

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Description of Research Location

1. Brief History about English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin

Based on *Buku Kenang-kenangan 30 Tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department opened in 1984 with the first head Drs. H. Abdul Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur, M.Ag as the secretary, and the next period headed by Drs. H. Syarifuddin Syukur, MA and Drs. H. Ahdi Makmur, M.Ag as the secretary. However, in academic year of 1988/ 1989 it was closed waiting for the operational license from *Depag*.

In academic year 1997/1998 it was reopened for the second time and named the English Department, which was firstly lead by Drs. H. Ahdi Makmur, M.Ag and Drs. Sa'adillah as the secretary of the department. Because Drs Sa'adillah continued his S2 program, the secretary was substituted by Drs. Husnul Yaqin, M.Ed. But, since 2003, the secretary was substituted by Dra. Hj. Wardah Hayati.

In September 2005 until October 2006, the head of English Department was Drs. H Isa Anshari, MZ, and Dra. Nida Mufidah, M.Pd. as the secretary. Because Drs. H. Isa Anshari, MZ. passed away, the head of English Department has been changed to Drs. Anang Syaifuddin, MA. since January 2007, but in September 2007 he resigned from the position. Therefore, there was no leader of the English Department, at that time Dra.

Nida Mufidah, M.Pd who handle the English Department as a secretary as well as the leader of the English Department. Then, in January 2008, she was appointed to be the head of English Department with Nurlaila Kadariyah, S.Ag as the secretary. Dra. Nida Mufidah, M. Pd is a head of English Department up to now but the secretary changed and substituted by Ridha Fadhilah, M. Pd.

The main purpose of the English department are producing qualified English Department scholars that are able to speak English, linguistics and literature, and they are able to be the professional English teaching in elementary and middle degree, and makes English Department as the center of occupation and development of English teacher staff. The other purpose is to participate in developing Indonesian, especially in the educational field. It is based on the facts that are still found many Islamic schools lack of English teacher who have educational backgrounds in English. Thus, Tarbiyah Faculty; in this case English Department has a responsibility to provide competent English teachers.

Curriculum that is used in this department contains 160 semester credits (SKS) that covers institute subjects, faculty subjects and major subjects. It takes four to five years in finishing the study. English Department has 17 lecturers from many different educational backgrounds.

The English Department also works together with RELO (Regional English Language Office) to invite English teachers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is

also aims to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's lecturers.

This cooperation begins since academic year 2007/2008. There are three native English speaking fellows who were already assigned to teach in English Department, including: Suzannah Mary Schoff, M.A (2007/2008), Andrea Taylor, M.A (2008/2009), and Ashleigh Sayer, M.A (2009/2010).

Table 4.1. The Number of English Language Fellows of English Department IAIN Antasari Banjarmasin

No	English fellows	Period	From	Educational background
1	Suzannah Mary Schoff, M.A	September 2007 until June 30 th 2008	California, United States	B.A. at University of San Fransisco, CA M.A TESOL at Intrax English Institute, Chicago IL.
2	Andrea Taylor, M.A	August 30 th 2008 until June 30 th 2009	California, United States	B.A Drama and Art at San Fransisco State University M.A TESOL Diploma at San Fransisco State University
3	Ashleigh Sayer, M.A	September 2 nd 2009 until June 30 th 2010	New Hampshire, United States	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual, ESL and Multicultural Education at University of Massachusetts, Amherst

2. Description about Lecturers, Staff, Students and Condition of English Department

There are 17 lecturers from different educational background and 362 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2009/2010. The description of lecturers and students can be seen in following table:

Table 4.2. The Number of Lecturers of English Department IAIN Antasari Banjarmasin in Academic Year 2009/2010

