

CONTRASTIVE ANALYSIS OF FRENCH AND INDONESIAN DEVERBAL NOUN AND IT'S PEDAGOGIC IMPLICATIONS IN FRENCH LEARNING

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This research aimed to describe the nominalization of French and Indonesian language deverbal noun and it's implications in French learning for Indonesian speakers. The data was collected from various printed sources; dictionaries, short stories, and texts. The data were analyzed by using referential identity method and distributional method.

The results of the research show that (1) there are similarities both morphologically and semantically in the pattern of formation of French and Indonesian noun deverba. Verbs ending in -er in French tend to have similarities in the pattern of forming noun deverbs in Indonesian, namely by affixation. (2) There are similarities, the formation of noun deverba in French and Indonesian also has differences. The difference is related to prefixation. French does not have noun-forming prefixes, while Indonesian has noun-forming prefixes. (3) In terms of composition, there are differences in the pattern of morphological procedures in forming noun deverba. The difference is due to the fact that in Indonesian, the base of a verb that collocates with a noun or adverbial category, remains a noun, while in French, the pattern can form a noun. (4) The similarity in the formation of noun deverba in French and Indonesian provides an advantage for Indonesian mother tongue learners because they can remember the pattern and use it in French. (5) The difference in morphological procedures for the formation of noun deverba in French and Indonesian can provide difficulties for learners of the Indonesian mother tongue because negative interference can occur, namely the use of Indonesian morphological patterns in French.

Keyword: nominalization. French, Indonesian, noun, verb, deverba

1. Introduction

Each human language in communication has its characteristics. The Norms between one language and another have similarities and differences. This is one of the characteristics of language. As a system, every language has the norms that are used and must be obeyed by speakers of the language. Likewise, with French and Indonesian, these two languages come from different language families. They have also similarities and differences in the system of language.

One of the specific rules of language in French, which is included in the Romance language family, is the change in its lexical form, such as verb conjugations and concordats that are adjusted to the type and number of subjects in the sentence. In the morphological system, it appears in the

changes and adjustments in the formation of verbs, nouns and adjectives. The process of word formation (morphological process) in French and Indonesian has a different characteristic. For Indonesian language learners, this often creates problems. They will mix Indonesian rules with French rules in communication. The mixing of language elements by speakers often causes errors when they use the language they are learning, which is caused by the interference of their language (Indonesian) into French. One effort to overcome this problem is to analyze the differences in word formation in French and Indonesian. It can be done using contrastive analysis. Contrastive analysis is a branch of linguistics that examines language systems by comparing two or more languages to find similarities and differences in the languages being compared (Poedjosoedarmo, 2003:

49, Verhaar, 2010: 139-199). In this research, we will explain the formation of flexional and derivational nouns in French and Indonesian to see the differences related to the grammatical system of French and Indonesian.

Lado (1975) explains that contrastive analysis is a method used to describe the difficulties or even the ease with which learners learn a foreign language. Contrastive analysis not only compares linguistic elements and linguistic systems, both a foreign language (L2) and the mother tongue (L1) but also compare and describe the cultural backgrounds of the two languages so that the results can be used to teach a second or foreign language.

a. Contrastive Analysis.

According to James (1986: 20), the contrastive analysis is based on transfer theory in behaviourism psychology which is called the Stimulus-Response psychology theory. Contrastive analysis as a work procedure is an activity that tries to compare the structure of L2 with the structure of L1 to identify the differences between the two languages. These differences can be used as a basis for predicting the difficulties or obstacles in learning the language that will be faced by students at school, especially in learning foreign languages (L2).

