INDONESIAN SYNTACTIC INTERFERENCE IN ENGLISH ESSAYS OF ENGLISH EDUCATION PROGRAM STUDENTS FACULTY OF EDUCATION AND TEACHER TRAINING UMSU

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Abstract: In formal educational institutions, mastering English as a second language is a must, especially for students majoring in English. Language mastery often poses challenges because each language has different elements. Proficiency in a foreign language such as English involves mastering four language skills, including writing essays. This study presents research results regarding Indonesian syntactic interference in English essays. This study used a descriptive qualitative method. The analysis begins by reviewing all available data from respondents, and the steps are 1) Collecting exam data, 2) Identifying errors due to syntactic interference, 3) Classifying errors according to indicators of syntactic interference, and 4) Explaining student errors in English essays. Research findings show that, although many students can write English essays with correct grammar, students, especially in their fourth semester at FKIP UMSU, still show the influence of Indonesian in the sentence structure of their English essays.

Keywords: Syntactic Interference, Essays, Indonesian, English, Students

Abstrak: Dalam lembaga pendidikan formal, penguasaan bahasa Inggris sebagai bahasa kedua menjadi suatu keharusan, terutama bagi mahasiswa yang mengambil jurusan Bahasa Inggris. Penguasaan bahasa seringkali menimbulkan tantangan karena setiap bahasa memiliki unsur yang berbeda. Kemahiran dalam bahasa asing seperti bahasa Inggris melibatkan penguasaan empat keterampilan berbahasa, termasuk kemampuan dalam menulis karangan. Studi ini menyajikan hasil penelitian mengenai interferensi sintaksis bahasa Indonesia dalam esai berbahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Analisis dimulai dengan meninjau seluruh data yang tersedia dari responden, langkah-langkahnya 1) Mengumpulkan data ujian, 2) Mengidentifikasi kesalahan akibat interferensi sintaksis, 3) Mengklasifikasikan kesalahan menurut indikator interferensi sintaksis, 4) Menjelaskan kesalahan siswa dalam esai bahasa Inggris. Temuan penelitian menunjukkan bahwa, meskipun banyak mahasiswa mampu menulis esai bahasa Inggris dengan tata bahasa yang benar, namun mahasiswa yang terutama berada disemester keempat di FKIP UMSU masih menunjukkan pengaruh bahasa Indonesia dalam struktur kalimat dalam esai bahasa Inggris mereka.

Kata Kunci: Interferensi Sintaksis, Esai, Bahasa Indonesia , Bahasa Inggris, Mahasiswa

INTRODUCTION

In learning English, there are often errors made by students influenced by Indonesian as their first language, namely in the form of deviations from the rules or

structures of English. Factors that can affect the English mistakes of Indonesian-speaking students are the different systems and rules of the two languages. The first language (Indonesian) influences the second language (English). During the second language learning process, students experience difficulties because English rules differ from the first language. Knowledge of the first language (Indonesian) is already embedded in students' minds, so in learning the language, they will have difficulty following the rules of the second language learned through formal education. Thus, students often transfer elements or structures of the first language (Indonesian) when producing the second language or English. Transferring from the first to the second language is positive because it does not affect the structure and other elements of the second language. In comparison, a negative transfer affects the structure and other elements in the second language, and negative transfer is meant by interference (Hidayat & Setiawan, 2015).

The initial data found deviations in the form of interference from student utterances, namely:

1. What you take?
2. You not study yesterday

The English sentence above does not follow the correct English structure and rules: "What did you take and you didn't study yesterday". The error occurs due to the influence of Indonesian language patterns, namely:

1. Apa yang kamu ambil?
2. Kamu tidak belajar kemarin

Language contact occurs in bilinguals and causes mutual influence between the first and second languages. This mutual influence can occur in every language element, such as syntax and morphology. The first language system in the second language is known as transfer. If the resulting transfer system does not affect the target or second language rules, it does not cause strangeness in the positive transfer language. However, if the system contradicts the second language, it will produce irregularity in meaning (negative transfer), known as interference. Thus, interference can be understood as a form of error caused by bringing the speech habits of the dialect or first language into the dialect of the second language.

