

Verb Matters: Exploring Morphological and Syntactic Differences Between English and Indonesian Language System

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* Idaryani Idaryani^a 

¹Indonesian Language Study Program, Faculty of Teacher Training and Education

Universitas Malikussaleh, Aceh, Indonesia

Corresponding Author: idaryani@unimal.ac.id

ABSTRACT

This study aims to investigate the distinctive differences of verbs' characteristics in English and Indonesian languages. It explored the similarities and differences in the features of verbs in the two languages by comparing characteristics of the verbs based on syntactic and morphological aspects from both languages. The study employs contrastive analysis approach. Data were collected from linguistics books and journal articles from both languages. The results reveal that, based on various analyses of the following classifications – forms, functions, meanings, and positions – there are nearly universal parallels and notable differences in the usage of verbs between the two languages. In terms of verb forms, English system exhibits multiple features of verbs without affixation whereas the Indonesian verbs vary due to the affixation attachment. English verbs syntactically are adhered by time aspects but Indonesian language verbs do not indicate time markers. The morphological and syntactical structures of the English and Indonesian languages notably differ that English teachers should take into account when teaching English. To understand the contrastive similarities and dissimilarities between both languages contribute to crucial implications teaching instruction. Consequently, having a proper knowledge of those crucial aspects enables the teachers and Indonesian learners to solve the challenges they face in the process of learning English as a foreign language by having a thorough understanding of these important verb features between the English and Indonesian languages.

Keywords: *Verbs, Contrastive Analysis, English, Indonesian Language, Syntactic Structures, Morphology*

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INTRODUCTION

Verbs contribute prominent roles in expressing actions, states, and time. Yet, for Indonesian learners of learning English, verbs in English often become one of the main challenges for learners because of fundamental differences in forms, meaning, position, and function between the two languages. The one of the obstacles arise in mastering English as a foreign language are due to the differences between English and Indonesian language system (Idaryani, et al., 2021; Auni & Manan, 2023). Misunderstandings of verb usage among learners frequently arise around tense, affixation, and word order that finally leads to persistent grammatical errors that hinder communication and fluency in English. For example, the difficulties in constructing the sentence with proper use of different types of verbs because of different time aspect such as simple present verbs and past verbs from the Indonesian language into English. The dissimilarities are often challenging because Indonesian language does not rely on certain verb forms to signify the specific time and the form of the verbs never change such as in 'makan (eat)' and 'sudah makan (ate)' – eat – ate', which in English changing verb eat -ate – eaten forms is a must while in Indonesia the form of the verb 'makan' is the same. The challenges on

differences of syntactical and morphological systems and characteristics of verbs found between the Indonesian and English language need to be highlighted to improve students' comprehension and their ability in constructing the English sentences independently and expressing their ideas from Indonesian to English language properly,

The differences in verb systems between English and Indonesian often confuse Indonesian learners, as English verb alteration, are not present in Indonesian. Research indicates that new learners of a second or foreign language are influenced by the systems of their native language (Yusuf et al., 2021) because their first language interferes the target language. Therefore, Indonesian learners often apply the rules of their native language when learning English. To address this, a parallel comparison between Indonesian and English can be beneficial. This approach helps learners understand the similarities and differences in functions, meanings, positions, and forms syntactically and morphologically between the two languages (Johnson, 2017).

Since English is a foreign language in Indonesia, mastering its features and characteristics is crucial. In Indonesian system, the same verb form is used to indicate different time aspects in all types of active sentences, relying on adverbs of time to convey the correct time aspect. This is quite different from English, where different verb forms are used to indicate time aspects. While both Indonesian and English verbs function as the predicate in sentences, Indonesian verbs do not change form to reflect different time aspects. In contrast, English verbs must change form to indicate different time aspects, following specific rules for these changes (Decapua, 2017).

Therefore, understanding the differences and similarities between Indonesian and English is crucial for both learners and teachers. This knowledge aids in effectively transmitting the language system from Indonesian to English (Anjarningsih & Bastiaanse, 2011). This situation was also experienced by the authors personally when teaching English as a foreign language since 2006. The most challenging part faced by learners is when expressing different time aspect their sentences. Exploring the similarities and differences in verb characteristics between Indonesian and English, in terms of their functions, forms, meanings, and morphological and syntactical structures, is crucial in English language teaching in Indonesian EFL classrooms.

Understanding the characteristics, similarities, and differences between English and Indonesian verbs will significantly aid Indonesian learners in studying English (Auni & Manan, 2023). Therefore, this study critically examines the distinct characteristics of verbs in both Indonesian and English, focusing on their forms, functions, meanings, based on morphological and syntactical aspects. The study employs the Contrastive Analysis (CA) approach to compare these characteristics side by side. The result of this study aims to provide insightful information on the usage of verbs in between Indonesian and English in English language teaching and learning for both learners and teachers in Indonesia to the application of verbs when learning English.

In terms of analysis of two different languages, such as contrasting English and Indonesian verbs which are focused on finding out their differences and similarities as the main point of this study, it is inevitably avoidable to hold on to theoretical linguistic aspects which are used as the review tool to support the scientific result of this research. Toward this end, this research adopts the Contrastive Analysis (CA) theory as its primary approach of the study.

