

CHAPTER 4 :

PRESENTATION AND INTERPRETATION OF DATA

4.0 : Introduction.

This chapter outlines the background of the study, the frequency of errors in general and the frequency of errors in each category. The researcher also discusses whether there is a pattern of errors made by the Remove class and Form One Indian students. The researcher then sums up other relevant findings in this study.

In general, the findings of this study are consistent with the findings of error analysis mentioned in Chapter 2 - Review of Literature. The researchers (Wheeler (1940), Ho Wah Kam (1973), Yap Soon Hock (1973) pointed out major errors in punctuation, capitalization, word forms and spelling.

The researcher has categorized errors under 6 main headings with its respective sub-headings. The categories are as follows:

1. Punctuation Errors.
 - i. Comma.
 - ii. Full stop.
 - iii. Apostrophe.
2. Capitalization.
3. Word- Form Errors.
 - i. Verbs.
 - ii. Pronouns.
 - iii. Preposition and Conjunctions.
 - iv. Articles.
 - v. Singular/Plural Errors.
4. Structural Errors.
 - i. Run-on sentences.
 - ii. Insertion of redundant word/words.

5. Spelling.

- i. Usage of Bahasa Melayu words.
- ii. Usage of wrong spelling.
- iii. Inability to distinguish sounds/meanings.

6. Errors with distorted meaning.

The errors above will be categorized and the frequency of errors will be presented.

4.1. Background of Study.

For this study, a total of 126 scripts were collected comprising 69 scripts from the Remove class and 57 from the Form One classes. The researcher selected 50 subjects, comprising 25 students from the Remove class and 25 subjects from the Form One classes. To get a balanced sex - ratio, the 25 students from each group comprised 12 girls and 13 boys.

A total of 23 scripts were rejected because the students had written less than 3 sentences and thus, not suitable for error-analysis for this study.

For the Standard Six Assessment test, the Form One Indian students fared better than the Remove class students.

See Table below:

Table 8 : Standard Six Assessment Test: A comparison of English Results.

GRADE	A	B	C	D	E	TOTAL
Remove Class	3	5	8	9	0	25
Form One Class	7	6	9	1	2	25

In the Remove class, among the selected 25 subjects, three students obtained A, compared to 7 students from Form One who obtained the same grade in the same examination. In the Remove class, only 5 students obtained a Grade B

compared to 6 students from Form One class. Again from the Remove class, only 8 obtained a Grade C compared to 9 students from Form One classes. 9 Remove class students obtained a grade D in the English paper while 1 student in Form One obtained a D.

4.2: Analysis of total number of words used

The table below shows a ranking of the number of words written by the subjects in Remove and Form One students. The ranking is from the most number of words to the least.

Table 9: A comparison of number of words written in the Composition by students.

Ranking	Remove Class	Form One Class
1.	136 words	290 words
2.	109 words	217 words
3.	95 words	205 words
4.	81 words	181 words

5.	80 words	162 words
6.	75 words	158 words
7.	75 words	153 words
8.	72 words	149 words
9.	72 words	146 words
10.	70 words	143 words
11.	69 words	123 words
12.	64 words	122 words
13.	63 words	116 words
14.	60 words	116 words
15.	59 words	116 words
16.	58 words	109 words
17.	56 words	104 words
18.	54 words	102 words
19.	51 words	101 words
20.	48 words	96 words
21.	47 words	96 words
22.	43 words	92 words
23.	30 words	72 words
24.	24 words	57 words
25.	6 words	46 words

A total of 1597 words were written by the Remove class while the total number of words written by Form One students was 3270 words. Thus the average number of words written by the Remove class students was 64 words while the average number of words written by Form One students was 131 words, which is more than double the number of words written by the Remove class students. The longest composition from the Remove class was 136 words and the least was 6 words. In the Form One classes, the longest composition had 290 words while the shortest had 46. In the Remove class, about 8% wrote more than 100 words while in Form One, 76 % wrote more than 100 words.

