



SAVE PROJECT: TOOL IN ENHANCING THE LEARNERS' SPELLING AND VOCABULARY SKILLS

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ABSTRACT

Bilaran National High School students faced a serious problem with regard to spelling and vocabulary. This study aims to evaluate the effectiveness of SAVE Project in enhancing the students' spelling and vocabulary skills. The experimental method of research was used by the researcher in order to evaluate the effectiveness of the said project. The participants of the study were two sections of Grade 9 namely: Pythagoras and Herodotus. Grade 9 Pythagoras was chosen as the experimental group and Grade 9 Herodotus was the control group. Pre-Test and Post-Test were administered. The pre-test results of the control and experimental group showed that there was no significant difference since the t-value of 0.15 is lower than the critical value of 2.00 set at 0.05 level of significance. However, after the experimentation, the result showed that there is a significant difference on their post-test results as revealed by the t-value of 3.78 which is higher than the critical value of 2.00 set at 0.05 level of significance. Therefore, the researcher highly recommends the implementation of the SAVE Project to enhance students' spelling and vocabulary skills.

Keywords: *SAVE Project, Spelling, Vocabulary*

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INTRODUCTION

Many learners and even sometime adults have problems with spelling and vocabulary. Even high school and college learners commit mistakes in spelling and vocabulary.

Terry (2023), explained that poor spelling abilities can lead to a lack of confidence and poor performance at school. Spelling and reading are interconnected, so one step in improving reading skills is to improve learners' spelling skills. This is the reason why teachers include spelling instruction in our reading and spelling program. People who have poor spelling abilities or spelling difficulties sometimes avoid using words that are out of their spelling abilities for fear of making spelling mistakes. They can also be reluctant to share their work or participate in activities like writing on a whiteboard in front of a group or typing comments in a virtual learning environment.

Sobrepeña (2023), cited that one of the skills being developed in the language arts program in the elementary and secondary schools is writing, which includes spelling. A student's facility in the use of a language is determined not only by his ability to express himself orally but also by his skill in communicating his ideas in writing. This skill demands the ability to spell words in such a way that they convey the intended meaning to the reader rapidly and accurately. Unless the student masters this skill he would be depriving himself of one of the fundamental tools of human communication.

Filipino learners are not exempted in this kind of problem. National high school teachers in English express their disappointments as well in students' spelling and vocabulary skills.

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DepEd Memorandum No. 173, s. 2019 mentioned that there are still many learners struggling to meet the learning standards in early language, literacy and numeracy. It also confirmed that elementary and high school learners are still deficient in literacy skills both in languages and content areas.

Bilaran National High School- English Department discovered that their learners are experiencing difficulties in spelling. To confirm its accuracy, SAVE Project was introduced. SAVE Project stands for Spelling and Vocabulary Enhancement Project. Upon the initial assessment on the four Grade 9 sections, the data revealed that the mastery level of students in spelling is 58.16% only. This is why the researcher decided to implement the SAVE Project for four (4) months to evaluate the effectiveness of this project in enhancing the learners spelling and vocabulary skills.

RELATED LITERATURE AND STUDIES

Da Costa and Arias (2021) revealed on their study that spelling deficiency has the higher percentage of errors, indicating the greatest deficiencies. In this sense, it is observed that spelling difficulties or spelling errors according to teachers' opinions, ordered from highest to lowest are: 60% omission, followed by difficulties related to substitution and transposition of letters (both with 20%). Therefore, it can be shown that students have greater difficulties with letter substitution.

Altamimi and Rashid (2019) proved that there are different causes of students' spelling errors such as the education system and university syllabus, students' learning attitude, and

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the interference between English and Arabic language. This paper concludes that the spelling errors which Saudi university students commit were caused by the negative impacts of their education system and syllabus, where the syllabus ignores the importance of spelling rules and techniques, and the interference between English and Arabic language when the learners refer to their mother tongue while writing in the English language.

Rosen (2023) stated that many kids and adults have trouble with spelling. And they may struggle for different reasons. That's because spelling is a complex activity that involves many skills. Spellers have to think about how words sound and then translate those sounds into print. They have to memorize lots of spelling rules — and remember the exceptions to those rules. They also have to choose between different words that sound the same: Sent, cent, or scent? There, they're, or their?

Nurhayati (2023) conducted a study about the low spelling ability of Kindergarten students in Al-Irsyad Madiun that is caused by (1) the uninteresting activities in learning English; (2) the students' difficulties in spelling English words; (3) the students' low motivation in learning. The results proved that by conducting games, using interesting media, and creating various interesting tasks and activities can increase the students' motivation in learning English spelling ability.

