

## **BAB IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the research findings and discussion, the data is carried out in accordance with the formulated of research problem that the data were taken from student's interview. This chapter consists of the types of errors of surface strategy committed by Patani (Thai) students in their English speaking and Melayu language interference of Patani (Thai) students in English speaking.

#### **A. Research Finding**

In this section, the researcher present the data obtain the data which was obtained from interview with Patani (Thai) students at English Department of State Islamic Institution of Tulungagung (IAIN Tulungagung). The number of the research subject was 3 people and the data were transcribed the recordings into script first; the subject were required to answer a set of questions about why the made error in their sentences. The finding was geared to answer research questions, and the researcher taken the results of students' interview to see students speaking error of language interference.

### **1. The types of errors of surface strategy committed by Patani (Thai) students in their English speaking**

In this section, the researcher interview Patani (Thai) students at English Department of State Islamic Institution of Tulungagung (IAIN Tulungagung) about 3 people. The researcher having interview the students on Saturday, October 2018. The researcher had taken the results of students' interview to see students' grammatical error in their speaking.

Based on the analysis of speaking the interviewees have been done, and after checking all the answer-scripts, the researcher identified and classified the error based on the Dulay's errors classification namely surface strategy taxonomy. It was found that the errors of surface strategy taxonomy committed by the students come from all of surface strategy taxonomy, namely omission, addition, misformation and misorderings.

Based on the text of the answer students has been obtained, it found that Patani (Thai) students always errors of omission strategy in their speaking as shown in the sentences in Table 1 below.

**Table 1**

**The errors of omission strategy have committed by Patani (Thai) students in their speaking.**

<b>Grammar aspects</b>	<b>Erroneous form</b>	<b>Correct form</b>
Pronoun	__ birth day 19 March 1999	My birth day 19 March 1999
	I want practices __ pronunciation	I want practices my pronunciation
	Because __ is my dream	Because it is my dream

Gerund	My hobby is sing__ a song, playing Facebook and watch__ something.	My hobby is singing a song, playing Facebook and watching something.
	My hobby is write__, I like to write__ because when I write something I feel happy not serious.	My hobby is writing, I like to writing because when I write something I feel happy not serious.
	many people tell me study__ in Indonesia is good	many people tell me studying in Indonesia is good
	My speak __ is not good	My speaking is not good
Verb to be	birth day __ 19 March 1999	birth day is 19 March 1999
	I __ afraid new friend.	I was afraid new friend.
	I __ afraid my friend feels I am loud.	I am afraid my friend feels I am loud.
	I think, it __ important for me	I think, it is important for me
	I __ bored, because for me it so hard and mu ide not same	I am bored, because for me it hard and mu ide not same
	But in fact, it __ not that I think.	But in fact, it was not that I think.
	I think many people in Indonesia __ so kind	I think many people in Indonesia were so kind
Preposition	My address __ Naratiwat, Thailand	My address at Naratiwat, Thailand
	I think __ Indonesia have many city	I think in Indonesia have many city
	I was born in Patani south __ Thailand	I was born in Patani south of Thailand
	I was graduated is __ Prasan Vittaya Mulnity school	I was graduated is in Prasan Vittaya Mulnity school
	I study __ high school	I study in high school
	My family support I __ study English language	My family support I to study English language
Clause	I feel __ is not bad	I feel that is not bad
	May be I feel __ is not bad	May be I feel that is not bad
	many people tell me __ study in Indonesia is good	many people tell me that study in Indonesia is good
	I think I can understand __ the teacher speaks	I think I can understand what the teacher speaks
To infinitive	I want __ practices pronunciation	I want to practices pronunciation
	I want __ learn English	I want to learn English

	I want __ learn speak Indonesia	I want to learn speak Indonesia
Subject	I think, __ make me practice English	I think, it make me practice English
	Because __ make fit my body.	Because it make fit my body.
Word	I can not __ feedback	I can not give feedback
	Because it __ strange.	Because it taste strange.
Article	I like because __ teacher is good	I like because the teacher is good
Conditional	My sister recommend me that __ I learn English language in this country is good	My sister recommend me that if I learn English language in this country is good

Based on table 1, the research can classify the errors in sentence pattern as the errors in Omission. Certain linguistic forms may be omitted by the learners because of their complexity in production the sentence. From the omission strategy that the learners always made error in their speaking are pronoun, gerund, verb to be, preposition, clause, to infinitive, subject, word, article and conditional.

