

CHAPTER I

INTRODUCTION

A. Background of the study

According to Selinker (1972) interlanguage is the process of language learning is of transitional nature which has its own features. This dynamic system of learner language accounts for the variability in L2 learners' linguistic production which is in contrast with the linguistic system of native speakers. This interim grammar puts emphasis on the phenomenon of backsliding through which it can be deduced that the linguistic features observed in learners' language, is not random or towards the speakers' language system (Selinker, 1972).

The Interlanguage theory based on error analysis discusses that learner errors do not just transfers from L1 to L2. The learner cognitively tries to determine the L2 structure and in the process creates an interlanguage of developmental sequences containing various stages. These stages often include grammatically incorrect structures. If a learner uses a grammatically correct sentence it is believed that this is a repetition of something the learner heard (often a "chunk"). When grammatically incorrect utterances are made, this is believed to show the learner's true level of understanding of the rules and patterns of the L2 (Lightbrown & Spada, 1999).

Second language acquisition refers to the process of learning another language after the native language has been learned. The second

language is commonly referred to as the L2. Furthermore, Loewen and Reinders (2011) state that the order of acquisition represent a developmental of L2 learning similar to developmental squence. However, the order of acquisition relates to the learning of different syntactic and morphological structures, whereas developmental squence relates to the acquiring one spesific morphosyntactic features, such as English negation.

According to Merrim-webster dictionary, development is the act or process of growing or causing something to grow or become more advanced. There are some developmental stages of second language acquisition. According to Haynes (1997), all new learners of English progress through the same stages to acquire language. These stages are often described as (1) the silent period, (2) early production, (3) speech emergency, (4) intermediate fluency, (5) advance fluency, which have been observed to be common among many of these learners.

Children's language acquisition is a phenomenon regarding the fact that children only receive limited formal language teaching and even in some cases they only receive very limited language input, such as children raised in a country that English as foreign language. In fact, language is a very complex system composed by the interface of phonetic, semantic, syntactic, and pragmatic rules which are related to each other and interwoven into a single unity. However, despite their limited formal language teaching and poor language input, children are still able to acquire a targeted language. In Kusmanto's research, he said that it is

magnificent phenomenon because they are able to acquire by their own cognitive endowment the very complex language system. Such phenomenon raises an assumption that there must be an underlying mechanism by which children's language acquisition is possible (Kusmanto,2003).

The Indonesian students still use Indonesian way of concept in expressing their ideas in English. The fact that there are still a lot of problems happening in using grammar in negative sentences in junior and senior high school students. The students are wondering when their sentences are grammatically correct or not. It happens because English is not their native language and their environment where the place that they live does not support to their studies.

However, second language learners from different first language background behave somewhat differently within those stages. Some studies concerning negatives acquisition in English and German provide evidence of a clear sequence of development (Meisel, 2011). Each of these sequences is defined in term of grammatical properties, such as negation, which have been acquired during the period. Ellis (1996) state that the acquisition of negation shows clear transitional structure which involve a series of forms that learners use to master the target language form.

There are four stages in the developmental sequence of negation have been observed; stage one is the negative particle (no or not), stage two is the negative element *don't*, stage three is the negative element is

positioned after auxiliary verbs (are, is, etc.) and modals (can, etc.), and the last stage four is the negative element *don't* is marked for person, number and tense. (Lightbrown & Spada 1999).

This phenomenon happened in the writer's school when she is teaching in MTs AL Uswah Bergas, when the teacher asked the students to make negative sentences, there were many students made mistakes in making negative sentences that ungrammatically. These following negative sentences were made by students of junior high school:

No eat.

I no can swim in the swimming pool.

They have no money to buy the car.

I am not eat breakfast.

From those sentences above, they did language transfer, Indonesian to English. The students do not realize that those sentences are false. (*I no can swim in the swimming pool*, it should be *I can not swim in the swimming pool*), (*I am not eat breakfast*, should be *I do not eat breakfast*). Because of this fact, Indonesian language has different systematic grammar from English. It is influenced by the first language that they get when they were born.

Some people doing the study about developmental sequence of English negation. One of the study is from Chik's study (2009) examined the acquisition of negation by Malay ESL learners. The study investigated the interlanguage of English negation among Malay ESL learners. But in

this study has limited access especially in developmental English negation in nominal, verbal, and modal auxiliary sentences.

Based on the explanation and phenomenon above, this study tried to examine the developmental sequences of negation by junior and senior high school students. It is worth studying this case because as Meisel (2011) state that it constitutes strong empirical evidence in support of the claim that structure of negation is indeed acquired in a strictly ordered fashion. So the writer interest to investigate the research as following **The Developmental Sequence of English Negation of Secondary School Students at SMK Putra Bangsa Salatiga and MTs AL Uswah Bergas Semarang Regency.**

B. Research Question

How is the developmental sequence of English negation in Junior and senior high school:

1. How is the development of English negation of nominal sentence?
2. How is the development of English negation of verbal sentence?
3. How is the development of English negation of modal auxiliary sentence?

C. Limitation of study

- a. Object of the study

The study focused on the acquisition of negation of nominal sentence, verbal sentence, and modal auxiliary sentence at junior high school students in the first semester in written product and emphasized on developmental sequences of negation from students in one of junior high school in Semarang regency and one of senior high school in Salatiga.

b. Subject of the study

The subject of the study is the students of MTs AL-Uswah Bergas at Semarang regency and students of SMK Putra Bangsa Salatiga. They consist of seventh, ninth, tenth, and twelfth grade students. Each grade will be taken one class for sample of the study.

D. Objective of the study

To describe the developmental sequence of English negation in Junior and Senior high school students:

1. The development of English negation of nominal sentence.
2. The development of English negation of verbal sentence.
3. The development of English negation of modal auxiliary sentence.

E. Benefit of the study

Theoretically, this study can give insights into several aspects of negation acquisition of EFL learners regarding the case of developmental sequence which can contribute to the development of the theory in applied linguistics, especially to the existing theorization of developmental sequences in second language acquisition.

Practically, this study also gives beneficial for teachers because it can help them to understand why students might produce certain negation whose variety of utterances may be necessary for the learners to hear in order to move to the next stage. Investigating the learners' developmental in sequences might influence the learning and teaching process. That is because the investigation provides teachers with the information about how much the learners had learned and how language was learnt by learners. Furthermore the result of this research can be reference that conduct developmental sequence of negation as the research.

F. Thesis outlines

This thesis consists of five chapters. Chapter I introduces the present study, outlining background, limitation of the study, research question, objective of the study, benefit of the study, and thesis outlines. Chapter II reviews of related literatures on the topics being studied, i.e. second language acquisition, the developmental stage of SLA, and the developmental sequences of negation which include verbal sentence, nominal sentence, and modal auxiliary sentence and previous studies. Chapter III discusses a set of methodology which covers type of research, subject of the study, sources of data and data collection, and also technique for data analysis. Chapter IV presents research findings and interpretations, while, conclusion, implication and suggestion about this research are successively presented in Chapter V.