

CHAPTER 5

5.0 DATA COLLECTION AND ANALYSIS

5.1 Introduction

In this chapter, the researcher will analyze the data collected from the four assignments administered to the informants of this study. First the researcher will quantify the errors gathered from the four assignments and then give distinct interpretations accounting for the number of errors in each assignment. Orthographical errors are ignored as analysis is confined to errors in grammar and lexis. This kind of data analysis is called **Proportion Studies** because the errors in the test instrument (i.e. the corpus) are classified and counted, so that the researcher can state in quantitative terms, the relative proportion of each type of error.

5.2 Presentation And Analysis Of The Data

The four assignments were corrected by the researcher since the test instrument was formulated by the researcher. Errors from the four assignments were gathered and categorized according to their functions.

5.2.1 Analysis Of Assignment One

In the first assignment, the subjects were asked to fill in the blanks with the correct subordinating conjunctions given in the box. The analysis of errors in this assignment is tabulated in Table 8 below.

Table 8
Analysis Of Errors In Assignment One

| No. | Types of Subordinating Conjunctions | Total Occurrence | Number of Errors | Percentage |
|-------|-------------------------------------|------------------|------------------|------------|
| 1 | despite | 100 | 87 | 87.0 |
| 2 | while | 100 | 84 | 84.0 |
| 3 | unless | 100 | 79 | 79.0 |
| 4 | if | 100 | 76 | 76.0 |
| 5 | as though | 100 | 56 | 56.0 |
| 6 | like | 100 | 51 | 51.0 |
| 7 | until | 100 | 46 | 46.0 |
| 8 | in order that | 100 | 41 | 41.0 |
| 9 | in case | 100 | 33 | 33.0 |
| 10 | so as to | 100 | 31 | 31.0 |
| 11 | after | 100 | 30 | 30.0 |
| 12 | before | 100 | 28 | 28.0 |
| 13 | when | 100 | 26 | 26.0 |
| 14 | although | 100 | 23 | 23.0 |
| 15 | not that | 100 | 23 | 23.0 |
| 16 | so that | 100 | 22 | 22.0 |
| 17 | wherever | 100 | 18 | 18.0 |
| 18 | because | 100 | 13 | 13.0 |
| 19 | since | 100 | 8 | 8.0 |
| 20 | where | 100 | 5 | 5.0 |
| TOTAL | | 2000 | 780 | 39.0 |

The table shows that the majority of informants had problems with 'despite' (87.0 %), 'while' (84.0 %), 'unless' (79.0 %), 'if' (76.0 %), 'as though' (56.0 %) and 'like' (51.0 %). The subordinating conjunction that posed the least problem was 'where' (5.0 %). Only one informant could fill in all the blanks correctly. Four (8.0 %) informants scored the lowest - they obtained only ten correct answers out of the forty items given. More than 17 (34.0 %) of the informants obtained more than twenty errors in the assignment. The following errors are examples of the responses given:-

3. Her father died while she was young (when).
5. She was mopping the floor after I was cooking in the kitchen (while).
13. Unless he had a gun, he would have shot the man (If).
27. Although working hard, I failed my examination (Despite).

5.2.2 Analysis Of Assignment Two

The second assignment was formulated to test the knowledge (ability) of the informants in using the subordinating conjunctions, by giving them forty Multiple Choice Questions. The number of errors made by the informants are shown in Table 9. Once again, the most

number of errors was made in the use of 'unless' (88.0 %), followed by 'if' (68.0 %), 'while' (68.0 %), 'in case' (65. 0%) and 'not that' (47.0%). The informants found it easiest to use 'since' as only 5 (5.0 %) errors were recorded in this assignment. Only one informant scored 39 correct responses out of a possible 40. This was the highest score.

Table 9
Analysis Of Errors In Assignment Two

| No. | Types of Subordinating Conjunctions | Total Occurrence | Number of Errors | Percentage |
|-------|-------------------------------------|------------------|------------------|------------|
| 1 | unless | 100 | 88 | 88.0 |
| 2 | if | 100 | 68 | 68.0 |
| 3 | while | 100 | 68 | 68.0 |
| 4 | in case | 100 | 65 | 65.0 |
| 5 | not that | 100 | 47 | 47.0 |
| 6 | like | 100 | 44 | 44.0 |
| 7 | as though | 100 | 44 | 44.0 |
| 8 | despite | 100 | 43 | 43.0 |
| 9 | until | 100 | 41 | 41.0 |
| 10 | in order that | 100 | 33 | 33.0 |
| 11 | before | 100 | 31 | 31.0 |
| 12 | although | 100 | 26 | 26.0 |
| 13 | so that | 100 | 24 | 24.0 |
| 14 | so as to | 100 | 23 | 23.0 |
| 15 | when | 100 | 17 | 17.0 |
| 16 | where | 100 | 12 | 12.0 |
| 17 | wherever | 100 | 10 | 10.0 |
| 18 | because | 100 | 10 | 10.0 |
| 19 | after | 100 | 10 | 10.0 |
| 20 | since | 100 | 5 | 5.0 |
| TOTAL | | 2000 | 709 | 35.5 |

5.2.3 Analysis Of Assignment Three

In this assignment, the mode of testing was a cloze passage with twenty blanks. This passage was prepared with the aim of testing the informants' ability to utilize information contained in the passage, as the deletion of the function words (i.e. subordinating conjunctions) posed constraints. The subjects had to range backward or forward across several sentences at a time, to gauge the correct responses. The accuracy with which the learner was able to supply the correct answer, could be taken as an index of the efficiency of the learner's developing grammatical system.

The analysis of the errors made by the informants is shown in Table 10 on the next page. In this assignment, the most number of errors was recorded in the use of the subordinating conjunction 'unless' (98.0 %), followed by 'while' (84.0 %), 'in case' (84.0 %), 'if' (84.0 %), 'like' (82.0 %), 'in order that' (62.0 %), 'as though' (62.0 %), 'so as to' (60.0 %), 'not that' (58.0 %), 'so that' (52.0 %), 'despite' (50.0 %), 'until' (30.0 %) 'wherever' (22.0 %) and 'where', 'although', 'because', 'since', 'after', and 'when' (8.0 % respectively) and finally 'before' (0.0 %). Thus, 'before' posed no difficulty at all to the informants.

