CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this study. The conclusion section shows how the problem of the present study is answered. The recommendation section presents the recommendation to other researchers who are interested in interlanguage theory and realisations and also to teachers of English as the second language for a beginner level.

5.1 Conclusions

The primary goal of this study is to investigate the development of negation by learners of EFL through observation, the picture description test and essay writing. This study includes two research problems, i.e. (1) the negation that the students produced in the tasks, and (2) the developmental sequence of negation that the students went through across periods.

Regarding the first research question, it is found that the students are able to produce negation. However, their productions reflect an interlanguage. The total number of negative utterances in the first period is 490. Out of them, 241 (49.2%) are accurate or grammaticaly correct. The rest (249 occurrences or 50.8%) are ungrammatical. The total occurrences of negative utterances in the second period are 399 times, 212 of which (53.1%) are accurate or grammatical correct and the rest (187 occurrences or 46.9%) are ungrammatical. The total occurrences of negative utterances in the third period are 455 times, 270 of which (59.3%) are accurate or grammatical correct. The rest 185 occurrences (40.7%)

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are ungrammatical. It is shown that the development of negation acqusition is evidenced in this study because the acceptable negation slightly improves from the first period up to the third period.

Regarding the second research question, it is found that these students go through all the stages in acquiring English negation. In the first period, the order of stages do not fully confirm the order of stages found in previous studies. Similarly, in the second period, the order of stages still do not fully confirm the order of stages in previous studies. However, in the third period the order of stages confirm the order of stages found in perious studies. It can further be concluded that, overall, the order of stages in negation acquisition in previous studies (see Ellis 1996, Lightbown & Spada 2011, and Meisel 2011) are finally evidenced in this study. Furthermore, the acquisition of English negation is influenced by several factors. In this study, the influential factors appear to be EFL setting (input), L1 interference (Bahasa Indonesia), and the longitudinal study which is relatively 'short'.

Based on the findings above, it can be said that the order of stages in acquiring English negation seems to be universal. This study has proved it, although it is evidenced late in the last period. This late confirmation may result from the fact that the students learn English in a formal classroom context, which differs from the contexts in which previous studies were conducted, i.e. ESL.

5.2 Recommendations

There are several recommendations proposed concerning the research in

the field of second language acquisition, namely interlanguage. First, since the present study finds that the order of stages in acquiring English negation is not directly confirmed, it seems that more research on negation in EFL context still needs to be conducted with the same or different methodology. Second, since the present study is not able to cover all the syntactical features due to its limitation, i.e. question formation and auxiliary verbs, it is recommended that further studies analyse structures other than negation. Third, since the present study is not purely longitudinal, it is recommended that further research be undertaken in lengthier longitudinal studies. Lastly, it is hoped that this study of negation acquistion lends support to the construct of developmental stages in the acquisition of English negation by second language learners and contributes to the existing theorisation of developmental sequences in SLA.

This study also proposes some practical suggestions for teachers. First, the presence of developmental sequences in learner language might influence the teaching and learning process and therefore teachers should provide exposure on negation in the learning materials. The learning material should be adjusted with students' development, but the negation should be produced 'naturally'. Second, teachers should be more tolerant to the error correction as part of the language development.