

**Deanship of Graduate Studies
Al –Quds University**



**The Effect of Using Cube Strategy on 7th Graders
English Speaking Skills at Bethlehem Governmental
Schools**

Sahar Naji Ali Salem

M.Sc. Thesis

Jerusalem –Palestine

1437 / 2016

**The Effect of Using Cube Strategy on 7th Graders
English Speaking Skills at Bethlehem Governmental
Schools**

**Prepared by:
Sahar Naji Ali Salem**

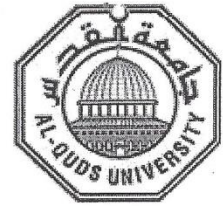
**Bachelor in Education, Teaching English –Bethlehem
University –Palestine**

Supervisor: Dr. Ghassan Sirhan

**This thesis is submitted in Partial fulfillment of
requirements for the Degree of Master in Education
in Teaching English Methods from Faculty of
Educational Sciences/Al-Quds University**

1437/2016

Al-Quds University
Deanship of Graduate Studies
Teaching Methods Program



Thesis Approval


The Effect of Using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem Governmental Schools


Prepared By: Sahar Naji Ali Salem
Registration number: 21311254

Supervisor: Dr. Ghassan Sirhan

Master thesis submitted and accepted, Date: 24/5/2016, the names and signature of the examining committee members are as follows:

1- Head of Committee Dr. Ghassan Sirhan
2- Internal Examiner Dr. Inas Naser
3- External Examiner Dr. Suad Al-Abed

Signature: 

Signature: 

Signature: 

Jerusalem – Palestine

1437-2016

Dedication

I dedicate this work to:

My husband for his patience, encouragement and support.

My lovely mother and dear father for their help.

My lovely daughters Leen and Yasmeen.

My wonderful sisters and brothers for their support and friendship.

My school headmaster and all my colleagues in Al-Ameriah School for their help, patience, encouragement and support.

All my friends for their endless encouragement and advice.

Anyone who reads and appreciates my work.

Sahar Naji Ali Salem

Declaration

I certify that this thesis, submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signature:.....

Sahar Naji Ali Salem

Date:5/6/2016

Acknowledgment

Foremost, I would like to express my gratitude and special thanks to my wonderful supervisor Dr. Ghassan Sirhan, for his patience, motivation, support and profound knowledge. His guidance helped me all the time of research and during the writing process of this thesis.

Moreover, I would like to thank the committee members Dr. Suad Al-Abed and Dr. Inas Naser for their valuable advice and opinions. Also, I would like to thank the 7th grade students in Al-Ameriah school for their continued support and unlimited corporation.

My personal thanks to my headmaster Sana Zboun and all of my colleges for their support and encouragement. My thanks also to all the arbitraries for their support and beneficial comments.

Sahar Naji Ali Salem

Abstract

This study aimed to investigate the effect of using the Cube strategy on 7th graders English Speaking Skills at Bethlehem governmental Schools.

To achieve the purpose of the study, instruments were applied to a purposeful sample from 7th grade students at Al-Ameria school for girls in the second semester of the scholastic year (2015/2016). Two groups, the experimental and the controlled, were used in this study. The experimental group was taught by the Cube strategy and the controlled group was taught by ordinary method.

To answer the main research question whether the Cube strategy is more effective in teaching the speaking skills rather than the ordinary way, a pre - post-test was used to measure students' development in the speaking skills. Students' views after applying the strategy. In addition, Student's diary and semi- interview were designed to measure students' development and views towards the Cube strategy.

In this study, the quasi-experimental design was designed. t-test used to contrast between experimental and control groups. The research concluded that there are significance differences at ($\alpha \leq 0.05$) on the students' English speaking achievement between using Cube strategy and ordinary strategy. Also, the results showed that there are significance differences at ($\alpha \leq 0.05$) in the students' views before and after using Cube strategy.

The research recommended that teachers need to employ Cube strategy in their speaking classes. Also, new preparing, conducting and assessing of speaking lessons needed to be used. Moreover, applying this study with other different variables is recommended to determine whether Cube strategy is an effective teaching method for other variables.

Table of Contents

Subject	Page
Declaration	i
Acknowledgment	ii
Abstract in English	iii
Table of Contents	v
List of Tables	vi
List of Figures	vii
List of Appendices	viii
Chapter One: Study Statement and Background	
Introduction	1
1.1 Back ground of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Questions of the Study	4
1.5Hypothesis of the Study	4
1.6 Significance of the Study	4
1.7 De- Limitations of the Study	4
1.8 Definitions of Terms	4
Chapter two: Literature Review and Related Studies	
2.1 Introduction	6
2.2 Literature Review	6
2.2.1Contractivism	6
2.2.2 Ausubel Theory	7
2.2.3 Cube Strategy	7
2 .2.4 Speaking Skill	10
2.3 Review of Related Studies	13
2.3.1 Cube Strategy	13
2.3.2 Speaking Skill	14
2.4 Summary	19
Chapter Three: Methods and Procedures	
3.1 Introduction	20
3.2 Method	20
3.2.1 Design of the Study	20
3.3Research Population	20
3.4 Sample of the Study	20
3.5 Instruments of the Study	21
3.6 Validity of Instruments	22
3.6.1 Validity of the Test with Rubrics	22
3.6.2 Validity of the Questionnaire	22
3.6.3 Validity of the Students' Diaries	22
3.6.4 Validity of Semi-Interview	22
3.7 Reliability of the Instruments	22
3.7.1 Reliability of the Test	22
3.7.2 Reliability of the Questionnaire	22
3.8 Variable of the Study	22
3.11 Data Collection Procedures	23

3.12 Data Analysis	23
Chapter Four: Results of the Study	
4.1 Results of Descriptive Analysis	24
4.1.1 Results of the First Question	24
4.1.2 Results of the Second Question	26
4.2 Results of Qualitative Analysis	28
4.2.1 Results of Semi-Interview	28
4.2.2 Results of Students' Diaries	30
Chapter Five: Discussion and Recommendation	
5.1 Introduction	36
5.2 Discussion the Results of Descriptive Analysis	36
5.2.1 Discussion of the Results of the First Question	36
5.2.2 Discussion of the Results of the Second Question	38
5.3. Discussion the Results of Qualitative Analysis	39
5.3.1 Discussion the Results of Semi-Interview	39
5.3.2 Discussion the Results of Students' Diaries	40
5.4 Conclusion	40
5.5 Recommendations	41
References	42
Appendices	46
Abstract in Arabic	84

List of Tables

Table's	Subject	Page
Table (4.1)	The mean and Standard Deviation for English Speaking test between using Cube strategy and ordinary method.	24
Table(4.2)	t-test independent sample results of differences between the experimental and the control groups in the post oral test and the effect size.	25
Table (4.3)	T-test independent sample results of differences of the experimental group in the post oral test and the effect size	26
Table (4.4)	Students' Views on Cube Strategy	27
Table (4.5)	Students' answers on semi-interview and students' diaries.	34

List of Figures

Figure	Name	Page
Figure (2.1)	World exploration lesson using Cube Strategy	8
Figure (5 . 1)	Students' improvement after the integration of the Cube Strategy	38

List of Appendices

Table's	Subject	Page
Appendix 1	Arbitrators List	46
Appendix 2	Questionnaire	47
Appendix 3	Oral Test	50
Appendix 4	Rubric	53
Appendix 5	Semi –Interview	54
Appendix 6	Students' Diaries	55
Appendix 7	Facilitation Letter	56
Appendix 8	Lesson Plan 1	57
Appendix 9	Lesson Plan 2	60
Appendix 10	Lesson Plan 3	63
Appendix 11	Lesson Plan 4	66
Appendix 12	Lesson Plan 5	69
Appendix 13	Lesson Plan 6	72
Appendix 14	Lesson Plan 7	75
Appendix 15	Lesson Plan 8	78
Appendix 16	Lesson Plan 9	81

Chapter One

Study Statement and Background

1.1 Introduction

As a foreign language in Palestine, English is taught from basic schools to universities as a compulsory subject that should be mastered by the students. The English teaching and learning processes at schools aimed at developing students' communicative competence in both oral and written communication at the informational level.

In the English teaching and learning processes, there are four macro-skills that should be mastered. They are listening, speaking, reading and writing skills. Among the four skills, the speaking skill is often considered as the most difficult skill for students to learn. Learning to talk in the foreign language is often being considered one of the most difficult aspects for the students to learn. In Palestine, most students also consider that the speaking skill is the most difficult skill compared with the other skills.

Most of the learners are interested in learning foreign languages to communicate with others. Without languages we cannot communicate and understand others. One of these languages, which we have to know and learn is English (Harmer, 1991). English becomes an international language; everybody knows and speaks it. In addition, Learning English as a foreign language for Arab learners effectively depends on some aspects which are related to the teachers and others are related to learners themselves (Broughton and etal, 1994).

Moreover, learners are going to learn English for a number of different reasons. In short, may be it is for pleasure, to get a better job and because it is on the school curriculum weather students like it or not. On the other hand, some students live in a target language community similarly of what happens in the Arab world (Harmer etal, 1991).

So, teachers have to motivate students to learn English by using different and new strategies.

Sachar (2006: 93) defines strategy as "an indicator of the way in which time, space and presence can interact and be imaginatively shaped to create different kinds of meanings in drama. The two terms are used in this study interchangeably".

Teaching Strategies is the method used to deliver information in the classroom. Effective strategies serve to regulate learner motivation, emotions and attitudes (Afana, 2012). In addition, Effective teaching strategies help to motivate and activate students in the classroom. Moreover, it engages students in learning, developing critically thinking skills, keep-

ing on the task and helping to enhance the learning of course contents (Brinton, 2014). But how the teacher can choose the best strategy?

The teacher needs to choose the appropriate strategy that related to the learners' needs, interests and desires. Also, the strategy should align with the course content or to the text. In addition, it should match with course outcomes .Moreover, teachers are expected and encouraged to select teaching strategies that support multiple language skills which mentioned by Al-Shimmari (2014):

First, reading. Where students are able to comprehend written or printed information. For example, letters, numbers and signs. Second, writing. Where students are able to communicate information of written or printed words. Third, listening. Where students are able to comprehend actively oral language from a variety of speakers. Fourth , speaking: Where students are able to say words, talk, express ideas and converse in a variety of settings.

Speaking skills is one of the most important skills. Kayi (2006) defines it as an essential part of second language learning and teaching.

Walker (1997) stated that everyone needs to talk and to play with language and to exercise their mind, emotions and tongue together. Speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing another strategy as drama to the language learner (Calle, 2011) .In addition, speaking helps learners to develop other skills like fluency, cooperative learning ,pronunciation, and self- confidence .

There are many factors that affect English foreign language learners' speaking. The affective side of the learner is probably one of the most important influences on language learning success or failure. There are various affective factors related to the second language or foreign language learning. For example, emotions, self-esteem, anxiety, attitude, and motivation. Adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance. The sensitivity of adult learners to making mistakes has been the explanation for their inability to speak English without hesitation(Sirisrimangkorn, 2012).

Students face a lot of problems in learning speaking. So, teachers have to use different methods to teach speaking skills and evaluate their progress in this skill (Nasr, 1986). One of the strategies that was used to teach English speaking skill and aimed to develop English speaking skill is the Cube strategy(Al-Shimmari, 2014). Cube strategy is one of the strategies that depends on building and organizing data (Students build the meaning then they get the meaning with themselves). This strategy was developed in 1980 with Crown. It works to motivate students to think when they read, listen, speak and write with looking at the subject or concept in six sides (Nasr, 1986).

According to Axelord and Cooper (2016), Cube strategy is useful for quickly exploring writing topic, probing it from six different perspectives .In addition, It is a process to explore the topic in writing .In applying Cube strategy students can develop their ideas about the topic .Cube strategy that gives students an opportunity to charge and improve their ability in writing and helps them in developing their ideas.

Richard and Arends (2010) think that strategy goes to analyze the subject with six sides which are:

First , description: Where students Look at the subject closely. Second, comparison: where students are going to answer these questions :What is it similar to? What is it different from? Third, association. What does it make the student think of? What comes to students' mind when he think of it? Perhaps people? Places? Things? Feelings? Let the students' mind goes and sees what feelings he has for the subject. Fourth, Analysis. Tell how it is made? What are its traits and attributes? Fifth, Application: Tell what the student can do with it. How can it be used? Sixth. Argumentation: Argue for it or against it.

These six sides are related to Bloom's Taxonomy which are knowledge, comprehension, application, analysis, synthesis and evaluation (Richard and Arends, 2010).

Students can use the cube by rolling it and by doing the activities are coming up. Students use the cube with individual, pair or group work. Moreover, Cube strategy helps to develop students' thinking and make it more flexible because they can see the subject from different sides. (Al-Shimmari, 2014).

