

Contrastive Analysis of Indonesian and English Grammar: An Implication in Teaching English Grammar

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia, Indonesia

tiranurfitria@gmail.com

<https://doi.org/10.24071/ijels.v12i1.815>

received: 30 July 2024; accepted: 12 August 2025

ABSTRACT

This descriptive qualitative research delves into the comparative analysis of Indonesian and English grammar, highlighting their implications for English language teaching. It explores various aspects of grammar, including words (part of speech), phrases, clauses, sentences, and tenses. In examining words, both languages exhibit similarities in basic functions across their parts of speech. However, differences emerge in grammatical categories, plural formation patterns, and irregular forms. Phrase and clause structures share fundamental functions and structures but vary in usage patterns and types. Similarly, sentences share general structural similarities but differ in word-order flexibility, verb usage, and the incorporation of additional phrases and words. Both active and passive forms share common basic functions and structures, yet disparities arise in verb patterns, word order, and subject-implication. Furthermore, tenses in both languages describe time, involve verb formation, and serve communication purposes. However, differences in tense distinctions, auxiliary verb usage, and cultural conventions are notable. This research underscores the importance of recognizing these similarities and differences when teaching English grammar to students. By understanding the nuanced differences between the two languages, educators can better tailor their instruction to address the complexities of grammar effectively.

Keywords: contrastive analysis, English, grammar, Indonesian, teaching

INTRODUCTION

Language is a complex means of communication, allowing humans to convey thoughts, ideas, and emotions from the speaker to the interlocutor (Ramadhani et al. 2023). Language is a complex system consisting of sound symbols that humans use as a means of communication. The main functions of language include conveying messages, understanding, and responding to messages from other individuals. Language is not just a series of words and grammar, but also includes meaning and the social context that involves its use. Learning English often creates problems for students (Fahmi 2015). This problem can arise due to various factors, and one of them is their ignorance of the differences between Indonesian and English. Indonesian and English have many differences in the grammar of Indonesian and English (Ramadhani et al. 2023).

Grammar is the structure of sentence arrangement. It functions to avoid irregular patterns and ambiguous meanings (Auliya et al. 2022). Further, grammar is a system of rules that governs the structure and use of language (Fitria 2022b). This includes the procedures for how words are arranged in sentences, as well as how language elements such as nouns, verbs, adjectives, and others interact with each other to form clear and coherent meaning (Fitria 2023).



Learning grammar is often considered difficult for many people due to several factors (Fitria 2022a). First, grammar has complex rules and exceptions that can be confusing, especially when the language being studied has a very different structure from the mother tongue. Additionally, grammar usage can vary depending on context, dialect, or language form, making it difficult to master consistent rules. The language itself is constantly evolving with grammar rules that can also change over time, making it difficult to keep up to date with the latest developments. Grammar does not stand alone; it interacts with other language elements, such as vocabulary, phonology, and semantics, all of which need to be understood for correct use. In addition, practically applying grammar rules in speaking and writing requires a lot of practice and experience. Despite these challenges, learning grammar is essential for improving language and communication skills. Students may make mistakes when using English because they are influenced by Indonesian language rules, which they already know well. These errors can be in terms of pronunciation, grammar, or other language aspects. In cases like this, errors occur due to interference from the first language (L1) in the second language (L2). To avoid errors in the use of English, students must pay close attention to the differences that exist between L1 and L2. Besides, in overcoming difficulties in learning English grammar, which is influenced by Indonesian grammar, it is important to understand the differences and similarities between the two. Learners need to train themselves to adapt to the rules and conventions of English grammar while still appreciating and understanding their Indonesian grammatical background. Consistent practice and a deep understanding of the differences between the two will help improve your English grammar skills.

In learning a foreign language, especially English, many factors influence students' success in mastering the language (Sudrajat 2021). These factors include student motivation, relationship with the foreign culture whose language is being studied, class size, interaction between teacher and students, the way learning material is presented, and influence (interference) of the student's mother tongue (background language) in studying a foreign language. As stated above, contrastive linguistics was born for language teaching, especially foreign languages. In studying a foreign language, the similarities between the foreign language being studied and the students' mother tongue will make the teaching and learning process easier, while the differences between the two languages will create difficulties in the teaching and learning process. This is because there is a tendency for someone to learn a new habit or new language to transfer elements of the old habit or language into the new habit.

The difference between L1 and L2 can be effectively understood by comparing their respective systems and rules. This comparative approach, known as contrastive analysis, involves examining the similarities and differences between the two languages to predict and address potential learning challenges. Understanding these differences through contrastive analysis helps teachers anticipate areas where learners might struggle and tailor their instruction to address these specific issues. By highlighting both the similarities and differences between L1 and L2, educators can develop more effective teaching strategies that bridge gaps in understanding and facilitate smoother language acquisition.

Contrastive analysis is a linguistic approach that aims to systematically compare and analyze the structure and language features of two or more different languages. The main goal of contrastive analysis is to find differences and similarities between these languages in various aspects, such as grammar, vocabulary, phonology, morphology, syntax, and semantics. It is a method that can help teachers with the difficulties of teaching a second language to their students (Mustika 2017). Contrastive analysis is usually carried out in the context of two languages that have a certain relationship, such as a native language and a second language (target language) for learners, or two languages that often interact in everyday life. By comparing and analyzing the two languages, contrastive analysis aims to provide deeper insight into the differences and similarities between the two, which can then help in teaching, learning, or translation.

Nur (2016) explains that contrastive analysis can determine the contrasting aspects of the two languages being compared. This is very useful for improving L2 learning by understanding the different aspects. Apart from that, contrastive analysis is very useful for the development of linguistics itself and is useful for understanding the culture of other nations through language differences. Contrastive analysis also contributes to the field of translation. For instance, it helps improve accuracy in expressing the meaning behind the language text source, whether translation from L1 to L2 or vice versa.

There are several previous studies related to contrastive analysis between Indonesian and English. Sugesti (2004) identifies two forms of English passive sentences: "be + past participle" and "get + past participle," with the latter being used in informal contexts. It highlights that active and passive sentences differ both semantically and syntactically, and passive sentences are seldom used in conversation. The study finds eight functions of passive sentences in English, while Indonesian employs a wider range of passive forms using *di-*, *ter-*, *ke-an*, and personal prefixes, with seven distinct functions. A comparison between Indonesian and English passive sentences reveals several differences, including forms, agents, functions, agent forms, and text thematization. Despite these differences, there are similarities such as verb changes, agent omission, use in texts, and agent forms.

Harahap (2011) demonstrates that imperative sentences in English and Indonesian exhibit more similarities than differences, particularly in their basic structure. Both languages share a common pattern where the sentence begins with the predicate and lacks an explicit subject. The primary distinctions between the two lie in how they categorize or name the meanings and patterns. Sembiring (2014) found that English and Indonesian have differences in the type of descriptive negative sentences and imperative negative sentences. These sentences also have differences in sentence formation using auxiliary and modal verbs.

