

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present six topics related to this study. Those include Background of the Study, Statement of Research Problem, Objective of the Research, Significant of the Study, and Definition of Key Terms.

A. Background of the study

Learning English for Patani (Thai) students is not easy because it is a foreign language and it is not used in our everyday lives. But in this world of globalization, many large business and companies employ people who are able to understand English both spoken and written. That is why Thailand, especially students have to learn English more seriously to have English fluency, because it is the key for Patani (Thai) students to succeed in an increasingly globalized world. Safitri (2017) stated that Learning language is very important in human life, because language plays many important roles such as for developing art, culture, science, technology, for communication between people to interact on finding a job. Now days, many companies want those people who knows more than one language. So, people who are able to speak more than one language will be easier to get a job rather than the one who is able to speak just in one language.

English is taught at schools in order that students are able to master the four skills they are listening, speaking, reading, and writing. Of those four skills, speaking has been found to be the most difficult for EFL learners to

master, especially for Patani (Thai) students. Davies & Pearse, (1998) stated that many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication.

According to Nunan (1999:39) to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. So, the students must control those aspects in speaking. In addition they must also search the ideas to speak. Searching the ideas to speak is also difficult one to do. Robert (1961: 239) states that the ability to speak a foreign language is without doubting the most highly prized language skill, and rightly so because one who can speak a language well can also understand it and can learn to read it with relative ease.

In Thailand, especially in Patani city English becomes a foreign language for Thai people in Patani country that is why the researcher said English as foreign language for Patani students. The majority of the people in Patani city use Patani-Melayu or Malay language as a mother tongue or language which is used in daily lives. As Samingan (2016) stated every country has different languages used as a mother tongue or language which is

used daily. Every language has different structure or grammar, likewise Indonesian and English. Both of them have different grammar in composing a sentence. In English every action is always related to the time when it happens and the time determines the correctness of sentence based on English grammar rule. While Indonesia language whenever action happens, it doesn't influence the correctness of sentence because it has no time difference in determining a deed.

Samingan (2016) stated in foreign language learning, English Foreign Language (EFL) students always encounter some difficulties/problems in mastering it. When they are learning it, they often make mistakes whether in their speaking or writing. Exactly, these problems are caused by the different systems of mother tongue and those of foreign language especially English. Foreign language learners sometimes get difficulty in mastering English. It happens because of the interference of first language into English. So, what they find difficult will depend on the degree and maturity of what they have obtained on English. There are many factors which influence the problems in learning English; one of them is because of interference of first language.

Every language in country has a different structure or grammar, and also in Melayu and English. Both of them have different grammar in composing a sentence. And in Thailand, Learning a foreign language requires accuracy, especially when both native and foreign languages have different structure. The differentiation of structure may cause errors or mistakes in learning a foreign language. In learning a foreign language learners are usually

interfered by the elements of first or native language. Interference happens most of the time, and it has a big role in foreign language learning.

Islamic institute of Tulungagung (IAIN Tulunagagung) have many students from Patani (Thai) students around 170, they are study in difference faculty or major. At English department of IAIN Tulungagung have student from Patani (Thai) students around 40 Patani (Thai) students who study English major and it is not easy for them to study English in non-native speaker country as Mahamdee (2014) stated that most of Thai student have problem in learning English and do have low basic in English skill. For instance, having limited vocabulary, cannot decode word while reading, do not understand in listening to, written incorrect grammatical, speaking English is not fluent and so forth. From this explanation, the researcher conducted to know about students speaking skill.

Based on an interview have been done by researcher with Patani (Thai) students at IAIN Tuluangagung. There were many students of Patani city that had difficulties in speaking. Speaking is the difficult skill for Patani (Thai) students due to the structure between Melayu language and English language are different. The problem usually find out that English speaking of Patani (Thai) student are usually interfered by the linguistic elements of first language or mother tongue and the error of surface strategy. Interference happens most of the time, and it has a big role in foreign language learning and as well, in error analysis of surface strategy.

According to Dulay (1982: 98) interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Interference is the deviation of target language as a result of their familiarity with more than one language. They differentiate interference into two parts, the psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with mother tongue and interaction of two languages in the communities.

In addition, Richards and Schmidt (2002:184) define the error analysis as “the study and analysis of the errors made by second language learners”. EA compares “learner English” with English (L2) itself and judges how learners are “ignorant” (James, 1998:304) about the grammatical and semantic rules of the target language. So, in error analysis has many type of error that is Linguistic category, Surface strategy, Comparative analysis, and Communicative effect. In this research, the researcher will focus on surface strategy. James (1998:106) proposes that the learners’ erroneous version is different from the presumed target version. This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may misform the items or disorder them. Errors can be

classified into four types: omission, addition, misformation and misordering. Then, James adds blend error as the category of surface strategy taxonomy.

Based on the problem above, the researcher conducted a qualitative research with the titled of “**The Interference of Melayu Language on The Speaking of Patani Students at IAIN Tulungagung**”. The aim is to explore what English speaking problems or difficulties encountered by them during studying English at English department and how to solve the problems. The researcher hopes that this research would give benefits to all students, the university and it become additional of study.

B. Statement of Research Problem

Based on the background of the study above, the research formulated the question follow:

1. What type of errors of surface strategy made by Patani (Thai) students in their English speaking?
2. How does Melayu language interfere of Patani (Thai) students in English speaking?

C. Objectives of the Research

Based on research question above, purpose of the study are:

1. To know the types of errors of surface strategy made by Patani (Thai) students in their English speaking.
2. To know the interfere of Melayu language on the speaking of Patani (Thai) students.

D. The Significance of Research

By this study, the writer hopefully that it will give contribution for:

1. The students of (IAIN Tuluangung)

For Patani (Thai) students this result of this study expected can help them to know their speaking errors to improve their speaking skill, create new idea and trust in themselves.

2. The English teacher

This result gives information to teacher about result speaking skill of Patani (Thai) students and it will help the teacher to choose the appropriate method is teaching learning process especially in speaking ability of Patani (Thai) students in order to improve students writing ability.

E. Scope and Limitation of the Research

This research, investigate with some Patani (Thai) students at English department of IAIN Tulungagung.

F. Definition of Key Terms

In this research, there are four key terms which are clearly defined. Those terms are speaking, interference and melayu language and error analysis.

1. Interference

Interference or language transfer refers to speakers or writers applying knowledge from their native language to a second language. Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target

language. Lott (1983: 256) defines interference as ‘errors in the learner’s use of the foreign language that can be traced back to the mother tongue’. Ellis (1997: 51) refers to interference as ‘transfer’, which he says is ‘the influence that the learner’s L1 exerts over the acquisition of an L2’. He argues that transfer is governed by learners’ perceptions about what is transferable and by their stage of development in L2 learning. In learning a target language, learners construct their own interim rules (Selinker, 1971, Seligar, 1988 and Ellis, 1997) with the use of their L1 knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible.

2. Error analysis

An error analysis is a process to explain the happening of defining errors. Richards and Schmidt (2002:184) define error analysis as “the study and analysis of the errors made by second language learners”. EA compares “learner English” with English (L2) itself and judges how learners are “ignorant” (James, 1998:304) about the grammatical and semantic rules of the target language.

3. Speaking

According to Al Hosni (2014), speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt.

4. Melayu Language

Melayu Language is a Malayic language spoken in Malaysia, Indonesia, Singapore, Brunei and Thailand especially in Patani city.