No	Name	Graduated	Subject that was taught in the last 3 years
1	Drs. H. Ahdi Makmur, M. Ag	S2 IAIN Syahid and has been being S3	Writing A, Academic Writing
2	Drs. H. Syarifuddin Syukur, MA	S2 Pakistan, S2 IAIN Kalijaga	Introduction to Philosophy and Educational Philosophy
3	Dr. Husnul Yaqin, M. Ed.	S3 UIN Jakarta	Basics of Educational Administration
4	DR. Anang Saifuddin, MA.	S2 USA S3 UGM Yogyakarta	Morpho-Syntax, Phonology, Cross Cultural Understanding
5	Drs. Saadilah, M. Pd	S2 UNLAM	Vocabulary A, Vocabulary B, Structure, Dictation
6	Dra. Dina Hermina, M.Pd	S2 IKIP Yogyakarta (has been being S3 UNJ Yogyakarta)	Statistics of education, evaluation of education
7	Dra. Nida Mufudah, M.Pd	S2 Unlam	TEFL I, Teaching Media, Writing B, Seminar Linguistic
8	Dra. Hj. Wardah Hayati, MA	S2 Australia	Reading A, B and C
9	Nurlaila Kadariyah, S.Ag	S1 IAIN Antasari S2 Unlam (has been being)	Structure A ,B, education knowledge

The continuing table 4.2.

No	Name	Graduated	Subject that was taught in
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			the last 3 years
10	Dra. Andi Irlina, M.Hum	S2 Unhas	Listening A, B, C, Psycholinguistic
11	Nani Hizriani, M.A	S1 UNMUH Malang S2 TESOL Australia	Intro to Linguistics, TEFL 1, Tel.Kur. Bk. Teks SMP/SMA
12	Rusnadi, S.Pd.I	S1 IAIN Antasari S2 USA TESOL (has been being)	TEFL II, Speaking A
13	Ridha Fadillah, M.Ed	S2 Malaysia S3 Malang (has been being)	Extensive Reading
14	Rahmila Murtiana, S.S	S1 Univ. Diponegoro S2 Australia	Academic Writing, Introduction to Literature
15	Puji Rahayu, MA.	S2 University of Queensland	Intro to Linguistics, Sociolinguistic
16	Nor Maulidiyah, M.A	S2 Malaysia	Writing B and C, Academic Writing
17	Raida Asfihana, M. Pd	S2 Universitas Negeri Malang	Structure A, B, Vocabulary B

Source: Interview and Document (Profil Pendidikan Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2010)

Table 4.3. Description of English Department Staff

No	Name	Graduated
1	Saidil Imani, S. Pd.I	S1 IAIN Antasari
2	Adil Azhar, M. Pd	S1 IAIN Antasari S2 Universitas Negeri Yogyakarta

Source: Interview and Document (Profil Pendidikan Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2010)

Table 4. 4. Number of English Department Students

No	Academic Year	Male	Female	Total
1.	2004/2005	12	6	18

2.	2005/2006	16	36	52
3.	2006/2007	20	48	68
4.	2007/2008	23	38	61
5.	2008/2009	18	43	61
6.	2009/2010	25	66	91
	Amount	114	237	351

Table 4.5. Description of Facilities of English Department

No	Facilities	Number	Condition
1	Office	1	Good
2	Computer	1	Good
3	Language Laboratory	1	Good
4	Classroom	5	Good
5	Library	1	Good
6	Tape Recorder	1	Good
7	Overhead Projector	1	Good
8	Laptop	2	Good
9	Cupboard	5	Good
10	AC	3	Good
11	Television	1	Good

Source: Observation and Document (Profil Pendidikan Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2010)

B. Data Presentation

To present the data, the writer uses tables that are completed by explanation.

1. Data about Interference of Indonesian Word Order in English Writing

The table below will describe kinds of Indonesian word order that often made by students of English Department at Writing B subject, which are divided into two classes and different lecturers. Each class has current title for free writing. The writer took free writing of students twice. The topics of free writing for class A are description about their Family and experience at IAIN and the topics of free writing for class B is about the description of someone who special and someone of best friend.

