

The Role of Co-Curricular Activities in Improving English Language Speaking Skill of Grade 9TH Students at DICAC Pinyudo Refugee Secondary School in Gambella, Ethiopia

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ABSTRACT

The purpose of this study was to examine the roles of co-curricular activity in improving English language speaking skill of Grade 9th Students at DICAC Pinyudo Refugee Secondary School at Gog Woreda in Gambella Regional state of Ethiopia. The study was designed using quasi-experimental research design. To collect the necessary data among the existing grade nine population, 44 students attaining their education at grade nine 'A' used as study sample in which 22 were assigned as experimental group and the remaining 22 students assigned to form the control group. The participants of the study were selected using comprehensive sampling technique. To collect data test was used as a data collection instrument. The data gathered were analyzed using statistical tools such as: means, standard deviations; and significance level were conducted with the T test using Statistical Package for Social Sciences (SPSS version 24). The finding of the study indicated as there was a difference between the experimental and control groups students English speaking performance. In addition, the findings showed as there is significance difference in the mean score of the experimental and control groups of students participated in the study. Moreover, the finding showed as there is difference with regard to aspects of speaking skills between the learners. Based on the findings it was recommended that the school teachers and administration should give high attention for implementation of CCAs in the school integrating it with class room lessons to boost students' participation in their regular EFL classes

KEYWORDS

Co-curricular Activities; speaking skill; aspects of speaking skills

INTRODUCTION

The use of regular instruction may be a cause of weariness among the students in the language learning process as to different scholars. For instance, AlMuntasser, (2020) stated that the regular method is one of the oldest methods in learning FL that does not allow students to learn FL in conversation, especially where English is used as a FL. In regular instruction, there are some sources of knowledge such as curricula and the teacher which do not help as such students to practice the language in the classroom (Thanasoulas, 2002). For this reason, the modern and innovative approaches of education emphasize on all round development of children. The process of education is not something static and stagnant. Instead, it is a continuous and lifelong endeavor and it has two parts; curricular and co-curricular activities

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