In the first aspect that made error by the learner is pronoun, a pronoun is a word that is used in the place of a noun or noun phrase like ‘birthday’ and ‘pronunciation’ need to add *My* in this sentence and the sentence ‘is my dream’ need to add *it* in the sentence. It errors happened because students still confuse to choose and to use the word to be pronoun in their speaking. The second aspect is gerund, gerunds are words that are formed with verbs but act as nouns like ‘sing a song, write, study, watch and speak’ are a gerund in the sentence, so it need to add *-ing* in the sentence because on students transcript

show that gerund as a nominal predicate in the sentence. For example: My hobby is *singing a song*, *playing* Facebook and *watching* something. The third aspect is verb to be, verb to be is a linking verb showing existence or the condition of the subject like 'I/am, birthday/is, it/is, it/was' from all of this sentence need to add verb to be because after subject is noun, it is a nominal sentence.

Fourthly, preposition aspect is usually used in front of nouns or pronouns and it show the relationship between the noun or pronoun and other words in a sentence as the research find out in students interview, they talking about the name of specific places or location like 'Indonesia, Thailand, Prasan Vittaya Mulnity, and high school' from all of this word need to add preposition because it is a noun that refer to somewhere. Next aspect is clause, a clause that functions as the argument of a given predicate like the sentence 'I think, I can understand the teacher speaks' need to add *what* before word *the teacher* it necessary 'I think, I can understand *what* the teacher speaks' because *Wh*-clause functioning as an oblique object argument. And clauses that provide the content of a noun like the sentence 'I feel is not bad', 'May be I feel is not bad', 'Many people tell me study in Indonesia is good' need to add *that*-clause it necessary 'I feel *that* is not bad', 'May be I feel *that* is not bad', 'Many people tell me *that* study in Indonesia is good'.

Sixth aspect that made error by the learner is *to* infinitive, it use after certain verbs or the verbs that followed by infinitive like ‘want practices’ and ‘want learn’ both of them are verb, so need to add *to* in the sentence. For example: I want *to* learn English. Next aspect is subject, the sentence is ‘I think, make me practice English’ in this sentence need to add *It* as a subject before ‘make’ because the learner means that singing a song can make them practice English, so it should add *It* as a subject of singing a song. And the next aspect is word, the sentence is ‘I can not feedback’ in this sentence should add *give* to complete the sentence became ‘I can not give feedback’ and the sentence ‘Because it strange’ this sentence should add *taste* to complete the sentence become ‘Because it taste strange’.

Ninth is article, article is the word *the*. It limits the meaning of a noun to one particular thing, for example ‘I like, because teacher is good’ in this sentence should add article *the*, it necessary ‘I like, because the teacher is good’. The definite article tells that the student is referring to teacher that their like. And the last aspect is conditional, conditional used to speculate about what might have happened, what could happen and what we wish would happen like ‘My sister recommend me that I learn English language in this country is good’ in this sentence, after *that* need to add *if*, it necessary ‘My sister recommend me that *if* I learn English language in this country is good’

the student refer to condition Because if she does something she will get the result.

Meanwhile, the second strategy of surface strategy taxonomy that Patani (Thai) students also errors in their speaking is addition strategy. Based on the text of the answer students has been obtained, it found that Patani (Thai) students also errors of addition strategy in their speaking as shown in the sentences in Table 2 below.

**Table 2**

**The errors of addition strategy have committed by Patani (Thai) students in their speaking.**

Grammar aspects	Erroneous form	Correct form
Word	I want practices pronunciation <del>is good.</del>	I want practices pronunciation.
	Because <del>make me</del> fit my body	Because fit my body
	I do not like food in this country <del>as well.</del>	I do not like food in this country.
Verb to be	I was graduated <del>is</del> Prasan Vittaya Mulnity school.	I was graduated Prasan Vittaya Mulnity school.

Based on table 2, the research can classify the errors in sentence pattern as the errors in Addition. Certain linguistic forms may be omitted by the learners because of their complexity in production the sentence. From the addition strategy that the learners always made error in their speaking are word and verb to be. From the first aspect that made error by the learner is word, the first sentence is ‘I want practices pronunciation is good’ it necessary ‘I want practices pronunciation’ in this sentence should not add *is good* because it

already to understand what the learner want to explain that their want to practices their pronunciation. The second sentence is ‘Because make me fit my body’ it necessary ‘Because fit my body’. And the third sentence is ‘I do not like food in this country as well’ it necessary ‘I do not like food in this country’. And the last aspect in error of addition is verb to be, the sentence is ‘I was graduated is Prasan Vittaya Mulnity school’, in this sentence should not to add *is* because it is a past continuous.

Based on the text of the answer students has been obtained, it found that Patani (Thai) students also errors of misformation strategy in their speaking as shown in the sentences in Table 3 below.

