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

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Abstract	Article Information
The purpose of this paper was to investigate if explicit communication strategy has any significant effect on EFL Grade 11Students' speaking anxiety 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 Gimbi Special Secondary School in Memorial of Artist Hachalu Hundesa. 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. The result of the computed t-test was found to be (t (68) = 5.509, p = 0.000). As the P value is < 0.05, there was statistically a significance difference between the two groups, the value of experimental being less than that of control group. The fact that the mean and standard deviation of experimental group is less than that of control group implies the decrease of speaking anxiety in experimental group denotes the higher performance of speaking. 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 decreasing anxiety in speaking.	 *Corresponding Author: Temesgen Nemera E-mail: temfida@gmail.com

INTRODUCTION

This research sought to investigate the influence of explicit communication strategy instruction on Grade 11 EFL students' speaking anxiety 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, and 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). Development of speaking cannot be separated from Psychological and cognitive features such as students' willingness to speak, perception they have towards of speaking, the confidence/courage they have to speak, worries regarding to speak/speaking anxiety. In other words, the development of verbal skills are related to Psychology and Social (Unalan, 2007).In connection with this students 'speaking anxiety is considered as one factor affecting one's speaking.

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 anxiety, perception, and self-efficacy will have positive or negative influence on students' speaking performance.

Speaking Anxiety

According to Onwwueghbuzie (2004), anxiety is an uncomfortable emotion or mood that affects one's cognition, emotions, and behavior. Foreign language anxiety, according to Beyza (2020), is a unique complex of self-perceptions, beliefs, attitudes, and behaviors connected to language acquisition in the classroom .Speaking a foreign language (FL) in the classroom may have always been problematic due to language anxiety since it puts students in a risky and insecure environment. According to Hashemi (2011), EFL students frequently exhibit insecurity—that is, feeling uneasy, worried, and stressed—when speaking and studying English because it creates a "mental block" that hinders their ability to acquire the language. Low communicative interaction performance in the language learning classroom is caused by language anxiety, which stems from learners' own beliefs during the learning process or after an exam or other form of evaluation (Du, 2009). According to Hashemi (2011), these perceptions are linked to the context of TL communication as well as

other individuals like classmates and professors. According to Tallon (2009), a number of factors and individual differences that impact learners, such as social context, learning style/strategy, cognitive ability, and personality traits, can have an impact on the language learning process and results. An example of anxiety and identity in the English language classroom is provided by Stroud and Wee (2006), who note that a teenage student said he was not accustomed to speaking out loud in front of his friends because he was shy, embarrassed, and afraid of making a mistake. According to Stroud and Wee (2006), this is a sign of competence-based language anxiety. It is assumed that competence-based anxiety is the type of FL anxiety that FL learners experience as a result of their insecure language skills; as a result, they worry about how their teacher and peers will evaluate their TL (Stroud and Wee, 2006).

According to Stroud and Wee, all FL anxiety in L2 classrooms is dependent on competence. According to Beyza (2020), who cites Horwitc (1986), anxiety is also referred to as communication apprehension, which is a form of shyness or nervousness when speaking with others.

Since they have little control over the communication settings in a language class and their performance is likewise limited, those who are typically reluctant to speak in groups are more prone to suffer from this type of dread. An additional form of anxiety is test anxiety. In particular, oral exams may potentially cause anxiety related to oral communication and the test at the same time. The third sort of anxiety is called "fear of negative evaluation," and it can occur not just when taking tests but also in any social situation, including debates and job interviews (Beyza, 2020). Speaking anxiety, according to Na (2007), is likely to prevent speakers from performing speaking in a constructive manner by making them feel disheartened, losing faith in their skills, avoiding class activities, and giving up on learning the skill..

According to Horwtiz (2001), FL anxiety may be the cause of a lack of proficiency in the target language, such as English. Furthermore, in the context of EFL, the main reason why FL learners are silent when studying English is that they haven't had any experience speaking the language (Wu, 2010).