Teachers need to organize students to work individually or in pairs or in groups and they need to share opinion and knowledge with the others. Working in groups will help students to develop their thinking, social relationship and self-confidence (Al-Shimmari, 2014). Hence, this study was designed to investigate the effects of using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem Governmental Schools.

1.2 Statement of the Problem

The researcher has been teaching English at some schools in Bethlehem. Out of experience on the one hand, the researcher noticed that students especially the 7th graders, have some problems in speaking. Also, the researcher noticed that students suffer greatly when they try to produce a simple message in English .Moreover, they look worried to produce meaningful sentences. On the other hand, teachers have access to very few instructional strategies or activities that match with the speaking skill.. Furthermore, the teachers felt that some of the suggested activities were difficult to evaluate. Jung et al. (2001) identified another problem that there are few assessment tools to assist teachers in evaluating speaking skill.. The traditional written exams are used to evaluate the spoken performance in our schools and that reflects the deficiencies in our educational system.

As a result, the researcher felt that students and teachers need some new strategies to learn and to develop the speaking skill. In addition, after attending some Bachelor presentation, the researcher noticed that students focus on speaking and its difficulties. The researcher intended to focus on this skill to help students to develop their skills. Cube strategy will be suggested as a solution for this problem. Also, Cube strategy will help students to improve their speaking skills. In order to answer these questions, this study was conducted to investigate the Effect of Using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem governmental Schools. Also more light will be shed on the Cube strategy and students' views after providing it.

1.3 Objective of the Study

This study aims to investigate the effect of using Cube strategy on 7th graders English speaking skills at Bethlehem governmental schools.

1.4 Questions of the Study

This study tries to answer the following questions:

1. What is the effect of using Cube strategy on the students' English speaking skills?
2. What are the students' views on Cube strategy after providing it?

1.5 Hypothesis of the Study

The hypothesis of the study is:

There are no significant differences at ($\alpha \leq 0.05$) on the students' English speaking skills due to the used teaching method.

1.6 Significance of the Study

This study is considered significant because the Cube strategy is expected to help teachers to improve their methods. Teachers will be introduced to a new method of teaching which depends on seeing the subject from different sides. In addition, it will help learners to improve their speaking skills. Students will improve their skills because they have to see the subject from different perspectives. They are going to analyze the subject till argue it with other students. It also will help students to improve their personalities and relationship with other.

This study also helps curriculum designers to consider the Cube strategy in the future. Moreover, this study may help to lead to the investigation of other studies in this field for different populations and variables.

1.7 De-Limitations of the study:

This study is limited to the investigation of the effectiveness of using Cube strategy in teaching speaking to the 7th graders in Bethlehem district in the second semester of the academic year (2015/2016).

1.8 Definition of Terms

The following definitions help to clarify the meaning terms used in this study:

Cube Strategy: Al-shimmary (2015, 35) defines Cube strategy as "an instructional strategy that asks students to consider a concept from a variety of different perspectives. It allows teachers to analyze the subject (Description, Comparison, Association, Analysis, Application and Argumentation) and these sides connected with Blooms levels which helps students to use different sides of thinking". Whereas, Axelord and cooper (2016, 60) define it as "a strategy that give the student an opportunity to charge and improve their ability in writing and it helps them in developing their ideas".

The Cube strategy in the research is defined as an instructional strategy that helps students to speak about the concept or the subject from different sides. It allows students to describe, comprise, associate, analyze, apply and argue the topic.

Speaking skill: Speaking is the most important skill, because it is one of the abilities to carry out conversation and communicate with others. In addition, Speaking skill is the ability to speak the target language to communicate with others that consists of accuracy, fluency and comprehensibility (Afana, 2012) Whereas, Brown (1991: 110) defines speaking as "an interactive process of construction meaning that involves producing, receiving and processing information".

Speaking skill in the research is defined as an English skill helps students to say words, talk, express ideas and converse in a variety of settings after seeing the idea from six different perspectives and this skill will be tested and measured by a rubric .

Ordinary Method: it concerned with the teacher being the controller of the learning environment. student have the knowledge they needed in ordinary ways as lecture, discussion that teachers used to use in their classroom.(cited in Afana,2012)

Ordinary method in the research is defined as the way of teaching that the teacher usually uses in the classroom which depends on the curriculum.

Teaching Strategy : Brinton(2014) thinks it is an effective teaching strategy helps to motivate , activates students in the classroom, develops critically thinking skills, keeps on the task, and helps to enhance the learning of course contents and facilitate learners
Whereas , Afana(2012) thinks it is a method used to deliver information in the classroom. Effective strategy serves to regulate learner motivation, emotions and attitudes.

Teaching strategy in the research is defined as Cube strategy that helps students to see the subject from different perspectives to develop their speaking skills.

Chapter Two

Literature Review and Related Studies

2.1 Introduction

This chapter is divided into two parts which are the literature review and related studies that related to the effectiveness of using the Cube strategy in English speaking skills. Literature review discusses some topics which are: first, it talks about constructivism and Ausubel's theory. Second, it discusses Cube strategy. Third, it discusses speaking skill. Whereas, the related studies explore some previous studies that have investigated the effects of using Cube strategy in teaching English speaking skills.

2.2 Literature Review

2.2.1. Constructivism

Piaget is the first scientist who builds the general principles of constructivism. He thinks that the new knowledge and experience build on the previous ones through adaptation and harmonization. In addition, the information and the experience are building on the students' mind and developed them biologically. This theory was helped researchers in building new strategies and methods of teaching (Zaiton, 2007).

Constructivists believe that knowledge is not mechanically acquired, but actively constructed within the constraints and offerings of the learning environment, and it is also commonly regarded as a shift in paradigm in educational psychology (Liu & Matthews, 2005).

There are two current schools of theory based on constructivism: cognitive constructivism, and social constructivism. Cognitive constructivism is believed to stem largely from Piaget's work and it emphasizes learner-centered and discovery-oriented learning processes. However, social environment and social interaction work merely as stimulus for the individual cognitive conflict. The social constructivist tradition, on the other hand, is often said to derive from the work of Vygotsky (Siririmangkorn, 2012).

A constructivist learning approach supports the use of learner-centered teaching which aims to help students to interact with their environment, participate in constructing meanings, and become empowered in their own learning. As a result, the recognition of students' needs and interests promotes their active participation by developing a feeling of relevancy about their learning activities (Rodriguez, 1996). The main principles of the theory are (Al-Shimmari, 2014):

1. The student builds the knowledge by her/himself.
2. The student innovates the knowledge.
3. The student builds and participates in teaching and in the learning process.
4. The student interacts with other students to build their knowledge.
5. Teaching is measured by the students' ability to recognize the teaching process and building other knowledge.

The researcher thinks that these principles are related one to Cube strategy: Students build the knowledge by connecting it with their previous knowledge then compare them to find the appropriate applications in their lives.

2.2.2 Ausubel's Theory

Ausubel emphasis the meaningful learning. He thinks schools can determine the knowledge and experience that help students to recognize, understand and use them. Students should:

1. Connect new knowledge with previous one.
2. Save the knowledge.
3. Applicate the knowledge in their lives (Al-Shimmari, 2014).

The researcher thinks the Ausubel theory related to the Cube strategy because students connect the new knowledge with the previous knowledge then they use this knowledge in their lives.

2.2.3. Cube Strategy

The Cube strategy is one of the strategies that depends on organizing information. It was developed by Crown in 1980. This strategy motivates students to read the subject in six sides. It allows teachers to analyze the subject (Description, Comparison, Association, Analysis, Application and Argumentation) and these sides are connected with Bloom levels which help students to use different sides of thinking (Al-Shinbar, 2011).

This strategy expands students thinking because Cube strategy has six sides. Each side studies the concept or the subject in a different way.

To use this strategy teachers need to organize students in groups or pairs to discuss the subject (Al-Shinbar, 2011). Working in groups help students to improve their thinking especially at explanation, synthesis and analysis. In addition, it improves students' confidence and develops their social relationship with other students (Nasr, 1986).

This strategy goes to analyze the subject with six sides. First, Describe . Where the student thinks about the topic and describes it. Second, Compare. Where the students write about its' resembles and what is not resemble. This could refer to its shape or function. Third, Associate. What is the first thing that comes to students' mind when they hear the word or topic? Does it prompts some connection to something else familiar or perhaps strangely linked in one's story? It can be events, places, or people. Fourth, Analyze. Where the student describes what it is composed of, what happens in its inner workings, what its source of power or purpose is. Fifth, Apply. Where the student states it's use. It is intended to use the Cube strategy to serve what it was originally designed to do? Sixth, Argue for or

Against. Where the student Judges whether he believes it is usefulness , thoughtful, appropriate, helpful or whatever the student might decide about the topic (Apriyanti, 2014).

After understanding the six sides of the Cube strategy, We have to know the direction of using it. There are five steps to use the cube which are: first, the teacher prints off the cube. Then , she puts the words on each cube, cuts it out, and glues it together. Second, she explains the cube to the class, and gives them the handout with the cube. the teacher Models examples and questions to the class .Third, the teacher explains the rules of the activity:. Students will lightly toss the cube to someone. Then the student will respond to which side is facing up .Fourth, : the teacher tosses the cube to a student who volunteers or who is usually responsive . The teacher allows the student a minute or so to respond. The teacher makes sure all students write down responses on a separate sheet of paper as they go. Fifth, for assessment , students will learn to talk about what they know and listen to others to be able to express their ideas. (Afana, 2012).

To add, there are seven steps of Cube strategy to be applied by the teacher in teaching speaking. First of all, the teacher introduces the topic to the students. Second, the teacher asks students to create a cube or she/he creates one before the class. For example, one side: allow student's five minutes to consider each side of the cube. Third, Teacher asks students to find a topic on the sides print the following terms (describe, compare / contrast, associate, analyze, apply, argue for or against).For example, Side one: asks students to talk or read about the topic from any one of the six possible aspects. Fourth, the teacher asks students to keep clear learning goals in mind when considering the use of cubing for different learners. Fifth, the teacher makes students to speak about the passage and directions for the tasks. Sixth, the Teacher divides students into group discussions with different cubes giving tasks or questions appropriate to their levels of understanding and the ability . Seventh , the teacher asks students to share findings with the large group or to form base groups of experts to share their talking (Apriyanti, 2014).

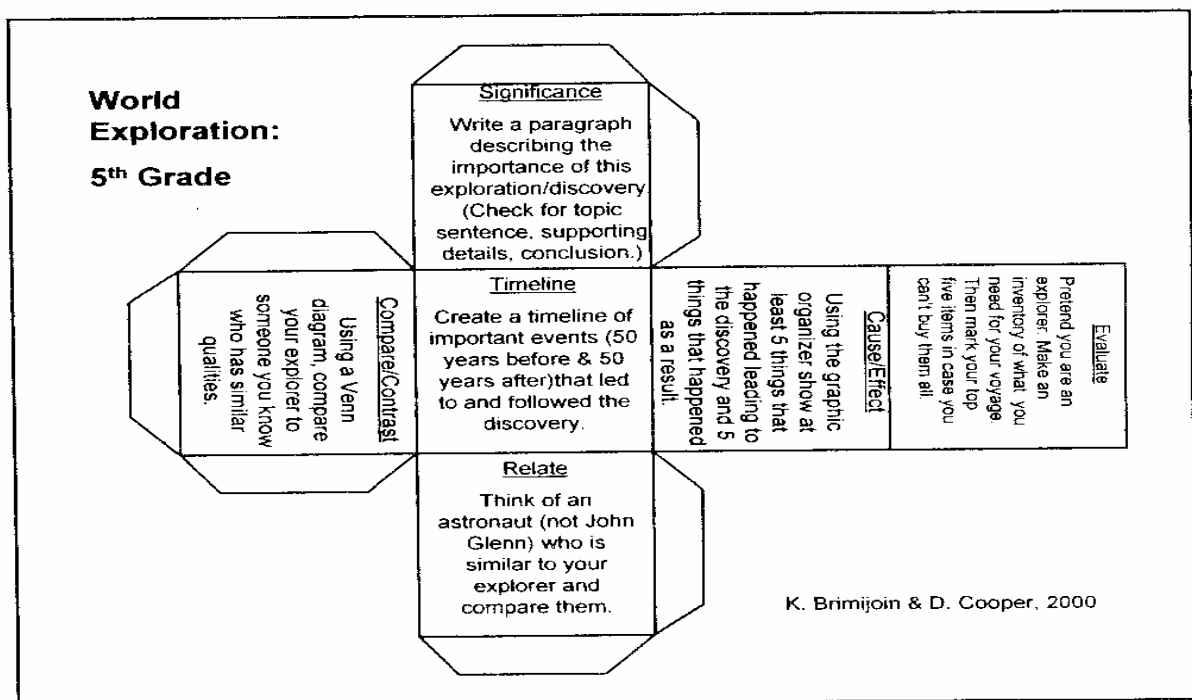


Figure 2.1: World exploration lesson using Cube strategy.

