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The Effect of Random Excitement Strategy on Developing English Conversation Skills among Ninth Graders

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The Effect of Random Excitement Strategy on Developing English Conversation Skills among Ninth Graders

Abstract:

The aim of the study is to explore the effect of random excitement strategy on developing English conversation skills among ninth graders. The descriptive approach was used. The sample included (81) ninth graders and was chosen randomly from Al-Aysheya Basic Elementary School for Girls. To collect data, conversational skills rating scale and an oral conversation test were used.

The results showed a significant difference between the mean scores of the experimental group which was taught through the random excitement and control group was taught through the traditional way in the posttest of the oral side. The results also proved that there is a significant difference between the mean scores in the experimental group (the random excitement) and the control group in the posttest of the performance aspect. This difference is due to the effect of using (random excitement). The study recommended creating managing materials to furnish educators with the required information to utilize dynamic learning techniques, and building up instructors' capacities in picking the perfect conversation exercise procedure to meet diverse learning styles. Moreover, the study recommended concentrating on all conversation skills such as speaking rate, volume, and accuracy in teaching conversation.

Key words: Random Excitement, Strategy, Conversational skills.

أثر استراتيجية الإثارة العشوائية في تنمية مهارات للمحادثة للصف التاسع

المخلص:

هدفت الدراسة إلى استكشاف أثر استراتيجية الإثارة العشوائية في تطوير الجوانب الشفوية والأدائية لمهارات المحادثة باللغة الإنجليزية لدى طلبة الصف التاسع في غزة. اتبعت الباحثة المنهج التجريبي. واختارت الباحثة العينة عشوائياً من مدرسة العائشية الأساسية للبنات. احتوت العينة على (81) طالبة من الصف التاسع. ولجمع البيانات، تم استخدام بطاقة ملاحظة واختبار المحادثة الشفوية. أظهرت النتائج وجود فرق دال بين متوسط درجات المجموعة التجريبية التي يتم تدريسها من خلال الإثارة العشوائية والمجموعة الضابطة التي يتم تدريسها بالطريقة الاعتيادية في الاختبار البعدي للجانب الشفوي لمهارة المحادثة يعزى إلى توظيف استراتيجية الإثارة العشوائية. أثبتت النتائج أيضاً وجود فرق دال بين متوسط درجات المجموعة التجريبية التي يتم تدريسها من خلال الإثارة العشوائية والمجموعة الضابطة التي يتم تدريسها من الطريقة الاعتيادية في الاختبار البعدي لجانب الأداء في مهارة المحادثة بسبب توظيف الإثارة العشوائية. في ضوء النتائج، تقترح الدراسة إنتاج مواد إرشادية لتزويد المعلمين بالمعرفة اللازمة لاستخدام استراتيجيات التعلم النشط، وتطوير قدرات المعلمين في اختيار استراتيجية مثالية تناسب دروس المحادثة لتلبية أنماط التعلم المختلفة، والتركيز على جميع مهارات المحادثة مثل معدل التحدث وحجمه ودقته في تعليم المحادثة.

كلمات مفتاحية: الإثارة العشوائية، استراتيجية، مهارات المحادثة.

Introduction:

Language is of great importance to human life. It is the tool of the individual to think and communicate with others and to express her/his needs. It is one of the means of civilized progress and a way to enjoy and taste. Language education is one of the priorities that the nations are keen to maintain and continue to highlight their characteristics and preserve their identity and prove their civilization. In this unique circumstance, language is the essential method for correspondence and comprehension among individuals, which is the fundamental trademark that recognizes man.

Learning a foreign language helps people to communicate, increase their understanding of each other and thus create a better world (Baleghizadeh & Shayeghi, 2014). The contemporary world is paying close attention to foreign languages for their ability to diversify and intensify sources of knowledge. In 2005, (146) countries participated in the UNESCO conference and stressed the importance of multilingualism. In their charter, they emphasized that learning a foreign language helps people to communicate, increases their understanding of one another and thus creates a better world (Angouri, 2014).

On the other hand, speaking a foreign language increases the proficiency and professionalism of a person. In this regard, Elyas and Al Grigri (2014) expressed that English is one of the most famous foreign and global languages due to the political and economic power of its native speakers.

According to the nature of the speaking procedure which is firmly linked with the listening skill most English speakers are afraid of speaking English (Kerrigan, 2018). Students amass a ton of information, for example, arrangements of jargon things and linguistic principles when they become familiar with an unknown dialect (Colon, 2016).

The issue happens when students find that they cannot really utilize this accumulated language to communicate when they need to. Baleghizadeh & Shayeghi (2014) pointed out those students face challenges in moving language from latent information into dynamic utilization. Students may in general be anxious about attempting to make statements without past involvement with utilizing the language. This can be partly related with their worrying about things wrong, worrying of seeming foolish in front of others, or avoiding educator's correction or comments and so on (Killian & Bastas, 2015). According to Anuradha et al (2014), to help students to effectively carry out conversation teachers can practice some principles of teaching speaking skills: organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones, encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences. Moreover, teachers can tolerate the students if some of them simply repeat what they say. If a student gives one word answer to any question, bear it for the time being. Colon (2016) added that teachers can let the learners speak actively with whatever English knowledge they have, and propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.

