A CONTRASTIVE ANALYSIS BETWEEN ENGLISH AND INDONESIAN NEGATIONS: A CASE OF NEGATIVE MARKERS

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Abstract

This research is aimed at determining the similarities, dissimilarities, and possible difficulties faced by Indonesian and English speaking students as learning negations and also the recommendations to TEFL. The descriptive-qualitative method was used. The documentation technique was applied in collecting the data. To analyze the data, the researcher used a descriptive analysis. The results showed that there were six similarities and four dissimilarites between English and Indonesian negations. The six similarities were in rejection or denial with verbs, adjectives, nouns, adverbs, "No" followed by nouns, and incomplete or undone action. The four dissimilarities were in confixation, suffixation, short prohibition and strong objection. The possible difficultes faced by English speaking students was in confixation, while Indonesian students' was in suffixation and strong objection. The dissimilarities make recommendations to TEFL teachers to design teaching materials of English grammar that enable students understand negations.

Introduction

As this research concerns with a language, it will be much better to start writing by defining what a marvelous attribute language is and a language refers to. Richards, Schmidt, Kendricks & Kim (2002) define language as the system of structural arrangement of human'sounds used to communicate in line with written representation unit such as morphemes, words, sentences, utterances, etc." (p. 283). It means that language is a means or instruments of communication, which consists of spoken and written forms, and arranged structurally into parts mentioned before.

As a foreign language, English is also crucial to be learned after students' national language, Bahasa Indonesia. There are many problems in studying English, such as mastering grammar. One of the problems in learning English is that understanding the use of negation or negative markers in sentences both in spoken and written forms. As the matter of facts, most Indonesian students seem to be perplexed to use correct English negation or negative markers when making sentences in terms sentence patterns and short paragraphs as well as conversing with other people. They seem to be confused and often make some mistakes, for instances: when writing or saying "*Saya tidak makan hari ini* ". They tend to write or say "*I am not eat today*", and also"*I no/not eat today*" in stead of "*I do not eat today*".

In this context, EFL students are often confused when and how to use negation or negative markers and what the correct word initiated it. It happens because they are weak in grammar so that they do not know the rules and usage of negation or negative markers. It is such a normal condition which is encountered by them since both English and Indonesian grammatical characteristics are quite different. Richards, et al., (2002) itemize that the core obstacles in learning a new language is fluenced by are much

caused by first language, and it can be assumed by contrastive analysis. (p. 79). It means that contrastive analysis has applications in predicting and diagnosing a proportion of L2 errors committed by the students. Yet, at the same time, it remains true that the primary purpose of writing this research is to examine the student's problems in learning English negation or negative markers, and also to figure out the contributions that can be obtained from this comparative study to the teaching English as a foreign language in the teaching-learning process.

In relation to expressions being analyzed, this research presents a study under the title: "A Contrastive Analysis Between English and Indonesian Negations: A Case of Negative Markers". This research was conducted to find out the similarities and the dissimilarities between English and Indonesian negations or negative markers, and its recommendations to the teaching English as a foreign language (TEFL), as well as to predict some problems or difficulties faced by English and Indonesian students in learning negations or negative markers. In this research, four problems were formulated, as follows: (1) what are the similarities between English and Indonesian negations or negative markers?, (2) What are the dissimilarities between English and Indonesian negations or negative markers?, (3) What are the possible problems or difficulties faced by both Indonesian students and English speaking students in studying English and Indonesian negations or negative markers?, and 4) What are the recommendations of contrastive analysis (CA) between English and Indonesian negations or negative markers to the teaching English as a foreign language (TEFL)?.

Generally, the objectives of conducting this research were to find out the similarities and the dissimilarities between English and Indonesian negations or negative markers and the possible difficulties faced by both Indonesian and English speaking students in studying English and Indonesian negations or negative markers and the recommendations of contrastive analysis (CA) between English and Indonesian negations or negative markers to the teaching English as a foreign language (TEFL).