RESEARCH QUESTIONS

This study aims to assess the effectiveness of SAVE Project in enhancing the learners spelling and vocabulary skills.

Specifically, it sought to answer the following:

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1. What are the Pre-Test and Post-Test results of the Control and Experimental groups?
2. Is there a significant difference between the Pre-Test results of the Control and Experimental groups?
3. Is there a significant difference between the Post-Test results of the Control and Experimental groups?
4. Based from the findings of this study, what model may be designed for the implementation of SAVE Project to enhance students' spelling and vocabulary skills?

SCOPE AND LIMITATIONS

This study focuses on the evaluation of effectiveness of the SAVE Project in enhancing students' spelling and vocabulary skills. This includes the utilization of the results of pre-test and post-test in relation to the aforementioned skills. The main subject of this study were the Grade 9 students of school year 2022-2023, specifically Grade 9 Herodotus and Grade 9 Pythagoras. This excludes other sections and grade levels.

RESEARCH METHODOLOGY

The researcher used the experimental method of research to determine the effectiveness of the SAVE Project in enhancing students' spelling and vocabulary skills. According to Singh (2006), experimental method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is a process of contribution to the already acquired fund of knowledge. Thus, the experimenter operates under the basic assumption that the research situation he wishes to evaluate has never existed

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and does not now exist. Situation here means in the sense of a programme, curriculum or method for organizing class, as well as a 'situation' created to test.

Respondents of the Study

The respondents were determined through probability sampling method. The researcher chose the Grade level he is teaching which is Grade 9. Grade 9 Pythagoras and Grade 9 Herodotus were the participants of this study. They both belong to average learners. To choose the experimental group, a lottery was made with the presence of a representative from each section. Grade 9 Herodotus composed of 37 students was the control group, and Grade 9 Pythagoras composed of 36 students was the experimental group.

Research Instrument

A test composed of 15 items was utilized by the researcher to gather data needed for the study. The questionnaire composed of 15 words to be spelled correctly by the respondents. The selected words focused on areas such as words with vowel sounds, consonant sounds, diphthongs, consonant blends/ digraphs, and silent sounds. It was validated by expert persons on the subject matter and field, particularly a head teacher in English and a school principal whose specialization is English as well.

Data Gathering Procedure

The researcher asked permission from his principal to conduct a study to determine the effectiveness of the SAVE Project in enhancing students' spelling and vocabulary skills. Upon validation of the questionnaire, the researcher conducted a Pre-Test both to the control

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and experimental group. Four months were spent in the experiment; the experimental group used the SAVE Activity Sheets, while the control group did not. After four months, Post-Test was given to both groups also. The researcher ensured that all test questionnaires were retrieved. The data were then analyzed and interpreted.

Statistical Treatment of Data

The researcher used the following statistical tool to analyze the data collected.

- 1. Mean, Standard Deviation, and Mean Percentage Score (MPS).** These were used to determine the level of performance of the students in Pre-Test and Post-Test.
- 2. T-test.** This was used to determine whether two variables are statistically different from each other. This was used to test the difference between the Pre-Test results, and the Post-Test results of the respondents.

RESULTS AND DISCUSSION

Table 1
Pre-Test and Post-Test results of the Control and Experimental Groups

GROUPS	PRE-TEST			POST-TEST		
	MEAN	SD	MPS	MEAN	SD	MPS
CONTROL	3.19	1.81	21.26	8.89	2.36	59.30
EXPERIMENTAL	3.43	2.10	22.88	10.57	1.98	70.45

Table 1 shows the Pre-Test and Post-Test results of the Control and Experimental Groups. It can be seen that Control Group recorded 3.19 mean value, 1.81 SD, and 21.26 MPS on the Pre-Test. The same group recorded 8.89 mean vale, 2.36 SD and 59.30

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MPS on the Post-Test.

Meanwhile, the experimental group, recorded 3.43 mean value, 2.10 SD, and 22.88 MPS on the Pre-Test. They recorded 10.57 mean value, 1.98 SD and 70.45 MPS on the Post-Test.

It can be gleaned from the data that the respondents scores on the Pre-Test are contiguous or very close. While their score kept a variance on the Post-Test.

Table 2
Significant Difference Between the Pre-Test Results of the Control and Experimental Groups

GROUPS	MEAN	t-value	t-tabular	LEVEL OF SIGNIFICANCE	INTERPRETATION
CONTROL	3.19	0.15	2.00	0.05	Not Significant
EXPERIMENTAL	3.43				

Table 2 exhibits Significant Difference Between the Pre-Test Results of the Control and Experimental Groups. Based from the computed t-value of 0.15 which is lower than the critical value of 2.00 set at 0.05 level of significance, it is therefore revealed that there is **no significant** difference between the pre-test results of the control and experimental groups. Thus, it proves that both the Control and Experimental Groups have almost the same performance in the Pre-Test given to them.