Table 10
Analysis Of Errors In Assignment Three

| No. | Types of Subordinating Conjunctions | Total Occurrence | Number of Errors | Percentage |
|-------|-------------------------------------|------------------|------------------|------------|
| 1 | unless | 50 | 49 | 98.0 |
| 2 | while | 50 | 42 | 84.0 |
| 3 | in case | 50 | 42 | 84.0 |
| 4 | if | 50 | 42 | 84.0 |
| 5 | like | 50 | 41 | 82.0 |
| 6 | in order that | 50 | 31 | 62.0 |
| 7 | as though | 50 | 31 | 62.0 |
| 8 | so as to | 50 | 30 | 60.0 |
| 9 | not that | 50 | 29 | 58.0 |
| 10 | so that | 50 | 26 | 52.0 |
| 11 | despite | 50 | 25 | 50.0 |
| 12 | until | 50 | 15 | 30.0 |
| 13 | wherever | 50 | 11 | 22.0 |
| 14 | where | 50 | 4 | 8.0 |
| 15 | although | 50 | 4 | 8.0 |
| 16 | because | 50 | 4 | 8.0 |
| 17 | since | 50 | 4 | 8.0 |
| 18 | after | 50 | 4 | 8.0 |
| 19 | when | 50 | 4 | 8.0 |
| 20 | before | 50 | 0 | 0.0 |
| TOTAL | | 1000 | 438 | 43.8 |

5.2.4 Analysis Of Assignment Four

In the final assignment, the researcher's aim was to find out whether the informants were capable of using the subordinating conjunctions to combine sentences. Only eleven conjunctions were tested.

The percentage of incorrect usage of subordinating conjunctions is shown in Table 11 below. Three of the subjects had only 3 correct responses out of the total 22 sentences tested. The highest score was 20 correct sentence - combinations by only one informant. On the whole, only 21 (42 %) informants combined more than 50 per cent of the sentences correctly.

The highest percentage of errors was recorded for 'if' (98 %) followed by 'unless' (96 %), 'in order that' (85.8 %), 'as though' (75 %), 'while' (62 %), 'when' (51 %), 'because' (45 %), 'although' (42 %), 'where' (39 %), 'after' (27 %) and 'before' (19 %). When interviewed, the informants explained that they found it easier to combine the sentences with 'before'.

Table 11
Analysis Of Errors In Assignment Four

| No. | Types of Subordinating Conjunctions | Total Occurrence | Number of Errors | Percentage |
|-------|-------------------------------------|------------------|------------------|------------|
| 1 | if | 100 | 98 | 98.0 |
| 2 | unless | 100 | 96 | 96.0 |
| 3 | in order that | 100 | 85 | 85.0 |
| 4 | as though | 100 | 75 | 75.0 |
| 5 | while | 100 | 62 | 62.0 |
| 6 | when | 100 | 51 | 51.0 |
| 7 | because | 100 | 45 | 45.0 |
| 8 | although | 100 | 42 | 42.0 |
| 9 | where | 100 | 39 | 39.0 |
| 10 | after | 100 | 27 | 27.0 |
| 11 | before | 100 | 19 | 19.0 |
| TOTAL | | 1100 | 639 | 58.1 |

5.3 Analysis Of Errors In Each Subordinating Conjunction Tested

In this research, the investigator tested **twenty subordinating conjunctions** taught in the English Language Secondary School Syllabus, in Malaysia. Table 12 shows the performance of the informant according to the items tested, **in their order of appearance** in the test instruments. The number of times each conjunction was tested, varied. In this table below, the error count is presented in terms of its percentage, by comparing it against the total number of occurrence of each item. Table 13 on the other hand, shows the performance of the informants, according to the categories of subordinating conjunction tested.

Table 12
Performance Of Informants
According To Items

| Item | Total | No. of Correct Answers | Percentage | No. of Errors | Percentage |
|---------------|-------------|------------------------------|--------------|------------------|--------------|
| when | 350 | 252 | 72.0 | 98 | 28.0 |
| before | 350 | 272 | 77.7 | 78 | 22.3 |
| after | 350 | 279 | 79.7 | 71 | 20.3 |
| since | 250 | 233 | 93.2 | 17 | 6.8 |
| while | 350 | 94 | 26.9 | 256 | 73.1 |
| until | 250 | 148 | 59.2 | 102 | 40.8 |
| if | 350 | 66 | 18.9 | 284 | 81.1 |
| unless | 350 | 38 | 10.9 | 312 | 89.1 |
| so as to | 250 | 166 | 66.4 | 84 | 33.6 |
| in order that | 350 | 160 | 45.7 | 190 | 54.3 |
| because | 350 | 278 | 79.4 | 72 | 20.6 |
| in case | 250 | 110 | 44.0 | 140 | 56.0 |
| so that | 250 | 178 | 71.2 | 72 | 28.8 |
| although | 350 | 255 | 72.8 | 95 | 27.1 |
| despite | 250 | 95 | 38.0 | 155 | 62.0 |
| not that | 250 | 151 | 60.4 | 99 | 39.6 |
| where | 350 | 290 | 82.9 | 60 | 17.1 |
| wherever | 250 | 211 | 84.4 | 39 | 15.6 |
| like | 250 | 114 | 45.6 | 136 | 54.4 |
| as though | 350 | 144 | 41.1 | 206 | 58.9 |
| TOTAL | 6100 | 3534 | 57.93 | 2566 | 42.07 |

Table 13
Performance Of Informants According To
Categories Of Conjunctions

| Category | Total | No. of Correct Answers | Percentage of Correct Answers | No. of Errors | Percentage of Errors |
|--|-------------|------------------------|-------------------------------|---------------|----------------------|
| (i) Temporal Conjunctions | 1900 | 1278 | 67.3 | 622 | 32.7 |
| (ii) Conditional Conjunctions | 700 | 104 | 14.9 | 596 | 85.1 |
| (iii) Conjunctions of Purpose | 600 | 326 | 54.3 | 274 | 45.7 |
| (iv) Conjunctions of Reason and Result | 850 | 566 | 66.6 | 284 | 33.4 |
| (v) Concessive Conjunctions | 850 | 501 | 58.9 | 349 | 41.1 |
| (vi) Conjunctions of Place | 600 | 501 | 83.5 | 99 | 16.5 |
| (vii) Conjunctions of Manner | 600 | 258 | 43.0 | 342 | 57.0 |
| TOTAL | 6100 | 3534 | 57.93 | 2566 | 42.07 |

In Table 14, the frequency of errors in subordinating conjunctions is tabulated according to the number of assignments and in Table 15, the frequency of errors is presented according to the categories of conjunctions. The frequency percentage columns in both tables, show the proportion of errors (incorrect answers) against their total number of occurrences. Furthermore, the error

percentage is presented in a **hierarchy**, to show the complexity of the items, in terms of the learner's development in the English Language. Thus, a study of the error percentage, in its different categories, gives an insight into the relative significance of a given error in the total context of errors.