In addition, the results of this research would give valuable information to the researcher himself about English and Indonesian negations or negative markers. Additionally, the results of this study could be useful for all of university students in learning more deeply on grammar usage and function, especially in negation or negative markers. Finally, the results of this contrastive analysis were expected to be able to uncover or to predict the possible problems or difficulties faced by Indonesian students in studying English negations or negative markers as well as become recommendations to the teaching English as a foreign language (TEFL) in terms of the dissimilarities of both English and Indonesian negations or negative markers to help the teachers of English to be able to design such teaching materials in teaching English grammar that enable the students understand negations or negative markers.

As the matter of fact, contrastive analysis (CA) is two or more languages compared systematically used to delineate similarities and dissimilarities and it has been applied for practical teaching objectives to meet better teaching materials for language learners. (Johansson, 2008, p. 9). In other words, contrastive analysis is regarded as the study of language comparison used to

describe the similarities and dissimilarities. On the other side, Kridalaksana (2008) states that contrastive analysis is an analysis which is conducted to find out the differences and the similarities of sounds in two different languages. (p. 135). It means that contrastive analysis is a linguistics analysis that is regarded on revealing the elements of differences and similarities inside the two different languages.

On the other hand, Keshavarz (2012) states:

CA involved describing comparable features across the two languages, identifying the differences and, then, predicting what errors learners would make. It served two major purposes: first it provided an explanation for why learners make errors, and secondly it served as a source of information for identifying which structural areas of the TL teachers needed to teach (i.e., those where negative transfer was likely) (p. 7)

In brief, contrastive analysis (CA) is such a comparative feature of language to be analyzed to figure out the similarities and the dissimilarities and also to predict the students' errors and difficulties. Additionally, Richards, et al., (2002), state that contrastive analysis is the comparison of two languages, for example, the sound system or the grammatical system. It was firstly developed and practised in the 1950s and 1960s, as an application of structural liguistics to language teaching, and is basically based on the following assumptions, as stated below.

1. The main difficulties in learning a new language are caused by interference from the first language.
2. Those difficulties can be predicted by contrastive analysis.
3. Teaching materials can make use of interference. (p. 119)

In brief, contrastive analysis is such a comparative analysis which is done to see the comparison of two languages and also to figure out the learning difficulties as the teaching recommendations. Furthermore, Tarigan (2009) delineates contrastive analysis as a transferring analysis which is parsed and formulated in the form of a theory of stimulating psychology. Tarigan (2009) further delineates that contrastive analysis is legally practised in the 1950s as an application of structural linguistics in language teaching, and based on some assumptions, as follows:

1. There must be an interference of L1 in learning a new language (target language);
2. Some problems faced in learning a new language (target language) can be predicted by using a contrastive analysis;
3. A contrastive analysis can be used as a guidance for a teacher, especially a teacher of English, in teaching pronunciation, in term of phonology. (p. 3)

In this context, contrastive analysis (CA) is such a study that is carried out to compare two different language components or aspects, and also to predict students' difficulties in learning L2 as the recommendations for teacher's teaching materials.

Procedures of Comparing Language

In contrastive analysis, there are two core procedures or steps of comparing two languages, (i.e. description, comparison). Keshavarz (2012) further adds that there are five steps or procedures used to compare two or more languages, as follows:
1) selection

In this case, selection has something to do with the analyst's teaching experience and bilingual intuition, if s/he shares the same native language with the learners. It can also

be based on a prior analysis of errors committed by the learners. In the process of selection, the analyst should decide what to compare with what. Also the elements compared and contrasted in the two languages should be similar in some respects. (p. 14)

2) description

In this research, description is in line with certain linguistic items description, structures or rules, the linguist or language teachers' experiences through scientific questions which emphasizes on parallel description of the two different language systems. (p. 14)

