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## Using Mingle Strategy to Improve the Speaking of Preparatory School Students' Achievement

**A B S T R A C T**

Mingle strategy is one of the strategies of speaking that aims to improve speaking skill of students by following many procedures and use one of its types. This study aims at finding out:

- 1- The effect of Mingle Strategy on the achievement of the students in English speaking.
- 2- Whether there is any significant difference between students' achievement at the recognition level and that at production level.
- 3- Whether is any difference among the scale components of oral speaking skill.

These aims have been achieved through verifying the following hypotheses:

1. There is no statistically significant difference between the mean scores of the experimental group's achievement and that of control group in pre- posttest.
2. There is no a statistically significant difference between the mean score of students' achievement at the recognition level and that at the production level.
3. There are no statistically significant differences among the scale components of oral speaking skill in the experimental group achievement in the posttest.

To verify the hypotheses of the study, a sample of sixty students have been randomly selected from the fourth preparatory at Ali- Al- Hadi secondary school and divided into two groups (experimental- control). Both of these groups are equalized in their scores in English language of the previous year, their age and the level of education of their parents. The experimental group has taught by Mingle strategy and the control group has taught without mingle strategy, both of two groups have been taught the same material. The achievement test has constructed into two parts, oral and written. After that posttest has validated, its reliability has gotten, its items analyzed and then administered of the two groups of the study. The data has collected and statically analyzed, the obtained results are as follows:

- 1- The three aspects of speaking, i.e fluency, accuracy, comprehensions, are also improved after using Mingle game strategy.
- 2- There is an improvement in students' speaking in the experimental group when they use ' find what I've written' one type of Mingle strategy .
- 3- Mingle strategy shows an influence in comprehension and the pronunciation components.

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استخدام استراتيجية منكمل لتحسين التحصيل الدراسي لدى طلبة المدارس الإعدادية

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**الخلاصة:**

استراتيجية Mingle هي إحدى استراتيجيات التحدث ، التي تهدف إلى تحسين مهارة التحدث لدى الطلاب من خلال اتباع العديد من الإجراءات واستخدام أحد أنواعها. تهدف هذه الدراسة إلى معرفة:

1- استخدام استراتيجية Mingle في تحصيل تحسين مهارات طلاب اللغة الإنجليزية.  
2- رؤية ما اذا كان هناك اختلاف بين انجاز الطلبة على مستوى الادراك ومستوى الانتاج في الاختبار البعدي

3- الفرق بين مكونات مقياس مهارة التحدث الشفهي.  
وقد تم تحقيق هذه الأهداف من خلال التحقق من الفرضيات التالية:  
1. لا توجد فروق ذات دلالة إحصائية بين متوسط درجات تحصيل المجموعة التجريبية وتحصيل المجموعة الضابطة في الاختبار القبلي.  
2. لا توجد فروق ذات دلالة إحصائية بين متوسط درجات تحصيل الطلاب على مستوى الادراك وتلك على مستوى الإنتاج.  
3. لا توجد فروق ذات دلالة إحصائية بين مكونات مقياس مهارة التحدث في تحصيل المجموعة التجريبية في الاختبار البعدي.

للتحقق من فروض الدراسة تم اختيار عينة عشوائية مكونة من ستين طالباً من الصف الرابع الإعدادي بثانوية علي الهادي وقسموا إلى مجموعتين (تجريبية- ضابطة). كلتا المجموعتين كوفئتا في درجاتهما في اللغة الإنجليزية للعام السابق ، وأعمارهما ومستوى تعليم والديهما.

ودرس المجموعة التجريبية من خلال استراتيجية Mingle بينما درست المجموعة بدون استراتيجية Mingle. وتكون الاختبار التحصيلي من جزأين ، شفهيًا وتحريرا. وبعد التحقق من صحة هذا الاختبار البعدي ، تم الحصول على موثوقيته ، وتحليل عناصره ثم إدارته لمجموعتي الدراسة. تم جمع البيانات وتحليلها بشكل ثابت ، والنتائج التي تم الحصول عليها هي كما يلي:

1- تم تحسين الجوانب الثلاثة للتحدث ، وهي الطلاقة والدقة والفهم ، بعد استخدام استراتيجية Mingle.

2- هناك تحسن في التحدث عند طلاب المجموعة التجريبية عندما يستخدمون نوعاً واحداً من استراتيجية Mingle "اعثر على ما كتبته".