Darmuki (2018) stated that to develop conversation skills all these characteristics have to be taken into consideration while practicing conversation in class. To achieve the perfect use of English as a spoken language and to improve conversation, it is fundamental for instructors to present and practice real communication with the students within the learning process. Concentrating on real communication will help students to avoid feeling stunned and baffled when utilizing a foreign language for the first time. Teachers can use modern trends which focus on developing spontaneous communication and coping with all of conversation simultaneous and competing demands (Killian and Bastas, 2015).

The improvement of English language proficiency is accomplished using modern learning methods and new approaches, notably active learning methods (Colon, 2016). In the twentieth century, modern learning strategies have emerged that depend on the student and enhance her/his

role. For example, the concept of active learning developed in the last years of the twentieth century, and increased attention to it as the beginning of the twenty-first century as one of the current instructive and mental patterns that have an incredible positive effect on the way toward learning inside and outside the school by school and university students (Kerrigan, 2018).

Active Learning is a learning style where students participate in activities, exercises, events and projects. Students have great effectiveness through a rich environment. This allows them to make constructive dialogue, rich discussion, sound thinking and deep reflection on what is read or studied. Moreover, all these activities are done under the oversight of an instructor who can oversee collaboration among students and direct them to the limit of their capacities (El Shaban, 2017).

Several researchers asserted the influence of active learning as a distinguished educational approach. Active learning gives students a chance to participate actively and hold more responsibility of their learning, improve retention and reasoning activity. Moreover, it facilitates students understanding of the new knowledge better (Lucero & Scalante-Morales, 2018). Killian and Bastas (2015) expect that active learning underscores the improvement of students' aptitudes as well as their investigation of their own perspectives and qualities. At the point when active learning is completed, conversations, student introductions, games, role play, and simulations are fundamental components of English exercises.

Studies mentioned different methods, techniques, and strategies related to active learning which can be utilized to accomplish the instructive points and help the instructor in making a fruitful environment in his classroom (Baleghizadeh & Shayeghi, 2014). The strategy of random excitement is closely related to generating creative ideas, increasing knowledge wealth, and linguistic fluency. The strategy also develop thinking, including contemplative thinking through mental processing of sensory images by developing students' ability to perceive situations and events and imagining available solutions to the problems facing them. Perhaps this is the primary goal of teaching in general and teaching conversation in particular. Actually, a good conversation enables the student to adapt to any educational situation and use it smoothly by linking between different stimuli and then reaching new relationships (Al-Zubaidi, 2012, p43).

Random strategy have different purposes. It helps students to become active. The text with randomly order will make the students in each groups sharing and making conclusion together. It provide the inductive learning model. In this case the students are trained to learn by small case to the big case. In education philosophy context, training aims to develop critical behavior and so the students more respect to the science. On the other hand, it enhances developing the democratic behavior. Groups in Random Text learning stimulate the students to sharing idea which other and respect the argument from the other person.

The current study aims to explore the effect of the random excitement on improving students' conversation skills. It is normal that the results of this investigation would reveal insight for teachers. The results could help instructors to utilize these techniques and strategies viably and productively to improve all students whatever their learning style. Moreover, the results can improve their performance in the conversation lessons in their class.

Statement of the problem:

Based on the researcher involvement in the English language supervision for all levels, she saw that students struggle in conversation. Additionally, through conversation with teachers, supervisors and managers, they demonstrated that students have issues particularly in test circumstances regardless of the methodologies and techniques utilized in instructing conversation. Additionally, she noticed that effective approaches requires sufficient time to be cultivated and thus there is an issue using it productively to create a fruitful conversation.

Furthermore, the researcher discoveries from the discussion with teachers and supervisors the weak level of ninth graders as they need inspiration, high accomplishment, and training, and practice. Students are struggling when reacting to conversation inquiries in their assessments as they are

asked to compose a free or controlled conversation furnished to them with guided inquiries or expressions that may assist them with developing a conversation.

Based on the previous considerations, and the results of the survey sample on the ninth grades, it was found that there was a problem in conversation skills. Therefore, the problem of the present study is determined by the following question: "What is the effect of random excitement strategy on developing English conversation skills among ninth graders?"

This question is divided by the following sub-questions:

1. Is there an effect of random excitement and the traditional way on developing the oral aspect of English conversation skills among the ninth graders in Gaza?
2. Is there an effect of the random excitement and the traditional way on developing the performance aspect of English conversation skills among ninth graders in Gaza?

Objectives of the study

The present study aims to:

1. Recognizing the effect of random excitement and the traditional way on developing the oral aspect of the English conversation skills among Gaza ninth graders.
2. Recognizing the effect of random excitement and traditional way on improving the performance aspect of the English conversation skills among Gaza ninth graders.

The significance of study:

You may divide the study significance into practical and theoretical

The importance of the study can be divided into theoretical and practical significance:

The theoretical Significance:

The importance of this study lies in the importance of the subject which is the effect of random excitement strategy in developing English conversation skills among 9th graders' in Gaza where it can be considered the first academic study of its kind which deals with investigating the effect of this strategy in Palestine.

