

## CHAPTER 4

### DATA ANALYSIS

This chapter deals with the analysis of the data. There are three main areas in this chapter, namely: (1) analysis of the interview questions; (2) analysis of the pre- and post-instruction writing; and (3) analysis of the post-instruction questionnaire. Tables and a pie chart are used in order to present the results of the analysis more clearly.

#### 4.1. Analysis of interview questions

The purpose of the interview was to gather some background information about the research participants, such as the period of learning English, the distribution of their learning of each language skill in percentage, their frequency of writing paragraphs, both in L1 and L2, the different types of paragraph they experienced writing, the way they were made to write, and the persons who assisted them in their writing.

The result of the interview questions (see next page, Table 3) shows that all the participants had the same period (length of time) for learning English, that is, 7 years. Regarding question 2, the amount of time for learning each of the four macro language skills (in percentage), four subjects indicated that they spent around 30% of their time for

**Table 4: Subjects' background**

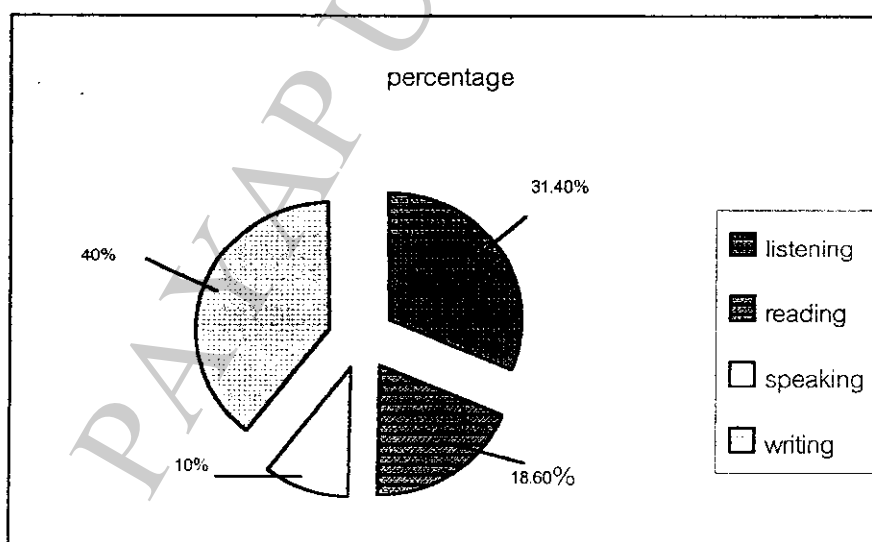
	S1	S2	S3	S4	S5	S6	S7
1. How long have you been studying English?	7 yr	7 yr	7 yr	7 yr	7 yr	7 yr	7 yr.
2. Which skill have you studied most?							
Listening	30%	30%	30%	40%	20%	40%	30%
Reading	20%	20%	20%	10%	30%	10%	20%
Speaking	10%	10%	10%	10%	10%	10%	10%
Writing	40%	40%	40%	40%	40%	40%	40%
3. How often did you write a paragraph per month in L2?	1	1	1	1	1	1	1
4. Have you taken private tutorial classes in paragraph writing in L2?	N	N	N	N	N	N	N
5. How did you write paragraphs?							
Controlled (C) or Free (F)	C	C	C	C	C	C	C
6. Who helped you write paragraphs? Teacher (T) or other members of the family	T	T	T	T	T/S	T	T
7. What kind of writing did you write before?							
Describing something or someone (D)	Y	Y	Y	Y	Y	Y	Y
Informing about something (I)	Y	Y	Y	Y	Y	Y	Y
Retelling past experience (R)	N	N	N	N	N	N	N
Narrative stories (N)	Y	Y	Y	Y	Y	Y	Y
Procedure (how to do something (P) or other forms of writing	N	N	N	N	N	N	N
8. How often did you usually write L1 paragraph per month?	4	4	4	4	4	4	4
9. What kind of writing did you do in L1? D/I/R/N/P	D/I	D/I	D/I	D/I	D/I	D/I	D/I
10. How did you write in your L1? Controlled (C) or Free (F)	C/F	C/F	C/F	C/F	C/F	C/F	C/F
11. When you wrote, did you know the purpose of your writing?	N	N	N	N	N	N	N
12. Were you assigned to write in pairs or in groups?	N	N	N	N	N	N	N

