

CHAPTER FOUR

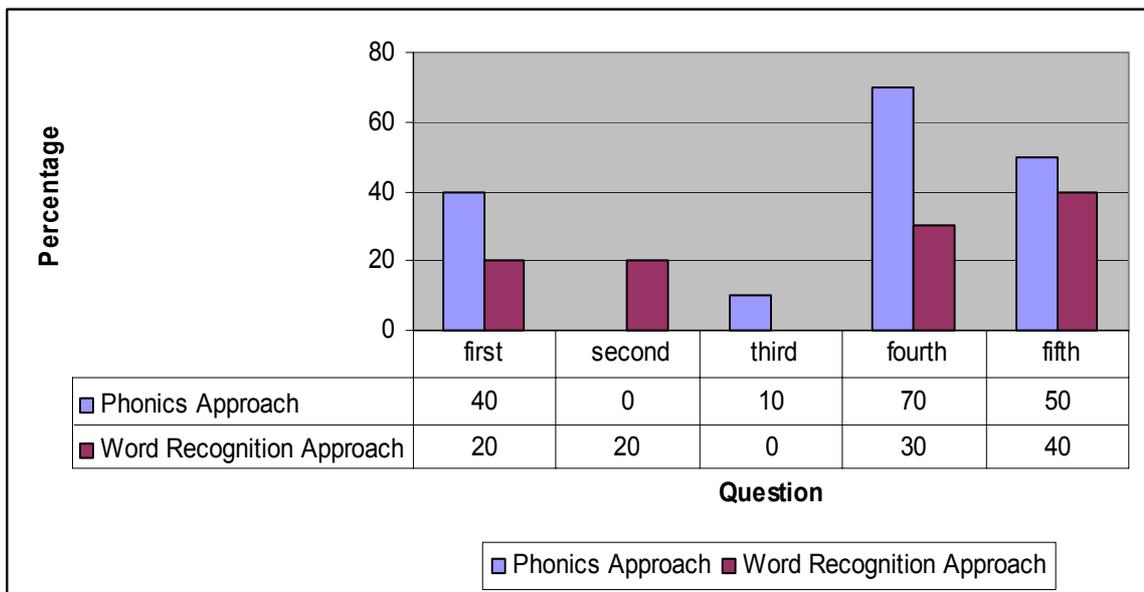
RESULTS

This chapter reports the results of the spelling skills and abilities of 20 EFL Kindergarten 3 students after having been taught spelling through both the phonics and word recognition approaches. The findings are presented as follows:

1. The comparison spelling ability results of 20 EFL Kindergarten 3 students within the short term memory.
2. The comparison of scores between the two groups of students in both learning new words through phonics and word recognition approaches within the long term memory.

4.1 SHORT TERM MEMORY

Graph 1. The score in percentage of the students learning ordinal number in words from 1st-5th.