3) comparison

In this context, comparison is related to comparing and contrasting the two systems by juxtaposing features of the two languages in order to find similarities and differences between them, through three levels: form, meaning, and distribution of forms. (p. 15)

4) prediction

In this way, prediction bears on making predictions about difficulties learners may face in acquiring the second language, and judge similarities and differences found through the comparison of the two problematic languages for the learners. (p.15)

5) verification

In this case, verification has something to do with finding out whether the predictions made about errors and difficulties actually materialize or not and asking whether second language learners in reality commit the type of errors predicted on the basis of the contrastive analysis of the two languages or sub-systems of those languages. (p. 16).

From the explanation stated, it can be concluded that the five steps or procedures of comparing language are very important to be conducted by an analyst or a researcher who does a comparative study or a contrastive analysis in order to enable him or her figure out the similarites and the dissimilarities as well as to predict the type of errors occured.

Negation

According to Leech (2006) negation is the operation of changing a sentence or other unit into its negative form, especially by using *not*. The normal form of negation in English is to add *not* (or its contracted form *-n't*) after the operator (that is, after the first auxiliary verb or the finite verb *be*), for instances:
I am feeling tired ~ I am not feeling tired.
You could help her ~ You couldn't help her.
The letter is here ~ The letter isn't here. (p. 66)

In this way, negation is such negative markers preceded by auxiliary verbs and tend to be constrasted into "n't". In addition, Hornby (2010) defines negation as the exact opposite of something; the act of causing somethong not to exist or become its opposite. (p. 987). It means that negation is used to show denials or objection to something. On the other hand, Chalker, Aarts, & Weiner (2014) itemize negation as the grammatical means by which the truth of an assertive (or positive) sentence or clause is denied. It is typically an English sentence or clause is negated by adding not or -n't to the primary verb, or to the first (or only) auxiliary verb, such as *This is not difficult* and *He couldn't have been there*. (p. 262). It means that negation is like a denial used in a

sentence or a clause which is also preceded by auxiliary verbs.

Furthermore, Eastwood, (2002) states that negation derives from negative which refers to a negative sentence has *n't* or *not or* a negative word such as *never,nothing.* (p. 400). In this case, negation is such negative marker used to form negative sentence using a negator such as not or n't. On the other hand, Crystal (2008) states:

Negation as a process or construction in grammatical and semantic analysis which typically expresses the contradiction of some or all of a sentence's meaning. It is expressed by the presence of the negative particle *not* or *n't* (the contracted negative); in lexis, there are several possible means, e.g. prefixes such as *un-, non-*, or words such as *deny.* Some languages use more than one particle in a single clause to express negation. (p. 323)

Crystal (2008) further states that the use of more than one negative form in the same clause (as in double negatives) is a characteristic of some English dialects, e.g. *I'm not unhappy* (which is a stylistically marked mode of assertion) and *I've not done nothing* (which is not acceptable in standard English). (p. 324). In this context, negation is like a contradiction showing negative particle or form which is occured in such prefixes. Like other experts, Richards, et al., (2002) state:

Negation is contradicting the meaning or part of the meaning of a sentence. The main negator in English is *not,* often in its contracted form *n't* and combined with an auxiliary, for example: *She isn't going / hasn't gone / didn't go / doesn't want to go.* but there are other negators, e.g. *never. Although he lived quite close, he* never *visited us.*(p. 354).

Richards, et al., (2002) further state that negation can be expressed by negative pronouns, e.g: *There was nobody there.,* or by negative affixes, e.g.: *That was really unkind!*. (p. 354). It means that negation is formed by the combination of main negator "Not" fllowd by auxiliaries. Moreover, Cruse (2006) states that negation is negating a proposition which has the effect of reversing its truth, for intances: if *Peter is here* is false, then *Peter is not here* is true, and if *Peter is true*, then *Peter is not here* is false (p. 116). In conclusion, negation is used to show negative sense for a proposition and reversing to the fact.