Legend: Y= yes      N= no      L1= first language (Burmese)    L2= second language (English)  
 T= Teacher      S= sister  
 S1= A female student from class (A)      S2= A female student from class (E)  
 S3= A female student from class (E)      S4= A female student from class (B)  
 S5= A female student from class (D)      S6= A female student from class (B)  
 S7= A female student from class (E)

learning English in listening skill; two participants indicated that they spent around 40% of their time for learning English in listening skill; and one participant indicated that 20% of her time for learning English was spent in listening skill. Regarding reading skill, four participants indicated that they used around 20% of their time for learning English in reading skill; while one subject devoted around 30% of her time for learning English in reading skill. Two other participants indicated that they spent around 10% of their time for learning English in reading skill. All the participants indicated that they devoted 10% and 40% of their time for learning English in learning speaking and writing skills, respectively.

The average percentage of each language skill studied by the seven participants is illustrated in the pie chart below (Figure 3).

**Figure 3: Average percentage used by participants for learning the macro language skills**



The pie chart indicates that the subjects devoted the greatest amount of their time (40%) in writing. They also devoted another great amount of their time (31.4%) to listening. On the other hand, they only spent 18.6% and 10% of their time for learning English in reading and speaking, respectively.

For questions 3 and 8 (items related to the frequency of writing paragraphs in L2 and L1), the subjects gave the same answers: "once a month" and "four times a month", respectively. For question 4, they gave the same answer "No" which indicates that all the seven subjects never had any private tutorial classes for L2 writing. They also gave the same answer "Yes" to question 7 for having experienced three different kinds of writing in L2, particularly, description, information and narratives, while they said "No" for two other kinds of writing, namely: retelling personal experiences, and instructing someone to do something. They also indicated that they experienced writing two different kinds of paragraphs (description and information) in L1 (question 9).

With regards to question 5, how they were assigned to write in L2, they all gave the same answer, "C" which means that their teachers controlled or guided their writing, whereas in L1, they answered "C/F" (question 10) which means that they were not fully controlled but were also encouraged to express their own ideas and feelings freely. Regarding question 6, six subjects answered "T" which means "teacher" while one answered "T/S" which means "teacher and sister" helped her write her L2 paragraphs.

They also answered "No" to two questions, namely: "whether they knew their purposes of writing or not" (question 11), and "whether they were assigned to work in pairs or in groups" (question 12).

This analysis of the interview was helpful for the researcher in writing the six-day teaching plan for implementing the GBA, particularly, personal recount writing.

## **4.2. Analysis of pre- and post-instruction writing**

This analysis focuses on the differences between pre- and post- instruction writing and the effect of implementing the GBA in writing paragraphs, particularly, in a personal recount with meaningful content. There are two sub-areas in this section, namely: analysis of the assessment of meaningful content or global errors (see Table 5) and the assessment of local errors (see Table 6).

Only six subjects participated fully in the study since one participant (subject 6) did not come to class during post-instruction writing. Therefore, only the data of six subjects are analyzed and interpreted in this section.

### **4.2.1. Analysis of meaningful content**

Table 5 (see p. 60) shows each participant's scores in A to E areas: (A) relevance and adequacy of content; (B) compositional organization; (C) cohesion; (D) adequacy and appropriateness of vocabulary; and (E) syntax/ word order. Their scores indicate whether their pre- and post- instruction texts have meaningful content.

Before instruction, subject 1 got one point in the area of relevance and adequacy of content; one point in the area of compositional organization; and '0' (zero) in the area of

cohesion. She got one point in the area of appropriateness of vocabulary; and '0' in the area of syntax. However, after instruction, she got full scores in all areas. Her total score for meaningful content in the pre-instruction writing was only three while her total score in the post-instruction writing was 15.

