Ethiopian Journal of Education Studies
https://journals.hu.edu.et/hu-journals/index.php/ejes/

ISSN(online): 27892875
Volume IV, Issue II
(2024)
Research Original Article

Effect of Explicit Communication Strategy Instruction on EFL Students' Speaking Self-efficacy and Speaking Performance Based on Debate Technique: Grade 11 in Focus

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Abstract

The purpose of this paper was to investigate if explicit communication strategy has any significant effect on EFL Grade 11Students' speaking efficacy and speaking performance based on debate technique. The study used Quasi-experimental research design that employed quantitative research approach with research instruments namely questionnaire and rubric scores. The participants of the study were Grade 11 Natural Science Students at Wallaggaa University Boarding Special Secondary School. The setting and participants were chosen based on purposive sampling technique. The existing two intact classrooms of Grade 11 were assigned to control group (N=35) and experimental group (N=35) using random sampling technique. As to preliminary issues _ for reliability test, Cranach's alpha was considered in both pretest and posttest. for questionnaire ,and Pearson correlation was used for rating scale of rubric score .To this effect an statistical test independent sample t-test ANCOVA and MANOVA were employed and the result on self-efficacy questionnaire was obtained using descriptive statistics (M = 3.2738, SD =0.11356) of the control group and (M =3.3800, SD = 0.25414 of the experimental group) in the post test. Inferentially, the result of the computed t-test was found to be (t (68) = 2.257, p = 0.027). As the P value is < 0.05, there was statistical a significance difference between the two groups, the value of experimental being greater than that of control group in the posttest. of sel-efficacy. In addition, values of aspects of speaking performance were computed as (Lambda (8, 61) = 0.403, p = .000). As p (.000)<the critical cut off point (0.05), statistically a significance difference was observed which could became in coincidence with results obtained from all independent sample t-tests.. Partial Eta squared with value 0.597 (which is almost .600 implies the difference between control group and experimental group to be big. Thus, it was recommended that the intervention of communication strategy instruction be taken into consideration to enhance EFL Special Secondary school students "speaking performance thereby enhancing self-efficacy

Keywords–, Communication strategy/ Effect/Speaking performance/Speaking self-efficacy

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INTRODUCTION

This research sought to investigate the influence of explicit communication strategy instruction on Grade 11 EFLstudents' speaking self-efficacy and speaking performance based on debate technique.In learning English language, speaking is usually considered the core skill. Speaking is actually an activity involving two or more persons in which the speaker and listener react to what they say and hear each other for their communication. In speaking, we tend to get something done, explore ideas, work out some aspects of the world. Speaking is one of the most crucial language skills in our lives. It is the most needed skill in our everyday interactions, and the way we speak reveals our identities and views of the world (Hatipoğlu, 2017b). Speaking performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something.. Students possess certain competence in given areas and that this competence can be measured and assessed by means of the observation of elicited samples of performance called "tests" and "examinations. According to Rudner & Boston (1994); Wiggins (1989) speaking performance uses tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product . Speaking performance requires students to perform a task or generate their own responses. Speaking performance is authentic when it mimics the kind of work needed to be done in a real-world contexts. Speaking performance tasks may require students to make an argument with supporting evidence in English or history or social science. Performance tasks often have more than one acceptable solution or answer and also require students to explain their reasoning .Speaking However ,it is the "most complex and demanding of all human mental operations" (Taylor, 2011s .Despite the fact that it is difficult, it is an important skill that needs to be taught and learned (Richard ,2008) .

One to have good speaking performance , his / her perception, self-efficacy and anxiety might be affected. In support of this Hamouda (2012) reveals that factors such as, self-efficacy, perception and anxietywill have positive or negative influence on students' speaking performance.

1.1 Self-efficacy

In connection with self-efficacy, Bandura (1997) states that.unless people believe they can produce desired effects by their actions , they have little incentive to act .Efficacy belief is ,there fore, a major basis of action. People guide their lives by their beliefs.Bandura (1997) further says that self-efficacy lie at the core of human functioning . It is not enough for a person to possess the requiste knowledge and skills to perform a task; one also

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must have the conviction that s/he can successfully perform the required behvior under difficult circumstances. Effective functioning then requires skills and efficacy beliefs to excute them appropriately (Ibid). Bandura (19860) has mentioned four sources of self belief:

Self-efficacy is explained in the theoretical framework of social cognitive theory by Bandura (1997). Social cognitive theory is based on principle that people are not entirely self-directed,nor do environmental forces primarily control them;rather there is a reciprocal relationship between person,environment and behviour (Bandura,1993)