3- استراتيجية Mingle تظهر تأثيراً في الفهم ومكونات النطق.  
أخيراً، بناءً على النتائج التي تم الحصول عليها ، تم طرح عدد من الاستنتاجات والتوصيات والاقتراحات

## **Introduction**

### **1.1 Statement of the Problem**

English language is a means of international communication, cannot forget their importance in this globalization period.

Speaking is an oral communication done by a person with other persons to say something. It is a key for communication among people in everywhere in their daily life to share information, express their ideas, thoughts or opinions. (Maulidar, et al , 2019: 80,83)

Harmer (2001: 269) defines speaking as the ability to speak fluently and process information and language on the spot.

Nunan (1989: 32) states that successful oral communication involves the ability to articulate phonological features of the language comprehensibly, an acceptable degree of fluency, transactional and interpersonal skills, skills in management of interaction, skills in negotiating meaning and using appropriate conversational formulae and fillers.

Teaching speaking is an important part in language learning process, this is a serious, prominent part of second language learning and teaching.

It is not an easy task to achieve because there are many difficulties that face the teachers in conducting teaching speaking. English as a foreign language, speaking seems more difficult than the other skills, it means that the students should study hard and practice more in order to speak fluently (Nitasari, 2017:2).

Mingle is an important strategy to follow to improve the ability of speaking . Mingle according to Oxford dictionary means to mix. The word ‘mingle’ when associated with human daily activity means to mix up socially. In the learning process, ‘mingle’ is defined as students’ collective action to achieve a social purpose (Irdmurni,etal 2018: 168).

Using mingle strategy makes students got the chance to say what they really thought about something, what they want to say to discuss a topic in depth and express their feelings and their opinions.

Base on the definition of Mingle, this study aims to use this strategy as the new strategy to increase speaking ability of the students in fourth preparatory stage of Ali Al- Hadi Secondary school.

## **1.2 Aims of the study**

This study aims at finding out:

- 1-The effect of Mingle Strategy on the achievement of the students in English speaking.
- 2-Whether there is any significant difference between students' achievement at the recognition level and that at production level.
- 3-Whether there is any difference among the scale components of oral speaking skill.

## **1.3 Hypotheses of the study**

The aims of the study are supposed to be achieved through verifying the following hypotheses

- 1-There is no statistically significant difference between the mean scores of the experimental group's achievement and that of control group in pre- posttest.
- 2-There is no a statistically significant difference between the mean score of students' achievement at the recognition level and that at the production level.
- 3-There are no statistically significant differences among the scale components of oral speaking skill in the experimental group achievement in the posttest.

## **1.4 Value of the study**

The researcher hopes that this study is beneficial to:

- 1- curriculum designer and education policy makers to improve speaking skill by adding more specialized activities of speaking.
- 2- teachers of English language to have a better view of new strategies in teaching English and how can practice them in class.
- 3- EFL students by focusing on practicing the language out of the class and in their daily life to improve their speaking skill.

## **1.5 Limits of study**

This study is limited to:

- 1- The fourth preparatory EFL school students at Ali- Alhadi, Samarra' city during the academic year 2019- 2020.
- 2- The book, English for Iraq for Fourth Preparatory school in Iraq.

## **1.6 Definitions of Basic terms**

### **1.6.1 Mingle**

- Mingle is a strategy in which students move around and talk to each other to get some information needed (Samsuli, 2001:34).
  - According to (Darmayenti and Nofiadri, 2015: 23) Mingle is designed to be a communicative model in teaching speaking skill in order to explore students' speaking skill.
  - Pollard and Hess (1997:29) state that Mingle is a strategy or technique in which students stand up and circulate with one another to talk about various topics.
- Operational definition:** mingle is one of the strategies that is specialized to improve speaking skill.

### 1.6.2 Achievement

- Tinambunan (1988: 149) defines it as the students' grasp of somebody of acknowledge or proficiency in certain skills.
- Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experience.
- It means "the accomplishment or a result gained by effort and is the quality of a student's work" (Webster, 2005: 10).

**Operational definition:** achievement is the students' scores appearing in the posttest.

## Chapter Two

### 2.1 Theoretical Background

#### 2.1.1 The Concept of speaking:

According to Nunan, (2003 :48) speaking is the ability to convey meaning, expressing or exchange thoughts by using words that have to be pronounced. He adds that speaking is a productive oral skill which it consists of producing systematic verbal sentences to convey meaning.