**Table 5: Assessment of Meaningful Content (Global Errors) (adapted from TEEP "Attribute Writing Scales", and Klassen's "Using Student Errors for Teaching"(in Kral, 1995)**

Areas	S1		S2		S3		S4		S5		S7	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
A. Relevance and adequacy of content	1	3	0	3	1	3	2	3	2	2	2	2
B. Compositional organization	1	3	1	3	1	3	1	3	2	3	1	3
C. Cohesion	0	3	1	2	1	3	0	1	1	2	0	2
D. Adequacy and appropriateness of vocabulary for Purpose	1	3	1	2	1	2	1	2	1	2	2	3
E. Syntax/ word order	0	3	1	3	0	3	0	2	1	2	0	2
Total scores on meaningful content (out of 15)	3	15	4	13	4	14	4	11	7	11	5	12
Grades	F	A	D	A	D	A	D	B	C	B	D	B

Score	Grade
13 to 15	A
10 to 12	B
7 to 9	C
4 to 6	D
Below 4	F

In the pre-instruction writing, subject 2 got '0' in the area of content; one point in each of the areas of organization, cohesion, appropriate choice of vocabulary, and syntax.

In her post-instruction writing, she got three points in each of the areas of content, organization, and syntax; two points each in the areas of cohesion and appropriateness of vocabulary. Her total score on meaningful content in the pre-instruction writing was four but her total score in her post-instruction writing was 13.

In the pre-instruction writing, subject 3 got one point in each of the areas of content, organization, cohesion, and vocabulary; and '0' in the area of syntax. However, in the post-instruction writing, she got full scores in the areas of content, organization, cohesion, and syntax. She got two points in the area of vocabulary. Her total score on meaningful content before instruction was four but her total score after instruction was 14.

Before instruction, subject 4 got two points in the area of content; one point in each of the areas of organization and vocabulary; and '0' in the areas of cohesion and syntax. However, after instruction, she got three points in each of the areas of content and organization; two points in each of the areas of vocabulary and syntax; and one point in the area of cohesion. Her total score before instruction was four and her total score after instruction was 11.

In her writing before instruction, subject 5 got two points in each of the areas of content and organization; one point in each of the areas of cohesion, vocabulary, and syntax. In contrast, after she was taught personal recount, she got two points in each of the areas of content, cohesion, vocabulary, and syntax; and full score in the area of organization. She got a total score of seven before instruction and 11 after instruction.

Before instruction, the last participant, subject 7, got two points in each of the areas of content, cohesion, and syntax; and full scores in the areas of organization and cohesion, and syntax; and three points in each of the areas of organization and vocabulary. She got the total score of five before instruction but she got 12 after instruction.

The individual subject's total scores in their pre- and post-instruction writing also indicate that all subjects have gained total scores significantly; improved in writing paragraphs with meaningful content (e.g. the total score of subject 1 rose from 3 to 15). After they were taught how to write personal recount using GBA, their paragraphs have fewer global errors and are therefore communicative. In other words, the content of the post-instruction writing is put across clearly and is also perceived by readers clearly.

Regarding their grades for meaningful content in the pre- and post-instruction outputs, subject 1 got "F" in the pre-instruction writing and got "A" in the post-instruction writing. Subject 2 and subject 3 both got "D" in the pre-instruction writing and both got "A" in the post-instruction writing. Subject 4 and subject 7 both got "D" in their writing before instruction but both got "B" in the post-instruction writing. Subject 5 got "C" in the pre-instruction writing but got "B" in her post-instruction writing. The marks in the pre-instruction writing indicate that the meaningful content in their writing was either "very poor," "poor," or "good." In contrast, in their post-instruction writing, the subjects' grades are "very good" or "excellent."



#### 4.2.2. Analyzing the local error

In evaluating students' writing, teachers should, of course, look at the local errors, such as single/simple grammatical elements (article, auxiliary, tense, preposition, singular/plural) and mechanics (punctuation, spelling, capitalization). However, since these errors do not hinder communication significantly, they should therefore be treated secondarily.

