



# Contrastive Analysis of Indonesian Morphosyntax and Languages for Foreign Students University of Lampung (Design of BIPA Teaching Materials)

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**Abstract.** The presence of international students in a university can increase the reputation of the university globally. Likewise, at the University of Lampung, increasing the number of international (foreign) students is one of the main priorities in the preparation of the 2020–2025 strategic plan with the theme of building regional and international competitiveness. To be able to succeed in the study of international students, an effective and conducive learning process is needed, one of which is through improving the quality of BIPA learning materials. The difference. The results of this anacon are used as an approach to the preparation of teaching materials based on Brown's model. By using a contrastive analysis framework, it is known that the similarities between Indonesian and Vietnamese as one of the foreign languages used by speakers of foreign students at Unila are as follows. Both of these languages have segmental and suprasegmental sounds. The segmentation of the lingual unit can be seen clearly. However, the differences between the two languages are 1) it is difficult to determine the category of words for Vietnamese, on the other hand, Indonesian is very easy to determine the category; 2) Indonesian suprasegmental sounds do not distinguish lexical meanings, while Indonesian suprasegmental sounds can distinguish lexical meanings. For this reason, the implications of preparing the design of Indonesian language teaching materials for Vietnamese-speaking foreign speakers (BIPA) are 1) more pronunciation of language units should be given in learning to speak with effective learning strategies; 2) the morphemic structure of the Indonesian language is reproduced in learning to read and write; and 3) identify and analyze difficult words with indications of three or more syllables in each text in listening and reading learning.

**Keywords:** segmental sound · morphemic structure · design of BIPA teaching materials

## 1 Introduction

The phenomenon of increasing the quantity of foreign speakers learning Indonesian is naturally balanced with an increase in the quality of learning Indonesian for foreign

speakers (hereinafter abbreviated as BIPA). To achieve these goals, all BIPA learning tools must be standardized. The BIPA curriculum in Indonesia on a national scale was only socialized in 2016 by the Language Development and Development Agency (hereinafter referred to as the Language Agency). The Language Agency develops the BIPA curriculum based on an international reference standard called the Common European Framework of Reference for Languages (CEFR). By using the CEFR, the competency levels of BIPA students are divided into six levels: beginner level (A1 and A2), intermediate level (B1 and B2), advanced level (C1 and C2). Before using the CEFR, the competency levels of BIPA students were only classified into three levels, namely basic, intermediate, and advanced BIPA students.

The CEFR standard will be of great help to BIPA instructors and learners. This assistance not only provides convenience in teaching or the availability of minimal learning media for Indonesian language classes, but this textbook provides an overview and target of language acquisition as well as the forms of assessment or measurement of language skills for each level. In developing the CEFR-based BIPA teaching material model by integrating aspects of communication, culture, connections, comparisons, and communities. These five aspects are known as 5C and become an important foundation in learning foreign languages, one of which is Indonesian. By integrating these five aspects into teaching materials for listening, speaking, reading, writing, and grammar, foreign students can master Indonesian language competence better and comprehensively.

In addition, foreign students are also encouraged to master the competence to communicate in Indonesian more appropriately so that there is no missing link between the Indonesian language learned in class and the Indonesian language that is actually used in society. The teaching material model developed will focus on the B1 level or early intermediate because at that level BIPA students are already able to understand, discuss, and communicate about more abstract topics such as non-material culture topics related to collective logic, habits, and traditions.

Indonesian language learning, including BIPA, is based on the idea that aspects of language are always used in an integrated manner, never used separately, aspect by aspect. Integrated learning (integrative) is learning that connects children's activities to interact with the environment and experiences in their lives. Muliastuti says that learning using an integrative approach can be packaged with a theme or topic about something. Integrative teaching materials are arranged systematically by integrating social skills, skills and knowledge so that students can relate phenomena in everyday life to find concepts.

At this time, BIPA learning is experiencing very rapid development, both at home and abroad. It is recorded that 278 institutions in 73 countries have implemented Indonesian language learning for foreign speakers [1]. Likewise, in the country, many universities have undergone the BIPA student program. In fact, the BIPA Masters Program has been opened at the Indonesian Education University (UPI) since 2020. This shows that there are a lot of enthusiasts for the BIPA program.

Likewise, BIPA learning at Unila requires insight and intensive study of the differences between their language and Indonesian. This study is called contrastive analysis or anacon. Many contrastive analyzes of Indonesian and foreign languages have been carried out [2]. Anacon studies that have been carried out have not been comprehensive

on various language typologies used by foreign students at the University of Lampung. For this reason, research on contrastive analysis between Indonesian and the language of foreign students at Unila is very necessary.