1.2 Speaking Performance

Speaking performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something.. Students possess certain competence in given areas and that this competence can be measured and assessed by means of the observation of elicited samples of performance called "tests" and "examinations. According to Rudner & Boston (1994) and Wiggins (1989) speaking performance uses tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product . Speaking performance requires students to perform a task or generate their own responses. Speaking performance is authentic when it mimics the kind of work needed to be done in a real-world contexts. Speaking performance tasks may require students to make an argument with supporting evidence in English or history or social science. Performance tasks often have more than one acceptable solution or answer and also require students to explain their reasoning.

In line with the definitions above the researcher stick to debate technique initiating and promoting speaking performance. Congruently with views of Rudner & Boston (1994**) and** Wiggins (1989**) ,**the researcher believes that in a debate presentation while students argue for /against , they practically demonstrate their speaking skill . This in turn helps them to show progress in speaking performance. By the same token, the researcher suggests that communication strategy might be important in order to develop students' speaking self-efficacy that could directly or indirectly be associated with speaking performance

1.3 Communication Strategy

Communication strategy is the way and means we employ when we experience a problem in communication, either because we cannot say what we would like to say or because we cannot understand what is being said to us. The source of the problem could be linguistic (I,e. we lack the necessary knowledge of the language), cultural (i,e. we are not aware of or can't cope with the cultural demands of the situation) or even contextual (Mariani,2010). Communication

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strategy prior to impacting speaking performance might have influence on cognitive factors including speaking self-efficacy. As to the researcher's views communication strategy by bringing a change on students' speaking self-efficacy, then the results seen on this factor can bring progress on speaking performance. When such problems occur, we usually try to cope with the situation by making use of all the means which are available to us: we try to make the best possible use of the (little) language that we know; we use non-linguistic means like gestures; we ask our partner to help us

In fact, there are controversial issues on teachablity of communication strategies. The Pros, argue that teaching CSs is beneficial to the development of strategic competence (Faerch and Kasper,1983; Dornyei ,1995; Dornyei and Thurrell ,1991; Tarone & Yule ,1989; Faucette, 2001; Rabab'ah ,2004 &Maleki 2007;Faerch & Kasper ,1986).

The cons ,on the other hand,have been concerned with the underlying cognitive process, and have found many similarities between L1 and L2 learning. Therefore, they have not been in favor of CS teaching. Bialystok (1990), Kellerman (1991) and Poulisse (1990) are well-known opponents of CS instruction. Poulisse (1990) states that L2 learners do not have to develop a special L2 strategic competence;rather they can transfer their L1 strategic competence instead.

As to concern of theoretical foundation, the current study was grounded on cognitive and social constructivist tenets .According to Doolittle (1999) the essence of constructivism is that learners actively construct their own knowledge and meaning from their experiences. Several sources, like Aljohani (2017), Kouicem and Nachoua (2016), and Kouicem (2020), support this judgment, saying that cognitive and social constructivism theory covers both the individual and societal ways in which students construct knowledge

Cognitive constructivism is associated with information processing and its reliance on the component processes of cognition.. It emphasizes students' active knowledge acquisition as an adaptive process. For cognitive constructivists, learning is the accurate internalization of external structures that exist in the "real" world. The cognitive constructivists, for example, emphasize accurate mental constructions. In this study the concept of speaking self-efficacy is associated with cognitive constructivism. As to Vygotsky (1978)) students construct mental signs, or psychological tools, to represent concepts and relationships, and these tools are used to facilitate "interdental" cognition. Piaget (1977) cited in Abiy (2006) indicated that students

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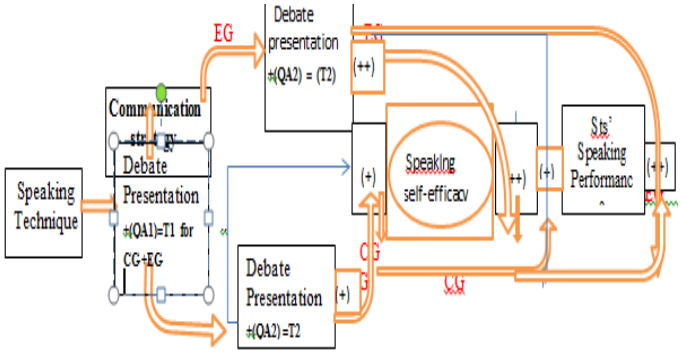
mentally reflect on the use and nature of objects and then construct new knowledge by generalizing, or abstracting, new relationships. In this regard therefore, speaking, self-efficacy is grounded on tenet of cognitive constructivism. For cognitive constructivists, learning is the accurate internalization of external structures that exist in the "real" world.