**Table 3**  
**The errors of misformation strategy have committed by Patani (Thai) students in their speaking.**

Grammar aspects	Erroneous form	Correct form
Subject	Because <u>she</u> is my dream	Because it is my dream
Word	I <u>speak</u> I want learn English	I told I want learn English
	I <u>came</u> to this country	I arrived to this country
Past	I <u>think</u> Indonesia <u>have</u> many city	I thought Indonesia had many city
	I <u>like</u> English language	I liked English language
	I <u>speak</u> with my parent in Thailand	I spoke with my parent in Thailand
	I <u>can not</u> speak English	I could not speak English
	I <u>do</u> not understand in this country speak and talk about jawaness language	I did not understand in this country speak and talk about java language
	I <u>do</u> not like food in this country as well	I did not like food in this country as well



	My sister <u>recommend</u> me that I English language in this country is good and I want to learn too	My sister recommended me that I English language in this country is good and I want to learn too
	I <u>like</u> just a little, because when I <u>study</u> high school I <u>like</u> because teacher is good	I liked just a little, because when I studied high school I liked because teacher is good
	I <u>think</u> in Indonesia many student <u>will</u> speak English language but in fact <u>is</u> not that I think.	I thought in Indonesia many student would speak English language but in fact was not that I think.
	I <u>feel</u> happy	I felt happy
	I <u>do</u> not know what to say with new friend	I did not know what to say with new friend
	I <u>heard</u> from many people <u>tell</u> me that <u>study</u> in Indonesia <u>is</u> good	I was heard from many people told me study in Indonesia was good
Past continuous	I <u>study</u> at Indonesia	I was studying at Indonesia
Pronoun	Experience <u>me</u>	My experience
	My family support <u>I</u> study English	My family support me study English
	I like, but English <u>I</u> is not good	I like, but my English is not good
	Because <u>it</u> feel strange	Because its feel strange
Plural	I think in Indonesia many <u>student</u> will speak English language	I think in Indonesia many students will speak English language

Based on table 3, the research can classify the errors in sentence pattern as the errors in misinformation. Certain linguistic forms may be omitted by the learners because of their complexity in production the sentence. From the misinformation strategy that the learners always made error in their speaking are subject, word, simple past tense, past continuous, pronoun, and plural.

In the first aspect that made error by the learner is subject, the subject as person or thing that is being discussed, described, or dealt with like the

sentence 'Because she is my dream' in this sentence was wrong because it use *she* as a subject, it necessary 'Because it is my dream', it should to use *it* because the leaner means learning English is her dream, it is a thing that is being described and it is not a person so it can not use *she* as a subject in the sentence because *she* refer to the person. Secondly aspect that made error by the learner is word, the sentence is 'I speak I want learn English' the leaner means that her tell to her parent her want to learn English but why the researcher will add 'tell' because it have a difference meaning between 'speak' and 'tell'. Speak is a say something in order to convey information, an opinion, or a feeling but tell means to give information to a person, so tell are always followed by a person. So, it is necessary 'I told I want learn English' use verb III, because the leaner talking about the past. Next sentence is 'I came to this country' it necessary 'I arrived to this country' use *arrived* because the leaner means their finish coming or come to a destination that is in Indonesia.

Thirdly, simple past tense aspect the learner always error in their speaking like 'think/thought, like/liked, study/studied, hear/heard, tell/told, speak/spoke, recommend/ recommended, feel/felt' all of this word from the sentence should be verb II because the learner talking about activity that had been happening before their arrived to Indonesia. And also the sentence 'I do not understand in this country speak and talk about java language', 'I do not

know what to say with new friend' and 'I do not like food in this country as well' third of the sentence should be transfer to simple past tense like 'I did not understand in this country speak and talk about java language', 'I did not know what to say with new friend' and 'I did not like food in this country as well'.

Fourthly aspect is past continuous tense that the learner always error in their speaking. The sentence is 'I study at Indonesia' but it necessary 'I was studying at Indonesia' because when the leaner introduce herself, the learner still study and stay in Indonesia.

Fifty, the aspect that made error by the learner is pronoun, it used in the place of a noun or noun phrase like 'Experience me, Support I, English I' it necessary 'My experience, Support me, My English' and the sentence 'Because it feel strange' it should be 'Because its feel strange' because the sentence refer to adjective that is *strange*.

The last aspect that made error by the learner is plural, the sentence is 'I think in Indonesia many student will speak English language' in this sentence should add *-s* in the word *student* because it have the word *many*, it means that a large number of student, it necessarily 'I think in Indonesia many students will speak English language'.

Based on the text of the answer students has been obtained, it found that Patani (Thai) students also errors of missodering strategy in their speaking as shown in the sentences in Table 4 below.