Students with this deficiency When it comes to utilizing English as a communication medium, engagement typically suffers from a lack of confidence in their spoken TL because of language anxiety (Wu, 2010). Classroom language anxiety may result from oral performance and activities. In the FL classroom, verbal activities or presentations in front of the class might cause significant levels of language anxiety, according to Young (1999).

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 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 (Dornyei ,1995; Dornyei &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.

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 sticks 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

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
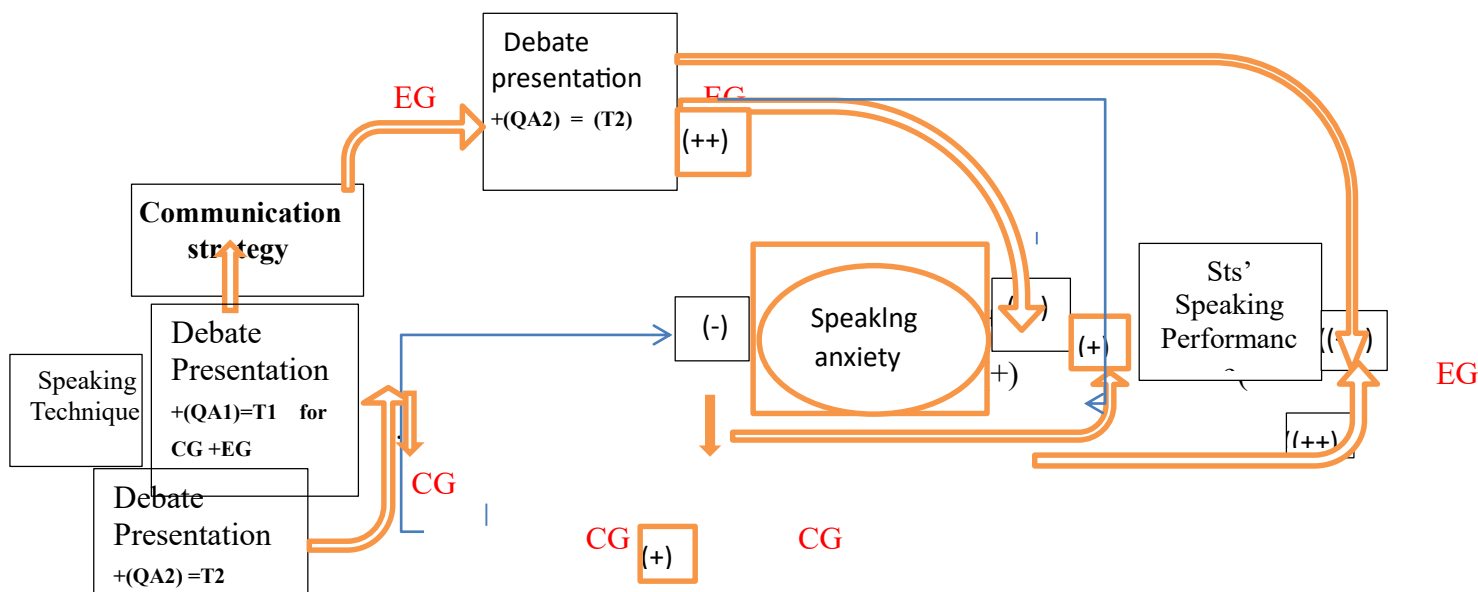
Cognitive constructivism is associated with information processing and its reliance on the component processes of cognition. It emphasizes students' active knowledge acquisition as an adaptive process. For cognitive constructivists, learning is the accurate internalization of external structures that exist in the "real" world. The cognitive constructivists, for example, emphasize accurate mental constructions. In this study the concept of speaking anxiety 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" inter mental" cognition. Piaget (1977) cited in Abiy (2006) indicated that students 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.

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's understanding of notions or actions. Then, social/interactionalist constructivism maintains the belief that knowledge is the result of social interaction and language usage. 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).