Table 4.6. Data about Interference of Indonesian Word Order in English Writing

Subject No	Class	Kinds of Word Order				Amount
		N.P	Adj.P	Adv.P	S	
1	A	-	1	1	-	2
2	A	-	-	-	-	-
3	A	-	1	-	-	1
4	A	-	-	1	-	1
5	A	-	-	-	-	-
6	A	-	-	-	2	2
7	A	-	-	-	1	1
8	A	-	-	1	2	3
9	A	-	-	-	2	2
10	A	-	1	-	3	4
11	A	-	-	1	2	3
12	A	-	-	1	-	1
13	A	-	-	-	-	-
14	A	-	-	-	3	3
15	A	-	-	-	1	1
16	A	-	-	1	3	4
17	A	-	-	-	2	2
18	A	-	3	-	2	5
19	A	-	-	2	1	3
20	A	-	1	1	3	5
21	A	-	-	-	1	1
22	A	-	-	-	-	-
23	A	-	1	-	5	6
24	A	-	-	-	2	2
25	A	-	-	2	3	5
26	A	-	-	1	4	5
27	A	-	-	2	1	3

The continuing table 4.6

Subject No	Class	Kinds of Word Order				Amount
		N.P	Adj.P	Adv.P	S	
28	A	-	1	-	1	2
29	A	-	-	-	-	-
30	B	-	-	-	-	-
31	B	-	-	-	2	2

32	B	-	-	-	-	-
33	B	-	-	-	1	1
34	B	-	-	-	3	3
35	B	-	-	1	5	6
36	B	-	1	-	2	3
37	B	-	1	-	2	3
38	B	-	1	2	2	5
39	B	-	2	-	1	3
40	B	-	-	1	2	3
41	B	-	-	1	-	1
42	B	-	-	-	1	1
43	B	-	2	-	2	4
44	B	-	-	1	-	1
45	B	-	1	1	3	5
46	B	-	-	-	5	5
47	B	-	1	-	3	4
48	B	-	-	-	2	2
49	B	-	-	-	4	4
50	B	-	-	-	-	-
51	B	-	-	-	-	-
52	B	-	3	-	4	7
53	B	-	1	-	-	1
54	B	-	-	-	-	-
55	B	-	-	1	2	3
56	B	-	-	1	5	6
57	B	-	-	-	-	-
Amount		-	21	24	89	134

Notes: N. P = Word Order of Noun Phrases.

Adj. P = Word Order of Adjective Phrases.

Adv. P = Word Order of Adverb Phrases.

S = Word Order in Sentence.

Based on the table above, it can be seen that the majority of the interference of Indonesian word order in English writing which are made by students is word order in a

sentence which consist of 89 sentences. There is no student who made interference in word order of noun phrases.

Table 4.7. Number of Students and Interference of Indonesian Word Order in Writing

No	Kinds of Word Order	Number of Students who make interference	Number of Interference which are made by students
1	Word Order of Noun Phrase	-	-
2	Word Order of Adjective Phrases	15	21
3	Word order of Adverb phrases	19	24
4	Word order in sentence	38	89

Based on the table above, it can be identified that from four kinds of word order, 38 students had an interference in word order in sentence, with the numbers of the interference are 89. There is no student who had an interference in word order of a noun phrase.

2. Data Kinds of Interference in Students' English Writing

Table 4.8. Data of Kinds of interference in students' English writing

Subject/ Class	Types of Interference			Amount	
	Phonological	Grammatical			Lexical
		Morphology	Syntax		
1/A	1	2	-	-	3
2/A	2	-	-	-	2

3/A	1	1	-	-	2
4/A	-	1	-	-	1
5/A	2	-	-	-	2
6/A	-	-	2	1	3
7/A	-	-	1	-	1
8/A	1	1	2	-	4
9/A	-	-	2	1	3
10/A	2	1	3	-	6
11/A	1	2	1	-	4
12/A	-	1	-	-	1
13/A	-	-	-	1	1
14/A	-	-	3	-	3
15/A	-	-	1	-	1
16/A	-	1	3	-	4
17/A	2	-	2	-	4
18/A	1	3	2	-	6
19/A	-	2	1	-	3
20/A	-	2	3	-	5
21/A	-	-	1	-	1
22/A	-	-	-	-	-
23/A	3	1	5	-	9
24/A	-	-	2	-	2
25/A	-	2	3	1	6
26/A	2	1	4	-	7
27/A	-	3	-	-	3
28/A	-	-	1	-	-
29/A	2	-	-	-	2
30/B	-	-	-	-	-
31/B	6	1	1	-	8
32/B	2	-	-	-	2
33/B	-	-	1	-	1
34/B	1	1	2	-	4