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Table 3

**Significant Difference between the Post-Test Results of the Control and
Experimental Groups**

GROUPS	MEAN	t-value	t-tabular	LEVEL OF SIGNIFICANCE	INTERPRETATION
CONTROL	8.89	3.78	2.00	0.05	Significant
EXPERIMENTAL	10.57				

Table 3 displays the Significant Difference between the Post-Test Results of the Control and Experimental Groups. Based from the computed t-value of 3.78 which is higher than the critical value of 2.00 set at 0.05 level of significance, it is therefore revealed that there is a **significant difference** between the post-test results of the control and experimental groups. Thus, it proves the effectiveness of SAVE Project (SAVE Activity Sheets) in enhancing the students' spelling and vocabulary skills.

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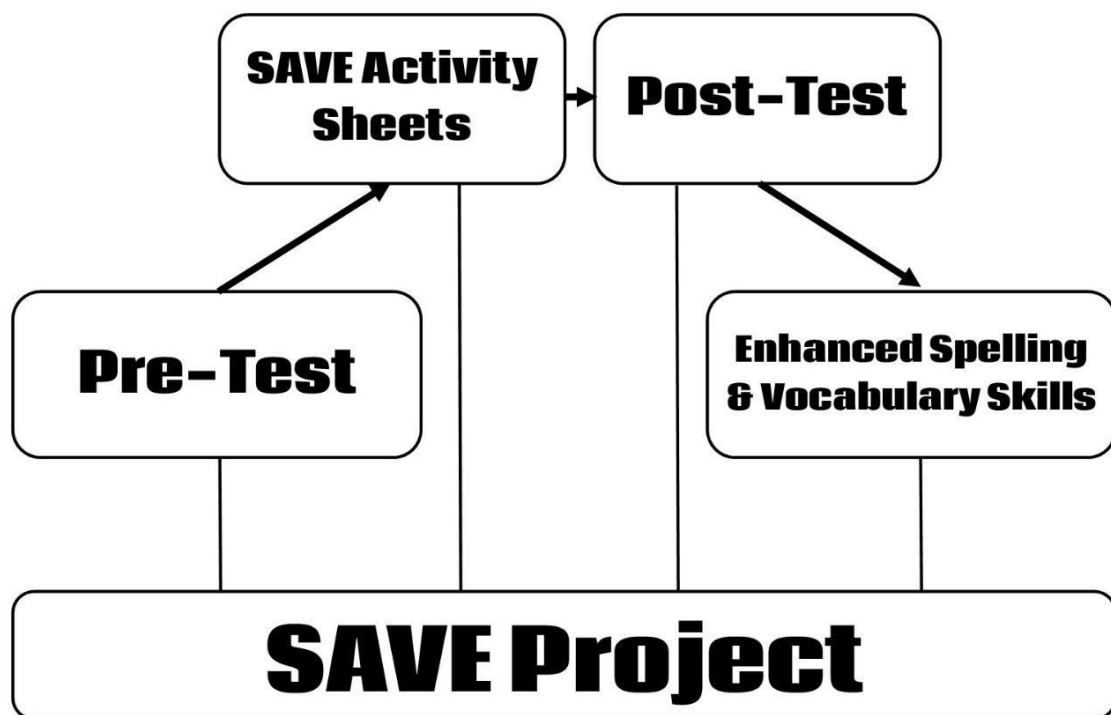


Figure 1

SAVE Project Implementation Model

The figure displays the SAVE Project Implementation Model. It shows the four major variables and steps and SAVE Project Implementation which starts at the Administration of Pre-Test to the learners in relation to Spelling. It will be followed by the Production as well as Distribution for use of SAVE Activity Sheets to the learners. After using the SAVE Activity Sheets, the Post-Test shall be administered to analyze results for comparison with the Pre-Test. The results shall aim at the enhancement of Spelling and Vocabulary skills of the students.

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CONCLUSIONS

Based from the findings of the study, the following conclusions were made:

1. Both group of respondents showed low performance on the Pre-Test as well as very close scores. On the other hand, the experimental group marked higher performance on the Post-Test than the control group.
2. The respondents have common knowledge and spelling skills before using the SAVE Activity Sheets.
3. SAVE Project deems effective in enhancing the students spelling and vocabulary skills.
4. The crafted model seems to be useful in the proper execution or implementation of the SAVE Project.

