CHAPTER IV

FINDING AND DISCUSSION

The researcher focuses on analysis the data of the research. The data was taken as a result of research. It can answer the problem that have been stated in the first chapter. This chapter consists of research finding and discussion. The researcher analyzes what are the grammatical errors and how the mother tongue influences grammatical errors. The researcher analyzes the types of grammatical errors in the writing at fifth semester students of English teaching learning program of IAIN Madura. The researcher also analyzes how the mother tongue influences the English at fifth semester students of English teaching learning program of IAIN Madura.

A. Finding

1. The grammatical errors in the students writing due to the influence of mother tongue

In this section, the researcher explained the result in conducting of research objective from the field by presenting the results of documentation. From documentation, the researcher classified the grammatical errors according to Dulay's Burt and Krashen they are: Omission, Addition, Misformation and Misordering.[42]

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[42] Dulay, Burt, and Krashen, *Language Two*.

a. Omission

In this case the researcher presented the result of omission errors made by students in their task. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.[43] The errors pervaded Omission of article *a*, Omission of –s as plural, Omission of verb, Omission of phrase, Omission of to be and Omission of Auxiliary. like the results in the table 1.

Table 1. Grammatical Errors

No	Name	The grammatical errors made by students	It has been repaired
1.	Moh Kamiluddin	There are lot of **tree** that make the air fresh and cool	There are **a** lot of **trees** that make the air fresh and cool
2.	Fitria Ramadhani	The many plants and trees around the campus significanny enhance the overall aesthetics, creating a more inviting and visually appealing	The many plants and trees around the campus significantly enhance the overall aesthetics, creating a more inviting and visually appealing

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[43] Ibid.

		environment for **student** and lecturers	environment for students and lecturers.
3.	M. Ali Sajidin Yusuf	A clean, comfortable and quiet learning environment is very important for **student**, but around this building there are several things that are not good for a learning environment, for example the sound of noisy motorcycle exhausts, vehicle fumes that interfere with respiratory senses	A clean, comfortable and quiet learning environment is very important for students, but around this building there are several things that are not good for a learning environment, for example the sound of noisy motorcycle exhausts, vehicle fumes that interfere with respiratory senses
4.	Syarifah Aini	First trash from items like plastic wrappers	First trash from items like plastic

		and oily paper **is** piled up	wrappers and oily paper are piled up
5.	Nur Kamilah	Motorcycles contribute to several environmental problems that our surroundings.	Motorcycles contribute to several environmental problems that **affect** our surroundings.
6.	Athala Rania I	Damaged roads can cause motorcycle traffic to become slow or congested	Damaged roads can cause motorcycle traffic **for students** to become slow or congested
7.	Imana Zulfa	Damaged paving in the form of uneven paving, resulting in demaged and potholed **pages** which can cause difficulties for *student* who use the yard such as slipping when walking,	Damaged paving in the form of uneven paving, resulting in damaged and potholed pavement which can cause difficulties for students who use the yard such as

			slipping when walking,
8.	Liny Rofiqoh	….Such as books in the library and stable internet access this also a common complaint among students	…. Such as books in the library and stable internet access, these are also common complaints among students
9.	Ayu Faradila S	Water droplets from air conditioners that are not properly collected can have various negative impacts	Water droplets from air conditioners that are not **being** properly collected can have various negative impacts
10.	Ady Supriyadi	Althoght some of **student** choose that place for **laydawn** and sleep in that place until skip the class.	Although some of students choose that place for lying down and sleep in that place until skip the class.

11.	Fadilahturrahmah	….praying **fail** that swell because they are often used when their faces are wet	….praying fails that swell because they are often used when their faces are wet
12.	Hidayatullah Nurul Hakiki	Activities in front of the library very disturbed	Activities in front of the library **are** very disturbing
13.	Leady Karisma Putri L	Campuses produce large amounts of waste from Various sources, and many **student** do not yet have awareness of the importance of waste management	Campuses produce large amounts of waste from Various sources, and many students do not yet have awareness of the importance of waste management
14.	Rifqiyatul Amelia	For instance, there were designated recycling bins and composting **station**, indicating a clear effort to manage waste effectively.	For instance, there were designated recycling bins and composting stations, indicating a clear effort to manage waste effectively.