In applied linguistics, several theoretical approaches are well-known in second language acquisition research, including Contrastive Analysis Hypothesis (CAH), Error Analysis (EA), Transfer Analysis (TA), and Interlanguage (IL) (Richards, 2015). These methodologies share a common focus and represent successive stages in the linguistic techniques used to observe and describe the abilities of learners in second and foreign languages. Contrastive linguistics, a branch of linguistics, focuses on comparing two or more languages or their subsystems to identify differences and similarities.

The core idea of contrastive analysis is that a detailed and scientific comparison between a learner's native language and the target language can reveal both similarities and

differences, aiding in the development of effective language teaching materials (Mair, 2018). Gass et al., (2020) explain that contrastive analysis provides a method to compare and identify similarities and differences between two languages, ensuring accurate meaning exchange. This approach is crucial for highlighting and explaining the structural resemblances and disparities between languages. The differing characteristics of two distinct languages often confuse second and foreign language learners, hindering their proficiency in the target language. Therefore, contrastive analysis is used to highlight the challenges and aids encountered by second language learners through a comparison of their native language and the target language (Xie & Jiang, 2007).

By using this approach, we can identify the similarities and differences in language analysis and the primary influences of the first language on learning a foreign language. This helps teachers and linguists anticipate errors made by language learners (Gast, 2013). This study emphasizes that comparing or contrasting two language systems, such as English and Indonesian verbs in terms of their forms, formations, meanings, and positions, is crucial. These findings can help pinpoint areas of difficulty for language learners and identify challenges faced by language teachers in their teaching programs

The influence of learners' first language is inevitable when learning a second or foreign language due to the differences between the two languages. Derakhshan & Karimi (2015) highlight that various factors contribute to interference in learning the target language, causing errors among non-native speakers. These errors typically arise from disparities between the learner's first and second languages (Touchie, 1986; Wang, 2008). The Contrastive Analysis Hypothesis suggests that interference occurs when structures in the first language differ from those in the second language, leading to errors that reflect the first language's structure. These errors are due to the influence of learners' first-language habits on their second language production. Additionally, errors occur due to interference from habits developed while learning the first language. These errors arise from differences in systems, particularly in grammar, such as the correct use of verb forms as predicates in sentences. Students often transfer elements from their first language into the foreign language, relying on their mother tongue

Learners may commit two types of errors due to interference: negative transfer and positive transfer (Obiegbo, 2018). Negative transfer occurs when old habitual behavior differs from the new language being learned, leading to errors, also known as interference. Conversely, positive transfer happens when the first and second languages have similar structures, resulting in correct utterances that benefit learners in mastering the target language.

Recent research in grammatical studies highlights the crucial role of grammar in enhancing learners' abilities in acquiring a target language. Understanding the grammar of a second or foreign language significantly impacts learners' productive and receptive skills. Proficiency in academic English requires knowledge of standard written grammar, complex sentence structures, and an extensive academic vocabulary. A solid grammatical framework is essential for meeting learners' academic needs and developing their practical language skills.

Furthermore, in learning English as a foreign language, grammatical knowledge is closely linked to language skills and plays a crucial role in understanding syntactic features in reading, including both lexical and grammatical aspects. Therefore, effective grammar instruction is essential, as it extends beyond simple phrase repetition to broader interaction contexts, such as informal situations like greetings or ordering food in restaurants. Thus, teaching the grammar of the target language is indispensable. Consequently, the syntactic and morphological differences between English and Indonesian verbs contribute to interference in learning English as a foreign language. Selinker (1972) suggest that language learners need to recognize the dissimilarities between their first language and the target language, while disregarding similar linguistic features, as these do not pose challenges for learners.

Error occurrence due to interference from learners' first language often occur during the early stages of second language (L2) acquisition, before the L2 system becomes familiar. At

this stage, learners rely heavily on their first language's linguistic system, leading to direct or indirect transfer effects on learning the target language. If the first language's system aligns with the L2, it can facilitate positive transfer from L1 to L2. Conversely, discrepancies between the two language systems can lead to interference (Johnson, 2017). Interference or interlingual transfer is often viewed (Richards, 2015; Rasulova, 2021). This suggests that the greater the disparity between the native and target languages, the higher the likelihood of mistakes and errors. Interference or interlingual transfer affects various aspects of the target language, including morphology, phonology, syntax, and smaller components like word forms, word formations, and word order (Richards, 2015).

In foreign language acquisition, intralingual transfer is a significant source of errors. Intralingual transfer, which occurs within the target language, has been identified as a major error factor (Scherrer, 1994; Linarsih et al., 2020; Pasaribu et al.). This indicates that errors are not solely due to interference from the learners' native language. Instead, intralingual errors arise from faulty learning of the target language itself. Error occurs within the target language itself, is a major factor in second language learning. The early stages of language learning are characterized by a predominance of interference (interlingual transfer). However, as learners begin to acquire parts of the new system, intralingual transfer – generalization within the target language – becomes more evident.