English Negation

In general, there are two core English negations which are used in sentences, such as *No*, and *Not*, which are combined or followed with some other words and make new negations, such as *Never* from Not + ever*, None* from No + one and, so on. Cruse (2006) states that English negations can be occured in negative affixes, in terms of prefixes, such as *un-, dis-, de-, mis-, im-, il-, ir-, non-, in-*, as in *impossible, illegal, irregular*. (p.117). Cruse (2006) furter states that there are five types of English negations or negative prefixation, as follows:

1. Logical negation
   Logical negation is such a negation which is equivalent to logic, as in *non-biological*, *impossible*.
2. Polar negation
   Polar negation is such a negation which is not equivalent to the possibility of indifference, as in *dislike*.
3. Reversive negation
   Reversive negation is such a negation which is reversive to opposition as in *undress*.
4. Privative negation

Privative negation is such a negation which is equivalent to its factual meaning as in *de-ice*.

5. Evaluative negation

Evaluative negation is such a negation which is equivalent to the evaluation as in *misunderstand*. (pp. 117-118).

It means that English negation can be formed by some prefixes such as *un-, dis-, de-, mis-, im-, il-, ir-, non-, in-*, which show negative meanings. In addition, Richards, et al., (2002) state that English negation is illustrated by the major negator "Not" which is constracted into "n't". To be clear, Table 1 illustrates English negations.

Table 1. English Negations

Auxiliary Negation	Pronouns Negation	Affixes Negation	Double Negation
Is not (isn't) Has not (hasn't) Did not (didn't) Does not (doesn't), etc.	Nobody Noone, etc.	Unkind Impolite Illogical Disagree Irregular, etc.	Haven't done nothing Don't disagree Am not unhappy, etc.

(Richards, et al., 2002, p. 354)

Table 1 shows four common characteristics of negations in English such as auxiliary negations as in "is not" or "isn't" and "has not" or "hasn't", pronoun negation as in "nobody", affixes negation as in "unkind" and "impolite" and also double negation as in "haven't done nothing" and "don't disagree".

Indonesian Negation

There are five common Indonesian negations which are used in sentences both in spoken and written forms, such as *bukan*, *tidak*, *tidak ada*, *belum* and *jangan*. Table 2 presents Indonesian negations.

Table 2. Indonesian Negations

Bukan	Tidak	Tidak Ada	Belum	Jangan
The negation *bukan* negates a noun. It is used if the predicate centre contains a noun or noun phrase, as in: "*Dia bukan guru* (*She is not a teacher*), and "*Itu bukan seekor burung*" (*that is not a bird*).	The negation *tidak* negates all the types predicate other than nouns,verbs, adjective prepositional phrases, as in: *Mereka tidak menolong kami, (They did not help us*), and "*Saya tidak mengantuk*" *(I am not sleepy).*	The negation *Tidak ada* negates all nouns as an emphasize, as in "Tidak ada uang" (No money), and "Tidak ada kamus" (No dictionary).	The negation belum shows incomplete action or undone situation as in: "*Mereka belum berangkat", (They have not left yet)*, and *"Dia belum sarapan" (She has not had breakfast).*	The negation jangan is known as negative imperative, and it is usually followed by verbs or adjective, as in "*jangan merokok disini, (Don't smoke here!) or (No smoking here)*

(Sneddon, Adelaar, Djenar & Ewing, 2010, pp. 202, 210, 334)

Table 2 shows five common types of Indonesian negations such as *bukan, tidak, tidak ada, belum and jangan.* In this case, the negation bukan is usually followed by a noun or a noun phrase, for instance: *Dia bukan guru "She is not a teacher".* The negation tidak is commonly followed by verbs, adjectives and prepositional phrases, for instance: *Mereka tidak menolong kami, "The did not help us".* The negation *tidak ada* is commonly followed by nouns, for instance: *Kami tidak ada uang "We have no money".* The negation belum tends to shows incomplete action or undone situation as in: *"Mereka belum berangkat", "They have not left, yet".* The negation jangan is usually used to illustrate negative command or imperative as a short prohibition, for instance: *Jangan merokok disini!, " Don't smoke here!", or "No smoking here!".*

