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The effect of previous understanding on speaking ability of EFL learners

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ABSTRACT: Speaking is essential issue and requesting skill to be learned by learners of English as a foreign language (EFL). Parra led to other language skills, speaking get less attention in second language acquisition, research, and teaching. The present study implied that to determine the effect of previous understanding or topic acquaintance on speaking ability of student. The study was conducted in institute class including ng 12 students, in this study there is just one class available and quasi-experimental performed. First, in three classes, the teacher asked student to speak in the ideal duration of time about topic which students aren't familiar within and their performance as pretest. Then teacher give student topics to work about it before and they can collect data from other source, in this study their previous knowledge activated, over ally, when student search these topics from other source, they can speak easily for longer time and this selected as past tests. This study analyzed through paired- sample t test provide some evidence in order to support positive effect on previous knowledge on speaking ability.

Keywords: pervious knowledge, speaking ability EFL learners, Quasi-experimental design, and paired sample t test.

INTRODUCTION

Speaking is essential issue and requesting skill to be learned by learners of EFL, paralleled to other language skill, speaking get less attention in second language acquit ion, research, and teaching.

In speaking learners to need vocabulary and grammatical structure which is crucial but it isn't enough. Speaking is different from other skill because of short time, in short time learners to need a quick access to all required knowledge for production of good language, although, the other skill have ideal time to match received information with existing knowledge.

Chastain (1988) found that speaking language isn't require just understanding the linguistic elements of language and to develop language skills it's need more than grammatical understanding and vocabulary memorization. The teachers and students have different memorization, needs, expectancy, sensible and intentional outlooks.

These is useful to create course objective for speaking, which to tackle great attention and focus in recent years' (270).

Schmidt-Rinehart(1774) cited in Sadighi and Zare, (2006) the study conducted to determine the effect of topic familiarity on second listening perception. Institute student listen to familiar passage which one of them is about familiar topic and another one about new topic. The passages determined real languages in order to the recordings were from natural speaking of native speaker. The listing perception to evaluate through a native language recall practice procedure, subject was scored from higher on the familiar topic to new one-Schmidt Rinherth determined that pervious knowledge in the form of topic familiarity how's powerful element ion in aiding listening perception.

Othman and Vanathas(2006) conducted a parallel study on topic acquaintance and its effect or listening perception. These students was from different countries and there were 44 student aged 17-22 was under investigation. The study has found the pervious knowledge has significant effect listening perceptions and provided the learners with pervious knowledge as well as systematic knowledge which to advocated by Anderson and Lynch (2000) provide learners with vital information to ease perception of unknown topic. These findings are involved with the request of previous studies performed on the effect of topic

familiarity on listening perception (William & Thomas, 1991 & Schmdt-Rinhert, 1995). The finding showed that listening can be improved by provides correct instructions.

Teachers evaluated their methods and start to recognize that they concentrated on listening process rather than listening test result.

In Iran Sadighi and Zare (2006) and many authors work upon listening perception. The findings of the study showed the experimental group performed better than control group in their listening perception, this is better performance in their listening test and seem s to be the result of background knowledge of the participants in experimental group.

Carlo mango(2008)performed remarkable research on elements of writing. The purpose of this study to examine role of cognitive and effective elements in writing ability. The result implied that person use reading strategic such as understanding the purpose of research.

The role of speaking

In the language learning classes, speaking plays various role the teacher will be aware of these role will be unable to attend to them and speaking is the most important skill to exchange information of culture.

Language classes

The world growing and to become smaller and the people should be aware that people have increasing opportunities to communicate with speakers of other language the speaking is essential skill for performed in order to, the learners have special needs.

The most real life opportunity which teacher demonstrated to student is the practical use of second languages it communicate is using target language as the medium of communication during daily receptive of conducting class. In the class when teachers talk to students with target language and student answer in target language in this way students have real situation speak and express themselves (Chatain, 1988).

Research Question

In the speaking ability of EFL learners impacted by previous knowledge?
The familiarities of topic is important and have effects on speaking ability of EFL learners?

Participant

This study was conducted on one class of institute – and there were 12 students.

Design of data collection

There wasn't control group, a Quasi – experiments desing was used. The treat men which was introduced was, a topic introduced to The learners to next session and the learners can search this topic in another source in these war they gaining a lot of information about topic and can talk for ideal and long an ration. In this way learners become familiar with subject matter, during the discussion teacher observed and evaluated the forticipant's production.

This procedure was implied for 3 sessions and their performance regarded as post tests, i.e, the topic gave to students to work for next missions which and their discussion considered as post tests. In measuring the participants' production, since the emphasis was over communication, considered compete point for every relevant clause or phrases. Over ally, the to tests conducted to evaluate the effect of previous knowledge of EFLlearners on speaking ability.

RESULTS AND DISCUSSION

In order to clarify that treatment was effective or not in improving the participant's speaking ability, two kinds of statistical analyses used. First, the raw scores obtained in the pretests and post test analyzed descriptively. Then inferential statistics were employed to find out whether differences, if any statistically significant.

Table1. The Result of Pretests and Post Tests in Descriptive Way

	Pretests	Posttests
N	12	12
Mean	7.09	11.06
St.Deviation	3.30	2.30
Range	7.5	5.25
Skewness	2.04	2.13

As showed in table 1, the score of mean in pretests 7.09, and the post test way 11.06. Which showed the mean score of the posttests is higher than of the pretests? It is refer to this the increasing in the amount of student's performance may extremely related to the effect of treatment. The pretests standard deviation was 3.30 and posttest was 2.30. the range of posttest was 5.25 and pretests was 7.25. Thus the range and standard deviation the pretests and posttests shower there is much variation among participant's performance in pretest rather than posttests. Over ally, the distribution of these test is positively skewed, it is mean that the more scores are low, and another score very high and that those high score positively. Skew the distribution curve, even though the later was skewed positively and the two score way 2.04 and posttests way 2.13.

In order to determine whether difference among participants mean of these two test is statistically important, a paired samples t test way employed. Table 2 showed paired samples t test and the differences between the mean of these two tests.

Table 2. Paired Sample of T-Test for preened post testes

af	Mean Difference	t	Sig(two-tailed)
11	4.97	-8.82	000
P<0.06		t-critical 2.338	

In the table 2, the t observed (-8.82) it is greater than t-critical (3.338) the degree of freedom was 11. This score showed that differences between two are more important. The participants played better in post tests than pretests and it means they have better performance in speaking production and the result of treatment is great.

This study examined that when student was familiar with the topics or subject matter. They can have more knowledge about topic and they can easily talk in the class. The null hypothesis way rejected. The previous knowledge has important effects on speaking ability but these knowledge should be supported in order to has positive effect on speaking ability. Consequently, the relationship between previous knowledge and when the familiar with topic are important and they can speak and to improve speaking ability.

Conclusion

The findings of this study showed that previous knowledge effect on speaking ability. Learners should be providing with pervious knowledge and with essential information to help learners to talk about unknown topic. In this study topic familiarity is more important to improve speaking about that topic. the pervious knowledge that students bring up with them help learners which should be more successful in speaking task. The students can match new information with what they already know about topic. The teacher can help students to have more linguistic knowledge and the can use new information for practicing and students can provide real- life context to communicate with each other.

Over ally, this study examined the importance of topic familiarity in order to improving speaking ability.

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