CHAPTER FOUR
RESULTS

This chapter reports the results of the study of the communication strategies adopted by the Thai professionals in their writing of negative message. The results are divided into three parts: the grammatical errors, the communication strategies leading to the grammatical errors, and the statistical analysis of the factors affecting the communication strategies.

4.1 GRAMMATICAL ERRORS

Analyses of 20 pieces of writing revealed a total of 142 errors, which can be categorized as follows.

Table 3. Types of Grammatical Errors and Frequencies of the Errors

	Type of Grammatical Error	Frequency	Percentage
1	Preposition	27	19.01
2	Article	24	16.90
3	Word choice	15	10.56
4	Adverb	14	9.86
5	Number	13	9.15
6	Parts of speech	11	7.75
7	Verb	10	7.04
8	Sentence fragment	6	4.23
9	Modal	6	4.23
10	Pronoun	3	2.11
11	Agreement	3	2.11
12	Adjective	3	2.11
13	Conjunction	2	1.41
14	Tense	1	0.70
15	Posessive	1	0.70
16	Auxiliary	1	0.70
17	Prefix	1	0.70
18	Noun	1	0.70
	Total	142	100

The most common 9 errors are discussed as follows.

4.1.1 Preposition Error

4.1.1.1 The first type of errors came in the form of excessive use of prepositions for the sentence.

Example Writing: *... regret for not participating ...*

Correct Usage: *... regret not participating ...*

4.1.1.2 The second type of errors came in the form of choosing wrong prepositions for the sentence. The influence of L1 was apparent in this case.

Example Writing: *... the instructors of LITU in the day ...*

Correct Usage: *... the instructors of LITU on the day ...*

4.1.1.3 The third type of errors came in the form of omission of necessary prepositions for the sentence.

Example Writing: *... there is other work I could assist ...*

Correct Usage: *... there is other work I could assist in ...*

4.1.2 Article Error

The errors stem from the unavailability of article in Thai, leading to the misuse of article in the sentence.

Example Writing: *... I just started part-time job ...*

Correct Usage: *... I just started a part-time job ...*

4.1.3 Word Choice Error

The influence of L1 led to the translation of expression into English. The writer might not be aware that the expression meant differently in English.

Example Writing: *... I will go out of business to Singapore ...*

Correct Usage: *... I will go to Singapore ...*

4.1.4 Adverb Error

This type of errors came in the form of applying adverbs incorrectly in a sentence.

Example Writing: *... I surely can learn ...*

Correct Usage: *... I am sure I will learn ...*

4.1.5 Number Error

This error appeared when the wrong number (singular or plural) was used in a sentence.

Example Writing: *... on behalf of LITU MA student ...*

Correct Usage: *... on behalf of LITU MA students ...*

4.1.6 Parts of Speech Error

The inappropriate choice of parts of speech were chosen for the sentence.

Example Writing: *... the necessity of look after ...*

Correct Usage: *... the necessity of looking after ...*

4.1.7 Verb Error

The common errors related to verbs were the omission of verb where necessary.

Example Writing: *... this project will success ...*

Correct Usage: *... this project will be a success ...*

4.1.8 Sentence Fragment

The subordinate clauses were often left to stand as a main clause rather than to be a part of the complex sentence.

Example Writing: *... I might not have time to participate. Because many clients have to contact me for their marketing plan. ...*

Correct Usage: *... I might not have time to participate because many clients have to contact me for their marketing plan. ...*

4.1.9 Modal Error

This mistake is generally the assignment of inappropriate modal for the meaning of the sentence.

Example Writing: *... I could not give support ...*

Correct Usage: *... I cannot give support ...*

4.2 COMMUNICATION STRATEGIES

According to 142 grammatical errors, they can be categorized into five types of communication strategies.

Table 4. Grammatical Errors and Frequencies of Types of Communication strategies

	Grammatical Errors	Transfer from L1	Generalization	Overgeneralization	Overelaboration	Total
1	Preposition	13	5	6	3	27
2	Determiner	0	6	2	16	24
3	Word choice	3	4	1	7	15
4	Adverb	0	4	2	8	14
5	Number	0	8	4	1	13
6	Parts of Speech	0	2	6	3	11
7	Verb	2	5	0	3	10
8	Complex sentence	0	1	2	3	6
9	Modal	0	0	3	3	6
10	Pronoun	2	1	0	0	3
11	Agreement	0	2	0	1	3
12	Adjective	0	3	0	0	3
13	Conjunction	1	0	0	1	2
14	Tense	0	0	0	1	1
15	Possessive	0	0	0	1	1
16	Auxiliary	0	1	0	0	1
17	Prefix	0	0	1	0	1
18	Noun	0	1	0	0	1
	Total	21	43	27	51	142
	Percentage (%)	14.79	30.28	19.01	35.92	100

The most adopted communication strategies identified in the writing was overelaboration, followed by generalization and overgeneralization. Transfer from the

native language was ranked the lowest. The appeal to authority strategy was not analyzed in this part due to the difference in data collection. It was collected through the questionnaire rather than analyzed through the writing.

4.3   STATISTICAL ANALYSIS OF FACTORS

One – way ANOVA was tested in order to determine the factors affecting the communication strategies. The result was shown as follows.

Table 5.   One – way ANOVA Test on Factors Affecting Communication Strategies and Significance Value

	Dependent Factor	Communication Strategies	Appeal to Authority	Transfer from L1	Generalization	Overgeneralization	Overelaboration
1	Gender	.31	.82	.36	.88	.30	.38
2	Age	.43	.65	.92	*.04*	.60	.83
3	Occupation	.84	.40	.19	.76	.48	.24
4	TU-GET Score	.81	.78	.32	.75	.52	.74
5	Years of English Education	.77	.33	.89	.89	.40	.69
6	Speaking in English	*.04*	.42	.21	.10	.38	.28
7	Listening to English	.90	.18	.54	.99	.47	.66
8	Reading English	*.01*	.14	.80	.11	*.01*	*.02*
9	Writing in English	*.03*	.56	.15	.12	*.02*	.07
10	Writing in English at Work	.25	.51	.22	.77	.39	.10
11	Pieces of English Writing	.09	.26	*.03*	.38	.58	.41
12	Time Spent on Writing	.06	.51	.13	*.00*	.87	.13

sig ≤ 0.05.

The practice or use of three English skills, naming speaking, reading and writing, affected the communication strategies with the significance value of .04, .01, and .03, respectively. The number of pieces of writing affected the adoption of transfer from native language while age and time spent on writing affected the use of generalization. Reading and writing English affected the adoption of overgeneralization whereas reading affected the overelaboration.

The findings of the study will be summarized and discussed in the next chapter.