RECOMMENDATIONS

Based from the conclusions above, the following recommendations were made:

1. Diagnostic tests such as pre-test shall be used by teachers in order to evaluate their students' strengths, weaknesses, knowledge and skills before their instruction.
2. Teachers shall give emphasis on the students' weaknesses and provide necessary the interventions the soonest possible time.
3. The use of SAVE Activity sheets and even other localized materials or innovations are highly recommended to enhance students' spelling and vocabulary skills.

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4. The proposed SAVE Project Implementation Model shall be reviewed by the concerned authorities and be considered for use and implementation.

WORKPLAN

ACTIVITY	DURATION
Gathering of Literature	October 12, 2022
Formulating Objectives	October 12, 2022
Analyzing and drafting literature	October 12, 2022
Drafting the context and rationale	October 13, 2022
Identifying research design and methodology	October 14, 2022
Drafting and peer evaluation of questionnaire	October 14, 2022
Pre-Test	October 17, 2022
Experimentation	October 17, 2022 - February 20, 2023
Analysis of Data	February 20, 2023
Drawing conclusions and writing the recommendation	February 21, 2023
Finalizing the introduction, review of related literature, results and discussion, bibliography	February 21, 2023
Crafting the research output	February 22, 2023
Encoding and polishing the entire paper and peer validation of the research output	February 22, 2023

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COST ESTIMATES

BUDGET ITEM	BUDGET REQUIREMENT
Ink	₱340.00
Bond paper	₱200.00
SAVE Activity Sheets Load	₱2,000.00
(Wi-Fi)	₱1,050.00
TOTAL	₱3,590.00

DONATIONS

ITEM	QUANTITY
Bond papers (For Printing of Activity Sheets)	5 Reams

PLAN FOR UTILIZATION

RESEARCH OUTPUT	SCHEME OF DISSEMINATION	RESOURCES NEEDED
SAVE Project Implementation Model to enhance students' spelling and vocabulary skills	Orientation to teachers and students and implementation	Copy of the SAVE Activity Worksheets

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THE RESEARCHER

Dr. Alvin B. Punongbayan is a Master Teacher I at Bilaran National High School, Nasugbu, Batangas wherein he serves as English Teacher, Research Coordinator, and School Paper Coordinator.

He had been the Dean of Education at STI College – Balayan, Batangas, Philippines.

He had been a college instructor at STI College and Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc wherein he handled subjects such as Literary Criticism, Linguistics, Creative Writing, Business Psychology, Humanities and other related subjects on education, business, linguistics and literature.

He is an author of English Books for Junior High School, Senior High School and College students.

He is a graduate of Doctor of Philosophy in Education major in Educational Management at the Our Lady of Fatima University. He is a graduate of Master of Arts in Education major in Administration and Supervision- Cum Laude; and Bachelor of Secondary Education major in English- with highest distinction. Currently, he is taking his Post-Doctorate Degree on Total Quality Management in Education at the Philippine Christian University-Manila.

He also earned Human Resource Management & Organization at the International Business Management Institute, and Diploma in English Language and Literature at Alison.

In addition, he is an International Research Presenter on International Conferences like in Burapha University International Conference held in Chonburi, Thailand, he also presented in Asia-Pacific Consortium of Researchers and Educators International Convention and Conference, and more similar conferences both in local and international arena.

He has published his researches in various indexed international journals like in International Journal of Current Research.

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He is also the owner/director of Instabright Publication, and the chairman and founder of the Instabright International Guild of Researchers and Educators, Inc. He is the organizer of Instabright International Research Conferences and Presentation being participated by teachers from Department of Education and even by various colleges and universities.

Dr. Punongbayan is a thesis/research consultant, research panelist, and thesis grammarian of different universities in Manila, Cavite and Batangas. He has been a lecturer in Licensure Examination for Teachers. Added to these things, he had been a Resource Speaker in various local and international seminars.

Moreover, he was awarded as Noble Asian Educator and Noble Asian Educational Leader by the International Society of Teachers, Administrators and Researchers, Thailand. He also won other awards such as Best Writer, Innovative Teacher and Outstanding Researcher of the Year, and even Outstanding Teacher of the Year at the International School Awards, Dubai.

He was awarded as Iconic English Teacher of the Year at the World Education Icon Awards, 2021.

Recently, he was chosen as the "Most Outstanding and Remarkable Individual in Educational Institution of the Year" on the Asia's Pinnacle Awards – Business Category.

It is also a blessing that he was awarded as the "Asia's Most Influential Educator, Researcher and Excellence in Leadership Award" at the 6th Asia-Pacific Luminare Awards.

His philosophy in teaching is to develop learners which are holistically developed, equipped with critical thinking skills, and focused on Active Learning. In addition, he wants to develop learners who maintain the moral values being instilled by the society and the institutions of learnings while embracing the advancement of science and technology.

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