Conversely, a critical factor as the cause of these intralingual errors is insufficient knowledge of the learners when facing a new and more complex morpheme or structure within the target language. As a result, they tend to generalize one rule to others within the target language.

Predicate of the sentence (Moeliono et al., 2017) and verbs describe the action and the process. In English and Indonesian language, verbs refer to the part of speech that describe action and process known as dynamic and statistic verbs of the subject of the clauses or sentences verbs describes the action. In terms of Indonesian language (Moeliono et al., 2017), verbs describes the situation (action verbs) that cannot be added with prefix '*ter*' whose meaning is 'paling-very/the most' such as verb '*mati* (die) – *termati* (incorrect)' or '*suka* (like) – *tersuka* (incorrect)'. Also, verbs are not added with intensifiers such as '*sangat/sekali/ agak* (very/slightly)' such as '*belajar* (study) x *agak belajar* (slightly study)' *pergi* (go) X *agak pergi* (slightly go)'.

In line with this, Indonesian intransitive verbs can also be added with prefix *ber*. Sneddon et al., (2012) classified verbs that can be added with prefix '*ber*' into some categories; base verbs, verbs derive from noun base and adjective base. Base verbs with *ber* most of the time are followed by complement such as *berjualan* – *berjualan bakso* (*berjualan* (verb+*ber* + *bakso* (complement)). The verb *berjualan* is from base verb *jual* added with *ber-* *berjualan*. *Berteman* and *bersaudara* are two examples of verb+*ber* from noun base and the from adjective form can be added with adjective *sedih* becomes *bersedih* or *beramai-ramai*, *bersenang-senang* forming reduplication verbs. Some particular intransitive verb added with prefix '*ber*', is predetermined by intensifiers as in *bahaya* (danger) – *berbahaya* (endanger) – *sangat berbahaya/ agak berbahaya, paling berbahaya* (very endanger/ slightly endanger/ the most endanger), or particular verbs such as *mengecewakan* (dissapoint) – *agak mengecewakan* (slightly disappoint), and *harap* (hope) *mengharapkan sekali* (very hope). Some those verbs that can be modified by intensifier are not base verbs but derives from different words of class (adjective words).

English also recognizes reduplication verbs such as in *hustle bustle* and *chit chat* however they are not formed from affixation as in Indonesian language although English verbs have verb formation by adding affixation that derive from other word bases as in adjective and noun bases such as *sweet* (adjective) become *sweeten* by adding suffix *en* or *industrialize*, or by adding prefix such as *rich* – *enrich*. Furthermore, in English, verbs are embedded with the time aspects that involve the time concept (Vendler, 1957). The following are characteristics of verbs in English and Indonesian languages.

METHOD

The study employed a qualitative descriptive method to explore and describe phenomena through a comparative study of two different languages using bibliographic research. By utilizing contrastive analysis (CA), the study compared English and Indonesian to identify their similarities and differences. CA is often used in practical and educational settings to provide language learners with better descriptions and instructional resources for the language they are learning (Mair, 2018).

In this study, the data were primarily drawn from notable linguistic textbooks, descriptive grammars, dictionaries, and peer-reviewed journal articles in both languages. The selection criteria highlighted verbs are generally by learners in everyday communication and frequently appear in language learning contexts and teaching materials. For each parameter, representative verb structures were analyzed – such as base forms, tense/aspect inflections, affixation patterns, syntactic roles in sentence construction, semantic functions, and typical word order of both Indonesian and English. The variables selected were English and Indonesian verbs according to their forms, formations, meanings, and positions in syntactic structures of both languages. In this way, the differences and similarities in the various aspects of main verbs highlighted and described by presenting in words, phrase, and sentence examples. As a result, the contrastive comparison of the characteristics and features of verbs and how they operate syntactically and grammatically, identify the error patterns that may lead to the predicted challenges encountered for both learners and English language teachers. The following diagram 1 is illustrated in the Contrastive Analysis Framework for English and Indonesian Verbs.

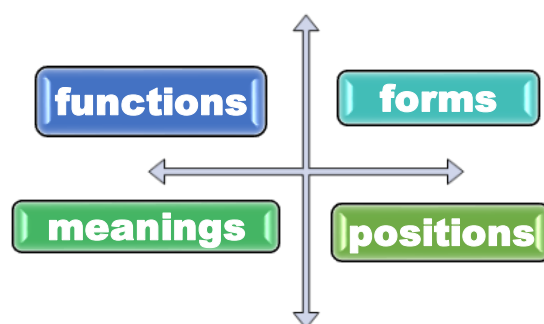


Figure 1

FINDINGS AND DISCUSSION

Findings

Comparative Features of Verbs in English and Indonesian

The similarities and dissimilarities are found in Indonesian and English verbs when classified based on their forms. English has six different forms of verbs; base verbs, present verbs, past verbs, past participle verbs, reduplicated verbs and affixation verbs meanwhile Indonesian has base verbs, reduplication verbs, and affixation verbs. Therefore, both languages have almost similar base-forms of verbs except the verb forms influenced by tense aspects. Overall, the different verb forms are illustrated in the following diagrams 2 as follows:

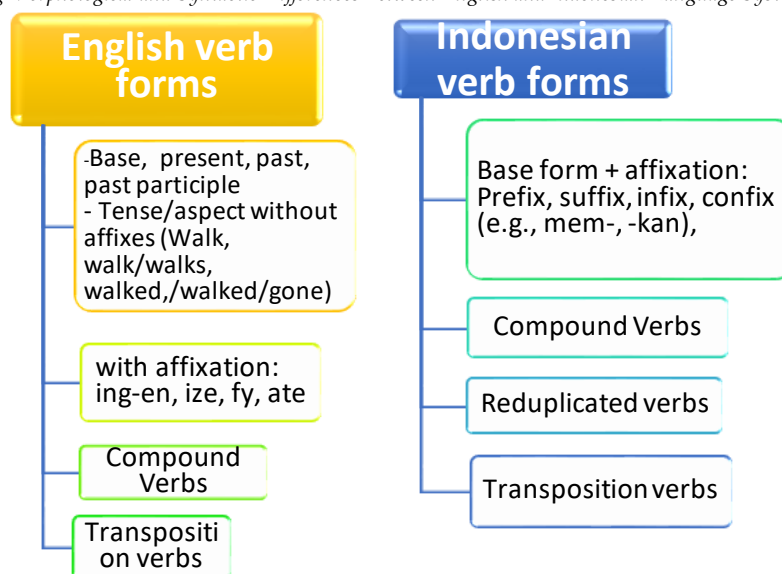


Figure 2. Verb Forms

English and Indonesian Base Verbs Forms

For both languages, the same concept is applied to base verbs that have principal function to carry the meaning of the verb words. It is stated (Ford et al., 2010) that a base word is a morpheme in a word with the principal meaning of the words and do not have any change of their original. Therefore, base verbs are verb words by their natures.

English language:

e.g., *speak, walk, go* (simple)

Indonesian language:

e.g., *pergi, pulang, makan* (simple)

Compound Verb Forms of Indonesian and English

Compound words are combinations of two more words that have a new meaning. Further, Spencer (2005) clarifies that a phrase or compound word is syntax construction, formed from smaller free forms as elements of a sentence.

English language: *set in*
Look for
Listen to
Sidestep
Helther schelter

Indonesian language: *Banting tulang*
Ambil alih
Caci maki
Cerai bera

English and Indonesian Reduplicated Verb Forms

In the Indonesian language, reduplicated verbs are formed by repeating the base-verbs. The Indonesian language has reduplicated verbs that may be added with affixation. Meanwhile in English, the reduplication verbs are not found in English.

Indonesian language

<i>lari</i>	(run)	<i>lari-lari/berlari-lari</i>	(run)
<i>makan</i>	(eat)	<i>makan – makan</i>	(eat)
<i>minum</i>	(drink)	<i>minum-minum</i>	(drink)
<i>Terka</i>	(guess)	<i>menerkan-nerka</i>	(guess)
<i>Kejar</i>	(chase)	<i>Kejar kejaran</i>	(chase)
<i>Sahut</i>	(response)	<i>sahut sahutan</i>	(interact)
<i>main</i>	(play)	<i>bermain-main</i>	(play)
<i>jalan</i>	(walk)	<i>berjalan jalan/jalan-jalan</i>	(walk)

English language: non existence

English and Indonesian Verb Forms According to Time Aspects

The change of verb forms happens to base verbs in English because of time aspects and the subjects of the verbs are singular noun or the third person change only applied in a present tense sentence, but in Indonesian language, time aspects do not influence the forms of base verbs. Subsequently, the distinct differences between Indonesian and English verbs are that the form of English verbs have several alternations that are influenced by time aspects. The forms are recognized as present verbs, past verbs, progressive verb, and past participle verbs. In terms of past verbs, the alteration is divided into irregular and regular verbs. Meanwhile in Indonesian language, verb forms remain the same.

The following are the different forms of base verbs influenced by time aspects between Indonesian and English languages:

English language

speaks, walks, goes (the changing base verb form with s/es added with singular subject)

speak-spoke (changing form from base verb to past verbs because of time aspects)

spoken (the changing base verb form because of time aspects)

want – wanted (changing form from base verb to past verbs because of time aspects)

swell- swollen (changing form from base verb to past participle because of time aspect)

Indonesian language: no existence

English language has different concept in term of verb classification based on time aspects that change the formation of base verbs: present verb, past verbs, progressive verbs, and past participle verbs. To make more precise, the following are the examples of the four types of the verbs.