1.4 Theoretical Framework

The fundamental principle upheld by the theory of social/interactionlist constructivism is twofold. First, individuals learn by actively getting involved in the construction of personal meaning (Williams &Burden, 1997). In the process of language learning including speaking skills, students actively construct knowledge, connect it to their previous experience and make it their own on the basis of their own interpretations. Second, the tenet is founded on the premise that language is social in nature and that language plays a key role in learning. While producing language, students use and learn language as a mediator between their own and other understands of notions or actions. Then, social/internationalist constructivism maintains the belief that knowledge is the result of social interaction and language usage. and learning is a social advancement that involves language, real world situations, and interaction and collaboration among students. The learners are considered to be central in the learning process (Abidin, 2007).

1.5. Conceptual Frame work

Figure 1: Conceptual Frame Work



Prepared by the researcher based on literature & result obtained.

Key:

CG: control group EG: Experimental Group QA1: Question Adminstration 1 QA2: Question Adminstration 2	(+) : Progress in speaking self-efficacy and performance without intervention (++): More Progress in speaking self-efficacy

Literature review and conceptual frame

Review of related literature and conceptual Frame work support and interact with each other, as the latter stems from the former. However, conceptual framework is more specific, appropriate and clearer than literature review in serving as a basis for a given study. As figure

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above attempts to display , the subject of study consists of two groups Control group and Experimental group where by control group Debate presentation and Administration of questionnaire on speaking ,self-efficacy took place for pretest and posttest without intervention and by Experimental group debate presentation and Administration of questionnaire (T2) took place with intervention (communication strategy on the aforementioned dependent variables.. Accordingly, ,control group showed progress during test 2 (T2) in speaking, self-efficacy and speaking performance based on debate, which is designated by(+).Concurrently with this , speaking performance showed progress ,which can similarly ,be designated by (+). On the contrary, the experimental group showed more progress during test 2 (T2) in speaking self-efficacy and speaking performance based on debate, which is designated by(++).Concomitantly with this , speaking performance showed more progress ,which can likewise ,be designated by (+ +). The more progress seen is belived to be due to intervention (Implementation of communication strategy) . To clarify more when Test 1 (T_1) /pretest and Test 2 ($T_{2)}$ posttest are assessed /**t**here could be progress in both Control Group and Experimental Group. However, there could be more progress in Posttest of Experimental Group due to intervention of Explicit Communication Strategy.

This study set out to examine how explicit communication strategy instruction affects EFL Grade 11 student's self-efficacy and their speaking performance at Special Secondary schools. Therefore, it seeks to address/ test the following research hypotheses.

RH_1: There is statistically a significant difference in posttest mean score of speaking self-efficacy between Special Secondary School students of grade 11 who received communication strategy as intervention and those who did not receive the intervention.

$RH_{2.}$:There is statistically a significant difference in posttest mean score of speaking performance based on debate technique between Special Secondary School students of grade 11 who received communication strategy and those who did not receive the intervention .

By proving or disproving these research hypotheses, the study was supposed to add contribution to learning and teaching of English language, particularly to speaking skill.

2. Methods

The study followed a quasi- experimental research design that involved two groups of participants labeled the control group and the experimental group which made possible pretest

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–posttest non-randomized experimental design to take place. Quantitative research approach was employed and the quantitative data were collected by using instruments_ questionnaire to measure the effect of communication strategy on EFL Students' speaking self-efficacy. and rubric score to assess students' speaking performance from view point of aspects _ vocabulary, pronunciation ,grammar, fluency, comprehension ,message delivery, content and organization .

2. 1.Setting and participants

The setting of the study was Wollega University Boarding Special Secondary School found in Nekemt town. Participants of the study were Grade 11 Natural Science Students. The reason for selection of Grade 11 is that the researcher supposed students in the aforesaid grade had more practices and confidence in getting engaged in advanced level of technique of speaking such as debate compared with grade 9 and 10. Grade 12 was also excluded for two reasons. At the time (in the year 2015) pilot study was conducted, Grade 12 was not available in both pilot study. The second reason is that had there been, grade 12, they would have been busy preparing themselves for University entrance exam, particularly during posttest intended to be given.