There are nine foreign students at the University of Lampung in 2022, namely 3 people from Palestine, 5 people from Afghanistan, 1 person from Vietnam (graduated in 2021), and 1 person from Sri Lanka. They study in various majors at the University of Lampung. One of their difficulties in lectures is the use of Indonesian, whether listening, speaking, or writing. In fact, the success of their studies is highly dependent on understanding the material being studied. The results of this anacon will make it easier for lecturers to guide and direct them to be able to understand and use Indonesian easily, especially for academic purposes. The importance or influence of contrastive analysis studies for formal learning has been revealed by language and education researchers [3]. By being able to understand and use Indonesian, these foreign/international students will be able to smoothly, easily, and successfully complete their studies at the University of Lampung. In this article, we will discuss the contrastive analysis of Indonesian and Vietnamese (one of the languages of foreign students at Unila in 2021).

In this study, a series of activities will be carried out with three targeted findings, namely (1) producing a contrastive description of the similarities between Indonesian and Vietnamese, (2) describing the differences between Indonesian and Vietnamese, and 3) implications of research findings for the design of language teaching materials.

Indonesian for foreign speakers (BIPA) specifically who speak Vietnamese.

## 2 Methods

This study uses a qualitative research approach with a phenomenological descriptive method. The phenomenological descriptive method is a descriptive method of phenomena or what appears to explore the nature of the meaning contained in it [4]. This method is used according to its purpose. This study describes the similarities and differences in the morphosyntactic structure of Indonesian and Vietnamese language objectively and empirically.

The data sources in this study were students who used Vietnamese as their mother tongue and were attending lectures at the Indonesian Language and Literature Education Study Program, FKIP University of Lampung. He had attended the Darmasiswa Program at the University of Lampung for one year. Data collection techniques using documentation techniques, interviews, and observation. Documentation technique is used to obtain theoretical information related to the typology of the Indonesian and Vietnamese languages so that the contrastive analysis carried out is in accordance with the scientific study of the typology of language theory. Furthermore, interview techniques were used to obtain data on phonemes, morphemes and morphosyntactic structures. The data from this interview was then followed by observation when the informant recited all the sounds of the Indonesian language. Thus, the observation technique was carried out to obtain empirical data about the difficulty of informants pronouncing Indonesian sounds due to differences in the morphological structure of the two languages. After the data was collected, a contrastive analysis of the morphological structure of Indonesian and Vietnamese was carried out with the following steps. First, the researcher identified

the phoneme and morpheme structure of Vietnamese. Second, identify differences in language tone consisting of Indonesian and Vietnamese words, phrases, and sentences spoken by the informants. The researcher noted the difficulty in pronouncing Indonesian sounds felt by the informants as a result of the differences in the phonological structure of the two languages. Third, draw conclusions about the similarities and differences in the morphosyntactic structure of Indonesian and Vietnamese. Then, recommendations for the implications of research findings for the preparation or design of Vietnamese language BIPA teaching materials [5].

### 3 Result and Discussion

The structure of language is a linear arrangement of sentence parts or sentence constituents. The world's languages can be categorized using a typology of structural criteria, including phonological, morphological, morphosyntactic, and phraseological structures [6]. Structural typology is divided into three structures, namely morphological structure, morphosyntactic structure, and phraseological structure. The typology of this morphosyntactic structure consists of agglutinative, flexion, and flexion-agglutinative language. The study in this article focuses on analyzing the morphosyntactic structure of Indonesian and Vietnamese, as one of the languages of foreign students at the University of Lampung.

Based on the corpus of data, it is found that the similarity between Indonesian and Lampung is that they both have segmental and suprasegmental sounds. It's just that the number of the two sounds is different. The similarities and differences between the two language structures are described below.

#### *A. Similarities in the Sound Structure of Indonesian and Vietnamese*

Both Indonesian and Vietnamese have segmental and suprasegmental sounds. Segmental sounds include vowels, consonants, diphthongs, and consonant series. It's just that the number of sounds in the two languages is different. This is because the two languages come from different typologies. The following is a representative description. Indonesian is a type of agglutinating language that connects meaningful syllables (morphemes in root words), its elements can be separated, and can be seen clearly, each retains its complete sound without being abbreviated or changed, and these elements live independently. In his language. In addition, grammatical relationships and word structures in Indonesian are expressed by the combination of elements independently. In addition, the type of language can be seen from the syllables as well. A syllable is a part of a word that has a loudness peak and consists of phonemes or phoneme units that are part of the word. The main elements that make up the syllables of a language are vowel and consonant phonemes [7]. Indonesian consists of one or more syllables, for example ban, aid, help, assist.

