clearly. For instance, when Indonesian learners of English write a sentence "*mereka pergi ke Jepang tahun lalu*" in English; the influence of positive transfer will read "*they went to Japan last year*" while the negative will read "*they go to Japan last year*" in their writing.

Every language has its own pattern related to the syntactic structure. Some Indonesian students often claim that writing English is difficult because of its complicated grammar. Their difficulty comes from the differences between the syntactic structure in organizing a sentence structure of Indonesian and English.

Researchers have found Indonesian sentence structure in English writing of Indonesian students. This phenomenon shows that Indonesian structure influences their thought in writing English sentences. Their thought is still in Indonesian syntactic structure, thus, they will make some ill-formed sentences in their English writing (Kwary and Sugiri, 2004, p.274).. Below is a brief introduction to both Indonesian and English syntactic structure.

The basic Indonesian and English sentence structure are the same, those are subject and predicate (S P), but different in syntactic categories (lexical and non-lexical categories) that can fulfill its function. In Indonesian sentence, the predicate can be formed as Noun Phrase (NP) or Prepositional Phrase (PP), besides Verb Phrase (VP) and Adjective Phrase (AP) (Alwi et al., 1998, p.326). This rule is different from English whose predicate is only in Verb Phrase (VP) form (Quirk et al., 1990, p.53). This difference makes the students often miss the verb if its sentence has another phrase, for example, "*situation in a city usually crowded*". This sentence should be added with *to be* (is) to produce the well-formed English sentence, "*situation in a city is usually crowded.*"

Related to tense and aspect, English language has tense and aspect in its syntactic rule (Comrie, 1993, p.10), whereas Bahasa does not. This difference indicates that most students have a difficulty in deciding the correct tense or aspect and the verb form in their sentence they write. In English sentence structure, if something happens in the past, the sentence uses the verb-*ed* inflection, but for future actions, auxiliary *will* is used. This rule is different from Bahasa that uses the same verb for past, present, and future. A sentence such as "*She study English last night.*" is not rare.

According to the previous study of Yanis (2007, p.53), the influence of native language in learning a foreign language is certainly essential. The study described the syntactic analysis through the English sentence production of Indonesian students who learn English as a foreign language. It was carried out at a syntactic level and reflected learner's performance in the target language at a specific stage of interlanguage. From her study, she claimed that language transfer is an inevitable process that most likely occurs in learning L2, especially when the language structure of target language is different from the structure of L1.

The case of Yanis' study interests the writer to carry out this study. The writer notices that many differences between the rules for constructing Indonesian syntactic structure and English syntactic structure may cause different meaning of the L2. For example, "*the company has accepted some students from 'X' University for five years*". This error is not only in using the unnecessary verb-*been* but also in meaning. The pattern of *present perfect tense* in active sentence is has/have + V3. It is not necessary to add verb-*been* because it will change into passive meaning. The ill-formed sentence becomes significant because it produces the opposite meaning.

In analyzing syntactic structure, it deals with how to break sentences into their constituent parts. For example, a constituent called noun phrase may be analyzed into their smaller constituent, such as determiners, pronouns, etc. And a constituent called verb phrase may be analyzed into their smaller constituents, such as verb pattern, agreement subject and verb, etc. Furthermore, this study concerns on the ill-formed sentences that occur since the learners break the rules for constructing syntactic structure.

In addition, the writer would like to know further influence of Indonesian language on producing English sentence in learners' writing. The writer's study is conducted by analyzing the ill-formed English sentences which are made by the English Department students of

Buddhi Dharma University, Tangerang who use Indonesian language as their L1 and also have learned English as their L2.

## RESEARCH METHODOLOGY

Qualitative method was applied in this study. The writer chose 12 respondents for this study. The respondents were chosen based on the criteria. The writer chooses the students who are in the class of 2015 because the students are offered to take the writing course that is related to this study. This writer also selects the respondents who have never been to English speaking country because the writer assumes that for those who ever been to English speaking country can influence their mastery in English. Since the writing is related to this study, the respondents chosen are the students who are taking the Intermediate Writing class and passing the previous Basic Writing class to make sure that they can write English based on their knowledge that have been learned.