**Table 4**  
**The errors of missodering strategy have committed by Patani (Thai) students in their speaking.**

Grammar aspects	Erroneous form	Correct form
Word order	My ide not same with the student Indonesia	My ide not same with the Indonesia student
	I listen music English	I listen English music
	English language is language international	English language is International language

Based on table 4, the research can classify the errors in sentence pattern as the errors in missodering strategy. Certain linguistic forms may be omitted by the learners because of their complexity in production the sentence. From the missodering strategy that the learners always made error in their speaking is the word order.

In the missodering strategy, the leaner always made error of the position of word like ‘Music English, Language international’ the true sentence is ‘International language, English music’ because it is differenc between Melayu language and English language, for example if in Melayu language *lagu lnggris* but in English is *English music* the word will back and forth.

In conclusion of the explanation the result of interview above can concluded taht, Form the four type of surface strategy taxonomy the Patani

(Thai) student make error all of strategy but the first one that Patani (Thai) student often made error in their speaking is the omission error and the second one is misformation error, third is addition errors and the last one is misspelling.

## **2 Melayu language interference of Patani (Thai) students in English speaking**

In this section, after the researcher getting the result from interview too see the grammatical error in speaking of Patani (Thai) students. The researcher can entered interview again to know the interference of Patani (Thai) students in their English speaking. The researcher had the findings of collected from the result of having interview to Patani (Thai) student of English department is student 1 (S1) Mrs. Sufiah Ma'seng, student 2 (S2) Mrs. Misbah Qoday, who study in third semester of State Islamic Institution of Tulungagung (IAIN Tulungagung) and student 3 (S3) Mrs. Nurma Tapi who study in third semester of State Islamic Institution of Tulungagung (IAIN Tulungagung).

Based on the researcher having interview on Friday, January 25, 2019 the researcher has gotten information about language interference in students' speaking. The researcher identified and classified the interference into three kinds; they are phonological, grammatical and lexical interference. In this research, the researcher focused on grammatical interference based on the

theory of Yusuf (1994) decided grammatical interference in morphological interference and syntactical interference. In grammatical interference covers morphological interference and syntactical interference. Morphology is study about word formation or like Thornbury (1999) said that is the system of rules that cover the formation of words. The interference can occur in this level.

Moreover, syntactical interference is talks about word in relation with the other words; it can be seen from the using of word, phrase and clause in sentence. Based on result the interviewing of speaking had done. The researcher fine the syntactical interference from student's transcript, they are many aspect of syntactical interference. The result of interview can be seen in appendix 2.

**a) In using verb to be like *is, am and was***

According Manik Joshi (2014:1) stated that verb to be is use to represent the following English verb; Am, Is, Are, Was, and Were. The verb to be is use as both linking verb and auxiliary verb. In this research, the researcher fine the interference about the verb to be is used linking verb. The linking verb is a verb that connects a subject with the complement (adjective or noun) that describes it.

In using linking verb, the student 1 (S1) usually forget about grammatical when her speak or answer the question from the researcher.

Data 1:

**“I afraid my friend feel I am loud”**

Quotation 1:

Selanjutnya ‘I afraid my friend feel I am loud’ hok ning nok goyak kata saya takut teman piker saya jadi beban untuk mereka.

Next, ‘I afraid my friend feel I am loud’ this sentence means that I was afraid my friends thought I was a burden to them.

jadi ‘I am afraid’ hok ning saya juga lupa

So, ‘I am afraid’ I forgot”

Data 2:

**“I afraid new friend”**

Quotation 2:

I afraid new friend’ maksud disini saya takut teman baru.

Ya, jadi I was afraid. Jadi disini saya lupa grammar

Based on the above data show that the data 1 and data 2 is interference because the student 1 (S1) not add verb to be in the sentence, that is the word *am*. It begin interference because in Melayu language does not require one to have any form of determiner in front of like English language in data 1 and data 2 need to add verb to be because after subject is noun, it is a nominal sentence.

And in using linking from the student 3 (S3), she know that her makes a mistake but when her speak, it is not realize and if she focus more with her word, it do not be makes a mistake. Sometime the student 3 (S3) not careful with her word but she already knew before. However, she still forgot how to use the correct grammar.

Data 1

**“I bored”**

Quotation 1:

Verb to be rak, *kena* tambah *am*, kalua disini saya tidak amati dan tidak ingat grammar itu seharusnya gimana

Verb to be right?, it should add *am*, if in this sentence I not careful and I forgot how to use grammatical.