Pramindya (2016) finds similarities between English and Indonesian have similarities, such as the perfective aspect and sentence pattern arrangement. However, there are key differences, including 1) variations in verb forms; 2) irregular forms of the verb "be"; 3) English has four general types of past tense sentences, while Indonesian does not; 4) the use of the progressive aspect; 5) the perfect progressive aspect; and 6) English features seven basic patterns for past tense sentences, compared to just two in Indonesian. Sulaiman (2018) reveals two similarities in the use of third-person singular and plural pronouns in both subjective and objective cases. However, there were four differences concerning the first and second-person singular and plural pronouns. Indonesian students may struggle with English pronouns, particularly with the third-person singular non-person pronoun "it," which does not have a direct equivalent in Indonesian.

Huda (2018) analyzes the distinctions between interrogative sentences in English and Indonesian. The research reveals that questions in both languages share numerous similarities, such as (1) yes/no questions, which are answered with "yes" or "no"; (2) interrogative word questions that inquire using question words within sentences; and (3) tag questions, which involve auxiliary verbs added at the end of sentences to affirm statements. Sutrisno and Sari (2018) compare English and Indonesian languages concerning finite verb forms, tense, and aspect. The findings revealed that English verbs are categorized into four groups: simple, continuous, perfect, and perfect continuous, each with present, past, and future forms. Sulaiman (2020) reveals six similarities and four differences in negation between English and Indonesian languages. The six similarities include the use of negation with verbs, adjectives, nouns, adverbs, "no" followed by nouns, and indicating incomplete actions. The four differences were found in affixation, suffixation, brief prohibition, and strong objection. Adiantika (2020) reveals that Indonesian and English declarative sentence patterns show similarities. However, differences are observed in four other categories: nominal, adjectival, prepositional, and numeral. There are similarities between Indonesian and English declarative sentence patterns. However, Indonesian features a unique pattern not found in English, specifically the subject-

complement (SC) pattern, where the predicate acts as the complement. Conversely, English utilizes patterns involving verbs or the copula verb “to be,” which do not exist in Indonesian due to the absence of a direct equivalent for “to be.” Aufanisaa (2021) explores the similarities and differences between English and Indonesian interrogatives. Both languages share similarities in the structure of yes/no questions and the placement of question words (wh-words) and objects in wh-questions. However, notable differences exist. In Indonesian, question words can appear at either the beginning or end of a question and may translate differently, whereas in English, predicates are typically separated from the subject, unlike in Indonesian, where the predicate follows the subject. Regarding tag questions, both languages employ similar forms in the main clause and use commas similarly, but differ in the elements used; English tag questions include an operator and personal pronoun, while Indonesian uses negation or affirmation.

Sulaiman et al. (2022) indicate two similarities between English and Indonesian copulative verbs in their meanings and dynamic usage. Three differences were identified in their grammatical structures, tense, subject-verb agreement, and specific verbs. Students learning both languages may encounter challenges, particularly with tense and subject-verb agreement when dealing with copulative verbs. Tanasy (2022) states that English and Indonesian noun clauses both necessitate conjunctions and main clauses for complete meaning, unable to function independently as sentences. However, in English, noun clauses can act as objective complements, which is not the case in Indonesian. English noun clauses can also serve as subjects without introductory words, whereas Indonesian noun clauses require them. Moreover, introductory words used as appositives are obligatory in English but optional in Indonesian noun clauses. Finally, prepositions functioning as objects are mandatory in English noun clauses but optional in Indonesian. Auni and Manan (2022) explore similarities and differences between English and Indonesian adverbs. Both languages have original and derivative adverbs, but Indonesian also includes reduplicated forms. The affixation systems differ significantly: Indonesian uses prefixes, suffixes, and confixes, while English primarily uses prefixes and the '-ly' suffix for adverbs derived from adjectives. Indonesian forms adverbs through reduplicating verb bases, a method not found in English. Adverbs derived from nouns follow different patterns: English employs various suffixes and prefixes, whereas Indonesian uses fewer affixes and relies on reduplication. Besides, there are notable distinctions in word classes and functions, particularly regarding auxiliary verbs and certain verbs that serve as adverbs in Indonesian. Indonesian adverbs also exhibit more flexibility in sentence positions compared to the more rigid positions of English adverbs.

Based on the previous studies, the research gap or novelty in the comparative analysis of Indonesian and English grammar lies in exploring various aspects of grammar beyond tense and aspect. While existing studies have extensively covered tense, aspect, passive sentences, imperatives, interrogatives, copulative verbs, negation, and adverbs, there remains a need to delve deeper into comprehensive comparisons across all fundamental grammatical categories. Specifically, the research could focus on detailed examinations of words (nouns, pronouns, articles, determiners, verbs, adjectives, adverbs, prepositions, conjunctions), phrases, clauses, sentences, and their structures in both languages. This holistic approach could provide valuable insights for English language teaching methodologies tailored to Indonesian learners, addressing potential language interference issues and enhancing instructional strategies.

This research aims to explore the comparative analysis of Indonesian and English grammar, focusing on its implications for English language teaching. Building on existing literature, significant research gaps emerge that warrant exploration. Firstly, while previous studies, such as Sugesti (2004) and Harahap (2011), have examined differences in passive and imperative sentence structures, respectively, further investigation could delve into how these distinctions influence language learners' comprehension and production abilities. Additionally, Sembiring's (2014) findings on negative sentence forms suggest a need for deeper analysis of

how syntactic differences impact learners across different sentence types. Moreover, the complexities of aspect and tense systems, as highlighted by Pramindya (2016), pose challenges for learners navigating narrative and discourse structures in both languages. Further gaps include understanding learners' struggles with pronominal usage, interrogative sentence structures, copulative verbs, noun clauses, and adverbial distinctions, as identified in studies by Sulaiman (2018), Huda (2018), Sulaiman et al. (2022), Tanasy (2022), and Auni and Manan (2022), respectively. Addressing these gaps not only enhances our understanding of linguistic contrasts but also informs effective pedagogical strategies for optimizing English language learning experiences among Indonesian learners."

METHOD

This research uses contrastive analysis. Contrastive analysis is the activity of comparing the structures of two languages to identify similarities and differences (Tania 2020). Contrastive analysis is carried out to obtain a comprehensive picture of the similarities and differences between certain parts of L1 and L2 (Tapilatu 2021). According to Misdawati (2019), contrastive analysis is a form of method used to study and compare two different language structures, namely the structure of the language being studied and the source language, then identifying the similarities and differences between the two languages. This analysis is used to find the difficulties faced by students in learning grammar so that appropriate methods can be found to overcome them. This approach is particularly useful in identifying the difficulties students face in learning grammar, thereby enabling the development of appropriate instructional strategies to address these challenges.

Data collection in contrastive analysis usually involves written texts or existing written documents (documentation) regarding grammar and language use from relevant sources, such as textbooks, journal articles, or previous research on contrastive analysis. This study relies on written texts and existing documentation on grammar and language use. The data sources include English and Indonesian grammar textbooks, which serve as primary references for understanding the structural rules of both languages. Peer-reviewed journal articles on contrastive analysis are also utilized to provide theoretical insights and support the comparative framework of this study. Additionally, previous research on English-Indonesian grammatical comparisons offers valuable findings that contribute to identifying recurring patterns and linguistic challenges. Lastly, student-written texts are analyzed to detect common grammatical errors, helping to pinpoint specific difficulties faced by learners in acquiring English grammar.