While, Irawati (2003: 7) states that 'speaking is one of central elements of communication of an interactive process in which an individual alternately takes the rules of speakers and listeners used to communicate information, ideas, and emotion to other using oral language'.

Nitasari, (2017: 8) says that speaking usually consists of two persons or more using language for communication transactional purposes. It means that speaking is an oral communication achieved if there are two or more persons in one communication area, speaking involves the speaker and the listener, they interact to understand each other and to convey something between them.

Chaney (1998: 13) defines speaking as 'the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.'

### **2.1.2 The features of speaking:**

Through the interaction that people are involved in, some features appear in the speaking process. According to Richards and Renandya (2002), there are many features or components of speaking such as grammar, vocabulary, pronunciation and fluency:

#### **a. Grammar:**

In general, grammar is defined as the whole system of language, consisting of syntax, semantics, and morphology.

Brown (2001: 218) remarks that grammar is ‘ the system of rules governing the conventional arrangement and relationship or -words in a sentence ‘.

Harmer (2002 :45) sees that grammar is the picture that reflects the way in which words are able to change their forms and it can be combined to make sentences. So, it is important to use the rules of language correctly. To master grammar well, it will help the students to be fluent during speaking.

#### **b. Vocabulary:-**

Vocabulary refers that it is the all the language and words either used or understood by a person and group of people so, the words used in a language, phrases, clauses and sentences are built up by vocabulary. In short, vocabulary is the basic of any language because without we cannot communicate effectively or express our ideas in both oral and written form. (Wilkins, 1983:82)

Finally, we can say that vocabulary is the total number of words that are needed to communicate and express our ideas and the speaker’ meaning. For the sake of that vocabulary is very important to learn.

#### **c. Pronunciation**

Pourhose in Gilakjani,( 2016:43) defined pronunciation as “the production of English sounds, pronunciation is learnt by repeating sounds and correctly them when produced inaccurately. When students start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.”

Production is the accurate way of pronouncing words in accepted way. (Otlowski, 1998:21)

Richards & Renandya (2002: 205), states that pronunciation is the definite uttering of individual speech sounds such as stress and rhythm, intonation, pitch variation, and volume. In other hand, they point out that pronunciation includes the role of segmental phonemes which consists of sound segments, vowels,

consonants and semivowel sounds of a language, as well as supra segmental features like stress, rhythm and intonation.

#### **d. Fluency**

According to Brown (2001: 268) points out that fluency is the ability to speak fluently and naturally without any hesitation or pauses to think or confusing the idea.

Fluency is a feature that influences the students' ability in speaking English. The function of the teacher is to guide the students to master the language and consequently to be fluent in speaking. So, the students can speak spontaneously without pauses and convey the intended meaning by using a right language or a range of many expressions.

#### **e. Comprehension**

Comprehension refers to 'the mental processes by which listeners take in the sounds uttered by speaker and use them to construct an interpretation of what the speaker intended to convey ' (Clark and Clark,1977:43).

#### **2.1.3-Teaching Speaking**

In general, behind learning a language there is an aim, the most important one is to communicate feelings, ideas etc. with others. Therefore, speaking fluently is one of the important parts in teaching learning. If language 'is a means of communication' then speaking is a means to transfer ideas , messages, thoughts, emotions and everything that a person needs (Harmer, 2007: 345- 348).

What is meant by 'teaching speaking', as mentioned by (Nunan, 2003:63), is to teach ESL students to:

- Produce the English speech sound and sound patterns.
- Use words and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate word and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking in the classroom does not have the priority, because there are many reasons such as the higher status of written language, teaching to the

test (of written language) and teaching text book (which emphasize on written language). So, Harmer (2007: 345- 348) gives some important points related to the teaching of speaking. He adds some useful ways to minimize the student's reluctance in speaking activities because they have reluctance to speak and to take part in the teaching learning activity.

1- Preparation: means letting students to think in their mind about what they will speak, or it means letting try speaking by dialogues before they do anything more public.

2- Big groups/ Small groups

Here, students have the opportunity to speak in a big or small group.

3- The value of repetition

Along the students to agree on what they did before by giving them a chance to analyse what they have done, and getting them to draft and redraft their writing.