Using the given data, the researcher will examine some of the errors made by the informants and give a general overview of possible reasons for these errors. (Refer to Appendix I for the individual performance of the informants in the individual assignments and their overall performance in the whole test).

Table 14
Frequency Of Errors In Subordinating Conjunctions
According To Assignments

| No. | Item | No. of Errors In Each Assignment | | | | Total Occurrence | Total No. of Errors | % |
|-----|---------------|--|-----|-----|-----|---------------------|------------------------|-------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | unless | 79 | 88 | 49 | 96 | 350 | 312 | 89.1 |
| 2 | if | 76 | 68 | 42 | 98 | 350 | 284 | 81.1 |
| 3 | while | 84 | 68 | 42 | 62 | 350 | 256 | 73.1 |
| 4 | despite | 87 | 43 | 25 | - | 250 | 155 | 62.0 |
| 5 | as though | 56 | 44 | 31 | 75 | 350 | 206 | 58.9 |
| 6 | in case | 33 | 65 | 42 | - | 250 | 140 | 56.0 |
| 7 | like | 51 | 44 | 41 | - | 250 | 136 | 54.4 |
| 8 | in order that | 41 | 33 | 31 | 85 | 350 | 190 | 54.3 |
| 9 | until | 46 | 41 | 15 | - | 250 | 102 | 40.8 |
| 10 | not that | 23 | 47 | 29 | - | 250 | 99 | 39.6 |
| 11 | so as to | 31 | 23 | 30 | - | 250 | 84 | 33.6 |
| 12 | so that | 22 | 24 | 26 | - | 250 | 72 | 28.8 |
| 13 | when | 26 | 17 | 4 | 57 | 350 | 98 | 28.0 |
| 14 | although | 23 | 26 | 4 | 42 | 350 | 95 | 27.1 |
| 15 | before | 28 | 31 | 0 | 19 | 350 | 78 | 22.3 |
| 16 | because | 13 | 10 | 4 | 45 | 350 | 72 | 20.6 |
| 17 | after | 30 | 10 | 4 | 27 | 350 | 71 | 20.3 |
| 18 | where | 5 | 12 | 4 | 39 | 350 | 60 | 17.1 |
| 19 | wherever | 18 | 10 | 11 | - | 250 | 39 | 15.6 |
| 20 | since | 8 | 5 | 4 | - | 250 | 17 | 6.8 |
| | TOTAL | 780 | 709 | 438 | 639 | 6100 | 2566 | 42.07 |

Table 15
Frequency Of Errors In Categories
Of Subordinating Conjunctions

| No. | Categories of Subordinating Conjunctions | No. of Errors In Each Assignment | | | | Total Occurrence | Total No. of Errors | % |
|-------|--|----------------------------------|-----|-----|-----|------------------|---------------------|-------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | Conditional Conjunctions | 155 | 156 | 91 | 194 | 700 | 596 | 85.1 |
| 2 | Conjunctions of Manner | 107 | 88 | 72 | 75 | 600 | 342 | 57.0 |
| 3 | Conjunctions of Purpose | 72 | 56 | 61 | 85 | 600 | 274 | 45.7 |
| 4 | Concessive Conjunctions | 133 | 116 | 58 | 42 | 850 | 349 | 41.1 |
| 5 | Conjunctions of Reason and Result | 68 | 99 | 72 | 42 | 850 | 284 | 33.4 |
| 6 | Temporal Conjunctions | 222 | 172 | 69 | 159 | 1900 | 622 | 32.7 |
| 7 | Conjunctions of Place | 23 | 22 | 15 | 39 | 600 | 99 | 16.5 |
| TOTAL | | 780 | 709 | 438 | 639 | 6100 | 2566 | 42.07 |

1. 'Unless'

'Unless' is used with an affirmative verb to talk about a possible situation and its consequences. It was tested in all the four assignments.

In Assignment One, only 21 % of the responses given, using this conjunction were correct. The errors occurred because the informants freely alternated 'if' for 'unless' and vice-versa.

In Assignment Two, 88 (88 %) errors were recorded. 39 (78 %) informants chose 'if' instead of 'unless' for both the questions. The informants clearly could not differentiate the use of 'if' and 'unless'.

49 (98 %) errors were counted in Assignment Three. Only one informant managed to fill in the given blank with 'unless' correctly.

In Assignment Four, 'unless' was tested in Questions 7 and 12. 49 (98 %) informants could not combine the pair of sentences correctly for Question 7, while 47 (94 %) informants also could not combine the sentences given in Question 12. Many of the informants used every other conjunction except 'unless' in this assignment.

Generally, 312 (89.1 %) errors were recorded against a total occurrence of 350. This shows that the informants could not determine the relationship being expressed in the sentences. They did not seem to realize that 'unless' means 'if not'. For example, in Assignment

Two:-

You will not have many friends _____ you are polite and friendly. (unless).

This sentence means, "If you are not polite and friendly, you will not have many friends." All the informants used 'if' instead.

2. 'If'

'If' is used with a negative verb to talk about a possible situation and its consequences. It was tested 7 (seven) times.

In Assignment One, only 22 (44 %) informants filled in the blank in Question 13 correctly with 'if'. For Question 16, only 2 (26 %) informants responded correctly. All the informants who incorrectly responded, used 'unless' instead.

In Assignment Two, only 5 (10 %) informants chose the correct conjunction 'if' for both the MCQ items. The number of errors recorded for this conjunction, amounted to 68 (68 %).