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
T1 :Test 1
T2 : Test 2
	(-) : Anxiety reduction without intervention
	(- -) : More anxiety reduction due to intervention
	 (+) : Progress in speaking performance without
	        intervention
	(++): More Progress in speaking performance due
	        to intervention

Literature review and conceptual framework 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 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 anxiety 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 indicated reduction in speaking anxiety, which is designated by (-). Concurrently with this, speaking performance showed progress, which can similarly, be designated by (+). Similarly, the experimental group indicated more reduction in speaking anxiety, which is designated by (- -). Concomitantly with this,

speaking performance showed more progress, which can likewise, be designated by (+ +). The more progress seen is believed 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 /there 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.

Empirical Studies on speaking Anxiety, Speaking Performance and Communication Strategy

English language is taught as a subject starting from elementary schools to tertiary level and is made possible to be medium of instruction from secondary schools to tertiary in Ethiopia. However, as speaking is confined only to classroom, students, and, EFL teachers themselves do not use English to communicate outside the classroom. Rao (2019) states that students face difficulty in speaking English even after graduating from universities. Again, regardless of its importance, learning speaking skill has been skipped. Because of these facts, students' speaking performance appears to be very poor and therefore in such an environment, what the subjects /students are expected to do to improve speaking performance by reducing their speaking anxiety. For the enhancement of different skills of English including speaking, respective strategies available theoretically need to be put into practice / implemented in the classroom This situation requires us to implement strategies and techniques working well in order to improve students language. Accordingly, the effect explicit communication strategy has on EFL students' speaking anxiety and speaking performance, was worth studying.

Taking into account the Ethiopian context, Tekeste (1990) contends that despite English being a medium of instruction from high schools on wards students could not follow their studies in English because their knowledge of English was poor. As a result, after completing high school students are unable to speak and write the target language. Hailom (1993) contends, even the most highly selected students joining the universities have serious problems to communicate in English. In the study conducted by Alamirew (1992) it has been disclosed that the students who succeeded in joining the universities themselves do not seem to be significantly better than those who are in high schools. Gessesse (1999) also says that the English language proficiency of many of the students who come to the universities and colleges is low perhaps because of the poor language background that they bring from the primary and secondary schools. The research findings by the (MoE, 2005) stated that it is a widely held belief that the status of English is low in Ethiopian schools at all levels. Accordingly, the problem is common for all language skills including speaking. Ethiopian students learn English starting from primary to tertiary level to improve their communication skills. EFL students in Ethiopian universities, colleges and schools, are not competent enough in their communication both from perspectives of speaking and writing (Fisher & Swindells, 1998).

Concomitantly with this, the researcher on his experience of teaching at high schools and university has come up with similar problem. On the ground of identification of the poor performance of students' speaking, particularly despite changes made to incorporate and treat all skills equally, the researcher thought _ communication strategy might contribute to students' progress in speaking performance earlier by reducing learners' speaking anxiety.

By the same token the researcher's experience of teaching (when dealing with speaking section of Communicative English Skills at Wollega University Gimbi Campus revealed that students 'speaking

performance was poor and their speaking anxiety seems high. From this, the researcher realized university students' poor speaking performance that is associated to high speaking anxiety and poor speaking performance goes back to the experience they had at Secondary school including Grade 11. Thus, the researcher came to predict that the problem might emanate from the way they were taught at lower grade level /particularly at secondary school.

From this, it is possible to forecast among different variables that can affect speaking anxiety and speaking performance, communication strategy can be one factor. It is believed that language learners can enhance the proficiency of using a language by developing an ability to use specific communication strategies (Nakatani, 2006).

Though there are controversial issues (pros and cons) on teaching of communication strategies, the researcher guesses the teaching of communication strategy might be more useful .That means if teachers and instructors explicitly teach students the possible different communication strategies and help learners use the strategies, the researcher thought that the students might show a decrease in their speaking performance thereby decreasing their speaking anxiety.