Data 2:

**“I think, it important”**

Quotation 2:

*It is*, ketika saya kaecek tuh saya tidak amati deagan cakapan saya

*It is*, when I speak, I am not careful with my word

Data 3:

**“My ide not same”**

Quotation 3:

My ide not same, tak dak *is*, disini kalau saya fati tuh saya tau tapi apabila saya cakap tuh jadi tidak sadar

My ide not same, it don't have *is* in this sentence if I attention, I will know but when I speak I am not realize.

Data 4:

**“Because for me it so hard”**

Quotation 4:

Oh! Kalu disini kena tambah *is* jadi 'because for me it is so hard' kalau kalimat nih sama denga hak tadi. Saya tidak amati dan tidak ingat grammar itu seharusnya gimana

Oh! In this sentence should add *is* become 'because for me it is so hard' if this sentence, it same with the previous sentence. I not careful and I forget about grammatical

Data 5:

**“I was graduated is Prasan Vittaya Mulnity”**

Quotation 5:

Kalimat yang ketiga yaitu 'I was graduated is Prasan Vittaya Mulnity school'

The third sentence is 'I was graduated is Prasan Vittaya Mulnity school'



kalau sidini saya tidak khaba kata lafaz *is* tapi saya tau kata tak kena tambah *is* dan kalau *in* itu saya lupa kata kena tambah tapi saya sudah tau bahwa kena tambah *in* sebelum nama sekolah dan terkadang saya pening juga dimana harus paka *in*, *at*, atau *of*

If in this sentence, I am not realize that I say *is* but I know, it is not to add *is* in sentence and if the word *in* I forgot that should add in sentence but I know that should add *in* before the name of school and sometime I feel confuse where to use *in*, *at*, or *of*

Based on the above data show that the data 1,2,3 and data 4 is interference because the student 3 (S3) not add verb to be in the sentence, it begin interference because in Melayu language does not require one to have any form of determiner in front of like English language in data 1, 2, 3 and data 4 need to add verb to be because after subject is noun, it is a nominal sentence.

And the data 5 also interference because the student 3 (S3) make an addition error that is the word *is*. It begin interference because in Melayu language does not require one to have any form of determiner in front of like English language in data 5

**b) In using preposition like *of* and *in***

Sneddon (1996:xxiv) Preposition is a word which links a following noun phrase to the rest of a clause, telling what the relationship of that noun phrase or to the clause.

George E. (1950:288) Preposition has been called the biggest little word in English. It is always followed by nouns or pronouns and is connective word that shows relationship between the nouns following it and

one of the basic sentence elements: subject, object or complement. It usually indicates relationships, such as position, place, direction, time, manner, agent, possession, and condition between its object and other parts of the sentence.

In using preposition, the student 3 (S3) said sometime her forget to use the preposition in sentence and sometime her not careful about the grammatical when her speak.

Data 1:

**“I was born in Patani south Thailand”**

Quotation 1:

Jadi ketika kakak wawancara itu saya Cuma cakap dan tidak amati bahwa grammar itu gimana, jadi langsung cakap

When you interview, I just speak and not careful about the grammatical. So I just direct the conversation

Data 2:

**“I study high school”**

Quotation 2:

Oh! kena ada *in* karena menunjuk atas tempat. Kalau *in* nih saya tak ingat

Oh! It should have *in* because it pointing on place. If the word *in*, I forgot

Based on the above data show that the data 1 and data 2 is interference because the student 3 (S3) make an omission error, they not add preposition in the sentence. It begin interference because in Melayu language not have a word governing, and usually preceding, a noun or pronoun like in English language of data 1 and data 2 need to add

preposition because the student 3 (S3) talking about the name of specific places or location.

**c) In using pronoun like *my, me and it***

Langan (2003:197) pronoun are the words that take the place of noun (word of person, place or things). In fact the word pronoun means for a noun. Pronoun is shortcuts that keep you from unnecessary repeating word in writing. In using pronoun, the student 1 (S1) know that in the sentence need to used pronoun but she also forget to use it.

Data 1:

**“Birth day 19 march 1999”**

Quotation 1:

Birth day 19 march 1999 lahir pada 19. Sebenarnya saya lupa buh *my* jadi *my birth day*

Birth day 19 march 1999 born in 19. Actually I forgot to add *my*, thus *my birth day*

Data 2:

**“I like but english I is not good”**

Quotation 2:

I like but english I is not good sining juga salah di *English I* jadi kena guna *my English*

I like but english I is not good in this sentence also wrong, *English I* it should use *my English*

Data 3:

**“Experience me”**

Quotation 3:

Selanjut yaitu ‘experience me’ waso po salah, disini *my experience* keno buh *my* saya tahu tapi lupa. Jadi tak kaba, pah tuh kecek gaduh-gaduh

Next is ‘experience me’ I think, it is wrong. *My experience* it should add *my*. I know but I forget. So I am not realize and I hurriedly speaking

Based on the above data show that the data 1, 2 and data 3 is interference because the student 1 (S1) make an omission error, they not add pronoun in the sentence. It begin interference because in Melayu language not have word that is used in the place of a noun or noun phrase like in English language of data 1 and data 2 need to add pronoun because in English language pronoun have a functions as a pronoun in place of nouns.

