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A COMPARATIVE STUDY OF ERRORS IN ENGLISH OF
REMOVE AND FORM ONE INDIAN STUDENTS IN A
SECONDARY SCHOOL

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ABSTRAK

Kajian ini ialah kajian perbandingan kesalahan tatabahasa berdasarkan karangan yang bertajuk ‘Keluarga Saya’ antara pelajar India dari kelas Tingkatan Peralihan dan kelas Tingkatan Satu. Pelajar India Tingkatan Satu yang terlibat dalam kajian dipilih daripada pelajar sekolah rendah kebangsaan. Pelajar India Tingkatan Peralihan pula dipilih daripada pelajar sekolah rendah jenis kebangsaan. Kajian ini menggolongkan kesalahan tatabahasa yang umum serta mengira kekerapan dan peratusan untuk setiap kesalahan. Kajian perbandingan telah dijalankan oleh penyelidik. Kajian ini juga meninjau sama ada penguasaan Bahasa Inggeris pada peringkat awal menjadi suatu kelebihan kepada pelajar di sekolah rendah kebangsaan..Kajian ini juga meninjau sama ada kemasukan ke tingkatan Peralihan menyebabkan pelajar dari sekolah rendah jenis kebangsaan mempunyai tahap penguasaan Bahasa Inggeris yang lebih rendah berbanding pelajar sebayanya dari sekolah rendah kebangsaan. Dalam metodologi kajian, penyelidik telah melakukan ujian rintis berdasarkan penulisan karangan bertajuk ‘Diri Saya’. Instrument yang digunakan dalam kajian ini ialah penulisan

karangan bertajuk ‘Keluarga Saya’

Dapatan kajian menunjukkan bahawa pelajar dari Tingkatan Satu menulis karangan yang lebih panjang berbanding pelajar dari Tingkatan Peralihan. Kedua-dua subjek kajian melakukan kesalahan tatabahasa yang sama seperti kesalahan pembentukan ayat, kesalahan ejaan, kesalahan penggunaan perkataan yang tidak bermakna, kesalahan penggunaan tanda baca dan huruf besar. Kesalahan tatabahasa yang paling kerap ialah kesalahan pembentukan kata iaitu sebanyak 45 %. Bagi pelajar di kelas peralihan, kesalahan yang kedua paling kerap dilakukan ialah kesalahan ejaan yang diikuti dengan kesalahan struktur ayat. Bagi pelajar Tingkatan Satu pula, kesalahan yang kedua paling kerap dilakukan ialah kesalahan struktur ayat yang diikuti oleh kesalahan ejaan. Penyelidik mendapati bahawa kebanyakan pelajar Tingkatan Satu melakukan kesalahan ejaan kerana mereka mengeja mengikut sistem ejaan Bahasa Melayu. Ini menunjukkan pelajar dari sekolah rendah kebangsaan terpengaruh dengan bahasa pengantar Bahasa Melayu. Pelajar dari kelas Peralihan pula hanya menunjukkan pangaruh bahasa Melayu yang minimal dalam kesalahan ejaan mereka. Pelajar kelas Peralihan pula melakukan lebih banyak

kesalahan penggunaan kata yang tidak bermakna manakala pelajar Tingkatan Satu pula melakukan lebih banyak kesalahan tanda baca. Ini kerana karangan mereka lebih panjang. Bagi kelas Peralihan pula, mereka melakukan lebih banyak kesalahan penggunaan huruf besar. Penyelidik juga mendapat bahawa kedua-dua kumpulan mempunyai kosa kata yang terhad. Dapatan kajian yang lain ialah pelajar menggunakan corak yang tertentu dalam struktur ayat mereka.

Kajian ini dilakukan di sebuah sekolah dan hanya melibatkan pelajar India dari Tingkatan Peralihan dan Tingkatan Satu. Oleh itu, penyelidik mencadangkan kajian lanjutan dilakukan dalam isu ini.

ABSTRACT

This study is a comparative study of errors, based on a composition entitled 'My family' between Indian students from Remove and Form One classes. The Indian students from the Form One classes are from national schools while the students from the Remove classes are from the national type schools.

This study classifies the common errors and calculates the frequencies and percentage of each type of errors. A comparative study is then carried out. This study also attempts to find out whether the acquisition of the English language at an earlier age is an asset to the students in the national schools. This study also attempts to find out whether an entry into Remove class, put the students from the national type schools at a disadvantage when compared to his peers in the national school, in terms of his English proficiency.

For research methodology, the researcher did a pilot study on the topic ' Myself '. The test instrument is a composition entitled 'My Family '

The findings showed that the students in Form One classes wrote more words than the students from the Remove class. Both groups had common errors such as, word form errors, spelling errors, errors with distorted meanings, errors in punctuation and capitalization. The most frequent errors is in the word form category (45 %) For the students in the Remove class, the second most frequent error is spelling errors followed by structural errors. For the students in Form One classes, the second most frequent error is the structural errors followed by spelling errors. The Form One students had the highest spelling errors in the usage of Bahasa Melayu spelling, which indicates the interference of their Bahasa Melayu medium of instruction. The Remove class showed minimal interference from Bahasa Melayu. Under errors with distorted meaning, the Remove class had more errors. Under punctuation the Form One had more errors, as they wrote longer composition. Under the category of capitalization, the Remove class made more errors. The researcher found that both groups had limited vocabulary. Another finding is the existence of a fixed pattern in sentence structure.

As this study is based on one school and limited to Remove and Form One Indian students, the researcher recommends further research.

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