

CHAPTER FOUR

DATA ANALYSIS

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4.1 Introduction

In this chapter, the data in the form of 100 essays and questionnaire is analyzed in order to answer the research questions.

4.2 Data Collection

The data was collected from five different classes of learners with same level in years of schooling but with different backgrounds. There were 100 students who are beginners with at least 7 years of formal English language learning at school since Year 1 at primary school until now (Form 2 at Secondary school). The subjects were given a questionnaire in order to study their background, knowledge on English language such as vocabulary, their feelings towards learning English. Secondly, the subjects were asked to write an essay.

4.3 Data analysis of questionnaire

4.3.1 Name of class of the subject

In this research, there are 5 classes involved which focused on Malay Form 2 students. The class are namely; Amanah, Gigih, Rancangan Khas, Nilai and Wangsa. There are Amanah class with 27 students (26.7 %), Gigih and Rancangan Khas class with 17 students making up 16.8% each, and Rancangan Khas class with 34 students with 33.6%), Nilai class with 12.9 percent and Wangsa class with 26 students (25.7 %). In this

finding, there are different streaming percentages of Malay students in each class in the school. This is because the students are placed randomly in each class.

Name of class		Frequency	Percent
Valid	Amanah	27	26.7
	Gigih	17	16.8
	Rancangan Khas	17	16.8
	Nilai	13	12.9
	Wangsa	26	25.7
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.3.2 Percentage of gender

In this research, there are more of female respondents' compared to the male respondents. Female respondent make up 62.4 % of the population while the male respondents comprise 36.6%.

Respondents' gender		
	Frequency	Percent
Valid	1	1.0
Female	63	62.4
Male	37	36.6
Total	101	100.0

4.3.3 Father's level of education

In this finding, the students came from different background. Most of the students father's level of education (60.4%) is "others" which means SRP@PMR, SPM or being in school until Standard 6 only, while fathers' who hold a Diploma represent 18.8% of percentage, Degree (11%), Master (7%), and PHD (2%). Most of the respondent's father's occupations are driver, clerk, businessman, teacher, architect and others.

Father's level of education

		Frequency	Percent
Valid	Diploma	19	18.8
	Degree	11	10.9
	Master	7	6.9
	Phd	2	2.0
	Others	61	60.4
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.3.4 Mother's level of education

In this finding, the students came from different background. Most of the students mother's level of education is similar to the fathers' level of occupation with SRP@PMR, SPM or being in school until Standard 6 (63.4%), while Mothers who hold a Diploma (17.8%) , Degree holder (11%), Master (4%), and PHD (3%). Most of the respondent's mother's occupations are clerk, teacher, and some of them are listed as housewives.

Mother's level of education

		Frequency	Percent
Valid	Diploma	18	17.8
	Degree	11	10.9
	Master	4	4.0
	Phd	3	3.0
	Others	64	63.4
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.3.5 Respondents' living area

Most of the respondents' live in the urban area that is 79.2% or 80 respondents. This is because Wangsa Maju in Kuala Lumpur is located in the urban area. Those living in Suburban represent 16.8% and rural area 2%.

Respondents' living area

	Frequency	Percent
Valid	1	1.0
2	1	1.0
Rural	2	2.0
Suburban	17	16.8
Urban	80	79.2
Total	101	100.0

4.3.6 Type of newspaper

Most of the respondents read the Malay language newspaper compared to the English language newspaper. For example, Harian Metro (23.8%), followed by Berita Harian (22.8%) and also Utusan with 15.8%. This can be seen in the table below. The findings show that English language newspapers are not favoured by the respondents and only 22.8% of the respondents read The Star (8.9%) and New Straits Times (13.9%). The other newspapers which are not listed in the questionnaire are read by 13.9% of the respondents, such as Kosmo, Malay Mail, Sinar Harian and Berita Harian.

Type of newspaper

	Frequency	Percent
Valid	1	1.0
The Star	9	8.9
New Straits Time	14	13.9
Harian Metro	24	23.8
Berita Harian	23	22.8
Utusan	16	15.8
Others	14	13.9
Total	101	100.0

4.3.7 Type of reading materials

Malay language reading materials (books etc) are preferred by the respondents with 53.5%. While English reading materials represent 17.8% and others with 27.7%.