4- Mandatory Participation:

Allowing the students to participate in a task evenly, without knowing who gets the turn first, and who gets the next. (ibid).

#### **2.1.4-Difficulties in teaching speaking for EFL students**

Harmer (2001:54) and Ur (2000:31) State that many difficulties that the students faced when they speak English language. These difficulties due to:

##### **1- Lack of interest in the subject**

Most of students in foreign language classroom stay silent because there is no information about a topic or they do not interest in. Furthermore, the common use of second language students when they are imposed to participate in such a topic is 'I do not know', 'no comment', 'I have nothing to talk about'.

##### **2- Poor Listening Practice**

Listening skill plays major rule in the interaction between two people or more. Students may reflect themselves in the foreign language in a dialogue, but the students do not realize all the elements in the message in order to be able to share them in the discussion. (ibid).

##### **3- Deficient vocabulary**



Most of the students find difficulties in using the appropriate or suitable words when they express their thoughts, so they use simple words because they have a lack of vocabulary. In this case the teacher must be aware of this factor and help them to overcome these difficulties when they speak by memorizing a lot of vocabularies.

#### **4- Mother tongue use**

Students of foreign language tend to use their mother tongue inside and outside the classroom because it is easy and comfortable to them.

#### **5- Lack of self-confidence and fear of making mistakes**

Usually students prefer to be silent in the classroom because they fear of mistakes or afraid of criticism by teachers or classmates. Students' mistakes must be corrected in a gentle manner so as not to deter the students to speak.

#### **6- Low uneven participation**

In general, students in the classroom are divided to several divisions, some of them take the main role in speaking, another one do not speak only if they ensure that their speech is correct. And some others keep silent. Students' participation and lack of it is up to the role of the teacher.

The teacher should play different roles in the classroom. There are three roles of the teacher in order to make his students speak fluently.

##### **a- Prompter:**

The teacher should help her/ his students to speak when they confused or lose their ideas. Sometimes, the best option is that the teacher leaves them argue among them and the teacher can give them discrete suggestions to help them.

##### **b- Participant:**

The teacher can participate in discussions of the students in order to give them new information and enhance their ideas. So, in this class he will create the activity along in the class.

##### **c- Feedback provider:**

The teacher should be intelligent and know when and how to give the students feedback when they speak because the excessive correction may frustrate them and minimize the communicativeness.

### **2.1.5-The Model of the Study**

#### **2.1.5.1 The Concept of Mingle Strategy**

First of all, the word mingle means to bring or to mix together or with something else usually without fundamental loss of identity. (Merriam. Webster. Com.)

Mingle which proposed firstly by Pollard and Hess (1997) can be modified into a new model for teaching speaking skill. Formerly, it is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics (talking cocktail party style). (Pollard and Hess, 1997: 29).

Case, (2008:122) defines mingle activity as “one of the most popular TETL strategies. They are good to get students up and move around and ask questions to match people to inform that they have given, so that they loosens their inhibitions and wakes them up.

Besides, (Yates,2008 in Khoriyah, 2019: 20) defines mingle strategy as an activity in which students move around and talk to each other to get information needed. According to Houston (2012: 1) “mingle is a short activity where students walk around the classroom and talk to each other.”

#### **2.1.5.2 Kinds of Mingle strategy Activities**

Houston (2012:33) defined the kinds of Mingle strategy activity, namely:-

a- ‘find someone who’

This activity gives students a chance to search about information is written on paper that is given by the teacher until they find someone who have the same information. For example, student receive a note with 10 sentences such as find someone who likes noodle. After that students walk around asking question ‘do you like noodle ?’ when a student gets the correct answer ‘yes, I like noodle’ he or she writes the name next to the sentence, then starts working on the next item.

b- ‘complements’

In this activity, the teacher cooperate with students to think of things that a student or any person could be complemented on, like hair, clothes, personality, ideas, etc. Then student praises for someone in English like ‘you have a beautiful smile!, I like your eyes, you are very intelligent’.

c- ‘role play’

This activity the students take a role play situation such as a cocktail party or two good friends who haven’t seen each other, then, the students choose a few

students then he or she to tell them what they might say in this situation. Then they mingle doing a brief role play each time.

d- 'learning names'

This activity is to practice usual expressions such as 'what's your name?', 'nice to meet you'. 'how do I spell that?' or 'could you say that again?' also, the teacher can demonstrate a proper handshake. After the Mingle, the teacher can quiz them on names.