This study set out to examine how explicit communication strategy instruction affects EFL Grade 11 students of Special Secondary schools speaking anxiety and their speaking performance. Therefore, it seeks to address the following research hypotheses.

RH_1: There is statistically a significant difference in posttest mean score of speaking anxiety 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 testing these research hypotheses, the study was supposed to add contribution to learning and teaching of English language, particularly to speaking skill.

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

Setting and participants

The setting of the study was Gimbi Special Secondary School in Memorial of Artist Hacalu Hundesa found in West Wollega. 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.

Sampling Techniques of the Study

As there are only two Natural science sections, in grades 9, 10 and 11 but both Natural and Social Science in grade 12 in the year 2016), the existing

two sections of grade 11 in the second semester became directly subjects of the study. The admission 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.

Tools used in the study

In order to obtain data for this study a questionnaire on speaking self-efficacy and a rubric score on speaking performance were administered to both control and experimental group as pretest and posttest.

Questionnaire

A speaking anxiety questionnaire scale developed by Foreign Language Classroom Anxiety (FLCAS) was adapted and used for the purpose of current study. The questionnaire contained 10 items concerning learners' anxiety towards speaking which were responded from the options based on four Lickert scale type_' Strongly Agree 'Agree', 'Disagree' and 'Strongly Disagree'. These questionnaires were administrated to both control and experimental groups before and after the intervention of communication strategy to see the difference of

changes brought following intervention of communication strategy.

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.

Rubric Score /Rating Scales

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 involves doing rather than just knowing about it. To assess speaking performance based on debate technique a checklist of rating scale, or rubrics were needed. Rubrics are better used for scoring in performance assessment ((Lane, 2013).

The rating scale/Rubric score in this study was 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).

Using the rating scale, performance of each and every member in a group presenting a debate 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 ,and as a result to increase reliability. In witness to this, the items were computed using Cronbach's Alpha coefficient and the value was found > 0.7 implying the presence of internal consistency /indicating the existence of strong relationship among questionnaire items

From view point of validity, 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 were redundancy repetitions were avoided, and items which were vague were modified.

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 the 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 speaking anxiety was administered by the researcher and respective teacher to make students elicit their views. The administration of questionnaire took place at different classrooms for both control and experimental group but at the same time 2:45-2:55 pm .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.

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 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 to use Parametric/Non parametric statistics were employed

Then, in order to see the effect of communication strategy on students' speaking, anxiety descriptive statistics (mean score) and Inferential statistics (Independent sample t-tests) were employed .Again to see the effect of communication strategy on speaking performance based on debate technique descriptive statistics (mean score) and inferential statistics (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 t-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.

Results and Discussion
Results

Prior to conducting the main statistical analysis, reliability tests for questionnaire on speaking anxiety were checked using Cronbach's Alpha Coefficients to examine internal consistency of both control and experimental group. Owing to this their values were found to be ≥ 0.7 in both pretest and posttest implying all the items in speaking anxiety questionnaire consisting of good internal consistency /strong relationship. Besides, for rubric score on

speaking performance, 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 stability the could be observed between the two raters in both pretest and posttest The results depict that there is a meaningful relevance 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 steady. With regard to homogeneity of rubric scores Levine's Test was considered. , with Sig. value > 0.05, suggesting "Equal Variances Assumed" and with Sig. value < 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 anxiety 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 anxiety and speaking performance based on debate technique.

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

Table 1
Analysis and Results on Students' Pretest Speaking anxiety Questionnaire
Independent Samples t-test

Sts'speaking :	Group	N	Mean	SD	t	df	Sig. (2-tailed)
Speaking Anxiety(Pretest)	Control	35	2.3429	0 .28001			
	Experimental	35	2.3114	0 .27629	0.473	68	0.638

*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 anxiety pretest. Accordingly, (M = 2.3429, SD = 0 .28001) of the control group and (M = 2.3114, SD = 0 .27629 of the experimental group). The result of the computed t-test was found to be (t(68) = 0.000, p = 0.638). As the P value is > 0.05, there was no statistically a significant difference at all.