Type of reading materials

	Frequency	Percent
Valid	1	1.0
English	18	17.8
Malay	54	53.5
Others	28	27.7
Total	101	100.0

4.3.8 Radio channels

Hot.fm is the respondents favourite radio channel with 30.7 % (31 respondents) tuning in to this channel. This radio station uses the Malay language as a medium of communication. The rest of respondents listen to Hitz.fm (16.8%), Era.fm (12.9%), Fly.fm (5%), Mix.fm (4%). The other 30% of other respondents listens to other radio channels such as Sinar.fm, Suria.fm etc.

Radio channels

	Frequency	Percent
Valid	1	1.0
Hitz.fm	17	16.8
Fly.fm	5	5.0
Mix.fm	4	4.0
Era.fm	13	12.9
Hot.fm	31	30.7
Others	30	29.7
Total	101	100.0

4.3.9 Type of entertainment

Entertainment in the form of TV, movies or series and the language it is viewed in are Others (48.5%)- Adriana check this sentence , that is both in Malay language and English language, followed by only English language 29.7%, only Malay language 20.8%.

Type of entertainment

	Frequency	Percent
Valid	1	1.0
English	30	29.7
Malay	21	20.8
Others	49	48.5
Total	101	100.0

4.3.10 Language of subtitle

56.4% of the respondents use Malay language as the main language to translate the medium of communication (meaning of words/sentences), while only 20.8% used the English language. The other respondents use both languages, that is 21.8%.

Language of subtitle

	Frequency	Percent
Valid	1	1.0
English	21	20.8
Malay	57	56.4
Others	22	21.8
Total	101	100.0

4.3.11 Language of communication

In this finding, the respondents reported that they use English as a medium of communication (47.5%) to communicate or interact with people of other races. Some of the respondents' communicate in the Malay language (44.6%) and others (6.9%) (communicate in both languages: Bahasa Malaysia and English).

Language of communication

	Frequency	Percent
Valid	1	1.0
English	48	47.5
Malay	45	44.6
Others	7	6.9
Total	101	100.0

4.3.12 Frequency of learning second language

In order to learn the second language, most of the respondents' learn English language only three times per week with the majority of percentage of 61.4%. Some of the learner learn English language: two times per week (14.9%), four times per week with the percentage of 11.9%, and once per week with percentage of 10.9%. The respondents learned English as a subject most at school and also during extra classes that they attend.

Frequency of learning L2

		Frequency	Percent
Valid	Once	11	10.9
	Twice	15	14.9
	Three times	62	61.4
	Four times or more	12	11.9
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.3.13 Frequency of speaking in L2

In this finding, most of the respondents (43.6%) rarely or seldom speak English. This is because their mother tongue is the Malay language and they use it as their main medium of communication. The respondents' reported that they speak English : "always" with percentage of 7.9% , and "frequently" with percentage of 1%. Data also shows that 3% of the 100 respondents never use the English language in spoken activities. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk,1978). Furthermore, when someone becomes a resident in a new community that uses the target language in its social interactions, the integrative motivation will assist the learner to develop some level of proficiency in the language.

Frequency of speaking in L2

		Frequency	Percent
Valid	Frequently	1	1.0
	Always	8	7.9
	Seldom	44	43.6
	Rarely	44	43.6
	Never	3	3.0
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.3.14 Frequency of reading in the Second Language

In the area of reading, 69.3% reported that they did one hour per day of reading in English, while the other respondents spent: two hours (23.8%), four hours or more (5%) and three hours (1%). It is hypothesized that the low frequency of reading in English will impact their spelling. It is assumed that they will improve their fluency and spelling by reading widely. It is assumed that the more time they spend in reading will aid the respondents in improving not only in the English language but also in spelling English words correctly.

