An Analysis of Grammatical Use
on Second Language Acquisition of Thailand Student

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Abstract

Second language acquisition refers to the study of how students learn a second language in addition to their first language. Furthermore, L2 learners and also L1 learners need to understand a linguistic system that makes it possible to understand when speaking second languages. The grammatical structure of language is needed in order to get the context of what would be uttered. The purpose of this research is to find out the types of grammatical use in twenty-five years old student university from Thailand and the process of acquiring English grammar procedure. This research was Qualitative descriptive. To collect the data of this research through interviewing and recording participants by ten questions. After getting the data the researchers, transcript the result of Thailand student interview to analyze types of grammatical use and process of acquiring English grammar procedure by adopted theory from Tarigan (1990) in his book *pengajaran pemerolehan Bahasa*. The result of this research shows that there were 18 types of grammatical used in Thailand's student speaking, that 5 of the simple present, 2 degrees of comparison, 2 Noun phrase use, 3 Auxiliary verbs, and 6 used of simple past. Meanwhile, related to the process of acquiring a second language based on the resulting interview of a Thailand student. The process of acquiring a second language through reading some English novels, listening to the music of English songs, and memorizing vocabularies. Although there was interference language that influences Thailand's student speaking, It will inevitably occur in any situation where someone has not mastered a second language.

Keywords: English Grammar, Second Language Acquisition, Speaking

Introduction

Language is the main of communication in human life; in this world, it is a speech of thoughts and feelings of someone who is regularly used for communication between members of the community. Furthermore, the main function of language is to communicate and interactive tool that is only possessed by people. To able to communicate must obtain acquiring language. See to Wasow (2017) Language is a natural phenomenon, an integral part of every human culture. The first language is listed in the method of language acquisition with different names, such as mother tongue, mother language, and primary language acquired during early childhood by imitating from the environment itself. Whereas acquiring second language acquisition which the second language can be obtained and mastered only by learning consciously and deliberately. According to Shirai (2018), The purpose of a second language is to understand the language acquisition process. It is one line with Bolton (2018) stated that the aim is to develop a 'native-like ability' in the target language and to assess the learner's performance against 'native-like' parameters. It means that of acquiring a second language by achieving through study and high motivation.

However, in reality, when people using a second language to communicate its only the main purpose of their communication is understood without paying attention to the grammatical aspect. This case overcome language inference, which is when using a second

language while uttering the speech spontaneously, the first language interfered with the second language. As stated by Derakhshan (2015), A learners who learn the second language to write or talk in the target language, there must be interference from the first language. Likewise, Beardsmore (1982) says that the intervention of L1 habit is due to students having problems with L2 aspects such as phonology, vocabulary, and grammar. It implies that language intervention is a habit of language and mother tongue capacity. Therefore, he or she should acquire grammatical competence to establish communicative competence. Moreover, grammar is a very important part of the context of the sentence because in acquiring a second language, the people who try to communicate with other people inevitably make some mistakes and make errors. As stated by Dakin (2018), the role of grammar is provide predicting how well a learner is able to communicate in English structurally.

Related to a case study of this research, the only way to interact with the people on campus by a new condition which the student move to Indonesia from Thailand, the English language is one of the languages used to communicate with each other without English grammatically. Therefore, in the case of this research, the name of FLS is Asmah Senkhao who the student from Thailand with less English context knowledge, language interference will often occur, especially in speaking and communication. Based on the above problems, the researchers are motivated to know the process of acquiring English grammar use in speaking and what types of Grammar use in her speaking the English language.

Theory

Second Language Acquisition

An understanding of second language acquisition is needed for those academicians who are willing to explore the second language. To support their knowledge, some experts seem to indicate a good understanding of the SLA by defining the terms of second language acquisition based on their perspectives. For instance, Krashen (2002) stated that second language acquisition refers to the study of how students learn a second language in addition to their first language. Furthermore, according to Chaer (2009), language acquisition is a process that takes place in someone's brain. Language acquisition is usually distinguished from language learning.

There are two processes that occur when a person is acquiring their first language, the competency process and the performance process. The competency process is a process of mastering grammar that goes unconsciously. Furthermore, the performance process which consists of two processes, namely the process of understanding and the process of producing sentences. Inline with Chomsky's theory (1972), the competency includes three grammatical components, namely the syntactic component, the semantic component, and the phonological component. Therefore, the acquisition of this language is also commonly divided into the acquisition of semantic, syntactic, and phonological. So, there are several theories or hypotheses related to the problem of language acquisition.

One of the hypothesis according to Chomsky (1972) on the hypothesis of conscience mention that:
1) language cannot be taught to other creatures. Only humans can speak the language.
2) Sentences that children hear are often not grammatically incomplete.
3) Language structure is very complex and is universal but can be mastered by children in a relatively short time.
Based on the above theory, it can be concluded that humans are born equipped with a tool that allows them to speak easily and quickly.

Language Interference

Language transfer, also known as L1 interference, linguistic interference, and cross meaning, 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. When an individual understands one language, it is having an impact on his or her understanding of another language; that individual is experiencing language transfer. There can be negative transfers, otherwise known as interference when the understanding of one language complicates the understanding of another language. Alternatively, there can be positive transfers such that knowing one language can aid in developing skills for a second language. So, language interference is the effect of language learners' first language on their production of language which they are being learned.