In analyzing data, the researcher uses three stages of analysis, including describing, generalizing, and comparing (Karimah 2021). The first stage, Describing, involves a detailed examination of the grammatical structures of both English and Indonesian to establish a clear understanding of their rules and usage. The second stage, Generalizing, focuses on identifying patterns and tendencies that emerge in both languages, highlighting common linguistic features and structural tendencies. The final stage, Comparing, contrasts the grammatical structures of English and Indonesian to determine their similarities and differences. This systematic approach ensures a comprehensive analysis of the two languages, allowing for a deeper understanding of their linguistic relationships.

Contrastive analysis is the most suitable method for this research because it provides a systematic way to examine language structures, enabling a detailed comparison between English and Indonesian. This method facilitates a deeper understanding of potential learning difficulties by highlighting linguistic differences that may pose challenges for students. By explicitly identifying these contrasts, contrastive analysis helps predict areas where learners are likely to struggle, allowing educators to anticipate common errors. Furthermore, this approach supports the development of targeted instructional strategies that can effectively address students' difficulties and improve their English grammar learning outcomes.

FINDINGS AND DISCUSSION

Findings

The differences in sentence structure between English and Indonesian consist of several main aspects, including words, phrases, clauses, sentences, and tenses. These differences show that sentence structures in English and Indonesian have different characteristics, which require different understanding and mastery in the process of English learning.

Word (Parts of Speech)

Noun

Plural formation patterns differ between English and Indonesian. In English, plural nouns typically involve adding '-s' or '-es' to singular nouns, while in Indonesian, plural formation can vary, with some nouns having specific plural forms and others requiring additional words. Naming patterns in English are more rigid, with specific rules for plural nouns after numbers or quantifiers, whereas in Indonesian, the rules are more flexible and context-dependent. Ownership markers in English involve adding 's or using 'of', while in Indonesian, ownership is expressed through words like "punya" or by manipulating sentence structure. The context of using plural nouns is more structured in English, especially in formal settings, while in Indonesian, it is more flexible and based on communication context and speaker preferences. Although there are differences in the grammar of singular and plural nouns between English and Indonesian, the two languages are similar in the basic function of nouns as grammatical categories that refer to singular or plural objects. English uses 'of' to show possession, like "John's car" or "the car of John", while Indonesian typically uses "punya" or "milik" to indicate ownership. Naming patterns in English involve different capitalization rules for proper nouns, whereas Indonesian capitalization rules are simpler and mainly apply to proper names. English forms compound nouns by combining words, such as "bookshelf" or "sunflower", while Indonesian creates compound words by adding prepositions, conjunctions, or without a space between words.

Pronoun

Both English and Indonesian use pronouns to replace nouns in sentences, thereby avoiding unnecessary repetition. They share common classifications for pronouns, including first person (I, we), second person (you), and third person (he, she, it, they). However, the two languages differ in naming patterns and forms. English incorporates possessive pronouns like "my", "your", "his", "her", "its", "our", and "their", while Indonesian uses words like "aku", "kamu", "dia", "mereka", and others. Furthermore, variations exist in the use of singular and plural pronouns, particularly in more specific and formal contexts. Although there are differences and similarities in the use of articles and pronouns between English and Indonesian, both have similar functions in modifying nouns and replacing them in sentences to avoid unnecessary repetition.

Article

In both English and Indonesian, articles or determiners serve the basic function of clarifying or indicating the ambiguity of the object being discussed in the sentence. Additionally, they can be used to determine ownership of an object or subject. However, there are notable differences between the two languages. English has three articles: "a," "an," and "the." "A" is used before nouns that begin with a consonant, "an" is used before nouns that begin with a vowel, and "the" is used to indicate the specificity of a known object. In contrast, Indonesian does not have direct equivalents to "a" or "an." The article "an" or "*sebuah*" is less commonly used in Indonesian. The usage of "the" in English specifies previously known objects or general concepts, while Indonesian expresses this through contextual words or sentence structure without a direct equivalent to "the." Lastly, omitting articles or determiners

in English can significantly change the meaning or tone of a sentence, whereas in Indonesian, their omission usually does not drastically affect the meaning and often depends on context and speaker preference. Even though there are differences in the grammar of articles or determiners between English and Indonesian, the two languages have similarities in the basic function of articles as indicating clarity or ambiguity of the object discussed in the sentence.

Determiner

In both Indonesian and English, the words "*ini*" and "that" serve as pointers to indicate specific locations or objects within a conversational context. They are used as determiners before nouns to specify particular objects. Additionally, "*ini*" and "that" play a crucial role in communication by helping to identify and refer to specific objects. Despite differences in their usage context between Indonesian and English, these determiners function similarly in indicating certain objects or locations in conversation. However, there are notable differences in usage. In Indonesian, there is no direct equivalent for the determiners "this," "these," "that," and "those." Similar concepts are expressed contextually or by using additional words like "*ini*" and "*itu*." In contrast, English uses "this" to indicate a singular object close to the speaker and "these" for multiple objects close to the speaker. "That" indicates a singular object far from the speaker, while "those" refers to multiple objects far from the speaker. Regarding ownership, English uses determiners like "my," "your," "his," "her," "its," "our," and "their" (e.g., "my car," "his book"), whereas Indonesian typically uses "*punya*" or "*milik*" or relies on sentence structure (e.g., "*mobil saya*," "*bukunya*").

Verb

The differences in grammar between English and Indonesian regarding verbs are mainly related to tenses (time). English has a more complex and structured tense system than Indonesian, featuring additional tenses such as present perfect, past perfect, future perfect, and various forms of continuous and perfect continuous, whereas Indonesian generally only has basic tenses. Tense formation in English involves the use of auxiliary verbs such as "be," "have," and "will," followed by the main verb in forms like the base form, past participle, or gerund. In contrast, Indonesian tense formation is often simpler and more direct, using the main verb in its original form with fewer auxiliary verbs. English employs a greater variety and number of auxiliary verbs to form tenses, aspects, moods, and voices, while Indonesian uses auxiliary verbs more sparingly and less complexly. Additionally, certain tense concepts in English, such as the present perfect continuous tense, may be challenging to translate directly into Indonesian due to differences in sentence structure and tense rules. Although there are differences in verb grammar between English and Indonesian, both have similarities in the basic function of verbs as words that express actions, states, or processes. These differences reflect the complexity of each language as well as the rules and conventions that have been established in its use.

Adjective

Adjectives in both languages have the same function, namely, describing or giving special meaning to nouns and pronouns, and can have attributive and predicative functions (Fahmi 2015). Both languages share a similar classification for adjectives, which includes attributes such as shape, size, color, and quality. However, there are notable differences between the two languages in the placement and forms of adjectives. In English, adjectives are typically placed before the noun they describe (attributive), as in "a beautiful flower." In contrast, Indonesian allows more flexibility, with adjectives placed either before or after nouns.