Furthermore, language interference, often called "language transfer," is a phenomenon in which language users who have mastered one language (first language or mother tongue) tend to influence the mastery of the second language being studied. In the context of mastering English by Indonesian-speaking students, Indonesian language interference could be a factor that influences their mastery of English. Here are some ways Indonesian language interference can affect students' mastery of English: pronunciation, grammar, comprehension, speaking patterns, and writing style (Chaer & Agustina, 2004; Chaer & Agustina, 2010).

In Agustina's (2009) research, she examined Indonesian language interference with English language learning for elementary school students. This study found that morphological interference in English was observed in the reduplication process. In contrast, syntactic interference was identified through the absence of "to be" (is, are), the absence of articles, and inversions in the order of adverbial phrases in English sentences.

Basuki (2022) focused on grammatical errors caused by Indonesian language interference in students' essays, identifying nine types of interference: plural noun forms, subject-verb agreement, tenses, and word forms. Kosasih (2019) discusses interlingual and intralingual interference in English narrative essays written by Indonesian students, but specific findings regarding Indonesian language interference are not mentioned. Overall, this paper shows that Indonesian language interference can cause grammatical errors and the use of native-language sentence structures in students' English essays.

To overcome the interference of Indonesians in students' mastery of English. Providing suitable training, focusing on the main differences between the two languages, and providing relevant exercises are essential. Lecturers can also help students with correction and feedback on language errors produced by interference. In addition, active practice of speaking, listening, reading, and writing in English will also help students improve their mastery of English. It is the main problem underlying this research. The specific purpose of this research is to find out some of the uses of word structures that do not follow English rules that will be found in the English essays of fourth-semester students of the English education program at FKIP UMSU. This research has a high level of urgency, where discovering some of these problems can motivate Lecturers of English structure and Writing Skills to pay more attention to word structure errors in student writing, especially students of the FKIP UMSU English education study program.

LITERATURE REVIEW
Interference

Interference is a deviation from the norms of each language that occurs in bilingual speech due to knowing more than one language (Meisel, 2004; Meng, 2000, 2001; Budiarty, 2013). Interference is generally regarded as a speech symptom that only occurs in bilinguals, and the event is a language deviation. Thus, interference can be understood as a form of error caused by bringing the speech habits of the dialect or first language into the dialect of the second language (Grosjean, 1982; Hidayat & Setiawan, 2015). This contact causes mutual influence in its application between the first language system and the use of the second language system, and vice versa. The negative impact of using two languages alternately causes deviation from the rules or elements of each language in bilingual speech). The influence of language, as a result of language contact, occurs in the form of taking one element from one language when speaking or writing in another language (Diani et al., 2019; Turaeva, 2020).

Language contact occurs in bilinguals and causes mutual influence between the first and second languages. This mutual influence can occur in every language element, such as syntax and morphology. The first language system in the second language is known as transfer. If the resulting transfer system does not affect the rules of the target language or second language, then it does not cause strangeness in that language (positive transfer). However, if the system contradicts the second language, it will produce irregularity in meaning (negative transfer), known as interference. That is, interference can be defined as using the first language system in using or applying the second language.

Interference is one of the language's most significant, most important, and dominant symptoms (Firmansyah, 2021). According to its nature, it is divided into three parts, namely: (1) active interference, namely habits that exist in the second language; (2) passive interference, which is not used in the form of the second language due to the absence of the form or pattern of that form in the first language, and (3) variational interference, namely certain diverse language habits in the first language are also carried over into the second language. This interference is found at all levels of linguistic elements, how to pronounce words and sentences, and how to form words or express phrases and sentences.