In conclusion, the Form one class students wrote more words than the Remove class students. It is probable that the Remove Class Students do not have a wider range of Vocabulary to express themselves. These students may also have less exposure to the English Language.

4.3. Presentation and Interpretation of Data.

Overall the frequency of errors by the Indian students in both the Remove class and Form One appears to be similar. The Table below shows the frequency of errors among the students.

**Table 10: The ranking of the frequency of Errors for
Remove and Form One Students.**

1.	Word-Form Errors	45.5 %
2.	Structural Errors	23 %
3.	Spelling Errors	22 %
4.	Errors with Distorted Meaning	5 %
5.	Punctuation	3 %
6.	Capitalization	1.5 %

The most frequent error, consistent for both Remove and Form One Indian students, is in the Word – Form Errors category, which comprises 45.5 % of all errors found. The major errors are in subject verb agreement, usage of wrong verb and omission of verbs. The next frequent error is in the Structural Errors category comprising 23%, followed by errors in the Spelling category comprised 22%. The lesser errors made were Errors with distorted meaning (5%), Punctuation (3%) and lastly Capitalization (1.5 %).

However the pattern of frequency of errors is not identical in all sections for Remove and Form One classes.

See the table for the frequency of Errors in Remove class:

Table 11: Frequency of Errors among the Indian students in Remove class

1.	Word-Form Errors	37%
2.	Spelling Errors	27%
3.	Structural Errors	22 %
4.	Errors with Distorted meaning	8%
5.	Punctuation	4 %
6.	Capitalization	2%

A breakdown of the frequency of errors among the Indian students in Remove class showed that the most frequent errors were made in Word-Form Errors (37%) followed by Spelling Errors (27%) Structural Errors (22%) and Errors with Distorted Meaning (8%). Fewer errors were made in Punctuation (4%) and Capitalization (2%).

The table below shows the frequency of errors among the Indian students in Form One classes.

**Table 12: Frequency of errors among the Form One
Students.**

1.	Word-Form Errors	54 %
2.	Structural Errors	24 %
3.	Spelling Errors	17 %
4.	Errors with Distorted Meaning	2 %
5.	Punctuation	2 %
6.	Capitalization	1 %

Among the students in Form One, the most frequent errors were Word-Form Errors (54%), followed by Structural Errors (24%) and Spelling Errors (17 %). Fewer errors were made in Errors with Distorted Meaning (2%), Punctuation (2 %) and Capitalization (1%).

When a comparison is made, there is a difference between the frequency of errors. For the Remove class, the second most frequent error is the Spelling Errors followed by Structural Errors. However, for the Form One students, the

second most frequent Errors is the Structural errors followed by Spelling Errors. The frequency of the rest of the errors is consistent for both the Remove and Form One classes.

4.4. Interpretation of Data : The types of punctuation.

1. Punctuation Errors.

Under Punctuation Errors, the following types of punctuation will be discussed:

- A. Comma.
- B. Full stop / Period.
- C. Apostrophe.

The following table shows the overall errors made under Punctuation:

Table 13: A Comparison of the frequency of errors in Punctuation among the Remove and Form One classes.

No	Particulars	Remove Class	Form One Classes
1.	Apostrophe	21 %	35 %
2.	Comma	9%	17%
3.	Full stop	3%	9%

The ranking of errors under Punctuation is consistent for both the Remove and Form One students. The Remove class students made 21 % errors in using the apostrophe compared to 25 % made by Form One students. Under errors in using the comma, the Remove class students made 9% errors compared to 17 % by the Form One students. Both the groups of students made few errors in using the full-Stop. The reason why the Form One students made more errors compared to the Remove class could be because the Form One students longer compositions and therefore made more errors under Punctuation.

The types of punctuation will be further divided and the data presented.

A: Comma

The only error made is the omission of comma.

See Table below:

Table 14: A comparison of Errors in Comma between the Remove and Form One classes.