English language:

<i>Progressive verbs</i>	<i>reading</i>	<i>the activity is in the middle of action</i>
<i>Present verb</i>	<i>buy</i>	<i>habitual/ information</i>
<i>Past verb</i>	<i>bought</i>	<i>past activity</i>
	<i>Past participle verb</i>	<i>begun previous</i>
		<i>complete activity that relate to present time</i>

Indonesian language: non existence

To describe previous activity, the English language recognize past verbs in two different forms: irregular verbs – regular verbs. Regular verbs are verbs that their forms change regularly by adding suffix *-ed* or verbs with their root words that do not change at all while irregular verbs are verbs to describe the action in past time that require to change the root word forms from present verb to past verbs to determine time aspects of past time. However, the Indonesian language system does not recognize regular and irregular verbs changing forms because of time aspects. In Indonesian language verb forms do not change because of time aspect.

English language: Regular verbs – want – wanted

	<i>talk</i>	<i>talked</i>
<i>Irregular verbs</i>	<i>- set</i>	<i>- set - set</i>
	<i>- speak</i>	<i>- spoke - spoken</i>
	<i>- swim</i>	<i>- swam - swum</i>

Indonesian language: non existence

Formations of Verbs

English and Indonesian transposition verbs

Both Indonesian and English language have transposition verbs. This kind of verbs does not change their base words morphologically but syntactically. Those verbs derive from class of noun words as in the following examples:

<i>Indonesian language:</i>	<i>Telepon (noun)</i>	<i>telepon (transposition verb)</i>
	<i>Jalan (noun)</i>	<i>jalan (transposition verb)</i>
	<i>Gunting (noun)</i>	<i>gunting (transposition verb)</i>
<i>English language:</i>	<i>Water (noun)</i>	<i>water</i>
	<i>Book (noun)</i>	<i>book</i>

The affixation verbs

Van Goethem (2020) explains that affixation involves creating new words by adding bound morphemes either before or after the root. In English, verbs are formed using only has prefix. In contrast, Indonesian employs four types of affixes – prefixes, infixes, suffixes, and confixes – to generate new words.

The formation of verbs from verbs themselves, English uses only prefixes: *de-*, *re-*, *dis-*, *im-*, *in-*, *-un*, *-mis* that change the meaning and morphological aspects of the word while the Indonesian language uses four kinds of affixes; prefixes, infixes, suffix, and confix. Indonesian verbs can be formed by adding of prefixes, *me-*, *ber-*, *ter-*, *di-*, and suffixes: *-kan*, *-i*, *an*; confixes, *me/men/mem/meng-**kan*, *di-i-*, and *ber-an*, *ber-kan*, *ter-an*, and infix *-me*. The Indonesian language adds those affixes to form the verbs that have different meaning, morphological, syntactical structures.

Indonesian language:

Verb+ prefix	<i>makan</i>	<i>memakan</i> (eat)
	<i>beli</i>	<i>membeli</i> (eat)
	<i>jual</i>	<i>berjualan</i> (sell)
	<i>bicara</i>	<i>membicarakan</i> (discuss)
	<i>ikat</i>	<i>terikat</i> (tied)
	<i>henti</i>	<i>berhenti</i> (stop)
	<i>bawa</i>	<i>dibawa</i> (brought)
	<i>beri</i>	<i>diberi</i> (given)
verb+ infix	<i>getar</i>	<i>gemetar</i> (shaken)
verb+ suffix	<i>datang</i>	<i>datangi</i>
	<i>beri</i>	<i>berikan</i>
verb+ confixes	<i>datang</i>	<i>mendatangi</i> (to come)
	<i>ludah</i>	<i>meludahi</i> (spit)
	<i>sampai</i>	<i>disampaikan</i> (conveyed)
	<i>beri</i>	<i>memberikan</i> (give)

English language:

Verb+ prefix	<i>apply</i>	<i>reapply</i>
	<i>construct</i>	<i>deconstruct</i>
	<i>build</i>	<i>rebuild</i>
	<i>believe</i>	<i>disbelieve</i>
	<i>like</i>	<i>dislike</i>
	<i>lock</i>	<i>unlock</i>
	<i>lead</i>	<i>mislead</i>

Based on the examples above, in the Indonesian language, the verbs added with certain prefix change meaning, morphological form, and syntactical function of verbs. The verbs *memakan* and *membeli* become transitive verbs when prefix *-mem* added, the verb added with prefix *-ber* change the verb becomes intransitive verbs as in *berhenti* (stop), and adding with prefix *-di* change the verbs in terms of meaning and syntactical structures however the verbs do not have meaning alteration as long as not added with prefix *-di*. The word *diberi* (given) is altered to passive verbs and has a meaning passive action in passive voice meanwhile *memberi* change the stem of *beri* becomes transitive verb but does not have meaning alteration. Meanwhile in English system, the attachment of prefixes only changes the meaning of the verbs and morphological aspect of words but does not alter the position of the verbs syntactically. The attachment of prefix *-re* and *-de* has the meaning of repetition or doing something again as in verb *reapply* and *deconstruct*. The rest of prefixes change the meaning of verbs to negation as in *unlock*, *mislead* and *dislike*. From the explanations above, it is clear that the Indonesian language does not have negative prefixes at all. To express negative, the Indonesian language usually uses 'not' [*tak* or *tidak*] for all negative meaning of verbs.