Thus, interference can be understood as a form of error caused by bringing the speech habits of the dialect or first language into the dialect of the second language. English interference that occurs in Indonesian speakers is caused by the influence of the habitual teachings of Indonesian as the primary language, and the language system is transferred into the teachings of English. As the language most mastered by its speakers, Indonesian will significantly influence the acquisition of the following language (English). Language influence, as a result of language contact, occurs by taking one element from one language when speaking or writing in another language.

Syntax

Chair et al. (2010) say syntax concerns words concerning other words or elements as a speech unit. It is the origin of syntax itself, which comes from the Greek word "sun", which means with, and the word "tattein", which means putting together words into groups of words or sentences. According to Butar-Butar (2021), syntax is a branch of linguistics that concerns the arrangement of words in sentences. Syntax deals with the structure between words or the external structure. Based on this limitation, it can be seen that the sentence is the largest unit in syntax, and each language has its own syntactic rules, which, of course, cannot be applied arbitrarily to the use of other languages.

There are three main aspects in syntax: words as the smallest element, sentences as the most significant element, and patterns as the rules for preparing sentences. It aligns with what Ramadhani (2017) stated: syntax is the study of word combination patterns to form sentences.

The term syntax, according to Bahrani (2009), is quoted from the Dutch "Syntaxis", while in English, the term "syntax" means a part or branch of linguistics that thoroughly discusses the ins and outs of discourse, sentences, clauses, and phrases originating from systematic word arrangements to provide excellent and correct meaning. Meanwhile, Moeliono (2000) explains that the term syntax provides an understanding of the study of the rules of combining words into larger units such as phrases and sentences. The explanation illustrates that the meaning of the unit included in syntax is phrases and sentences with words as the basic unit of formation.

The definition and understanding put forward by these linguists can be concluded that syntax is a linguistic term and English syntax, which means word order. Thus, the definition of syntax can be concluded as part of grammar that provides a variety of word combinations into structurally arranged sentence units starting from phrases, clauses, and sentences so that the structured word arrangement has a good and correct meaning.

RESEARCH METHODOLOGY

Research Design

Based on the problems formulated in this study, this research uses descriptive qualitative research methods. This research is classified as descriptive research because researchers are directly involved in the field to collect the data needed. The data source is fourth-semester English Education Study Program students at FKIP UMSU.

Data Collection

The sampling technique is using purposive sampling. The researcher assumed that the fourth-semester students had attended the intensive language program for two semesters, and the writing course was a compulsory course followed by students of the English Education Program at FKIP UMSU. The research instrument used in this study was a test instrument. The test instrument in question is a free essay. The researcher provided several titles of English essays relevant to the writing teaching material in the writing book as a student handbook. The test instrument revealed the types and patterns of Indonesian syntactic interference in students' English essays by paying attention to the leading indicators, namely the use of phrases, the use of clauses, and the use of sentences.

Data Analysis

The data analysis technique in this research uses the analytic method. In this study, researchers analyzed or described the interference in English essays. The analysis starts with reviewing all available data from the respondents: 1. Collecting the test data; 2. The errors due to syntactic interference are identified; 3. Classifying the errors according to the indicators of syntactic interference; 4. The explanation of the students' errors in English essays. The data analysis technique in this study uses interactive techniques, including three components: data condensation, data presentation, and conclusion drawing (Miles, Huberman, and Saldana, 2014).

FINDINGS AND DISCUSSION

Findings

This research refers to problem formulation and data analysis. The results of data analysis are presented in this report, namely syntactic interference in English essays of fourth-semester students of the English study program FKIP UMSU based on the results of data analysis collected through writing tests. The analysis of the student's English writing test is presented from the form of syntactic interference, which is divided into three parts, namely: (1) interference in phrasing, (2) interference in clauses, and (3) interference in sentences.

