CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter offers a conclusion of the findings of the study carried out by the researcher. The chapter will conclude with some implications and suggestions based on the findings.

5.0 Conclusions

This study has found that indeed students of Arabic school, Sekolah Menengah Ugama (Arab), Shamsul Maarif Pulai Chondong, Machang, Kelantan are weak in formulating questions in English specifically in forming wh and yes/no questions. Students are found to have more difficulty formulating yes/no questions as compared to forming wh questions.

With regard to the syntax of wh questions, the students have managed to put the question words in front of the question. In addition, they do not have difficulty forming questions using 'when' and 'why'. Students scored at a 100% correct when using those words as the question words.
'Whom' constitutes the highest percentage of error among wh question words with 28.75%, second is 'which' with 25%, third is 'how' with 7%, fourth is 'whose' with 6.25%, fifth is 'who' with 5% and the least is 'where' with 3.75% of them making errors.

The sources of these errors are mainly due to interlingual and intralingual factors. Students have inadequate knowledge about English possessives that they find it difficult to distinguish between words that show possessive. They, therefore, are often confused with when to use 'whose', 'whom', 'who'. Furthermore, Bahasa Melayu does not make the distinction of possessiveness. The words 'whose', 'whom' and 'who' have the element 'siapa' if translated to Bahasa Melayu as shown below:

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>siapa</td>
</tr>
<tr>
<td>Whose</td>
<td>siapa punya</td>
</tr>
<tr>
<td>Whom</td>
<td>dengan siapa</td>
</tr>
</tbody>
</table>

This lead to confusion on their usage in the English language.

In terms of yes/no questions, the highest in terms of the average percentage of error is the auxiliary verbs 'have' and 'modals' with 45%
of the students making errors, 'do' verbs with 35% and verbs to-be with 34%.

Among the auxiliary verbs, 'had' constitutes the highest percentage, while the modal 'can' has a higher percentage of errors as compared to 'will'. With regard to 'do' verbs, 'do' constitutes the highest percentage of errors and 'is' constitutes the highest percentage of errors among the verbs-to-be.

There are many sources that contributed to the errors made by the students with regard to forming yes/no questions. Firstly, it is the interlingual factor where interference of Bahasa Melayu in the target language plays a major role. Bahasa Melayu does not make a distinction of subject-verb agreement as English does. Therefore, students make mistakes when forming questions that require agreement of subjects and verbs. In addition, Bahasa Melayu does not have morphological changes to verbs if there is a change in tense as English does. Errors are thus seen when students are required to make the change in verbs when forming questions.

Intralingual factors also contribute to the errors made by the students when formulating questions. The English verbal system is rather complex that students face difficulty in acquiring it what more to
apply it when forming questions. In addition, students tend to overgeneralize rules in grammar and that they are ignorant of rule restriction when dealing with the English grammar. Another source of error could be due to the students’ carelessness in using the appropriate tenses and in dealing with agreement of subject and verb. This can be categorized as performance errors. Lastly, it can also be said that students are simply ignorant about which lexical item to be used as question words and about what rules to apply when forming questions. This has led to students making errors in ‘fronting’ the question word and inverting subject with the auxiliary verbs.

With regard to the questionnaire, the following conclusions can be arrived at. Students very seldom use English at home, in fact, 70% 'never' use English with their parents. Even though English is 'sometimes' used with friends at school, almost 90% of them indicate that they 'never' use English with the school staff and only about 37% of them use English with their teachers and even that very 'rarely'. Therefore, it is found that students do not use English as much as they should at home or in school. As such, there is not much opportunity for them to form questions in English and this hampers their ability to accurately formulate questions in English.
5.1 Implications

For more than three decades, YIK has adopted the syllabus developed by the Malaysia Ministry of Education to be used in their schools. However, YIK's Arabic schools students found it difficult to cope with the English Language, one of the subjects in the syllabus. This is partly due to the fact that most of their time is spent on Islamic religious studies subjects that require students to memorise word by word the verses of Al Quran and other related subjects taught in Arabic. With regard to the syllabus, English Language is the only subject taught in English.

English has long become a great problem to most Arabic schools students. The need to see the change and improvement of English from all quarters is highly expected. In light of all this, Malay students in Arabic schools will not be able to be high achievers in English. Even though they have been learning English for 12 years, still many of them have not acquired the basic knowledge of the language. Even to deal with the simplest interrogatives, that is to form correct wh and yes-no questions, is a difficult task for them.

This study has found that in forming yes-no questions, most of the errors are caused by intralingual factors due to ignorance of
question-formation rules that concern fronting, inversion and tense conversion. The errors are also due to complexity of the English auxiliary verbs namely 'can, will, has, had, and have'. With regard to wh questions, students are weak in using the correct lexical items as questions words. Below are some suggestions on how to improve the students' performance in forming questions accurately in English.

(i) It is found that students are weak in the tense system when forming wh and yes/no questions. Therefore, the teacher should allocate, at least 2 hours a week for remedial lessons. The teacher should focus on the tense system of the English language.

(ii) It is also important to focus the teaching in areas which are important in forming questions. They are;

(a) Question word, should be put in front of the question.

(b) Inversion of subject and verb.

(c) Selection of appropriate lexical item as the question word.

(d) Sequencing of the tenses and 'subject'.

(iii) Ideally, once the students have mastered the knowledge of using appropriate question words in forming yes-no questions mentioned in (ii) above, they should then progress to the next level, that is focusing on the semantic of the question.

(iv) The teacher should provide explanation in both verbal and written forms of the errors committed, for instance, the use of suitable verbs that agree with the tenses and person(s) or subject.
Contrastive analysis may have to be conducted to explain the similarities and differences in the students' L1, for example, the use of 'siapa', which translates to English as 'who' and 'whom', which have confused many students.

Once the students are exposed to the grammar rules and functions, they may be asked to correct the errors committed to ensure that 'fronting' and inversion have been done and that the appropriate tenses are used. The correction could help to improve the students' knowledge in formulating questions.

Encourage students to read extensively in the TL and stress that self motivation is essential to enhance their learning of the language as their environment provides little opportunity for them to do so.

YIK has to establish a closer relationship with the Ministry of Education, pertaining to English learning. In return, the Education Ministry, has to be fully committed in providing facilities, technical advice and regular supervision to all YIK's Arabic schools to ensure constant and speedy progress of Arabic school students in acquiring English.

5.2 Suggestions For Further Research

Further research should be carried out on the semantic aspect of questions to enable students to form questions that carry the appropriate meaning.

A research on the students' ability to form complex questions such as embedded questions and tag-questions could be conducted.