In Assignment Three, only 8 correct responses were recorded. 10 (20 %) informants avoided using this conjunction for the given blanks.

In Assignment Four, 98 (98.0 %) incorrect responses were obtained. Only one informant could combine both the sentences given in Questions 3 and 10, correctly.

On the whole, the item 'if' proved complex to the informants. This reflects the informants' lack of knowledge of syntactic combination and logical relationships that 'if' entails, despite the presence of 'if' (i.e., Jika/Jikalau) in Bahasa Melayu.

3. 'While'

This conjunction of time is used to indicate a continuous action. It can also be used to mean the same as its equivalent Malay term 'sambil'. 'Whilst' is a more formal form of 'while'. This conjunction was tested in all four assignments.

In Assignment One 84 (84 %) errors were recorded. Only 7 (14 %) informants were able to provide correct answers for both the items. Many of the informants used 'when' instead of 'while', incorrectly.

In Assignment Two, only 32 (64 %) responses were correct. In Assignment Three 42 (84 %) errors were detected. Only 8 (16 %) informants could provide this conjunction as their responses correctly.

62 (62 %) errors were recorded for 'while' in Assignment Four. Only 13 (26 %) informants managed to combine both pairs of sentences that appeared in Questions 15 and 17, correctly.

On the whole, 256 (73.1 %) errors were recorded against a total occurrence of 350.

4. 'Despite'

'Despite' is used at the beginning of non-finite clauses. It can be used with the same intent as 'in spite of'. It has the syntactic function of 'although'. For example:

Despite working hard, I failed my English test. This means, "Although I worked hard, I failed my English test."

This subordinating conjunction was tested only in three assignments. In Assignment One, 87 (87 %) errors were recorded against a total occurrence of 100. All 6 informants wrote 'although' instead of 'despite' as the

answer for Question 27 and all 7 informants did the same for Question 32.

In Assignment Two, 43 % errors were detected. 16 (32 %) informants chose the wrong options for both the questions. These informants chose 'although' for Question 18 and 'until' for Question 20.

50 % errors were tabulated for this conjunction in Assignment 3. Only 25 (50 %) informants filled in the blank with this conjunction correctly.

On the whole, 155 errors (62 %) were recorded against a total occurrence of 250. These errors indicated that the subjects substituted 'although' for 'despite' freely, without studying the syntactic intent of the questions.

5. 'As Though'

This subordinating conjunction was tested in all the four assignments. It is used to refer to the way something is done. The past tense is used in the clause of manner when 'as though' is used.

In Assignment One, 56 (56 %) errors were recorded against a total occurrence of 100. 28 (56 %) informants wrote the incorrect conjunctions for both the questions.

In Assignment Two, 44 % errors were counted. 'In case' and 'until' were chosen instead of 'as though'. In Assignment Three, 31 (62 %) errors were seen. In Assignment Four, many of the informants used 'because' to combine the sentences in Questions 16 and 22. This reflects the informants' ignorance of the semantic and functional difference between 'because' and 'as though'. Thus, 75 errors were recorded in Assignment Four for this conjunction.

Generally, 206 (58.9 %) errors in the use of 'as though' were detected.

6. 'In Case'

This conjunction was tested five times in only three assignments. 'In case' is used when one is mentioning a possible future situation, which is someone's reason for doing something. The Simple Present Tense is used with this subordinating conjunction.

In Assignment One, 33 (33 %) errors were recorded against a total occurrence of 100. 18 (36 %) informants used this conjunction correctly for both the questions. Many of the informants wrote 'because' as their response.

In Assignment Two, 65 % errors were counted. For Question 22, 'although' was incorrectly chosen by 18 informants instead of 'in case'. For Question 30, 25 informants chose 'as though' incorrectly.

In Assignment Three, only 8 (16 %) informants were able to fill in the given blanks using 'in case' correctly.

On the whole, 56 % (140) errors were recorded against a total occurrence of 250, despite the fact that the informants had been repeatedly taught the meaning and function of this conjunction after the pilot test.

7. 'Like'

The subordinating conjunction 'like' was tested five times in three assignments. It is used when one wants to talk about someone's behaviour or the way something is done. It can also be used to compare the way something is done with the way someone or something else does it. For example:

Surely you don't intend to live by yourself
like she does?

In Assignment One, 'like' was tested in two sentences. Only 22 (44 %) informants got it correct for the first sentence and only 27 (54 %) gave the correct response for the second sentence. Nearly 75 % of these informants used 'as though' instead of 'like' and the rest did not attempt these sentences at all.

In Assignment Two, this item was tested in two questions. A total of 44 errors (44 %) was detected. For Question 16, 20 (74 %) informants chose 'as though' as the response and 7 (26 %) informants selected 'although'. 23 (46 %) informants gave the correct response. For Question 33, 17 (34 %) informants gave the incorrect response.

In Assignment Three, the subordinating conjunction 'like' was tested only in item 16. 41 (82 %) errors were recorded against a total occurrence of 50. About 28 (68 %) of the informants used 'as though' instead of 'like'.

In Assignment Three, 31 (62 %) errors were recorded. Only 19 (38 %) of the informants could use this conjunction correctly.

In Assignment Four, 85 % errors were detected. Only 7 (14 %) informants could use this conjunction to combine both the given sentences, correctly.

It can be seen that the informants, despite being taught this conjunction, could not use this conjunction correctly. They had been taught that this conjunction of purpose usually appeared with a modal auxilliary in the main clause. Yet, 190 (54.3 %) errors appeared altogether.

9. 'Until'

This subordinating conjunction is used when one wants to say that a situation stopped when something happened. 'Till' is also used instead of 'until'. This conjunction was tested five times in three assignments.

In Assignment One, 46 (46 %) errors were recorded. 34 (68 %) informants managed to use this conjunction correctly for Question 9, while only 20 (40 %) informants were able to use this conjunction correctly for Question 11.

In Assignment Two, 41 (41%) errors appeared. Only 1 (2 %) informant picked the wrong conjunction instead of 'until' for both the questions.

In Assignment Three, 15 (30 %) errors were detected. 9 (60 %) out of the 15 informants who filled in the blank with the wrong conjunction, wrote 'while' instead of 'until'.