To make the average students' capability of writing English, the writer choose the students whose the last score of Basic Writing is AB and for structure is A. The respondents also have been learning English since their childhood in order to examine that English as their L2. The writer limited the study only on English syntactic structures in phrases and word order that produced by the students on their writing. In collecting the data, the writer asked each respondent to do a writing test, he or she had to write some paragraphs with the topic given by the writer. The topic was about the benefits of being bilingualism. After collecting the data, the writer did some steps in analyzing the data. First, she identified the incorrect sentence structures made by the respondents in their whole writing and corrected them by using the rules for constructing English syntactic structure. Second, the writer classified the group of ill-formed sentences based on the linguistic category of syntactic category, from the most frequently occurrence to the least. Third, each type of ill-formedness was analyzed by comparing between Indonesian and English syntactic structures to find out whether or not there are some interferences of Bahasa on constructing English sentences.

## FINDINGS AND DISCUSSION

### Ill-formedness of English Syntactic Structure in All Compositions

After analyzing and making correction of all ill-formed sentences, the writer classifies them based on the linguistics category of English syntactic structure. The writer only focuses on finding of three groups of ill-formedness made by the students in the compositions due to the limited time of the research. Those groups of ill-formedness from the most common to the least are in noun phrase, verb phrase, and word order.

#### 1. Noun Phrase

The ill-formed sentences in noun phrase are any deviations which violate the rules of how to construct correct form of noun phrases. They consist of the ill-formedness in number, and use of prepositions.

##### a. Number

There were 17 ill-formed sentences consisting the ill-formedness in number. In this case, the noun head was still in a singular form although the determiner which proceeded was used for a plural form. The ill-formedness could be caused by the different process in forming plural noun between Bahasa and English. In Bahasa, to form the plural noun, the noun must be reduplicated, not by affixation (Kridalaksana et al., 1985, p. 23). The plural nouns do not have to be reduplicated if the nouns are preceded by modifier *banyak*. On the other hand, the plural noun in English is formed by suffix *-s*, and the noun must be in plural form (inflected) if it is preceded by modifier *many* or *a lot of*. The difference creates the ill-formedness as the following:

(1) *Nowdays, Many multinational company are looking for ...*

- (2) *There are many way in learning a language*
- (3) *We do not have to visit many country ...*
- (4) *... to understand many language such as English and Chinese*
- (5) *We can learn from many different source.*
- (6) *.... find a lot of opportunity to find a good job*
- (7) *By reading a lot of book we can also ...*

The nouns above must be formed in plurals (*companies, ways, countries, languages, sources, opportunities, books*) because the nouns are preceded by the modifiers *many* and *a lot of*. The other modifiers that indicate plural forms are *some, several, two, three, and those*. Therefore, the nouns below must be in plural forms (*languages, skills, benefits, cultures, requirements, examples, skills*)

- (8) *If we master several language, such as ...*
- (9) *People who have some different skill will be...*
- (10) *I am trying to explain some benefit of being bilingual*
- (11) *To understand some culture we need to understand the language as well.*
- (12) *We need to join several language course to ...*
- (13) *Some requirement are needed to ...*
- (14) *Some language are easy to learn because ...*
- (15) *It will be easier for those who master more than three language to compete.*
- (16) *I will explain two example of ...*
- (17) *... those skill*

From those ill-formed sentences above made by the students, the writer found in forming the English plural noun the students still used the pattern in forming the plural nouns in Bahasa. Consequently, they often use the wrong form of plural noun by not adding the affix *-s* to form the correct English plural noun.

#### **b. The use of Prepositions**

Nine ill-formed sentences in the use of prepositions occurred in the students' writing. The students made some misusing and missing of the preposition. In Bahasa, the pattern of using some prepositions can be reduced but they must still be used in English. On the other hand, some prepositions that can be reduced in English must be used in Bahasa. The differences in using the prepositions may cause the students produce the ill-formed sentences below.