The Advantages of Cubing Strategy

Based on procedures of Cube strategy above, researchers and scientists found some advantages of this strategy. According to Nazario and etal(2013) the advantages of Cube strategy are :first, it allows students to see the subject from different perspectives. Second, it provides students with the ability speak or write everything they know about the topic. Third, it encourages student's thinking. Finally, it helps teachers and students solve difficulties on teaching learning process in English skills especially speaking and writing. While, Apriyanti(2014) think the advantages of Cube strategy summarized in the following aspects. First, Students try to think clearly about the topic and follow six sides of cubing related to the topic. Second, Students have more respect to time that they have. Third, teacher and students can solve the difficulties on teaching learning process. It means that teacher give benefit to students by using this strategy in learning process, if students have difficult they can share with teacher and then teacher should help students in order to reach the result, and it gives feedback for teachers and students

Procedures of Cube Strategy

The procedure of Cube strategy are: first, the teacher divides the class into six small groups and assign each group one of the perspectives just listed. Second, each group's task is to compose a paragraph that looks at the speaking from the assigned perspective. Third, the groups share their paragraph with the class, and the other students provide feedback and ideas. Fourth, the small groups then reconvene and make needed revisions. The paragraphs are turned in and each one is mounted on one side of a large cardboard cube that is then displayed in the room. Fifth, the display cube demonstrates how the speaking can be viewed from each of the six perspectives. (Schlemmer,2008)

According to Sejnost (2009) the procedure of Cubing strategy follow as: First, The teachers Introduces the topic and the six perspectives from which it might be considered. Next, the teacher allows students five minutes to consider each side of the cube. Finally, ask students to talk or write about the topic from any one of the six possible aspects.

Other experts show the procedure of using Cube strategy in writing which can be applied by the teacher in the classroom. The procedures are:

First, the teacher asks the students to prepare the equipment writing tools such as pencil, pen, ruler, note book, paper. Second, the teacher gives graphic of cubing and asks students to draw the graphic on note book or paper. Third, the teacher tells the students very briefly about material, after that continue topic. Teacher explains the material by using cubing with the component, and using the picture as a sample. Fourth, the teacher gives new topic and picture after that asks students to describe and write everything about the sample topic after that pick the topic and takes it on the top as topic sentences. Fifth, the teacher asks students to make a description about the topic by using graphic of Cubing. Sixth, the teacher asks students to give good arguments about the topic and then concludes all ideas and mention where the example and ending of the topic .Seventh, the teacher asks the student to write down and develop the draft into a good descriptive text during a certain time. Eighth, the teacher asks students to write down the descriptive text in the paper. Finally, the teacher asks students to exchange their writing results with their friends (Caswell & Brenda, 2004).

2.2.4. Speaking skill

What is speaking?

Speaking defines in different ways. Some of these definitions are:

Speaking is the most important skill, because it is one of the abilities to carry out conversation and communicate with others. Oxford Advanced Dictionary (1995: 827). Whereas, Bryne (1998) thinks Speaking is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. On the other hand, Sari (2008) assures that speaking is the most difficult part in learning a foreign language because it involves the manifestation either of the phonological system or the grammatical system of the language and students feel really shy about talking in front of other students.

Speaking skill is the ability to speak the target language to communicate with others that consists of accuracy, fluency and comprehensibility. summarizes oral expression as follows: Oral expressions involve not only the use of the right sounds in the right patterns of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning (Afana, 2012).

Speaking Functions

There are three kinds of speaking which are: talk as interaction, talk as transaction, and talk as performance. Following will be a description of each kind. First, talk as interaction. To create good communication, interaction is needed to serve a primarily social function which means communication derives essentially from interaction. Researchers state that people wish to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message (Afana, 2012).

Brown and Yule (1991) illustrate the features of the interaction which are:

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed.

Second, Talk as Transaction. Transaction is concerned with what is said or done. For example, it describes as "in this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Hodson and Jones, 2006). Moreover, there are a distinction between the two types of talk as transaction. First, Situations where the focus is on giving and receiving information as asking someone for directions. Second, Transactions that focus on obtaining goods or services, such as ordering food in a restaurant (Byrne, 1998). Third, Talks as performance. It is the type of talking that transmits information before an audience, such as public speaking, classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monologue ra-

ther than dialogue such as giving a class report or a lecture or a class debate (Richards, 2007).

Speaking Types

Speech events differ in the purpose of talking. There are two types of speaking which are: chatting or listener-related talk and information-related talk (Afana, 2012). Here will be a definition of each one of them. On the one hand, Chatting maintains social contact by exchanging of amicable conversational turns. On the other hand, the information-related talk refers to transferring information on a particular topic. It is related to teaching-learning situations. Some features should appear in information-related such as giving the information in logical progression, questions, repetitions and comprehension checks (Brown, 1991).

Speaking Features

There are some features of speaking which are as mentioned by Luoma (2003):

- Composed of idea units' .For example, conjoined short phrases and clauses.
- May be planned as a lecture or unplanned as a conversation.
- Employs more generic words than written language.
- Employs fixed phrases, fillers, and hesitation markers.
- -Contains slips and errors reflecting online processing.
- Involves reciprocity like interactions are jointly constructed.
- Shows variation as between formal and casual speech, reflecting speaker roles, speaking purpose, and the context.

Speaking Competences

There are some competence should be in the speaking skill. First of all, initiating a conversation. Knowing how and when to open a conversation is a key speaking competence that learners must be taught. Second, turn-taking. This is the interaction management skill that learners would do well to acquire. Third, verbal and non-verbal symbols. It is the ability to convey meaning by encompassing appropriate expressions verbal and non-verbal in the proper context. Finally, Participation, interaction and engagement. To create English language classroom that is full of fun (Afana, 2012).

Speaking Difficulties

In brief, the speaking difficulties lie on Perception of the role of learners, perception of the role of the teacher and difficulties in speaking itself. First of all, perception of the role of learner. This type of difficulties include: the talking time (Ments, 1990), Shyness and hesitance (Sari, 2011) and limited opportunities of interaction (Afana, 2012). Second, perception of the role of teacher. This type include: the pressure of the overloaded curriculum and the concept of control. Third, difficulties in speaking itself.

To add, Brown (1991) mentioned some characteristics of spoken language which are: Clustering, Redundancy, Reduced forms, Performance variables, Stress, rhythm and intonation and Interaction.

Communication skills

The ability to speak in a foreign language involves several components that speakers need to acquire in order to communicate effectively which are fluency, pronunciation and accuracy. Following will be the definition of each one of them. First, fluency. It is the ease and speed with which a student is able to formulate and generate speech in the target language. It comes mainly through contextual speaking practice, not drilling with isolated words (Nunan, 2003). Second, pronunciation. It is the sound of speech is a thorny issue for language assessment. However, this is first of all because people tend to judge native/non-native speaker status on the basis of pronunciation (Afana, 2012). Finally, accuracy. It is often at least one aspect of pronunciation criterion. It often includes speed, intonation, stress and rhythm (Luoma, 2003).

Tips for increasing speaking

Sari (2011) mentioned some tips for increasing speaking which are: First, increasing oral communication in the classroom. Second, increasing speaking interaction. For example, providing students with regular opportunities to communicate orally in English about topics that are relevant to them and practice and risk taking are keys to developing the ability to communicate.

Teaching Speaking

Teaching speaking according to the Palestinian Ministry of Education (1999, 30-31) means equipping students with:

1. Producing the English speech sounds and sounds patterns.
2. Using words and sentence stress, intonation patterns and the rhythm of English language.
3. Selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organizing their thoughts in a meaningful and logical sequence.
5. Using language as a means of expressing values and judgments.
6. Using the language quickly and confidently with few unnatural pauses, which is called fluency (cited in Afana, 2012).

Stages of Teaching Speaking

There are four stages to teach speaking which are: orientation, lead in or engagement, presentation or modeling, the imitation, practice or production and errors correction. First, orientation, lead in or engagement. In this stage, teachers should put students in the mood of the activity by giving an introduction about the topic. Teachers should build upon the students' prior knowledge or schemata (Harmer, 2001). Second, presentation or modeling. The teacher presents authentic examples to be followed later on the class (Brown, 1994). Third, the imitation, practice or production. At this stage the teacher is seen as a manager and a guide to give students the opportunity to know the functions of the language and be able to initiate and start an interaction with others in a meaningful way (Harmer, 2001). Fourth, errors correction. Error correction is a debatable issue as some questions are raised concerning when and how to correct speaking errors (Brown, 1991).

To summary ,the Cube strategy is an instructional strategy that helps students to see the topic in six different sides. It allows students to describe, comprise, associate ,analyze, apply and argue the topic. Also, this strategy connected with levels of Bloom Taxonomy. Cube strategy is used to improve English speaking skills. It improves the ability to communicate with others. In addition, it helps students to say words, talk and express ideas after seeing the idea from six different perspectives. Moreover, it improves student's pronunciation and intonation. To summary, Cube strategy helps students to product knowledge and express them which need high mental skills .

Moreover, the Speaking skill is the ability to say words and communicate in the target language. Speaking skill depend on receiving, analyzing and describing the information which are connected with the Cube strategy .The Cube strategy depends on describe ,compare, associate, analyze ,apply and argument information. So it was talked about the Cube strategy and the speaking skill to show the importance of them in building the students' knowledge.

2.3. Review of Related Studies:

There are some studies that related to the Cube strategy:

2.3.1 Cube Strategy

Al-Shimmari (2014): conducted a study tried to identify the Activity of employing the Cube Strategy in improving the synthetic thinking for the female Students in the preparatory fifth Literary class in the lesson of Geography. The sample of the study contained the female students of the preparatory fifth literary. The researcher equivalent between experimental group and control group. The instrument of the study was synthetic thinking test. The researcher found that: There was a difference with a statistical indication at the level (0.05) between the mean of the female students' degrees of the experimental group who study Geography by employing the Cube strategy in improving the synthetic thinking and the mean of the female students' degrees of the control group who studied Geography by the ordinary method.

Apriyanti (2014) conducted a study aimed to achieve writing by combining Cubing and POW trees strategies the study was with eighth grade of junior school. The result of the study indicates that teacher can uses Cube strategy and POW tree strategies. Cube strategy helps students to develop their ideas and compare those ideas into six steps where each other step is related. POW tree strategy that helps students to develop their ideas and then write the ideas into a descriptive text. The teacher must follow the procedures of this strategy, so that the learning process in classroom can run well.

Shinbar (2011) conducted a study aimed to find the effect of using the Cube strategy in acquisition and retention of scientific concepts in science for fifth primary students in Iraq. The sample of the study was 60 students . The researcher equals between experimental group and control group. The instrument of the study was a scientific concept test. The result showed that a statistical indication at the level (0.05) between the mean of the students' degrees of the experimental group who studied science by employing the Cube Strategy in acquisition and retention of scientific concepts of the students' degrees of the control group who studied science by the ordinary method.

2.3.2 Speaking Skills

Sagban (2015) conducted a study tried to find the impact of dramatic activities on developing Iraqi English foreign language students' speaking abilities. The sample of the study was twenty students of their third years were selected for this study to enrolled English conversation class. The tool of the study was pre - post speaking test. The collocation data IELTS speaking test before and after exposing students to dramatic activities of different situations. The z-test value was employed to determine the increase in speaking scored. The result of the study indicated that there was a statically significant differences between the mean scores of students obtained from the pre –posttest.

Rayhon (2014) conducted a study tried to find the impact of using role play techniques on improving pupils' speaking skill for primary school. The population consisted of 160 Iraqi English foreign language students' distributed over two sections A and B. Sixty students are chosen randomly to represent the main study sample and other twenty students represented the pilot administrations. The sample of the study was sixth grade female pupils in the primary schools in Babylon city during the second term of the academic year 2011-2012. Tools were two texts. The result of the study was the students' achievement in the experimental group is better than that of the control groups which shows that role-play techniques was more useful for them in teaching speaking skill than the lecture method teaching.

Al-Nawrasly (2013) conducted a study aimed at investigating the effect of the native English language teachers in comparison with nonnative English language teachers on students' achievement in speaking skills. The subjects of the study were six native English teachers (NESTs) and six non-native English teachers (NNESTs), and their 196 grade ten students in the Institute of Applied Technology in the UAE. The instrument of the study was a speaking test implemented at the end of term one of the academic year 2008/2009. The findings revealed that there was no significant difference among students' overall speaking achievement test scores amongst 10th graders at ($\alpha = 0.05$) due to the native-ness of the teacher. However, the in depth analysis showed that there was a significant correlation between native-ness and pronunciation in favor of the NESTs and a significant correlation between accuracy and activeness in favor of the NNESTs.