Lado (in Dessoutter, 2019) says that contrastive analysis is a branch of applied linguistics that began to develop in the 20th century in America. Initially, contrastive analysis was used in the form of comparative analysis for learning purposes. Quoting Lado's opinion, Dessoutter (2019) said that if a learner whose mother tongue is close to the foreign language which he is studying, it will be easier for him to learn it. And vice versa, if the learner's mother tongue is very different from the foreign language, he will have many difficulties in learning it. It is said further, with contrastive analysis, namely by comparing the similarities and differences of the two language elements (L1 and L2), we can estimate which grammar can cause

difficulties in learning foreign languages and which grammatical elements can facilitate foreign language learning. Meanwhile, Giacobbe (via Dessoutter, 2019) says that there are three main postulates to the thesis put forward by Lado, they are :

- a. The use of language depends on the system of language habits that have developed since the learner was still a child. Learning a new language is essentially developing new habits.
- b. The transfer phenomenon arises because of the similarity between the learner's mother tongue and the foreign language which he is learning.
- c. The phenomenon of interference occurs because of the many differences between the foreign language which he is learning and the learner's mother tongue.

Hartman and Stork (via Ikmi, et al, 2019) state that contrastive analysis is a study that aims to examine the differences and similarities between two or more languages, including the dialects of that language. The purpose of the analysis itself is to find rules that can be used in practical use, in language learning, for example.

b. Nominalization

Nominalization is **the use of a word that is not a noun** (e.g., a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase. The word nominalization means the process of forming nouns from other word classes by using certain affixes; or the process or result of forming a nominal class unit from words, phrases, clauses, or other class sentences (<https://kbbi.web.id/nominalisasi>). Meanwhile, Harimurti Kridalaksana (1993) says that nominalization is the process or result of forming nouns from other word classes by using certain affixes.

In line with previous opinions, Jaquey and Knittel (2015) state that the term nominalization is related to the process of forming nouns from the basic categories of verbs or adjectives. Thus, the

noun *construction* (N) and *habileté* (N) in French, for example, are two nouns that undergo a morphological procedure of nominalization from *construire* (V) which is in the verb *y*, and *habile* (adj) which is in the adjective.

Somewhat different from the previous opinion which considers nominalization to be related to changing a lexical category into another lexical category, Dubois (2002) considers that nominalization is a transformation that changes a sentence into a nominal syntagm, which occupies the position of a nominal phrase in a compound sentence. This opinion focuses on changing from sentences to nominal phrases. For example, Dubois (2002) says that the sentences (a) *Pierre croit cela* 'Pierre thinks that' and (b) *Paul est arrive* 'Paul arrived' can be formed into compound sentences (c) *Pierre croit que Paul est arrive* 'Pierre thinks that Paul arrived'. In a compound sentence (c), the sentence (b) becomes a subordinate clause that a function as a nominal syntagm of the main sentences (a) *Pierre croit cela*.

Lehmann (via Rosyid and Bernadus, 2016) says that deverbal nouns are the result of the derivational process from the verb category to become a noun. In French, the morphological procedure of deverbal nouns can be done in several ways, including by affixation, removing the suffix of the infinitive verb, maintaining the form of the infinitive, and by the composition.

Meanwhile, Namer (2010) suggests that a verb or adjective that undergoes a nominalization process will have a change in meaning. There are 8 possible changes in the meaning of nominalization, namely as follows.

- a. *Produit (résultat)* : (une) construction, (une) traduction
- b. *Moyen* : (un) emballage, (un) revêtement
- c. *Etat (propriété)* : (l') ensoleillement, (l') immersion.
- d. *Manière* : (la) marche, (une) évolution

- e. *Groupe humain* : (l') administration, (l') entourage
- f. *Période* : (la) floraison, (l') hivernage
- g. *Lieu* : (la) plantation, (le) garage
- h. *Trajet* : (la) descente, (la) promenade

A contrastive analytical approach can improve foreign language learning. Kissova's research (2018) in Slovakia shows that a contrastive analytical approach can improve English pronunciation skills for Slovak mother-speaking learners. Brown (2008) says that the structuralists put forward a contrastive analysis hypothesis (Contrastive Analysis Hypothesis) in language barrier learning. It is said that the main obstacle to the acquisition of a second language is the interference of the first and second language systems. Furthermore, the list of linguistic contrasts between the first and second languages can be used by linguists to predict the difficulty of learning a second language.