e- 'guess the answer'

The teacher asks each student to think of an answer to a personal question. The question should not be easy to guess. During the Mingle, a student says the answer e.g. (number 8 or The Hunger Activity) and challenges the students to guess the question that suits with each answer, e.g. (What's your shoe size? What's my favourite book?). student gives three chances with each question to other students before he or she saying the question.

f- 'personal question'

This activity is to ask students to constituent a question they want to ask some of their classmate. A teacher can help students by giving them the beginning of question such as, Can you ....? Do you like....? Have you ever....? Then, get them to Mingle, asking and answering questions as they move. Then get student to exchange questions with the other students each time, so that they are learning and using new questions in each interaction.

g- 'review'

In this kind, students take a word or phrase from the teaching material of course book that they would like that they want to keep to their memory. Then, they practice saying it many times to themselves to memorize them and then mingle sharing their some phrases with others then they share these words or ideas with others.

Those are seven varieties or kinds of activities such as: find someone who, complements, role play, learning names, guess the answer, personal question, review.

### **2.1.5.3 The Procedures of Mingle Strategy**

The model of the study is Mingle Strategy :

Mingle strategy is an activity that can be used in the classroom to make students have more enjoy in learning English language.

In order to be a successful conductor of Mingle strategy, you need to do some preparations. Houston (2012 :33) describes that there are some procedures you should follow them when you want to do Mingle activity, namely:

### **1. Before Mingle**

1-The teachers have to finish everything they need before they start the activity like the teaching material, media, paper or worksheet that students need it.

2-Mange the furniture of the classroom such as, the number of desks and students, if there are a lot of desks the teacher have to move them to one side of the classroom or even outside the classroom.

3-The teacher also plan how they introduce the activity to the students. The teacher may give them the basic rules of the activity especially if they have never done one before.

4-The teacher can provide the rules to the students in their first language.

The basic rules of Mingle activity:

- a- Walk around until you find someone to talk with.
- b- Speak English language to do activity.
- c- When you are finished, move and find another student.
- d- Move around freely. Don't walk behind other students.
- e- Try to speak with shy students.
- f- Talk to many students as you can (ibid).

### **2. “During the mingle”**

1- Student join in the mingle activity. This gives students an opportunity to know the activity well, and provides them with another proof of the activity.

2- The teacher stays ready and active, looking for if there are things that are not going properly. He walks around and encourages students to talk to each other, if the mingle is becoming a muddle, the teacher gets the students' attention and explain again.

3- When students' enthusiasm begins to vanish, teacher can end the mingle. (ibid).

### **3. “After the Mingle”**

1- When the mingle is finished, the teacher gives a report and feedback phase to give a sense to the students that a mingle is over.

2- For the report stage, the teacher call several students to talk in front of the class what they did in the mingle activity. When a student tells the class

something that another student told him or her, “also tells the class about something funny or interesting that he or she heard.

3- For the feedback phase, the teacher tells the class about the atmosphere of the class when students are doing the activity of the mingle. Teacher mentions some problems that he noticed in the activity, but he avoids presenting it as negative points to the students. In order not to hinder their learning process (ibid).

## **Chapter three**

### **3. 1 The Experimental Design**

Experimental design is the " blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about the relationship between independent and dependent variables."(Best and Khan, 2006:177). The researcher has adopted the non- randomized pretest/ posttest in order to fulfil the aims of the study and verify of the hypothesis. The researcher used variables groups, one class as a control class and another class as an experimental one.

In this design, the pretest has been given before the teacher gives them the independent variables and the posttest has given after the teacher gives them the independent variables. Only the experimental group received the independent variable (mingle strategy). At the end of the experiment, the two groups are tested and their scores are compared to determine the effect of the independent variable.

### **3.2 Population and Sample of the Study**

Lebreton et al. (1992:25) defined population as “ a group of individuals of the same species living and interbreeding within a given area”.

The term Sample means a proportion of persons that is chose to be observed and analysed so that the result can be generalised for the whole population (Hayes and Stratton, 2013: 244).

The target population of this study is Iraqi EFL fourth grade preparatory school students for the academic year 2019- 2020, in Samarra city, Salah Ad-Deen Province.