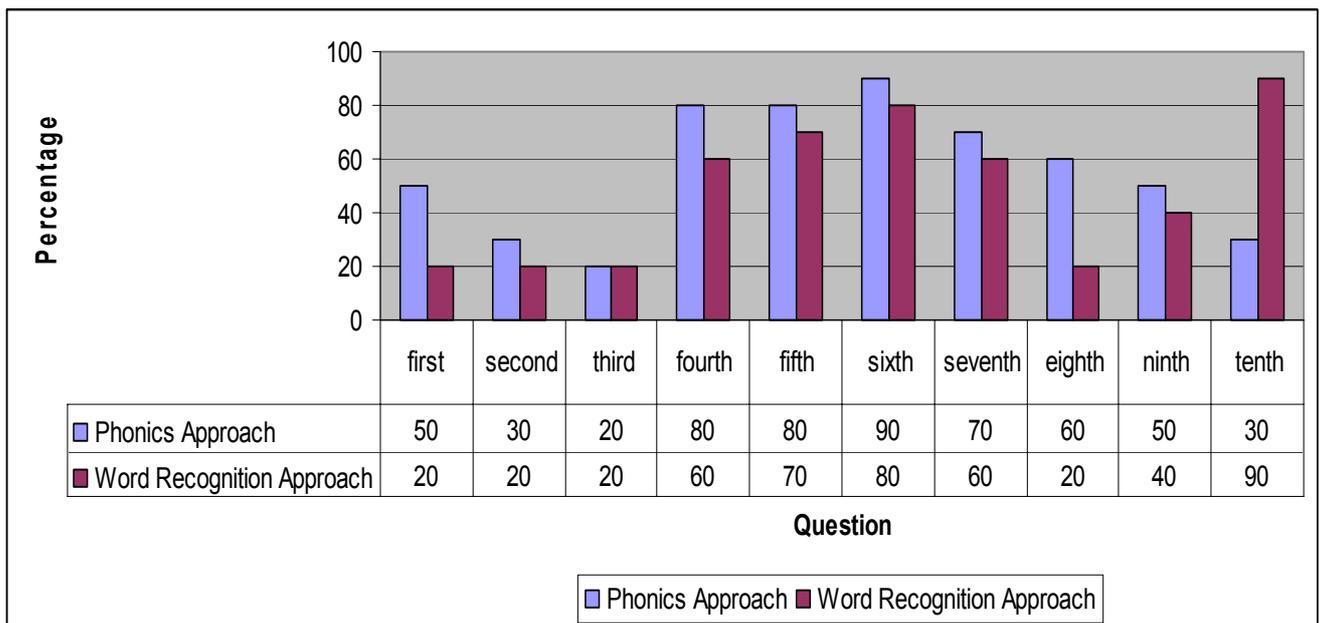


The data in Graph 1 shows the result of test scores obtained from the spelling test of the students of group “A” and group “B” who were randomly chosen among 20 EFL students. In the first lesson, only five new words were taught to the students.

The graph shows that for the phonics approach, the highest score obtained for this test was for the word “fourth” which showed that 70% of the students taught through the phonics approach spelled this particular word correctly. The lowest score obtained from the same group of students was for the word “second” which showed that none of the students from this group spelled it right.

For the students of group “B” who were taught through the word recognition approach, the highest score was obtained from the word “fifth” which was calculated to be 40% of the students from the group. The lowest score for this group was for the word “third”, which none of the students could spell right in the test.

Graph 2. The score in percentage of the students learning ordinal number in words from 1st-10th.



The data in graph 2 compares the scores from spelling tests of both groups “A” and “B” after the second lesson was taught. Here, the students were tested on the first five words taught in the first class and also the five new words which were taught in the second lesson; altogether the students were tested on ten words. For the students learning through the phonics approach (group “A”), the highest score was for

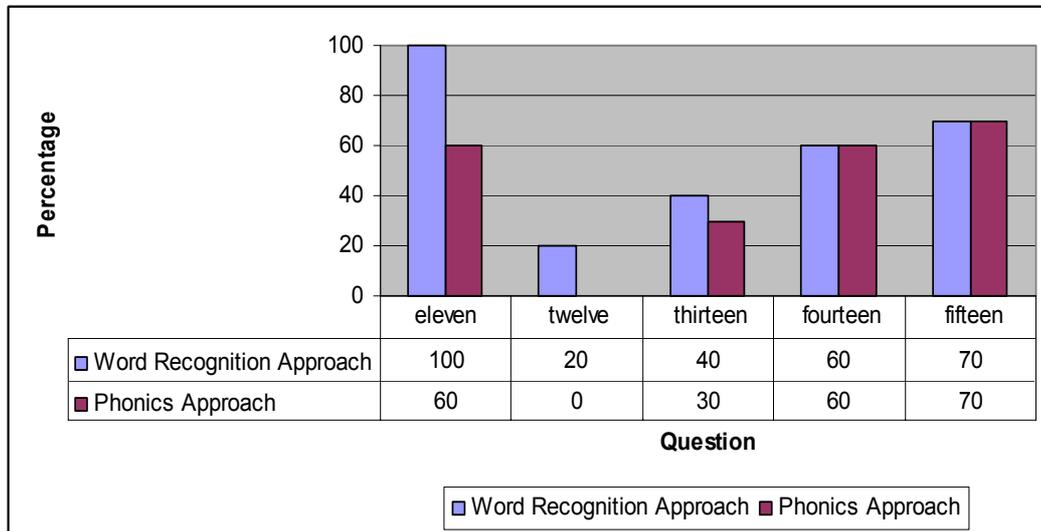
the word “sixth” which showed that 90% of the students from that particular group could spell it correctly. The lowest score for the same group of students was for the word “third”, for which only 20% could spell it right.