The practical Significance:

The practical importance of the study can be determined in the following points:

1. Providing educational material on active learning strategies, which may be used by students, teachers, supervisors and other researchers.
2. Instructing the curriculum designers to the need to provide different types of learning in the curriculum to meet the individual differences between students.
3. Following the educational trends that emphasize the importance of making the learner a producer of knowledge and not recipient or consumer.

Study hypotheses:

1. There is no statistically significant difference at ($\alpha \leq 0.05$) between the average scores of the students of the experimental group, which is taught through the random excitement and the control group which is taught through the traditional way in the posttest of the oral aspect of the conversational skill.
2. There is no statistically significant difference at ($\alpha \leq 0.05$) between the average scores of the students of the experimental group, which is taught through the random excitement, and the control group which is taught through the traditional way in the posttest of the performance aspect of the conversational skill.

The study Limitations:

- 1 **Locative limitation:** The investigation was implemented at Al-Aysheya School in the Middle Governorate.
- 2 **Human limitation:** It was applied to the ninth graders' at Al-Aysheya School.
- 3 **Subject limitation:** The study employed random excitement on developing conversation skills.
- 4 **Time limitation:** The study was applied in the academic year (2019/2020).

Operational Definition of Terms:

- **Random Excitement Strategy:**

The researcher defined it as the process of introducing a conversational topic that raises students' thinking (the research sample), increases their motivation towards the conversation lesson, and makes the ninth graders look at the topic from multiple corners, and are able to generate new ideas that they had not reached before the process of thinking of them, by linking the excitations raised to the topic of the conversation lesson, even though these stimuli have nothing to do with the topic.

- **Conversational skills:**

The researcher characterizes conversational skills as those abilities which empower the students to take part in a powerful procedure of progressing, intelligent and fulfilling discussions. Those abilities should be rehearsed by the students for better conversational results. The researcher has picked eight conversational skills to improve utilizing the active learning strategies including: vocal confidence, speaking fluency, articulation, vocal variety, asking questions, speaking rate, volume, and accuracy.

Literature Review

Random Excitement Strategy:

Random excitement strategy is one of the strategies that brainstorm the brain by provoking it to generate the greatest amount of creative ideas previously unknown. It was developed by Corden. Later, it was adapted in the field of education and teaching. Then several countries used it at the forefront (Japan). But unfortunately, it is still relatively strange from our psychological and educational thought, as it represents one of the mechanisms of creative thinking through finding relationships between concepts that were not between them, apparently relations originally known, and therefore called the stimuli raised with random stimuli (Kassens-Noor, 2012).

Random excitement strategy aims at creating a convergence between scientific concepts and unintended random words, and link them to the idea under consideration, so it requires professional and high thinking abilities from the teacher.

Definition of Random Excitement Strategy

De Bono 1995 defined it as: "It is a form of unplanned motivation, and the most easily-used lateral thinking technique which is particularly suitable for a creative situation when you are asked to come up with creative ideas but you do not know where to start" (p55). Moreover, Abu Gado, and Muhammad (2007) defined it as: "A kind of creative focus that we resort to when we need to generate new ideas, and we randomly choose a word from among the ideas discussed." (p70).

Obeidat, and Suhaila (2007) defined it as: "The ability to obtain new ideas by using any other random idea unrelated to the topic". (p123).

Sabri (2016) defined it as: "it is one of brainstorming strategy methods and a mechanism of creative thinking based on brain stimulation, to generate creative ideas that were not previously known, and to find relationships between concepts or things that were not apparently relationships known in the original. So the excitations raised were called irregular stimuli (p20).

Mahmed (2016) defined it as one of the mechanisms to produce creative ideas by moving the brain and provoking it to break previous templates by finding new relationships between things that do not already exist, including relationships (p430).

Mohamed et al. (2012) defined it as finding a convergence that did not exist before in the experiences of students and their knowledge by choosing the words intended and linked to the idea under consideration and this leads mainly to the generation of new ideas(p123).

The researcher defined it as the process of introducing a conversational topic that raises students' thinking (the research sample), increases their motivation towards the conversation lesson, and makes the ninth graders look at the topic from multiple corners, and are able to generate new ideas that they had not reached before the process of thinking of them, by linking the excitations

raised to the topic of the conversation lesson, even though these stimuli have nothing to do with the topic.

Steps of Random Excitement Strategy

AL Fartousi (2016) indicated that this strategy goes through seven steps (conceptualization, presentation of scientific material, presenting random stimuli, presenting ideas, recording, finding relationships, summarizing). These steps can be clarified through the following:

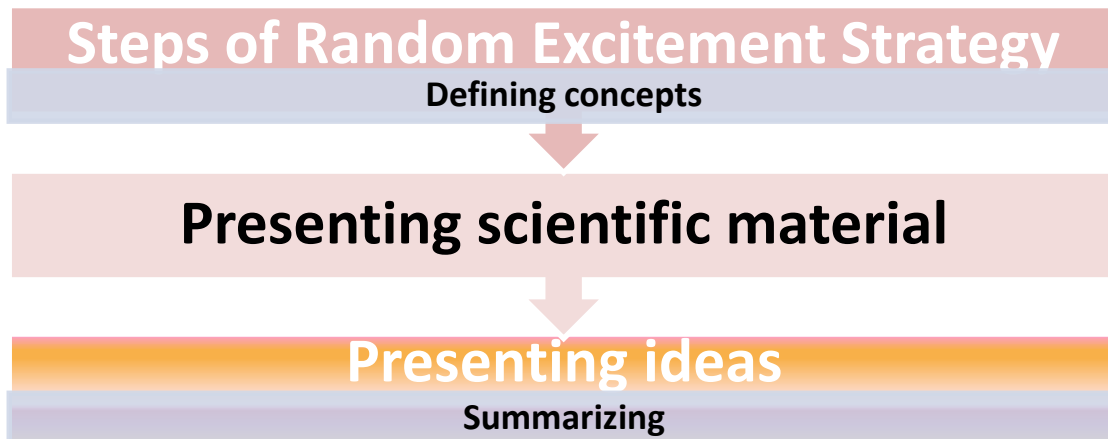


Figure (1): Steps of Random Excitement Strategy
Designed by the researcher

Defining concepts: The teacher defines the concepts by writing them on the blackboard.

Presenting scientific material: The teacher presents scientific material in briefly

Providing random stimuli: A random stimulus is provided from teacher to learners.

Presenting ideas: The teacher asks learners to provide and find relationships between concepts and random stimuli.

Summarizing: The teacher writes briefly links related to the subject of the lesson.

In light of the above, it can be said that the random excitement strategy works to produce new and unconventional creative ideas among a set of data, and the idea of random excitation is based on the acts of the mind.

For example, what is the relationship between the butterfly and the manager? Or the relationship between the teacher and the key? In fact there are no apparent relationships between them, but all these things together force us to search for links and relationships that may produce new ideas, so we rely on the search for excitement, preferably random, in the sense of unintended, if we want to produce ideas for the teacher, we provide any random excitement, such as a lion, a pen, a mirror, a pin. These words are words that have nothing to do with the teacher and they attribute but linking them together leads us to many new ideas from the teacher.

Characteristics of random excitement strategy

The field of teaching methods has recently witnessed a tremendous development in the use of active and effective teaching methods based on the learner's mind, the positive interaction between the teacher and learning, and the transition from a culture of memory that relies on memorizing and remembering information to a culture of creativity that enables the learner to employ in different situations (Obeis, and Al- Juboori, 2014).

The random excitement strategy is a deliberate mental means by the teacher in order to obtain the largest number of ideas from a certain group during a certain time, in order to solve a problem in a non-traditional creative way, or to create a new idea that did not exist before, or develop an idea that already exists.

In light of this, Jum`a (2011) refers to the advantages of using the random excitement strategy as this strategy helps to:

- Develop the student's ability to think creatively.
- Check a cognitive understanding of the topic.
- Help students correct concepts and information.
- Increase the effectiveness of students in the education process.
- Expand the students' perceptions and general culture

Considering the above, it is also possible to add some of the advantages that the random excitement strategy can achieve within the classroom with learners:

- Developing the skill of meditating on the things involved and looking at them differently in many ways.
- Generating enthusiasm for learning. By controlling the imagination, most learners advance quickly.
- Developing the communication skills of learners.

Factors affecting the random excitement strategy:

The subconscious mind in non-random thought processes does not produce relationships and repercussions, and this approach starts from a point which is the preparation of emotional mechanisms that help the student to use all rational and other elements. In this regard, Al-Mantoob, and Al-Adili (2017, p5) pointed out that there are a group of factors that influence the random excitement strategy, the most prominent of which are the following:

Approaching and separation: The learner approaches his thoughts in understanding the nature of the problem and its elements and interacting with it until he feels attracted. On the contrary, separation means moving away from a problem in terms of understanding it objectively.

Postponement: It refers to the learner's tendency to delay his preparations to postpone the decision on the quick solutions to the problem until he examines it and turns it on its faces adequately and waits for a better solution.

Meditation: unleash students' minds so that they can generate many new and varied ideas.

Freedom from restrictions: The student becomes aware of the fact that the solution has become a realistic thing, but it needs to be improved, so it must be getting freed from restrictions.

The happy response: It is the student's feeling of happiness when he finds that he is moving in the right direction to solve the problem, and it works as an alarm that he has made substantial progress in solving the problem.

For learners, this strategy may be beneficial in their learning, because it is appropriate to the nature of their innovative hyperlinked thinking, and through it, the linguistic speaking abilities can be developed based on the mechanisms of deletion, addition, development, and modification that underlie it. In light of the above, a set of rules can be drawn upon which the strategy of random excitement depends (AL Mousawi, and AL Shaheer, 2017):

- Freeing freedom of thought, and receiving ideas presented by learners, regardless of their level.
- Taking care of extracting as many ideas as possible. When the learner sees his friends participating in giving ideas, he will have an incentive to produce ideas.
- The necessity of avoiding criticism and judging ideas, then that might abort the thoughts before they appear.
- Building on the ideas of others, the important rule in the teaching process is that if you do not occupy the learner with doing something, he will occupy you.

Through the previous presentation, we find that the random excitement strategy is a strategy that confirms the development of creative skills, and conversation directly, as it helps in developing creative thinking through representation, inclusion or harmonization, using divergent, hyperlinked and innovative thinking.