The total number of population is 400. The sample has been chosen randomly by the researcher from, (Ali Al- Hadi Preparatory School for Girls in

Samarra’). Two sections (A and B) have been randomly chosen as the study sample, section (A) as a control group and (B) as an experimental one, whose number is (89). Section (A) consists of (44) students, section (B) consists of (45) students .(10) students are excluded from section A and (10) students are excluded from section B to the purpose of pilot study ,so (30) students have been selected from section (A) as a control group and (30) students have been selected from section (B) as an experimental one. The total number of the involved sample is (60).

### **3.3 Lesson plan of the Experimental Group**

Date: Wednesday, November 20<sup>th</sup> 2019.

Class and Section: Fourth Preparatory (B)

Topic: Denise’s Story (unit two, lesson five)

Aim: to improve speaking skill, and also focus on other skills.

Steps of presenting the lesson plan:

Procedures elaborated by Houston (2012)

- 1- Before the Mingle strategy, arrange the class, divide them to small groups and plan how to present the activity to students.
- Look at the picture, ask students what do you think is happening? And what the girl is doing.
- One of students stands in front of the class and walk freely and give her opinion about pictures after he finishes, he chooses another student to complete the activity by giving also her opinion and so on.
- Walk around students and give them instructions and encourage them to talk to each other.
- I have used one of Mingle strategies types that is “Find what I’ve written.” Applying it by making each student writes her predictions about what the story is going to be in sheet of paper, then put all of the slips in one place. Some of students stand up and race to find the students who wrote those things.
- At the end of lesson. The students listen to Denise’s story and check their predictions.
- In each lesson I explain, beside speaking, other skills that are related to the lesson.
- Assign homework from Activity book.

### **3.4 Lesson plan of Control Group**

Date: Wednesday, November 20<sup>th</sup> 2019.

Class and Section: Fourth Preparatory (B)

Topic: Denise's Story (unit two, lesson five)

Aim: to improve speaking skill, and also focus on other skills.

Steps of presenting the lesson plan:

- Ask students to look at the pictures and get the students to talk about what they can see and what the girl is doing.
- Ask students to predicate what the story is going to be about.
- Write some of their ideas on the board but do not confirm predictions yet.
- Teach them new vocabulary.
- Ask questions about story to revise the linking words like (so, because, and, or)
- Assign homework from Activity Book.

### **3.5 Construction of the Achievement Test**

An Achievement Test has been constructed in terms of the content and behavioral objectives of the Instructional material. The posttest consists of two sub- test written and oral .The written test has two questions and distributed to the following:

- The first question consists of six items and is given thirty marks, it means each item takes five marks. It is about reorder the dialogue. The second question consists of four items and is given twenty marks, it means each item takes five marks. It is about sounds.

While the Oral Test consists of three parts, they are as follow:

#### **Part One/ Speaking Fluency**

Ask students to speak about an occasion in their life such as (engagement, celebration of new baby, graduation etc...). It has fifteen mark.

**Part Two/ Speaking Fluency and Accuracy (interview).** This part consists of four sections, each section has four questions. This part has twenty marks. Ask each student one question from each section in order to talk about.

#### **Part Three/ Speaking**

I prepared a group of photos and each students choose one photo to talk about and give description to that photo. These photos about (family, similarities between two pictures or differences about two pictures too and celebrities) or (Archaeological sites). I ask her to talk about this site and so on.

### **3.6 -The Validity of the Test**

Validity explains how well the collected data covers the actual area of investigation (Ghauri and , 2005:65). Validity basically means “measure what is intended to be measured” (Field, 2005:33). There are many types of validity, the two most important types are face validity and content validity.

Content Validity shows that content of a test is representative sample of the domain that is to be tested (Fulcher, Davidson, 2007: 6)

Face validity ‘is the most basic kind of validity it is a judgment by the scientific community that the indicator really measure the construct’ (Riazi, 1999:96)

### **3.7 - Pilot Administration of the test**

Pilot study can be defined as one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study(Lancaster, 2002:307-12)

Pilot study has some purposes such as:

- 1- To get information about the relation of the testees and if the materials are suitable or effective to the testees.
- 2- To identify the problems or deficiency on the basis of item analysis, in the test itself and in the administrative procedures. (Mousavi, 1999:284-285).