Particulars	Remove Class	Form One
Omission of comma	19 %	3%

Under errors made under the sub-heading comma, for the Remove class and Form One classes, the only error is the omission of the comma. The Remove class had 19% errors when compared to 3 % of such errors by the Form One students. Examples of the omission of comma, made by the students are given below:

A. Omission of comma:

- i. My sisters names are Dayana and Dayani
and Dewi and Dewika.
- ii. My friends names are Theven (no comma)
Rajesh (no comma) and Kalai.
- iii. I also like to picnic (no comma) read
books (no comma) listen to music etc.

There is no error in the placing of commas. Students when using the commas, placed them correctly or omitted them completely.

B: Full-stop / Period

The common and only error under full -stop is the wrong usage of full stop.

See Table below: -

Table 15: A comparison of Errors in Full stop among the Remove class and Form One students.

Particulars	Remove Class	Form One classes
Wrong use of full-stop	4%	1%

The students from both groups clearly understand the usage of full stops. However 4 % of the Remove class students had errors when they place the full stop wrongly when compared to 1% from the Form One classes. Examples of errors made under Full stop are as follows:

- a. Wrong usage of Full Stop:
 - i. I have sister. Is a ratna, Chitra and Yoges.
 - ii. My three sister. One brother.

C: Apostrophe.

The common errors are in the omission of the apostrophe and wrong usage of apostrophe. Here the ranking of the frequency of errors is different between the two groups as can be seen in the table below :-

Table 16: Ranking of Errors in Apostrophe among the Remove Class and Form One Students.

Ranking	Particulars	Remove Class	Form One Class
1.	Omission of apostrophe	39 %	10 %
2.	Wrong use of apostrophe	6 %	32 %

An analysis of the two tables above shows that the Remove Class students made more errors in the omission of apostrophe (39 %) while the Form One students made more errors in the wrong usage of the apostrophe (32 %). It can be concluded that the Remove class students have no knowledge

of the apostrophe but when they do, are able to use them correctly. The students in Form One may have knowledge of using the apostrophe but used them wrongly. The following examples are some examples of errors written by the students.

a. Omission of the apostrophe:

- i. Im a boy.
- ii. My brother name is Manohar.
- iii. My father hobby is playing Ludo.

b. Wrong usage of apostrophe.

- i. He's hobby reading book.
- ii. I live's at Taman Tuanku Ampuan.
- iii. My sisters' s name is V. Lavanya

2: CAPITALIZATION

Under capitalization, the only error is the wrong usage of capital letters. The table below shows the difference between the Remove class and Form One Indian students.

Table 17: A comparison of Errors in Capitalization between the students in Remove and Form One classes.

Ranking	Particulars	Remove Class	Form One students
1.	Capital letters	2 %	1 %

Under this heading, the Remove class students generally made more errors (2%) compared to 1 % errors made by the Form One students.

Under this category, the main errors made were omission of capital letters and wrong usage of capital letters:

Table 18 : A Comparison of the ranking of Errors in Capitalization between the Remove and Form One classes.

Ranking	Particulars	Remove Class	Form One
1.	Wrong usage of Capital letters	37%	3 %
2.	Omission of Capital letters	22%	2 %

Students had to use capital letters for this composition for examples, names of persons, school, addresses and towns. The ranking of frequency of errors is similar to both groups of students. However, the Remove Class students made more errors in omission of capital letters (22%) when compared to the 2 % errors of the Form One students. Also under the sub-heading of wrong usage of capital letters, the Remove class students made more errors (37 %) when compared to the 3 % from Form One students.

The following examples are taken from Remove class students;-

a. Wrong usage of Capital letters

i. My Name is M.ARUMUGAM.

ii. I have Two sisters.

iii. My family is very small Family.

b. Omission of Capital letters.

i. My mother's name is menaga.

ii. My father works in samsung.

iii. My school name is sekolah
menengah senawang.

3. WORD FORM ERRORS

Under this section, the following will be discussed :-

- A. Verb.**
- B. Pronouns.**
- C. Prepositions and Conjunctions.**
- D. Articles.**
- E. Singular / plural errors.**

The following table shows the ranking of errors under this section among the students:

Table 19: A Comparison of Ranking of Word Form Errors Between Remove Class and Form One Classes

Particulars	Remove Class	Form One Classes
Word Form Errors	27%	24%

Under this section, 27 % of the Remove class students had errors when compared with 24 % of Form One students.