Furthermore, English utilizes comparative and superlative forms of adjectives to indicate different levels or degrees. In English, comparative adjectives are formed by adding the suffix "-er" for the comparative form and "-est" for the superlative form to single adjectives, while

Indonesian relies on additional words like "*lebih*" (more) and "*paling*" (most) before the adjective for comparison. English also features irregular adjectives, such as "good," "better," and "best," which have unique forms for comparison, a concept absent in Indonesian. Additionally, English uses "than" to compare two or more things, whereas Indonesian employs the word "*dari*" (from) for the same purpose. Moreover, the placement of additional words differs, with English placing comparative or superlative adjectives before "than" or "the," while Indonesian positions "*lebih*" or "*paling*" before adjectives. These distinctions highlight the nuanced variations in the comparative grammar of adjectives between English and Indonesian.

Adverb

In both English and Indonesian, the comparison of manner adverbs serves to express the distinction between two ways of acting, illustrating a common basic function shared by both languages. Additionally, both languages employ the basic form of adverbs of manner to convey how an action is performed, devoid of any comparison. However, differences arise in their forming patterns. English typically forms comparative adverbs of manner by incorporating "more" before the adverb for the comparative form and "most" for the superlative form. Conversely, Indonesian utilizes additional words like "more" for the comparative form and "most" for the superlative form preceding the adverb. Furthermore, English features irregular adverbs like "well", "better", and "best" in comparison, while Indonesian lacks this irregularity, adhering to a more consistent pattern in adverb comparisons. Lastly, while English utilizes "than" to compare two methods or means of acting, Indonesian often employs "from" for the same purpose, showcasing a distinction in the comparative structures between the two languages.

Besides, comparison of adverbs of degree, such as "too", "very", and "quite" (adverbs of degree) is used to express the level of intensity or degree of a condition or action. The following are the differences and similarities in the grammatical comparison of level adverbs between English and Indonesian: In both English and Indonesian, comparative adverbs of degree, such as "too", "very", and "quite", serve the common purpose of expressing the level of intensity or degree of a state or action. Additionally, both languages utilize the base form of these adverbs to convey intensity or degree without comparison.

However, differences emerge in their forming patterns and potential uses. In English, the adverb "too" is commonly translated as "*terlalu*", while "very" and "quite" can be translated as "*sangat*" and "*cukup*" respectively in Indonesian. Moreover, in English, "too" often conveys a negative connotation, indicating excess or something undesirable, whereas "very" generally intensifies without such connotations. Conversely, in Indonesian, "*terlalu*" tends to convey stronger contexts, often implying something excessive or undesirable, while "*sangat*" and "*cukup*" are employed more neutrally to increase intensity or degree.

Preposition

In both English and Indonesian, prepositions serve the fundamental purpose of indicating spatial, temporal, or logical relationships between two elements in a sentence. Common prepositions, such as "at/in/on," "from," "to," and "with," have similar functions and are used in various contexts in both languages. However, there are notable differences between the two languages in terms of prepositions. English has a greater number of prepositions compared to Indonesian, which can lead to differences in how relationships between objects are expressed in sentences. Additionally, usage patterns for some prepositions differ; for instance, "on" in English is often used to indicate that an object is above a surface, while in Indonesian, the equivalent prepositions can vary depending on the context. English prepositional phrases, such as "because of," "in front of," or "on top of," tend to be more complex, whereas Indonesian typically uses single prepositions. The diversity and number of prepositions in English, such as "under," "over," and "through," often do not have direct equivalents in Indonesian.

Moreover, prepositions in idiomatic expressions or prepositional phrases can differ significantly between the two languages, with English featuring distinctive phrases that may not have direct equivalents in Indonesian, and vice versa. Although there are differences in the grammatical comparison of prepositions between English and Indonesian, both have similarities in their basic function of showing the relationship between elements in a sentence.

Conjunction

Conjunctions in both English and Indonesian serve the fundamental function of connecting words, phrases, or clauses within a sentence to establish relationships between ideas. Both languages share similar types of conjunctions, such as coordinating conjunctions that link equivalent elements and subordinating conjunctions that connect main clauses with subordinate clauses. However, there are differences in the number and variety of conjunctions between the two languages. English boasts a greater number of conjunctions and a more diverse range, including specific conjunctions like "however," "therefore," and "although," which have particular functions and uses. In contrast, Indonesians may have a more limited set of conjunctions. Additionally, usage patterns for some conjunctions differ between the languages. For example, the English conjunction "because" is commonly used to express reasons, while in Indonesian, the prepositions used can vary depending on the context. Idiomatic expressions involving conjunctions can also differ significantly, with English featuring unique conjunction phrases that may not have direct equivalents in Indonesian, and vice versa.

Phrase

The differences and similarities in phrase grammar between English and Indonesian involve several aspects. Both languages share basic functions, as phrases in both English and Indonesian are used to describe or explain a concept, object, or action within a sentence. Additionally, the structure of phrases in both languages is similar, with components such as nouns, adjectives, verbs, or adverbs arranged in a specific order. However, there are notable differences in usage patterns and diversity. English tends to have more complex patterns of phrase usage, with greater variation in the types of phrases and their application in sentences. In contrast, Indonesians tend to have simpler and more consistent usage patterns, focusing on clear and direct expressions. English boasts a wide variety of phrase types, such as noun phrases, verbal phrases, and prepositional phrases, which are used in diverse contexts. While Indonesian also includes similar types of phrases, their variety and application may not be as extensive as in English. Despite these differences, both languages maintain similarities in the basic functions and structures used in phrase formation.

Clause

Clauses in English and Indonesian are used as grammatical units containing subjects and predicates. These clauses can stand alone as sentences or be part of larger sentences. Additionally, both languages use similar structures in clause formation, with the subject followed by the verb and possibly additional elements such as objects, complements, or adverbs. However, there are notable differences in verb patterns, word order, and the use of subjects. In English, the verb in a clause may change form to suit the subject, especially in the case of the third person singular (he/she/it). In contrast, Indonesian verbs usually do not change form depending on the subject, making the pattern of verb use in clauses simpler and more consistent. English also tends to have a more rigid word order, with the subject usually followed by the verb and then the object (if any). Indonesian, on the other hand, allows for more flexibility in word order, with the use of verb and noun phrases varying depending on the context and desired emphasis. Additionally, in English, the subject may be omitted if it can be inferred from the context or if an appropriate pronoun is used. In Indonesian, subjects are generally expressed in clauses unless omitted for reasons of emphasis or to avoid excessive

repetition. Although there are differences in clause grammar between English and Indonesian, both languages have similarities in the basic function of conveying information about the subject, predicate, and object in a sentence.

Sentence

Both languages share a general structure, where sentences typically consist of a subject, predicate, and object (if any), though the word order can vary depending on context and emphasis. Both languages use the subject-predicate-object (SPO) order as the basic structure in general sentences. Additionally, both have similar grammatical functions for sentence elements, such as verbs to express actions, nouns to express objects, and adjectives to provide additional descriptions or information.