Results of Syntactic Interference Data Analysis

Based on the data on Indonesian syntactic interference in English essays, the researcher can categorize syntactic interference in English essays of fourth-semester students of the English study program FKIP UMSU into 3 parts. When viewed from the completeness of learning, the achievement of learning completeness in learning syntax through English essays is quite well achieved by students because of the 15 essays, only 5 phrases categorized as misconstrued, 15 clauses, and 17. Sentences in which interference

occurs. The interference that occurred in the students' essays in writing English essays was caused by the incorrect use of to be and the use of verbs in a sentence, so the researcher assumed that the errors were due to the influence of Indonesian syntactic interference. The occurrence of clause arrangement interference in students' English essays is caused by their lack of understanding of the clause structure consisting of verb clause, noun clause, adjective clause, adverb clause, and clause. The clause arrangement is not based on Indonesian structure or follows English grammatical rules.

Furthermore, interference in sentence construction is not caused by the lack of knowledge of students who can understand the construction of English sentences but by using appropriate verbs in English sentences. The types of interference done by students in the preparation of sentences in English essays are (1) complete sentence construction in the form of subject + object + predicate, (2) sentence followed by verb sentence, (3) sentence followed by an adjective, (4) sentence followed by adverbial, (5) sentence followed by a noun, and (6) sentence followed by a preposition.

1. Phrasing Interference

Based on the achievement of data on the interference of phrasing done by fourth-semester students of the English study program FKIP UMSU in their English essays, the researcher categorizes the arrangement of phrases as many as four types, namely: (1) noun phrase, a noun with a noun, noun with an adjective, noun with a preposition, and noun with possessive and (2) preposition phrase: preposition with adverbial of place (adverb of place preposition), preposition with verb (verb preposition), and preposition as a trap.

1) Noun phrase interference

The findings of noun phrase interference in 15 English essays are as follows:

a) Noun with an adjective. The forms of noun phrase interference with adjectives are: (1) *Older peopl*e .... should be *adult people.....* (2) *experience a good....* should be *a good experience.*

The word structure in phrase number 1 is not due to a pattern error in English but the improper use of adjectives in the phrase caused by the influence of Indonesian. Because the Indonesian language does not recognize the difference between "*older*", meaning "*orang tua*", and "*adult*", meaning "*orang dewasa*".

The English structure rule is adjective + noun, while the Indonesian structure has a noun + adjective arrangement. Phrase data findings in number 2 show that the phrase is structured based on the Indonesian language structure, so the phrase is categorized as an incorrect English phrase because it is influenced by Indonesian language interference.

b) Noun with a noun. The form of interference of noun phrase with a noun is: ...., *a lively challenge that fantastic .....* should be *.....a lively challenge fantastic.*

2. Clause Construction Interference

Based on the data on clause arrangement interference, the researcher found verbal, nominal, adjective, adverbial, and prepositional clauses. The interference of clause arrangement are (1) verb clause, namely: *My teacher always say "don't give up", The experience is a system that change ..., If I am a rich people, I believe the variety unequaled anywhere, But my mother don't give agreement, I believe they are capable of*

teaching, I think my school like is olden castle, When we were study, we were mistake, He was heard these girls very afraid., This my experience is very important, (2) noun clause, namely: *That all my dream, I hope ....,* (3) adjective clause is: *When we were mistakes, the supervisor .....*

1) Verb Clauses

The forms of verb clauses are:

a) *My teacher always says "don't give up"* should be *my teacher always says "Don't give up".*

This form of clause interference occurs because it is influenced by the Indonesian "*guru saya selalu berkata 'jangan menyerah*". The verb "*say*" is incomplete because this activity uses a simple present pattern characterized by "*always*' where the subject in the sentence is singular, then the verb "*say*" must be added "*s*" to become "*says*".

b) *The experience is a system that changes...*should be *the experience was a system that changed...*

This clause form occurs because Indonesians influence it. The use of "*is*" is not appropriate to say an activity that is taking place in the past, so to be "*is*" is replaced by "*was*".

c) *If I am a rich person,* it should be *If I were a rich person.*

This clause form occurs because it is influenced by the Indonesian "*jika saya orang kaya*". Using to be "*am*" is inappropriate in a supposition sentence that begins with if, then to be "*am*" is replaced with *were*.

d) *I believe the variety unequaled anywhere* should be *I believed the variety unequaled anywhere*.