Frequency of reading L2

		Frequency	Percent
Valid	One hour	70	69.3
	Two hours	24	23.8
	Three hours	1	1.0
	Four hours or more	5	5.0
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.3.15 Opinion on English as Second language

Most of the respondents respond that English is average in terms of difficulty as a second language with the majority of 72.3%. Some of the respondents state that English is as an easy language (15.8%). Other respondents give their opinion towards English as: “very easy” with 5%, “difficult” with 5.9%. The purpose of this question is to look at learner’s attitudes towards the target language learnt by them and the desire to integrate into the target language community.

Opinion on English as L2

		Frequency	Percent
Valid	Very easy	5	5.0
	Easy	16	15.8
	Average	73	72.3
	Difficult	6	5.9
	Total	100	99.0
Missing	System	1	1.0
Total		101	100.0

4.4 Data analysis of essay

Spelling error analysis

A correct spelling of a word is a correct spelling. Incorrect spellings, on the other hands, may vary considerably. As a result, these incorrect spellings can illuminate how a pupil's spelling is developing and which aspects of the spelling system they may be finding difficult. Identifying an error goes beyond explaining what an error is. However, as linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena. According to *Dictionary of language teaching and applied linguistic (1992)* a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance.

The errors made by the respondents in this study can be classified using the spelling error analysis table below. Errors can be classified in several ways such as:

- 1) errors associated with sound analysis skills- vowels, consonants, blends or incorrect number of sounds represented in a word. For example: back-black, het- hat
- 2) Lack of knowledge of spelling patterns. For example: forgiveness-forgiveness
- 3) Lack of knowledge of spelling rules and conventions.
- 4) Proofreading errors.
- 5) Pronunciation and also homonym confusion.

Num.	Type of error	Frequency count	Example of error
1	Omission of letter	20	Forgivenes,furthmore
2	Addition of letter	18	Ninght,afther
3	Reversal of letters	1	Conscious(cousin)
4	Irregular letter combination (singular/plural noun)	3	memorys
5	Phonetic spelling or mispronunciation	13	Gether, went(when)
6	Dialect or language transfer	5	Open fasting
7	Past tense	8	goted
8	Inattention to word root/ source	18	Sport(spot)
9	The use of first language in second language writing	39	Mengadakan,duit raya,takbir,
10	Misspelling	5	Reange,cous
11	Influence of text messaging (SMS)	3	Dunno, fren
12	Misuse of Capital letter "I "	24	i
13	No spelling error	17	

Based on the table above, the spelling error analysis also records the total errors made in the writing by the learner. The researcher also identified the causes of these spelling errors through discussion with the students. The errors made by the respondents in this research are listed from the most frequent to the least frequent type of error:

1) The use of first language in second language writing

The number of spelling errors in the essays that fall into this category are 39 words. The words most often misspelled are Duit raya, Ang pow, ketupat, mengadakan, takbir, sembahyang raya, sate, kuih, kuih-muih, kicap, pagi raya, nasi impit, kuah kacang, stimbot, dan lain-lain and rendang. This is because these are words which are commonly used by all Malaysians in order to relate with their festive celebration. They are also influenced by their first language use in their writing as these words are not available in the English Language. Moreover, sometimes the respondents use words

such as “mengadakan” because of their lack of knowledge in English words in writing and an inability to convey their ideas. Furthermore, the first language has a small but important role to play in communicating meaning and content. In fact, the use of first language is a fairly common strategy among second language writers as they transfer their first language knowledge to second language writing contexts and develops ideas. The transfer of first language in second language composing might positive or negative due to the learner proficiency.

2) Misuse of Capital letter “I” and Influence of text messaging(SMS)/ email

In this research also, the researcher had a discussion on the misuse of Capital letter “I” which was written as ‘i’ in the essays. This can be due to the influence of text messaging which does not stress on the capitalization of I, for example: i c u tmrw- I see you tomorrow, have-hv, cannot- x, and to – 2, dunno-do not know, fren-friend, can’t-cannot,and also heheheh-to show laughter. This is because when using text messages and email, we normally do not use formal writing to communicate in summarizing words and ideas. It does affect an individual’s formal writing and limits the ability to write in a formal context by developing nontraditional spelling and abbreviations of their owns. As the popularity of hand phones is increasing among teenagers, there is a probability of text language influencing the English language in everyone’s life. Therefore, the purity of English language is diminishing gradually due to these short forms at a rapid rate.