**Table 6: Frequency of Local Errors (grammatical elements: article, auxiliary, tense, preposition, singular/plural; and mechanics: punctuation, spelling, capitalization)**

Local Errors	S1		S2		S3		S4		S5		S7	
	pr	po	pr	po	pr	po	pr	po	pr	po	pr	po
Single/simple Grammatical Elements												
article	3	4	3	1	2	2	5	3	2	2	7	3
auxiliary											6	
tense	2		2		8		12	4	5		6	
preposition	4	3	4	4	4	2	4	3	3	1	4	2
singular/plural	1		1						3	1	1	
Total errors of grammatical elements	10	7	10	5	14	4	21	10	13	4	24	5
Mechanics												
spelling	3		3		4	4	1		2	1	4	2
punctuation	1				4	3	3		3	4	2	3
capitalization	3		3		6	3		1			4	
Total errors of mechanics	7		6		14	10	4	1	5	5	10	5
Total Local errors	17	7	16	5	28	14	25	11	18	9	34	10

The local errors made by six subjects before and after instruction are shown above. Before instruction, in the area of grammatical elements, subject 1 made three article errors; two tense errors; four preposition errors; and one singular/plural error. In contrast, after instruction, she made four article errors and three preposition errors. Thus, she made

ten errors in her pre-instruction writing and seven errors after instruction in the area of simple and single grammatical elements. Regarding the area of mechanics, before instruction, she made three spelling errors; one punctuation error; and three capitalization errors. But after instruction, she did not make any mistake at all in that area. She made 18 local errors before instruction but she made only seven local errors after instruction.

In the pre-instruction writing, in the area of grammar, subject 2 made three article errors; two tense errors; four preposition errors; and one singular/plural error. After instruction, she made one article error and four preposition errors. Her total grammar errors in her pre-instruction writing were ten and in her post-instruction writing, her total errors in that area were eight. In the area of mechanics, she made three errors in each of the sub-areas of spelling and capitalization in her pre-instruction writing. But in her post-instruction writing, she did not make any error at all. Her total local errors in the text before instruction were 16 but after instruction, she made five local errors.

Before the personal recount method was introduced, subject 3 made two article errors; eight tense errors; and four preposition errors in the area of grammar. After being taught, she made two article errors and two preposition errors. She made altogether 14 grammar errors in the pre-instruction writing. However, after instruction, she made four grammar errors. In the area of mechanics, she made four errors in each of the sub-areas of spelling and punctuation before instruction; six errors in the sub-area of capitalization. After instruction, she made four spelling errors; and three errors in each of the sub-areas of punctuation and capitalization. Therefore, before instruction, her total errors in the

area of mechanics were 14 while the total errors after instruction were ten. Her total local errors before instruction were 28 but after instruction, there were only 14.

Subject 4 made five article errors; 12 tense errors; and four preposition errors in the area of grammar in her pre-instruction writing. But in her post-instruction writing, she made three errors in each of the sub-areas of article and preposition; and four tense errors. Thus, she made 21 grammar errors before instruction and she made just ten grammar errors after instruction. In the area of mechanics, in the pre-instruction writing, she made one spelling error and three punctuation errors. But in the post-instruction writing, she just made one error in the sub-area of capitalization. She made 25 local errors in the pre-instruction writing but 11 local errors in the post-instruction writing.

Before implementing the GBA, in the area of grammar, subject 5 made two article errors; five preposition errors; three errors in each of the sub-areas of preposition and singular/plural. However, after being taught personal recount, she made two article errors; and one error in each of the sub-areas of preposition and singular/plural. Hence, she made thirteen grammar errors in the pre-instruction writing and four grammar errors in the post-instruction writing. In the area of mechanics, before instruction, she made two spelling errors and three punctuation errors. After instruction, her writing had one spelling error and four punctuation errors. Her total local errors before instruction were 18 while those after instruction were nine.

In the area of grammar, the pre-instruction writing of subject 7 had seven article errors, six errors in each of the sub-areas of auxiliary and tense, four preposition errors, and one singular/plural error. But her post-instruction writing had three article errors and

two preposition errors. Thus, she made 24 grammar errors before instruction and five grammar errors after instruction. In the area of mechanics, her writing before instruction had four errors in each of the sub-areas of spelling and capitalization; and two errors in the sub-area of punctuation. In her post-instruction writing, she made only two errors in the sub-area of spelling and three errors in the sub-area of punctuation. In the area of mechanics, she made ten errors before instruction and five errors after instruction. Altogether, she made 34 local errors in her pre-instruction writing and ten local errors in her post-instruction writing.