On the other hand, for the students learning through the word recognition approach (group “B”), the highest score was for the word “tenth” which showed that 90% of the students from that particular group could spell it correctly.

Studying the graph thoroughly, the overall performance of the students in group “A”, who were taught through the phonics approach, was higher than the students in group “B” who were taught to recognize and memorize the letters in the words through the word recognition approach. If the total score of all the students in group “A” is combined, the score shows that 61% of the answers were spelled correctly. On the other hand, if you combine the total score obtained from the students of group “B”, the total score for answering correctly is only 48%.

The results show that the students who were taught through the phonics approach gained a better spelling ability when compared to the students who were taught through the word recognition approach. However, the word recognition approach is still not a bad approach to use since it did work with some students who could spell the words by memorization, especially with the words that the students can relate to their prior knowledge of learning how to spell 1-10 in words, and it also worked well with some words where it was much easier to memorize and rote learn the spelling.

Graph 3. The score in percentage of the students learning number in words from 11-15.

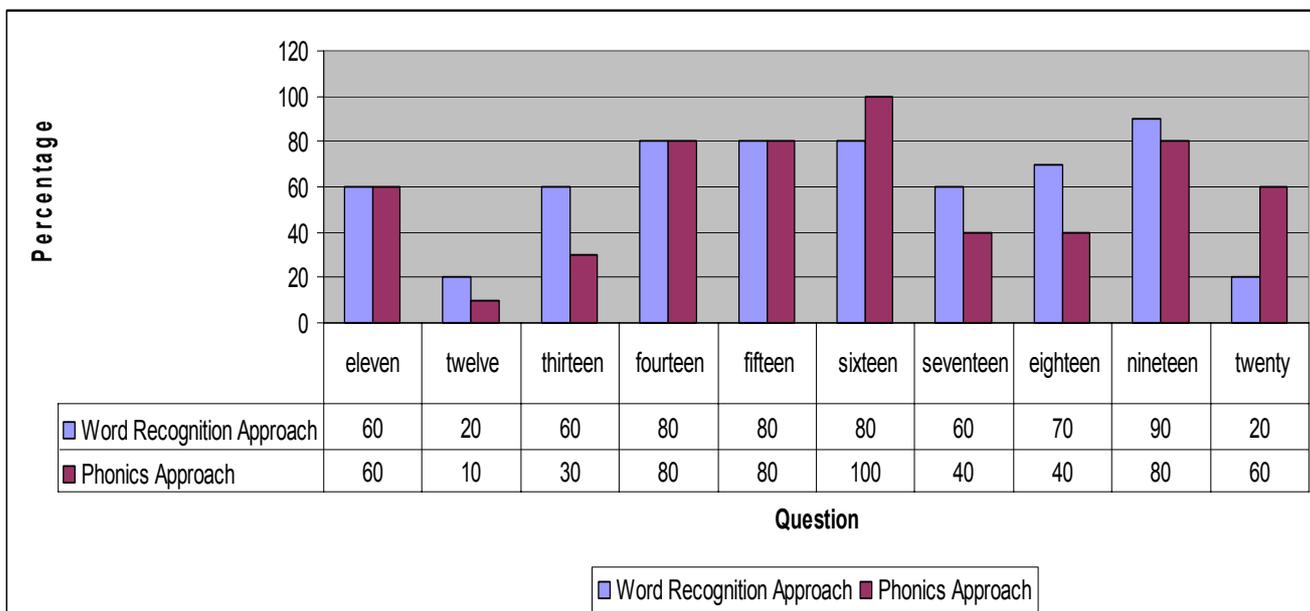


The data in Graph 3 shows the result of test scores obtained from the spelling test of the students of group “A” and group “B” who were now switched from the phonics approach to learn through the word recognition approach. The students who were initially taught through the word recognition approach were switched to learn through the phonics approach. In the first lesson, only five new words were taught to the students. This is done to find out the possible differences of test score and the spelling ability between the same groups of students learning through both approaches and how the new approaches would affect their spelling skills.