The Table shows the breakdown of the Word Form Errors under the different sub-heading and the frequency of Errors:

**Table 20 : A comparison of the Ranking of Errors under
Word Form errors among the students.**

Ranking	Particulars	Remove Class	Form One Class
1.	Subject-Verb Agreement	71 %	85 %
2.	Preposition & Conjunction	11%	7%
3.	Pronouns	9%	6%
4.	Singular / Plural	7 %	2%
5.	Articles	2%	0%

From the table above, it is clear that that the Remove class students had more errors in this section compared to Form One students. The ranking of frequency of errors, however is consistent among the two groups of students. The Remove class students had 71 % errors in subject verb agreement despite writing short composition. The Form One students had 85 % errors as they wrote longer composition. The ranking for errors in preposition and conjunction is 11% for Remove class and 7 % for the Form One classes. Students

had fewer errors in Pronouns, that is 9 % for Remove class and 6% for the Form One students. Under singular and plural verbs, the Remove class students made more errors that is 7 % when compared to 2% for the Form One students. The Remove Class had errors in the usage of articles while the Form One students had no problems.

Under the section on Word Form Error, each heading will be further discussed.

A: Verbs.

Under this section students made errors in subject – verb agreement, wrong use of tenses and omission of verbs.

Errors in subject – verb agreement constitute the greatest number of errors made by both the groups. As the Form One students wrote longer compositions, the errors in subject verb agreement were obvious. The table below gives the details.

Table 21: A Comparison in the Ranking of Errors under Word-Form Errors among the students in Remove and Form One Classes

Ranking	Particulars	Remove Class	Form One Classes
1.	Subject-Verb Agreement	63 %	59%
2.	Usage of wrong tense	34 %	41%
3.	Omission of Verbs	9%	3%

The ranking of errors under this section is almost similar. Both the groups of students had major errors in subject-verb agreement. The Remove class students had 63% errors compared to 59 % among the Form One students. Some of the students' errors are as follows:

a. Subject-verb Agreement.

- i. All the people was born
- ii. My brother and sister is studying
- iii. I lives at 685 Taman Marida,
Senawang.

b. Use of wrong tense form

- i. She no work
- ii. He will cooking us food.
- iii. I am go to school.

c. Omission of verb.

- i. I from taman Tuanku jaafar.

ii. My father's name Singkaran.

iii. He in kilang Cempaka.

B. Pronouns.

Under the sub-heading of pronouns, errors were found in two areas: omission of errors and wrong usage of pronouns. The ranking of the frequency of errors is consistent.

Table 22: A Comparison of the Ranking of Errors in pronouns among the Remove and Form One classes.

Ranking	Particulars	Remove Class	Form One Class
1.	Wrong use of pronoun	69 %	42%
2.	Omission of pronoun	31%	5 %

The Remove class students had more problems in the wrong usage of pronouns (69 %) when compared to errors in the omission of pronouns (31%). The Form One students used the pronouns wrongly (42%) but only 5% omitted the usage of pronouns.

The following are some examples of errors in pronouns written by the students:

- a. Wrong usage of pronoun
- b.
 - i. I like it because he is a small boy.
 - ii. They love I, my brother and my sister.
 - iii. My mother cook for I everyday.
- b. Omission of pronoun.
 - i. Am 13 years old
 - ii. My family like all.
 - iii. Also have a family

C. Preposition and Conjunctions.

Under this heading, both Remove and Form One students had errors. Two areas of errors were omission of prepositions and conjunctions or wrong usage of them. The analysis is as follows

Table 23: A comparison of ranking of the Errors between the Remove class and Form One students.

Ranking	Particulars	Remove Class	Form One Class
1.	Wrong Usage of prepositions and conjunctions	87 %	74%
2.	Omission of prepositions and conjunctions	13 %	2%

The following are some of the errors made by the students:

a. Wrong usage of Prepositions and Conjunctions.