2. Research Method

This research will explain the problems related to the difference in word-formation focusing on the nominalization of the French and Indonesian languages. It is based on the idea that construction in nominalization is one of the essentials for speakers to be able to use a language well. Mastery of noun construction describes the basic ability of language users as learners.

This research uses a contrastive grammatical analysis method. According to James (1998), two procedures must be carried out, first, description, is the activity of presenting certain levels in the grammar of the source language (L1) and the destination language (L2) through transfer rules or it can also be through translation. Second, the comparison level is the level that aligns the L2 and L1 to be contrasted or compared. 4 steps must be carried out in this comparative stage (Levet, 1970) and Di Pietro (1971) (via Tarigan, 2009), they are (1) collecting data, (2) stating the realization of the two languages based on



their distribution, (3) giving a supplement to the data found. (4) Formulate contrasts.

The data was collected from various printed sources; dictionaries, short stories, and texts. The data were analyzed by using the referential identity method and distributional method. The method of analysis used in this research is the matching method and the matching method. The technique used in this agih method is the paraphrasing technique and the lesap technique. Meanwhile, the equivalent method used is the translational equivalent method (Sudaryanto, 2015: 15).

3. Results and Discussion

As two languages that come from two different families, Indonesian has several differences in the morphological procedures for the formation of noun deverbal with French. The differences are in the affixation such as (a) total form change, (b) use of prefix + root, (c) omission of verb endings, and (d) reduplication form. In addition to differences, there are also similarities in the formation of a deverbal noun in Indonesian and French. The similarities include (a) base + suffix, (b) prefix + base + suffix, (c) base + zero, and the formation in the composition of the verb + noun. The following are these similarities and differences.

The morphological similarities of French and Indonesian deverbal nouns are found in the process of affixation and composition. The similarity of the affixation process is related to the basic form + affixes, prefixes and confixes, as well as the basic forms with zero prefixes. Meanwhile, the morphological similarity of French and Indonesian deverbal noun related to composition is verb + noun.

The Similarities

As mentioned in the previous section, there are three patterns of affixation to form the nouns in both French and Indonesian. They are (a) base + suffix, (b) prefix + base + suffix, (c) base + zero. The following is the similarity of the affixation that forms the deverbal noun.

a. Base + Sufiks

The first pattern of deverbal noun formation is *base + suffix*. In French, the suffixes that form the deverbal noun include the suffixes *-ade*, *-ation*, *-age*, *-ure*, and several other deverbal noun marker suffixes.

- (1) *Je redescendais en courant pour aller passer une demi-heure à la promenade du Jardin de Ville. (Stendhal). Le petit Robert version 2.1*

Saya berlari ke bawah untuk menghabiskan setengah jam di **area pejalan kaki** di taman kota

In sentence (1) above there is the word *promenade* which is a derivation of the verb (*se*) *promener* 'to walk'. Which gets the suffix *-ade*. This suffix means *lieu aménagé dans une ville pour les promeneurs* 'places in urban areas specifically for pedestrians'. In addition to meaning place, the suffix *-ade* in the word *promenade* can also mean the result of an action (*résultat*) as in the following sentence.

- (2) *Cette semaine emmenez votre classe faire une promenade de 20 minutes. Dimanche ini, ajak kelas Anda berjalan-jalan selama 20 menit*

The word *une promenade* in the sentence (2) means *resultat de l'action de se promener* or the result of taking a walk. In the Indonesian language, the word *promenade* in the sentence (2) above does not mean the result of the act of walking, but it is more appropriate to walk.

- (3) *Cette semaine emmenez votre classe faire une promenade de 20 minutes.*
(4) Minggu ini, ajaklah kelas Anda melakukan perjalanan selama 20 menit.
(5) Minggu ini, ajaklah kelas Anda berjalan-jalan selama 20 menit.

Sentence (5) is more in line with the sentence (3) than a sentence (4). The word *promenade* in the sentence (3) means the result of the action (*se*) *promener* 'walking around'.

Another example of a morphological procedure of French deverbal noun with the *basic + suffix* is the word *observation* 'observation', this word is formed from basic form (stem) *observ-* which is then added with the suffix *-ation* as in the example in the following sentence.