Generally, 102 (40.8 %) errors appeared. It is quite disheartening that such a simple conjunction could pose such a problem to the subject, since 'until' has an equivalent term in Bahasa Melayu (i.e. 'sehingga'). Most of the errors reflected misuse of this conjunction by the students.

10. 'Not That'

This conjunction is used in a concessive clause. It is used instead of 'although' and with a negative. For example:

"I have decided to migrate, although no one will care," can be rephrased as:

"I have decided to migrate - not that anyone will care."

Clauses beginning with 'not that' always go after a main clause. "Not that" was tested in 5 places, in three assignments.

In Assignment One, 23 (23 %) errors were recorded. 5 (10 %) informants out of the 23 informants who gave the incorrect conjunction, incorrectly filled both the blanks.

In Assignment Two, 47 % errors were recorded. Only 16 (32 %) of the informants were able to select the correct conjunction for both the questions. All 15 (30 %) informants chose "in order that" instead of 'not that' for Question 23. They could not understand the logic of the sentence. For Question 35, only 18 (36 %) informants chose 'not that' correctly. The rest selected 'while' and 'unless' incorrectly.

In Assignment Three, 29 (58 %) errors were detected. Only 21 (42 %) informants filled in the blank with this conjunction, correctly. Out of the 29 informants who got this conjunction wrong, 10 (20 %) did not attempt this question at all.

The analysis of the conjunction 'not that' shows that the subjects of this study, do not know how to use this conjunction. Overall, 39.6 % errors were recorded in the testing of this conjunction.

11. 'So As To'

This conjunction of purpose is used in non-finite purpose clauses. It has the same function as 'in order to'. In this study, this conjunction appeared in five places. It was tested in three assignments.

In Assignment One, 31 (31 %) errors were found in the use of this conjunction. 45 (90 %) informants wrote the correct conjunction for Question 17 and 24 (48 %) informants got Question 18 correct. All the 31 incorrect responses, involved the misuse of 'in order that' for 'so as to'.

In Assignment Two, 23 (23 %) errors appeared in the use of this conjunction. For Question 21, all 6 (12 %) informants selected 'in order that' instead of 'so as to'. For Question 29, 33 (66 %) informants chose this conjunction correctly. The 17 (34 %) informants who got this question wrong, selected 'because' and 'in case' incorrectly.

In Assignment Three, 30 (60 %) errors were detected. Of these, 20 (40 %) errors were the misuse of 'so that' for 'so as to'.

On the whole, 84 (33.6 %) errors were recorded against a total of 250. The majority of errors reflected the students' lack of syntactic distinction between 'so as to', 'in order that' and 'so that'.

12. 'So That'

This is a conjunction of purpose that is used in finite purpose clauses like 'in order that'. This conjunction appeared five times in the assignments.

In Assignment One, 'so that' was tested twice. 22 (22 %) errors were recorded. These errors occurred because most of the informants used 'because' instead of the correct conjunction.

In Assignment Two, 24 (24 %) errors were counted. 'So that' was tested in Questions 8 and 19. 31 (62 %) informants chose the correct response for Question 8 and 45 (90 %) informants chose this conjunction correctly for Question 19.

In Assignment Three, 26 (52 %) errors were detected. Of these errors, 16 (32 %) were the misuse of 'so as to' for 'so that'.

Generally, 72 (28.8 %) errors were counted against a total of 250 occurrences. Once again, these errors reflected the informants' ignorance of the syntactic usage of 'so that'.

13. 'When'

This subordinating conjunction was tested seven times altogether in the test instrument 'When' is a conjunction of time and is used to refer to something occurring in a period of time or to refer to another event.

In Assignment One, 'when' was tested in two places - Questions 1 and 3. For Question 1, 13 (26 %) informants did not use this conjunction. They used 'since' as a reason and forgot that 'since', for this assignment, has to be used as a temporal conjunction. This confusion is due to the polysemous nature of 'since'. For Question 3, 37 (74 %) informants used 'when' correctly.

In Assignment Two, only 17 (17 %) errors were recorded against an occurrence of 100. These errors were due to carelessness, according to the informants who were interviewed.

In Assignment Three, only 4 (8 %) errors were detected. In Assignment Four, 51 (51 %) errors were recorded. The informants could not combine the sentences using this simple conjunction despite acknowledging to the researcher, that they knew 'when' is equivalent to 'apabila' in Bahasa Melayu. They explained that they were weak in combining sentences and preferred exercises like Multiple Choice Questions and "Fill In The Blanks".

The tabulation of the frequency of errors for the conjunction 'when' added up to 98 (28 %) against a total occurrence of 350.

14. 'Although'

This is a conjunction of concession. 'Though' is also used instead of 'although' to contrast one statement with the other or to make it seem surprising. 'Although' was tested seven times and it appeared in all the assignments.

In Assignment One, 'although' was tested in two sentences and 23 (23 %) errors were recorded. 27 (54 %) informants gave the correct responses in the use of this conjunction in both the sentences.

In Assignment Two, 26 (26 %) errors were recorded. 39 (78 %) informants chose this conjunction correctly for Question 5, while 15 (30 %) informants were able to select the correct response for Question 24.

In Assignment Three, 46 (96 %) informants filled in the blanks correctly with this conjunction. In Assignment Four, 42 (42 %) errors were recorded. The informants could not combine the sentences using this conjunction. It is very regrettable that the informants knew the meaning of 'although' and its function, and yet, they were held back by their lack of syntactic ability.

'Although' occurred 95 (27.1 %) times as an error. It is a very popular conjunction in Bahasa Melayu and is known as 'walaupun'.

15. **'Before'**

This conjunction is a conjunction of time. Its equivalent in the National Language is 'sebelum'. This conjunction was tested seven times. 'Before' is used to say when something occurs. It is directly opposite to 'after'.

In Assignment One, 28 (28 %) errors were recorded. This conjunction was tested in two places and 21 (42 %) informants used this conjunction in the blanks for both questions correctly.

In Assignment Two, 31 (31 %) errors were counted. For Question 2, all five errors occurred because all five informants chose 'after' instead of 'before'. They could not understand the semantic function of the sentence. 26 (52 %) informants chose the wrong response for Question 40. 20 of them chose 'until' and the remaining 6, chose 'since' instead of 'before'.