Methodology

This research was conducted to find out the similarities and the dissimilarities between English and Indonesian negations as well as some predictions of possible problems or difficulties faced by both Indonesian students and speaking English students in learning negations. In this research, the researcher used the descriptive-qualitative method, since he wanted to describe the existing phenomenon or facts of English and Indonesian negations found as data sources without manipulating. Tavakoli (2012) states that descriptive-qualitative method is a research method used to establish the existence of phenomena by explicitly describing them having no manipulation. (p. 160).

Additionally, Marczyk, DeMatteo, and Festinger (2005) state that descriptive- qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. It typically involves interviews and observations without formal measurement. (p. 17). Meanwhile, Kothari (2004) says that descriptive-qualitative research is description of the state of affairs as it exists at present, such as surveys and fact-finding enquiries of different kinds. The main characteristic of this method is that the researcher has no control over the variables and only report what has happened or what is happening. (pp. 2-3). In this case, descriptive-qualitative research method is used to establish the existence facts or data in term of narration without doing any manipulated information during the process of data collection and analysis.

Results and Discussion

This research has two kinds of data sources to be analyzed. The primary data and the secondary data. The primary data were *"Indonesian Reference Grammar"* written by Sneddon, Adelaar, Djenar, & Ewing (2010). There were also some other books used as secondary data to complete the research data.

This research shows the similarities and the dissimilarities between English and Indonesian negations or negative markers and the possible learning difficulties faced by Indonesian students in learning English negations or negative markers, as well as the recommendations to the teaching English as a foreign language (TEFL). The similarities between English and Indonesian negations or negative markers in term of rejection or denial with *verbs and adjectives which means "Tidak" in Bahasa Indonesia".* To be obvious, Table 3 presents the similarities between English and Indonesian negations in rejection or denial with verbs and adjectives .

Masagus, *A Contrastive Analysis...*

Table 3. Similarities between English and Indonesian Negations in Rejection or Denial with Verbs and Adjectives

English Negation	Indonesian Negation
Shinta does Not eat today	Shinta Tidak makam hari ini.
Dehan is Not singing now	Dehan Tidak sedang bernyanyi sekarang.
We are Not Happy.	Kami Tidak bahagia.
Joko and I did Not study last night.	Joko dan saya Tidak belajar semalam.
Tania is Not sad.	Tania Tidak sedih.

Table 3 shows two similarities between English and Indonesian negations in rejections or denials with verbs and adjectives which have similar meanings as *"Tidak"* in Bahasa Indonesia". Other similarities between English and Indonesian negative markers or negation also occured in giving short answers in rejections or denials with nouns or adverbs which have similar meanings as *"Bukan"* in Bahasa Indonesia. Table 4 presents the similarity between English and Indonesian negations in rejections or denials with nouns and adverbs.

Table 4. Similarities between English and Indonesian Negations in Rejection or Denial with Nouns and Adverbs

English Negation	Indonesian Negation
I am Not a thief.	Saya Bukan seorang pencuri.
He is Not a Teacher.	Dia Bukan seorang guru.
Yuli is Not a singer.	Yuli Bukan seorang penyanyi.
The briefing is Not today.	Rapat Bukan hari ini.
My birthday was Not yesterday.	Ulang tahun saya Bukan kemarin.

Table 4 shows two similarities between English and Indonesian negations in rejections or denials with nouns or adverbs which have similar meanings as *"Bukan"* in Bahasa Indonesia. Other similarities between English and Indonesian negations or negative markers also occured in using *"No"* or in Bahasa Indonesia means *"Tidak Ada"* which is followed by noun. Table 5 presents the similarity between English and Indonesian negations using *"No"* followed by nouns.