2.2. Sampling Techniques of the Study

As there are only two Natural science sections, at each grade level (9^{th}, 10^{th} and 11^{th}) ,the existing two sections of grade 11 in the year 2015 second semester became directly subjects of the study. The presence of only Natural Science Stream in this special school is that students are expected to work towards preparing competent students ,who will further their study in Science and Technology in the future. In Grade 11 there were 38 (in section "A") and 37 students (in section ""B") totally 75 students in the aforementioned year and Semester in the school. From the two sections, the respective English teacher and the researcher used a simple random sampling technique to assign the subject of a study into Control group and Experimental group. Accordingly, CG and EG was written with the same size of pieces of paper. Then after, representatives of section "A" and section" B" were invited each to pick up one of the wrapped pieces of paper . Based on this simple random technique, section "A" was found to be control group and section "B" was found to be Experimental group.

2.3. Tools used in the study

In order to obtain data for this study a questionnaire on speaking self-efficacy was

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administered to both control and experimental group as pretest and posttest. A speaking self-efficacy questionnaire scale developed by Oxford (1990) was adapted and used in this study.The Questionnaire contained 12 items concening learners' self-efficacy towards speaking. A four point Lickert scale type with 'Strongly agree', 'Agree,' 'Disagree', and 'Strongly disagree' was used.

2.3.1. Questionnaire

A speaking self-efficacy questionnaire scale developed by Bandura (2006) was adapted and employed in this study. The questionnaire contained 12 items concerning learners' self-efficacy towards speaking which were responded from the options based on four Lickert scale type_' Strongly Agree 'Agree', 'Disagree' and 'Strongly Disagree'. The main aim of administering self-efficacy questionnaire was to investigate the level of students' beliefs in their abilities to perform speaking tasks confidently.

The issues of validity and reliability were considered while making ready for use the adapted questionnaires. Accordingly, from validity aspect, the questionnaire was translated into 'Afaan Oromoo' to avoid the linguistic barrier the students may encounter. To check the appropriateness of the translation, it was also given to two 'Afaan Oromoo 'PhD students for more comments and editions. From reliability point of view, the questionnaire was checked and internal consistency was determined using Cronbach's Alpha coefficient.

2.3.2. Rubric Score /Rating Scales

The rating scale/Rubric score was also adapted and used in accordance with the objectives of study formulated /research hypotheses and literature review .To this effect, the rating scale was adapted from Duncan, Matthew, and Gustav.(2006) .In addition, the researcher adapted rubric scores suggested by Brown (2010).

The development and refinement of rubric /rating scale began with having the items commented on by the researcher's advisor and senior TEFL PhD students . This step helped improve the items in many respects. Initially, the comments were useful to edit /rephrase so that they could easily be understood. Thus, where there was redundancy, repetitions were avoided, and items which were vague were modified.

In assessing speaking performance, performance tests needed to take place. The performance can be concerned with demonstrating process or product (McMillan, 2018). Performance assessment is a task that student demonstrates specific skills. Speaking Performance test

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involves doing rather than just knowing about it.. To assess speaking performance based on debate a checklist of rating scale, or rubrics were needed. Rubrics are better used for scoring in performance assessment ((Lane, 2013).A rubric is a set of logical criteria for students' work that includes a description of levels of performance quality...

Using the rating scale, performance of each and every member in a group was scored by 2 pairs of raters (R1 and Rater 2) ticking (x) under the respective scale rated from 1-5.The raters were earlier informed and assigned where two of them are considered as pair 1 and two others of them as Pair 2. All raters were informed in advance I,e pair 1 to work on the first 18 items, and pair 2 to work on second other 18 items. The engagement of two pairs of raters in rating the rubric scores by sharing aspects of speaking /items work on is to ease the burden of marking/rating provided that the number of items were 36.

2.4. Data Collection Procedures of the Pretest / Posttest)

Seven groups (where each group) consists of five members were formed for both control group and experimental group. These seven groups consist of 7x5= 35 students in each and 70 students in both groups were considered for pretest and posttest assessments. The debate presentation required a group of five members. In control group 7 groups, and in experimental group, too 7 groups were formed. Then, all groups consisting of five members were given following topics which are familiarized to students.

Rural Life is preferable to Urban Life

Knowledge is better than Money

On-line learning is preferable to face-to-face learning

Abortion should be legalized.

Prostitution should not be allowed in our country.