3) Omission of letter (silent letter)

Another category is the omission of letter(s) in words which is any process whereby sounds or words are left out of spoken words or phrases. It can create omission at the beginning of a word as in `coon' for `raccoon' or `till' for `until'. Many students notice, but then often write without thinking, they remember that somewhere they have seen a word and simply writing it. Examples identified in the essays are, for example, forgivenes, forgivness, furthmore, nigt, bater, beutiful, beause, acessories, forgivness, celebrat, chose,mosue(mosque), anties(aunties).

4) Addition of letter

The addition of letter in words is when letter/s are added into words and may lead to the creation of words with no meaning at all. For example: ninght-night, afther, after, latter-later, untill-until, marvelous-marvelous,swepping-sweeping . This is because the respondents tend to write the words and ignore the correct spelling of the words and meaning of the words written.

5) Inattention to word root/source

Most of the students make mistakes with two main forms, whereby the students are not sure about the way to spell a particular sound, chooses a form which is wrong and also produce a form of word which is wrong in English. For example the word went (when), know (now). They also produce errors due to the appending of erroneous prefixes and suffixes. Other example are : mosue-mosque,accidently-accidentally,continiue-continue, fire crackreres-fire crackers, excited-excited,weil-with. This is where the students have to read more in order to remember and spell the words correctly.

6) Phonetic spelling or mispronunciation

Another reason or factors that effects their spelling in writing is poor listening skills, whereby, there are distraction in listening the words or mispronunciation of the words due to the dialect, accent or slangs. Teachers' pronunciation also plays an important part in learning language in terms of pronunciation and not influenced by accents or slangs.

Example are, gether-gather, then-than, save-safe, they-there, prey-pray, buy-by.

7) Past tense

Simple past is formed for regular verbs by adding *-d* or *-ed* to the root of a word.

Examples: *He walked to the store*, or *They danced all night*. The simple past is used for describing acts that have already been concluded and whose exact time of occurrence is known. Furthermore, simple past is used for retelling successive events. However there are also exceptions to the rule, for example the past tense of get is got. But most of the respondents use the wrong form of the word and also misspell the word. For example: got-goted, take-taked, go-god, festival-festived, wore-woren, tid-tied.

8) Dialect or language transfer

Language transfer from the L1 or dialect has also been identified as another source of error in spelling. These errors are caused by students attempting a literal translation of phrases or words. Another way in which the native language affects the second language adversely, is the student's native accent. The beginner student automatically attempts to pronounce the new language as it is written, or in a way similar to his own. This could cause a lot of embarrassment and misunderstanding. For example, raya pray- solat Hari Raya, op-up,

9) Misspelling

Most of misspelling in words of more than one syllable have been found. For example, often- offen, later-latter. It was found that the causes of spelling error are because of the lack of knowledge of standard spelling and the fact that English words may be spelt differently from the way the words are pronounced. For example: boat-bot, know-no. Weak spelling can damage learners' self-confidence and limit their complexity in writing.

10) Irregular letter combination (singular/plural nouns)

Most of plural nouns are formed by adding 's' to the root of a word to show more than one. Examples that can be seen in the essays such as memorys-memories, familys-families, praies-prays, satays-sataies, a dishes-a dish, happiness-happies.

11) Reversal of letters

The truth of this matter is that, the students will make reversals, whereby when a learner reverses a letters or word such as b's instead of d's, tac instead of cat, and etc. Letter or words are for the most part due to a weak memory or the lack of previous experiences. Example that can be found in the essays such as conscious (cousin), when (went), etc. This can happen as the students are weak in the language itself.

4.5 Conclusion

This chapter analyzed the data reported in Chapter 3 in order to report the results of the research. From the findings and data analysis, the researcher has been able to answer the research questions set out in Chapter 1. It can be concluded that the spelling errors documented in the data collected showed that the type and causes of spelling error made are those made in the process of learning a second language and also due to L1 transfer.