The graph shows that for the word recognition approach (group “A”), the highest score obtained for this test was for the word “eleven”; 100% of the students taught through this approach spelled this particular word correctly. The lowest score obtained from the same group of students was for the word “twelve”, which only 20% of the students from this group spelled right.

For the students of group “B” who were now taught through the phonics approach, the highest score was obtained from the word “fifteen” which was calculated to be 70% of the students from the group. The lowest score for this group was for the word “twelve”, which none of the students could spell right in the test.

Graph 4. The score in percentage of the students learning number in words from 11-20.



The data in Graph 4 compares the scores obtained in the spelling test from the same groups of students who were chosen as subjects mentioned in Graph 3. This was done to find out the possible differences of test score and the spelling ability between the same groups of students learning through both approaches and how the approaches would affect their spelling skills.

For the students in group “A” who were now taught number in words from 11-20 through the word recognition approach, the highest score was for the word “nineteen”, which showed that 90% of the students could spell it correctly. The lowest score was for the words “twelve” and “twenty”, which only 20% of the students could spell correctly.

In contrast, the students of group “B” who were switched to learning through the phonics approach, the highest score obtained was from the word “sixteen”, which showed that 80% of the students could spell it correctly. The lowest score was for the word “twelve”, which only 10% of students could spell correctly.

Studying this graph, the overall percentage of the students in group “A” who

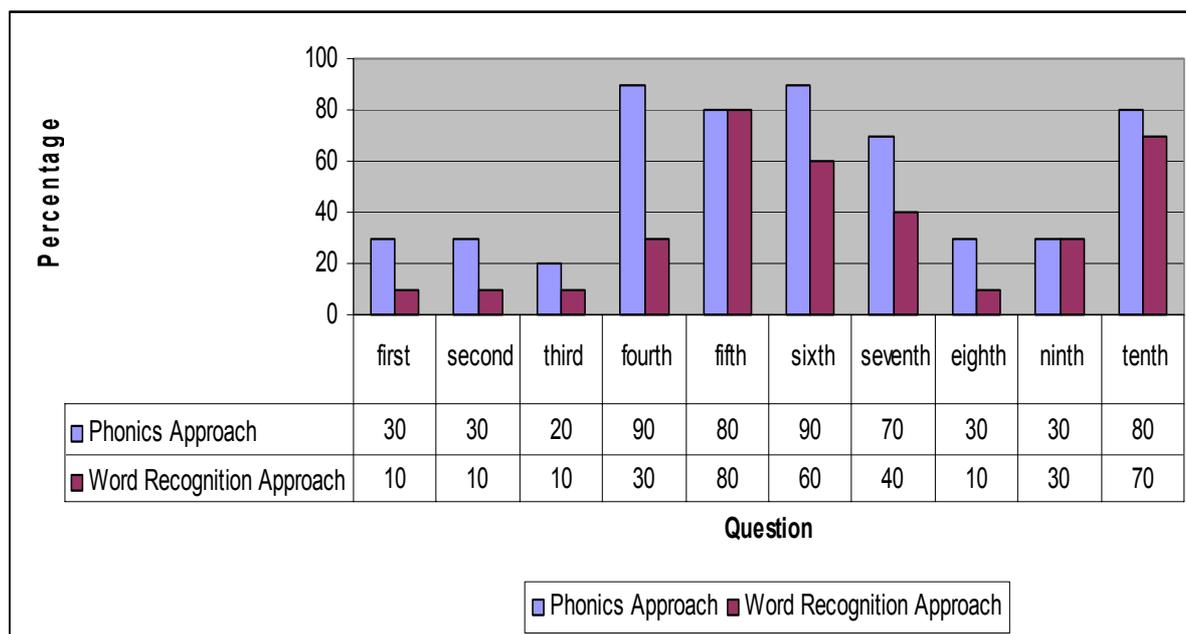
learnt how to spell the number words through the word recognition approach is 62% when compared to the students of group “B” who got 58%.