Endarto (2013) conducted a study tries to find the effects of using readers theatre to improve the speaking skill of grade six students' of SMA Negeria two player in the academic year of 2012/2013. This research followed the action research design which is collaborative in nature. The research was conducted in two cycles following the steps of reconnaissance, planning, action observation, reflection and data analysis. The data of the research were qualitative data were compared by using the t-test and charts. The findings show that teaching and learning process were gradually improved in terms of preparation, presentation, teaching method and teacher students interaction, and students' involvement and motivation. There is a significant differences between students' speaking scores in the pre-test and those in the post-test.

Mustafa (2013) conducted a study tries to find the Effect of a Strategy-Based Classroom Interactional Instructional Program on Developing Jordanian Basic Stage Students' Speaking Skill. The sample of the study was purposefully chosen. It consisted of 51 students who were assigned into two groups. The experimental group consisted of 25 partic-

ipants whereas the control group consisted of 26 participants. The study lasted for three months (September, October, and November) of the academic year 2012/2013. To answer the questions of the study, the researcher designed an interactional instructional program that was mainly based on using four of the speaking activities: picture describing, find the differences, role play and interview. The following three instruments were used in the study: A speaking test, an attitudinal questionnaire and an interview.

The findings of the study showed that there were significant differences between the mean score of the experimental group and the mean score of the control group in the post speaking achievement test in favor of the experimental group due to the teaching strategy. Moreover, the results showed that the participants' attitudes toward the speaking activities that were included in the instructional program were positive. In addition, the participants' points of view concerning the effectiveness of the program in enhancing students' speaking ability were also positive. Based on the results of the study, the researcher presented some conclusions and suggested some recommendations to the English foreign Language teachers, researchers and the Ministry of Education.

Afana (2012) conducted a study aimed at investigating the impact of using Educational Drama Intervention (ED) on the Palestinian ninth graders in UNRWA schools. The sample of the study consisted of (60) female students distributed into two groups. One of the groups represented the control group of (30) students; and the other represented the experimental one of (30) students. The groups were randomly chosen from a purposive sample from UNRWA Rafah Prep (D) Girls School in the Gaza Strip where the researcher works as an English Language Supervisor. The Educational Drama strategy was used in teaching the experimental group while the traditional method was used with the control one in the second semester of the school year (2011-2012) for six weeks covering (21 hours).

The researcher utilized two main tools and another five supporting tools employing four types of assessment represented in analytical assessment (an observation card) and the holistic one (a checklist). The internal and external assessment and reflection were also used by getting all the parties involved in the intervention being interviewed; the students shared in the experiment and the drama teacher. The results indicated that there were statistically significant differences between both groups in favor of the experimental one, in improving speaking skills due to the Education Drama Intervention. The recommendations were the necessity of implementing the Educational Drama techniques in teaching English language to bring about better outcomes in students' speaking skill. It was also suggested that further larger research should be conducted tracking the effect of the Educational Drama on different dimensions of learning English language, other school subjects and different grades.

Ali (2012) conducted a study to promote the speaking skill: a comparative study between Fujairah English and Non-English speaking schools. His study mainly investigated the Arab students' speaking behavior within small group work activities in English and Non-English Speaking Schools. The Non-English Speaking Schools here refer to Arab schools. The purpose is to examine whether that speaking behavior differentiates from a context to another or not and why. Such major issues were explored through this study as the students' oral participation in class, their perspectives towards what they need and what they should do themselves to be competent speakers, as well as their attitudes towards small group work as a motivating approach for speaking. To achieve these objectives a mixed method research paradigm including class observation, questionnaires and interviews were adopted. The point was to cover the topic from all sides and create a superior research. The

findings showed a discrepancy in speaking behavior between the English and the Arab group work contexts in terms of the students' oral participation and the teachers' teaching strategies. It was revealed that ESS students have more speaking and critical thinking abilities than students in Arab schools. Also, the findings showed the ESS teachers' more awareness in conducting group work activities than teachers in Arab schools too. However, the role of group work in promoting speaking was determined by all participants.

Sirisrimangkorn (2012) conducted a study to investigate the results of the effects of drama-based role play structured by Student Teams Achievement Division (STAD) on university students' speaking skill, motivation, and self-esteem. This study was an experimental research and conducted over an academic semester in a fundamental English class at Nakhon Ratchasima Rajabhat University (NRRU). Participants in this study were 80 non-native undergraduate students whose major was not English. They were selected by purposive sampling and arranged into an experimental group and a control group of 40 students each. The instruments for collecting data in this study were as follows; pre- and post-speaking tests, pre- and post-Attitude and Motivation Battery Tests, pre- and post-Self-Esteem Tests, analysis of students' video clips, students' interviews, students' journals, and classroom observation. Both quantitative and qualitative methods were used to analyze the results of the research study. The results of quantitative and qualitative analysis showed the effectiveness of the integration of drama-based role play and STAD on students' speaking skill, motivation, and self-esteem in the experimental group.

Al-Mohanna (2011) conducted a study aimed to develop Saudi students' English listening and speaking skills. To achieve this purpose, the study investigated the classroom practices of English language teachers and students with special focus on listening and speaking skills. For the purpose of this study, nine intermediate schools spread throughout Riyadh city were randomly selected from the nine supervisory directorates (currently, offices of education), that was, one school from each office. The study adopted the qualitative inquiry approach to look at people in natural settings with classroom observation employed as an instrument for collecting data. The researcher depended on an audio tape recorder and on written field notes for later analysis. The tape recorder was used to record the teacher-student interactions as it was physically impossible to record everything that happened during the teaching period. The researcher also took notes, as some events which happened in a classroom could not be captured by audio recording. The examination of data revealed that the Foreign Language classroom communication was extremely centered on the teacher. The English Foreign Language teachers initiated the talk, asked questions, decided who was going to participate and evaluated the answers. They were in control of the period from beginning to end. The students were left with limited or non-communicative options. As a result, the researcher at the end of this study introduced some recommendations for improving the teaching of listening and speaking. These recommendations included using drama, storytelling and games in teaching listening and speaking skills.

Calle (2011) conducted a study aimed to investigate the drama in the classroom to improve the spoken communication skill for junior high school students. The sample was the students in Sto. Domingo de Guzman High School. The result was encouraged teachers to use role plays, in their own classrooms and using drama activities are very useful in teaching a foreign language. The recommendation were the teachers can work with warm up activities and improvisations by working in groups, Teachers consider aspects and apply this type of role play at the end of the semester so the students can be better prepared and

perform successfully and school authorities should suggest their English teachers to include drama activities in the curriculum since first grade. In this way, students would feel familiar with them when they are in advanced grades.

Fasawang (2011) conducted a study tried to find the effects of using collaborative learning to enhance students' English speaking achievement. The sample was conducted with 35 undergraduate students' enrolled in a fundamental English course at Bangkok University to examine their speaking achievement on English oral test before and after they participated in provided tasks based on collaborative learning. The tools are pre- posttest and students' diary. The collocated data was analyzed by frequency means, standard deviation, t-test and content analysis. The findings are the reveal of the improvement of students' speaking performance and the positive feedback from students' on the use of collaborative learning activities.

Sari (2011) conducted a study aimed to improve student's speaking ability at the eleventh grade. The writer formulated problem statement as: can socio drama improve the students' speaking skills? Socio drama, according to the writer, is a method by which a group of individuals select spontaneously to enact a specific social situation common to their experience. It is effective in clarifying values, developing social skills, solving problems, diagnosing an organization, developing and rehearsing action plans or improving personal effectiveness and awareness. Socio drama can be one of the teaching methods in a particular speaking skill. His target population of this study included one English teacher and all of students at the eleventh grade in Iran. The writer selected the sample of one teacher and a class of students at the eleventh in a random sampling, in order to get specific information about the socio drama method and the students' responses towards the method. The writer used: questionnaires, interviews and observation. After analyzing these three instruments, results revealed that using socio drama techniques in teaching had a positive effect in developing speaking skills.

Janudom (2009) conducted study tried to find drama and questioning techniques: powerful tools for the enhancement of students' speaking abilities and positive attitudes towards English foreign language learning. The tools are teachers' diaries, students' journal, and attitude questionnaires. The findings were there was statistically significant differences between the mean scores students obtained from the pre and post-test. Based on such finding, it conducted that drama and questions technique could help enhancing students' speaking abilities and their positive attitudes towards English foreign language learning.

Tsou's (2005) conducted a study aimed to improve speaking skills through instruction in oral classroom participation. Student participation included many forms of student actions such as speaking, listening, reading, writing, and body language or physical movement. Students at a university in southern Taiwan were selected from the freshman English class, a required course for all first-year students. Those participants were divided in to two groups: experimental and the control group. The researcher designed a course that depended on Participation Instruction (PI). PI is a kind of instruction which depends mainly on using drama techniques in teaching. Therefore, the initial hypothesis of this study was: will PI increase Taiwanese students' oral participation in class. The study included both quantitative and qualitative data. The quantitative data were collected through questionnaires, tests, and observations; the qualitative data were gathered through passive participant observation, survey responses, and an interview with the teacher. In order to examine differ-

ences between the experimental and control groups before the onset of the experiment, preliminary tests were done. At the end of each semester, every student was required to fill out course and teacher evaluation forms. These two completed forms were then analyzed and their average scores were calculated. The experimental group had consistently higher mean scores than the control group. As a result, the researcher recommended teachers to use the PI in developing speaking oral skills.

Janudom (2004) conducted a study aims to satisfying students' needs for improved English speaking in order to handle the growing challenges of international communication in a globalized world, the study conducted to examine the benefits of drama and questioning techniques to enhance verbal communicative skill. The sample of the study is 15 nonnative undergraduate students whose major was not English. The tools of the study were teachers' diaries, students' journal and attitude questionnaire. To collect data, the speaking achievement pre- posttest were administered. Research findings showed that there was statistical significant differences between the mean scores students obtained from the pre- and post-test. The data obtained from students' journals attitude shows positive attitudes' toward English.

Hassan (2001) conducted a study aimed to study the attitudes of tenth grade students towards speaking English as a foreign language in Salfeet District. The population of this study was tenth grade students in the government schools. The sample was chosen randomly 416 students: 192 males, 224 females. The tool of the study was a developed questionnaire. For the collected data ANOVA and Schiff's posttest used to determine the effect of the study variables on the attitudes of the students', and independent t-test to determine the effect of the study variables on attitudes of the students. The results of this study showed significant differences at $\alpha = 0.05$ on the students' perception towards speaking English as a foreign language and evaluation and feedback domains between males and females. However, there were no significant differences at $\alpha = 0.05$ in the students' attitude towards speaking as a foreign language due to the place of living variable.

Li (1996) conducted a study to find the impact of strategies – based instruction on speaking a foreign language. The sample of the study consisted of 55 students enrolled in intermediate –level foreign language classes at the university Minnesota. Thirty two students' comprised the experimental group and received strategies based speaking. Twenty one students out of the larger group of fifty five were selected on a volunteer basis from the six classrooms. The tools are background questionnaire. The findings of the study were the experimental group out personal the comparison group on the third of the three speaking tasks, the city description. The other suggestions for the further research for videotape.

2.4 Summary

Obviously, All the studies of Cube strategy shows that the students learned better by the Cube strategy in the field of synthetic thinking, acquisition and retention of scientific concepts in science . For example, Al-shimmari study(2014). This study tries to identify the employing the Cube strategy in improving the synthetic thinking. The study findings was a difference with a statistical indication at the level (0.05) between the mean of the female students' degrees of the experimental group who study geography by employing the Cube strategy in improving the synthetic thinking and the mean of the female students' degrees of the control group who study geography by the ordinary method .Moreover, There are a lot of studies about speaking skills. There are some previous studies investigate the relationship between speaking and other strategies such as Rayhon study(2014) which found that the students' achievement in the experimental group is better than that of the control groups which shows that role-play techniques is more useful for them in teaching speaking skill than the lecture method teaching. Also, the researcher used the Cube strategy and speaking skills studies to determine the procedure of integration Cube strategy in classes which can related to Senjost (2009) and Caswell and et-al(2004) .

There isn't any previous studies connected the Cube strategy with speaking . Previous studies conducted about the Cube strategy with the reading and the writing skills. And this study will connect between the Cube strategy and the speaking skill.

Chapter Three

Methods and Procedures

3.1 Introduction

In this chapter, the researcher describes the methodology of the study, research population, and the procedures of the sample examination and the steps of building the tools of the study, which include: speaking test (pre- posttest) with rubric, questionnaire, students' diaries and semi-interview as well as the necessary steps to ensure the validity and reliability of the tools. It also includes a description of the study design and statistical analysis.