Athletes are better than Doctors.

Being wealthy is better than being healthy.

Export of wheat should resume for the good image of Ethiopia.

To deal with topics assigned, groups that consist of five members were formed where one member acts as chair person, two members arguing for the motion (one being proposer and another being seconder), and two other members arguing against the motion (one being proposer and another being seconder).

After two weeks, a pretest was given for both on debate presentation that was assessed by raters scoring students' speaking performances. Ten minutes after the last debate presentation was over, questionnaire on self-efficacy was

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administered by the researcher and respective teacher to make students elicit their views. The administration of questionnaire took place at different classrooms but at the same time 2:45-2:55 pm for control and experimental groups. Then, communication strategy instruction was given for experimental group. The experimental group learnt 19 types of communication Strategy_ Comprehension Checks Confirmation Checks, Interpretive Summary, Achievement, Guessing Strategies, Code-Switching , The Literal Translation Strategy, Coining Words, Paraphrasing Strategies , Requesting Help for Meaning Transferring Use of General Words, Use of Similar Sound Words , Circumlocution ,Clarification Request, Expressing Non-Understanding, Repairing, a Tendency to Improve Accuracy, Retrieval Strategy, Negotiation of Form, Nothing to Say (Avoidance/Reduction strategy) as an intervention.

Finally both experimental and control groups were given similar related topics to previous ones in conducting post-test where each member in a group has the same share of task as in pretest. The topics given for posttest are as follows.

Farmers are better than Merchants

Abortion should be legalized.

Affirmative actions should not be allowed for girls in our country.

The government should subside the supply of fuel to decrease cost of Life

Computers should replace teachers

Universities should set higher admission criteria for students from private schools

Unitary government is preferable to Federalist government.

The above procedures took place before the intervention and after the intervention. In both pretest and posttest, students were given two weeks to outline, generate and organize their ideas (providing reasons and evidences) that helped them support or oppose the motion by writing first. During this time, they put their ideas on a paper in detail, rehearsed / practiced several times .Degree of their dependence on a paper happened to decrease in accordance with frequency of their practice .and they did it until their degree of their reliance on the paper fell dramatically and until they managed talking orally almost by 90 %. Then, after a week, they presented the debate orally in a class. Only glancing for main idea was possible during debate presentation in the class.

2.5.Methods of Data Analysis

The quantitative data gathered through questionnaires and rubric scores/rating scale were organized and displayed in tables to be analyzed quantitatively through the application

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of Statistical Package for the Social Sciences (SPSS) version 26. Prior to analysis of results, coefficients for reliability testing Cronbach's Alpha and Pearson correlation and Normality assumptions for deciding between Parametric/Non parametric statistics were employed . Then, in order to see the effect of communication strategy on students' speaking, self-efficacy, Independent sample t-tests were employed .Again to see the effect of communication strategy has on speaking performance based on debate technique independent samples t-tests .ANCOVA and MANOVA were used. As speaking performance in this study consists of aspects (vocabulary, pronunciation, grammar ,fluency, comprehension, message delivery, content and organization) value of the speaking performance depends on each constituent /aspect of speaking performance, for each an independent sample-test was employed .Consequently, value of speaking performance is equal to results obtained from all aforementioned aspects. In confirmation, (MANOVA) Multivariate Analysis of Variance) was employed. According to Perry (2005) and Pallant (2016), MANOVA is used when there are sub-dependent variables (like in the context of the study aforesaid aspects) all at the same time. Similarly, Hinton, et al. (2004,) explain that MANOVA is applied to "examine the effect of the independent variable(s) on the composite dependent variables." One-way MANOVA, the experimental and the control groups' means were computed in order to see if there were mean score differences before and after the intervention.

3. Results /Analysis

Prior to conducting the main statistical analysis, reliability tests were checked for questionnaire using **Cronbach's** Alpha Coefficients to examine internal consistency of both control and experimental group their values found to be ≥ 0.7 in both pretest and posttest implying all the items in self-efficacy questionnaire consisting of good internal consistency /strong relationship. Besides, for rubric score, the Pearson correlation coefficients were computed to estimate the strength of the relationship between the scores by two different raters. As the computed Pearson correlation product between Rater 1 and Rater2 were with values ≥ 0.7 for all aspects of speaking performance in the both control and experimental groups, strong relationships could be observed again in both pretest and posttest The results depict that there is a meaningful relationship between the scores on each aspects of speaking Performance. This implies that the rating /scoring of speaking performance of an individual student by two judges is significantly consistent and stable. With regard to homogeneity of rubric scores Levene's Test was considered., with Sig. value > 0.05, suggesting "Equal Variances Assumed "and with Sig. value