From the table above, it shown that there were some students made errors of omission , like Moh. Kamiluddin, Fitria Ramadhani, Nur Kamila, M. Ali Saidin Y , Syarifah Aini and the others.

b. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.[44] The errors pervaded addition of to be and addition of verb, like the results in the table 2.

Table 2. Grammatical Errors

No	Name	The grammatical errors made by students	It has been repaired
1.	Nabila Shafa F	Water shortage and unclean ablution areas required immediate solution in IAlN Madura	Water shortage and unclean ablution areas require an immediate solution in IAlN Madura
2.	Athala Rania I	Damaged roads can cause motorcycle traffic to become slow or congested	Damaged roads can cause motorcycle traffic **for students** to become slow or congested

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[44] Ibid.

From the table above, it shown that there were some students made errors of addition , like Athala Rania I and Nabila Shafa F.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.[45] The errors pervaded Alternating forms, like the results in the table 3.

Table 3. **Grammatical Errors**

No	Name	The grammatical errors made by students	It has been repaired
1.	Aflahatul Izzah	The arid Campus area is a very bad **situation** in the sustainability of a healthy environment.	The arid Campus area is a very bad condition for the sustainability of a healthy environment.
2.	Aflahatul Izzah	The lack of oxygen on Campus is not enough for students in the **Campus** area	The lack of oxygen on campus is not enough for students
3.	Ady Supriyadi	Althoght some of **student** choose that	Although some of students choose that

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45 Ibid.

		place for **laydawn** and sleep in that place until skip the class.	place for lying down and sleep in that place until skip the class.

2. The Mother Tongue Influence on Students Grammatical Errors

To find out how mother tongue influence students' errors in writing at fifth semester English Teaching Learning Program of IAIN Madura students, researcher conducted student interviews about their free time activities. Researcher began conducting interviews on Tuesday, September 17, 2024.

Interview results with students about how mother tongue influence students in writing English. Here the researcher conducted interview with several students. According to Moh Kamil in his answer when the researcher asked how mother tongue influence student in writing English is as follows;

"Saya kira itu terjadi karena terjemahan secara langsung, terkadang ketika menulis, saya mencoba menerjemahkan secara langsung dari bahasa pertama ke bahasa Inggris."

(I think it happens because of direct translation, sometimes when writing, I try to translate directly from the first language to English)

According to Fitria Ramadhani when researcher ask her about the student mother tongue influence English writing. She said as follow,

"Bahasa pertama sering memengaruhi cara menulis dalam bahasa Inggris karena struktur kalimat, dan tata bahasa, serta kosakata dari

bahasa pertama cenderung terbawa saat berpikir dan mengekspresikan ide dalam bahasa kedua.”

(The first language often influences the way we write in English because the sentence structure, grammar, and vocabulary from the first language tend to carry over when thinking and expressing ideas in the second language.)

And then, the researcher asked Moh. Ali Sajidin Y about the student

mother tongue influence English writing. He said as follow,

“Saya sering kali menulis bahasa inggris menggunakan struktur bahasa Indonesia, karna bahasa Indonesia adalah bahasa pertama saya yg tentunya pasti berpengaruh bagi penulisan saya atau pun speaking saya, namun saya selalu berusaha untuk memperbaiki setiap kesalahan saya dengan cara mendengarkan dengan baik teman atau orang yg berbicara bahasa inggris, serta membaca teks bahasa inggris sembari menerjemahkan kata atau kalimat yang tidak saya ketahui”

(I often write English using Indonesian language structure, because Indonesian is my first language which of course has an influence on my writing or speaking, but I always try to correct every mistake I make by listening carefully to friends or people who speak English, and reading English texts while translating words or sentences that I don't know.)

While according to Adi S, he gave an answer as following;

“Kadang kadang karena saat menulis semua apa yang akan di tulis buku ataupun di kertas itu akan dipikirkan dari beberapa bahasa yang paling sering digunakan yaa seperti contoh bahasa Madura kadang banyak beberapa orang membuat bahasa Inggris yang di Madura kan, dan dalam penulisan pun akan berpengaruh dari segi cara membuat bahasa yang bagus dalam bahasa Inggris dan cara penggunaan grammar di writing.”