The continuing of table 4.8

Subject/ Class	Types of Interference			Amount	
	Phonological	Grammatical			Lexical
		Morphology	Syntax		
35/B	3	2	3	-	8
36/B	-	1	2	-	3
37/B	-	2	1	-	3

38/B	2	4	1	-	7
39/B	-	3	1	-	4
40/B	-	1	2	-	3
41/B	-	1	-	-	1
42/B	-	1	-	-	1
43/B	2	2	1	-	5
44/B	-	1	-	-	1
45/B	-	5	-	-	5
46/B	-	-	5	-	5
47/B	-	2	2	-	4
48/B	-	1	1	-	2
49/B	1	1	2	-	4
50/B	-	-	-	-	-
51/B	-	-	-	-	-
52/B	-	4	3	-	7
53/B	-	1	-	1	2
54/B	-	-	-	-	-
55/B	-	2	1	-	3
56/B	1	2	5	-	8
57/B	-	-	-	-	-
Amount	37	62	76	5	180

Based on the table above, it can be seen that the most interference which are made by students is grammatical interference with the number of interference is 138 which 62 mistakes in morphology and 76 mistakes in syntax. There are 5 students make lexical interference with the number of interference is 5.

Table 4.9. Number of Students and Kinds of Interference in English Writing

No	Kinds of interference	Number of Students who make interference	Number of Interference which are made by students
1.	Phonological interference	19	37
2.	Grammatical interference	46	138

3.	Lexical interference	5	5
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From the table above, it can be known that most students have interference in grammatical aspect, and 36 students who make interference in syntactic aspect with the number of mistakes are 76 and 35 students who make interference in morphology aspect with the number of mistakes are 62, so the number of interference in grammatical interference is 138 made by 46 students. There are 19 students who had phonological interference with the numbers of interference are 37. There are 5 students who make interference at lexical interference with the number of interference are 5.

From the data and the explanation above, it shows that the types of word order that interfere in English writing from Indonesian word order made by students of English department in academic year 2009/2010 is word order in sentence, which the number of interference is 89. The kinds of interference which are made by the students in writing English are grammatical interference, which 76 in syntax and 62 in morphology.

C. Data Analysis

After presenting the data, the writer analyzed the obtained data to give some consideration on the research. The analysis of the interference of Indonesian word order to the students' English writing was performed based on the writing exercises of each student which were given by the lecturer who taught the Writing B class.

1. Kinds of Indonesian word order that interfere to the students English Writing of English Department in academic year 2009/2010 to English writing at Writing B subject.

The data presented show that there are no students who had interference in word order of noun phrases because they already know and mastered how to write order of a noun phrase in English. 14 students who made interference in word order of adjective phrase, because most of students did not know how the rule or pattern of adjective phrase in English and they are used to using Indonesian adjectives to help them in writing about a description of someone. 19 students who had interference in word order of adverb phrase because of their lack of knowledge in putting the adverb in a sentence in English, even they had been used to use of adverb of Indonesian, which in Indonesian, it will be right to put anywhere in a sentence. 38 students who made interference in word order in sentence, because most students have not yet mastered grammar. Because in Indonesian, a sentence is simpler if it is compare with an English sentence. Sometimes, an English sentence needs “to be” as copula and sometimes it needs a verb. Thus, sometimes students confuse, when they write a paragraph or free writing.

From the description above, it can be concluded that the types of word order that often occur in writing English which are made by students in the English Department academic year 2009/2010 at Writing B subject is word order in sentences, because they did not yet master English grammar.

2. Kinds of interference of students' English writing which are often made by students of English Department in academic year 2009/2010 at Writing B subject.