Also, in the light of the above definitions, we find that the random excitement is a strategy used to help learners in generating new or alternative ideas, and seeks to develop and improve ideas, and extracting of them creative ideas, through a set of procedures to change the data of a product, and reshape the relationship between its parts.

Thus, it can be said that the application of random excitement strategy works to develop general creativity and generate new ideas. It helps by making comparisons or asking questions to come up with a new product or performance. It also helps looking at things in a creatively way to create new things, or modify, develop, or change things unconventionally. Actually, this is particularly appropriate for the expressive nature of fluency which characterized conversation. On the other hand, a rolling stone strategy is one of the active learning strategies that are discussed in this study.

Previous Studies

Many researchers examined the effect of active learning in expanding students' communication, thinking and social abilities. What is special about active learning is that it is a student focused way to deal with learning and it allots the duty of figuring out how to the student. The researcher is interested in improving conversational aptitudes in the English language for the ninth graders using two of active learning strategies especially, excitement strategy and the roll stone strategy. Therefore, the researcher was interested in this part of the study to focus and see the studies and research related to active learning strategies, including:

AL-Fartousi (2016) sought to explore the impact of two of active learning techniques (cognitive acceleration. and random excitement strategy) in achievement of geography material and developing the reflective thinking for students of a fifth grade. To accomplish the objective of the investigation, the experimental approach was utilized with the three groups (the skill gatherings of the pre & posttests. The examination test comprised of (102) students who were haphazardly appropriated on three groups. The first experimental group contained (34) student and taught through cognitive acceleration methodology. The second experimental group (33) student and studied through random excitement strategy. The control group contained (35) student and taught in the traditional way. The tools of the examination included content analysis card, an achievement test, and reflective thinking test. The findings revealed no differences between the two groups. In the light of the above expressed outcomes, reasonable proposals, suggestions, and ends for additional examinations are advanced.

Sabri (2016) also focused on the random excitement strategy through his study which aimed at investigating the impact of utilizing random excitement strategy on second graders expressional fluency skills. A pre and post application on a single group of 42 female students was. The researcher designed a performance scale for creative speaking and creative writing skills to collect his data. The results revealed the impact of utilizing random excitement strategy in developing second graders expressional fluency skills.

In the same direction, the findings of the post achievement test in Obeis and Al- Juboori (2014) revealed a significant difference in favor of the random excitement strategy. The exploration looked for at researching the effect of the utilization of unorganized instigation strategy on obtaining of history for the second moderate learners. The experimental approach was used. The experimental group taught history through the unorganized instigation strategy. The control group taught through the traditional way. Each group consisted of 33 second intermediate students.

Commentary on the previous studies of the second domain

1. It is clear from previous findings that random excitement strategy has contributed to enhancing interaction between teacher, student and reading material, and in developing understanding, analysis, interpretation, and control of reading material by controlling student cognitive activities and awareness of thinking processes. They stimulate students' cognitive processes and moves them from the traditional stage of achievement to a stage of thinking, perception and analysis.

The Methodology

Study Approach

Since this study aims at explaining the effect of random excitement and the traditional way on developing English conversation skills, the researcher followed the experimental approach (the two group design). The experimental group studied according to random excitement, and the control group studied through the traditional way. The tools were applied to test the oral and performance aspects of the conversation skill.

Population of the study

Based on Directorate of Education Middle –Area Governorate, the population contains all ninth female graders at the public schools in the first semester of the scholastic year (2019, 2020) counts (1035) students.

Sample of the Study:

The researcher chooses two ninth classes (sections) randomly from Al-Aysheya Basic Elementary School for Girls including (83) graders. The two classes were appointed randomly into two groups: experimental and control. Table (1) shows the distribution of the sample.

Table (1): The distribution of the study sample according to the groups

Group	Total No
Control	41
Experimental	40
All	81

Instrumentation:

Since the present study aims to explore the effect of random excitement strategy, the researcher used the following tools:

- Conversational skills rating scale.
- Oral conversation test.

Conversational Skills Rating Scale (CSRS)

The conversational skills rating scale relied upon the CSRS (Spitzberg, 2007). The CSRS Rating of Self Form was a scale assessment which contained a 30 Likert-type item instrument. The items of the scale aligned with pedagogical subscales identified in the instrument. The researcher modified the CSRS to gauge the learners' level in the conversational skills. The researcher depended on related studies as Darmuki, (2018), lesson plan, and previous tests.

The Aim of the Conversational Skills Rating Scale

The main aim of the rating scale is to measure students' abilities in using the eight conversational skills: (speaking rate, speaking fluency, vocal confidence, articulation, vocal variety, volume, accuracy, asking questions).

Description of the Conversational Skills Rating Scale

To measure the students behavior in eight conversational skills, the researcher used five levels for conversational skills rating scale.

Validity of the Conversational Skills Rating Scale

The validity of the conversational skills rating scale was checked according to the following steps:

The Pilot Study

A sample consists of (35) pupils from Al-Aysheya Basic Elementary School for Girls was chosen randomly to apply the conversational skills rating scale. The items of the conversational skills rating scale were modified in the light of the statistical results. The 35 students were out of the study sample.

Referee Validity

The researcher sent the conversational rating scale to a panel of experienced teachers, supervisors and specialists in English language and methodology. A few changes were made according to their recommendations.