And in using pronoun from the student 3 (S3), she not careful with her word and when she speak, the student 3 (S3) directly translation word by word.

Data 1:

**“Because my dream”**

Quotation 1:

Disini saya langsung terjemah turut kata-kata

Here, I have a direct translation word by word

Based on the above data show that the data 1 is interference because the student 3 (S3) make an omission error, they not add pronoun in the sentence. It begin interference because in Melayu language not have word that is used in the place of a noun or noun phrase like in English language of data 1 need to add pronoun because in this sentence refer to her dream and in English language pronoun have a functions as a pronoun in place of nouns.

#### d) In using simple past tense

According to Danesi (2006: 139) in Basic American Grammar and Usage stated that, “The simple past tense also known as the preterit, allows you to refer actions that occurred in the past without reference to the present. In addition Parrot (2010: 139) stated his idea about definition of the simple past tense is one of the tenses which used to refer to completed action, consider that the event, state took place within finished period of time. In using simple past tense, the student 1 (S1) know that in telling stories about the past, it should use simple past tense but sometime her usually forget about grammatical. She still used verb I in making a sentence when she speaks.

Data 1:

**“Many people tell me study Indonesia is good”**

Quotation 1:

Oh, di *many peple tell me* jadi kena paka *told* rak? Kena paka verbII kalau hak nig saya tau tapi saya lupa grammar

Oh, *many peple tell me* it should use *told* righth? Should use verb II. If this sentence I know but I forget.

Data 2:

**“My uncle bring me to Indonesia”**

Quotation 2:

*My uncle bring me to Indonesia* sini salah di *bring* ya kena guna *brought*. saya lupa juga

*My uncle bring me to Indonesia*. This sentence is wrong at *bring* it should use *brought*. I also forget.

Data 3:

**“I do not know what to say with new friend”**

Quotation 3:

I do not know what to say with new friend hok ning saya tak tahu nak cakap gimana denga sain baru

Jadi *I did not know* pah tu *say* kena guna *said*. Jadi saya tau grammar tapi saya lupa nak guna cuma cakap gitu saja

Based on the above data show that the data 1, 2 and data 3 is interference because the student 1 (S1) make a misinformation error, they not use simple past tense to make the sentence.

In using simple past tense, the Student2 (S2) said she not realize with her speak

Data 1:

**“I feel good but I feel miss my parent as well”**

Quotation 1:

Simple past rak. Sebab ya cerita tentang masa lampau

Simple past right! Because it telling about the past

Based on the above data show that the data 1 is interference because the student 2 (S2) make a misinformation error, they do not used simple past tense to making the sentences.

In using simple past tense from the Student3 (S3), she said some sentence she know that must use verb II because her telling stories about the past but while she speak it dose not focus and some sentences the student 3 (S3) directly translation word by word.

Data 1:

**“I feel happy but I do not understand in this country speak”**

**“I do not like food in this country”**

Quotation 1:

Iya berarti kalimat ini jadi past, um kalau disini saya tau kata kena paka verb II dan saya tak dae nak mikir kata duk cakap tentang hal hak telah lepas

This sentence means about past, um if in this sentence, I know that should use verb II and I not thinking that it talking about story that have been happened

Data 2:

**“My sister recommend me that I lean English language in this country is good”**

Quotation 2:

Um yaya sebab hak nig kakak saya saran suruh ngaji luar negeri yaitu di Indonesia dan hak nig duk goyak hal hak telah lepas jadi kena paka verb II rak

Um yeah, because this sentence means that my sister recommend to study abroad that is in indonesia and this sentence means about past, it should use verb II

Iya disini saya terjemah langsung dan duk faham kata kena dah

Yeah, in this sentence I direct translation and understand that it is true

Data 3:

**“I want to lean too but I do not understand”**

Quotation 3:

Iya, disini saya lupa grammar jadi ketika saya cerita tu duk cerita hak dulu tapi ketika saya cakap tuh waso supa duk kaecek hak sekarang. Disini saya jadi sering la lupa seperti kaecek hal dulu tapi tidak guna past

Yeah in this sentence I forget about grammatical so when I telling story about the past but I speak like telling about current story. I usually forget as I talking about past but not use simple past.