Furthermore, the effect of language interference influence to another aspect, for instance, grammar, vocabulary, accent, spelling and so on. So, language interference is considered as one of the error sources or negative transfer, although where the relevant feature of both languages is the same, it results in correct language production or positive transfer. It can be sumped up that the greater differences between two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

Grammar

Grammar is a way for effective communication. In addition, improper grammar can provide affect the meaning and clarity of a message does not make it understandable. According to Thornbury (1999), grammar is a conventionally seen study of syntax and morphology in sentences, but in another way, it is the study of linguistic. In addition, the learner learns not only to form possible but also to understand the particular meaning. There are two meanings and the main purpose of language. First is language representational and interpersonal function.

When people process a language, it is not only trying to make sense of the word on the grammar but also trying to infer the speaker's (written) intention. Furthermore, Proper grammar is also essential for understanding English as a second language as well as for learning a new language, since all languages follow grammatical patterns. With the United States being a melting pot of nationalities and foreign-language speakers, hearing proper, consistent English is extremely helpful to encourage any newcomers to become fluent. This, in turn, aids native English speakers in understanding other dialects as well.

Universal Grammar

L2 learners and also L1 learners need to understand a linguistic system that makes it possible to understand and speak second languages. It needs a grammatical structure of language in order to get the context of what would be uttered. According to Dąbrowska (2015) said that universal grammar indicates a system of mechanism and categories of human language and is considered to be innate. It means that grammar has an important role in obtaining language and generative transformational such as knowing the phonetic, syntactic of the sentence. Furthermore, it is one line with Chomsky (1986) Universal grammar has high complexity and has various system principles of sentences. So, arranging the grammar of a language should use a theory about what shapes the grammar

itself. Besides, universal grammar has an essential part to explain the nature of language among the mind, which is innate from birth (Lin, 2017).

Speaking

Speaking is a way of expressing or expressing opinions, words that you want to say. It is the simple meaning of speaking and the origin of the word speaking. But in the broadest sense of speaking has a large enough scope in this life. Moreover, According to Nunan (1991), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990) said that "Berbicara Adalah Cara Untuk berkomunikasi yang berpengaruh hidup Kita sehari-hari." It means that speaking as a way of communication influences our individual life strongly. It can be concluded that speaking is one type of language skills to be achieved in the teaching of modern languages. Also, speaking is the main means of fostering mutual understanding, mutual communication, using language as its medium.

Research Method

This research used qualitative description. According to Barlian (2016), qualitative research is generating descriptive data written or oral words from people and can be understood. The instruments used in this research were recording and interview. In collecting data, the researchers used the interview to reveal some data related to the conduct of research. The researchers collected the information in this study by interviewing and documentation Asma Senkaho as a Thailand student in her speaking. The researchers use the notebook and the recorder to gather the data as a tool. The researchers will ask some questions in this case by answering speaking using grammar.

In the procedure of collecting the data, the researchers would ask some questions about her experiences and some other problems that could help to complete the data. Document analysis is a kind of qualitative study in which researchers analyze documents to give an assessment subject voice and sense. Report research involves coding material in thematic subjects similar to focus group analysis or interview transcripts. According to Mahpur (2017), coding is the step to get data description by researchers of qualitative data analysis and techniques to collect conclusions.

Findings and Discussion

After decoding and transcript the data interview from Asma, as a student from Thailand, the result show based on the research question of this research are the process of acquiring her English grammar on speaking English and types of English grammar use adopted from Tarigan (1988) theory which can see below:

1. Process of acquiring English grammar on speaking students of Thailand.

One of the theories of Tarigan (1990) mentions that the process of acquiring a second language is consciously and appears from internal factors like motivation to acquire a second language through several learning methods. Based on the analyze the data show that the responses of an informant are able to speak English grammatically. She is usually

listening English songs, watching the movie by using English subtitle, reading some English novel and enhance vocabulary every day. She said that all those methods are the best way for her to speak grammatically. The informant said.

"my process to enhance my English, I have new vocabulary every day then I listen to English songs, watch the movie by English subtitle, I think it is the best way for my study."

When the researcher interview an informant, she tries to speak English grammatically and syntaxis. So, sometimes, she utters slowly when she speaks English. She said that:
"Sometimes I still confuse to produce my English because it is my new language and I need study harder likes I am memorizing vocabulary every day, reading some novel in the English language."

So, from the result of processing acquiring English grammar use in her speaking, she always tries to enhance her speaking in English through memorizing, listening, practicing the English language. Therefore, the acquisition of language in adult needs many factors as mention by Sanz (2005), there were internal and external factors which external factors mean learning context. Its related to this research theory used that processing acquiring the second language in an adult is need responsive condition related with learning context such use several methods to enhance acquire second language predominantly English grammar of this research. Furthermore, Rod (1997) mentions that the internal factor of acquiring the second language there were five aspects consist of high motivation, intelligence, aptitude, and age. Those internal aspects are very important to influence in developing a second language, especially in English grammar used. However, it is contradictory with Cahya & Syam (2013) mention that in Krashen's theory, he is an expert in linguistics, which is highly recognized by the world that he contradictory from the other experts of language. He said the essence of language learning is the ability to be able to speak and communicate (communication) the target language without pay attention to grammatical rules.