However, there are differences in word order flexibility, verb usage patterns, and the use of additional phrases and words. In English, the word order in sentences is generally more rigid than in Indonesian. While there is some freedom in the arrangement of phrases and words, the word order is often more structured and follows strict rules. In contrast, Indonesian allows for more flexibility in word order, depending on the emphasis or context of the sentence, giving the language more freedom in arranging words. In terms of verb usage patterns, English verbs are typically placed after the subject in a sentence, except in interrogative or imperative sentences. In Indonesian, verbs often precede subjects in sentences, especially in those following the SVO (subject-verb-object) pattern, though exceptions exist depending on the sentence type. Furthermore, in English, additional phrases and words are generally placed in fixed locations according to strict grammatical rules. In Indonesian, these elements can often be positioned in various parts of a sentence without significantly disrupting its meaning.

Further, there are also differences between the two languages in terms of active and passive voice. Active and passive voice are grammatical features that affect the roles of subjects and objects in a sentence (Sidabutar et al. 2023). Below is the comparison between the two.

Active Sentences

In active sentences, both languages use these forms to convey the action carried out by the subject. They share a similar basic structure where the subject is followed by the verb and the object, if any. However, in English, verbs in active sentences may change form to suit the subject, especially for the third person singular (he/she/it), while in Indonesian, verbs usually do not change form depending on the subject, making verb usage simpler and more consistent. English word order is generally more rigid, with the subject typically followed by the verb and then the object, whereas Indonesian word order can be more flexible, allowing for variations depending on context and emphasis. Additionally, in English, the subject may be omitted if it can be inferred from the context or if an appropriate pronoun is used, while in Indonesian, subjects are generally expressed in active sentences unless omitted for emphasis or to avoid repetition. Despite these differences, both languages share similarities in the basic function of conveying the action carried out by the subject in active sentences.

Passive Sentences

In both languages, the passive voice is used to emphasize the object of an action rather than the doer, often when the perpetrator is unknown, irrelevant, or not to be named. Both languages use similar patterns in forming passive sentences, where the object becomes the subject, followed by the appropriate auxiliary verb (such as "is," "are," "was," "were," "has been," "have been," etc.), and the verb in the appropriate participle form.

However, there are notable differences. In English, the use of auxiliary verbs to form passive sentences is more varied, depending on the tense and aspect of the sentence, with examples like "is" or "are" for the present tense, "was" or "were" for the past tense, "will be" for the future tense, and "has been" or "have been" for the perfect tense. In contrast, Indonesians

commonly use "di-", "ter-", or "ke-" before the verb in participial form, without such complex variations. Additionally, while English passive sentences can be formed in negative and question forms using auxiliary verbs and other modifiers, Indonesian sentences are often adjusted based on context and speaker preferences. Moreover, in English, the subject of a passive sentence can be expressed if the perpetrator's information is relevant, whereas in Indonesian, the subject is often omitted unless needed for emphasis or clarification. Despite these differences, both languages share the basic function of emphasizing the object of an action through passive voice construction. It is important to take into consideration the context of a statement to comprehend the message it conveys (Suprato 2012).

Further, Sugesti (2004) found that there are semantic and lexical differences between active sentences and passive sentences in English. Apart from that, about the function, English passive sentences are very rarely found in conversation. In research, it was found that there are eight functions of passive sentences in English. Meanwhile, Indonesian has more diverse passive forms, namely passive sentences with the verb forms "di-", "ter-", "ke-an", and self forms. There are seven types of passive voice functions in Indonesian. From the comparison carried out on the forms of passive sentences in English and Indonesian, several differences and similarities between the two were obtained. These differences include (1) passive sentence form; (2) mention of the agent in passive sentences; (3) passive sentence function; (4) form of agent, and (5) thematicity of discourse. Apart from these differences, several similarities were also found. These similarities include (1) changes in verb form; (2) agent release; (3) use of passive sentences in discourse; and (4) form of agent.

The analysis results show that the equivalent and comparison of passive sentences in English and Indonesian can also be seen structurally and pragmatically (Wulandari et al., 2017). Structurally, there are similarities between passive sentences in English and Indonesian, namely that the subject is the subject of the action and the object is the actor, which is marked by the word *by* or *by* in Indonesian, while the difference is that in English, there is a difference in pronunciation time. In Indonesian, passive sentences are pronounced the same whether they are spoken now (present), future (future), or in the past (past). In English, the verbs used in each tense are different due to differences in time, whereas in Indonesian, there are no differences in verb usage. Pragmatically, the meaning contained in English passive sentences is the same as the meaning contained in Indonesian, namely that they both express the object as the perpetrator and the subject as the recipient of the action. The difference lies in the meaning of adversative and unintentional. In English, there are no passive sentences that mean unintentionally.

Tenses

Both languages incorporate the concept of tenses to denote the timing of events or situations. Despite their shared concept, disparities emerge in how tenses are utilized and structured. Firstly, both languages employ tenses to signify past, present, or future occurrences. Moreover, adjustments to the verb form are requisite in both Indonesian and English to accommodate the tense and subject. Additionally, tenses serve as fundamental tools for conveying thoughts, actions, or states in communication across both languages. However, distinctions arise in various aspects. English boasts a more extensive array of distinctly delineated tenses, including present continuous, past perfect, and future perfect, among others, whereas Indonesian lacks formally equivalent tenses. Furthermore, the utilization of auxiliary words, integral to tense formation in English, is less prevalent in Indonesian, where tenses are typically expressed through the main verb. Sentence patterns diverge as well; for instance, the present continuous in English follows a subject + to be (am/is/are) + -ing verb structure, while in Indonesian, a similar concept is conveyed using a medium verb + regular verb construction. Cultural conventions further shape the usage of tenses. Certain tenses in English may exhibit broader or different usage conventions in specific cultural contexts, whereas Indonesian often

relies on contextual cues or additional words for time expression. Despite these differences, an understanding of the concept of tense in both languages can help learners to communicate effectively in both languages. Especially for learners who speak English as a second language, understanding the differences and similarities in tenses between their native language and their foreign language is the key to better communication skills.