Data 4:

**“I like just a little”**

Quotation 4:

ya saya lupa dan tak de nak piker kata hak kak duk Tanya nih hak masalalu

Yeah, I forget and I not thinking about your question is about the past.

Based on the above data show that the data 1, 2, 3 and data 4 is interference because the student 3 (S3) make a misinformation error, they not use simple past tense to make the sentence.

From all of student sentences by using simple past tense, It begins interference because in In Malayu Language do not have specific suffixes to indicate the situation happened in the past. For example, '*Zulfa scored a goal*', it would say '*Zulfa telah menjaringkan gol*'. The term '*telah*' indicate that the event happened in the past.

**e) In using gerund**

There are the differences between Melayu and English contexts, because in Melayu context do not recognize a form in making a noun from a verb, but in English it must add *-ing* on that certain word. That form called the gerund. Zandvoort (1972) mentioned the *-ing* form may be used as verbal noun that is as nouns with verbal meaning and it is called gerund. According to Hornby (1975:150), gerund are used as attribute adjuncts to noun. The primary stress occurs on the gerund, not on the noun (as is the case when a present participle precedes a noun). The same explanation from Kurniady (1999:49) gerund is that form the verb which ends in *-ing*, and has the force of a Noun and a Verb.



In using gerund, the student 1 (S1) said some verb she did not realize that her sentence is wrong and she still forget about grammatical when her speak.

Data 1:

**“My hobby is sing a song, playing facebook and watch something”**

Quotation 1:

kalau di watching itu saya khaba kata cakap salah tapi kalau di sing a song itu saya tidak tau kata sing a song tuh kena tambah –ing juga

If in the word watching, I realize that I speak a wrong sentence but if in the word sing a song, I do not know that the word sing a song also should add –ing.

Based on the above data show that the data 1 is interference because the student 1 (S1) make an omission error, they not add verb ing in the sentence. It begin interference because in Melayu language not have verb ing like in English language of data 1 should add verb ing because gerund as a nominal predicate in the sentence.

#### **f) In using articel**

Article is part of grammar. According to Leacock et al (2010) articles are ideal targets for automatic error detection because they are among most frequent of English learner errors. In English there are three articles *a*, *an* and *the*. Moreover, Azar (1999: 112) adds that the article system *a/an* is used with a singular generic count noun. However, *the* is times used with a singular generic count noun (not a plural generic count some noun).

Refers to Alexander (1998: 48), *the* is used when the noun which follows names an identified specimen, that is when it is believed that the hearer knows which person, place thing the noun. In using article, the student 3 (S3) not realize when her speak but she already know that before the word 'teacher' it need to using modal *the* because it refer to certain teacher and she directly translation word by word from Melayu language to English language.

Data 1:

**"Because teacher is good"**

Quotation 1:

Iya, saya tidak sadar tapi tau kata kena guna *the* sebab ya menunjuk di atas guru tertentu kata guru bahasa inggris

Yeah, I am not realize but I know it should use *the* because it refer to certain teacher that is English teacher.

Based on the above data show that the data 1 is interference because the student 3 (S3) make an omission error, they not add article in the sentence. It begin interference because in Melayu language not have also does not require one to have any form of determiner in front of instruments like in English language of data 1 should add article in sentence because It limits the meaning of a noun to one particular thing.

#### **g) In using word order**

In linguistics, word order typology is the study of the order of the syntactic constituents of a language, and how different languages can employ different orders. Some languages use relatively restrictive word

order, often relying on the order of constituents to convey important grammatical information.

In using order, the student 2 (S2) not realize when her speak because she directly translation word by word from Melayu language to English language and she not careful when her speak.

Data 1:

**“I listen music English”**

Quotation 1:

Iya, saya langsung terjemah jadi bahasa Inggris

Yeah, I directly translation word by word

And in using order, the student 3 (S3) not realize when her speak but she already know that before the word ‘teacher’ it need to using modal *the* because it refer to certain teacher and she directly translation word by word from Melayu language to English language.

Data 1:

**“The student Indonesia”**

Quotation 1:

Kalau hak nih saya cakap langsung terjemah dari bahasa melayu ke Inggris salu ya kalau bahasa Inggris ya bolak balik.

If in this sentence I directly translation word by word from Melayu language to English language, if in English language it back and forth.

Based on the above data show that is interference because the student 2 (S2) and student 2 (S3) make a missodering error, they make a back and forth the word in the sentence. It begins interference because in Melayu language is differenc with in English language, for example if in Melayu

language *lagu Inggris* but in English *English music* the word will back and forth.

In conclusion of the explanation the result of interview above can concluded that, the Patani (Thai) student made the interference of Melayu language into English language. The researcher find the syntactical interference from student's transcript, they are many aspect of syntactical interference that is in using verb to be, preposition, pronoun, simple past tense, gerund, article, and the last one is of using word order. The students always not realize and not focus with their word but they already know how to use grammar in English language and sometime they rush into their conversation so it make an interference in their speaking.