In Assignment Three, no errors occurred in the use of 'before'. All the informants felt it was an easy item to attempt in this exercise. This is the only conjunction for which no errors were recorded.

In Assignment Four, 19 (19 %) errors were recorded. 'Since' was used instead of 'before' to combine the two sentences in Question One and 'when' for Question 9, instead of this conjunction.

Overall, 78 (22.3 %) errors were recorded for this conjunction.

16. 'Because'

'Because' is a conjunction of reason and has nearly the same meaning as 'for'. It appears seven times in the test instrument.

In Assignment One, 13 (12 %) errors were recorded. 'Because' was tested in Questions 22 and 25. Only one (2 %) informant used the wrong conjunction for Question 22. The rest (i.e., 49 informants) used the conjunction 'because' correctly. For Question 25, 38 (76 %) informants responded correctly.

In Assignment Two, only 10 (10 %) errors were detected. Only 5 (10 %) informants chose the wrong conjunction for both the questions. All the five informants selected 'if' instead of 'because' for Question 9 and 'after' for Question 31.

In Assignment Three, only 4 (8 %) errors were recorded. In Assignment Four, 45 (45 %) errors appeared. 33 (66 %) informants combined the sentences with the wrong conjunctions for Question 19 while 12 (24 %) informants could not combine the given sentence in Question 21.

Altogether, 72 (20.6 %) errors were recorded for the wrong usage of 'because'. Although all the informants knew that this conjunction meant 'sebab', a popular conjunction in Bahasa Melayu too, their ignorance of its function caused them to falter in its usage.

17. 'After'

This is a conjunction of time, used to refer to when a situation/event occurs. 'After' is a very popular conjunction of time in the English language.

28 (56 %) informants used this conjunction correctly in both the questions that appeared in Assignment One. This conjunction was tested twice in this assignment.

In Assignment Two, only 10 (10 %) errors were detected against its total occurrence of 100. 45 (90 %) informants chose the correct answer for both the multiple choice questions (i.e., Questions 1 and 25).

In Assignment Three, only 4 (8 %) errors were counted, 46 (92 %) informants filled in the blanks with this conjunction correctly. On analysis of the errors, the researcher found that 3 informants had written 'while' and 1 informant had written 'before'.

In Assignment Four, 27 (27 %) errors appeared. The informants found the second pair of sentences using 'after' (i.e., Question 11) easier to combine as 46 (92 %) informants got this combination correct. For Question 4, only 27 (54 %) informants could combine the sentences correctly, using this conjunction.

71 (20.3 %) errors were recorded against a total occurrence of 350, for this conjunction. These errors were mostly produced by the informants who knew the meaning of 'after' but who could not fathom its function in context.

18. 'Where'

This conjunction of place appeared seven times in the assignments. 'Where' is used to refer to the location or position of something. For example:

She was happy where she was.

In Assignment One, only 5 (5 %) errors were recorded. This conjunction was tested twice in this assignment. For Question 33, 45 (90 %) informants gave the correct response of 'where' and for Question 35, all 50 (100%) informants attempted this question correctly, using 'where'. The errors showed the misuse of 'wherever' for 'where'.

In Assignment Two, only 5 (10 %) informants gave the incorrect conjunction for Question 14 while 7 (14 %) informants attempted Question 28, wrongly.

In Assignment Three, 46 (92 %) responses were correct. Only 4 (8 %) errors were detected. In Assignment Four, 39 (39 %) errors occurred.

Altogether, the number of errors that occurred in the use of this conjunction, amounted to 60 (17.1 %) out of a total occurrence of 350. The informants did not seem to understand the use of this conjunction especially in combining the pairs of sentences given in Assignment Four.

19. 'Wherever'

When we want to say that something happens or will happen in every place where something else happens, we use a place clause, containing the conjunction 'wherever'.

18 (18 %) errors occurred in the use of this conjunction in Assignment One. The informants freely alternated the use of 'where' for 'wherever' and vice-versa.

In Assignment Two, 10 (10 %) errors were detected. In Assignment Three, 11 (22 %) errors were counted.

Overall, 'wherever' occurred five times in the test instrument and 39 (15.6 %) errors were logged against a total occurrence of 250. The errors reflected the lack of distinction between 'where' and 'wherever' among the informants, despite having been taught the functions and usage of these conjunctions.

20. 'Since'

This conjunction of time is used to refer to the period of time something happens. For example:

I have not had anything to drink since I arrived from London this morning.

This conjunction appeared 5 times in the test instrument.

The errors recorded for the use of 'since' in Assignment One, were only 5 (5 %). 42 informants gave the correct response using this conjunction for Question 6 while all the informants responded correctly for Question 12. On analysis, all the 8 (16 %) informants who responded incorrectly, used 'until' instead of 'since'.

In Assignment Two, 5 (5 %) errors were recorded. 'Since' was tested twice and all the informants chose this conjunction correctly for Question 3. On the other hand, 5 (10 %) informants chose the incorrect response of 'before'.

In Assignment Three, 4 (8 %) errors were recorded. 46 (92 %) informants wrote 'since' correctly in the given blank while 4 (8 %) informants avoided writing down any conjunction in the given blank.

It can be concluded that the informants did not have much difficulty with the conjunction 'since' because only 17 (6.8 %) errors were recorded against a total of 250.

By and large, this detailed analysis of data has revealed to a certain extent the incompetence (weakness) of Malay secondary school students in using English subordinating conjunctions. Their mother tongue, Bahasa Melayu, did not have a significant effect on their use of these conjunctions in English. Many of these conjunctions have their corresponding equivalents in Bahasa Melayu (for e.g., 'before' - 'sebelum', 'while' - 'sambil', 'if' - 'jika', 'like' - 'seperti' etc.) and yet, this fact did not appear to significantly facilitate the informants' use of English subordinating conjunctions. The researcher feels most of their errors reflected the influence of intralingual factors significantly. These factors include:

- (i) overgeneralisation
- (ii) ignorance of rule restrictions
- (iii) lack of ability to distinguish the different functions of subordinating conjunctions.
- (iv) failure to understand the nature of semantic relationships which exist in the context.

and (v) lack of comprehension due to inadequate vocabulary.