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< 0.05 signifying "Equal Variances Not Assumed. In order to check Normality the researcher upon conducting a test of skewness and kurtosis for both the study groups on each aspect of speaking performance, found statistical values of Kurtosis and skweness to be between the required range of -1 and +1 showing the acceptability level .This means that the distribution of scores for each aspect of speaking performance is normal. Cohen et al. (2018) suggest that series of scores that ranging between -1 and +1for both skewness and kurtosis are acceptable and taken for guarantee to conduct inferential statistics assuming that the data are reasonably normally distributed. Thus, accomplishing the pre statistical tests enabled the researcher to conduct the main statistical analysis.

In order to address the research hypotheses:

1. "There is statistically a significant difference in posttest mean score of speaking self-efficacy between Special Secondary School students of grade 11 who received communication strategy as intervention and those who did not receive the intervention."
2. "There is statistically a significant difference in posttest mean score of speaking performance based on debate technique" between Special Secondary School students of grade 11 who received communication strategy and those who did not receive the intervention,"

To test these hypotheses quantitative data were collected and analyzed and the findings for (both pre- and post-test) were indicated. The purpose of this study is to describe how the intervention affected speaking self-efficacy and speaking performance based on debate technique.

Analysis and Results of the Pre-test Questionnaire Using Independent Samples t-tests

Table 1: Analysis and Results on Students' Pretest Speaking Self-efficacy

Independent Samples t-test

Sts'speaking :	Group	N	Mean	SD	t	df	Sig. (2-
Self-efficacy (Pretest)	Control	35	2.7405	0.20688	0 .00	68	1.000
	Experimental	35	2.7405	0 .20688			

*Significant at alpha level 0.05 (2-tailed)

As shown in Table 1 above, an independent samples t-test was computed in comparing mean scores of the control and the experimental groups on students' speaking self-efficacy pretest. Accordingly, (M = 2.7405, SD = 0 .20688) of the control group and (M =2.7405, SD = 0.20688 of the experimental group). The result of the computed t-test was found to be (t(68) =0 .000, p = 1.000). As the P value is > 0.05, there was no statistically a significant difference at all .

Table 2: Analysis and Result of self-efficacy on posttest questionnaire

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Independent Samples t-test

Sts'speakin	Group	N		SD	t	df	Sig.
Self-efficacy (Pretest)	Control	35	3.2738	0 .11356	-2.25	68	0 .027
	Experimental	35	3.3800	0.25414			

*Significant at alpha level 0.05 (2-tailed)

The values in Table 2 above directly addresses the first research hypothesis that is the effect explicit communication strategy has on speaking self-efficacy. To this effect an independent samples *t*-test was computed in comparing mean scores of the control and the experimental groups on students' speaking self-efficacy posttest. Accordingly, (M = 3.2738, SD =0.11356) of the control group and (M =3.3800, SD = 0.25414 of the experimental group). The result of the computed t-test was found to be (t (68) = 2.257, p = 0.027). As the P value is < 0.05, there was statistically a significance difference between the two groups, the value of experimental being greater than that of control group. Thus, the alternative hypothesis was accepted. Thus, the computations of values seen in the above an Independent samples t-test exactly addressed RH_1,"There is statistically a significant difference in posttest mean score of speaking self-efficacy between Special Secondary School students of grade 11 who received communication strategy as intervention and those who did not receive the intervention"

Analysis and Results of the Pre-test Rubric Score

Table 3: Independent Sample t-test on over all Aspects of Speaking Performance (Pretest)

Aspects Speaking	Group	N	Mean	S. D	t	df	Sig. (2-tailed) (P-value)
Vocabulary	Control	35	2.817857	0.236205	2.178	68	0.033
	Experimental	35	2.692857	0.243939			
Prononciation (Pretest)	Control	35	2.722381	0.288277	-0.84	68	0.400
	Experimental	35	2.775238	0.231165			
Grammar (pretest)	Control	35	2.814286	0.288141	1.340	60.97	0.185
	Experimental	35	2.700714	0.410365			
Fluency (Pretest)	Control	35	2.771429	0.287557	0.657	59.77	0.514
	Experimental	35	2.732857	0.194763			
Comprehension (Pretest)	Control	35	2.680000	0.414835	-0.13	68	0.895
	Experimental	35	2.692857	0.394100			
Message Delivery	Control	35	2.826667	0.148074	2.527	68	0.014
	Experimental	35	2.727778	0.177976			
Content (Pretest)	Control	35	2.774286	0.308070	0.158	68	0.875
	Experimental	35	2.762857	0.296137			
Organization (Pretest)	Control	35	2.70000	0.415906	-1.25	68	0.212
		35	2.81429	0.339457			