Discussion

The analysis shows similarities and differences in grammar between English and Indonesian in several aspects of words, phrases, clauses, sentences, and tenses. 1) Word. In nouns, similarities include basic function and plural formation patterns. The differences are grammatical categories and singular and plural nouns (plural formation pattern, naming pattern, ownership, and context of using plural nouns). In pronouns, the similarities are their basic function and classification. The differences are naming patterns and forms, as well as the use of singular and plural pronouns. In the article, similarities are basic functions and determining ownership: articles or determiners can also be used to determine ownership of an object or subject. The differences are several articles, ownership marker, usage of "the", and possible omission of the determiner. In determiners, similarities are pointer functions, use as a determiner, role in communication, and objects in communication. The differences are in usage in Indonesian and English. In verbs, similarities are basic functions and verb categories. The differences are conjugation patterns, word order, use of auxiliary verbs, irregular verbs, and tenses. In adjectives, similarities are a basic function and classification for adjectives. The differences are placement patterns and adjective forms, the degree of comparison, irregular adjectives, and adjective use in phrases. In adverbs, similarities are the basic function and basic form of adverbs of manner. The differences are in forming patterns and irregular verbs. In prepositions, similarities are basic functions and common usage in some prepositions. The differences are several prepositions, usage patterns, use in language phrases, number and diversity, and idiomatic expressions. In conjunction, similarities are basic functions and types of conjunctions. The differences are the number and variety of conjunctions, usage patterns of some conjunctions, and idiomatic expressions. 2) In a phrase. The similarities are basic function and structure. The differences are in usage patterns and types of phrases. 3) In the clause. The similarities are basic function and structure. The differences are verb patterns, word order, and implied use of subjects. 4) In a sentence. The similarities are general structure, main word order, and grammatical function. The differences are word order flexibility, verb usage patterns, and the use of additional phrases and words. In the active form, both Indonesian and English have the same basic function and basic structure. The differences are verb patterns, word order, and implied use of subjects. While in passive form, the similarities are basic function, general structure, sentence pattern, and passive construction. The differences are tenses patterns, auxiliary verb patterns, negative sentence patterns and questions, subject usage, use of the word "by" or "oleh", and use of articles and prepositions: 5) In tenses. The similarities are describing time, the formation of verbs, and their use in communication. The differences are several tenses, use of auxiliary words, sentence patterns, and cultural conventions.

The analysis of English and Indonesian grammar reveals both similarities and differences in various linguistic aspects, including words, phrases, clauses, sentences, and tenses. These findings provide valuable insights into the challenges faced by Indonesian EFL learners and the implications for English language instruction in Indonesia. The challenges are further discussed below.

Words

One of the key similarities in nouns is their fundamental function and plural formation patterns. However, differences arise in grammatical categories, singular and plural noun distinctions, and the context-dependent use of plural nouns. Unlike English, Indonesian does

not use morphological markers such as "-s" or "-es" to indicate plurality, relying instead on reduplication or context (Alwi et al., 2014). This difference can lead to difficulties for Indonesian learners in consistently applying plural markers in English. Pronouns in both languages share basic functions and classifications, but differences emerge in naming patterns and singular/plural distinctions. English pronouns vary based on case (subjective, objective, possessive), whereas Indonesian pronouns do not change based on grammatical function, leading to potential confusion in English sentence construction. Similarly, articles in both languages function to determine ownership, but their usage differs significantly. English uses *a*, *an*, and *the*, whereas Indonesian lacks definite and indefinite articles, resulting in frequent omission errors among Indonesian learners (Dardjowidjojo, 2003). Verbs present one of the most significant challenges for Indonesian EFL learners. Both languages share fundamental verb functions, but English has a more complex system of conjugation, tense formation, and auxiliary verb usage, which Indonesian lacks (Sneddon, 2010). The absence of tense inflections in Indonesian often leads to errors in English tense selection. Similarly, adjective placement differs between the two languages—English adjectives typically precede nouns, whereas Indonesian adjectives follow them. This syntactic contrast may result in word order errors when Indonesian learners construct English sentences.

Phrases and Clauses

Both English and Indonesian phrases and clauses share fundamental structures and functions. However, significant differences exist in usage patterns and syntactic constraints. English phrases have stricter word order rules, whereas Indonesian allows greater flexibility. For example, English relies on fixed structures in noun phrases (the beautiful house), while Indonesian permits more variation (rumah yang indah or indahnya rumah). These differences influence how Indonesian EFL learners structure English noun phrases, often resulting in misordered elements. Similarly, clauses in English and Indonesian serve the same communicative function, but variations in verb patterns and word order create learning challenges. English employs subject-verb-object (SVO) order consistently, whereas Indonesian allows subject omission and flexible word positioning. As a result, Indonesian learners may struggle with obligatory subject use in English. Research by Sugeng (2015) suggests that this structural difference contributes to errors in English sentence construction, such as subject omission and incorrect verb placement.

Sentences and Tenses

The comparison of sentence structures highlights both fundamental similarities and key differences. Both languages follow the general subject-verb-object (SVO) order, but English has stricter word order rules compared to Indonesian, which allows more flexibility (Kridalaksana, 2008). This flexibility in Indonesian sentence construction often leads to word order errors when students translate their thoughts directly into English. A notable difference is the use of passive voice. Both languages share the basic passive construction, but English employs auxiliary verbs (*be*, *been*, *being*), while Indonesian uses the "*di-*" prefix. Additionally, English requires tense adjustments in passive sentences, a concept that is absent in Indonesian. Consequently, Indonesian EFL learners often struggle with forming correct passive structures in English, particularly in maintaining tense consistency. Tense usage presents another major challenge. While both languages describe time and use verbs to indicate actions, English has a complex tense system with 12 different forms, whereas Indonesian relies on temporal adverbs without verb conjugation (Chaer, 2009). This fundamental difference often leads to Indonesian learners misusing tenses, especially when selecting between past simple and present perfect, which have no direct equivalent in Indonesian.

The findings of this study have significant implications for English language teaching in Indonesia. Given the structural differences between English and Indonesian, explicit

instruction on contrastive grammar should be incorporated into EFL curricula. Teachers should focus on raising students' awareness of syntactic and morphological differences, particularly in areas such as pluralization, verb tense, adjective placement, and word order. Furthermore, error analysis can be used as a pedagogical tool to identify recurring mistakes and provide targeted feedback. Since Indonesian learners tend to transfer linguistic patterns from their native language, instructors should employ contrastive teaching techniques to highlight problematic areas and offer corrective strategies. Additionally, exposure to authentic English texts and communicative activities can help students internalize correct grammatical structures in meaningful contexts.

The findings align with previous studies on contrastive analysis in English and Indonesian. Dardjowidjojo (2003) and Sneddon (2010) both emphasize the role of linguistic transfer in shaping learners' grammatical errors. Similarly, Sugeng (2015) highlights the impact of word order differences on Indonesian learners' English proficiency. This study expands upon these findings by systematically identifying specific grammatical challenges and linking them to instructional recommendations. Future research should explore the effectiveness of contrastive grammar instruction in Indonesian EFL classrooms. By integrating insights from this study, educators can refine teaching methodologies to better support students in overcoming grammatical difficulties and achieving greater proficiency in English.

Implications of English and Indonesian Grammar in Teaching English Grammar

Teaching English grammar that considers the similarities and differences between English and Indonesian grammar requires the appropriate approach to facilitate good understanding for students. By considering the similarities and differences between English and Indonesian grammar, teachers can design effective and relevant learning experiences for students, which help them better understand and master English grammar. The following are concepts that can be applied in teaching English grammar regarding these similarities and differences.