No matter how long a word is, the syllables that make it up have a simple structure and formation rule. Syllables in Indonesian can consist of V, VK, KV, KVV, KVK, KKV, VKK, KVKK, KVKKK, KKVK, KKVKK, KKKV, KKKVK, 1/2kV, and 1/2KVK. Here are examples of the eleven kinds of syllables above.

(1) V	a-mal
(2) VK	ar-ti
(3) KV	pa-sa
(4) KVV	lan-tai
(5) KVK	pak-sa
(6) KKV	slo-gan
(7) VKK	angkat
(8) KKVK	kon- tak
(9) KVKK	teks-til
(10) KKKV	stra-te-gi
(11) KKKVK	struk-tur
(12) KKVKK	kom-pleks
(13) KVKKK	korps
(14) 1/2kV	ya
(15) 1/2 KVK	yakni

Vietnamese is a type of isolation language that expresses changes/additions of meaning and syntactic relationships plainly without any internal modifications and without affixation processes. Thus, Vietnamese words are formed from a single morpheme and do not undergo affixation. It can also be said that analytical language is a type of language that expresses various grammatical aspects, especially with separate words and word order. In addition, based on the number of syllable patterns in Vietnamese, there are 16 syllable patterns, namely V, VV, VVV, VK, VVK, KV, KVV, KVK, KVVK, 1/2kV, 1/2KVK, 1/2KVV, K1/2kV, K1/2KVV, K1/2KVK and K1/2KVVK. Here are examples of the eleven kinds of syllables above.

1) V	a-mal
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4) KVV	lan-tai
5) KVK	pak-sa
6) KKV	slo-gan
7) VKK	angkat
8) KKVK	kon-tak
9) KVKK	teks-til
10) KKKV	stra-te-gi
11) KKKVK	struk-tur
12) KKVKK	kom-pleks
13) KVKKK	korps
14) 1/2kV	ya
15) 1/2 KVK	yakni

**Table 1.** Variations in the Morphosyntactic Structure of Indonesian and Vietnamese

No.	Language	Structure Different	
		<i>Morphemy</i>	<i>Morphosyntactic</i>
1.	Indonesian	segmentation and class determination clearly visible (easy to determine)	The structure is displayed word by word in a sentence
2.	Vietnamese	clear segmentation, unclear word class determination	verb structures followed by prepositions in sentences

*B. Differences in the Morphematic Structure of Indonesian and Vietnamese*

Based on the typology of morphosyntactic structures (study of changes in function, role, and categories in sentences caused by morpheme changes, and conversely the differences in morpheme/words used are the result of syntactic processes), there are three types of languages, namely language types. Analytic, synthetic language types, and polysynthetic language types. Indonesian and Vietnamese are analytic languages because they display grammatical concepts word for word. In addition, from a morphological structure, Vietnamese is an isolated language, that is, a language that does not have a morphological process [8]. Meanwhile, Indonesian is of the type of agglutination (a language that has a morphological process; words can consist of more than morphemes, and the boundaries between morphemes can be easily separated/determined). Based on the results of the analysis of the differences in the morphemic structure of Indonesian and Vietnamese, it can be seen in Table 1.

The discussion of the differences in morphosyntactic structures is described below along with representative examples of the data starting with the differences in the morphemic structures of Indonesian and Vietnamese. Given that Vietnamese has three dialects, namely northern (Ha Noi), middle (Hue), and southern (Sai Gon) dialects, the Ha Noi dialect is designated as the national language, so in this study using the Ha Noi dialect.

1) *Differences in Morphemic Structure*

Based on the results of the study, it has been stated that the segmentation is clear, but determining the word class is difficult. To understand the results of this study, the following is presented with an explanation along with an example of the data. Previously, to understand that this morphemic structure is related to the elements that make up the smallest and most meaningful language units. These morphemes can be bound and free, such as words. Words in Vietnamese are formed from a single morpheme and have many meanings accompanied by different tones [9]. The following is an example of Vietnamese morphemic structure data.