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In Table 3above, the p-values of six sub dependent variables were found to be > 0.05 indicating that there were no statistically significance differences between control group and Experimental group pretest rubric score of speaking performance except values of two aspects /sub-variables _vocabulary and message delivery with p-value < 0.05 i,e 0 .006 and 0 .000 respectively. In the case of these two aspects/ sub-variables ,the p-value is < the critical cut off point (0.05) thus ascribing to the existence of statistically a significance differences between control group and experimental group. In order to see any confounding variable influencing the relation of independent variable and dependent variable it was kept until ANCOVA was carried out. In any case, the finding to RH2 detects that there was no statistically a significant difference between control group and Experimental group pretest mean scores thus,ascribing to

Table 4 : Independent Sample t-test on over all Rubric Scores (posttest)

Aspects Speaking	Group	N	Mean	S. D	t	df	Sig. (2-tailed)
Prononciation (posttest)	Control	35	3.408143	0.293723	-4.34	68	0.000
		35	3.757429	0.373452			
Grammar (Posttest)	Control	35	3.478571	.235782	-4.49	68	0.000
		35	3.846429	.4223596			
Fluency (Posttest	Control	35	3.431429	.2784109	-4.49	68	0.000
		35	3.715714	.3747100			
Comprehension (Posttest)	Control	35	2.692857	0.393353	-7.24	68	0.000
		35	3.300000	0.301954			
Content (Posttest	Control	35	3.468571	.295825	-2.82	68	0.006
		35	3.691429	.361672			
Organization (Posttest)	Control	35	3.460714	.287246	-7.15	68	0 .000
		35	3.967857	.305198			

In Table 4 above, values obtained from six independent sample tests from rubric scores on aspects of speaking performance are < the critical cut off point (0.05). Thus, it can be safely said that there were statistically significant differences between the experimental and control groups on the post- test t speaking performance between control group and experimental group

As there was a statistically significance difference was observed in pretest of vocabulary and Message Delivery of Speaking Performance , they were not included in the above independent sample t-test. In order to see whether there was confounding variables affecting for the difference obtained in pretest, ANCOVA was used in posttest and the result revealed the existence of a statistically significance difference in the aforementioned aspects /sub –variables.

Table 5:Summary of the Results of the Analysis of ANCOVA on Vocabulary

Dependent Variable

	Type III Sum of	df	Mean	F
Corrected Model	2.732a	2	1.366	10.7
Intercept	8.611	1	8.611	68.0
Pretest	0.129	1	0.129	1.02
Group Level	**2.139**	**1**	**2.139**	**16.9**

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Error	8.478	67	0.127	= .456)	
Total	925.625	70			
Corrected Total	11.211	69			

a. R Squared = .244 (Adjusted R Squared = .221) k

The one-way ANCOVA result in Table 5 above showed that (F (1, 67) = 16.901, p =0.000) or F(1,67= 16.901,p(0.000)< the critical cut off point (0.05).Therefore, there was statistically a significant difference between the two study groups on the dependent variable after the covariate was statistically removed. Thus, it could be inferred the excelling of an experimental group was ascribed to intervention (communication strategy instruction). Any how the partial Eta squared with value of 0.201is small size.

Table 6:Summary of the Results of the Analysis of Covariance (ANCOVA) on Message Delivery

Dependent Variable:

	Type III Sum of					Partial
Corrected	2.134[a]	2	1.06	29.891		0.472
Intercept	5.608	1	5.60	157.07		0.701
Pretest	0.000	1	0.00	0.009		0.000
Group	**1.782**	**1**	**1.78**	**49.915**		**0.427**
Error	2.392		0.03			
Total	921.352					
Corrected	4.526					

a. R Squared = .472 (Adjusted R Squared

As seen from Table 6 above ,the value, is found to be F (1, 67) = 49.915, p = 0.000). *p* =(0.000 which is < conventional cut-off point (0.05).Thus, the value on speaking performance from aspect of Message Delivery indicated that there was statistically a significant difference between the two study groups after controlling the scores on the same variable pre-test administered before the intervention. The overall implication was that the difference between the study groups was due to Communication strategy intervention. The partial Eta squared with value of 0.427 shows moderate effect size of difference.