3.2 Method

This study sought to provide teachers with teaching tools, and study the efficacy of the tools through both quantitative and qualitative inquiry. The researcher adopted the quasi experimental design, such an adoption was due to the nature of the research which aimed at finding the impact of Cube strategy on speaking skills.

3.2.1 Design of the Study

Both of the groups (experimental and control) taught two units according to the proposed way of teaching (Cube strategy) and the ordinary way of teaching (ordinary class room) .

The experimental group taught by using equipping with six sides to teach speaking, while the control group taught the text book according to the curriculum by the ordinary way.

3.3 Research population

The population of the study consists of all the female in seventh grade students in Bethlehem governmental schools for the second semester of the scholastic year 2015/2016.

3.4 Sample of the study

The sample of the study was purposeful and consists of (78) female students from Al-Amyriah school divided into two classes. Randomly one group appointed by tossing as the experimental group which includes (39) students and taught by the Cube strategy while the other group appointed by tossing as a control group which includes (39) students and taught by the ordinary method. The two groups were same in the age, all the students were between 13-14 years old. In addition, they all have the same environmental and education-

al circumstance. All of them in Zaatara village and none of them had ever studied in the target language countries.

3.5 Instruments of the Study

At first, the educational materials were prepared. The topic was determined.: The Palestinian English Curriculum for the seventh grade was reviewed .The basic units that had speaking skills were identified, which were units 10 and 11 and the lesson plans were prepared using .The experimental group will be taught using the Cube strategy and the controlled group will be taught using the ordinary method.

This study will use triangulation instruments as listed below:

- a. An oral test (pre- posttest) with a scoring rubric: The test was designed to measure the students' achievement in the speaking skills. This test had two questions. In the first question students has to talk about five pictures as they can. The second question had four items which must be answered by the students in the experimental and controlled group. The total mark in this test was 32 marks. The rubric has eight axes which are eye contact, body language, voice, subject knowledge, organization, vocabulary, mechanics and pronunciation. Each axis has four choices which has the rate from 1-4 (Appendices 3 and 4).
- b. A questionnaire asking the students' views on Cubing strategy. The questionnaire was designed in order to measure the students' views after applying the Cube strategy. This questionnaire has 21 items. The questionnaire contained first cover page which contains the researcher's letter to the students. Second, it has the 21 items about students' views. To answer the questionnaire, the students needed to read the 21 items carefully then decided the suitable answer that expressed her opinion. The researcher designed the questionnaire in the form of a 5 points Likert scales ranging from strongly agree, agree, neutral, disagree and strongly disagree. The questionnaire was submitted to students in English. Valuable instruction and assistance was offered during the whole process .All questionnaires were filled out and returned to the researcher (Appendix 2).
- c. A semi-structured interview: it is conducted with the experimental group in order to obtain more in-depth information on students' views towards the integration of the research study. The semi- structured interview was given to the experimental groups for three times to measure their views to the Cube strategy. It was given at the beginning of the work, middle and at the end. The semi-structured interview contained of nine questions and the students had to answer these questions. The students had to answer these questions for three times to measure their progress after doing the assignment Students' answers will be recorded to be analyzed later. (Appendix 5).
- d. A student's diary: it is conducted with the experimental group in order to obtain more in-depth information on students' views towards the integration of the research study. The student's diary was given to the experimental group for five times to measure their views towards the Cube strategy. The student's diary contains of six questions and each question have three choices. The students had to write their explanation for each choice. Students' diaries will be written then the researcher will analyze their answers to get the number for each answer.(Appendix 6)

3.6 Validity of Instruments

3.6.1 Validity of the Test with Rubric

To ensure the validity of the test content and the rubric, they were represented to group of arbitrators (appendix 1) with competence and experience. They were asked to state their opinions on the test paragraphs and the researcher considered their comments and notes.

3.6.2 Validity of the Questionnaire

To ensure the validity of the questionnaire , it was represented to group of arbitrators (appendix 1) with competence and experience. They were asked to state their opinions on the test paragraphs and the researcher considered their comments and notes.

3.6.3 Validity of the Students' Diaries

To ensure the validity of the students' diaries questions, it was represented to group of arbitrators (appendix 1) with competence and experience. They were asked to state their opinions on the diary questions and the researcher considered their comments and notes.

3.6.4 Validity of the Semi-Interview

To ensure the validity of the semi-interview questions, it was represented to group of arbitrators (appendix 1) with competence and experience. They were asked to state their opinions on the semi-interview questions and the researcher considered their comments and notes.

3.7 Reliability of the Instruments

3.7.1 Reliability of the Test

To ensure reliability of the test, the researcher applied the test of 10 students from the study population and out of the sample. Reliability coefficient was calculated by Cronbach alpha .It was 0.737 for the test which means that the test has good reliability.

3.7.2 Reliability of the Questionnaire

To ensure reliability of the questionnaire, the researcher applied the questionnaire to a sample of 21 students from the study population and out of the sample. Reliability coefficient was calculated by test –retest. It was 0.834 for the questionnaire which means that the questionnaire has very good reliability.

3.8 The Variables of the Study

Independent variables:

- The methods of teaching
- Cube strategy method.

Dependent variable:

- Students' speaking skill .
- **3.9 Data Collection Procedures**

The following procedures were adapted during the second semester of the academic year 2015/2016:

1. The educational literature and previous studies related to the usage of Cube strategy and speaking skills were reviewed.
2. The topic was determined.: The Palestinian English Curriculum for the seventh grade was reviewed .The basic units that had speaking skills were identified, which were units 10 and 11 and the lesson plans were prepared using Cube strategy (ppendices8- 16)
3. The lessons to be taught through Cube strategy were chosen.
4. The study instruments which contained questionnaire, pre and posttests', students' diary and semi- interview were prepared.
5. The validity and reliability of instrument were applied.
6. The study instruments were applied.

The pre-test was an achievement test conducted for the experimental group and the controlled group.

The post-test was an achievement test applies on the samples of the experimental group and the controlled group. The test reviewed and improved by some experts and specialists .The researcher received an official document, to apply the study on the sample, and obtained an official permission, from the directorate of education to conduct the study in their schools. The instruments of this study were applied on both group (the experimental and the controlled groups) before the beginning of the teaching.

7. Students learnt according to the Cube strategy in the experimental group. In the controlled group, students taught in the ordinary way. Every group was taught the two units in classes for both units. Unit 10 was about the technology and unit 11 was about visiting a city. Then the instruments of this study were applied on the groups. (Appendices 8-14).
8. The data was collected by applying: the questionnaire, the test, the semi-interview and student's diaries.
9. The data was analyzed of qualitative and quantities instruments.
10. Results were discussed and recommendation were given

3.11 Data Analysis

In order to analyze the data, the researcher used statistical techniques, Statistical Packages for Social Sciences (SPSS), t-test, Eta square, descriptive statistics, means, standard deviation and percentages, cronbach Alfa and Pearson.

Chapter 4

Results of the study

This study determines the Effect of Using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem Governmental School. In this chapter, the researcher shows the results of the study, alongside examining the two questions and one hypothesis of the study. The results are divided in accordance with the questions of the study. The analysis of t-test was used to test these questions. Then the researcher will show the results of the qualitative tools.

4.1 Descriptive Analysis

4.1.1 Results Related to the First Question

What are the effects of using Cube strategy on the students' English speaking skills?

To answer this question, it was proposed as the following hypothesis: There are no significant differences at ($\alpha \leq 0.05$) on the students' English speaking skills due to the method of teaching..

To examine this hypothesis, means and standard deviations of the experimental and the control groups' results on the pre- post oral tests of speaking skills were computed. The researcher used independent samples t-test to measure the significant differences. To interpret this hypothesis, the researcher used t-test independent sample results of differences between experimental and control group in the post oral test. Table 4.1 and table 4.2 show that.

Table 4.1: The mean and Standard Deviation for English speaking test between using the cube and the ordinary method.

	Test	Mean	Std. Deviation	N
Control	Pre	13.775	3.690	39
	Post	14.325	3.765	39
	Total	14.050	3.714	78
Experimental	Pre	12.974	3.703	39
	Post	20.256	3.789	39
	Total	16.615	5.223	78
Total	Pre	13.380	3.694	78
	Post	17.253	4.794	78
	Total	15.317	4.688	156

Table 4.2: t-test independent sample results of differences between the experimental and the control groups in the post oral test and the effect size.

Skill	Group	N	Mean	S. Deviation	t-value	Sig.	η^2
Eye Contact	Experimental	39	2.54	0.51	-8.157	0.001*	
	Control	39	1.63	0.49			
Body Language	Experimental	39	2.62	0.54	-8.198	0.001*	
	Control	39	1.68	0.47			
Voice	Experimental	39	2.69	0.52	-6.063	0.001*	
	Control	39	1.98	0.53			
Subject Knowledge	Experimental	39	2.85	0.59	-6.273	0.001*	
	Control	39	2.03	0.58			
Organization	Experimental	39	2.82	0.51	-5.645	0.001*	
	Control	39	2.08	0.66			
Vocabulary	Experimental	39	2.26	0.64	-2.348	0.001*	
	Control	39	1.90	0.71			
Mechanics	Experimental	39	2.21	0.66	-4.498	0.001*	
	Control	39	1.55	0.64			
Pronunciation	Experimental	39	2.21	0.70	-4.242	0.001*	
	Control	39	1.55	0.68			
Total degree	Experimental	39	20.256	3.789	-6.979	0.001*	0.387
	Control	39	14.325	3.764			

*Significant at ($\alpha \leq 0.05$)

The results in **table (4.2)** indicate that the computed sig. value is less than the 0.05 in all the skills and in the total degree of the post oral test. This means that there are significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 14.325 in relation to the total score of the oral test, the mean of the experimental group is 20.256. Based on such findings, it can be claimed that the Cube strategy is effective in enhancing speaking skills.

Further calculation of the effect size utilizing the formula ($\eta^2 = t^2 / (t^2 + d_f)$) to measure the magnitude of the Cube strategy indicated that the effect size is large (Afana, 2012). That means that the performance of the students improved greatly as they master the functional language. They started to use the proper expressions in the proper social settings. Their speaking skills improved where they started to imitate the native-like language.

It can be concluded that the results of the oral test signified that the learning by using Cube strategy had a positive effect on students' English speaking skills.

To examine if **there are any statistically significant differences in the total average experimental students' scores due to use of Cube strategy**, means and standard deviations of the experimental group results between the pre - post oral test of speaking skills were computed. The researcher used t-test Paired Samples to measure the significant differences. To interpret this hypothesis, the researcher used t-test paired samples results of differences between the pre-oral test and the post-oral test of the experimental group which shows in table 4.3.

Table 4.3: t-test independent sample results of differences between the experimental group in the post oral test and the effect size.

Skill	Group	N	Mean	S. Deviation	t-value	Sig.	η^2
Eye Contact	Pre	39	1.590	0.498	-26.514	0.001*	
	Post	39	2.539	0.505			
Body Lan- guage	Pre	39	1.615	0.493	-27.221	0.001*	
	Post	39	2.615	0.547			
Voice	Pre	39	1.718	0.560	38.000	0.001*	
	Post	39	2.692	0.521			
Subject Knowledge	Pre	39	1.846	0.630	-19.248	0.001*	
	Post	39	2.846	0.587			
Organization	Pre	39	1.795	0.570	-22.894	0.001*	
	Post	39	2.821	0.506			
Vocabulary	Pre	39	1.462	0.505	-12.135	0.001*	
	Post	39	2.256	0.637			
Mechanics	Pre	39	1.436	0.552	-9.913	0.001*	
	Post	39	2.205	0.656			
pronunciation	Pre	39	1.436	0.552	-9.913	0.001*	
	Post	39	2.205	0.695			
Total degree	Pre	39	12.974	3.703	-28.048	0.001*	0.954
	Post	39	20.256	3.789			

*Significant at ($\alpha \leq 0.05$)

The findings in table (4.3) indicate that the computed sig. value is less than 0.05 in all the skills and in the total degree of the post oral test. This means that there are significant differences at ($\alpha \leq 0.05$) between pre and post test results of the experimental group in favor of the post test.

In addition, there is a significant difference between the means of the pre-oral test and the post-oral test of the experimental group in favor of the post oral test. The mean of the experimental group in the pre oral test is 12.974 in relation to the total score of the oral test and the mean of the experimental group in the post oral test is 20.256. This indicates that the Cube strategy has great impact on the students' speaking skills.

Further calculation of the effect size to measure the magnitude of the Cube strategy indicated that the effect size is large.

It can be concluded that the results of the oral test signified that the learning by using Cube strategy had a positive effect on students' English speaking skills.