Based on the data that has been presented before, it shows that there are 19 students who had phonological interference because the students wrote what they heard, whereas the spelling of English is not the same as the spelling of Indonesian so that they often make mistakes. 46 students who had grammatical interference, including morphological and syntactic aspect. 35 students had morphological aspect because the students often wrote by translating words and sentences from Indonesian directly, and they did not know that Indonesian and English are different in certain language features. 36 students had syntactical interference because the students thought that it was correct wherever they put the subject, verb, and object, whereas in English the pattern is that the subject must be at the beginning of a sentence, except in indirect speech. Then, students often leave out “to be”. 5 students had lexical interference, and the interference was caused by lack of vocabulary and the students often use abbreviated Indonesian.

From the explanation above, it can be concluded that kinds of interference in students’ English writing which are made by students of English Department in academic year 2009/2010 at writing B subject is grammatical interference with 62 from morphological aspect and 76 from syntactic aspect. Because they are not aware of the differences between Indonesian and English.

3. Analysis of each students’ writing

An analysis of each students’ English writing indicated several grammatical errors and the order of phrases and sentences. The table below shows the errors made by the students in their writing assignment. The errors are classified according to the kinds of errors.

a. Analysis of students' English writing which are interfered by Indonesian word order

Table 4.10. Data of classification students' error in English writing that is interference by Indonesian Word Order

No	Classification of Errors	Identification of Errors	Number of Errors
1	Misordering of adjective	(H-M) / D-M, examples: <ul style="list-style-type: none"> • My mother is very beautiful and have <i>skin white</i>. • She has a <i>skin white</i>. 	11
		Order of adjective, examples: <ul style="list-style-type: none"> • My family live in <i>the house calm, safe and happy</i>. • My father is <i>a man very important</i> in my life. 	2
		Comparison, examples: <ul style="list-style-type: none"> • My father is <i>more harder</i> than my mother. • My father <i>dominant more</i> than my mother. 	8
2	Misordering of adverb	<ul style="list-style-type: none"> • They look so happy but <i>childish still</i>. • I like English from Islamic Junior High School <i>till now</i>. 	25

The continuing table 4.10.

No	Classification of Errors	Identification of Errors	Number of Errors
3	Misordering in sentence	Without verb <ul style="list-style-type: none"> • <i>I unsuccessful</i> in IAIN. • <i>She hair a pair</i>. • <i>Her eyes little narrow</i>. 	57
		Verb is used twice and it is put near <ul style="list-style-type: none"> • <i>I am was graduated</i> from Senior High School. • They <i>are share</i> about their problem. 	5

		Pronoun is used in comparison sentence, examples: <ul style="list-style-type: none"> • He is older than <i>me</i>. • <i>She</i> younger than <i>me</i>. • He is older two years than <i>me</i>. 	26
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From the data above, analyzing the word order errors can be explained as follow:

1. Misordering of Adjective

There are some students who make errors in this kind. The students' writing in adjective is MH (Modifier and Head) whereas in English writing it is HM (Head and Modifier).

In fact, students' writing:

- My mother is very beautiful and have *skin white*.
- She has a *skin white*.
- My mother is very beautiful and *good heart*.
- My father is very handsome and have *skin black*.
- Nisa has *skin white*.
- She wear *shirt black colour* and *jeans blue*.
- She has *skin white*.
- He *have skin is so fair*.
- He *have hair a rich and dark black*.
- She *long straight hair was a rich*.

The corrected form:

- My mother is very beautiful and has white skin.

- She has a white skin.
- My mother is very beautiful and heart good (kind).
- My father is very handsome and he has black skin.
- Nisa has white skin.
- She wears black shirt and blue jeans.
- She has white skin.
- He has fair skin.
- He has dark rich hair.
- She has long straight rich hair.

The students often writing adjective before noun, whereas it must be noun then adjective, like:

- Iyna is the *person perfect*.
- Her face look like *face children*.
- My father is *a man very important in my life*.
- My family live in the *house calm, safe and happy*.

The corrected form:

- Iyna is the perfect person.
- Her face looks like baby face.
- My father is very important man in my life.
- My family live in the calm, safe and happy house.