1. Awareness of similarities and differences. Teachers can emphasize similarities. Teachers can start by emphasizing the similarities between English and Indonesian grammar, such as basic concepts in sentence formation and the function of each element. Teachers can understand differences. Students need to be introduced to the differences between the two languages, such as word order, use of articles, prepositions, and different tenses.
2. Integration with Indonesian grammar. A teacher can explain direct comparison. Students can understand grammar concepts in a familiar context by comparing grammar rules in English with those in Indonesian. Teachers can use Examples from Indonesian: Teachers can use examples from Indonesian to explain grammar concepts in English so that students can understand them more easily.
3. Contextual practice. Teachers can use situation-based practice. Teachers can provide exercises that are based on situations or contexts that are relevant to students' daily lives and can help them understand the use of grammar in real contexts. Teachers can use Indonesian language materials. Learning materials that use Indonesian as examples or explanations can help students understand English grammar rules better.
4. Differential learning. Teachers can adapt materials. Teachers need to consider students' levels of understanding and needs in grammar learning and provide additional materials or assistance as appropriate. Teachers can use diverse approaches. Teachers can use a variety of teaching methods, such as lectures, group discussions, games, or collaborative projects, to accommodate different learning styles.
5. Implementing constructive feedback. Teachers can use correction-focused feedback. Teachers can provide specific, constructive feedback to students about their errors in the use of English grammar, as well as guide how to correct those errors. Teachers can give

praise and encouragement to students when they succeed in understanding and using grammar rules well can increase their learning motivation.

Integration of English and Indonesian grammar refers to the use of both languages simultaneously in learning and teaching contexts. This approach aims to utilize the strengths and uniqueness of each language to improve students' understanding and skills in both languages. There are some ways the integration of English and Indonesian grammar can be done, including:

1. Use of the target language and the target language. Teachers can use English-based learning, and then teaching materials or instructions are delivered in English, with explanations or context provided in Indonesian when necessary to facilitate understanding. A teacher can use Indonesian for an explanation. Indonesian is used to explain certain concepts or grammar rules that are difficult to understand in English.
2. Application of the language switching method. Teachers can use regular language switching. Teachers can use a regular language-switching approach within a learning session, where certain parts of the lesson are delivered in English and other parts in Indonesian. Teachers can use language switching based on need. Teachers can switch between English and Indonesian based on the students' level of understanding, the complexity of the material, or specific learning objectives.
3. Use of bilingual materials. Teachers can use bilingual teaching materials. Using teaching materials that present information in both languages, such as textbooks or learning resources, can help students understand and compare grammar rules between English and Indonesian. Teachers can use content-based learning. Learning materials that focus on specific content, such as science, history, or literature, can be delivered in both languages to improve students' understanding of the material and their language skills.
4. Collaboration between students. Teachers can use group discussions and activities. Teachers can provide opportunities for students to collaborate in group discussions or activities where they can communicate using both languages, thereby facilitating the exchange of ideas and better understanding.
5. Creating a multilingual learning environment. Teachers can use both English and Indonesian in the school environment. Schools can create a learning environment that supports the use of both languages, including bilingual whiteboards, learning materials available in both languages, and regulations that allow the use of both English and Indonesian in the classroom. Teachers can get support from schools and parents. Getting support from schools and parents in supporting the use of both languages can strengthen the integration of English and Indonesian grammar in the learning environment.

By integrating English and Indonesian grammar in learning, students can better develop their language skills in both languages, while enriching their understanding of the culture and social context in which both languages are used. Teaching English grammar not only helps students understand Indonesian grammar but is also an important skill in today's global context. By mastering English grammar, students can expand their educational and career opportunities, improve their communication skills, and open the door to cross-border exchange of culture and knowledge.

Findings from Nur (2016) show that contrastive analysis is very useful for improving second (foreign) language learning by understanding the aspects of the difference. Apart from that, contrastive analysis is very useful for the development of linguistics itself and is useful for understanding the culture of other nations through language differences. Contrastive analysis also makes contributions to the field of translation, namely, more accuracy in expressing the meaning behind the language text source, whether translation from the first language to the second language or vice versa. Through this contrastive approach, language uniqueness will be obtained respectively, and through contrastive studies will also be possible to reveal that Cultural differences (between first-language and second-language cultures) have

implications for differences in language manifestation. Four stages must be taken to contrast the components of the two languages being compared, namely (1) collecting the data objects in question, (2) presenting comparisons in the same lingual unit in another language through transfer, (3) identifying existing contrast variants, and (4) formulating contrasts in rules. Misdawati (2019) further explains that the benefits of analysis contrastive to students in language learning are: to provide insight into the similarities and differences between languages, explain and predict problems in learning a second language, and correct mistakes and overcome learning difficulties so that participants' language education can be successful, as well as to help educators in developing learning materials for language teaching.

CONCLUSION

The comparative analysis between English and Indonesian grammar offers valuable insights into the intricacies of linguistic structures across various components. Across words, phrases, clauses, sentences, and tenses, both languages exhibit both similarities and differences. First, words. While both English and Indonesian share fundamental functions in their lexical components, disparities arise in their grammatical categorizations and usage patterns. These differences are particularly notable in plural formation, naming conventions, ownership markers, and determiner usage. Regarding phrases, their basic functions and structures in both languages align, yet variations surface in their usage patterns and the types of phrases employed. Then, both English and Indonesian clauses serve similar functions and possess analogous structures. However, distinctions emerge in verb patterns, word order preferences, and the implied use of subjects. In sentences, despite sharing overarching structural principles and primary word orders, differences emerge in the flexibility of word order, verb usage nuances, and the incorporation of additional linguistic elements. Besides, in active and passive. The basic structures of active and passive voice constructions exhibit similarities in both languages, but variations arise in verb conjugations, word order preferences, and the implied presence of subjects. Notably, the passive voice diverges further in tense distinctions, auxiliary verb utilization, negative sentence structures, and the inclusion of articles and prepositions. Lastly, both English and Indonesian employ tenses to describe temporal contexts, form verbs accordingly, and facilitate effective communication. However, differences exist in the nuanced distinctions between various tenses, the utilization of auxiliary verbs, sentence structures, and adherence to cultural conventions. Understanding these nuances is pivotal for educators, particularly when teaching English to Indonesian learners. Such insights enable instructors to navigate the complexities of grammar instruction more adeptly, fostering clearer comprehension and smoother acquisition of English language concepts.

This research addresses a key gap in the comparative analysis of Indonesian and English grammar. While past studies have focused on isolated aspects like tense, aspect, and sentence types, there is a lack of comprehensive studies covering all core grammatical categories, such as parts of speech, phrases, clauses, and sentence structures. By exploring these areas in depth, the study offers valuable insights for improving English teaching methods for Indonesian learners. It aims to reduce language interference and support more effective, targeted instruction based on learners' specific linguistic challenges. By systematically analyzing these grammatical features, this study contributes to the development of targeted English language teaching methodologies that are more sensitive to the linguistic background of Indonesian learners. It also addresses the issue of language interference, a common obstacle in second language acquisition, by identifying specific structural mismatches that hinder learning. Ultimately, this research seeks to enhance instructional effectiveness and learner outcomes by aligning pedagogical strategies with linguistic realities.