(6) À son troisième retard, on lui a fait une **observation**.

<https://www.larousse.fr/dictionnaires/francais/observation/55426?q=observation#55048>

Setelah penundaan yang ketiga, kami melakukan pengawasan.

On his third delay, he was observed

In sentence (6) above there is the noun "*observation*" (NF) which is derived from the verb "*observer*" 'to observe'. The verb is derived into a noun by the affixation, by the addition of the suffix *-ation* in the base form. In the Indonesian language, the noun *pengawasan* (6) is derived from *awas* 'to watch' added by *prefixe peng-* and *suffixe -an*. The meaning of "observation" is '*action d'observer*' 'the action of the verb to observe. In addition to being an *observation*, the verb *observer* can be formed into several other nouns, as follows.

(7) *Cet artiste est l'observateur le plus patient et le plus minutieux* » (Gautier). (Petit Robert V.2.1 - 2001)

Artis ini adalah *pengamat* yang paling sabar dan cermat

This artist is the most patient and careful observer

In data (7) the verb *observer* 'to observe' has changed into a French noun *observateur* 'observer'. This change is indicated by the presence of an article in front of the word *observateur* and the suffix *-eur* as a noun marker. The word *observer* means *personne qui observe (une loi, une prescription)* 'a person who makes

observations'. In Indonesian, action markers are marked by the prefix *-pe* in front of the verb as shown in the following data.

(8) *Dia **mengamati** barang-barang yang dibelinya* (KBBI V 1.5.1.-2013)

*Il **observe** les choses qu'il achète*
He looks at the things he buys

(9) *Seorang **pengamat** melaporkan bahwa di daerah itu masih ada pungutan liar.*

*Un **observateur** a signalé que dans la zone il y avait encore des prélèvements illégaux.*

An observer reported that in the area there were still illegal levies.

(10) *Si sakit masih di bawah **pengamatan** dokter* (KBBI V 1.5.1.-2013)

*La personne malade est toujours sous l'**observation** du médecin*

The sick person is still under the doctor's supervision

In addition to meaning the action and the agent of the action, the verb *observer* can also mean a place (*une place*), which is a place to take action as reflected in the verb. Look at the data (11) below.

(11) *Napoléon avait choisi pour **observatoire** une étroite croupe de gazon* » (Hugo). (Petit Robert V.2.1 - 2001)

Napoleon telah memilih rerumputan yang tidak terlalu luas untuk *observatoriumnya*.

Napoleon had chosen a narrow rump of grass for his observatory

In Indonesian language, many nouns are formed from verbs by adding the suffix *-an*; such as *makanan* 'food', *minuman* 'drink', *tulisan* 'writing, and so on. The meanings of the nominalized words vary; such as the result of the action, something that is done according to the verb, and how to take the action.

- (12) Cara **menulis** dan gaya **tulisan** setiap orang berbeda-beda (Ramlan, 2010: 142-143)
La manière d'écrire et le style d'écriture de chacun sont différents
How to write and writing style is different for every body.
- (13) Cara melacak **kiriman** dapat dilakukan dengan mudah melalui online (Alwi dkk, 2010:: 228)
Comment suivre les envois peut être fait facilement via en ligne
How to track shipments can be done easily via online

In French, the nouns *tulisan* 'written' can be translated with the word *écriture* which comes from the verb *écrire* to write' which has the suffix *-ure*. However, the word *envois* 'shipments' which is derived from the word *envoyer* 'to send' is not formed from the verb and the suffix *-ure*, but by removing the terminaison (suffix) on the infinitive verb.

b. Prefix + Base + Suffix

The second similarity of verbal nominalization between French and Indonesian is a structure **prefix + base + suffix**. In Indonesian, this pattern is widely used such as *kepergian* 'leaving', *pengakuan* 'confession', and so on. However, in the French language, this pattern is found rarely, because the prefixes that form French nouns are not as productive as in Indonesian.