Whereas grammatical rules have an important aspect in speaking, as Hunston (2012) said that grammar is giving a simple way of recording how a word is used, it means that grammar is providing some words easy to understand in use. Furthermore, according to Laura (2015), the grammar of a language provides language users with linguistic resources to express meaning, construct sentences, texts, and communicate with other speakers. Therefore, acquiring a second language, especially English grammar in speaking, is very important, and it needed more effort for the FLS (Foreign language student).

2. Type of English grammar use in speaking.

From the result of the data, it shows some types of grammatical used in her utterances, which are coded by the researcher with the first question interview: what do you usually do on the weekend? and the informant response correctly by good grammatical related with the context of question it can see table 1:

Table.1

No	Type of grammar use	structure	sentence	Total
1	Simple present	S+ V₁ + O	*I stay in the dormitory, and I often to breakfast*	5
			Usually, I get up at .4 AM.	
			I watch Korean movies.	
			I do not like it but sometimes my friend,	
			she watches Korean movie then I like".	

The table shows that she understands what grammar should use related to the context of the question. Furthermore, she knows that the structure of simple present use followed by V1 + O and used appropriate negative structure used auxiliary DO + NOT. As in the script:

"I think I stay in the dormitory and I often to breakfast. Usually, I get up at 4 AM. I watch Korean movie, because e... first time I do not like but sometimes my friend; she watches Korean movie then I like".

The second question of the interview from the researcher asks her to do describe her family in Thailand. While she is describing her family, she is able to use grammar correctly in the degree of comparison form, adjective, and appropriate using an auxiliary verb it can see below table 2:

Table. 2

No	Type of grammar use	structure	Sentences	Total
2	Degree of comparison	S+(Tobe)+Adj+er+ Than+O	*He is taller than me*	2
			my younger brother	
3	Noun phrase	Adj+ Noun	*he is white skin*	2
			he is a handsome boy	
4	Auxiliary Verb	Auxiliary verb (Do)	*he is handsome*	3
			He wants to be a football player".	
			he is white skin	

The table above shows that Asma is correct in her speaking by pay attention to the grammatical use when she describes her family. Furthermore, she has known when she wants to say something comparative degree, she known the structure in it, likewise use of noun phrase and auxiliary verb. As in script:

" yE'…my brother., and he is white skin, he is handsome, and he likes to play football. He wants to be a football player".

The last question of the interview about her experiences why she wants to study in Indonesia. When talking about the context of experiences, it means talking about a past event which should past participant form and used verb two (V_2) in her speaking it can see below table 3:

Table. 3

No	Type of grammar use	structure	Sentences	Total
5.	Simple past	$S + V_2 + O$	*when I was in Thailand*	*6*
			I wanted to study in Malaysia and Turkey.	
			but the turkey was far away from Thailand	
			Malaysia was so expensive.	
			I did not have Em… scholarship in Malaysia and turkey.	
			I got a scholarship at Asyafiiyah University Indonesia".	

The table above can be seen that she fluent when she explains her experiences use the past form, and she could differ the use of negative sentences used correct auxiliary, which is a little bit difficult to practice past form in negative form. As in script:

"When I was in Thailand, I want to learn. I want to go out from Thailand. Firstly, I wanted to study in Malaysia and Turkey, but the turkey was far away from Thailand, and Malaysia was so expensive. I did not have Em… scholarship in Malaysia and turkey. I got a scholarship in Asyafiiyah University Indonesia".

Related with the second research question of this research, based on the result shown. The use of grammar while interviewed was very structured, and it became to know the meaning of context utter as Iwashita (2018) mentions that in a communication-oriented language is regarded as a tool for communication, and grammar is an integral part of oral language proficiency to enhance students' communication skills. In addition, when uttering a second language by grammatical rules, unconsciously learns some grammatical structure in the main aspect such as phonology, morphology, syntax of the context. As Cook (2017)

argue that Syntax mostly comes from descriptive grammar, phonology consists of the only concept of the phoneme, morphology in language use inflection.

Moreover, fluency in grammar use in speaking reduces language interference when delivering some information to each other, although the result of the interview unconsciously used her first language. So, language interference describes how students who learned a new language essentially had to learn both the colloquial and academic scientific language. It means that interference in the native language learns from the first language to the second language.

Conclusion

Language is the main of communication in human life in this world; it is a speech of thoughts and feelings of someone who is regularly used for communication between members of the community. Therefore, acquiring second language acquisition, which the second language can be obtained and mastered only by learning consciously and deliberately. In speaking, grammatical roles a prominent aspect. By using grammatical in speaking, it's become structured and understandable of the context in the main aspect such as phonology, morphology, syntaxis of the context. Moreover, fluency in grammar use in speaking reduces language interference when delivering some information to each other, although the result of the interview unconsciously used her first language.

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