- (1) *He will be able to survive between people who have more skills...*
- (2) *We are the best between the competitors.*

Preposition *between* and *among* have the same meaning in Bahasa that is '*di antara*'. In contrast, the use of prepositions *between* and *among* in English is different. *Between* is used to state something in the middle of two things that need a conjunction *and*. While *among* is used to show a relationship or selecting involving three or more entities. The preposition *among* should be used in those two sentences above.

There were also other ill-formed sentences that were produced by the students in missing the preposition. If the three sentences below were translated In Bahasa the preposition could be reduced. However, the prepositions are needed in English. Therefore the prepositions (*of, in, of*) should be put in the following sentences.

- (3) *A lot of advantages (...)being bilingual can be seen by ...*
- (4) *Some students face the difficulty (...) mastering a foreign language.*
- (5) *... because (...) the difference between Indonesian language and English*

The other ill-formed sentences related to preposition is putting the unnecessary prepositions. The prepositions *of* in these following sentences are not necessary since *because of* is generally followed by a noun not a clause. In Bahasa, *because* and *because of* only refers to one word *karena* to describe reasons without considering the pattern of the followed words.

- (6) *Because of they have learned several languages in the past*
- (7) *I want to join the course because of I am curious about learning the cultures as well.*

The students also made other ill-formed sentences related to misusing the prepositions. In English the suitable prepositions depends on the adjective preceded. Therefore, the prepositions (about, and in,) are supposed to be used in the following sentences.

- (8) *Some people are worried of not being able to ...*
- (9) *Nowadays people are interested of learning several languages.*

From the ill-formedness in the use of prepositions, it can be seen that the students are still confused when they have to use a preposition to a structure which requires it. Sometimes they omit, use, and give it unnecessarily to a phrase. The interference of the Bahasa may still influence their way of thinking to select a suitable preposition.

## 2. Verb Phrase

In this case, the ill-formedness occurred in constructing some more verbs which may be preceded by auxiliary verbs in order to form a correct verb phrase. There were four types of the ill-formedness in this group, namely, agreement of subject and verb, use of verb patterns, use of verb and use of past tense.

### a. Agreement of Subject and Verb

The students made nine ill-formed sentences dealing with agreement of subject and verb. The ill-formedness occurred because of disagreement between subject and verb in number.

- (1) *Everyone have their own dream to become ...*
- (2) *It give a lot of benefits if we understand ...*
- (3) *It depend on our attitude.*
- (4) *If she want to take a chance to become an interpreter.*

In Bahasa, the verb is not influenced by the subject, while in English, the verb form depends on its subject. If the subjects are the third person pronoun (singular), the verb should be added *-s/es*. *Is/was/has* are also used instead of *are/were/have*. Then if the subjects are plural, *are/were/have* must be used. Disagreement between subject and verb means the form of a verb and a subject violate the rules of subject-verb agreement in number. The singular subject in present time needs to be *is* or the verb added by an inflection *-s/es*. Therefore the correct form of verb in the sentences above are *has*, *gives*, *depends*, and *wants*. The students also misused in writing the verb form of the plural subject. It needs the form of *are*, *are*, *have*, *have*, and *have* in the following ill-formed sentences.

- (5) *The students who is able to speak more than ...*
- (6) *English and Chinese is becoming more popular in ...*
- (7) *We need to learn some cultures which has different value from our own.*
- (8) *In multinational companies, the applicants has to pass an English test such as TOEIC.*
- (9) *There are not many college students who has mastered more than one languages.*

The ill-formed sentences above demonstrate that the interference of Bahasa makes the students confused in using the appropriate form of to be and verb. The Indonesian students are accustomed to using Bahasa pattern by ignoring the change of verb and to be depending on its subject. Consequently, the students often misuse the correct forms of verb and to be.