The results show that the students who were taught number in words through the word recognition approach obtained a higher score than the students who were taught through the phonics approach.

Moreover, it can be seen that the results of the students taught through word recognition are higher in some cases where the tested words were short or made up of not more than four to five letters.

4.2 LONG TERM MEMORY

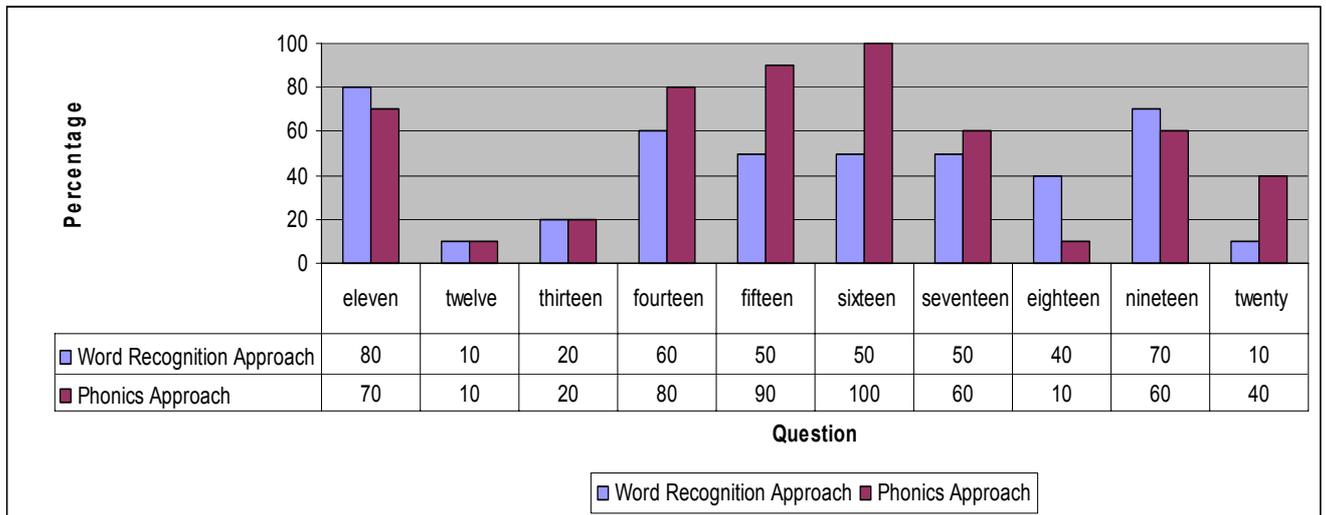
Graph 5. The score in percentage of the students learning ordinal number in words from 1st-10th.



As shown in Graph 5, another test was taken after two weeks to find out the students long term ability in spelling. The result from this graph shows that, in the lesson of ordinal numbers, the students taught through the phonics approach still maintain a higher spelling ability when compared to the group of students taught through word recognition. The students who were taught through the phonics approach obtained a score of 55%, while the students who were taught through the

word recognition approach obtained a score of only 35%.

Graph 6. The score in percentage of the students learning number in words from 11-20.



Graph 6, reveals the test also taken after two weeks to find out the students long term ability in spelling. The results from this graph show that in the number in words lesson, the students taught through the phonics approach maintained a higher spelling ability when compared to the group of students taught through word recognition. The students who were taught through the phonics approach obtained a score of 54%, while the students who were taught through the word recognition approach obtained a score of 44%.

In the long term period, it is clear that the score obtained after two weeks, as shown in Graph 6, shows that for some words like “eleven”, “fifteen”, “seventeen”, “eighteen”, “nineteen” and “twenty”, the students who were taught through Phonics obtained a higher score when compared to the test score which was obtained immediately after the lesson. For the other words, the students still maintained the same score as the previous test.