

Recast on Speaking Ability as Observed from Levels of Anxiety

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Abstract

This research is conducted to investigate recast on speaking ability as observed from levels of anxiety. This research employed quasi-experimental research. The instrument used in the form of the questionnaire and the speaking test. The data were analyzed using SPSS 24. This research aims to examine; whether there is the improvement of the experimental group on the post-test scores; whether there is a difference in students' speaking ability with high and low anxiety. Therefore, between the high and low anxiety of the students have a different speaking ability; whether there is any difference between high and low anxiety through recast and the conventional technique. Thus, between the high and low anxiety of the students have a different significant result; and whether there is any interaction between recast and anxiety. Thus, between the high and low anxiety of the students have no interaction with each other on the recast. This research employed analysis of variance (ANOVA) in this case using two-way ANOVA. The p-value (Sig.) is lower than the level of significance $\alpha=.05$ which means that H_0 is rejected. In other words, there is a difference in speaking ability between recast and the conventional technique.

Keywords: recast, anxiety, and speaking ability

Talking about the idea among the learners, speaking skill has become the first priority to be taught between the four skills since communicative approach implementation has been influential in foreign language learning (Louma, 2004). It is one of the productive skills and the difficult one for EFL learners, the speakers should be fluent and accurate in order to be understood, therefore making speaking more difficult to be acquired. The universal development of English has increased the demand for good communication skills in English. Therefore, the teachers in Indonesia must be able to make students fluent in speaking, so that they can compete with other people.

Foreign language anxiety is recognized as an effective factor in foreign language learning. Aghajani and Amanzadeh (2017) emphasized that anxiety is considered one of

the factors that affect the performance of language learners. Suleimenova (2013) anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. Further, Woodrow (2012) described a research project concerning the conceptualization of second language speaking anxiety, the relationship between anxiety and second language performance, and the major reported causes of second language anxiety. The result proved that second language speaking anxiety to be a significant predictor of oral achievement.

Sheen (2006) also noticed in her study that recasts were most beneficial for anxious students to avoid the embarrassment that may come with having their mistakes pointed out to them. Similarly, Abdi (2010) states that among all the choices of implicit negative feedback, recast seems to be one of the best, especially for those students with a higher level of language proficiency. The teacher's role is giving corrective feedback to the students' exercises and dealing with the students' error. Perdomo (2008) defines that students perform better when they receive recast as negative feedback. In other words, recast has an effect on students' performance.

However, there is some research that state the ineffective of recast and the recast in EFL learners is still controversial among second language researchers, such as Esmaeili (2017) who investigated recasts, and found that they are less capable of eliciting uptake than other metalinguistic feedback. The related of the confusion between the effective and ineffective of the recast in this study is something that has not been done from previous research and requires similar research that should get more attention to the feedback problem. Based on the studies above, there is a serious issue in the preliminary study that needs to investigate.

First, several studies which examine the recast that indicates the benefit of recast in the speaking ability and others stress the lack. The analysis of the data shows that the

students strongly agree that teachers should correct the students' errors when they are speaking in English. Second, based on the previous research, the gap in this research intend to investigate the combined effect of recast with the students' levels of anxiety: high and low anxiety, which the previous studies did not consider that factor. Third, in terms of anxiety in the previous research had been set for overseas learners. In the researcher's opinion, it is necessary to conduct the same case at school residing in Indonesia, especially in senior high school students.

Method

This research is quantitative with a quasi-experimental design. In quasi-experimental research, the researcher distinguishes the classes into experimental and control groups.

The eleventh-grade students of SMA PGRI 2 Banjarmasin in academic year 2018/2019 become the target population of this research. Exactly, there are six classes of the eleventh grade with the total number of 189 students. There are two classes as the target of this study that the researcher takes XI.1 which consist of 30 students and XI.2 consist of 30 students. XI.1 as the experimental group taught by using recast while the XI.2 as the control group taught through the conventional technique.

The instruments used in this study; the test is purposed to measure the students' speaking ability and the questionnaire is to know the levels of the students' anxiety. The process of collecting data in this research was categorized into three phases, namely pre-test, treatment process, and post-test.

The treatment is given to the experimental group and the control group. The experimental group was exposed to the recast technique in teaching speaking. The control group was taught the conventional technique. At the end of the study, the researcher compared the result of the study to investigate four categories in conducting in this

research. Firstly, evaluating the effectiveness of recast and the conventional technique. Second, anxiety on students' speaking ability. Third, figure out a significant difference in the speaking ability among the students with high and low who taught by using recast and conventional technique. Fourth, evaluating the interaction between the use of recast and conventional technique and students' anxiety in speaking ability.