The Derivational Verbs

In terms of derivational verbs, both English and Indonesian languages have different concepts for derivational verbs that are formed by adding affixation from different class of the words: adjective and noun. In English, verbs are formed by stemming affixation to different

class of words by attaching the following prefixes *em-*, *-en*, *-im*, *-in*, and suffixes: *en-*, *ate-*, *ize-*, *ify-*, while the Indonesian language, uses three kinds of affixes such as prefixes, infixes, suffix, and confix. Indonesian verbs can be formed by adding prefixes, *me-*/*-men-*/*mem-*, *ber-* *ter-* and suffixes: *kan-*, and *-i*, confixes, *me/men/mem/meng-kan*, and *ber-an*, *ber-kan*, *ter-an-*, *ter-i*. Indonesian language adds those affixes to form the verbs that have different meaning, morphological, and syntactical structure. However, English verbs do not have confixes to form the verbs from different root of words while in Indonesian language, it has many confixes to alter the root word to verbs. The following are the examples of derivational verbs.

Indonesian language:

<i>Kaya</i> (rich/adjective)	<i>memperkaya</i> (to enrich)
<i>Buku</i> (book/noun)	<i>membukukan</i> (to book)
<i>Beri</i> (give)	<i>pemberian</i> (gift)
<i>Makan</i> (eat)	<i>makanan</i> (food)

English language:

<i>Large</i> (adjective)	<i>enlarge</i> (prefix)
<i>Prison</i> (noun)	<i>imprison</i> (prefix)
<i>Habit</i> (noun)	<i>inhabit</i> (prefix)
<i>Power</i> (noun)	<i>empower</i> (prefix)
<i>Dark</i> (adjective)	<i>darken</i> (suffix)
<i>Intense</i> (adjective)	<i>intensify</i> (suffix)
<i>Identity</i> (noun)	<i>identify</i> (suffix)
<i>Motive</i> (noun)	<i>motivate</i> (suffix)
<i>Visual</i> (noun/adjective)	<i>visualize</i> (suffix)
<i>Sweet</i> (adjective)	<i>sweeten</i> (suffix)

Discussions

English and Indonesian verbs differ morphologically and syntactically in form, function, meaning and position in sentences. English verbs alter form to convey grammatical features such as tense and subject agreement without relying on affixes. Meanwhile, the Indonesian verbs heavily rely on affixation attachment. The following are the different features in terms of functions, meanings, and positions illustrated in diagram 3, 4, and 5 as follows:

Diagram 3. Functions

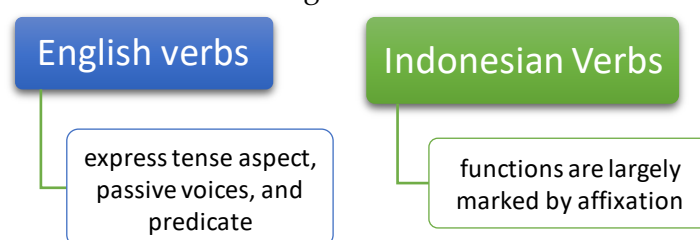


Figure 4. Meanings

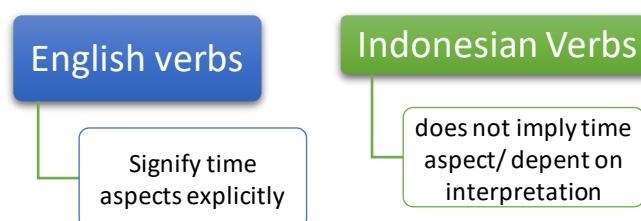
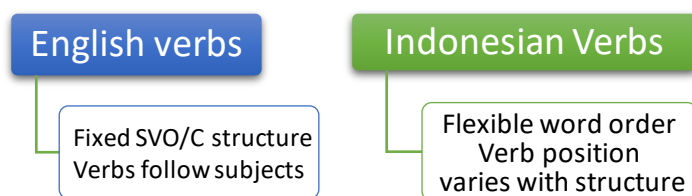


Figure 5. Positions



Morphological Aspect

In morphological system, English and Indonesian language have the same system however when influenced by time factors the meaning of English verbs change dramatically in many ways. This system is not found in Indonesian verbs. The meaning of base verbs changes into three different forms. The changing base verb from *swim* to *swum* changes the meaning from habit action to action done completely previously and verb *swam* to *swan* changes the meaning for action done completely previously but still effect to another action today or it has the meaning of passive action if the verb is preceded by helping verbs. This alteration is known as irregular verbs therefore English has irregular verb forms that does not exist in Indonesian e.g., break – broke – broken to signify different time aspects with irregular formation of verbs. These systems are not known in Indonesian structure. On the contrary, the Indonesian language uses adverb of time to mark the different time aspect without changing verb forms; such as *makan kemarin* [*makan*=eat; *kemarin*=yesterday]. Furthermore, the base verb also indicate that activity is done by more than one actor (thing or person) such as *the cats sleep on the floor* or *we love dancing*. The base verbs in the example also convey the meaning of habitual activity, repetition, or just a piece of information. Consequently, the base verbs in English have several meanings without form alternation. However, it is not found in Indonesian language.