4.1.2 Results related to the Second Question

What are the students' views on Cube Strategy after providing it?

At the end of the intervention, students were asked to complete a questionnaire about their opinions towards the use of Cube strategy. Students were asked to rate their opinions to-

ward the use of the Cube strategy on a five-rating scale from (strongly disagree) to (strongly agree). Table 4.4 shows the results of the students' responses.

Table 4.4: Students' Views on Cube Strategy

	Items	S D	D	N	A	SA
1	helps me to understand the topic	0 (0%)	0 (0%)	0 (0%)	19 (48.7%)	20 (51.3%)
2	helps me to exchange my information with others	0	3 (7.7%)	0	16 (41%)	20 (51.3%)
3	helps me to practice English	0	3 (7.7%)	4 (10.3%)	16 (41%)	16 (41%)
4	helps me to achieve progress in the English language	0	0	0	12 (30.8%)	27 (69.2%)
5	provides a more relaxed atmosphere to me in class	0	0	11 (28.2%)	8 (20.5%)	20 (51.3%)
6	develops my personality	0	0	0	4 (10.3%)	35 (89.7%)
7	develops my cooperative learning skills	0	0	4 (10.3%)	20 (51.3%)	15 (38.5%)
8	improve weak students speaking skills	0	0	0	16 (41%)	23 (59%)
9	enhances my communication skills	0	0	0	27 (69.2%)	12 (30.8%)
10	is fun	0	0	3 (7.7%)	16 (41%)	20 (51.3%)
11	helps me look at the subject from different sides	0	0	0	24 (61.5%)	15 (38.5%)
12	develops my pronunciation skills	0	0	0	15 (38.5%)	24 (61.5%)
13	develop my performance in English language activities	0	0	0	31 (79.5%)	8 (20.5%)
14	making new friends	4 (10.3%)	0	12 (30.8%)	15 (38.5%)	8 (20.5%)
15	helps me in receiving feedback	0	0	3 (7.7%)	28 (71.8%)	8 (20.5%)
16	works well when the maximum group size is four to five	0	0	3 (7.7%)	24 (61.5%)	12 (30.8%)
17	saves my time	0	3 (7.7%)	4 (10.3%)	20 (51.3%)	12 (30.8%)
18	helps concept understanding in a multitude of ways	0	0	3 (7.7%)	12 (30.8%)	24 (61.5%)
19	allows me do the assignments easily	0	3 (7.7%)	0	12 (30.8%)	24 (61.5%)
20	improves learning the English language	0	0	0	8 (20.5%)	31 (79.5%)
21	develops my eye contact, voice and body language	0	0	4 (10.3%)	23 (59%)	12 (30.8%)

Table (4.4) revealed the students' views on the Cube strategy. To analyze student' views on Cube strategy. It can be seen that almost all of the items exhibit agree and strongly agree responses. However, items 14, 17 and 19 have disagree and strongly disagree responses.

The table (4.4) shows the positive views toward the integration of the Cube strategy. Also, the table shows the strongly and strongly agree items of the students' views on Cube strategy which are above 50% .The highest percentage is 89.7% of the item "develops my personality". Then, the item 20 "improves learning the English language" with 79.5 % . Then the item 4 " helps me to achieve progress in the English language" with 69.5%. Then the items 12" develops my pronunciation skills, 18" helps concept understanding in a multi-

tude of ways "and 19" allows me do the assignments easily "with 61.5%. The items 1" helps me to understand the topic", 2" helps me to exchange my information with others", 5" provides a more relaxed atmosphere to me in class" and 10 " is fun" with 51. However, the table shows the disagree and strongly disagree items of the students' views on Cube strategy. The lowest percentage is with the items 14" making new friends ", 17" saves my time "and 19" allows me do the assignments easily" with 7.7%.

For more support to the previous results, the researcher utilized other tools.

4.2 Qualitative Analysis

4.2.1 Results Related to Semi-Interview

To study the students' views after integration of the Cube strategy, the researcher used three tools which were: the questionnaire, semi interview and students' diaries. The questionnaire results were shown above. Here the researcher will show the results of the semi – interview and students' diaries.

The Semi – Interview Results:

The researcher interviewed 13 students from the experimental group who integrated the Cube strategy. The researcher took 13 students because each interview has to be recorded . which take time and efforts. Students were interviewed for three times at the beginning, middle and at the end of the study. The researcher found that students have positive views towards the Cube strategy. Also, the researcher found that students' views were developed. The findings related to the following questions:

1. Has your English speaking improved after the integration of the Cube strategy? How? Eleventh of thirteen students with 84% percentage claimed that their English speaking improved after the integration of the Cube strategy. Students thought Cube strategy helped them to:

- Change their speaking because they listen to other students' speech.
- Develop their pronunciation.
- Learned new vocabulary.
- Develop their confidence because they have the opportunity to speak in front of other groups.
- Use the questions and conversation with other groups.

For examples : 1." yes, strategy help me in speaking English very good"
2."yes , helped me in pronunciation"

2. Is the integration of the Cube strategy useful to learning the English language? How? Tenth of thirteen students with 76% percentage claimed that Cube strategy was useful to learning English language. Students' answers were:

- Speak English inside and outside the class
- Allow working in groups and this improve cooperative learning.
- It is an interesting strategy.
- It improved learning and studying by using games.
- Develop their pronunciation and vocabulary.

For examples:1."yes,it interesting"

2."yes, working in group"

Three of the students claimed that Cube strategy was not useful to learning English language. Students' answers were as in example:

1." No , it not useful "

3. What are the advantages of the integration of the Cube strategy?

Tenth of thirteen students with 76% percentage show that there are some advantages of the integration of the Cube strategy in their classes. Their advantages were:

- Cube strategy helped in answering questions quickly.
- Developed their pronunciation.
- Helped to communicate with other students.
- Helped to use English language in the class room.
- Expressed their feelings and thoughts.
- Applied easily in the classroom.
- Make learning interesting.

For example: 1."it is interesting"

2."learn speak English"

4. What are the disadvantages of the integration of the Cube strategy?

Three of thirteen students with 23% students said there were no disadvantages of integrated the Cube strategy in the class. For example :1."no disadvantages"

2."it is not disadvantages"

However, eight students think there are some disadvantages of integrated the Cube strategy. They thought the disadvantages are:

- Takes time.
 - Needs more effort.
 - Some students don't share in the classwork.
 - Some classes were not interesting.
- Students speak all the time and the teacher listens and gives feedback (some students like the ordinary method).

For example 1." Take time"

5. Does the Cube strategy help you to improve your pronunciation, fluency and performance?

Eleventh of thirteen students with 84% students thought the Cube strategy helped them to improve their pronunciation, fluency and performance.

For example: 1."it improve pronunciation, fluency and performance"

2." It develop my pronunciation, fluency and performance"

6. Does the Cube strategy develop your personality and social interaction?

Ninth of thirteen students with 69% thought the Cube strategy developed their personality and social interaction.

For example: 1."it improve their personality and social interaction"

2." It develop my personality and social interaction"

Fourth of thirteen students thought the Cube strategy doesn't developed their personality and social interaction.

For example: 1."it not make new friends "

2." It don't developed personality and social interaction".

7. Does the Cube strategy make classroom more relaxed and enjoyable?

Tenth of thirteen students with 76% percentage thought the Cube strategy make classroom more relaxed and enjoyable .

For example: 1."it make the class interesting "
2." We enjoy the lesson in the class".

The other students thought the Cube strategy doesn't make classroom more relaxed and enjoyable .

For example: 1."it make the class not interesting "
2." The class boring"

8. Does the Cube strategy develop you public speaking skills?

Tenth of thirteen students with 76% percentage thought the Cube strategy develop their public speaking skills.

9. Does it make you gain more self-confidence?

Tenth of thirteen students with 76% percentage thought the Cube strategy helped them to gain more self-confidence.

4.2.2Results of Students' Diaries

The researcher integrated the students' diary for all students from the experimental group who integrated the Cube strategy. The students were given this tool for five times during the study. The researcher found that students have positive views toward the Cube strategy. Also, the researcher found that students' views developed and changed during running on the study.

The findings related to the following questions:

1. What do you think of the assignment tasks using the Cube strategy?

a. I like it b. I don't like it

Why?

Thirty four of thirty nine students with 87% percentage thought it was interesting, exciting and useful strategy

- Improved their English speaking and fluency.
- Helped them to pronounce words.
- It was easy and enjoyable.
- Helped them in doing assignment.
- Helped them to understand the topic.
- It was fun.
- Increased their self- confidence.
- Increased the level of cooperation.
- Increased the level of social interaction.
- Motivated their thinking.
- Improve their English skills.
- Useful in understanding the subject.
- Used English inside and outside the class.
- Increased group work and developed English skills.
- Learnt new words.
- Communicated with other .
- Evaluate English speaking skills.

For examples:1." it save time"
2."understand the lesson"

However fifth of thirty nine students with 12% percentage said:" I don't like it ". They gave the following reasons:

- Took a lot of time.
- It was Boring.

For examples:1." it not save time"
2."it boring"

2.Do you think that doing the assignment task by using Cube strategy helped you to develop your speaking skills?

a. Yes b. No c. No sure

Why?

Thirty four of thirty nine students with 87% percentage thought that doing the assignment task by using Cube strategy helped them to develop their speaking skills.

Students gave the following reasons:

- Learned new words.
- Cooperated with other groups.
- Spoke English with other students.
- Spoke English outside the classroom.
- Helped them to act out the answers.
- Shared answers with others.
- Corrected mistakes of each other politely.
- Knew the rules of speaking.
- Helped them to develop their pronunciation.
- Used verbal signs.
- Improved English speaking skills.

For examples:1." It shared answers with others"

2. "Improve speaking English"

However, others students thought that doing the assignment task by Cube strategy does not help them to develop their speaking skills. They gave the following reasons:

- It was difficult to speak English all the time.
- For example: "it is difficult speak English usually"

In addition, there is one student answer with "not sure" with 2% percentage.

3. What did you gain from doing the assignment?

a. Enjoyment b. Understanding c. Confidence d. Team work.

How?

This question had different answers. Ten students with 25.5% percentage claimed that doing the assignment by the Cube strategy helped them to gain the enjoyment. They gave the following reasons:

- Cooperated with other student and groups.

- Helped them to speak English fluently.
- Helped them to learn by using games.

For examples:1." it interesting to speak "
2." Learn by games"

However, ten students with 25.5% percentage claimed that doing the assignments by the Cube strategy helped them to gain the understanding. They gave the following reasons:

- Learned new words.
- Gained new vocabulary.

For example:1." Learn vocabulary and words"

Ten students with 25.5% percentage claimed that doing the assignment by the Cube strategy helped them to gain the confidence. They gave the following reasons:

- Improved their confidence by speaking in the front of the students.

Nine students with 23.5% percentage claimed that doing the assignment by Cube strategy helped them to gain the team work. They gave the following reasons:

- Increased group work.

4.What do you think of your progress after doing the assignments?

a. Improved little. b. Improved to a certain extent. c. Improved a lot.
How?

This question had different answers. Twelve students with 30.8% percentage think that they improved little after doing the assignments. They gave the following reason:

- Improved the team work.

However, fifteen students with 38.4% percentage thought that they improved to a certain extent after doing the assignments. They gave the following reasons:

- Improved in pronunciation.
- Improved self- confidence.
- Made sentences from some new words which learnt from other.

For examples:1. "improve pronunciation"
2."it develop self-confidence"

In addition, twelve students with 30.8% thought that they improved a lot after doing the assignment. They gave the following reasons:

- Facilitate understanding of the lesson.
- Saved time.
- Created new method.
- Communicated with other learners and teachers.

For examples:1. "improve pronunciation and self-confidence"
2."develop my understanding and speaking more"

5. Do you feel that doing the assignment task is?

a. Waste of Time. b. Lower level of cooperation. c. Nothing.
Why?

This question had different answers. Ten of thirty –nine students with 25.6% percentage felt that doing the assignment task was lower of cooperation. They gave the following reason:

- Not all students like work with each other and they like individual work.
For example: " I not like group work"

However, ten of thirty –nine students with 25.6% percentage felt that doing assignment with the Cube strategy waste the time of the class.

For examples 1.: " it waste time"
2."Cube strategy waste time in the class"

In addition, nineteen of thirty –nine students with 48.8% percentage students felt that doing the assignment task was not have any of these answers. They gave the following reasons:

- It helped them to work in groups.
- Saved time.
- Express their opinion.

For examples 1.: " it save time"
2."Cube strategy in group "

6. Do you recommend others to use this strategy?

a. Not sure b. Very much c. Very little
Why?