(sometimes because when writing everything that will be written in a book or on paper, you will think of several languages that are most often used, for example Madurese, sometimes many people use English, namely Madurese, and in writing it will also be influenced by how to create good language in English and how the grammar is in writing.)

And also researcher continues to the other student, he is

Hidayatullah Nurul H. It is still same question namely about the student

mother tongue influence English writing. he gave an answer as the following;

> *"Pengaruh nya penulisan tentang tugas kemarin itu pengaruhnya ya tentu bahasa pertama sangat berpengaruh pada segi penulisan dan struktur penulisan nya. sebab bahasa pertama saya atau bahasa ibu itu tentunya madura, nah untuk bahasa Inggris sendiri saya mendapatkan nya pada usia kurleb 15+ , so bagi saya pengaruh bahasa pertama pada penulisan ataupun struktur penulisan berbahasa Inggris baik dalam essay ataupun artikel dll. pengaruh nya sangat besar. saya harus cukup teliti dari apa yg saya tulis. baik dlm penyusunan kalimat, paragraf dan seterusnya."*

(The influence of writing about yesterday's assignment, of course the first language has a big influence on the writing and writing structure. because my first language or mother tongue is of course Madurese, well for English itself I got it at the age of approx. 15+, so for me the influence of the first language on writing or the structure of writing in English, both in essays or articles, etc. the influence is very big. I have to be quite careful about what I write. both in the arrangement of sentences, paragraphs and so on.)

While according to Nur Kamila, the question is still the same, namely about how the student mother tongue influence English writing.

She said as follows,

> *"Bahasa pertama memang seringkali mempengaruhi dalam tulisan saya dalam bahasa inggris, karena dalam menulis itu saya menggunakan bahasa pertama saya yg ditransfer ke bahasa kedua(inggris) sehingga terjadi perbedaan pola serta gaya bahasa. serta dalam bahasa pertama saya tidak menggunakan gramatikal seperti di bahasa kedua."*

(My first language often influences my writing in English, because in writing I use my first language which is transferred to my second language (English) so there are differences in language patterns and styles. and in my first language I don't use grammar like in my second language)

B. Discussion

In this discussion, the researcher would discuss the finding in the field from interview and documentation about the grammatical errors due to the influence of mother tongue in students' writing at fifth semester students of English Teaching Learning Program of IAIN Madura.

1. The grammatical errors in the writing of English teaching learning program students due to the influence of mother tongue.

In the results of the research above, several grammatical errors were found in:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.[46]

Omission in sentences are often a type of grammatical error that is influenced by our first language. Our first language may have a different sentence structure than the language we are learning. As a result, we tend to eliminate elements that are considered unimportant in our first language, even though they are very important in the new language.

Here researcher described the result of omission errors made by students in their task where the students absent an item that should appear in a well-formed utterance.

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[46] Ibid.

1) Omission of article *a*

Article a/an are the word used to indicate the indefinite article. Indefinite article consists of noun, person, idea, or everything that is common. The example of sentence in thesis with the title "Error Analysis On Grammar In Students' Descriptive Paragraph Of Mahesa Institute English Course Pare, Kediri" .[47] '..., I am going to start building * house.' There are so many kinds of houses. The house can be big, small, unique, and etc. But in this case, the student just want to build one house. So, article "a" have to inserted in that sentence.

In the case of article omissions, students usually do not recognize the form single on a nomination. These errors usually affect the structure of the language Indonesia does not really care about the singular or plural form of a problem nomination in a sentence. This form error occurs usually eliminates article a/an as a single marker in a sentence that has a noun forming.

2) Omission of –s as plural

In this case, usually in the previous study with the title " Kesalahan Gramatikal Bahasa Inggris Dalam Pola Kalimat Sederhana Siswa Kelas Viii Unggulan Smp Plus Al-Aqsha (Kajian

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[47] Hendra Kusuma, "ERROR ANALYSIS ON GRAMMAR IN STUDENTS' DESCRIPTIVE PARAGRAPH OF MAHESA INSTITUTE ENGLISH COURSE PARE, KEDIRI," 2013.

