

CHAPTER I

INTRODUCTION

In this chapter, the researcher attempts to explain the reason for this current research. This chapter begins background, identification of the problem, scope and problem formulation, objectives, and significance.

A. Background

The usage-based theory shares the claim that the structure or abstract knowledge is not inductively generated from the innate capacity in human's mind as claimed by generative experts like Chomsky and others, however it is acquired through the complex adaptive experiences of using the language (Bybee, 2010; Bybee & Thompson, 1997; Croft & Cruse, 2004). In addition, routine or repetition typically so-called 'frequency,' is regarded as a principal factor in SLA. According to Ellis (2002) the frequency of linguistic elements exposed to second language (L2) learners can significantly react to SLA.

Human's brain is compared to a blank box. Inputs of specific language are required to fill out information in human's brain. The structure is so rule-governed behaviour that imitation and the role of repetition facilitate the acquirers to get linguistic knowledge unconsciously. Since the structure is acquired through the repetitive experiences of using the language, the role of repetition or so-called 'frequency' will affect acquirers' brain performance. Thus, repetitive experiences of using particular linguistic features are regarded as a factor that contribute to reinforce cognitive capacity or linguistic representation which is used as a pattern to perform in the subsequent communication.

The mental representation of linguistic system (grammar) is not a fixed invention that is pre-programmed in human's mind, but rather an entity that is organized or emergent from the actual experiences in using particular language. It does not mean that the language use rises from a range of rules, but the language use is the source that contributes to reinforce the mental representation of grammar. A person will never acquire the knowledge of language without any practice or the actual use of particular language. It means that a person can only master a specific language that is frequently accessed or exposed to them.

However, the significant role of frequency does not make sense in SLA Almula, (2015) since frequency is typically related to numerous factors such as particular lexemes or perceptual salience Diessel (2013). It reemphasizes the statement above that linguistic system as principle is related to the specific language as the parameter. Specific language consequently creates specific linguistic system other. Thus, frequency role is dependent on the understanding of particular lexemes in the mastery of linguistic system and it is probably bias to understand additional constructional schemas in learners' mind because a particular construction is occasionally independent on particular lexemes.

In addition, to see the actual use of particular linguistic feature, this current research employs the corpus linguistic approach owing to the empirical sources—analyzing particular constructions of language usage in natural texts and the representative source—providing a wide and pivotal set of natural texts as the instrumental tool of analysis (Dazdarevic & Fijuljanin, 2014). Thus, this research was designed to investigate whether or not higher usage frequency of particular

linguistic feature found in corpus linguistics corresponds with students' use and accuracy in their compositions.

The *-ing* form as the main investigation of abstract knowledge or linguistic feature is regarded important given *-ing* form as any of non-finite verbs (beside *-ed* form, and infinitive) is a feature of English or abstract knowledge which dominantly exist in the constituent of a sentence. The structure is regarded difficult to teach and learn due to its complex internal structure and ambiguous terms (Taher, 2015; Kitikanan, 2011; & Vercellotti, 2013). The *-ing* form can act for nominal, adjectival, predicative, and adverbial (Greenbaum & Nelson (2002) and has various terms; verbal noun, *-ing* deverbial noun, nominal verb/gerundive, *-ing* participle, verbal adjective, *-ing* deverbial adjective. The characteristics of the structure often mislead students' understanding. The distribution of non-finite verbs takes place illogically (Taher (2015).

It confirms that non-finite verbs are interconnected systematically. The particular structure sometimes can be the only right choice of the constituent. They can also take different properties that may influence another constituent. In addition, it is not that easy for learners to acquire the knowledge of non-finite verbs mainly *-ing* form since they turn out subordinate constructions that modify another matrix constituent. The constituents of non-finite verb are hardly explained by language practitioners and grammarians. It convinces that the constructions are rather difficult to classify. Additionally, for non-English speakers, the constructions eventually mess up their conception. Last but not least, it rather grabs attention on how Indonesia L2 learners produce the construction

because Indonesia language and English have distinct linguistic systems. As the researcher conducted the preliminary study, the subsequent constructions made by students indicate the complexities of *-ing* form structure:

[1] I postpone **to do** my homework.

[2] They saw my **dancing**.

[3] She visited my house, **watching**.

[4] The man **whose looking** me is Lukman.

[5] It feels sad, he is **leaving** me alone.

[6] He was **boring**.

Sentence [1] is syntactically incorrect. *-ing* form is more properly embedded other than infinitive. Sentence [2] is syntactically ambiguous when followed by a genitive whether as mode of an action or mode of interpretation Taher (2015). Sentence [3] is syntactically incorrect. *-ing* form may act for adverbial that modifies the matrix clause. The *-ing* form does not imply the relation to the matrix clause due to occurring alone. It may be bias in meaning if the construction is mode of interpretation or mode of an action Taher(2015). Verbal noun refers to a concrete noun or abstract noun denoting personal reference, the result from an action. Whereas, gerundive is lexically verb, and inflectionally nominal Taher(2015).

