

DEVELOPMENT OF ENGLISH SPEAKING SKILLS BASED ON RECIPROCAL PROCESS FOR A SPEAKING ANXIETY REDUCTION ON SPEAKING PERFORMANCE OF ENGLISH AS A FOREIGN LANGUAGE LEARNERS

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Abstract

The purposes of this research were to: 1) develop the activity drill based on the reciprocal process for anxiety reduction on English speaking performance for the first-year non-English-major undergraduates studying in SakonNakhonRajabhat University, SakonNakhon, Thailand to achieve the efficiency criteria of 75/75; 2) compare the achievement scores of the pre-speaking with the post-speaking after using the developed activity drill, and 3) identify effects of the implementation of the developed activity drill on the students' English interests. The sampling group consisted of 26 the first-year non-English-major undergraduates studying in SakonNakhonRajabhat University, SakonNakhon, Thailand, 2nd Semester, Academic Year 2013, selected by purposive random sampling. The research tools were the activity drill based on the reciprocal process for anxiety reduction on English speaking performance, a learning achievement test, and a students' English interest test. The research was one-group pretest-posttest design. The data were analyzed by mean, standard deviation, and t-test (Dependent Samples).

The results of this research were as follows:

1. The efficiency criteria of the activity drill based on the reciprocal process for anxiety reduction on English speaking performance were 82.58/76.48 which were higher than the set criteria of 75/75.
2. The posttest average score of English speaking skills of the students after learning using the development activity was higher than the pretest score at the .01 level of significance.
3. The posttest average score of the students after learning using the development activity drill on the students' English interest was at the high level.

RECIPROCAL PROCESS; SPEAKING ANXIETY REDUCTION; SPEAKING SKILLS

1. Introduction

Speaking skills is important and should develop the students' potential. Even instruction consistent with the development of speaking skill and should be used in the manner of communication activities for high school activities such as listening and speaking English. Therefore, motivating and inspiring students to learn. Particularly through the activities contributing to the development of listening skills and spoken English and looks great for communication. Students can express themselves and participate with interest. The learning and development of skills in listening and speaking, and the students have a good attitude is a keen interest in learning to be happy to see the benefits and value of learning English. There seeking more knowledge confidence and assertiveness to make teaching English objectives.

Given the importance of developing speaking skills in English and spoken English skills to reduce anxiety in a speech that affect the behavior of the students speak English as a foreign language. That can attract the attention of students, especially students in higher education and the characteristics of students in higher education. This is the ideal age to cultivate a positive attitude towards learning English. There researchers are interested to develop English speaking skills to reduce nervousness of speaking on the behavior of the students speak English as a foreign language.

2. Objectives

This research has 3 main objectives as follow:

1) To develop the activity drill based on the reciprocal process for anxiety reduction on English speaking performance for the first-year non-English-major undergraduates studying in SakonNakhonRajabhat University, SakonNakhon, Thailand to achieve the efficiency criteria of 75/75.

2) To compare the achievement scores of the pre-speaking with the post-speaking after using the developed activity drill.

3) To identify effects of the implementation of the developed activity drill on the students' English interests. The sampling group consisted of 26 the first-year non-English-major undergraduates studying in SakonNakhonRajabhat University, SakonNakhon, Thailand, 2nd Semester, Academic Year 2013, selected by purposive random sampling.

3. Literature Review

Reciprocal teaching is comprised of four basic strategies: (a) summarize, (b) generate questions, (c) attempt clarification of word meanings or confusing text, and (d) predict what might appear in the next paragraph (Brown & Palincsar, 1989; Palincsar & Brown, 1984, 1986; Palincsar, Ransom, & Derber, 1988). During the early stages of reciprocal teaching, the instructor assumes the major responsibility for instruction by explicitly modeling the four strategies previously stated. After the initial stage in which the teacher has modeled the process, students take turns leading the group dialogue and practicing the strategies on other sections of the text. At that stage, the teacher becomes a mediator who provides guidance and feedback tailored to the needs of the current dialogue leader and his or her respondents (Brown & Palincsar, 1989; Kelly & Moore, 1994; Lubliner, 2001). The teacher gradually diminishes the scaffolding assistance as students begin to assume full control of the four strategies and the responsibilities that are assigned to these strategies. Eventually leading the students to undertake and share the majority of the critical thinking responsibilities of the assignment.

The following four concrete activities could be engaged in by novice learners that stipulate the explicit instruction of comprehension skills. Its design encourages students to increase their responsibility of learning as deemed through Vygotsky's zone of proximal development (Greenway, 2002).

Summarizing is the first step and it provides the opportunity for the students to identify and conceptualize the most important information of the text which can be chunked by sentence, paragraph, or passage. In the early sessions of reciprocal teaching, sentences and paragraphs are generally the focus of a summary but with time and expertise, pages and passages at a time can be examined. Students are asked to simultaneously allocate their attention to the major content of the text and check to see if they have understood it (Palincsar & Brown, 1986).

