CHAPTER 3:

RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction

This chapter outlines the objectives of this study, provides some background information on the students in the selected school, explains the procedure for the selection of the subjects, describes the test instruments and the administration of these tests and explains the findings of this study.

3.1. Objectives of the study

The objectives of this study is to examine and categorize the types of errors made by Indian students from Remove and Form One classes. A frequency count of errors is made and these errors are then ranked within each category according to the frequency of occurrence. A comparative study is then made.

In this study, the researcher attempts to answer the following research questions:-

i.   What is the frequency of errors observed in each category and the types of errors within each category?

ii.   What is the frequency of each type of errors made in the total number of errors?

iii.   Is there any pattern in the errors made by both the groups of students?

iv.   What recommendation for remedial work can be made for the main errors identified in the study?

3.2.   Background of study

The school chosen by the researcher is the Senawang Secondary school which is situated in the Senawang Industrial site in Seremban, Negeri Sembilan.

The total enrolment of students in the selected school for the intake in 1996 is 2093, out of which 585 are Indians. The table below shows the breakdown of student population according to racial composition in each form:

Table 2 : Racial Composition of Student population

Race\Form	Malays	Chinese	Indians	Others	Total
Remove	1	37	72	-	110
Form 1	310	78	145	-	533
Form 2	296	75	112	1	484
Form 3	249	95	119	1	464
Form 4	180	41	79	1	301
Form 5	120	22	58	1	201
Total	1156	348	585	4	2093

The subjects are Remove class and Form One Indian students. The total enrolment of Remove class students is 110, out of which 72 are Indians, comprising 36 boys and 36 girls. The total enrolment of Form One students is 533 students, out of which 145 are Indians, comprising 76 boys and 69 girls.

The table shows the distribution of Indian students in Remove and Form One classes:

Table 3: Distribution of Indian students in Remove and Form One classes

Class/Sex	Boys	Girls	Total
Remove	36	36	72
Form One	76	69	145

The first group of Indian students from Remove class were from the national type primary school, where the medium of instruction was Tamil. These students are now in Remove class and a few in Form One. The few selected Indian students, who were directly promoted to Form One, are those who obtained a minimum C in the Malay paper (Essay writing and Comprehension) in the Standard Six Assessment Test i.e. UPSR (Ujian Penilian Sekolah Rendah). These students are from three main primary schools, that is SRJK (T) Ladang Senawang, SRJK (T) Lorong Jawa and SRJK (T) Ladang Seremban. All these schools are located in the Senawang Industrial site.

The second group of Indian students were from the National primary school, where the medium of instruction was

Malay. These students are automatically promoted to Form One, no matter what their results were in their Standard Six Assessment Examination. These students were primarily from Senawang primary school, which is located in the Senawang Industrial site.

In terms of formal English lessons, the students from the Tamil schools are first exposed to English only in Standard 3 while the students in the national schools start learning English in Standard 1. Thus the students from the Tamil schools have 4 years of formal English while students from the national schools have 6 years of formal English lessons. These students are in their first year in a secondary school and will continue to sit for similar English papers in Form three and Form five public examinations. In the two public examinations, the English paper is a compulsory paper. However, a pass is not necessary to pass the public examination.

3.3   The Practicum Sample

3.3.1. The pilot Study

A pilot study was carried out the first week the students registered in the Secondary school. The aim was to minimize the influence of the secondary school teaching.

The pilot study in the form of a composition was set to both groups of students. The topic was on 'Myself'. This topic was chosen because the vocabulary needed is part of the English syllabus for primary school. The researcher's rationale for doing this pilot study was to observe whether Indian students were able to comprehend the topic and express their ideas in English.

A total of 65 Remove and Form One students sat for the test, in their respective classrooms. The papers were marked to obtain feedback to determine the types of common errors that existed among the Remove and Form One students. Three samples of students' pilot compositions are given as appendix (1 – 3). Please refer to pages 122 – 124. The common errors identified in the Pilot Study is given in Appendix 4. Please refer to pages 125 – 129.

3.3.2. Test Instruments

For this study, a test in the form of a composition was given. The topic of the composition was 'My family'. One reason for choosing this topic is, the subject matter is well within the scope of the students concerned and the vocabulary and grammatical structures were familiar to them, after their primary school education. The second reason is, the researcher had, before conducting the test, asked the Remove and Form One teachers of their opinion of the suitability of the topic and the effectiveness of the students to write on the topic. The teachers agreed that the majority of the students would be able to express their ideas in writing. The third reason for the choice of the topic is, the students had written an essay on 'Myself' in the pilot study and the researcher was convinced that these students could write on the topic 'My Family'

3.3.3. Administration of Test

This test was carried out during the third week after the registration of students in the secondary school. Formal lessons have not started, thus the influence of the secondary

school teaching is nominal. Before the administration of the test, the researcher got the permission from the Principal and the Afternoon Supervisor to conduct the test.

The researcher conducted the test herself, with the co-operation of the English teachers. The Remove Class Indian students who came direct from the Tamil primary school sat for the test. A total of 69 students sat for the test, out of which 33 were boys and 36 were girls. Three students were absent from school.

The Form One Indian students sat for the same test. A total of 57 students sat for the test, out of which 33 were boys and 24 were girls. Four students were absent while the remaining 84 did not sit for the tests as they were in Remove class in 1995, thus having spent one year in the secondary school.