{*ma'*} [ma:˧] which means ‘ghost’ is formed from the phonemes /m/ and /a/ without tonal or flat tone. But the word ‘má’ [ma:˨˩] in a rising tone [˨˩] meaning ‘mother’, ‘mà’ [ma:˨˩] in descending tone [˨˩] meaning ‘but’, ‘mǎ’ [ma:˨˩˨˩] up-and-down tone [˨˩˨˩] meaning ‘grave’, ‘mã’ [ma:˨˩˨˩] with a broken rising tone [˨˩˨˩] which means ‘horse’, and

'ma' [ma:<sup>h</sup>l<sup>?</sup>] with a broken down tone [.] which means 'paddy seedling'. From this example, it can be seen that Vietnamese has six tones, namely (1) flat tone, (2) rising tone [ˊ], (3) descending tone [ˋ], (4) up-and-down tone [ˊˋ], (5) broken up-tone [ˊˋ], dan (6) broken down-tone [ˋˋ]. In terms of segmentation, the morpheme {ma} is very clear that there is one segment, but it is difficult to determine the word class because it changes meaning when it changes tone.

{*Xin Chao*} means 'hello' formed with the phoneme /x, l, n, c, h, a, and o/ flat tone. There are two segments in the morpheme, namely *xin* and *chao* with a familiar greeting. However, the morpheme word class is difficult to determine because there are two segments.

/baɔ/ consists of three phonemes which when pronounced with six different tones will have different meanings. Morpheme {bao} means bag if pronounced flat, means 'panther' if {b,o} pronounced high, means 'plan' if {bμ0} pronounced down, means 'bolt' if {b'o} pronounced slightly decreased, meaning 'say' if {bʃo} pronounced up and down, and means 'storm' when pronounced {b.o} with a high pitch and interrupted by the glottal. Thus, it is difficult to determine the Vietnamese word class even though the segmentation is clearly visible. In contrast to Vietnamese, the morpheme structure of Indonesian is clearly visible in its segments and it is easy to determine the word class. The following is an example of the structure of Indonesian morphemes [9].

{mother} is formed from the phonemes /i, b, u/ without rising and falling tones, meaning 'greeting words for married women; women who have given birth to children'. The segmentation of the morpheme clearly looks singular and it is easy to determine the class of words, namely nouns. Why noun? Judging from the distribution, the morpheme mother can be expanded with the word + adjective to be a beautiful mother, for example.

{cycling} This morpheme looks one segment, formed from the phonemes /b, e, r, s, e, p, e, d, a/. Morpheme {cycling} is a complex form because it consists of bound morpheme {ber-} and free morpheme {bicycle}. In this case the segment of two morphemes in {cycling} is difficult to see, but it can be decomposed into two morphemes so that it is still easy to segment. Likewise, the determination of the morpheme word class {cycling} is easy to determine because this morpheme can be expanded with the preposition with + adjective to become 'cycling smoothly'. Morpheme {ber-} is a bound morpheme because it has a grammatical meaning, but does not have an independent meaning.

The morpheme {struggle} is clearly seen to consist of one segment. This morpheme is complex because of the bound morpheme, namely {mem-}, {per-}, and {-kan} and the bound morpheme is root {juang}. The morpheme {struggle} means 'to fight for something'. From the form of this morpheme, it is clear that Indonesian is an agglutinative type because it forms a word structure with affixes or bound morphemes. From the discussion of four data on the morpheme structure of Vietnamese and Indonesian, it is clear that these two languages are different morphosyntactically. Indonesian language is an agglutinative type, which is a language that recognizes word formation using affixes or bound morphemes so that it can also be called a synthetic language because it has words consisting of many morphemes. This is very different from the Vietnamese language which is an isolative type, namely the formation of words with a single morpheme.

## 2) Differences in Morphosyntactic Structure

As previously explained, Vietnamese and Indonesian show grammatical concepts word for word. It is understood as a feature of language with analytic type. In this regard, the data or corpus shows that both Indonesian and Vietnamese are correct, both showing sentence structure using a word-for-word structure syntagmatically. The difference is, Vietnamese uses a lot of prepositions, both before verbs as predicates, and after complementary functions in sentences. The following is an example of data and its discussion [10].

‘Rắn có độc không?’ can be translated as ‘Is the snake venomous?’

The sentence is interrogative, but does not use a question word. This question is expressed in a high tone as a question intonation. *Rắn* which means ‘snake’, *có* ‘yes’, *độc* ‘poison’, *đan không* ‘no’ shows that the sentence structure is SV pattern without O [11].

‘Giãn lã loãi bần. Translated as ‘Cockroaches are dirty’.

Sentence (b) is declarative with flat intonation. *Giãn* means ‘cockroach’, *lã loãi* ‘is a kind’, and *bần* ‘dirty’. This sentence is SVPel pattern, not object. In addition, the Vietnamese sentence structure seems to always use verb prepositions.