Questioning reinforces the previous strategy by having the student question each other on the material they just read and summarized. These questions involve critical thinking and the opportunity to think about the answer and think about the text at higher levels that lead to the discussion of relevant information that monitor their own comprehension of the text (Hashey & Connors, 2003). Good readers actively monitor their understanding by questioning and clarifying their comprehension as they read (Myers, 2005).

Clarifying is an activity where students make notes of any words, phrases or concepts in the text that they do not understand. Students shift their attention to the reasons why the text is difficult (i.e., new vocabulary, unclear reference words, and unfamiliar and complex concepts). As a result of this discovery students are taught to take necessary steps to restore meaning by rereading, using vocabulary in context, or asking for help which requires that they engage in critical evaluation as they read (Palincsar & Brown, 1986).

Predicting occurs when the students hypothesize what the author will discuss next in the text. This step monitors their comprehension by using textual clues, background knowledge, picture clues or text structure to make meaning from the text allowing the students the opportunity to confirm or disprove their hypothesis (Goldenberg, 2008; Hashey & Connors, 2003). Predicting is a strategy that helps students learn to set a purpose for reading a text and monitor their comprehension, linking the new knowledge they will encounter within the text with the knowledge that they already possess (Myers, 2005). Making predictions concerning future content of the text involves the student in drawing and testing inferences.

Scovel's (1978) early review on anxiety research revealed the difficulties of defining anxiety and its measurement in empirical research, and concluded that early researchers have suffered from the twin problems of how to define anxiety and of how to consistently apply instruments to measure it. However, about a decade later, Horwitz, Horwitz, & Cope (1986) conducted pioneering research about language learning anxiety using a sample of American university students taking various language courses as a degree requirement, and invented the Foreign Language Classroom Anxiety Scale (FLCAS) which has been widely used.

In Horwitz et al. (1986), it is pointed out that foreign language anxiety should not be simply considered as "fears transferred to foreign language learning. Rather, we need to conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

In this sense, Horwitz et al.'s (1986) research noted that foreign language anxiety should be identified as a conceptually distinct variable, well characterized by uniqueness of dynamic features of language learning in the classroom.

In addition, foreign language anxiety is very unique in that foreign language learners often show the disparity between their "true" self and the more "limited" self, often leading to the implication that foreign language anxiety should be distinguished from other academic anxieties such as mathematics or science.

Related to this suggestion, Horwitz & Young (1991) note that “probably no other field of study implicates self–concept and self–expression to the degree that language study does” (p. 31).

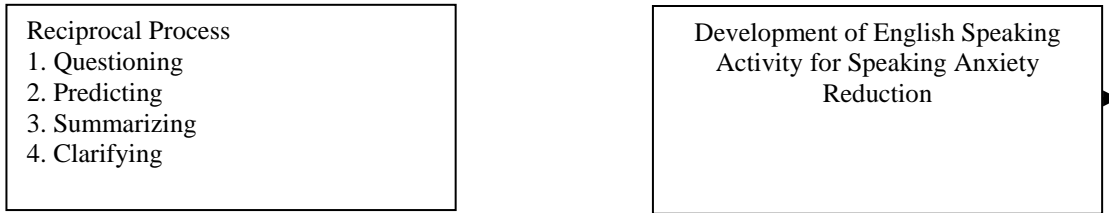


Figure 1 Conceptual Framework of this study

This research aims to develop and evaluate the activities of speaking skills in English, as the reciprocal process. Researchers have defined the concept of a research-based approach to teach speaking in English, as the reciprocal process (Palincsar and Brown, 1984) as follows.

1. Questioning (Questioning).
2. Prediction (Predicting).
3. To conclude (Summarizing)
4. Expand the description (Clarifying).

4. Research Design

This research is for the development and efficiency of activities practice speaking in English based on the reciprocal process for the first-year non-English-major undergraduates, the researchers determined how to do the research.

1. Population
2. The instrument used in the research.
3. The process of creating tools and inspection equipment.
4. Data Collection
5. Data Analysis
6. The statistics used in research.

The sampling group consisted of 26 the first-year non-English-major undergraduates studying in SakonNakhonRajabhat University, SakonNakhon, Thailand, 2nd Semester, Academic Year 2013, selected by purposive random sampling.

The tools used in this research are three types.

1. English speaking activities based on the reciprocal process.
2. Test the skills of speaking English.
3. A measure interest in learning English.

Data Collection

In this study, the researcher conducted the research.

1. Tests of the skills of speaking English.
2. Activities conducted experiments using speaking in English based on the reciprocal process.
3. Observation interest in learning English while performing the activity.
4. After Learning a Skill Test, speaking English. With the same test Tests and test.

With a measure interest in learning English.