In comparison the students often write disorder in adjective, like:

- My father is *more harder* than my mother.
- My father *dominant more* than my mother.
- I think my father *more have intellectual* than my mother.
- Her *height is the same with me*.
- I am *same smart as* my sister.

The Corrected form:

- My father is harder than my mother.
- My father more dominant than my mother.
- I think my father have more intellectual than my mother.
- She is as tall as I am.
- I am as smart as my sister.

2. Misordering of Adverb

Some students often write the adverb before the noun whereas it must be written after the noun. The order of adverbs in English is; Adverb of time is put at the beginning of sentence, adverb of frequency coming at the beginning of sentence after subject and too and also can be used at the end of a phrase.

Examples of students' writing:

- She *too is a girl*.
- He *also always does some exercises* to make his muscle be strong.
- I look him very big (fat), and a little bit small, and *also I look him many change*.

- He is *also a funny man*.
- My father is *also a friendly man*.
- *Usually, everyday* I come to her house.
- She *hard works*.
- She *also showed me* the classroom of English Department and the Dormitory.
- I *never been* here before.
- They are *always together fun, happy and sad*.
- I was so happy and *also felt shy*.
- My father *sometimes works* in other people to get money.
- My father and my mother are *worker harder* than us.
- We *always go together to study*.
- I think the experience just *one time*.
- I like English from Islamic Junior High School *till now*.
- Finally, *till now I still study* in IAIN.
- *In there* we took a rest and ate something.
- I work *in my brother in Banjarmasin for this time*.
- I ate *in cafe IAIN* some foods.
- *Sometimes and often* she helps my father works at rice field.
- I *hard never* get money from my parents.
- Thy looked so happy but *childish still*.
- She looks *a lot of younger*.

- *From we were* children, we had a good relationship.

The corrected form:

- She is a girl too.
- He always does some exercises to make his muscle be strong also.
- I look him very big (fat), and a little bit small, and I look him many change also.
- He is a funny man also.
- My father is a friendly man also.
- Everyday I come to her house.
- She works hard.
- She showed me the classroom of English Department and the Dormitory also.
- I never here before.
- They are always happiness and sadness together.
- I was so happy and felt shy also.
- Sometimes, my father works in other people to get money.
- My father and my mother are hard worker than us.
- We always go to study together.
- I think the experience just once.
- I like English from Islamic Junior High School until now.
- Finally, I still study in IAIN until now.
- There, we took a rest and ate something/ we took a rest and something there.
- I work in my brother's place in Banjarmasin for this time.

- I ate some foods in cafe IAIN.
- Usually she helps my father works at rice field.
- I hardly ever get money from my parents.
- They looked so happy but still childish.
- She looks younger.
- We had a good relationship since we were children.

3. Misordering in Sentence

Some of students often leave out to be in a sentence, whereas the pattern on English sentence is S+V+O. There are some students make two verb in a simple sentence without conjunction. Then, there are some students make mistakes in object in sentence that show comparison. The students' writing:

A sentence without to be/verb

- *I proud* my father than my mother, because *he more understand* with me than my mother.
- *My first day at university very tired.*
- *My mother more wise* than my father.
- *My father dominant* more than my mother.
- *It the first time* for me to be a college student.
- *I to be* college students.
- *I unsuccessful* in IAIN.
- *Too many people* that I still did not know.

- *I really enjoyed my daily in this campus.*
- *I enrolled myself in a State Islamic Institute, called IAIN Antasari Banjarmasin.*
- *When she still at Senior High School.*
- *His skin white brown.*
- *Saleh your brother so cool.*
- *I really happy.*
- *When the party start?*
- *The party just in the house.*
- *When I senior high school.*
- *If you confuse about your lesson.*
- *You always in my mind.*
- *His name Rusdi.*
- *We always together.*
- *After long time no see.*
- *Although different, she still my beautiful friend.*
- *His eyes clean.*
- *Just for funny.*
- *His name Andi.*
- *She always wear high heel.*
- *I proud of him.*
- *She older from her friends.*