This question had different answers. twenty nine of thirty –nine students with 74.3.% percentage recommended others to use Cube strategy in a very much degree. They gave the following reasons:

- It was enjoyable and interesting.
- Useful to understand and gain new information.
- It improved their pronunciation.
- Developed group working.
- Increased their motivation toward the strategy.
- Developed self-confidence.
- Helped in writing, speaking and reading.
- For examples 1.: " help me in speaking "
2."it is interesting and beautiful"

On the other hand, nine of thirty –nine students with 23.7% percentage students recommended other to use it in a " very little degree". They gave the following reasons:

- Facilitated their understanding of the lesson.
- It was interesting and enjoyable.

For examples 1.: " it interesting"

2."Cube strategy enjoy the class"

One of the students answered not sure with 2% percentage .

To sum up, the following table (4.5) shows the students' answers on the semi –interview and students' diaries and their percentages:

Questions (Categories)	Answers (Options)	Percentage
Semi-Interview		
1.Has your English speaking improved after the integration of the Cube strategy? How?	Yes	84%
	No	16%
2.Is the integration of the Cube strategy useful to learning the English language? How?	Yes	76%
	No	24%
3.What are the advantages of the integration of the Cube strategy?		76%
4.What are the disadvantages of the integration of the Cube strategy?		24%
5. Does the Cube strategy help you to improve your pronunciation, fluency and performance	Yes	84%
	No	16%
6.Does the Cube strategy develop your personality and social interaction?	Yes	69%
	No	31%
7.Does the Cube strategy make classroom more relaxed and enjoyable?	Yes	76%
	No	24%
8.Does the Cube strategy develop you public speaking skills?	Yes	76%
	No	24%
9 Does it make you gain more self-confidence?	Yes	76%
	No	24%
Students' Diaries		
1.What do you think of the assignment tasks using the Cube strategy?	I like it	87%
	I don't like it	13%
2.Do you think that doing the assignment task by using Cube strategy helped you to develop your speaking skills?	Yes	87%
	No	11%
	No sure	2%
3.What did you gain from doing the assignment?	Enjoyment	25.5%
	Understanding	25.5%
	Confidence sure	25.5%
	Team work.	25.5%
4.What do you think of your progress after doing the assignments? How?	Improved little	30.8%
	Improved to a certain extent.	38.4%

	Improved a lot	30.8%
5. Do you feel that doing the assignment task is? Why?	Waste of Time	25.6%
	Lower level of cooperation	25.6%
	Nothing	48.8%
6 Do you recommend others to use this strategy	Not sure	2%
	Very much	74.3%
	Very little	23.7 %

To summary , the results of student's diaries and semi –interview shows the positive views towards the integration of the Cube strategy. The most students recommended to use it in their classes. And this refers to the following reasons .It develops their pronunciation, fluency and body language skills. Moreover, it helps to understand the topic in six different perspectives.

This chapter is included the results of the study as shown in the beginning of the chapter. But the researcher in the next chapter discusses the results have been displayed in this chapter .Then the conclusions and recommendations.

Chapter 5

Discussion, Conclusions and Recommendations

5.1 Introduction

The Cube strategy has been shown in a range of previous studies in synthetic thinking and writing. This study is an attempt to find out the effect of using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem Governmental Schools. This chapter will discuss the results of the questions of the study and qualitative data. And in the light of these results, conclusions are going to be summarized and recommendations are going to be suggested.

5.2 Discussion of the Descriptive Analysis

5.2.1 Discussion of the Results of the First Hypothesis

What are the effects of using the Cube Strategy on the students' English speaking skills? The hypothesis was There are no significant differences at ($\alpha \leq 0.05$) on the students' English speaking skills due to the teaching method.

To examine this hypothesis, means and standard deviations of the experimental and the control groups' results on the pre- post oral tests of speaking skills was computed. The researcher used independent samples t-test to measure the significant differences. To interpret this hypothesis, the researcher used t-test independent sample results of differences between experimental and control groups in the post oral test. Table 4.1 and table 4.2 showed that.

The results show that we rejected the null hypothesis and accepted the alternative hypothesis. there were significance differences at ($\alpha \leq 0.05$) on the students' English speaking skills due to the use of teaching method. Accordance with the results of the data analysis in Chapter 4, the results from the pre- post speaking tests scores showed that there were positive effect from the integration of Cube strategy on students' speaking skill.

According to the results of the speaking scores, it was found that after finishing the units, students of the experimental group had developed their speaking skills as seen from tables 4.1 and 4.2 in the previous chapter. The researcher thinks there are some reasons why students in the experimental group improved their speaking skills. Firstly, the experimental group was assigned to work on groups using the Cube strategy which was a communicative activity providing them with speaking practice. Moreover, they had studied English and practiced the Cube strategy for 6 weeks during the study. This period of English study and practice on Cube strategy may have been sufficient for the students to have developed their speaking skills. It was found that after the 6 weeks of the quasi-experiment, students' speaking skills had developed. To explain the improvement in the speaking skills of stu-

dents, firstly, the mean scores of the students in the control group on the post-test (Mean=14.325, SD=3.765) and the pre-test (Mean=13.775, SD= 3.690). Secondly, the mean scores of students in the experimental group on the post-test (Mean=20.2564, SD=3.789) were higher than those on the pre-test (Mean=12.974, SD=3.703). For the experimental group, there was a statistically significant difference between the pre- posttest.

The results showed that students in the experimental group developed their speaking skills after working on the Cube strategy. In addition, a comparison of the speaking post-test mean scores (Table 4.1) showed that there was a statistically significant difference between the two groups. Students in the experimental group who worked on the integration showed a statistically greater improvement in speaking skills than the students in the control group who did not work through the integrated Cube Strategy. Moreover, Students in the experimental group follow the rubric, the mean of pre-test was (mean=13.380, SD=3.694) and the post –test which was (mean=17.253, SD=4.794).

The researcher thinks that related to the use of these aspects when did the quizzes, individual, pair and group speech. And this showed the large effect size that the intervention has on the students' performance in the eight domains (eye contact, body language, voice, subject knowledge, organization, vocabulary, mechanics and pronunciation)

A discussion of the great improvement in the students' speaking skills in the experimental group can be summarized as follow:

The integration of the Cube strategy in this study provided students with more opportunities to practice speaking skills both inside and outside the classroom. As mentioned in Chapter 1, students had studied English since they were in grade one; however, they could not communicate effectively in English.

In terms of English class time, students in this study had an English daily class so they have opportunity to practice speaking inside the classroom. Moreover, students in the experimental group were encouraged to get more involved in communicative activities. It also reminded them with the learning content that they had previously learned and so they could use that knowledge in their speaking. Outside the classroom, students were required to practice speaking by practicing their speaking individually, pairs and with their friends. Individual practice of speaking was an activity that encouraged them to speak English more. The pair and group helped students to develop their speaking skills as it encouraged them to speak English with their friends. Thus, the integration of Cube strategy in this current study provided students with an interactive environment and more opportunities to their speaking skills. In terms of cooperative learning, the cooperative helped them to learn systematically and efficiently as in Al-shimmari study(2014).

The integration of the Cube strategy, also encouraged students to communicate in context and to get involved in the activities .These activities contributed to the learners' improvement of their speaking ability. The Cube strategy activities do not only encourage learners to participate with real communication, but also in the use of cube in English enhances language retention and greatly assists language development as in Apriyanti (2014). Related to this study Cube strategy helps students develop their ideas and compare those ideas into six steps where each other steps are related, and the researcher thinks that teachers need to follow the procedures of this strategy so that the learning process in the classroom can run well.

The researcher thinks that the above data validates the integration of the Cube strategy as it encourages learners to speak more. Also, activities can help learners test and generate their knowledge in various other situations by doing the speaking tasks through the Cube strategy.

The following diagram can summaries the improvement of students after the integration of the strategy (at the beginning ,middle and at the end):

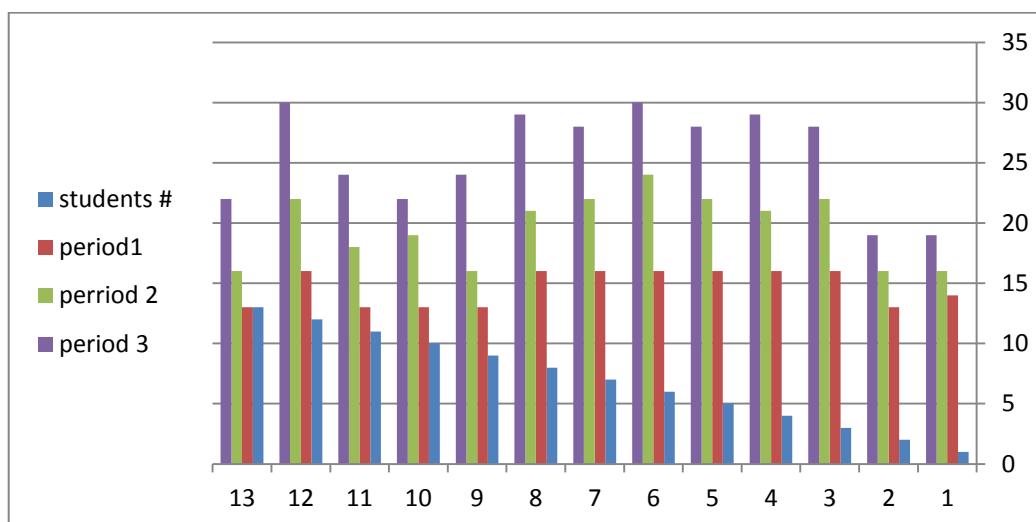


Figure (5.1): students' improvement after the integration of the Cube strategy.

The figure shows the improvement of the students after the integration of Cube strategy. The researcher noticed students' work at the beginning, at the middle of and at the end of the work. Students' speaking was developed as a result of the integration of the Cube strategy. The researcher thinks that the reasons are related to the following aspects. First, cooperative learning skills. Second, subject understanding. Third, communication skills. Fourth, feedback. Five, social relation. Finally, relaxed atmosphere of the class. And this result agrees with al-shimmari (2014) result that show the improvement of synthetic thinking of geography after employing the Cube strategy. Also. It agrees with Apriyanti (2014) in improving writing skills by using the Cube strategy.

5.2.2 Discussion of the Results of the Second Question

What are the students' views on the Cube strategy after providing it?

To answer this question, the researcher calculated the percentage to each items of the questionnaire.

As shown in the table (4.4) the findings of this study showed that there were positive views before and after using the Cube strategy.

There were twenty first paragraph that showed students' views as in appendix (2). Each paragraph was aimed to be used with Cube strategy activities. Meanwhile the results of the 21 paragraphs of the questionnaire) showed the large effect size that the intervention has on the students' views.

The strongest items were: "helps me to understand the topic, helps me to practice English, helps me to achieve progress in the English language, develops my personality". The researcher thinks that the reasons related to the enjoyment of the Cube strategy, cooperative work, communication skills and the using of body language and eye contact.

Implicitly, the results of this study were in agreed with the findings of some studies tackling the attitude of the students'. An expected result of the research was the positive views toward the strategy. Al-Shimmari (2014) tried to identify the Cube strategy in improving the synthetic thinking for female students in the preparatory fifth literary class in the lesson of Geography. The results of this study showed a positive views towards the Cube strategy and there is a significance difference between experimental group and control groups.

From the results, the researcher thinks the positive views related to the following aspects. The Cube strategy helps students ' to achieve progress in the English language, helps them to understand the topic, develops their cooperative learning skills, look at the subject from different sides, works well with groups and save the time. (Nasr,1986) thinks working in groups helps students to improve their thinking ; especially in explanation, synthesis and analysis, in addition, on the teaching learning process.

5.3 Discussion of the Qualitative Analysis

5.3.1 Results Related to Semi-Interview.

As semi-structured interview was conducted at the beginning, at the middle and after finishing the integrating of the Cube strategy .Thirteen students as a focused group of the experimental group were interviewed based on their views of the integration. The aim of the semi-structured interview in this study was to collect more detailed perceptions of the students towards the integration. The results of the students' interview indicated that most students in the experimental group saw the usefulness of the integration on their speaking skills.

The researcher thinks that the positive results of the semi interview related to the following reasons. Firstly, students reported that the integration Cube strategy provided them with chances to practice speaking English inside and outside the classroom. Most students claimed that they received more opportunity to use what they had learned from the class in a practical way. Examples of their responses were shown in chapter four.

Example of their response can be seen as follows:

S1:" Cube strategy helped me in improving my English speaking in pronunciation and speaking fluently".

Moreover, the data analysis showed that the integration was beneficial to their speaking skills as it was a powerful tool for providing opportunities to use and to develop their speaking skills 84% of students think that Cube strategy improved their English speaking skills. Moreover, the integration was beneficial for their learning English language. Also, the integration was useful for improving students' pronunciation, fluency and performance. The integrated of Cube strategy helped students to improve their personality and social interaction. 69% from students think Cube strategy help them to improve their personality and social interaction. In addition, the Cube strategy improved their public speaking skills and gained more self-confidence with 76% as shown in the table(4.5).