Sintaktis)".[48] It is stated that the students do not understand that after plural countable noun, then after that the phoneme -s must be placed which functions as a plural marker. For example: There are many car. (There are many cars)

Omission of the -s morpheme is a very natural thing, especially for those whose first language is Madurese. because Madurese language rules do not add the suffix -s if it is plural. However, in English, if there is more than one object, the form is plural.

3) Omission of verb

In thesis with the title "Error Analysis On Grammar In Students' Descriptive Paragraph Of Mahesa Institute English Course Pare, Kediri". The sentence above, "I want the wall in the bedroom * in cream color" is considered as error because verb which should appear in the sentence is ommited. It should be "I want the wall in the bedroom painted in cream color."

4) Omission of Object

In thesis with the title "Error Analysis On Grammar In Students' Descriptive Paragraph Of Mahesa Institute English

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[48] Acep Andi Suhendi, "Kesalahan Gramatikal Bahasa Inggris Dalam Pola Kalimat Sederhana Siswa Kelas Viii Unggulan Smp Plus Al-Aqsha (Kajian Sintaktis)," *Students E-Journal* 1, No. 1 (2012): 4.

Course Pare, Kediri" [49]. The sentences above are in a wrong form because there is no object which should appear in the sentence. In sentence, 'And in door, there are a living room, a family room, and a family room there are television, DVD, and long sofa (chair), and I will paint * with cream colour...' the verb "paint" is a transitive verb. Transitive verb is kind of verbs that takes an object. It should be 'And in door, there are a living room, a family room, and a family room there are television, DVD, and long sofa (chair), and I will paint <u>family room</u> with creams colour'.

5) Omission of to be

In thesis with the title "Error Analysis On Grammar In Students' Descriptive Paragraph Of Mahesa Institute English Course Pare, Kediri" .[50] The sentences above are considered to be errors because of "be" which should appear in the sentences are ommited. Be in some cases, modify an adjective. The formula is subject + to be + adjective, it can be seen from sentence, "I * lazy" the student forget to insert be, so, this sentence is grammatically incorrect. It should be "I am lazy".

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[49] Hendra Kusuma, "Error Analysis On Grammar In Students' Descriptive Paragraph Of Mahesa Institute English Course Pare, Kediri," 2013.

[50] hendra Kusuma, "Error Analysis On Grammar In Students' Descriptive Paragraph Of Mahesa Institute English Course Pare, Kediri," 2013.

6) Omission of Auxiliary

In thesis with the title "An Analysis of omission in Students English Writings".[51] Sometimes the students do not omit the main verbs when creating their sentences. The problem they face is about the use of auxiliary verbs that are necessary to show the tense or the voice of the sentences. In the following data, for instance, the main verbs are present but the auxiliaries are not. The example "The girl * crying when I come" in this sentence omission of auxiliary verb *was.*

b. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.[52] addition errors usually occur in the later stages of L2 acquisition. when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Each language has a unique sentence structure. Our first language may have a different structure to the language we are learning. As a result, we tend to add words or phrases that are considered important in our first language, even though in our second language, these elements are unnecessary or even wrong.

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[51] Ingatan Gulö and Teo Vany Rahmawelly, "An Analysis of Omission in Students' English Writings," *TEKNOSASTIK* 16, no. 2 (April 6, 2019): 55–59, https://doi.org/10.33365/ts.v16i2.141.
[52] Dulay, Burt, and Krashen, *Language Two.*

1) Addition of to be

In thesis with the title "Kesalahan-Kesalahan Gramatikal Dalam Karya Tulis Mahasiswa Di Fakultas Ilmu Budaya Universitas Sam Ratulangi" Example: Apples <u>is</u> a healthy fruit The sentence above is incorrect because there is an error in adding the to be sentence above should be: Apples <u>are</u> healthy fruit.[53]

2) Addition of verb

In thesis with the title "Kesalahan-Kesalahan Gramatikal Dalam Karya Tulis Mahasiswa Di Fakultas Ilmu Budaya Universitas Sam Ratulangi". Example : "Baked goods are food which are <u>make</u> by baked". The sentence above is incorrect because there is an error in adding the verb in the sentence above should be: Baked goods are food which are <u>made</u> by baked".[54]

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.[55] Misformations or errors in word formation in a second language are often influenced by our first language. This happens because word structure and word formation in each language have different rules. Our first language has a different way of forming words than the language we are learning. Vocabulary