- i. I live on Number 4.
- ii. My father goes to work from car.
- iii. I also proud with my family.

b. Omission of Prepositions and Conjunctions.

- i. He is standard one.
- ii. A holidays,my father us to K.L
- iii. I like eat ice-cream.

C: Articles

The Remove class students faced some problems in the area of omission of articles and the wrong usage of articles.

See table below:

Table 24: A comparison of errors in articles between the Remove class and Form One students.

Ranking	Particulars	Remove Class	Form One Class
1.	Omission of articles	5 %	None
2.	Wrong usage of errors	3 %	None

The table shows that the Form One students hardly had any errors in this section. The following are examples of sentences written by the Remove class students:

a. Omission of articles:

i. My father works in factory.

b. Wrong usage of articles.

i. She also likes a cooking, a gardening.

C. Singular / Plural Verbs

Only the Remove class students faced problems in this section.

See Table below:

Table 25: A Comparison of errors in singular/plural verbs between the Remove class and Form One students.

Remove Class	Particulars		Form One class
1.	Wrong usage of singular / plural verbs	5 %	0 %

The Remove class students had about 5 % errors with the singular and plural verbs. However the Form One students had no problems. An example is given below:

a. Wrong use of singular / plural

i. I have 4 sister and 1 brother.

4 : STRUCTURAL ERRORS

In general the students had errors under this section.

See table below.

Table 26: A comparison of Structural Errors between
Remove Class and Form One Students

Ranking	Particulars	Remove Class	Form One Class
1	Structural Errors	22 %	17 %

In general, the Remove Class students had 22 % errors compared to 17% among Form One student.

Under this section, there were two main areas of difficulties namely: run-on sentences and Insertion of redundant words.

See table below:

Table 27: A comparison of Structural errors in Remove and Form One classes.

Ranking	Particulars	Remove Class	Form One Class
1.	Run-on Sentences	23 %	8%
2.	Insertion of redundant word/words	17%	7%

In terms of run-on sentences, the Remove Class had 23 % errors when compared to 8% among the Form One students. For insertion of redundant words, the Remove Class made 17 % errors compared to 7 % of the Form One students. Some examples are given below.

a. Run-on sentences.

- i. My father's name is Mr Vijayan.is
workshop keeper.**

B Insertion of redundant words.

- i. I very very like my father.**
- ii. My one sister only name is M.
Amutha.**

5 : SPELLING.

In general, Spelling errors especially that of Bahasa Melayu constitute a major error.

See Table below:

Table 28: A comparison of Spelling Errors between Remove Class and Form One students.

Particulars	Remove Class	Form One Class
Spelling Errors	27 %	24 %

Under Spelling Errors, the Remove class had more Spelling Errors (27 %) when compared to Form One (24 %)

Spelling errors can be sub-divided into the following categories:

- A. Wrong spelling.
- B. Spelling according to sounds / meaning.
- C. Usage of Bahasa Melayu spelling.

The Table below shows the breakdown of each division and the frequency of errors made:

Table 29: Ranking of Errors under Spelling among the Remove and Form One classes

Ranking	Particulars	Remove Class	Form One Class
1.	Wrong Spelling	63. 5%	13 %
2.	Usage of Bahasa Melayu words	20. 5%	72 %
3.	Spelling according to sounds	17 %	15%

Errors in Spelling rank the second highest in the list of errors made by both Remove and Form One students.

Among Remove class students, wrong spelling of words rank the highest (63 %), followed by usage of Bahasa Melayu spelling (20%) and wrong spelling according to the sounds (17 %). The Form One students had the highest Spelling errors because of the high frequency in the usage of Bahasa Melayu spelling (72 %), which indicated the interference of their Bahasa Melayu medium of instruction, during their primary level. This is in contrast to the Remove class students, whose medium of instruction was Tamil at their primary level. These Remove class students showed minimal interference although they were taught Bahasa Melayu in Standard One.

Examples of sentences used under each category are as follows:

A. Usage of Bahasa Melayu Spelling.

- i. I like to collect setem.
- ii. My hobi is reading.
- iii. I take piano lessons at muzik cente.