All these students sat for the test simultaneously in the school hall. The time allocated was 30 minutes. There was no limit to the number of words. A uniform cyclostyled paper is given to all students. Students wrote in their personal details such as:

i.   Name

ii.   Class

iii.   Name of previous school

iv.   UPSR results: English

        Bahasa Melayu (Composition)

        Bahasa Melayu (Comprehension

        Mathematics

A sample copy of this paper is given as Appendix 5. Please refer to page 130.

Clear instructions were given by the researcher on what the students were required to do. The co-operation of the teachers was sought so that no copying or talking took place. After 30 minutes, all students handed up their scripts. Three samples of composition of Remove class are given as Appendix (Appendix 6 to 8). Please refer to pages 131 – 133. Four samples of composition of Form One classes are given as appendix 9 to 12. Please refer to pages 134 – 139.

3.3.4. Selection of subjects

A total of 126 scripts were collected, out of which 69 were from Remove class and 57 from Form One class. For this study, the researcher has selected only 50 students, that is 25 from each group. 13 boys and 12 girls were chosen from each specific group. The 50 subjects were randomly selected. The reason for this is, to obtain a sample from the entire form without any bias towards the selection of predominantly good or weak students. A total of 23 scripts were rejected because the students had written less than 3 sentences and hence they were not suitable for this study.

The table below shows the number of students who sat for the test:

Table 4: Number of Students who sat for the test.

Class	Remove	Form One
Girls	36	24
Boys	33	33
Total	69	57

The Table below shows the selection of the subjects.

Table 5 : Selection of the Subjects.

Class	Remove	Form One
Girls	12	12
Boys	13	13
Total	25	25

The performance of the selected students in the Standard Six Assessment examination is given below:

Table 6 : Remove class: Standard Six Assessment Examination

Subject / Grade	A	B	C	D	E
English	3	5	8	9	0
Malay (Composition)	0	2	4	14	5
Malay (Comprehension)	0	4	13	5	3
Mathematics	1	5	11	7	1

Table 7 : Form One Class: Standard Six Assessment
Examination

Subject / Grade	A	B	C	D	E
English	7	6	9	1	2
Malay (Composition)	6	9	4	4	2
Malay (Comprehension)	5	9	8	2	1
Mathematics	4	8	9	4	0

It is noted that in terms of English, the Form One Indian students fared better than the Remove class students in the Standard Six Assessment. For English, 16 out of 25 Remove Class students obtained Grade A, B or C in Standard Six Assessment. However 22 out of the selected 25 students from Form One obtained a Grade A, B or C for English for the same examination

3.3.5. Classification of Errors.

The classification system of Errors of Yap Soon Hock nee Tan's study would be adapted. However, for the purpose

of this study, a number of changes have been made. The researcher had classified errors into 6 main categories and their subdivision.

A classification of the errors with one example is provided below:

1. PUNCTUATION ERRORS

    A: Comma

        i. Omission of comma

        For example: My father (no comma)

        Mother (no comma brother (no comma)

        and my sister like me

    B: Period / Full stop.

        i. Omission of full stop

        For example: I have sister (no full stop)

        is a Ratne, Chitra and Yoges.

    C: Apostrophe:

        i. Omission of apostrophe

For example : Im a boy.

2.   CAPITALISATION

    A.   Capital Letters

    i.   Wrong usage of capital letters

    For example : My family is very small

    Family.

3.   WORD FORM ERROR.

    A.   Verb.

    i.   Wrong subject-verb agreement

    For example : I lives at Taman

    Marida,Senawang

    ii.   Omission of verb

    For example: I from taman Tuanku Jaafar.

    iii.   Use of wrong tense form

    For example: She is not work

B: Pronoun

i. Errors in use of pronoun

For example: They love I, my brother and my sister.

ii. Omission of pronoun

For example : Am is 13 years.

C: Preposition and Conjunction

i. Omission of preposition

For example : He is Standard One

ii. Wrong usage of preposition

For example : My father goes to work from car.

D: Adjectives and Adverbs

i. Omission of article.

For example: He is lorry driver.

ii. Wrong usage of articles

For example: My name is a Geeta

E: Singular / Plural errors

I.   Wrong use of plurals

For example: I have 4 sister and 2 brother

4.   STRUCTURAL ERRORS:

This refers to grammatical error in the

Organisation of a sentence, not mentioned

above.

A.   Meaningless expressions

For example : My father's work is

machine operator.

B: Run-on sentences

For example: My father's name is

Vijayan.is work shopkeeper.

C.   Insertion of redundant word /words

For example: I like very very much my

family.

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5   SPELLING

    A. Usage of Bahasa Melayu spelling in

        place of English words

        For example: My nama is Muthu

    B. Usage of Wrong Spelling:

        For example my father works in a

        Kilang.

    C. Inability to distinguish sounds /

        meanings.

        For example: My family is sumol

6:    ERRORS WITH DISTORTED MEANING.

    A. Totally distorted meaning

        For example: My fater kerja stesen

        minyak.

3.4. Conclusion

This chapter discussed on the objectives of the study. The aim is to categorize the types of errors made by the Remove and Form One classes. The researcher discussed the background of the selected school, the selection of the subjects and the administration of the pilot study and the final study. The classification of errors is also included.