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[53] Alisa Annisa Talib, Theresia M. C. Lasut, And Garryn Ch Ranuntu, "Kesalahan- Kesalahan Gramatikal Dalam Karya Tulis Mahasiswa Di Fakultas Ilmu Budaya Universitas Sam Ratulangi," *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi* 11 (January 24, 2020), https://ejournal.unsrat.ac.id/v3/index.php/jefs/article/view/27682.
[54] Ibid.
[55] Dulay, Burt, and Krashen, *Language Two*.

in our first language can interfere with the second language learning process. We may try to translate a word directly from the first language to the second language, resulting in incorrect word forms.

1) Alternating forms

In thesis with the title "Kesalahan Gramatikal Bahasa Inggris Dalam Pola Kalimat Sederhana Siswa Kelas Viii Unggulan Smp Plus Al-Aqsha (Kajian Sintaktis)." This error is characterized by an error in choosing the right words. This error occurs when second language learners are at vocabulary level and grammar grow (beginner stage). For example, placing the subject "I" in the object position which should be replaced with "me".[56]

2. **The mother tongue influences the English of English teaching learning program students, Tarbiyah Faculty of IAIN Madura**

In this section, grammatical error data obtained in student writing and which has been classified will be analyzed based on the type of grammatical error class.

a. Omission

1. Grammatical errors: 'There are lot of tree that make the air

fresh and cool'

Revised: 'There are a lot of trees that make the air fresh and cool'

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[56] Acep Andi Suhendi, "Kesalahan Gramatikal Bahasa Inggris Dalam Pola Kalimat Sederhana Siswa Kelas Viii Unggulan Smp Plus Al-Aqsha (Kajian Sintaktis)," *Students e-Journal* 1, no. 1 (2012): 4.

Error Explanation and Correction:

Error:

1) Non-singular noun: "tree" should be "trees" because it refers to many trees.

2) No conjunction: Between "lot of" and "tree" there should be a conjunction "a".

Correction:

1) The word "tree" is changed to "trees" to show the plural form.

2) The word "a" is added after "lot of" to form the phrase "a lot of" which means "many".

Analysis of 27 student writings showed that omission errors were the most common type of errors. This error is characterized by missing words, lack of conjunctions or incomplete sentence structures, such as in the example sentence "There are lot of tree that make the air fresh and cool". This is in line with the Dulay Surface Strategy Taxonomy theory which states that omission errors are one of the strategies often used by second language learners.

Based on the theory of language interference, the errors in the sentence can be explained as follows:

a) The writer of the sentence is a native Madurese speaker who is learning English.

b) In Madurese, we often use nouns without adding -s to

indicate plurals in certain contexts. This causes writers to make the same mistakes in English.

c) The use of conjunctions in Madurese and English also has differences that can cause errors.

2. Grammatical errors: 'Motorcycles contribute to several environmental problems that our surroundings.'

   Revised   : 'Motorcycles contribute to several environmental problems that affect our surroundings.'

   Explanation of Revision:

   Addition of the word "affect":

   The word "affect" was added to show a cause-and-effect relationship between motorbikes and environmental problems. This word explains that motorbikes have an impact or influence on the surrounding environment.

   Improved clarity:

   By adding the word "affect," the sentence becomes clearer and shows that the environmental problems caused by motorbikes directly affect the environment around us.

3. Grammatical errors: '…Such as books in the library and stable internet access this also a common complaint among students'

Breakdown of the Grammatical Error:

The primary error in this sentence is the incorrect use of the demonstrative pronoun "this". It's intended to refer back to the noun "complaint", but it's used without a connecting verb, leading to a grammatically incorrect structure.

Revised Sentence: ".....Such as books in the library and stable internet access, these are also a common complaints among students."

Explanation of the Revision:

Added Verb:

The word "these" is now used correctly as a plural demonstrative pronoun referring to the "complaints". To connect it to the noun, the verb "are" has been added.

Corrected Prepositional Phrase:

The phrase "such as books in the library and stable internet access" remains unchanged as it correctly modifies the noun "complaints".