5.4 Analysis Of Errors According To Their Functions

In the English language, subordinating conjunctions are lexical devices that help to **tie ideas together**. They express logical relations and this is their main function. In this study, the researcher has categorized the percentage of errors according to their functions in a hierarchy of difficulty, from the most difficult to the least which is as follows:

- (1) Conditional Conjunctions : 'unless', 'if'
- (2) Conjunctions of Manner : 'as though', 'like'
- (3) Conjunctions of Purpose : 'in order that', 'so as to'
- (4) Concessive Conjunctions : 'despite', 'not that', 'although'
- (5) Conjunctions of Reason : 'in case,' 'so that', 'and Result' 'because'
- (6) Temporal Conjunctions : 'while', 'until', 'when' 'before', 'after', 'since'
- (7) Conjunctions of Place : 'where', 'wherever'

The detailed analysis of errors in the above categories are tabulated in Tables 16 and 17, and Graphs number I and II.

Table 16
Hierarchy Of Errors According To Percentage

| No. | Item | Total No. of Occurrences | No. Of Errors | Percentage |
|-------|---------------|--------------------------|---------------|------------|
| 1 | unless | 350 | 312 | 89.1 |
| 2 | if | 350 | 284 | 81.1 |
| 3 | while | 350 | 256 | 73.1 |
| 4 | despite | 250 | 155 | 62.0 |
| 5 | as though | 350 | 206 | 58.9 |
| 6 | in case | 250 | 140 | 56.0 |
| 7 | like | 250 | 136 | 54.4 |
| 8 | in order that | 350 | 190 | 54.3 |
| 9 | until | 250 | 102 | 40.8 |
| 10 | not that | 250 | 99 | 39.6 |
| 11 | so as to | 250 | 84 | 33.6 |
| 12 | so that | 250 | 72 | 28.8 |
| 13 | when | 350 | 98 | 28.0 |
| 14 | although | 350 | 95 | 27.1 |
| 15 | before | 350 | 78 | 22.3 |
| 16 | because | 350 | 72 | 20.6 |
| 17 | after | 350 | 71 | 20.3 |
| 18 | where | 350 | 60 | 17.1 |
| 19 | wherever | 250 | 39 | 15.6 |
| 20 | since | 250 | 17 | 6.8 |
| TOTAL | | 6100 | 2566 | 42.07 |

Table 16 shows us the frequency of errors of all the twenty subordinating conjunctions tested in this study. The conjunctions have been arranged in a hierarchy to show their range of complexity to the informants.

Table 17
Frequency Of Errors In Categories Of
Subordinating Conjunctions

| No. | Categories of Subordinating Conjunctions | Total Occurrence | Total No. Of Errors | Percentage |
|-------|--|------------------|---------------------|------------|
| 1 | Conditional Conjunctions | 700 | 596 | 85.1 |
| 2 | Conjunctions of Manner | 600 | 342 | 57.0 |
| 3 | Conjunctions of Purpose | 600 | 274 | 45.7 |
| 4 | Concessive Conjunctions | 850 | 349 | 41.1 |
| 5 | Conjunctions of Reason and Result | 850 | 284 | 33.4 |
| 6. | Temporal Conjunctions | 1900 | 622 | 32.7 |
| 7 | Conjunctions of Place | 600 | 99 | 16.5 |
| TOTAL | | 6100 | 2566 | 42.07 |

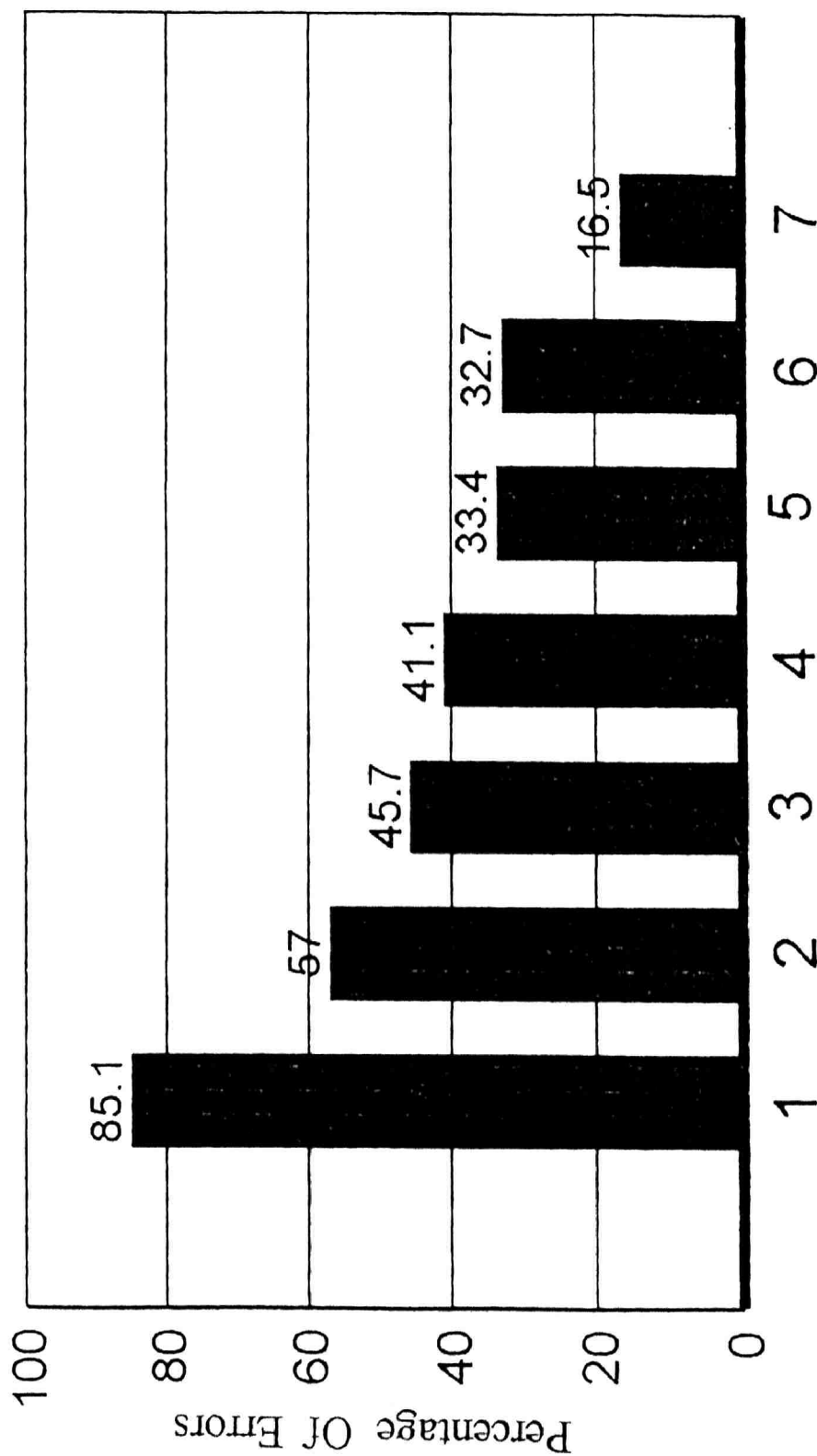
Table 17 on the other hand, shows us the frequency of errors made by the informants in the seven categories of subordinating conjunctions mentioned above. From the table, it can be seen that conditional conjunctions posed most difficulty to the subjects. 596 (85.1 %) errors were made in this category. Most of the informants did not seem to understand the logical and semantic functions