## **B. Discussion**

In this section, the researcher presents the discussion about the findings of this study about the interference of Melayu language on the speaking of Patani students at IAIN Tulungagung is arranged based on research question which are mainly focus on the types of errors analysis in surface strategy committed by Patani (Thai) students in their English speaking and Melayu language interference of Patani (Thai) students in English speaking.

**1. The types of errors analysis in surface strategy committed by Patani (Thai) students in their English speaking.**

Based on the data finding about the error analysis in surface strategy made by Patani (Thai) students in their English speaking on the result of having interview, the researcher got the data that Patani (Thai) students at English Department of IAIN Tulungagung made an errors of surface strategy. It was found that the errors of surface strategy taxonomy committed by the students come from all of surface strategy taxonomy that is Omission, Addition, Misformation and Misorderings.

Surface strategy taxonomy highlights the ways the surface structure are altered (Dulay, Burt, and Krashen 1982:150). This taxonomy is classified into four types: a) omissions are characterized by the absence of an item that must appear in well-formed utterance, b) additions are characterized by the presence of an item that must not appear in a well-formed utterance, c) misformation are characterized by the use of the wrong form of the morpheme or structure, and d) misorderings are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

The most type of error which appeared in speaking was the error of omission. Based on the data that has been identified by the researcher, the error of omission in pronoun, gerund, verb to be, preposition, clause, to infinitive, subject, word, article and conditional. Error of omission is the kind of error that

is indicated by the absence of items that must be appeared in well-formed sentence. The second highest grammatical errors are the errors of misinformation. misinformation is the error that is indicated by wrong form of the morpheme or structure, error of misinformation in subject, word, simple past tense, past continuous, pronoun, and plural. Next is error of addition. Addition is the error that indicated by the presence of item that mustn't appear in well-formed sentence, error of addition in word and verb to be. The least grammatical errors made by the students in speaking are the error of missodering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, error of a missodering in the word order.

Meanwhile, in Puspitasari (2013) stated that she found that are one hundred and ninety two errors in the students' writings. The morphological errors are divided into five components and in syntactical error, there are nineteen components. So, the same findings with this research were syntactical error. In syntactical error have some components that same with this research, namely; omission of the article, omission of the dummy pronoun it, omission of object pronoun, omission of preposition, omission of to be, substitution of singular for plurals

In conclusion of the finding of this study, the researcher found the four type of surface strategy taxonomy the Patani (Thai) student make error all of strategy but the first one that Patani (Thai) student often made error in their speaking is

the omission error and the second one is misinformation error, third is addition errors and the last one is misspelling.

## **2. Melayu language interference of Patani (Thai) students in English speaking.**

Based on the data finding about Melayu language interference of Patani (Thai) students in English speaking on the result of having interview again, and after the researcher getting the result from interview too see the grammatical error in speaking of Patani (Thai) students at English Department of IAIN Tulungagung. The researcher can entered interview to know the interference of Patani (Thai) students in their English speaking.

The researcher got information about language interference in students' interview. The researcher identified and classified the interference based on Yusuf (1994) divides grammatical interference into two kinds; they are morphological and syntactical interference.

Therefore, in this research, the researcher focused on grammatical interference. In grammatical interference, according to Yusuf (1994: 71) divided grammatical interference in morphological and syntactical interference. Morphology is study about word formation or like Thornbury (1999) said that is the system of rules that cover the formation of words. The interference can occur in this level. Syntactical interference is talks about word in relation with the other words; it can be seen from the using of word, phrase and clause in sentence. Based on result the interviewing of speaking had done. The researcher

fine the syntactical interference from student's transcript, they are many aspect of syntactical interference that is in using verb to be, preposition, pronoun, simple past tense, gerund, article, and the last one is of using word order.

Meanwhile, in Martanti (2011) she found that can be which include the types of grammatical interference. There are two types of grammatical interference. They are morphological errors and syntax errors. In this thesis, the writer divides to analyze sentences into morphological error and syntactic error. So, the same findings with this research were syntactic errors are redundancy, misplaced word and parallel structure.

In conclusion of the finding of this study, The researcher fine the syntactical interference from student's transcript in using verb to be, preposition, pronoun, simple past tense, gerund, article, and the last one is of using word order. The students made interference in their speaking because the students not focus when their spoke, its mean that the student know how to use the grammatical of all aspect in their made interference but when their spoke their always not realize and not focus on their word and sometimes they rush into their conversation so it make an interference in their speaking.