Table 5. Similarities between English and Indonesian Negations "No" Followed by Nouns

English Negation	Indonesian Negations
No people here.	Tidak ada orang disini
No food in the fridge.	Tidak ada makanan di lemari pendingin.
No money.	Tidak ada uang.
No friends.	Tidak ada teman.

Table 5 shows one similarity between English and Indonesian negations using "No" which has similar meanings as *"Tidak Ada"* in Bahasa Indonesia which is followed by noun. Other similarities between English and Indonesian negations in showing incomplete or undone action which have similar meanings as *"Belum"* in Bahasa Indonesia. To be clear, Table 6 presents

the similarities between English and Indonesian negations in showing incomplete or undone action.

Table 6. Similarities between English and Indonesian Negations in Showing Incomplete or Undone Action

English Negation	Indonesian Negation
We have Not watched the film.	Kami Belum menonton film itu.
I have Not finished writing	Saya Belum selesai menulis.
Rayhan has Not slept.	Rayhan Belum tidur.
Mira has Not gone to her office.	Mira Belum pergi ke kantor.

Table 6 shows one similarity between English and Indonesian negations or negative markers which shows incomplete or undone action and Both of them have similar meaning as in *"Belum".* In addition there are also some dissimilarities between English and Indonesian negations, such occuring in confixation. To be clear, Table 7 shows dissimilarities between English and Indonesian negations in confixation.

Table 7. Dissimilarities between English and Indonesian Negations in Confixation

English Negation	Indonesian Negation
English does not have such negations in the position of prefix and suffix, in term of confixation	Indonesian has such negations in the position of prefix and suffix, in term of confix, as in confix "Ke-an", for instances: Ketidaknyamanan, ketidakadilan, etc.

Table 7 shows one dissimilarity between English and Indonesian negations, in term of confixation, the combination between prefix and suffix. In this case, English has no such confixation negation while Indonesian has such confixation negation, such as in "Ketidaknyamanan" or "ketidakadilan" which show Indonesian prefix "ke-" and suffix "-an" combined with negation "tidak" and it becomes confixation negation. Other dissimilarities between English and Indonesian negations also occured in suffixation. To be obvious, Table 8 describes dissimilarities between English and Indonesian negations in suffixation.

Table 8. Dissimilarities between English and Indonesian Negations in Suffixation

English Negation	Indonesian Negation
English has such negations in term of suffixation, as in the suffix *less*, as in *careless, nameless*.	Indonesian does not have such negations in term of suffixation

Table 8 shows one dissimilarity between English and Indonesian negations in suffixation. In this research, English has such negation in suffixation such "less" as in "nameless", and "careless", while Indonesian does not

have. Other dissimilarities between English and Indonesian negations also happened in short prohibition. To be clear, Table 9 shows dissimilarity

between English and Indonesian negations in short prohibition.

Table 9. Dissimilarities between English and Indonesian Negations in Short Prohibition

English Negation	Indonesian Negation
English has two kinds of terms used as a short prohibitions as "No" and "Do Not" which means "Dilarang" in Indonesian Translation. For insctance: "No entering" or "Don't enter!"	Indonesian has only one short prohibition as in "Dilarang" for instance: "Dilarang masuk!"

Table 9 shows one dissimilarity between English and Indonesian negations in short prohibition, in other words, English has two negation used to express short prohibition such as "Don't" and "No" as in "Don't enter" or "No entering" while Indonesian has one

negation in short prohibition as in "Dilarang". Other dissimilarities between English and Indonesian negations also occured in expressing strong opinion. To be vivid, Table 10 presents dissimilarities between English and Indonesian negations in expressing strong objection.