The following difference in morphological level was the existence of a reduplicative form of the verb in the Indonesian language, as in the example of *makan-makan*). Such a form does not exist in English. Furthermore, the complexity is amplified by adding prefix for a reduplicative form of the verbs *-ber-*, in *berjalan-jalan* however it does not change the meaning of the verbs. Such form does not exist in English verbs. Subsequently, the distinct differences between Indonesian and English verbs are that the English verbs have several alternations that are influenced by time aspects; present verbs, past verbs, progressive verbs, and past participle verbs that change the meaning of the sentences. Meanwhile in Indonesian language, verbs forms are not influenced by time aspects.

The formation of verbs from verbs themselves, English uses prefixes and suffixes. Furthermore, a set of prefixes, *-de-*, *re-*, *dis-*, *im-*, *in-*, *-un-*, *-mis-*, which evokes different meaning to the verbs English: negation and repetition, is not found in the Indonesian language. For instance, the prefix *-re* is not used with the word '*pay*', or the prefix *un-* may not be used with the word '*lock*', and so forth. In contrast, stating negation in the Indonesian language usually uses '*not*' [*tidak* or *tak*] and *kembali* to express repetition action such as *menjual kembali* (*pay again*), *menanyakan kembali* (*ask again*). It also has two suffixes *-ing* and *-e/es* applied to verb form. The suffix *-ing* changes the meaning of the verb *cry* to *crying* show the activity of *crying* is in the middle of action. The application of suffix *-e/es* to verb form is to indicate action only done by a single actor. This suffixes also do not exist in Indonesian language. Conversely, English also has suffix *-ed/d* that is added to verbs that change the meaning of the verbs for instance the verb *contact* become *contacted* or *chase* become *chased*. The meaning of verbs changes in terms of time aspects, from the action done in present time to the action done previous time, or completely done in past time. This system is also not existence in Indonesian language.

Additionally, many affixes with various meanings are used to form verbs from verbs in Indonesian system. All affixes are applied however prefix *-di* *-ter-*, and confix *-ke-an* that change the meaning of verb from active to passive action however, English does not use affixation to base verb form to change the meaning from active to passive action but changing the base verb form. Furthermore, the verb *makan* (eat) added with prefix *memakan* (eat) still

have the same meaning or verbs *menjual* (to sell) added with prefix *-men* and *berjualan* (to sell) added with confixes *-ber-an*, do not change the actual meaning of those verbs however they change the function of verbs syntactically. Although Indonesian apply all affixation to verbs however the use of infix in Indonesian verb is scare that is only found in one verb *getar* (shivering) become *gemetar* (shivering) without changing the meaning of verbs. The difficulties in mastering this kind of Indonesian verbs can be seen clearly as many different affixations are used but English language use only prefix and suffix to form verbs from verbs. The use of prefix applied to verbs form negation and repetition meaning such as prefix *-mis dis*, *un-* however this system is not found in Indonesian system because it has simple way to apply negation of the sentence by using word *tidak* or *tak* (not).

Furthermore, limited prefixes and suffixes are used in English to form verbs from noun or adjectives. This alteration is more complex in English than in Indonesia because it changes meaning and the function of verbs syntactically. The prefixes *em-*, *en-*, *-im*, *-in*, and suffixes: *en-*, *ate-*, *ize-*, *ify* are used to form the verbs from adjectives or nouns such as in sweet become *sweeten* or prison becomes *imprison*. The differences between Indonesian and English affixation is that the affixation used to form verb from different parts of speech is not similar to the affixation used reduplicated affixes used from verbs to verbs in English for example the prefix *-dis* applied to verb from verb word *discourage* is not used to change the adjective to verb form and so forth. However Indonesian language apply the same affixation to form the verbs derived from different parts of speech as well as the verbs from verbs. For instance, prefix *-ber* is used to form verb from verb *diskusi* (discuss) becomes *berdiskusi* or added to adjective *sedih* (sad) becomes *bersedih* (sad) to form new verb from adjective *sedih*. Based on the comparison of English and Indonesian verbs, it is clear that learning the different meaning and formation of English verbs is more complex and difficult for Indonesian learners because these systems are not recognized by Indonesian learners.

Syntactical Aspect

At the syntactical level, the difference lies in the position of verbs as predicate of sentence. In English, a verb does not only describe the action by subject but also signify time aspect. Whereas in the Indonesian language, a verb as a predicate of a sentence only share the activity or action done by subject of sentence for example, 'Kita sudah makan semua makanan tradisional Medan [We have eaten all traditional food of Medan], 'Para guru sedang makan nasi lemak di hotel' [Teachers are eating nasi lemak in hotel], 'Ayah saya membeli mobil baru minggu lalu' [My father bought a new car last week]. Para mahasiswa sering membeli sayuran di pasar tradisional [students often buy vegetables in traditional market]. In English, verbs have many forms according to time aspects. The verb describes the time of action therefore, different time has different form of verbs for the same action; buy -bought. However, In Indonesian language, it only has one form of verb and its form is not influenced by time aspect therefore, the verb does not indicate clear time of the sentences but just relies on adverbs of time to signify the time of action. This clearly shows that both languages use contrary functions of this kind of verbs.