- *Her nose not very sharp.*
- *She a very attractive teacher.*
- *I always missing her.*
- *He also diligent to brush her teeth.*
- *He also tries be punctual.*
- *Her eyes melancholy.*
- *I proud of my parents.*
- *Did not know how to interaction to another people.*
- *Did not know about their characters.*
- *I proud of their.*
- *I proud be a student at IAIN.*
- *I proud of them.*
- *The clean big brown house.*
- *My mother do more than my father.*
- *I though that was not enough to entered IAIN Antasari.*
- *I not learned about Islamic subject.*
- *I far with my parent.*
- *I really surprised.*
- *I proud of with my father.*
- *My mother more active than my father to take care of children.*
- *My lecturer of PBB Drs. H. Dahli Khairi.*

- I think *my father more have intellectual* than my mother.
- *I alone* here.
- It was difficult for me, *but was* only temporary.
- But now *I feel not* like that.
- *They all very friendly.*
- *She still young.*
- *She more friendly* and had fun class.

The corrected form:

- I am proud of my father, because he can understand me better than my mother.
- My first day at university was very tiring.
- My mother is wiser than my father.
- My father is more dominant than my mother.
- It is the first time for me to be a college student.
- I am a college student.
- I am unsuccessful in IAIN.
- There are too many people that I still did not know.
- I am really enjoying my daily activity on this campus.
- I enrolled myself in a state Islamic Institute, it is called IAIN Antasari Banjarmasin.
- When she was still in Senior High School.

- His skin is dark light.
- Saleh, your brother is so cool.
- I am really happy.
- When did the party start?
- When I was in senior high school.
- If you are confused about your lesson.
- You are always in my mind.
- His name is Rusdi.
- We are always together.
- After a long time we did not see each other.
- Although different, she is still my beautiful friend.
- His eyes are clean.
- It is just for fun.
- His name is Andi.
- I am proud of him.
- She is older than her friends.
- Her nose is not very sharp.
- She is a very attractive teacher.
- I am always missing her.
- He is also diligent to brush her teeth.
- He also tries to be punctual.

- Her eyes are melancholic.
- I am proud of my parents.
- I did not know how to communicate with another people.
- I did not know about their personalities.
- I am proud of them.
- I am proud being a student at IAIN.
- I am proud of them.
- It is a clean big brown house.
- My mother works harder than my father.
- I thought that it was not enough to enter IAIN Antasari.
- I do not learn Islamic subject.
- I am far from my parents.
- I am really surprised.
- I am proud of my father.
- My mother is more active than my father in taking care of children.
- My lecturer in PBB is Drs. H. Dahli Khairi.
- I think my father is more intellectual than my mother.
- I am alone here.
- It was difficult for me, but it was only temporary.
- But now I am not feeling like that.
- They all are very friendly.

- She is still young.
- She has a friendly and fun class.

Without verb is: *I long time* to can adaptation without my parent. It should be: I need a long time to adapt without my parents.

There are some students who wrote the verb twice without conjunctions, whereas only one verb is needed, such as:

- It *is was* very beautiful.
- I *am was graduated* from Senior High School.
- They *was graduated* from SMA.
- They *are share* about their problem.
- I *like went* to library with my friends.
- My best mother *is cares* about me.

The corrected form:

- It was very beautiful.
- I graduated from Senior High School.
- I am not too clever in the Arabic language test.
- They graduated from SMA.
- They can share their problems with one another.
- I went to the library with my friends.
- My best mother cares about me.

A sentence without the subject:

- *Must be prepared* the best performance from my skill.
- *The place which I share anything.*
- *Don't know in the way*

The corrected form:

- I must prepare the best performance for my skills.
- She (my mother) is the person with whom I share anything.
- I don't know the way.

Misordering in comparison sentence:

- She is not only my mother, but I can also consider he my friend.
- She is three years older than *me*.
- Nor Anisa is one year younger than *me*.
- He is older than *me*.
- She is older than *me*.
- He is older two years than *me*.
- I very honey with *he*.
- He is older than *me*.
- *She younger than me.*

The corrected form:

- She is not only my mother but also my friend.
- She is three years older than I am.
- Nor Anisa is one year younger than I am.