Table 10. Dissimilarities between English and Indonesian Negations in Expressing Strong Objection

English Negation	Indonesian Negation
English has such a rule of making repetition in negative opininon such as the combination of "don't and "disagree". For instance: "They don't disagree with my statement" which emphasizes that "They reject it"	Indonesian has one negation in giving negative opinion in term of responding as in "Tidak". For instance: Mereka Tidak setuju dengan pendapat saya". In this case, it is not allowed to repeat the negation marker "Tidak" becomes "Tidak-Tidak" as in "Mereka tidak-tidak setuju dengan pendapat saya".

Table 10 shows one dissimilarity between English and Indonesian negations in expressing strong objection. In this case, English has such negation used to make negative repetition or double negation as in *"don't disagree",* while Indonesian has no such double negation or negative marker repetition. In addition, the researcher also presumes that the results of this study were quite different from the results of a previous study written by Syafar (2016) which entitles *"Negasi dalam Bahasa Indonesia dan Bahasa Inggris"*. In her study, she wrote that English negation, "*Not*" had three similar meanings as in "*Tidak*", "*Belum*" and "*Jangan*" in

Indonesian context, while the researcher found out that English negation "*Not*" or "*No*" had four similar meanings as in "*Tidak*", "*Belum*" "*Tidak Ada*" and "*Jangan*". In Indonesian context.

Conclusion

In conclusion, there were six similarities and four dissimilarites between English and Indonesian negations. The six similarities occured in showing rejection or denial with verbs, and adjectives, nouns and adverbs, "*No*" followed by nouns, and incomplete or undone action. Furthermore, the negation of showing rejection or denial with verbs and adjectiveas have similar

meanings as *"Tidak"* in Bahasa Indonesia, such as *"Dayat does Not eat lunch"* or *"I am Not happy"*. Additionally, the negation of showing rejection or denial with nouns and adverbs have also similar meanings as *"Bukan"* in Bahasa Indonesia, such as *"We are Not robbers"*, or *"The party is Not today"*. Meanwhile, the negation of "No" followed by nouns have similar meanings as *"Tidak Ada"* in Bahasa Indonesia, such as, *"No food"*, or *"No friends"*. The negation of showing incomplete or undone action have also similar meanings as "Belum" in Bahasa Indonesia, such as *"They have Not arrived"* or *"My mother has Not Cooked, yet"*. On the other side, the four dissimilarities occured in confixation, such as in the combination of prefix and suffix, as in *"Ketidakadilan"*, while in suffixation, such as in "Nameless", and in short prohibition such as in *"Don't park here"* or *"No parking here"* as well as in strong objection, such as in *"I don't disagree"* or *"I am not unhappy"*.

Additionally, the researcher predicted some possible learning difficulties faced by Indonesian students when learning English negations or negative markers. In this case, the possible learning difficulties faced by Indonesian students when learning English negations or negative markers as in: *Not, Don't, Nothing* and *No*. In this context, they generally put to be *"am, is, are"*, before in negation *Not* when it is followed by verbs, such *I am not eat*. They tend to forget to put *be* after negation *Don't* as it is followed by an adjective, such *"Don't sad"*. They put a noun after negation *Nothing*, such *Nothing money*. They also forget *–ing* form after verb when using negation *No* as a short prohibition, such *No enter!*. They also look confused when native speakers use double negation as showing an objection to a discussion as "I don't disagree" and also negation in

suffixation as in "nameless", since They do not learn and find it in Indonesian rule and context. The possible learning difficulties faced by English speaking students when learning Indonesian negations or negative markers were that they found such Indonesian negation in confixation, as the combination between prefix and suffix as in "ketidakadilan" since they do not learn and find it in English context.

Moreover, the dissimilarities between English and Indonesian negations or negative markers make recommendations to teaching English as a foreign language (TEFL) in term of materials or learning sources for teachers or lecturers in teaching sentences especially in negations or negative markers either in English or in Bahasa Indonesia in the classroom, and also as a guidance to predict or overcome their students' difficulties in studying both English and Indonesian negations or negative markers.

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