Internal Consistency Validity

To process the conversational skills rating scale internal consistency, the researcher utilized Pearson correlation coefficient. Table (2) indicates the internal consistency between the items and the total degree.

Table (2): Correlation coefficients between conversational skills rating scale items and all degree

Items	Correlation coefficients	Sign value
1	**0.901	0.01
2	**0.830	0.01
3	**0.888	0.01
4	**0.935	0.01
5	**0.864	0.01
6	**0.887	0.01
7	**0.891	0.01
8	**0.895	0.01

** r table at (df.= 33), sign level (0.01) = (0.463)

According to table (2) the conversational skills rating scale items are valid as they are signed at level (0.01)

Reliability of the Conversational Skills Rating Scale

Split-Half methods and Alpha Cronbach were used to calculate the reliability of the scale.

Split- Half Method

The correlation between odd-numbered items and the even-numbered items were calculated. To modify the length of the scale, the researcher used Spearman-Brown formula as shown in table (3).

**Table (3): Reliability of the conversational skills rating scale
by spilt half method**

Model Items	Items	Correlation	Correction Correlation	Sig. Value
The first scale (Observer 1)	4	0.924	0.971	0.01
The second scale (Observer 2)	4	0.953	0.977	0.01
All scores	8	0.982	0.993	0.01

The reliability coefficient after modification by using Split- Half for all items equals (0.993) as shown in table (3).

Alpha Cronbach Method

Table (4) shows Cronbach's Alpha coefficients for domains and all scores.

Table (4): Reliability for the conversational skills rating scale by Alpha Cronbach Method

Model	Items	Alpha Cronbach Coefficient
The first half of the scale	4	0.952
The second half of the scale	4	0.971
The two halves	8	0.977

According to the results in table (4), the conversational skills rating scale is appropriate for applying in the study. Alpha Cronbach coefficients for each half the scale is acceptable and more than (4), and Alpha Cronbach Coefficient for all scores of the two halves equals (0.977).

3.5.3 English Oral Conversation Test

The General Aims of the Oral Test

The test targets researching the impact of interaction between two of active Learning strategies (random excitement and the rolling stone) and learning styles (Audio and Visual) in developing English conversation skills among 9th graders' in Gaza. It was worked by the measures of test detail. It likewise meant to test the speculation of the examination and to gauge the learners' performance level in oral conversation. The oral test intended to analyze learners' capacity to:

1. Speak without dysfluencies.
2. Speak at normal pace.
3. Speak with right elocution.
4. Speak with confident vocalization.
5. Speak at audible level.
6. Use reasonable lexical and language structure items.
7. Ask inquiries identified with given points.
8. Speak with variant vocalization.

Source of Designing the Oral Conversation Test:

To design the test, various sources were used and reviewed. First of all, a detailed review of related literature and previous studies were accomplished. The researcher investigated several oral tests connected with the skills. The ninth grade text books were also analyzed to identify the conversational skills. Moreover, formal documents from Palestinian Ministry of Education, and teachers' guide were reviewed. Then, the researcher held a meeting with some supervisors, experienced teachers, and juries to choose the suitable content for the test.

Table (5): Table of Specifications

Units	Knowledge	Comprehension	Applying	HOTs
1	1	1	1	1
2	2	1	1	1
3	2	2	2	1
4	2	2	2	1
Total	7	6	6	4

Validity of the test:

The validity of the oral conversation test was checked according to the following steps:

The pilot study:

A sample consists of (35) pupils from Al-Aysheya Basic Elementary School for girls was chosen randomly to apply the oral conversation test. In the light of the measurable outcomes, the items of the oral conversation test were altered.

Referee Validity:

The researcher sent the oral conversation test to a panel of experienced teachers, supervisors and specialists in English language and methodology. A few changes were made according to their recommendations.

Internal consistency validity:

To process the oral conversation test items internal consistency, the researcher utilized Pearson correlation coefficient. Table (6) indicates the internal consistency of the oral conversation test questions.

Table (6): Correlation coefficients between questions and all degree

Oral conversation Questions	Correlation coefficients	Sign value
1	**0.417	0.01
2	**0.853	0.01
3	**0.774	0.01
4	**0.744	0.01
5	**0.557	0.01
6	**0.854	0.01

** r table at (df.= 38), sign level (0.01) = (0.463)

According to table (6) the oral conversation test questions are valid as they are signed at level (0.01) Table (7) describes the internal consistency of the oral conversation test questions.

Table (7): Correlation coefficients between items and all degree of questions

Q	Items	R	Sign value
1	1	**0.519	0.01
	2	**0.576	0.01
	3	**0.810	0.01
	4	*0.397	0.05
	5	*0.389	0.05
	6	**0.501	0.05
2	1	**0.495	0.01
	2	**0.542	0.01
	3	**0.744	0.01
	4	**0.628	0.01
3	1	**0.535	0.01
	2	**0.490	0.01
	3	**0.630	0.01
	4	**0.587	0.01
4	1	**0.746	0.01
	2	*0.341	0.05
	3	**0.630	0.01
	4	**0.597	0.01
5	1	**0.628	0.01
	2	*0.359	0.05
6	1	**0.513	0.01
	2	**0.628	0.01

** R table at (DF. = 38), sign level (0.01) = (0.463)

* R table at (DF. = 38), sign level (0.05) = (0.361)

As shown in table (7) the oral conversation test items were suitable and valid as the correlation coefficients were significant at (0.05),

Reliability of the test:

Split-Half methods and Kuder-Richardson (K-21) method was used to calculate the reliability of the oral test.