Result

Analysis of the data by using an independent t-test. The statistics in Table 4.1 indicates the mean score of the post-test of the experimental group is 86 and the control group is 83 it shows the difference of the post-test scores in terms of the mean score comparisons between the experimental group and control group.

The post-test result of the experimental group treated by using recast technique and the control group treated by using the conventional technique. The result of the standard deviation of the experimental group was 5,433. and for the control group was 4,287. In addition, the mean difference for both groups was 1,70 point, which the result can be seen on the table, are different in the highest, lowest, and mean scores.

4.1 The Result of the Analysis to Post-test of the Experiment and the Control Groups

Analysis post-test Recast and Conventional		
	Recast	Conventional
Number of student	30	30
Highest score	95	90
Lowest score	70	65
Mean score	85.66	82.83
Standard deviation	5.433	4.287

The data of the speaking ability of the experimental group and control group obtained from post-test are presented here. The data gained in the post-test was computed by using analysis of variance (Two Way ANOVA).

Table 4.4 The Combined Effect of Technique and Levels of Anxiety

Learning Styles	Teaching strategies	Mean	Std. Deviation	N
High	Conventional	85,00	6,283	20
	Recast	87,00	4,216	10
	Total	85,67	5,683	30
Low	Conventional	80,91	3,322	22
	Recast	88,13	4,581	8
	Total	82,83	4,857	30
Total	Conventional	82,86	5,313	42
	Recast	87,50	4,287	18
	Total	84,25	5,433	60

From the table, the mean, standard deviation, and the sample size for each group (Experimental group and Control Group). The mean number of points received in the group for recast with high anxiety is 87.00 and the mean number of points received in the group control with high anxiety is 85.00. The mean number of points received in the group for recast technique with low anxiety is 88.13 and the mean number of points received in the group for conventional technique with low is 80.91 The low anxiety group taught by using recast technique had better score compared with the low anxiety group by using conventional. Besides, the high group taught by using recast technique had better than score compared with the high group by using conventional. It could be concluded that the

good score achieves by the two groups was not only influenced by the technique, that was recast, but also the different anxiety.

Table 4.5The Summary of the Result of the Two Way ANOVA

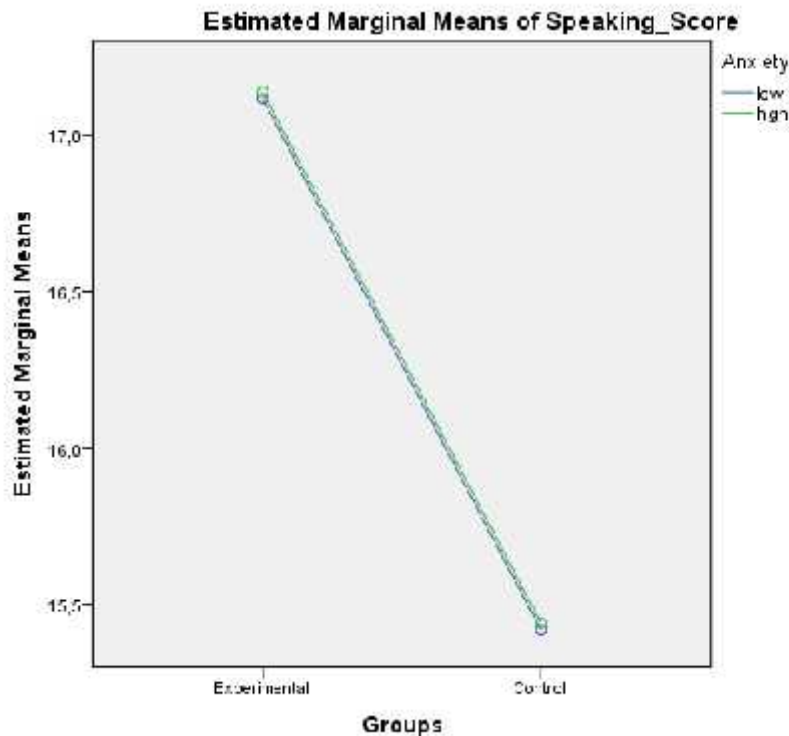
Tests of Between-Subjects Effects					
Dependent Variable:					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	452,557 ^a	3	150,852	6,555	,001
Intercept	362935,252	1	362935,252	15771,3306	,000
Anxiety	27,450	1	27,450	1,193	,279
Teaching technique	265,039	1	265,039	11,517	,001
Speaking Ability-Anxiety	84,897	1	84,897	3,689	,060
Error	1288,693	56	23,012		
Total	427625,000	60			
Corrected Total	1741,250	59			

a. R Squared = ,260 (Adjusted R Squared = ,220)

Based on the statistical computation, F between columns (Group) is 6.555 with the p-value (sig.) is .001, with the level of confidence 95% ($\alpha=.05$), thus, the p-value was smaller than the alpha .05. The result of the analysis rejected the null hypothesis (there is no significant difference in the speaking ability between student taught by using recast and conventional) and accepted the alternative hypothesis (there is a significant difference in the speaking ability between students taught by using recast and conventional technique).

