CHAPTER FOUR
RESULTS

The previous chapter describes the subjects, the target phrasal verbs to be tested, the procedures used in the collection and analysis and the data analysis. This chapter reports the results of the phrasal verb test taken by thirty nine (39) Thai MA TEFL students at Thammasat University. The results are divided into three parts based on the scores of the phrasal verb test from the total population of subjects, from the better and lower groups, and also on the correlation between the TU-GET scores and phrasal verb test scores.

4.1 SCORES OF THE PHRASAL VERB TEST FROM THE TOTAL POPULATION OF SUBJECTS

Figure 1. Scores of the phrasal verb test from the total population of subjects

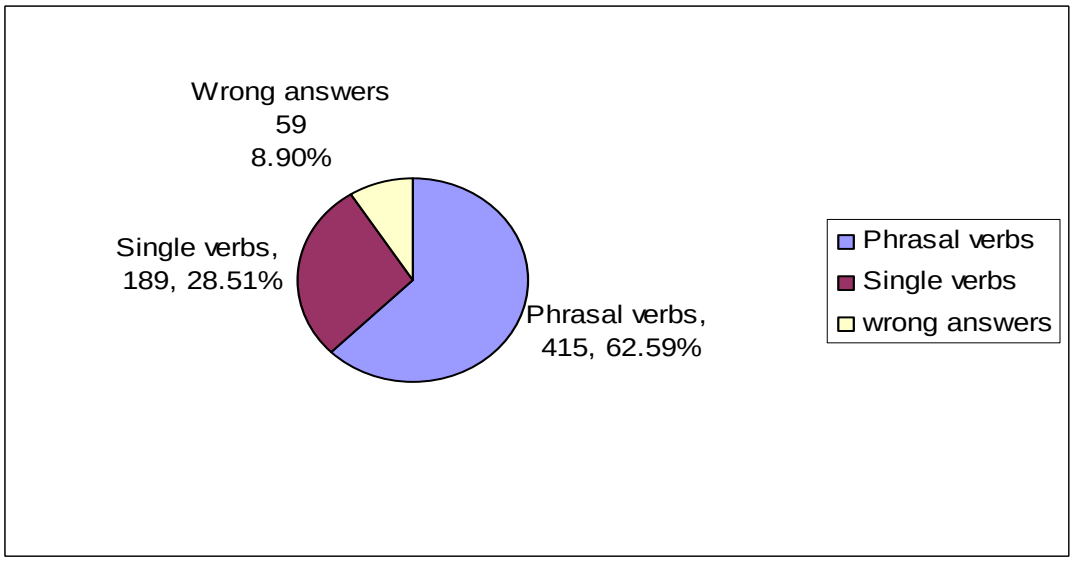

Figure 1 presents the scores of the phrasal verb test from the total population of subjects. The scores of the test show that from the total population of 39 subjects there are 663 possibilities to choose phrasal verbs and single verbs (39 subjects x 17 items). From the total answers (663), in 415 (62.59%) cases the subjects preferred to

use phrasal verbs. 189 (28.51%) cases show the preference of the subjects for single verbs. The remaining 59 (8.90%) comprised wrong answers.

Table 2. Descriptive Statistic of the Phrasal Verb Test From the Total Population of Subjects

Test	n	Max	Min	Mean	S.D.
Phrasal verbs	39	16	2	10.74	3.10

Table 2 shows the maximum, minimum, mean and standard deviation of phrasal verb test scores for the total population of subjects. As for the phrasal verb test, of the total population of 39 subjects, the maximum and minimum scores are 16 and 2 respectively. The mean of the test is 10.74 and standard deviation (S.D.) is 3.10.

4.2 SCORES OF PHRASAL VERB TEST OF THE BETTER AND LOWER GROUPS

Thirty nine (39) subjects of this study were divided into two groups according to their English proficiency levels which were determined by their TU-GET scores. To investigate whether the level of proficiency of the subjects plays an important role in avoidance of phrasal verbs, an independent-sample t-test was used to compare the scores of the phrasal verb test of the better and lower groups.

Table 3. Scores of Phrasal Verb Test From the Better and Lower Groups

Groups	n	X	S.D.	df	t	Sig. (2-tail)
Better	9	12.11	2.67	37	1.535	.133
Lower	30	10.33	3.14			
Total	39					

As can be seen from table 3, the t-test results show that, generally speaking, the scores of phrasal verb tests of the better group (X = 12.11, S.D. = 2.67) and those of the lower group (X = 10.33, S.D. 3.14) are not significantly different at an alpha

level of .05 ($_{0.05}t_{37} > 1.535$ and Sig.(2-tail) > .05). This means that, on average, the scores of the better and lower groups are more or less the same.

4.3 CORRELATION BETWEEN TU-GET SCORES AND PHRASAL VERB TEST SCORES

A Pearson's product moment correlation was used to determine the correlation between TU-GET scores (TU-GET) and phrasal verb test scores (PV) of the total population of subjects at the .05 level of significance.

Table 4. Correlation Matrix of the Subjects' TU-GET Scores (TU-GET) and Phrasal Verb Test Scores (PV)

Scores	**TU-GET**	**PV**
TU-GET	1.000	.311
PV	.311	1.000

Table 4 shows that there is no significant correlation between the subjects' TU-GET scores and their phrasal verb test scores. This means that, generally speaking, the high or low scores in the phrasal verb test did not depend mainly on the TU-GET scores.

To sum up, the most striking result to emerge from the data is that out of 663 possible uses of phrasal verbs and single verbs, 415 (62.59%) answers show the preference of the subjects for phrasal verbs. However, no significant difference was found between the scores of the better and lower groups. Also there was no significant correlation between the subjects' TU-GET scores and phrasal verb test scores.

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