The comparison of local errors found in the pre- and post-instruction paragraphs of six subjects indicates that after they were taught personal recount, using GBA, they made fewer local errors than they had made before they were taught (e.g. the total local errors of subject 7 decreased from 34 to 10). These data also indicate that they all could minimize their local errors in their writing after being instructed to write personal recount.

### **4.3. Analysis of post-writing questionnaire**

This analysis will investigate the subjects' attitudes towards writing personal recount in L2 using GBA and their special problems that they realized after writing post-instruction texts. The post-writing questionnaire in this study serves as subjects' feedback that determines partly the workability of GBA in this particular setting. Table 7 shows that all the subjects answered "Yes" for questions 1, 2, 3, 4, 7, 8, 9, 10, 11, and 12. These

**Table 7: Students' Feedback (Questionnaire)**

		S1	S2	S3	S4	S5	S6
1.	Do you enjoy writing Personal recount? Yes/No	Y	Y	Y	Y	Y	Y
2.	Do you think this kind of writing helps you improve your learning English? Yes/No	Y	Y	Y	Y	Y	Y
3.	Do you like individual writing? Yes/No	Y	Y	Y	Y	Y	Y
4.	Do you like writing in-groups? Yes/No	Y	Y	Y	Y	Y	Y
5.	Do you like guided writing? Yes/No	N	N	N	N	N	N
6.	Do you like free writing? Yes/No	N	N	N	N	N	N
7.	Do you like semi-guided writing? Yes/No	Y	Y	Y	Y	Y	Y
8.	Do you understand writing personal recount very well? Yes/No If 'No', which part of it? <b>Language structure</b> -orientation event/comment <b>Language feature</b> -participant use of verb/ use of tense.	Y	Y	Y	Y	Y	Y
9.	Do you have global problems in writing personal recount? Yes/No If yes, indicate the problems. A. Relevance and adequacy of the content B. Compositional organization C. Cohesion D. Adequacy and appropriateness of vocabulary for purpose E. Syntax (word order)	Y A B D	Y A B C D E	Y A B D	Y A C D E	Y A B D	Y A B C E
10.	Do you have local problems in writing personal recount? Yes/No If yes, indicate the problems. A. Mechanics 1. punctuation 2. capitalization 3. spelling B. Single/simple grammatical elements 1. article 2. auxiliary 3. tense 4. preposition 5. singular/plural	Y A1 B1 B3 B4	Y A1 A3 B1 B3 B4	Y A1 A3 B1 B4	Y A1 A3 A3 B4	Y A3 B4	Y A1 A3
11.	Do you think you are able to write personal recount next time? Yes/No	Y	Y	Y	Y	Y	Y
12.	Do you want to write some other different types of writing? Yes/No	Y	Y	Y	Y	Y	Y

questions were related to their attitudes towards personal recount writing, their learning styles, and their confidence in writing more and different forms of writing, in addition to personal recount.

For questions 5 and 6, which concerned about their learning styles (controlled or free), they all chose "No" answer. Regarding their errors in their personal recount writing, they all chose areas 'A' (relevance and adequacy of the content), 'B' (compositional organization), and 'D' (adequacy and appropriateness of vocabulary for purpose. Subjects 2 and 7 chose two more problem areas, 'C' (cohesion), and 'E' (syntax). Only subject 2 indicated that she has problems in all areas.

These data indicate that the participants need the greatest help in three areas in writing with meaningful content: "relevance and adequacy of the content," "compositional organization," and "adequacy and appropriateness of vocabulary."

Regarding the local problems, especially in the area of mechanics, all subjects, except subject 5 indicate punctuation as their problem area. Subjects 2, 3, 4, 5 and 7 chose spelling as a problem for mechanics. In the area of grammar (basic grammar), subjects 1 and 2 realized that article, tense, and preposition are their problems while subject 3 cited tense and preposition as her problems. Subjects 4 and 5 indicated preposition as their problem area.

These data indicate that preposition and punctuation are the gravest problems for all subjects in writing a text. Spelling is another grave problem for the subjects. Article is another grammar point for some subjects to review.