**b. The Use of Verb Patterns**

In this section, students failed to identify the correct verb pattern after some certain words both verb and preposition. The sentences below show this problem.

(1) *Recently people are interested in travel and visit famous places.*

(2) *It would be better if they are good both at cooperate and collaborate with others.*

It can be seen that the ill-formed sentences showed the students' failure to give the correct verb after some certain verbs. It occurred since the verb form after preposition is wrong. If the verb follows any preposition, it should be in an *-ing* form or gerund. Gerund is an *-ing* form that is derived from verb. Here, the prepositions *in* must be followed by verb *-ing* form. Therefore, the verbs *travel* and *visit* must be changed into *travelling* and *visiting*. In addition, the prepositions *at* must be followed by verb *-ing* form. Therefore, the verbs *cooperate* and *collaborate* must be changed into *cooperating* and *collaborating*. Bahasa does not have a term of gerund. Consequently the students often confused in using the gerund and as the result they misused the verb patterns.

The verb pattern must be the same if the constituents which are coordinated by a coordinating conjunction *and/or*. The constituent must be parallel in verb pattern. Thus the words *understand*, *convince*, and *learn* is more appropriate in the following sentences instead of *understanding*, *convincing*, and *learning* because to infinitive occurs in verb phrase before conjunction *and* and *or*.

(3) *... to speak other languages and understanding the cultures.*

(4) *It is not easy to persuade and convincing people that ....*

(5) *.... to understand the language or learning the culture.*

**c. The Use of Verb**

This ill-formedness relates to disappearance of verb, appearance of unnecessary verb which is needed as a predicate in a clause a wrong verb form. The problems that the students face were omission of to be, the redundant of to be and wrong form after modal auxiliary. The details can be seen below

(1) *It will (...) easy for them to understand if ...*

(2) *When we (...) able to speak more than one languages, ...*

This ill-formedness above relates to the miss of verb and unnecessary verb in which the verb is needed as a predicate in a clause. The basic Indonesian and English sentence structure are the same; those are subject and predicate, but different in syntactic categories (lexical and non-lexical categories) that can fulfill its function. In Indonesian sentence, the predicate can be formed as noun phrase or prepositional phrase, besides verb phrase and adjective phrase (Alwi et al, 1998, p.326). This rule is different from English whose predicate is only in verb phrase form (Quirk et al, 1985, p.53). This difference makes the students often not writing the verb if its sentence has had another phrase. The example shown above, "*It will (...) easy for them to understand if ...*", "*When we (...) able to speak more than one languages, ...*". These sentences should be added with *tobe (be)* and *(are)* to produce the well-formed English sentence.

There was an ill-formed sentence appearing since the presence of to be is not required in a sentence. To be becomes a redundant element because a main verb has been used. Thus, there are two verbs as the predicate of a clause if both the main verb and to be are used together. The example can be seen in the sentence below, *be is* and *are* should be omitted.

(3) *The multinational company is requires a person who is able to speak Chinese.*

There were the other ill-formed sentences in constructing a wrong verb form after an auxiliary verb. The first wrong form is past participle form placed after a modal auxiliary and a primary auxiliary verb. Then, to infinitive verb is given after an auxiliary. Instead of past participle, a present participle is used following modals auxiliary verb, such as "The experience can teach us a lot of things" Instead of to infinitive form, the bare infinitive form is appropriately used, "The teacher must be able to see the potential of the students". Those wrong forms of verb violate the rules in constructing a correct verb form after an auxiliary verb. In fact, the verb given to follow both primary and modal auxiliary should be in a bare infinitive form.

(4) *The experience can taught us a lot of things.*

(5) *The teacher must to be able to see the potential of the students*

The students face many difficulties in building a sentence with its minimal requirement especially for a predicate element. Less understanding what kinds of verb or to be that can occupy the position of a predicate in the sentence and how to operate them may be the factors that lead the students produce the ill-formedness. Therefore, in one time they omit either verb or to be from their sentences but in other time they use both verb and to be in another sentence.