Table 2
Analysis and Result of speaking anxiety on posttest questionnaire
Independent Samples t-test

Sts'speaking :	Group	N	Mean	SD	t	df	Sig. (2-tailed)
Speaking Anxiety(Posttest	Control	35	1.8657	0.25889			
	Experimental	35	1.5143	0.27455	5.509	68	0.000

The values in Table 2 above directly addresses the first research hypothesis that is the effect explicit communication strategy has on speaking anxiety. To this effect an independent samples *t*-test was computed in comparing mean scores of the control and the experimental groups on students' speaking anxiety posttest. Accordingly, (M = 1.8657, SD =0.25889) of the control group and (M = 1.5143, SD = 0.27455 of the experimental group). The result of the computed t-test was found to be (t (68) = 5.509, p = 0.000). As the P value is < 0.05, there was statistically a significance difference between the two groups, the value of experimental being less than that of control group. The fact that the mean of experimental group is less than that of control group implies the decrease of speaking anxiety in experimental group, and this denotes the higher performance of speaking. Conversely, the control group shows higher anxiety in speaking which suggests less speaking performance .From this, it is understood a decrease in anxiety leads to higher speaking performance and an increase in anxiety implies lower speaking performance.

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 Performance	Group	N	Mean	S. D	t	df	Sig. (2-tailed (P-value)
Vocabulary	Control	35	2.817857	0.2362056			
	Experimental	35	2.692857	0.2439391	2.178	68	0.033
Pronunciation (Pretest)	Control	35	2.722381	0.2882770			
	Experimental	35	2.775238	0.2311654	-0.846	68	0.400
Grammar (pretest)	Control	35	2.814286	0.288141			
	Experimental	35	2.700714	0.4103659	1.340	60.970	0.185
Fluency (Pretest)	Control	35	2.771429	0.2875571			
	Experimental	35	2.732857	0.1947634	0.657	59.771	0.514
Comprehension (Pretest)	Control	35	2.680000	0.4148352			
	Experimental	35	2.692857	0.3941004	-0.133	68	0.895

Table 3 Continues,

		N			t	df	Sig.
Message Delivery	Control	35	2.826667	0.1480741			
	Experimental	35	2.727778	0.1779768	2.527	68	0.014
Content (Pretest)	Control	35	2.774286	0.3080707			
	Experimental	35	2.762857	0.2961376	0.158	68	0.875
Organization (Pretest)	Control	35	2.70000	0.415906			
	Experimental	35	2.81429	0.339457	-1.259	68	0.212

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 Performance	Group	N	Mean	S. D	t	df	Sig. (2-tailed)
Pronunciation (posttest)	Control	35	3.408143	0.2937238			
	Experimental	35	3.757429	0.3734524	-4.349	68	0.000
Grammar (Posttest)	Control	35	3.478571	0.2357827			
	Experimental	35	3.846429	0.4223596	-4.499	68	0.000
Fluency (Posttest)	Control	35	3.431429	0.2784109			
	Experimental	35	3.715714	0.3747100	-4.499	68	0.000
Comprehension (Posttest)	Control	35	2.692857	0.3933534			
	Experimental	35	3.300000	0.3019544	-7.243	68	0.000
Content (Posttest)	Control	35	3.468571	0.2958253			
	Experimental	35	3.691429	0.3616721	-2.822	68	0.006
Organization (Posttest)	Control	35	3.460714	0.2872464			
	Experimental	35	3.967857	0.3051983	-7.159	68	0 .000

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 statistically a 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 Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2.733[a]	2	1.366	10.798	0.000	0.244
Intercept	8.611	1	8.611	68.048	0.000	0.504
Pretest	0.129	1	0.129	1.021	0.316	0.015
Group Level	2.139	1	2.139	16.901	0.000	0.201
Error	8.478	67	0.127			
Total	925.625	70				
Corrected Total	11.211	69				

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

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 0.201 is small size.