Split Half Method:

The correlation between odd-numbered items and the even-numbered items were calculated. To modify the length of the test, the researcher used Spearman-Brown formula:

$$\text{Spearman- Brown Coefficient} = \frac{2R}{R+1}$$

Table (8) shows split half coefficients for the oral conversation test:

Table (8): Reliability for the oral conversation test by spilt half method

Model	Items	Correlation	reliability
Spilt half method	22	**0.753	0.859

Based on the results of table (8), the reliability coefficient of the oral test equaled (0.86). Therefore, the test was acceptable, reliable and valid to apply as the reliability coefficient of the oral test was above 0.7.

Kuder-Richardson (K-21) method: K-R21 test depends on calculating the percentages of correct answers to the test items and also on the variance of every item. Based on the results, the reliability coefficient of the oral test equaled (0.89). Therefore, the test was acceptable, reliable and valid to apply as the reliability coefficient of the oral test through Kuder- Richardson coefficient was above 0.7.

Data analysis

The study aims at examining the effect of random excitement strategy on developing English conversation skills among 9th graders. This section presents the research findings outlined in accordance with the research questions and hypotheses after the analysis of the findings by using Statistical Package for Social Sciences (SPSS) through the cognitive aspect test, and the performance side assessment card for conversation skills.

4.1 Answer to the first question:

Is there an effect of random excitement and the traditional way on developing the oral aspect of English conversation skills among Palestinian ninth graders?

To answer the second question the researcher tested the first hypothesis using T- test.

There is no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the students of the experimental group, which is taught through the random excitement and the control group which is taught through the traditional way in the posttest of the oral aspect of the conversational skill.

The results of the means, standard deviation, and T- test revealed that there were statistically significant differences between the two groups as pointed out in table (9) below:

Table (9): T-test for differences between groups in the posttest of the oral aspect of the conversational skill

Variable	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Posttest of the oral aspect of the conversational skill	Control	41	9.031	0.230	12.55	0.001	sig.
	experimental (random excitement)	42	56.262	0.227			

Table (9) shows that sign value is less than (0.05), and (F) calculated are more than (F) table. So there is a statistically significant difference among control, and experimental group.

Therefore, the first hypothesis is refuted and there are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group, which is taught through the random excitement and the control group which is taught through the traditional way in the posttest of the

oral aspect of the conversational skill. The researcher concludes that there is a main effect of the variable (random excitement) on developing the oral aspect of English conversation skills among the ninth graders in Gaza.

Answer to the second question:

Is there an effect of random excitement and the traditional way on developing the performance aspect of English conversation skills among ninth graders in Gaza?

To answer the second question the researcher tested the second hypothesis which is stated below using T- test.

There is no statistically significant difference at ($\alpha \leq 0.05$) between the mean scores of the experimental group, which is taught through the random excitement, and the control group which is taught through the traditional way in the posttest of the performance aspect of the conversational skill.

The results of the means, standard deviation, and T- test revealed that there is statistically significant difference among the three groups as pointed out in table (10) below:

Table (10): T-test for differences between groups in the posttest of the performance aspect of the conversational skill.

Variable	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Posttest of the oral aspect of the conversational skill	Control	41	28.0	2.16	16.36	0.001	sig.
	experimental (random excitement)	42	34.3	5.45			

Table (10) shows that significance value is less than (0.05), and (F) calculated value is higher than (F) tabulated. So there is statistically significant differences among experimental group and control group. Also Eta Square equals (0.258), which means the effect of group in teaching English language conversational skill, is interested in high effect, where Eta Square was higher than (0.16).

Therefore, the second hypothesis is refused as there are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the students of the experimental group, which is taught through the random excitement and the control group which is taught through the traditional way in the posttest of the performance aspect of the conversational skill.

The researcher concludes that there is a main effect of the variable (random excitement) on developing the performance aspect of English conversation skills among the ninth graders.

5.1 Findings and discussion: With the results

5.1.1 Finding and Interpretation of the First Hypothesis:

The study results indicated that there are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the students of the experimental group, which is taught through the random excitement, and the control group which is taught through the traditional way in the posttest of the oral aspect of the conversational skill. Which means that there is a main effect of the variable (random excitement) on developing the oral aspect of English conversation skills among the ninth graders in Gaza.

These differences were attributed to using (random excitement) strategy in instructing conversation skills. In this sense, Eta square was high (0.510), and using random excitement strategy highly affected improving English language conversation skills among ninth graders.

The researcher accepts that the random excitement affected positively the students' oral communication skills of English language, personalities, and life-skills. She also attributes these

findings to the ability of developing the student's ability to think creatively, checking a cognitive understanding of the topic, helping correct concepts and information, increasing the effectiveness of students in the education process, and expanding the students' perceptions and general culture.