#### **d. The Use of Past Tense**

The students used the present form of verb instead of past form of verb to indicate the past circumstances. The details of the ill-formedness are illustrated below

(1) *When I was kid I cannot speak with my neighbor who comes from America.*

(2) *In the past it is hard for us to get a lot of information about ...*

(3) *I live in a village several years ago*

(4) *I have a good experience when I join the course last month.*

(5) *They communicate in English well while I was still learning how to speak fluently in English.*

(6) *My cousin marry an English man last year now she can speak English very well.*

It can be seen above that the ill-formed sentences which occurred in this type are in the use of present form of verb which replaces the past form as the correct pattern. Bahasa does not have a term of tenses, whereas English has tense which is indicated in its verb forms (Comrie 1985). If a circumstance happens at past tense point, its sentence uses the inflection verb *-ed* or to be *was/were*. Then, if a circumstance happens at present tense point, its sentence uses the inflection verb *-es/-s* or to be *is/am/are*. This rule is different from Indonesian language which uses the same form of verb in any circumstances (present, past, and future). Therefore the ill-formed verbs above should be changed into *couldn't, was, lived, had, communicated, and married*.

#### **e. The Use of Present Tense**

The ill-formed sentences related to the use of present tense can be seen when the students used the past forms of verb which replaces the present verb forms as the correct pattern.

(1) *Now I understood why English is important*

(2) *Nowadays, the condition was different form ...*

(3) *I had a dictionary that I always bring when I study English.*

(4) *Multilingual was an ability that brings a lot of benefit...*

In this type, the ill-formed sentences occurred since the students failed to give the correct verb form which indicates the present event. The first three sentences above talks about present event. Therefore, the past verb form *understood, was, had* should be changed into a present *understand, is* and *have* since the sentence talks about the present event. The

other ill-formedness appeared because the students used *be* in past form when the action refers to the present. The example can be seen in “*Multilingual was an ability that brings a lot of benefit...*” Since that sentence expresses a statement in general, the tense must be in a present tense. Therefore, *to be was* must be changed into *is*.

From the explanation above, it can be seen that the students are still confused in using the verb form to indicate the circumstance. It happens because in Bahasa, the verbs are not changed in any circumstances. Even though they change the verb form, the students still make the incorrect form that appropriate with the tense.

## WORD ORDER

From the data the writer found, the ill-formedness related to in word order deal with the arrangement of words into sentences, namely question sentences and embedded questions.

### a. Question Sentence

The ill-formedness sentences occurred six times relating to making the correct arrangement of English question sentences. The detail can be seen in the table below.

- (1) *What (...) the importance of being a bilingual?*
- (2) *Why it doesn't happen?*
- (3) *How we can learn a new culture without understanding the language?*
- (4) *Why people are interested in understanding...?*
- (5) *Why the company should hire the people who ...?*
- (6) *What we can do to sharpen the skills?*

In English, The pattern of making *wh*-question is placing the interrogative word (*who, what, when, etc.*) at the beginning of the sentence and followed by auxiliary, subject, verb, and object if any. For example, “*When will they go?*” When forming a question, one must place the auxiliary or the verb *be* before the subject. If there is no auxiliary or *be*, one must use the correct form of *do, does, or did*. After *do, does, did*, the simple form of the verb must be used. The tense and person are only shown by this auxiliary, not by the main verb. This pattern is different from Bahasa. Thus the students omit *to be* as the important element of this pattern. It can be seen in the following sentence, “*What (...) the importance of being a bilingual*. If the sentence is translated into Bahasa, *to be is* may be omitted. But to make the correct arrangement in *wh*- question, *to be* is should be added before the subject. Therefore, the correct question pattern is “*What is the importance of being a bilingual?*”

Some students who have understood that *to be* must be used in question pattern also made the errors in putting the correct order of *to be*. The auxiliary must be placed before the subject. In contrary, the students put *to be* after the subject. Thus the correct form should be as the following:

- (1) *Why doesn't it happen?*
- (2) *How can we learn a new culture without understanding the language?*
- (3) *Why are people interested in understanding...?*
- (4) *Why should the company hire the people who ...?*
- (5) *What can we do to sharpen the skills?*

Based on the examples of errors above as made by Indonesian students in forming the question pattern in English, it can be seen that the students still used the pattern of question form in Bahasa. In forming the question pattern, the students often misplace *to be* or



*auxiliary*. They place either to be or modal auxiliary after the subject instead of before the subject. That rule actually occurs in Bahasa but not in English. This shows that the students apply Bahasa system into English in their compositions.

### ***b. Embedded Question***

An embedded question is one which is included in a sentence or another question. The word order is not that of typical questions except for subject questions.

- (1) *I am wondering why can they speak more than two languages fluently.*
- (2) *I realize why should we learn English and Chinese.*
- (3) *She is asking why am I interested in working in this company*
- (4) *I do not know where is the place.*

This ill-formedness occurred four times. The students were still confused to arrange the pattern of embedded sentences. Embedded question has different structure from the simple question one. In simple question sentence, the arrangement is *Wh-question + to be + Subject*. On the other hand, the arrangement of embedded question is *Wh-question + Subject + to be*. This difference makes the students forget to add *to be* at the end of the sentence because there is not an appropriate translation in Bahasa. For example, “*I do not know where is the place*”. To be *is* should be put at the end of the sentence.

In addition, the students also often misplace *to be*. In this case they used the *wh-question* form instead of the correct pattern of embedded question. In Bahasa, there is no difference between the *wh-question* and embedded question form. Thus, the students usually place *to be* at the same place as in forming the *wh-question*. For example “*She is asking why am I interested in working in this company*” The students actually intend to make an embedded question but they use the *wh-question*. The students put *to be* are before subject, whereas a form that put *to be* before subject is *wh-question*, not embedded question. Therefore, the correct pattern of the embedded question in that sentence is “*She is asking why I am interested in working in this company*”. Therefore, the well-formed sentences can be seen as the following:

- (1) *I am wondering why they can speak more than two languages fluently.*
- (2) *I realize why we should learn English and Chinese.*
- (3) *She is asking why I am interested in working in this company.*
- (4) *I do not know where the place is.*

## **CONCLUSION**

It is true that the rule for constructing Indonesian syntactic structure and English syntactic structure are not the same. The writer found that the negative transfer or the interference of L1 occurs in the production of English sentence structure in 12 respondents of English Department students who participate in this study. It is a fact that the respondents write some of the English sentences incorrectly.

In this study, the writer found three groups of syntactic made by the respondents in their writing, namely *Noun Phrase*, *Verb Phrase*, and *Word Order*. In addition, the types of the ill-formedness from the most frequent to the least frequent one are: *Number*, *Agreement of Subject and Verb Form*, *Use of Prepositions*, *Use of Past Tense*, *Question sentence*, *Use of Verb*, *Use of the Verb Pattern*, *Embedded Question*, and *Use of Present Tense*.

Based on the frequencies of types, the most common type of errors committed by the students is errors in number. The result shows that the students still used the pattern of

Bahasa by not adding affixation after plural determiner. The respondents miss to use the plural forms by adding suffix *-s* after plural determiners such as, *many*, *a lot of*, and *some*.

The second common type is errors in Agreement of Subject and Verb Form. The students often use the form of a verb and a subject that violate the rule of subject-verb agreement in number. In Bahasa, the verb is not influenced by the subject, while in English, the verb form depends on its subject. This difference makes the respondents do not use verb with suffix *-es/-s* or to be *is/was/has* if the subjects are the third person pronoun (singular). On the other hand, the students also misuse to be *are/were/have* if the subjects are plural.

Based on the analysis of errors from Indonesian students' writing, it can be concluded that those errors which occurred in students' English writing are due to the interference of the syntactic structure of Bahasa as their native language.

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