This clausal interference occurs because it is influenced by the Indonesian "*Saya yakin ada berbagai keadilan dimana-mana*". The use of the word "*believe*" is not appropriate for the event that has occurred. Therefore, the verb "*believe*" is changed to *believed*".

e) *But my mother don't give agreement* should be, *but my mother did not give agreement.*

This form of clause interference occurs because it is influenced by Indonesian. In the English structure, the auxiliary "*don't*" should be changed to "*didn't*" as a past tense.

f) *I believe they* were *capable of teaching* should be *I believed they were capable of teaching*.

This clausal interference occurs because it is influenced by the Indonesian "*Saya yakin mereka mampu mengajar*". The use of the word "*believe*" does not is appropriate for events that have already happened because the verb "*believe*" becomes "*believed*".

f) *I think my school like is olden castle* should be *I thought my school was like olden castle*.

This form of clause interference occurs because it is influenced by the Indonesian "*Saya kira sekolah saya mirip olden castle*". This event has happened in the past. Therefore, the verb "*think*" should be changed to "*thought*" and from "*is*" to "*was*".

g) *When we were study, we were mistaken* supposedly, *when we were studying, we were mistaken...*

This form of clause interference occurs because it is influenced by the Indonesian "*ketika kami sedang belajar, kami merasa bersalah*". In the English structure, to be "*were*" must be followed by an "*-ing*" verb. Therefore, the verb "*study*" becomes "*studying*".

i) *He <u>was heard</u> these girls were very afraid* should *he <u>heard</u> these girls were very afraid.*

j) *If you know it, maybe <u>you laugh</u> .... if you know it, maybe <u>you</u> <u>will laugh</u> ......*

This form of clause interference occurs because it is influenced by the Indonesian "*jika kamu tahu, kamu mungkin akan tertawa*". In the English structure, using two suppositional sentences *if....,* one of the two sentences must use the "*future*" sentence pattern after the subject followed by "*will/shall*".

k) *When <u>we were laugh</u> very hard ....* should be *when <u>we were laughing</u> very hard ...*

This form of clause interference occurs because it is influenced by the Indonesian "*ketika kami tertawa kencang*". In English structure, after to be must be followed by a verb (-ing), noun, or adjective.

l) *..because I could not sleep and I <u>think</u> ...* should be *because I could not sleep and I <u>thought.</u>*

This form of clause interference occurs because it is influenced by Indonesian. In English, parallel verbs using the conjunction "*and*" must be equivalent. The verb "*could not sleep*" in the first sentence and the verb "*think*" in the second sentence should be changed to "*thought*" because the events happened in the past.

2) Noun Clause

Forms of Nominal Clause interference are:

a) *<u>That all</u> my dream, I hope....*So *<u>that is all</u> my dreams, I hope...*

This clausal interference occurs because it is influenced by the Indonesian "*semua itu adalah mimpi*". The clause does not use to be. Meanwhile, the English structure must use "*to be*".

b) *<u>This my</u> experience very important* should be *<u>this is/was my very important</u> experience*

This form of clausal interference occurs because it is influenced by Indonesian "*ini adalah pengalaman yang sangat penting*". The clause does not use to be. Whereas the English structure must use "*to be*". Similarly, the phrase arrangement error does not follow the rule "adjective + noun".

3) Adjective Clause

a) *When we were mistakes, the supervisor ....*should be *when we were mistaken, the supervisor......*

This clausal interference occurs because it is influenced by the Indonesian "*ketika kami merasa bersalah, pembimbing*". The use of mistakes after to be "*were*" is incorrect. It should be "*mistaken*". In English structure, after to be must be followed by a verb (-ing), noun, or adjective.