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

Source	Type III Sum Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected	2.134[a]	2	1.067	29.891	0.000	0.472
Intercept	5.608	1	5.608	157.070	0.000	0.701
Pretest	0.000	1	0.000	0.009	0.925	0.000
Group Level	1.782	1	1.782	49.915	0.000	0.427
Error	2.392	67	0.036			

Table 6 Continues,						
Total	921.352	70				
Corrected Total	4.526	69				

a. R Squared = .472 (Adjusted R Squared = .456)

As seen from Table 6 above, the value, is found to b e F (1, 67) = 49.915, p = 0.000). P = (0.000) < 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	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[c]
Wilks' Lambda	0 .403	11.284[b]	8.000	61.000	.000	0.597	90.274	1.000

Looking at the Table 6 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 difference was observed. 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 5Table 6, Table 6 and Table 7 above 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,"

Discussions
The first research hypothesis was   intended to address "There is statistically a significant difference in posttest mean score of speaking anxiety   between Special Secondary School students of grade 11 who received communication strategy as   intervention and those who did not receive the intervention" will be as follows. The results of posttest computed using an independent sample t-test based on data from questionnaire indicated   descriptive statistics with mean of experimental group being less than 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 fact that the mean of experimental group is less than that of control group implies the decrease of speaking anxiety in experimental group, and this denotes the higher performance of speaking. The researcher found, communication strategy prior to impacting speaking performance, has had influence on cognitive factors such as speaking anxiety in impacting speaking performance. Concomitantly with this, Ellis (1994) states communication strategies are the process of how the learners use of the existing knowledge of the L2 to cope with communication difficulties. Commonly learners do not master every item of L2. In line with this, EFL learners including Grade 11 students of Special Secondary Schools, too have limited words, phrases and sentences. The fact that speaking anxiety of experimental group falling as compared with the control group can be concluded that it is due to use of communication strategies. This finding of the study again coincides with what Bialystok (1990) states "the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gaps in our knowledge of a second language". The forms of these gaps can be a word, a structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as communication strategies. Concomitantly with this again overcoming gaps in communication shows reduction of speaking anxiety and promotion of speaking performance. In general, communication strategy as seen in this study helps learner with decreasing speaking anxiety (feeling of fear) which later contributes to improving speaking performance. Conversely, the mean in control group shows higher anxiety in speaking which suggests less speaking performance .From this, it is understood a decrease in anxiety leads to higher speaking performance and an increase in anxiety implies lower speaking performance.

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," will be as follows. 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 vocabulary and Message Delivery is < 0.05 indicating the existence of statistically significant difference between the two studies groups after controlling the scores on the same variable pre-test administered before the intervention. On the top that 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. 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 results as seen in all statistical tests using independent samples t –tests ,ANCOVA and MANOVA their P value is < the alpha level of 0.05. The presence of statistically a significant difference which indicated the dropping mean score of speaking anxiety but surpassing mean score of speaking performance in the experimental group whereas the excelling mean score of speaking anxiety but falling mean score of speaking

performance in the control group is due to intervention of communication strategy.

Conclusions

The results obtained from data analysis show that the intervention helped the experimental group decrease their speaking anxiety and increase speaking performance (with better manifestations of SP aspects indicators like vocabulary, pronunciation grammar, fluency, comprehension ,message delivery, 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 lower participants speaking anxiety prior to promoting their speaking performance. According to the results obtained, the intervention made fall students' speaking anxiety and caused to enhance speaking performance of the experimental group. Therefore, below are the recommendations made by the researcher: To begin with, in order to decrease students' speaking anxiety and to improve 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 researches focusing on English as a foreign language (EFL) speaking classes of special secondary schools are needed. 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

DECLARATION
The authors declare that there are no competing interest.

DATA AVAILABILITY
The data supporting the findings of this study are available from the corresponding author on request.

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