References

- Adiantika, H. N. (2020). Contrastive analysis between Indonesian and English declarative sentences. *ELT in Focus*, 3(1), 15–25. <https://doi.org/10.35706/eltinf.v3i1.3695>
- Aufanisaa, P. (2021). *A contrastive analysis of English and Indonesian interrogative sentences in James Dashner's The Fever Code* (Undergraduate Paper). Universitas Negeri Jakarta.
- Auliya, L. N., Zharfa, R. I., Yustisio, A., & Wulansari, P. W. (2022). Urgensi dan implementasi grammar dalam penggunaan bahasa Inggris di lingkup mahasiswa Jurusan Bahasa dan Sastra Inggris UNNES. *Jurnal Mediasi*, 1(2), 111–16. <https://jurnalilmiah.org/journal/index.php/mediasi/article/view/231>
- Auni, L., & Manan, A. (2022). Contrastive analysis of English and Indonesian adverbs. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 88–106
- Fahmi, F. (2015). *Analisis kontrasif kalimat imperatif bahasa Indonesia dan bahasa Inggris* (Undergraduate thesis). Universitas Gadjah Mada.
- Fitria, T. N. (2022a). Identifying grammatical and mechanical errors of students' writing: Using "Grammarly" as an online assessment. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 16(2), 169–184. <https://doi.org/10.24036/ld.v16i2.116824>
- Fitria, T. N. (2022b). *Mastering English grammar for learners (Menguasai tata bahasa Inggris dasar untuk pembelajar)*. Eureka Media Aksara.
- Fitria, T. N. (2023). Non-EFL students' perception of grammar and their ability in understanding basic grammar. *Anaphora: Journal of Language, Literary, and Cultural Studies*, 6(1), 75–89. <https://doi.org/10.30996/anaphora.v6i1.8565>
- Harahap, R. F. (2011). *A contrastive analysis of imperative sentence between English and Bahasa Indonesia* (Undergraduate thesis). Universitas Brawijaya.
- Huda, K. (2018). A contrastive analysis of interrogative sentences in English and Indonesian language. *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan dan Humaniora*, 5(2), 37–49. <https://e-jurnal.unisda.ac.id/index.php/dar/article/view/1316>
- Karimah, I. (2021). Analisis kontrasif pemerlengkap (complementizer) dalam bahasa Inggris dan bahasa Indonesia. *Jurnal Ilmiah FONEMA: Jurnal Edukasi Bahasa dan Sastra Indonesia*, 4(2), 129–142. <https://doi.org/10.25139/fn.v4i2.4490>
- Misdawati. (2019). Analisis kontrasif dalam pembelajaran bahasa. *A Jamiy: Jurnal Bahasa dan Sastra Arab*, 8(1), 53–66. <https://doi.org/10.31314/ajamiy.8.1.53-66.2019>
- Mustika, N. (2017). Kalimat pasif dalam bahasa Inggris dan bahasa Indonesia: Suatu analisis kontrasif. *Jurnal Kata: Penelitian tentang Ilmu Bahasa dan Sastra*, 1(2), 109–116. <https://doi.org/10.22216/jk.v1i2.1861>
- Nur, T. (2016). Analisis kontrasif dalam studi bahasa. *Arabi: Journal of Arabic Studies*, 1(2), 64–74. <https://doi.org/10.24865/ajas.v1i2.11>
- Pramindya, R. S. C. (2016). *Contrastive analysis on past sentence patterns between English and Indonesian* (Undergraduate thesis). Universitas Brawijaya.
- Ramadhani, R. A., Anjani, A., Aulia, S., & Baehaqie, I. (2023). Kajian kontrasif morfologis afiksasi sufiks pada nomina bahasa Indonesia dan bahasa Inggris. *Jurnal Basataka (JBT)*, 6(2), 350–356. <https://jurnal.pbsi.uniba-bpn.ac.id/index.php/BASATAKA/article/view/291>
- Sembiring, Y. (2014). *A contrastive analysis between English and Indonesian negative sentence construction* (Undergraduate thesis). Universitas Kristen Indonesia.
- Sidabutar, R., Nainggolan, L., Agustina, A., & Sitanggung, A. (2023). A contrastive analysis of passive and active voice in Indonesian and English. *PIJAR: Jurnal Pendidikan dan Pengajaran*, 1(3), 309–323. <https://doi.org/10.58540/pijar.v1i3.384>
- Sudrajat, D. (2021). Pengembangan materi pengajaran bahasa Inggris berdasarkan pendekatan linguistik kontrasif. *Intelegensia: Jurnal Pendidikan dan Pembelajaran*, 6(1), 80–89.
- Sugesti, N. (2004). *Kalimat pasif bahasa Inggris dan bahasa Indonesia: Sebuah analisis kontrasif* (Undergraduate thesis). Universitas Gadjah Mada.

- Sulaiman, M. (2018). A contrastive analysis between English and Indonesian pronominals. *English Empower: Journal of Linguistics and Literature*, 3(2), 82–91.
- Sulaiman, M. (2020). A contrastive analysis between English and Indonesian negations: A case of negative markers. *English Community Journal*, 4(1), 33–44. <https://jurnal.um-palembang.ac.id/englishcommunity/article/view/2603>
- Sulaiman, M., Syahri, I., & Saputri, K. (2022). A contrastive analysis between English and Indonesian copulative verbs. *English Community Journal*, 6(1), 36–46. <https://doi.org/10.32502/ecj.v6i1.4342>
- Suprato, D. (2012). Analisis kontradif kalimat pasif bahasa Indonesia dengan bahasa Inggris. *Humaniora*, 3(1), 290–298. <https://doi.org/10.21512/humaniora.v3i1.3314>
- Sutrisno, B., & Sari, A. R. (2018). Contrastive analysis of tense and aspect in English and Indonesian language. *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta*, 3(2), 131–145. <https://doi.org/10.37110/jell.v3i02.57>
- Tanasy, N. (2022). A contrastive analysis towards English and Indonesian noun clauses. *ELT-Lectura*, 9(1), 28–47. <https://doi.org/10.31849/elt-lectura.v9i1.7730>
- Tania, N. (2020). *Analisis kontradif afiks pembentuk verba bahasa Indonesia dan bahasa Inggris sebagai dasar penyusunan bahan ajar tata bahasa BIPA* (Undergraduate thesis). Universitas Pendidikan Indonesia.
- Tapilatu, T. (2021). Analisis kontradif adjektiva bahasa Indonesia dan bahasa Inggris berdasarkan ciri semantis dan ciri sintaksis. *Dialektika: Jurnal Bahasa, Sastra dan Budaya*, 8(2), 85–97. <https://doi.org/10.33541/dia.v8i2.3723>
- Wulandari, R. S., Zulaihah, S., & Hurustyanti, H. (2017). Analisis struktur kalimat pasif bahasa Inggris dan bahasa Indonesia melalui contrastive recognition. *Deiksis*, 9(3), 374–384. <https://doi.org/10.30998/deiksis.v9i03.1834>