B. Spelling according to sounds.

- i. My family very sumol. (very small).
- ii. My perant(parents) like me.
- iii. My mother is a clark(clerk).

C. Wrong Spelling.

- i. Everyday I go to sholl (school).

- ii. My hobby is riding (reading) books.
- iii. He works as a mechin (machine) operator.

6: ERRORS WITH DISTORTED MEANING.

This section deals with sentences with too many major errors and the meaning becomes distorted. The following Table shows errors made by the students

Table 30: A Comparison of Errors with distorted meaning made by Remove class and Form One students.

Particulars	Remove Class	Form One Class
Errors with Distorted Meaning	8%	2%

The Remove class students had more errors (8 %) compared to the 2 % by the Form One students. There were errors in grammar and spelling with hardly any relevant meaning. The following examples are taken from the students' scripts:

A. Errors with Distorted Meaning.

- i. My sumol sester one.
- ii. My faher's work is mishe in operter.
- iii. My tree sisers one berher.

4.5 Conclusion.

The researcher found that the students in Form One wrote more words than the students in Remove class. In the Remove class, about 8 % wrote more than 100 words while in Form One, 76 % wrote more than 100 words. The average number of words written by Form One students was 131 words while the average number of words by the students in Remove class was 64 words.

The errors made by the Indian students in both the Remove class and Form One appeared to be similar. Both groups had word form errors, spelling errors, errors with distorted meaning, errors in punctuation and capitalization.

The most frequent error is errors in word form category (45 %). The major errors are in subject- verb agreement, usage of wrong verb and omission of verbs. There is a difference in the second most frequent error. For the Remove class, the second most frequent error is the spelling errors followed by structural errors. For the Form One students, the second most frequent error is the structural errors followed by spelling errors.

Under structural errors, the Remove class has 22 % errors compared to 17 % among Form One students. The main areas of difficulties were : run on sentences and insertion of redundant words.

Under the errors in the Spelling category, the major spelling error is Bahasa Melayu spelling. The Remove class had more spelling errors (27 %) when compared to Form One (24 %). Among the Remove class, wrong spelling of words (63%) rank the highest, followed by usage of Bahasa Melayu spelling (20 %) and wrong spelling according to the sound (17 %). However the Form One students had the highest spelling errors in the usage of Bahasa Melayu spelling (72 %) which indicated the interference of their Bahasa Melayu medium of instruction. The Remove class showed minimal interference although they were taught Bahasa Melayu in Standard One too.

Under errors with distorted meaning, the Remove class students had more errors (8 %) compared to 2 % by the Form One students. There were numerous errors in grammar, spelling and sentence construction and hardly conveyed any meaning.

The ranking under punctuation is consistent for both Remove class and Form One students. The Form One students had more errors under punctuation, as they wrote longer composition and therefore made more errors under punctuation.

Under the category of capitalization, the only error is the wrong usage of capital letter. In this category, the Remove class had more errors (2 %) compared to 1 % made by the Form One students.

The researcher found that students had limited vocabulary, even for those students who wrote more than 100 words. Terms such as good, nice, sweet were used in abundance for example the student who wrote the longest composition (290 words) had limited vocabulary too.

The following sentences were used in his composition:

- i. My family is good.

- ii. I also have a nice family.
- iii. My mother is a sweet mother.
- iv. My father, mother and brother like a nice family.
- v. My grandma also nice and good people.
- vi. They are sweet and nice people.

The researcher also found, the existence of a fixed pattern in sentence construction. For example, the majority of the sentences started with these lines:

Paragraph One:

My name is.....I amyears old. I live in

Paragraph Two :

My father's name isHe is years old. My mother's name isShe is.....years old. My father works in.....My mother works in

The fixed identical structures indicate that at the primary level, exercises were given in drilling and following fixed patterns. In spite of this, students made numerous errors, in all aspects of the language.

In general, the findings of this research, indicate that the Indian students from the national schools had fewer errors than the students from the national type schools.