Analysis of the Error Based on Dulay's Theory:

Dulay's Surface Strategy Taxonomy theory suggests that second language learners often simplify language structures as they acquire a new language. In this case, the learner likely omitted the verb "are" as a way to simplify the sentence structure, leading to the grammatical error.

4. Grammatical errors: Water droplets from air conditioners that are not properly collected can have various negative impacts.

Revised Sentence: Water droplets from air conditioners that are not being properly collected can have various negative impacts.

Explanation of the Revision:

Addition of Auxiliary Verb:

The verb "collected" in the original sentence is a past participle. To form a perfect tense or passive voice, a participle verb typically requires an auxiliary verb. In this case, the auxiliary verb "being" has been added before "collected" to create the correct grammatical structure.

Perfect Tense Usage:

The revised sentence uses the present perfect tense to indicate that the action of "collecting" is ongoing or has been completed up to the present time.

Analysis based on Dulay Surface Strategy Taxonomy Theory:

The Dulay Surface Strategy Taxonomy Theory suggests that language learners often make errors in sentence structure by reducing certain parts or arranging them incorrectly. In the original sentence, the

omission of the auxiliary verb "being" is an example of such a reduction error. By adding the auxiliary verb, the sentence is more complete and grammatically correct, aligning with the theory's explanation of how language learners may simplify or restructure sentences to communicate effectively.

b. Addition

1. Grammatical errors : 'First trash from items like plastic wrappers and oily paper is piled up'

   Should "…are piled up" because the subject is "trash", in the context of this sentence, we are talking about many pieces of trash, not just one. Which is a plural form, so the to be used must also be a plural form. The additions found in students' writing are in line with the concept of Dulay's Surface Strategy Taxonomy, where students tend to add unnecessary elements to sentences. Dulay's Surface Strategy Taxonomy is a theory that explains the strategies that second language learners use to make errors. One such strategy is overgeneralization, which is the tendency to over- or inappropriately apply grammatical rules.

   In this case, the student may have learned the rule that singular nouns use the verb "is" and plural nouns use the verb "are." However, they may have over-applied this rule without considering the context of the sentence. As a result, they used the verb "is" with the subject "trash" when it should have used the plural form "are."

c. Misformation

1. Grammatical errors: "The arid campus area is a very bad situation for the sustainability of a healthy environment"

The word "arid" describes a condition that is persistent and inherent in the campus area. The word "situation" is inappropriate because it gives the impression that drought in the campus area is a temporary or specific event, even though this is a sustainable condition and has an impact on the environment. so the word 'situation' is replaced with the word 'condition', and the correct sentence is "The arid Campus area is a very bad condition for the sustainability of a healthy environment."

The interference theory in the book "language two" explains deviations from language norms that occur in the speech of a bilingual (someone who is fluent in two or more languages).[57] This is part of the process of learning and using more than one language. In this case, interference is a negative transfer which is the carrying over of elements or rules of the first language (L1) to the second language (L2) as a result of a second language (L2) learner's ignorance.

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[57] Dulay, Burt, and Krashen, *Language Two*.

Occurs when the structure or features of the Madurese language that are different from English cause errors in the use of English. For example, differences in grammar, vocabulary, or phonology between Madurese and English can cause students to make mistakes in forming sentences, choosing words, or pronouncing words.

Mother tongue interference is the mixing of the mother tongue and a second language when a bilingual individual has difficulty separating the two languages. Disturbance in the use of the mother's tongue into a second language which is carried out consciously or unconsciously, both in oral and written communication. This phenomenon occurs when elements of the mother tongue (L1) is carried over and influences the use of the second language (L2) in bilingual speakers. This can cause errors or inconsistencies in the rules of the second languages. The following are the differences in the grammatical structure of the mother tongue (Madurese) and English

Sentence Structure:

Madurese: Generally follows the Subject-Predicate-Object (SPO) pattern. Example: sengko'(S) ngakan (P) nase' (O)

English: Also often follows the SPO pattern, but flexibility in changing sentence structure is higher, especially in

interrogative sentences and passive sentences. Example: I eat rice.

When a noun can be counted like apples then in the SPO formula an article must be given before the object. Example : I eat <u>an</u> apple ,whereas in Madurese language there is no need for article affixes like in English. Example : sengko' ngakan apel.