### **3.8-Analysis of the Test Items**

Item analysis involves the analysis of examinees’ responses to a test items to determine two important features: difficulty level and the discrimination power, as follows

#### **3.8.1-Difficulty level**

The difficulty is defined as the ratio of the students who answered each item correctly (Rosas, 2000:3).

Item difficulty refers to the degree to which an item seems to be difficult or easy for a number of tests. It reflects percentage of students who answer the item properly. The most appropriate test will have item difficulty that ranges from (0.20) to (0.80) .(Ebel, 1972 , 200).

##### **3.8.1.1-Difficulty of Written part**

The difficulty level of the items of the written posttest in the current study of question one is (0.33) and the difficulty level of question two is (0.76).

##### **3.8.1.2- Difficulty of Oral part**

The difficulty level of Fluency is (0.27)

The difficulty level of Grammar is (0.38)



The difficulty level of Pronunciation is (0.33)

The difficulty level of Comprehension is (0.62)

### **3.8.2-Discrimination Power**

(Arikunto, 2006:211) defined discrimination power as the ability of a test to separate master students and non-master students.

Ebel (1970:202) clarified that the reliability of each item should have been within the average of (0.30%) to (0.70%) in order to be acceptable.

#### **3.8.2.1- Discrimination power of Written part**

Discrimination power of written part for question one is (0.53).

Discrimination power of written part for question two is (0.42).

#### **3.8.2.2- Discrimination power of Oral part**

Discrimination power of Fluency is (0.53)

Discrimination power of Pronunciation is (0.33)

Discrimination power of Grammar is (0.46)

Discrimination power of Comprehension is (0.52)

## **Chapter Four**

### **Analysis of Data and Discussion of Results**

#### **4.1 Comparison between the Achievements of the Experimental Group and that of the Control Group in the posttest.**

To find out whether there is any significant differences between the mean scores of the experimental group and that of the Control group in the posttest. The results show that the mean scores of the experimental group is (62.9400) and that of the Control group is (42.5700).

By using the t- test formula for two independent samples, the Tabulated T-value is found to be (2) while the computed T –value is found to be (3.61) at the degree of freedom (29) and the level of the significance is (0.05) as shown in Table (4.1)

**Table (4.1)**

**The Mean, Standard Deviation, and T- Value for the Experimental Group in Pre and Posttest**

| Grou<br>ps | N  | Mean        | Std.<br>Deviation | df | Tabulated<br>T- value | Compute<br>d T-value | Level of<br>Sig. 0.05 |
|------------|----|-------------|-------------------|----|-----------------------|----------------------|-----------------------|
| Exp        | 30 | 62.940<br>0 | 21.27784          | 58 | 2                     | 3.92                 | 0.5                   |
| Con        | 30 | 42.570<br>0 | 18.84115          |    |                       |                      |                       |

It is obvious that there is a significant difference between the mean score of the experimental and control group.

Based on that the achievement of the students in the experimental group is much higher than that of the students in the control group. This indicates that the achievement of the experimental group which is taught according to Mingle Strategy is better than the achievement of the control group which is taught according to the communicative method. So, the first hypothesis is rejected, in their total achievement of the test.

#### **4.2 Comparison between Students' Achievement in the Recognition level (Oral) and that of Production Level (Written)**

To find out whether there is any significant differences between the mean score of the experimental group and their achievements in the oral part and the mean scores of theirs in the written part of the posttest, both means scores are obtained and compared. Results show that the mean score of the written part is found to be (34.000) and the standard deviation is found to be (11.01723), the mean score of the oral part is found to be (28.9400) and the standard deviation is found to be (11.59407) at the degree of freedom is (58).

By using T- value the computed T- value is found to be (3.61) is higher than Tabulated T- value (2) and the level significant is (0.05). there is a significant differences in favour of the students' achievement in the written test. As shown in table (4.2).

Table (4.2)

#### **The Mean Scores, Standard Deviation and T- Value for the Oral (Recognition Level) and Written (Production Level)**

| Paired  | N  | Mean    | Std. Deviation | Df | Tabulated T-value | Computed T-value | Level of Sig. 0.05 |
|---------|----|---------|----------------|----|-------------------|------------------|--------------------|
| Written | 30 | 34.0000 | 11.01723       | 29 | 2                 | 3.61             | Significant        |
| Oral    | 30 | 28.9400 | 11.59407       |    |                   |                  |                    |

#### **4.3 Comparison among the Scale Component of Oral Speaking Skill in the Experimental Group Achievement in the Posttest.**

To find out whether there is any significant differences among the scale component of oral speaking skill in the experimental group achievement in the posttest, components obtained and compared. By using an Anova the sum of squares of Between Groups (80.978) and the mean square is found to be (26.993) at the degree of freedom is (3). The sum of squares of Within Groups is

found to be (1108. 555) and the mean square is found to be (9. 557) at the degree of freedom is (116).