- (14) *L'amaigrissement désigne une perte de poids, quelle qu'elle soit. Il peut être volontaire ou involontaire.*
Menguruskan badan adalah proses penurunan berat badan. Ini bisa bersifat disengaja atau tidak disengaja.
Losing weight is a weight loss process. This can be intentional or unintentional.

In sentence (14) there is the French noun *amaigrissement* 'to take care of the body. The noun comes from the verb *maigrir* 'to be skinny' which has the prefix **a-** and the suffix **-issement**, likewise in the following sentence (15).

- (15) *La phrase est construite par juxtaposition (Petit Robert V.2.1 - 2001)*
Kalimat yang dibentuk dengan cara **penggabungan**
The Sentence constructed by juxtaposition

In this sentence, there is a French noun *juxtaposition* 'merging' which comes from the verb *poser* 'to put' and gets the prefix **juxta-** and the suffix **-tion**. The prefixes that form verbal nominalization in French include **a-**, **juxta-**, and **entre-**. While the alloy suffixes include **-ion**, **-tion**, **-age**, **-ment**, and so on. Compared to prefixes, French suffixes are more productive in forming nouns. The meaning contained in the noun *amaigrissement* (14) is *fait / action de maigrir* 'to do the action of 'migir' skinny, and the meaning of *juxtaposition* (15) is *résultat de cette action* 'result. of poser action.

In the Indonesian language, many forms like the one above are found. The construction of **+basic +-an** is very productive in the formation of nouns derived from verbs. Look at sentences (16) and (17) below.

- (16) **Kepergian** Glenn Fredly hingga saat ini masih terus menjadi duka mendalam bagi menggemarnya (Alwi dkk, 2010:: 232-233)
La mort de Glenn Fredly à ce jour est toujours une profonde tristesse pour ses fans
The death of Glenn Fredly to this day is still a deep sorrow for his fans

- (17) Tidak ada jaminan jika **pengakuan** seorang terdakwa terhadap perbuatan yang dilakukan, adalah kebenaran (Alwi dkk, 2010:: 230-231).
Il n'y a aucune garantie que **l'aveu d'un accusé** de l'acte qu'il a commis soit la vérité
There is no guarantee that a defendant's **confession** of the act he has committed is the truth

The forms of *kepergian* (16) and *pengakuan* (17) are Indonesian nouns with the construction *prefix + base + suffix*. In this example, the prefix and suffix (confix) used is *ke- + -an*. The meaning contained in the word *departure* is an action related to the verb (pergi 'to go'), while in the noun *pengakuan* 'acknowledgement' means the result of the action of the verb (mengkahui).

The Differences

In the previous section, I have discussed the similarities of nominalization in French and Indonesian. In this section, I discuss several differences in noun form of the French and Indonesian languages. These differences are also related to affixation, reduplication, and composition. There are 4 differences related to affixation, they are (a) basic + zero, (b) total shape change, (c) prefix + root, and (d) verb ending omission.

a. Basic + Zero

The first difference between Indonesian and French of verbal nominalization is **basic + Zero**. In French, this pattern is widely used, while in Indonesian it is only used to nominalize verbs as the subject of a sentence.

- (18) Il faut deux heures pour **l'aller** et le retour.
<https://www.larousse.fr/dictionnaires/francais/aller/2361>
Dibutuhkan 2 jam untuk pergi dan pulang
It takes two hours to go there and back.

The word *l'aller* is a French noun that is derived from the verb *aller* 'to go' but in the Indonesian language, the word *pergi* 'to go' as the equivalent of *l'aller* is a verb. The meaning of the word is to go somewhere.

Like the word *l'aller*, the French word *le sourire* (23) is also formed from the root word *sourire* 'smile'.

- (19) Le sourire est le commencement de la grimace.
<https://www.larousse.fr/dictionnaires/francais/sourire/73744?q=Le+sourire#72918>
Senyum adalah awal dari seringai.
A smile is the beginning of a grin.