3. Sentence Construction Interference

The data obtained from the results of the study showed that from 15 student essays, researchers found 16 types of sentences that were incorrectly arranged, which occurred because Indonesian sentences influenced them. The types of sentence interference produced by students in English essays are sentences followed by verbs, namely: *I am*

playing football, I often play guitar with my friends, We used to Arabic and English language, We were adaptation one with another, It started in the morning at the end in the night, why I was afraid to ghost, We talked and joked together, On Sunday, we must worked or cleaning the room, I take a bath in the bathroom.

Further examples of sentence interference followed by adjectives are: *I am very happy there), Everyone is so exciting and they like giving a hand, I was hopeless at the time and decided to stop school. Most of the professors and lecturers are interesting, These voice very slowly but we could hear.*

The quotes of sentence interference followed by nouns are: *It was the first time I lived in boarding house, We were activities are public speaking in English.* Thus, the types of sentence interference produced by students in their English essays are (1) sentences followed by verbs, (2) sentences followed by adjectives, and (3) sentences followed by nouns. 1) Sentences followed by verbs are:

a) *I am playing football,* should be *I played football*

b) *We talked and joke together,* should be *we talked and joked together*

c) *I take a bath in the bathroom.* Should *I took a bath in the bathroom*

Based on the rules in English, the pattern/sentence structure above is correct, but when viewed based on the meaning/function of the sentence, the use of the verb is not correct. The sentence structure above is the present continuous tense (S + to be + verb-ing + noun). If transferred into Indonesian, the verb's meaning is doing, even though the event happened in the past. Using the Simple Past pattern (S + V-2) is the correct sentence structure. So, the verb used is *played*. In sentence b, two verbs are parallel, so both must use the same verb form, namely the past form, and sentence c uses the simple present pattern (S + V-1), so if interpreted in Indonesian, the meaning of the verb is done repeatedly, while the event occurred in the past.

d) *We were adaptation one with another*, should be *we adapted with each other*

e) *I often playing guitar with my friends*, should be *I often play guitar with my friends*

The sentence structure above does not require verb-ing. The event is performed repeatedly, which is characterized by often. The sentence pattern used is (Subejct + verb-1).

f). *We used to learn Arabic and English language*, should be *We used to learn Arabic and English language*.

The sentence structure above is incomplete where the complete sentence pattern has at least S + verb, but the sentence above has a Subject + used to (modal) + Noun pattern, so a verb must be added, namely *learn*.

2) Sentences Followed by Adjectives is:

a) *I am very happy there,* should be *I was very happy there*

b) *Everyone so exciting and they like gives a hand,* should be *Everyone is so exciting and they like gives a hand*

c) *I hopeless at the time and decide to stop school,* should be *I was hopeless at the time anddecided to stop school*

d) *These voice very slowly but we could hear,* should be *These voice was very slowly but we could hear*

e) *Most of the professors and lecturers interesting* should be *Most of the professors and lecturers are*

interesting

In English rules, when constructing a sentence followed by an adjective, it must be used to be and be adjusted to the time situation and the choice of subject, as in this pattern (Subject + to be + adjective). The Indonesian sentence structure followed by an adjective does not require an auxiliary word like to be in English.

3) Sentence Followed by a Noun, ie:

a) *We were activities are public speaking In English,* should be *Our activities were public speaking In English.*

b) *It was the first I lived in boarding house,* should be *It was the first time for me to live in boarding house*

If transferred into Indonesian, the above noun form has two double nouns with ambiguous meanings: we and activities. The two nouns can be combined into one form: our activities.

Discussion

In sociolinguistics, Indonesian people use only one language but at least two languages, namely the mother tongue or regional language and the national language or Indonesian. The habit of using two or more languages alternately is called bilingualism. If there is a dislocation of the language structure used in another language, it will be called interference. Furthermore, Fauziati (2016) states that in the interference process, three elements take part: the source language, the absorbing or recipient language, and the element of absorption or importation. In the event of language contact, it is possible that on one occasion, the language is the source language, while on another occasion, it is the recipient or absorbing language.