Additionally, the results can be ascribed to glad climate during the usage meetings and the learning process, utilizing spontaneous creation games, and melodies, building fearlessness by modifying, working on, taking notes, conversing with outsiders, and confiding in others, posing inquiries, reacting to questions aptitudes, and reacting to outer and inward motivations. In addition, the variety of teaching aids, techniques, and the activities executed in the two strategies assisted with upgrading learners' skills in the oral conversation skills.

Quizzes, intelligent games, and pair work spurred understudies to work while keeping them intrigued and drew in. The random excitement also created a relaxed, fun filled and anxiety-free atmosphere that facilitated and enhanced conversation additionally made a casual, exciting and nervousness free air that encouraged and improved conversation. Likewise, it was noticed that active learning procedures and exercises gave a characteristic setting where language was utilized normally in an important manner and they helped understudies create discussion capability in the foreign language.

The results of this question were in concurrence with the results of the past examinations led by various specialists, for example, Kerrigan (2018), Killian and Bastas (2015), Sabri (2016), and AL-Fartousi (2016) which demonstrated that utilizing dynamic learning techniques upgraded learning.

5.1.2 Finding and Interpretation of the Second Hypothesis:

The results of the second hypothesis indicated that there are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the students of the experimental group, which is taught through the random excitement, and the control group which is taught through the traditional way in the posttest of the performance aspect of the conversational skill. The researcher concludes that there is a main effect of the variable random excitement on developing the performance aspect of English conversation skills among the ninth graders in Gaza.

These differences are attributed to using random excitement in instructing conversation skills. Also, these findings indicated that random excitement strategy highly affected conversation skills. Moreover, Eta square equaled (0.258).

The researcher attributed these findings to the advantages of implementing the random excitement strategy as new English teaching and learning strategy. Random excitement is an interesting strategy for conversation; the strategy creates an interesting learning atmosphere which makes the students more responsible for their learning and attracts the student's attention strongly, so learners become more enthusiastic. In random excitement students can prepare, create, and brainstorm ideas in pairs and in groups. Moreover, students can practice, improvise, rehearse, and evaluate their learning through learner-centered activities, and do follow-up activities out of the class. Additionally, they can practice different activities which enhance their performance in the second language such as communicative games, playing improvisational, and acting. All that help to enhance performance and understanding through thinking, talking, and processing course material, promotes speaking skills. In addition, the random excitement strategy helps students to concentrate on participation and being self-confident rather than hesitant, active rather than passive; positive rather than negative. Students used higher order thinking skill while they are racing in exchanging ideas and information. Therefore, they were autonomous through learning oral communication skills and performing the conversation.

This result was in concurrence with the results of the previous studies led by various specialists, for example Obeis and Al- Juboori (2014), and Vinay (2018).

5.2 Pedagogical Implications:

Students:

The findings demonstrated numerous academic ramifications identified with the learners' oral and performance skills, fundamental abilities, and characters. The researcher indicated that the use of random excitement strategy enhances students and motivates them to learn conversation in light of the fact that the exertion that they should place into the given errand goes past the dividers of the classroom.

In addition, the use of random excitement strategy creates an opportunity for developing conversation skill through collaboration activities as learners need to cooperate to finish the given undertaking. This will likewise help keep up conversation abilities at a more significant level as they should keep on cooperating toward accomplishing a shared objective.

Furthermore, the use of random excitement strategy furnishes learners with quick input and various kinds of support through the developmental and summative assessment after every movement. Active learning strategies help students learn English language conversation skills confidently and autonomously.

Teachers:

The use of random excitement strategy enhances ninth educators to team up with different partners. The educators contend so as to tackle oral and execution conversation issues, and find new instructing strategies. It additionally opens the door in front of the educators to refresh their aptitudes, to discover new assets of their vocation improvement, and offers new systems to show learners oral communication skills.

Teaching:

The interaction between two of active learning strategies and learning styles meets in harmony the collaborative methodologies and the cooperative learning and promotes teaching and learning process by creating the effective atmosphere of learning. As a matter of fact, the interaction between two of active learning strategies and learning styles empowers learners to assess their own presentation and others' exhibition also. In addition, the interaction expands learners' periods of speaking inside the classroom and inspires them to practice conversation with outsiders. Also, it affirms that conversation skills must occur, all things considered, circumstances instead of artificial circumstances.

5.3 Recommendations:

In light of the results of the study, the researcher suggests the following recommendations:

- Include new techniques in educating "English for Palestine" contingent upon active learning.
- Put in thought new procedures in instructing foreign languages when planning educational plan particularly those assistance construct the understudies' character to ace initiative abilities; critical thinking, dynamic, group building, time the executives and undertaking execution.
- Focus on all conversation skills such speaking rate, volume, and accuracy in teaching conversation.
- Pay more thoughtfulness regarding choosing the conversation skills and introducing them during classes in an intriguing manner.
- Utilize different kinds of active learning strategies in teaching conversation skills.
- Pay more thoughtfulness regarding the distinctive oral and performance conversation skills, and how to make genuine circumstances so as to encourage the training procedure for the diverse learning styles.
- Organize workshops for educators to actualize active learning strategies remembering random excitement for training diverse school subjects including English language
- Conduct studies on the effect of the effect of random excitement to examine the impact of the procedure on the students' vocabulary and other skills.

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