The morphological change of the verb *sourire* 'smile' into the noun is indicated by the addition of the article in the word *sourire*. The meaning of the French noun *sourire* is 'an expression of laughter, characterized by slight facial movements, and especially the mouth elements, which are pleasant, sympathetic, and affectionate'

b. Total Shape Change

A total form change in French can change the category of a verb into a noun. The change is done by changing the verb into a new form by retaining some of the main phonemes. Examples of this construction include the noun *lecture* 'reading' which is derived from the verb *lire* 'to read'

- (20) *L'auteur a fait une lecture publique de ses poèmes.*
<https://www.larousse.fr/dictionnaires/francais/lecture/46547?q=lecture#46468>
Penyair itu membacakan puisinya di depan umum
The author made a public reading of his poems.

c. Prefix + Root

This form is often found in the formation of French but is not found in the



formation of Indonesian nouns. The way to form verbal nominalization with this pattern is by adding prefixes to French root words.

- (21) *Il y a dans les contes de fée une princesse malheureuse à qui on commande dans un grand tas de blé et d'avoine de faire le départ de ces grains.* (Dictionnaire le lettré V.2.0)

Tersebutlah, di dalam dongeng seorang putri malang yang disuruh untuk menebarkan biji-biji gandum itu.

There is in fairy tales an unhappy princess who is commanded in a large heap of wheat and oats to depart these grains.

The word *le depart* is derived from the *partir* verb which is added the prefixes **de-** at the root of the verb (*part*). The meaning of the noun *le départ* is 'ction de partir' or the action of the verb *partir*'.

d. Verb ending omission

Omission of verb endings is the omission of the terminaison in French infinitive verbs. This form is often found in the formation of nouns derived from verbs, such as the noun 'abrégé' which is derived from the verb *abreger*, or the noun *accueil* which is derived from the verb *acceillir*.

- (22) *Voici, très en **abrégé**, un spécimen de ma polémique »* (Chateaubriand).

Inilah, **secara singkat**, contoh polemik ku
Here is, very briefly, a specimen of my controversy

- (23) *Je vous remercie de votre amiable **accueil**.* (Dict. de langue p. 11)

Aku berterima kasih atas **penerimaan** Anda yang begitu ramah
Thank you for your friendly welcome

In the Indonesian language, the noun **en abrégé** (N) has the equivalent of an Indonesia adjective **secara singkat** (Adj) 'in short time'. Meanwhile, the French noun **accueil** has the equivalent of the Indonesian noun **penerimaan** (N) 'acceptance' which is derived from the verb *terima* and is added by the **ke- - a** confix.

4. Conclusion and Suggestions

There are similarities both morphologically and semantically in the patterns of formation of noun deverbal in French and Indonesian. Verbs ending in *-er* in French tend to have similarities in the pattern of forming noun deverbal in Indonesian, namely by affixation.

Apart from having similarities, the formation of nouns deverbal in French and Indonesian also has differences. The difference is related to prefixation. French does not have noun-forming prefixes, while Indonesian has noun-forming prefixes.

In terms of composition, there are differences in the pattern of morphological procedures in forming noun deverbal. The difference is since in Indonesian, the base of a verb that collocates with a noun or adverbial category remain a noun, while in French, the pattern can form a noun.

The similarity in the formation of noun deverbal in French and Indonesian provides an advantage for Indonesian native language learners because they can remember the pattern and use it in French.

The difference in the morphological procedures for the formation of French and Indonesian noun deverbal can provide difficulties for learners of the Indonesian mother tongue because negative interference can occur, namely the use of Indonesian morphological patterns in French.

Based on the conclusions above, suggestions regarding the pattern of formation of French and Indonesian noun deverbal can be put the research suggestions as follows.

In learning language skills, especially writing skills, the contrastive analysis model in PBM can be used because of the similarity in the patterns of formation of noun deverbal in French and Indonesian. The pattern for forming noun deverbal in French and Indonesian can help students in applying morphological patterns in forming nouns.

Because there are differences in the pattern of formation of noun deverbal in French and Indonesian which can cause negative interference, it is necessary to emphasize in PBM to avoid such interference.

It is necessary to carry out further research related to contrastive analysis in French learning, especially in the pattern of noun formation from other lexical categories.

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