In English, syntactically, time is adhered in predicate of the sentence. This also goes to verb as part of predicate of sentence marking the time of action. Therefore, the time must be proper in order the predicate of the sentence correct otherwise it is grammatical error that convey error meaning of the sentence (Idaryani et al., 2021). In Indonesian structure, adverb of time also signifies the time of action in the sentence therefore, the verb never changes because of the time aspects or because of the time of activity done by subject of sentences. Furthermore, the verb also does not indicate the number of subjects as in English verb. However, the verb only changes when signifying the action from active to passive action by adding prefix *-di*, for example, *dimakan* (eaten by...) but syntactically, the position still as the predicate of the sentence and is applicable for any time of action and any number of the subjects of the sentence. However, English should be added with suffix *-es/s* if the subject of the sentence singular and at the same time providing the information of the time. Therefore, without adding suffix *es/s* to English verb leads to grammatically error sentence particularly

for the action with irregular verb without alteration of base verb, for instance verb cut and set because the verbs are irregular verbs.

In terms of syntactical features, Indonesian language does not always require the helping verbs to form negative and interrogative sentence. In English, the verb must have auxiliary and helping verb to form the negative and interrogative sentences to indicate the time of action; progressive action, the previous action, and the plan of action in the future, English sentence must not miss appropriate helping verbs or proper form to indicate the proper timing. Time aspect must be part of predicate of the sentences although the sentences may have adverb of time to specify the time. In contrary, in Indonesian language, it does not necessary to apply helping verbs to indicate time of action when forming negative and interrogative sentences but most of the time require interrogative pronouns such as *Apakah* (what), *kemanakah* (where) *siapakah* (who) and followed by subjects of sentences; *Apakah Ibu tertidur?* [Did/does the mother sleep?], *Kemana dia pergi?* (Where did/does she/he go?), *Siapakah dia?* [Who is she/he?]. Likewise, English language always needs the time indication in every type of sentences (statements, interrogative, or negative sentences). However, on contrary, in Indonesian language, it requires auxiliaries to form the interrogative sentences if the sentence does not begin with interrogative pronoun and need to signify particular time of the sentences, for example, (*sudahkah*) *Anda pergi ke rapat sekolah?* [Did you go to the school meeting?], *Sudahkah Anda merapikan tempat tidur?* [Did you tidy up your bed?], *Akankah mereka menjenguk kerebatnya?* [Will they visit their relatives?].

In English, the interrogative sentence is not influenced by interrogative pronoun to form the negative or interrogative sentences. Syntactically, the interrogative sentences always begin with helping verbs or auxiliaries and followed by subjects of the sentences. In English, the use of interrogative pronouns is influenced by the meaning of the sentences. The interrogative pronouns are used to ask the noun/things unknown by the inquirers, for examples, 'What do/did you eat? The sentence indicates the use of interrogative pronoun 'what' because the inquirer does not know the thing of the interlocutor eats. Consequently, because the helping verbs to form the interrogative sentences is embedded with predicate of the sentences, they must be always positioned as part of predicate of the sentences. While in Indonesian system, timing may be either by only marked by adverb of times or by auxiliaries. However, the adverbs of time are not part of predicate of the sentences therefore, it is freely located in any position of the sentences. Additionally, the use of auxiliaries as time marker may be either positioned before and after subjects of the sentences in interrogative sentences, for examples, *Sudahkah Anda makan? Anda sudah makan?* [Did you eat something?] (Pertiwi & Adnyana, 2023).

Furthermore, in terms of negative sentences, Indonesian syntactic structure is even much simpler because the sentence only to add word 'tidak' 'not' to to indicate negative sentences, for instance, *Anda tidak mandi tadi pagi* [You did not take a bath this morning], *Dia sering tidak makan pagi/Sering dia tidak makan pagi* [He/she often does not have breakfast]. The examples of the sentences suggest that negative sentence only needs word 'not' to indicate negation to the action of the sentence and the adverbs of time *tadi pagi* is sufficient as the time marker of the sentences while the English languages, the use of helping verbs keep changing according to the time aspect which make English syntactic structures is more complicated than Indonesia language.

CONCLUSIONS

The morphological and syntactic differences between English and Indonesian significantly impact Indonesian learners' ability to construct grammatically correct English sentences. English relies heavily on verb form changes influenced by time aspects, including the use of regular and irregular verbs, and the requirement for specific affixes like "s/es" or auxiliary verbs, which are not present or function differently in Indonesian. Additionally, while English syntax remains fixed regardless of question words or time markers, Indonesian allows greater flexibility in sentence structure, especially in the placement of time adverbs and

negations. These linguistic disparities—spanning verb formation, affixation, subject-verb agreement, and sentence construction—often lead to learner confusion and errors. Therefore, understanding these contrasts is crucial for developing effective teaching strategies to enhance Indonesian students' comprehension and usage of English syntax and morphology.

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