

CHAPTER 7

7.0 CONCLUSION

This study was conducted to investigate the problems encountered by upper secondary Malay students in the usage of twenty subordinating conjunctions despite the incorporation of these grammatical components in the Malaysian English Language syllabus.

The results of this study indicate that most of the Malay students are ignorant of the usage of subordinating conjunctions because of their poor proficiency in the EL. They specifically lacked the knowledge of the kinds of logical relationships expressed by the conjunctions. Other factors like motivation, students' intelligence, teaching styles, learning strategies etc., were not researched as contributing factors to errors in the acquisition of subordinating conjunctions.

The investigator suggests that this problem of lack of knowledge in the use of connectives be checked. Teachers in primary schools too must be aware of this problem and take immediate steps to check it. Teachers have to be proactive and not reactive because these linguistic errors have a tendency to fossilize and overcoming them would be more difficult than preventing

them. If they do not act now, they will face students who speak like 'Robocop'. It will be a fast and painful 'lingocide'.

7.1 For Further Investigation

In order to upgrade the standard of the EL in the ESL classroom, there is an urgent need for further studies to be carried out in the usage of subordinating conjunctions in both primary schools and higher institutions of learning. Researchers can consider the other factors in second language learning such as intelligence, aptitude, sex, age, motivation, learning styles and teaching strategies as variables that affect the acquisition of subordinating conjunctions.

As English teachers, we must not forget that:

"... for those of us who teach ESL students, the goal is to allow them to create a whole and meaningful picture for their readers out of the bits and pieces of the EL. A better knowledge of connectives (conjunctions) will contribute to achieving this ..."

(Leavelle: 1984, 120).