Analysis and Results of the Posttest Rubric Score

Table 7: Summary of the MANOVA Results on Combined Aspects of Speaking Performance

Effect	**Value**	**F**	**Hypothesis df**	**Error df**
Wilks' Lambd	0 .403	11.284[b]	8.000	61.00

Looking at the Table 7 above the result of each aspect of speaking performance as an independent sample t-tests show are < 0.05 (the critical cut off Point). Again the computations of outputs from MANOVA is (Lambda (8, 61) = .403, p = .000). As p(.000)<the critical cut off point (0.05), a statistically significance

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difference was observed is being in coincidence with results obtained from all independent sample t-tests. Therefore, there was statistically a significance difference between posttest control group and Experimental group. This means that the two groups were at different levels of speaking performance in all aspects. Hence, it could be inferred that the intervention communication strategy improved overall aspects of speaking performance. "There is statistically a significant difference in posttest mean score of speaking performance based on debate technique" between Special Secondary School students of grade 11 who received communication strategy and those who did not receive the intervention," This results of confirmed the hypothesis.

In general results from Table 4,Table 5,Table,Table 6 and Table 7above directly addressed RH2 "There is statistically a significant difference in posttest mean score of speaking performance based on debate technique" between Special Secondary School students of grade 11 who received communication strategy and those who did not receive the intervention,"

4. Discussions

The first research hypothesis was intended to address "There is statistically a significant difference in posttest mean score of speaking self-efficacy between Special Secondary School students of grade 11 who received communication strategy as intervention and those who did not receive the intervention." The results of posttest computed using an independent sample t-test based on data from questionnaire indicated descriptive statistics with mean of experimental group excelling mean of control group, and showed inferential statistics with P value < the alpha level /critical cut off point 0.05 which suggests the existence of statistically a significant difference between control group and experimental group. The surpassing of experimental group result is attributed to the of intervention communication strategy.

The second research hypothesis sought to test "There is statistically a significant difference in posttest mean score of speaking performance based on debate technique" between Special Secondary School students of grade 11 who received communication strategy and those who did not receive the intervention." The results of posttest computed using an independent sample t-test based on data from questionnaire indicated descriptive statistics with mean of experimental group excelling mean of control group. Besides, inferential statistics from independent sample t-tests for each speaking performance aspect is with P value < the alpha level /critical cut off point 0.05. Again the value of P value of speaking performance from aspect of

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vocabulary and M e s s a g e Delivery is < 0.05 indicating the existence of s t a t i s t i c a l l y s ignificant difference between the two studies groups after controlling the scores on the same variable pre-test administered before the intervention. On the top that it suggests the existence of statistically a significant difference between control group and experimental group. The surpassing of experimental group result is attributed to the of intervention communication strategy. In strengthening this, results obtained from MANOVA on combined sub-variables _vocabulary, pronunciation, grammar, fluency, comprehension ,message delivery, content and organization is again with P value < the critical cut off point (0.05) implying the existence of statistically a significance difference between control and experimental group . The as seen in all statistical tests using independent samples t – tests ,ANCOVA and MANOVA P value is < the alpha level of .05. The presence of statistically a significant difference which indicated the experimental group surpassing the control group is due to intervention of communication strategy.

5. Conclusions

The results obtained from data analysis show that the intervention helped the experimental group develop their speaking self-efficacy and speaking performance (with better manifestations of SP aspects indicators like vocabulary, pronunciation grammar, fluency, comprehension, message, content and organization) in comparison to the control group.. Participants in the experimental group were instructed to employ 19 types of communication strategy that help them enhance participants speaking self-efficacy prior to promoting their speaking performance. According to the results obtained the intervention improved students' speaking self-efficacy and speaking performance of the experimental. Therefore, below are the recommendations made by the researcher. To begin with, in order to improve students' speaking self-efficacy and speaking performance, it is imperative that explicit communication strategy instruction need to have a room by EFL teachers, curriculum (syllabus) designers, and material writers. Additionally, in order to delve deeper into the subject, future research will focus on English as a foreign language (EFL) speaking classes of special secondary schools. The study's conclusions can be applied to Grade 11 students attending special Secondary Schools from all around the country since students enrolled in the Special Secondary Schools came from quite comparable EFL learning backgrounds.

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