*Đây là thuốc thuồng côn trùng.*

Translated as ‘This is an insect repellent.’ Like sentence (b) the form of sentence (c) is also declarative. This sentence also uses prepositions before complements, even prepositions become copula verbs. *Đây là* means ‘this is’, *thuốc* ‘drugs’, *chống* ‘anti’, and *côn trùng* ‘insect’. Thus, sentence (c) has the pattern of SP Pel, without an object.

*Tôi đi ung với mèo.* Translated as ‘I am allergic to cats.’

Sentence (d) is declarative. Meaning *Tôi* ‘me’, *đi ung* ‘allergic’, *với* ‘with’, and *mèo* ‘cat’. This sentence pattern is also preceded by a subject followed by a verb with a preposition and then a complement. This sentence is also objectless. (e) *Tôi có nuôi chim.* Translated as ‘I have a bird.’

Sentence (e) is in the form of a declarative sentence. Meaning *Tôi* ‘saya’, *có nuôi* ‘have a pet, and *chim* ‘bird’. This sentence has the pattern [12].

The sample data in sentences (a—e) in Vietnamese shows each element before the predicate using a preposition. Data (a) uses the preposition *co* accompanying verb *độc* ‘drug’. Sentence (b) verb *lã loãi* contains preposition *lã*, the same as sentence (c) is used *lã*. In sentences (d) and (e) the preposition is used *đi* and *có* before verb *nuôi* ‘have’. Meanwhile, in Indonesian sentences, verbs are not preceded by a preposition, but are usually preceded by an adverbial, such as already, not yet, somewhat, very, had, not, and so on. The following is an example of Indonesian sentence structure.

- a) They discussed the development of linguistics in Indonesia.
- b) The increase in fuel prices is very disturbing to the public at this time.
- c) Strengthening character education is carried out in all education units in a comprehensive manner.
- d) Preparation of learning tools must be carried out every semester.
- e) Research findings are presented in an international seminar.

The five Indonesian sentences in the sentence data (a—e) show that before the verb is not preceded by a preposition. In sentence (a), the verb to discuss does not begin with a preposition, in sentence (b), the verb to worry is preceded by the adverbial *very*. Sentence (c) also does not use a preposition before the verb is performed and in sentence (d) the verb is performed preceded by the adverbial *must*. Similarly, the verb presented in sentence (e) is not preceded by a preposition.

By studying the contrastive analysis of the morphosyntactic structure of Indonesian and Vietnamese, it is possible to describe matters related to material that can be used as a design for preparing BIPA teaching materials, especially for Vietnamese speakers [13].

### 3) *Design of BIPA Teaching Materials*

The results showed that there were similarities and differences in the morphosyntactic structure of Indonesian and Vietnamese. This can be implicated in the preparation of BIPA teaching materials, especially Vietnamese speakers [14]. That way, BIPA teaching materials that are compiled based on these findings are expected to anticipate the learning difficulties of foreign students from Vietnam.

The implications of the results of the research with the design of BIPA teaching materials from Vietnam are as follows.

- Pronunciation of language units should be given more in learning to speak with effective learning strategies, such as the re-pronunciation model from David Nunan;
- The morphemic structure of the Indonesian language is reproduced for polymorphic forms in learning to read and write; as well as.
- Identify and analyze difficult words with indications of three or more syllables in each text in listening and reading learning.

## 4 Conclusion

Based on the discussion of the results of the contrastive analysis of the morphosyntactic structure of Indonesian and Vietnamese, the following conclusions can be drawn.

The similarity between Indonesian and Vietnamese lies in their phoneme structure, which both consist of segmental and suprasegmental phonemes. Segmental phonemes of Indonesian and Vietnamese consist of vowels, consonants, diphthongs and series of consonants. The Indonesian suprasegmental phonemes are not phonemic, while the Vietnamese suprasegmental phonemes are phonemic, even distinguishing lexical meanings.

The segmentation of the morphemic structure of Indonesian and Vietnamese is clearly visible, but there are differences: Vietnamese is difficult to determine word class, while Indonesian is very easy to determine word class or category. In addition, the syntactic structure of Indonesian is very easy to analyze, while Vietnamese is difficult to analyze the structure of each element because of the many uses of prepositions before and after verbs [15].

The implications of the results of this study on the design of Vietnamese language BIPA teaching materials are (1) practice of pronouncing each phoneme in times when it should be given a lot in learning to speak; (2) multiply polymorphemic structures in learning texts for reading, listening, speaking, and writing BIPA; and (3) identification of difficult words (three syllables or more) each text is discussed and recited intensively in listening, reading, speaking, and writing learning.

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