By using T- value the computed T- value is found to be (2. 825) is higher than tabulated T- value (2. 66) and the level of significant is (0. 42). There are significant differences. As shown in table (4.3).

**Table (4.3)**

**ANOVA Results Between Two Groups in the Achievement Posttest**

|                | Sum of Squares | df  | Mean Square | Tabulated F-value | Computed F-value | Sig. |
|----------------|----------------|-----|-------------|-------------------|------------------|------|
| Between Groups | 80.978         | 3   | 26.993      | 2.66              | 2.825            | 0.42 |
| Within Groups  | 1108.555       | 116 | 9.557       |                   |                  |      |
| Total          | 1189.533       | 119 |             |                   |                  |      |

According to Scheffe posttest comparisons the differences are in favour of the comprehension component and the pronunciation one. On the other hand the grammar and fluency do not show highly influence by the strategy. As shown in table (4.4).

**Table (4.4)**

Scheffe Value for the Comparison Between Two Groups on the Achievement Posttest

| Scale Components | N  | Subset for alpha = 0.05 |
|------------------|----|-------------------------|
|                  |    | 1                       |
| Grammar          | 30 | 6.3000                  |
| Fluency          | 30 | 6.7233                  |
| Pronunciation    | 30 | 7.4500                  |
| Comprehension    | 30 | 8.4667                  |
| Sig. 0.05        |    | Significant             |

#### **4.4 Discussion of the obtained results**

The obtained results indicates that the students of the experimental group is significantly better than the students of the control group in their achievement in the posttest. This indicates that the Mingle Strategy is an effective strategy for teaching English.

From the researcher's point of view, this result is due to the following:

- 1- Mingle strategy motivates students to speak.

2- Mingle strategy encourages quiet students to share their classmates' activities that make them have self- confidence to speak English during the teaching learning process.

3- Mingle strategy improves students' fluency and pronunciation.

4- Mingle strategy makes teachers use media to attract students' attention to get involved actively in the teaching and learning processes.

Finally the results show that the average score in the Experimental Group is higher than the average score in the Control Group. Mingle strategy can improve and stimulate the students' speaking skill.

## **Chapter Five**

### **Conclusions, Recommendations, and Suggestions**

#### **5.0 Introductory Note**

This chapter deals with three sections. The first chapter deals with the conclusions of this study, whereas the second one deals with the recommendations , finally the third one consists of suggestions for further studies.

#### **5.1 Conclusions**

The current study yields some results according the following conclusions:

1- By practicing the Mingle Strategy, there was an improvement on the students; motivation to learn and speak English in classroom in the Experimental Group.

2- The students in the Experimental group showed confidence and motivation to join the speaking learning process.

3- Some quiet students became more active to speak English in the classroom, some students became more confident to practise speaking and to do the conversation task in front of the class.

4- The three aspects of speaking, i.e fluency, accuracy, comprehensions, are also improved after using Mingle strategy.

5- There is an improvement in students' speaking in the experimental group when they use ' find what I've written' one type of Mingle strategy .

6- Mingle strategy shows an influence in comprehension and the pronunciation components.

7- Teaching by using Mingle strategy, improved that there is significant differences in front of the students' achievements in the written test.

#### **5.2 Recommendations**

Based on results and conclusions, there are some recommendations for English teacher, students and other researchers as follows:

1- To English teachers

- The teacher should use some interesting techniques in teaching speaking to improve this skill.

- The teacher should pay more attention to the speaking learning process(i.e. using media) and give students more chances to practice English language.

2- To Students

- The students should be more quiet and more attentive to the teacher's instructions.

- The students should give positive contribution in teaching and learning process.

### **5.3 Suggestions for further studies**

For further research, a number of studies can be conducted related to:

1- The effect of using Mingle strategy on other skills.

2- Using Mingle strategy on fifth preparatory school students.

3- Using Mingle strategy as a game and the effect of games in teaching speaking process

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