The result of the analysis of the interaction between recast and students' anxiety shows that the F interaction (anxiety) is .655 with the p-value (sig.) is .475. it is greater than the significance level used in this research ($\text{sig.}279>.05$) it mean that the result of the analysis was accepted the null hypothesis (H_{04}) and rejected the alternative hypothesis (H_{I4}). It means that there is no interaction between students taught by using recast and

conventional technique and students' anxiety in speaking ability. The detailed computation of the statistical computation by means Two Way ANOVA.



The result of the analysis of the interaction between recast and students' anxiety shows that the F interaction (Group anxiety) is .060 with a p-value (sig.) is .05. it is greater than the significance level used in this research (sig.060>.05) it can be concluded that the result of the analysis is accepted the null hypothesis (H04) and rejected the alternative hypothesis (H14). It means that there is no interaction between students taught using recast and students' anxiety in speaking. The detail computation of the statistical computation the interaction between technique and anxiety by means Two Way ANOVA is presented in the figure above.

Discussion

Based on the results of the data on the previous chapter that the purposes of this research are to examine the recast on speaking ability as observed from high and low anxiety. As has been stated, this research has four research problems. The first research problem, there is the improvement of the experimental group on the post-test scores. It shows that recast has effectiveness in improving the students' speaking ability, specifically speaking accuracy. The second research problem, the finding shows that there is a difference in students' speaking ability with high and low anxiety. Therefore, between the high and low anxiety of the students have a different speaking ability. The third research problem of this research tried to analyze that there is any difference between high and low anxiety though through recast and the conventional technique. Thus, between the high and low anxiety of the students have a different significant result. The fourth research problem of this research tried to analyze that there is any interaction between recast and anxiety. Thus, between the high and low anxiety of the students have no interaction with each other on the recast.

Research finding in this research support the earlier studies theories about recast technique state by Abdi (2010), Perdomo (2008), Asari (2015) and Villalobos (2010) stated that recast was an effective strategy in helping students to speak and improve awareness in speaking performance. However, the differences between this research and previous research were the speaking aspects, the instrument used and the attribute variable used and the factors (level of anxiety).

It concluded that this study has strength than the previous study. The practically, recast technique had a positive effect on speaking ability, especially in the accuracy, besides this research makes the teachers keep practicing and applying those theories. By using recast technique, it is a great way which helps the teacher to check the students' spoken errors when they are speaking in teaching learning activities.

In the other side, the students also agreed that the teachers should correct the students' speaking errors. The students would be able to speak freely without afraid of being the wrong recast could help student speak what they are thinking or their ideas. According to this study, students can have good skill in speaking ability. In addition, the students on the eleventh grade of SMA PGRI 2 Banjarmasin have good ability in learning speaking.

The pedagogically of this research was found that the recast technique was better than the conventional teaching technique. Since the experimental group was taught by recast and this technique was more effective in improving the students' speaking ability especially in speaking accuracy on the eleventh grade of SMA PGRI 2 Banjarmasin. The students could speak fluently without afraid of being the wrong recast and also could help student speak directly without thinking.

Conclusion

Based on the result of the analysis and discussion, the conclusion of this research shows that students' score in speaking ability taught by using recast technique is better than those are taught by using the conventional technique. The second problem statement was found that there was a difference in the speaking ability of students with high and low anxiety. The significant can be proved from the result of the analysis of independent t-test. The data showed that students with high anxiety were better than low anxiety. Then the third research question was found that there was a difference in the speaking ability of students with high and low anxiety with different learning technique.

However, the fourth research question was found the different result with the third research questions before. The result of the analysis of an interaction between technique and levels of anxiety in speaking ability was not significant. It means that there is no

interaction between the use of recast, the conventional technique and students' anxiety in speaking ability. However, the weakness of this study had found yet the interaction between the recast technique and anxiety.

The researcher hopes that this research will be helpful for the other researchers in future research in a different problem. The researcher hopes, this research can be useful for other researchers especially those who will do the research in speaking. Hopefully, the next researchers can use this research as the additional references but in the other area or other gaps.

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