Analysis

1. Analysis of the performance of activities practice speaking in English, as the role of the 75/75 interchange.

2. The ability to speak in English of students before and after the experiment. By t test (t-test Dependent Samples).

3. Analysis of the rate of interest in learning English.

In this research, the research process is taught using activities.

Listening and speaking in English, as the exchange process. This research was conducted with the following steps.

1. the ability to listen and speak English sample pre-trial activities, listening and speaking in English, as the exchange process. Using a measure of listening and speaking English. The research generated

2. Prior to teaching each unit of study, the researchers gave students a pretest.

3. Teaching the Plan of Action, listening and speaking in English, as the exchange process.

4. After the learning activities using the skills of listening and speaking in English, as the exchange process. The researchers used a test of listening and speaking skills in English and the original test was designed to measure students' interest in learning English is the student's interests.

5. Result

Section 1 of Data Analysis for the action of speaking in English based on the reciprocal process for students 75/75 basis.

Activities	score			
	Total	\bar{x}	S.D.	%
Activity 1	10	8.15	0.67	81.54
Activity 2	10	8.38	0.64	83.85
Activity 3	10	8.35	0.94	83.46
Activity 4	10	8.35	0.75	83.46
Activity 5	10	8.31	0.68	83.08
Activity 6	10	8.12	0.71	81.15
Activity 7	10	8.15	0.67	81.54
total	70	8.26	0.72	82.58

Table 1. Mean, standard deviation, and the percentage of scores from the test.

Annual Plan at 1-7 after student teaching activities of speaking in English based on the reciprocal process.

Table 1 shows the average score of action of speaking in English based on the reciprocal process, each with more than 80 percent of all plans, the average of the seven plans values of 8.26 and an average of 7 percent to 82.58 plan.

Table 2. Results of analysis of English speaking activities based on the reciprocal process.

the efficiency criteria E_1/E_2		result
E_1	E_2	the efficiency criteria is higher 75/75 than the set
82.58	76.48	

Table 2. The efficiency criteria of the activity drill based on the reciprocal process for anxiety reduction on English speaking performance were 82.58/76.48 which were higher than the set criteria of 75/75.

Section 2 the skill of speaking English

Table 3 the pretest-posttest average score of English speaking skills

Range	N	Total	\bar{x}	S.D.	t
pretest	26	40	24.54	2.53	**16.09
posttest	26	40	31.96	1.59	

Level of significance.01 ($.01df_{34} = 2.457$)

Table 3. The posttest average score of English speaking skills of the students after learning using the development activity was higher than the pretest score at the .01 level of significance.

Section 3 Results of using speaking English activities to the interest in learning English.

Table 4 Mean and standard deviation of the scores on the test of attention in a class of students after using the skills of listening and speaking English activities based on the reciprocal process.

Content	\bar{x}	S.D.	Level of Interest
1. I need time to learn English faster.	4.50	0.51	High
2. I am fun and satisfying to learn English.	4.58	0.50	Highest
3. I like the teachers speak English during teaching activities.	4.54	0.51	Highest
4. I am pleased to participate in teaching activities.	4.42	0.50	High
5. I like to have conversations in English in school hours.	4.73	0.45	Highest
6. I like the activities presented in English in class.	4.50	0.51	High
7. I like to put into practice the lessons learned from the trial on a daily basis.	4.58	0.50	Highest
8. I want to use English to communicate outside the classroom.	4.69	0.47	Highest
9. I wanted to share an exhibition about the English school.	4.62	0.50	Highest
*10. I want to put the time recently when learning English.	4.19	0.57	High
*11. I do not want to do exercises or homework assignments.	4.12	0.52	High
*12. I do not like the teachers speak English during teaching activities.	4.23	0.43	High
*13. I do not want a representative to present their work in English.	4.35	0.63	High
*14. I do not like when a teacher asks a question in the lesson.	4.27	0.53	High
*15. I do not like learning English because there are a lot of words to be translated.	4.19	0.49	High

Content	\bar{x}	S.D.	Level of Interest
*16. I do not like being called on to comment in English classes.	4.46	0.51	High
*17. I did not want to take classes in English.	4.42	0.58	High
*18. I do not like to read or listen to the story in English.	4.54	0.58	Highest
*19. I do not like to talk or answer questions in English in the classroom.	4.62	0.50	Highest
*20. I think that the students dress featuring a conversation or write English manual is difficult to surpass.	4.77	0.43	Highest
Total	4.47	0.51	High

Table 4. The posttest average score of the students after learning using the development activity drill on the students' English interest was at the high level.

6. Discussion and Conclusion

The teaching and learning activities using the skills of listening and speaking in English, as the exchange process. Is an effective way to practice the process skills of listening and speaking English, and strategies to help students practice listening and speaking English more effectively. Help students recognize the importance of listening strategies, and speak English. You can also use the techniques of listening and speaking English, check their understanding both in and outside the classroom. Affect the development of listening and speaking achievement and an interest in learning English.

7. References

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