Furthermore, Moeliono (2000) says that observers of language contrastive analysis use the term interference for second language learning situations. Interference occurs when speakers of the first language are unfamiliar with the second language being learned. Ba'dulu et al. (2004) divide interference into two meanings, namely (1) lexically, interference means the mixing of the first language system into the use of the second language being learned so that "mixing up" and disturbing occurs, and (2) the meaning of interference in terminology is the occurrence of deviation caused by language contact. The system or elements of the first language into the second language learned by second language learners cause major sound, structure, vocabulary use, and syntax errors. Concerning the explanation of interference above, the process of language interference that results in language errors can be seen in Figure.
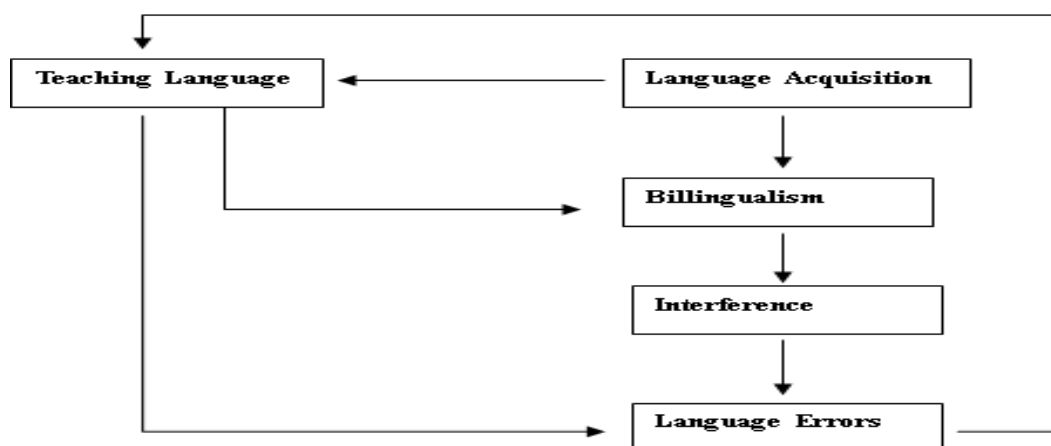
Figure 1: Language interference process

Previous research collectively states that Indonesian syntactic interference is a common problem in English essays written by Indonesian students. Syarif (2014) identified limited vocabulary and lack of English language competence as linguistic factors contributing to grammatical interference in syntax, morphology, and lexicon. Sumaranama and Kadek (2013) focused on syntax and highlighted errors in the choice of word categories and the use of copula words as interference caused by the lack of clarity in word categories in Indonesian. Munif and Setiawan (2020) studied the translation of Indonesian texts into English and identified syntactic problems such as reverse phrase order, parallelization, and the absence of articles and passive sentence structures. Chaira and Topan (2017) explored syntactic interference in English phrases and found that students often applied Indonesian language structures, resulting in incorrect English phrases. This paper highlights the prevalence of Indonesian syntactic interference in English essays and emphasizes the need for targeted teaching to address this problem.

CONCLUSION

Based on the data analysis and discussion of the research results, the author suggests the following conclusions about Indonesian syntactic interference in English essays: The interference of Indonesian phrasing in English essays of fourth-semester students of the English study program FKIP UMSU 2022/2023 is grouped into three categories, namely: Verb clauses, adjective clauses, and adverb clauses. Interference in the preparation of clauses in English essays of fourth-semester students of the English study program FKIP UMSU is grouped into three categories: verb phrases, adjective phrases, and noun phrases. Sentence construction interference consists of interference in sentences followed by verbs, sentences followed by adjectives, and sentences followed by nouns. Based on the above findings, the author suggests several things related to English language learning at FKIP UMSU: writing course lecturers provide more practice, point out mistakes, and ask for corrections. If this is done repeatedly, the researcher believes that in time, students can find mistakes and correct them independently without getting help from others.

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