The 'watching' probably means mode of interpretation 'surveillance' as modified by nominal attributes like determiner or mode of an action 'watch' as modified by object or adverb. Sentence [4] is syntactically incorrect. The *-ing* form already included in the construction, yet the use of subordinator (WH clause)

was totally wrong given that the word 'whose' indicated the possession of the personal reference Greenbaum & Nelson(2002). Sentence [5] is syntactically incorrect. If *-ing* form is preceded by personal pronouns as the dependent clause, they should be genitive forms Quirk, et. al,(1985).

In addition, the subject of matrix clause should be personal references that indicates the relation of both clauses Quirk, et. al, (1985). Thus, the sentence is preferred to be 'I felt sad, his leaving me alone'. Sentence [6] is syntactically incorrect, given *-ed* form is preferred to appear. *-ing* form and *-ed* form are lexically adjective that may modify a noun. What makes them distinct is that *-ed*form denotes passive opinion. Thus, the construction of *-ing* form in [6] is inaccurately embedded.

In addition, a range of factors affecting students' deviation were also caused by the lower frequency of particular *-ing* forms that were exposed and used in learning activities, Inadequate Learning sources as linguistic input sources responsible for any deviations that were fossilized for long, inappropriate learning strategies employed by students, and students' maturational constraints or low cognitive achievement. As the researcher observed and established interview to get comprehensive understanding on the factors.

Students were more likely to avoid any difficult structure or use other alternative forms that made them less exposed and practiced to particular *-ing* forms. Students were more likely to employ learning sources mainly provided at the university without any comparison of other learning sources and employ invalid and unscientific sources on website. Numerous students' language

achievement based on students' final test scores were lower than the grade standard regulated at the university study program. Inappropriate learning strategies students employed in learning activities. For instances, students rarely discussed materials they acquire each other, students reviewed and learned materials a head of the exam day, and numerous students rarely attended the class and had their classmates sign the attendance.

In order to reemphasize the role of input frequency on students' acquisition of abstract knowledge or structure, the researcher presents previous investigations that were already carried out by a number of researchers (Keawchaum & Pongpairoj,2017; Dabrowska, 2004; Langacker, 2008) investigated the role of frequency that affect SLA which focused on the use of gerund and infinitive. Particular verbs and the use of verbal complements were selected based on high frequency of corpus data that confirmed a widely-used construction. The findings then proved that high input frequency is equivalent to low level students' constructional schema or tendency in the use of particular linguistic features.

However, the finding are contrast to Almulla,(2015) that founds types of result (accuracy and the ease of processing ungrammatical structure). Nevertheless input frequency contributed to the processing of ungrammatical structure, students' lower level constructional schemas were just restricted to a continuum of particular words or lexemes so that students inaccurately constructed particular words when distributed in a certain position. It frequently occurred on low-level student because they did not internalize language input and detect any problems over the ungrammaticality.

B. Identification of The Problem

The background above illustrates a number of problems which are found during observation and interview:

1. Students were rarely exposed to particular *-ing* forms and used it in learning activities,
2. Students employed inadequate learning sources such as articles on website in learning activities,
3. Students achieved lower linguistic proficiency mainly on structure based on the final test scores,
4. Students appeared to concern on Indonesia linguistic system in the composition of *-ing* form.
5. Students employed inappropriate strategies for learning activities.

C. Scope and Problem Formulation

The researcher concerns the investigation on use and accuracy of *-ing* form constructions composed by Indonesia L2 learners. According to the scope of research, the researcher seeks to present a number of questions to prove hypotheses which are stated in the subsequent lists:

1. What *-ing* forms are students more likely to use in the constructions?
2. How accurate can students construct *-ing* form structure?
3. What types of misconceptions are composed by Indonesia L2 learners in the constructions of *-ing* form?

C. The Objectives

In addition, the purpose of the study is aimed to;

1. to prove and describe the tendency of *-ing* form constructions composed by students in accordance with the actual usage of corpus linguistics,
2. to prove and describe the accuracy of students' constructions of *-ing* form in accordance with the higher usage frequency of corpus linguistics
3. to describe types of misconception composed by students in the constructions of *-ing* form

D. Significance of The Study

1. Pedagogical Implication

This study's findings may help English instructors plan and improve teaching materials and methods for these English *-ing* features. Designing perceptive and productive tasks (both oral and written with the usage of targeted linguistic features) is actually assigned to learners regularly. In accordance with the usage-based theory, when learners are more frequently exposed to the targeted language structures and have the proficient conceptual representation, it will make things easier for them to activate the language features later. Language achievement is precisely improving not only through the frequent imitation but as well intentional teaching which is also essential for students to avoid fossilized-misconceptions.