- He is older than I am.
- She is older than I am.
- He is two years older than I am.
- I really love my honey.
- He is older than I am.
- She is younger than I am.

b. Analyzing of interference that made by students in their English writing

There are three kinds of interferences. The writer will analyze the students' writing and classify each.

1. Phonological Interference

The students often write based on the sound of word, whereas in English the pronunciation of word is often not the same as the spelling.

Students' writing:

- My father more *dominan* than my mother.
- I was afraid if I *unsucessful* in IAIN.
- I have someone special in my *live*.
- He is a very *hensom* person.
- He has *fointed* nouse.

The corrected sentences:

- My father is more *dominant* than my mother.
- I was afraid if I would be *unsuccessful* in IAIN.
- I have someone special in my *life*.
- He is a very *handsome* person.
- He has *pointed* nose.

- His hair is *strike* hair.
- I have an *actractive* aunt.
- Give me a great time to try in the *kithen*.
- She always wear high *hill*.
- I was a guide and the *bodiguard*.
- She wear *sirt* black colour and jeans blue.
- He always use jeans and T-surt
- She is also wears a necklace and *earings*.
- Hopefully, am the next, *amin*
- If my father was wrong, my mother gives *comperension*.
- I felt *nervouse*.
- My father and my mother *same* *imfortant*.
- I *lift* out my home to my *bording* house in IAIN.
- I am far with my *farent*.
- My father is a *bisnisman*.
- He has *straight* hair.
- I have an *attractive* aunt.
- Give me much time to try it in the *kitchen*.
- She always wears high *heel*.
- I was a guide and a *bodyguard*.
- She wears black *shirt* and blue jeans.
- He always uses jeans and T-shirt.
- She also wears a necklace and *earrings*.
- Hopefully, I am the next, *amen*
- If my father were wrong, my mother would give *comprehension*.
- I felt *nervous*.
- Both my father and my mother are *important*.
- I *leave* out my home to my *boarding* house in IAIN.
- I live far away from my *parents*.
- My father is a *businessman*.

- My mother is *dissiplint* when doing something.
- I *pround* be a student at IAIN.
- My father's job is *businessman*.
- My father is *frindly*.
- His *parrent* is rich person.
- When I was sad he had to *cousele*.
- She looked *fater* than before.
- She *drees* very neatly.
- My parents were *bussinesman*.
- I must be a *succesfull* girl in IAIN.
- My mother is *discipline* when she is doing something.
- I am *proud* being a student at IAIN.
- My father's job is a *businessman*.
- My father is *friendly*.
- His *parents* are rich.
- When I was sad he gave me advice.
- She looked *fatter* than before.
- She *dressed* very neatly.
- My parents were *businessman*.
- I must be a *successful* girl in IAIN.

2. Grammatical Interference

Grammatical interference includes morphological aspect and syntactic aspect. Grammatical aspect made by students in English writing are the same with list in misordering of adjective and adverbs (see page 68-73), whereas syntactic aspect made by students in English writing are the same as misordering in sentence (see page 74-81).

3. Lexical Interference

Lexical interference occurs in students' writing. For examples:

- My father graduated from *S.M.A*.
- My father finished his study in *PGA*.

- When there were activities such as *Arisan* and *Selamatan* she always helps.

The corrected form:

- My father graduated from Senior High School.
- My father finished his study in Islamic Teacher Education.
- When there were activities such as women's meeting and party she always helps.

The above analysis and results provide evidence of interference of Indonesian word order in the students' English writing. This was clearly shown in the way that some learners used Indonesian word order when writing English. The interference occurs in word order of adjective, adverb and in sentence.

Every language has variety in the pronunciation and stress patterns of the languages, in grammatical structures, in word order, tense usage, verb inflections, in style, and in the way they deal with questions and negatives, and in the spelling and morphology of individual words. It is as important to be aware of these similarities and differences when we are learning a language.

Admittedly, there are some limitations of this research. It was based on the analysis of students' writing tasks in the classroom. As such, there was a limited range of language features analyzed; the focus of analysis is on word order.