of these conjunctions. On the whole, the highest percentage of errors following conditional conjunctions, were in the category of Conjunctions of Manner (57.0%), followed by Conjunctions of Purpose (45.7 %), Concessive Conjunctions (41.1 %), Conjunctions of Reason and Result (33.4 %), Temporal Conjunctions (32.7 %) and finally, Conjunctions of Place (16.5 %).

Graphs One and Two show a pictorial summary of the above findings. This study clearly shows that the majority of the informants have not mastered most of the subordinating conjunctions and their functions.

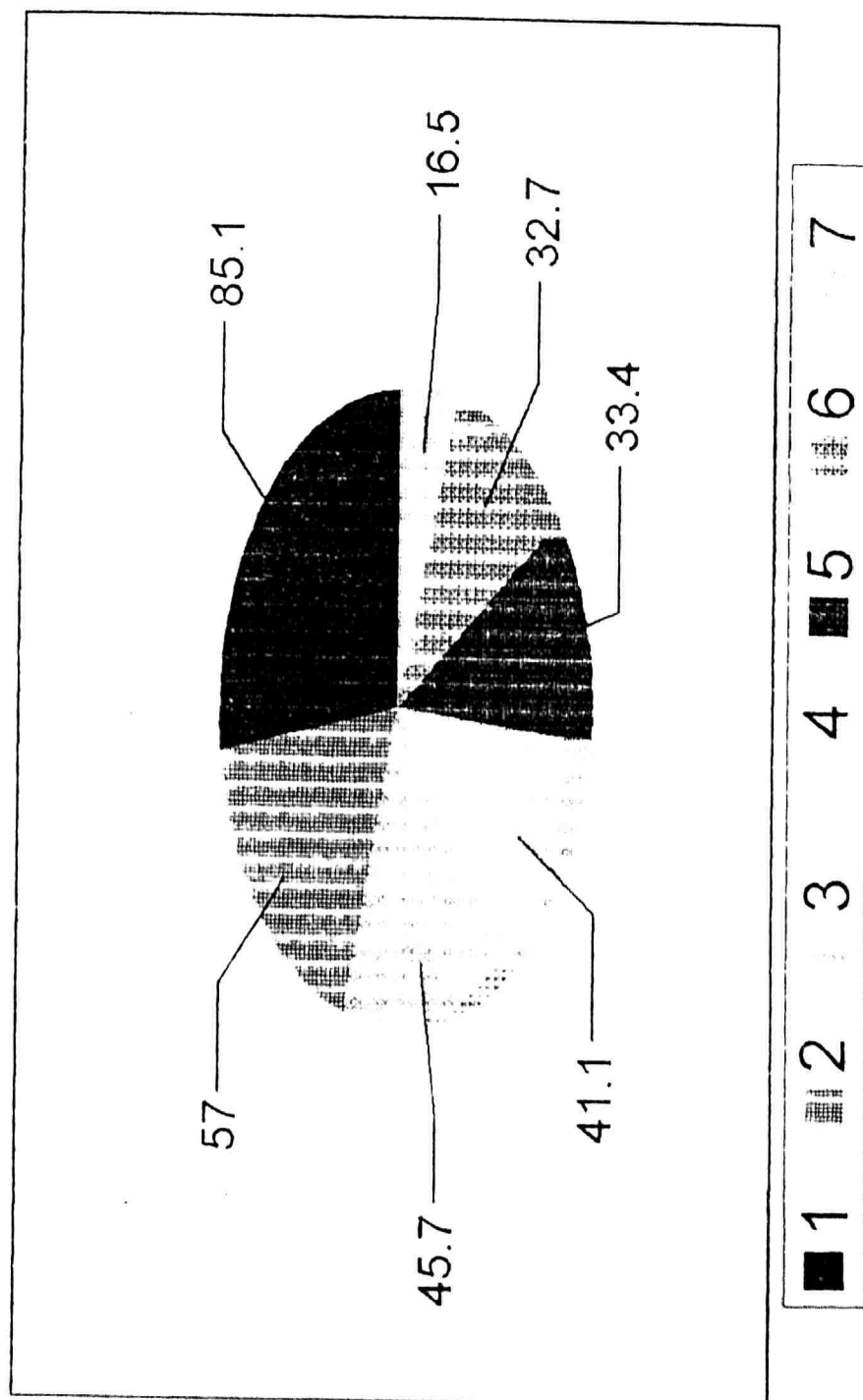
GRAPH NO I

Frequency Of Errors In Categories Of Subordinating Conjunctions



* The numbers 1 to 7 represent the categories of subordinating conjunctions 1 to 7 as shown in Table 17.

Frequency Of Errors In Categories Of Subordinating Conjunctions



* The Numbers 1 to 7 represent the categories of subordinating conjunctions 1 to 7 as shown in Table 17.