These results agreed with (Apriyanti, 2014). He mentioned the advantages of using Cube strategy. The advantages of the Cube strategy summarized in the some aspects as students try to think clearly about the topic, students have more respect to time that they have, and it gives feedback for teachers and students. The current study emphasizes the same advantages. Moreover, the researcher thinks integration of Cube strategy helps cooperative learning and this completed with (Al-Shinbar.2011) that the use of this strategy helps teachers organize students in groups or pairs.

5.3.2 Results of Students' Diaries

Student' diaries were analyzed for the purpose of finding out whether the students could identify which specific part of the integration was most helpful for them. Also, diaries attempted to clarify students' views of how the integration was positive for their English speaking skills. Students in the experimental group shared their ideas about their experiences, including their feelings for integration. Students in the experimental group were assigned to keep diaries based on their experiences during and after finishing the Cube strategy of some units. The findings from the students' diaries demonstrated similar results. Most students with 87% percentage saw the activities of the integration as benefits for their speaking skills as shown in the table (4.5).

Example of students' statements are presented as follows:

S1:" I like the Cube strategy because it is interesting, exciting, and useful and developed my personality".

The data analysis showed that the integration after the Cube strategy was beneficial to their speaking skills as doing the assignment tasks by using the Cube strategy ,which helped them to develop their speaking skills. Moreover, the integration was beneficial for gain the enjoyment, understanding, confidence , team work with different percentages in order(25.5%, 25.5%,25.5 and 23.5%) and the integration was useful for improving their progress a lot after doing the assignments as shown in the table (4.5).The researcher agreed with these results because the Cube strategy affects their working in the classroom. After classroom observation, the researcher noticed that students' English speaking skills were improved a lot because students can express their thoughts and feelings.

Moreover, these results were in agreement with the results of the previous studies conducted by a number of researchers as Shinbar(2011)who highly evaluated the effectiveness of Cube strategy on improving other skills.

The study results determined the important of verbal domain as eye- contact and body language and the importance of knowing the speaking skills component and this agreed with Janudom (2009) which proposed that speaking involves not only the acquisition of linguistic forms but also the knowledge of communication contexts, which determine both the content and the manner of verbal expressions. The ability to interpret and appropriately respond to nonverbal clues such as facial expressions and tones of voice.

Conclusions

The results indicated that there are significance differences at ($\alpha \leq 0.05$) on the students' English speaking skills between using the Cube strategy and ordinary method. According to the second question , the result showed that there are positive views towards Cube strat-

egy. The first conclusion drawn from this study is that the integration of the Cube strategy improved English speaking skills. And the great effect of the Cube strategy intervention which provided the experimental group opportunity to be aware of their behavior in speaking like eye contact and body language. The second conclusion that students' views towards the Cube strategy was positive which showed from the questionnaire, semi – interview and students' diaries. Also, there is a significance difference between the experimental group and control group in favor of the experimental group. Moreover, there is a significance difference between the means of both groups in favor of the experimental group.

5.5 Recommendations

According to the study findings, the researcher recommended and suggested the following:

1. Teachers need to employ the Cube strategy in their speaking classes.
2. New preparation, conducting and assessing of speaking lessons needed to be used.
3. Awareness of the speaking aspect need to be used amongst teachers and students.
4. Applying this study with other different variables is recommended to be determine whether the Cube strategy is an effective teaching method for other variables.
- 5 The integration of the Cube strategy in English classes need more time so the researcher recommended to increase the time for English classes at schools.

References

Afana, S. (2012). **The Impact of Educational Drama Intervention on Palestinian Ninth Graders' English language Speaking Skills at Gaza UNRWA Schools.** (<http://library.iugaza.edu.ps/thesis/106804.pdf>)

Ali, A (2012). **Treaty Conflicts in Investment Arbitration.** Available at: http://works.bepress.com/ahmad_ghouri/15/.

Apriyanti, D (2014). **Aching writing by combining cubing and POW trees strategies of eighth grade of junior school.** Available at: (<https://www.google.ps/search> Apriyanti C+D+ (2014).

Axelrod, Rise B and Cooper (2016). **The St. Martin's Guide to Writing.** Boston: Bedford/St. Martin's.

Brinton, D.M, Celce – Murcia, M and Snow, M.A. (2014). **Teaching English as a Second or Foreign Language.** 4th edition. United Kingdom: Cambridge University press.

Broughton, G, Brumfit, C, Hill. P, and Pincas, A (1994) .**Teaching English as a foreign Language.**2nd edition. United Kingdom: Great Britain.

Brown, G., & Yule, G. (1991). **Teaching Spoken Language.** Cambridge: Cambridge University Press.

Burns, A. & Joyce, H. (1997). **Focus on Speaking.** Sydney: National Center for English Language Teaching and Research.

Byrne, D. (1998). **Techniques for Classroom Interaction.** Cambridge: Cambridge University Press.

Calle Diana (2011). **Drama in the classroom to improve the spoken communication skill for junior high school students.** Ecuador: Universidad de Cuenca.

Caswell ,R & and Brenda ,M(2004). **Strategies for Teaching Writing: An ASCD Action Tool.** USA : Association for Supervision and Curriculum Development.

Endarto, D (2013). **The process of English Language and learning at SMA Negeri in the academic year 2013/2014.**University Negeri Yogyakarta.

Fasawang, A (2011). **The Effects of Using Collaborative Learning to Enhance Students' English Speaking Achievement.** Journal of College Teaching & Learning, V.8 (11) p1-10. Available at :(<http://eric.ed.gov/?id=EJ952409>)

Harmer, Jeremy (1991). **The practice of English language teaching.** Longman Publisher, USA.

Harmer, J. (2001). **How to Teach English.** London: Longman Press.

Hassan, B (2001). **Coherent Rings and completion**. [A valuable on line] <http://theses.gla.ac.uk>.

Hodson, P. & Jones, D. (2006). **Unlocking Speaking and Listening**. London: David Fulton.

Janudom (2009). **Drama and questioning techniques: powerful tools for enhancement of students' speaking abilities and positive attitude towards EFL learning**. EPS world, Vol (8), P.P 1-19.

Janudom (2004). **Drama and Questioning Techniques: Powerful Tools for the Enhancement of Students' Speaking Abilities and Positive Attitudes towards EFL Learning**. Available at: (<https://www.google.ps/search> Janudom 2004)

Jung, T. et al. (2001). **Teaching and Assessing Middle-Years Students' Speaking and Listening Skills**. Saskatoon SK Canada: McDowell Foundation:

Kayi, H (2006). **Teaching speaking: Activities to promote speaking in a second language**. **The Internet TESL Journal**, 12 (11). Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Li (1996). **The impact of strategies based instruction on speaking a foreign language**. University of Minnesota.

Liu, H & Matthews, R (2005).. **Vygotsky's philosophy: Constructivism and its criticisms examined**. **International Education Journal**, , 6(3), 386-399 2005 Retrieved from <http://iej.cjb.net>.

Luoma, S. (2004). **Assessing Speaking**. Cambridge: Cambridge University Press.

Ments, M. (1990). **Active Talk: The Effective Use of Discourse in Learning**. London: Kogan Page.

Al-Mohanna, M. (2011). **Developing English Learners' Listening- Speaking Skills**. **International Journal of Arts & Sciences**. Available at : www.proquest.com

Mustafa, Y. (2013). **An Ethnographic Case Study of Educational Drama in Teacher Education Setting: Resistance, Community, and Power**. [Online]: Ohio State University Available: www.proquest.com .

Nasr(1986):**Teaching and Learning English** .6th edition .Singapore. Ban Wah press.

Al-Nawrasy, O (2013). **The Effect of Native and Nonnative English Language Teachers on Secondary Students' Achievement in Speaking Skills**. **Jordan Journal of Educational Sciences**. Vol. 9(2), p.p -243- 254.

Nazario, L . Borchers, D & Lewis, W. (2010). **Bridges to Better Writing** .2nd edition. Pueblo Community College. Retrived from <http://www.cengage.com>.

Nunan, D (2003). **The Impact of English as a Global Language: Policies and Practices**.

Oxford Advanced Dictionary. (1995). Oxford University Press.

Palestinian Ministry of Education. (1999). **English Language Curriculum for Public Schools Grades 1-12. Handbook.** Ramallah: General Administration of Curricula.

Rayhan (2014). **The impact of using role play techniques on improving pupils' speaking skills for primary school.** Babylon University magazine, No.15, p.p 516-530.

Richards, J., (2007). **Developing Classroom Speaking Activities; from Theory to Practice.** Retrieved 15 May 2011. [Available Online].

Richard I. Arends (2010). **Learning to teach**, 4th edition. United Kingdom: Cambridge University press.

Rodriguez, R. (1996). **Hunger of Memory: the Education of Richard Rodriguez.** Boston: David R. Godline.

Sachar , L (2006). **National Book Festival: Speaking.** Washington.

Sari, D (2011). **Drama as a Tool in Interpretation: Practitioner Perceptions of Its Strengths & Limitations.** [Online]: **Australian Journal of Environmental Education.** 23 (2) Available: [www.proquest .com](http://www.proquest.com).

Sari, R (2008). **Improving Students' Speaking Skill through Socio drama at the Eleventh Grade of SMA N 1 Paciran.** Available at: (<http://www.shamaa.org/>)

Sagban, S (2015).**The impact of dramatic activities on developing Iraqi EFL Students speaking abilities.** **Babylon university magazine**, Vol. 23(3).

Schlemmer P &Schlemmer D(2008).**Teaching beyond the test.** Minneapolis. MN: free spirit.

Sejnost, Robert (2009).**Tools for teaching the block .**California.

Al-Shimmary, Z (2014). **The Activity of Employing the Cube Strategy in Improving the Synthetic Thinking for the Female Students in the Preparatory** Available at:.([http://Al-Shimmari%2C+Z+\(2015\)](http://Al-Shimmari%2C+Z+(2015)))

Shinbar, A (2011). **The effect of using the cube strategy in acquisition and retention of scientific concepts in science for fifth primary students.** Available at: ([https://www.google.ps/search =Shinbar+ \(2011\)](https://www.google.ps/search =Shinbar+(2011))).

Al-shoubaki, N. (2014). **The level of Students' Awareness of the Self-monitoring Strategy of Reading Comprehension Skills in Jordan and its Relationship with the Desire to Learn.** **Dirasat, Educational Sciences**, Vol. 41. Retrieved from <https://journals.ju.edu.jo/DirasatEdu/article/viewFile/6549/3769>

Sirisrimangkorn, M (2012). **The effects of drama-based role play structured by STAD on university students' speaking skill, motivation, and self -esteem.** Available at: www.questia .com

Tsou, W. (2005). **Improving Speaking Skills through Instruction in Oral Classroom Participation.** [Online]: **Childhood Education magazine .** Vol.83 (3) Available: www.questia .com

Ur, Penny (2005). **A course in Language Teaching.** 5th edition. United Kingdom: Cambridge University press.

Zaiton, Aish(2007). **Constructivist theory and teaching science strategies** Amman :Al-shorooq for Publishing and Distribution

Appendices

Appendix (1)

Arbitrators list

Arbitrator Number	Arbitrator Name	Educational Qualifications	Test arbitration	Rubric arbitration	Students' diary arbitration	Semi – interview arbitration
1	Dr. Afif Zeidan	University Lecturer	✓	✓	✓	✓
2	Dr. Ibrahim Irman	University Lecturer	✓	✓	✓	✓
3	Dr. Jamal Nafi'	University Lecturer	✓	✓	✓	✓
4	Dr. Na'em Salah	University Lecturer	✓	✓	✓	✓
5	Dr. Norma Musleh	University Lecturer	✓	✓	✓	✓
6	Dr. Suad Al-Abed	University Lecturer	✓	✓	✓	✓
7	Firas Zawahra	Teacher	✓	✓	✓	✓
8	Ibtisam Sha'ibat	Teacher	✓	✓	✓	✓
9	Hyam Salah	Teacher	✓	✓	✓	✓
Total Arbitrators		9				

Appendix (2)

Questionnaire: 7th Grade students' views towards Cube Strategy

Al-Quds University
Faculty of Educational Sciences
Teaching Methods Department



Questionnaire:

Name:

Date: / /

Dear students:

The following questionnaire has been developed to collect information for an M.Sc. thesis entitled:

"The Effect of Using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem Governmental Schools"

This Thesis is submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science at Al-Quds University.

The researcher assures you that the information will be strictly confidential and will only be used for the purpose of this study.

Thank for your cooperation

Researcher: Sahar Salem

Please respond to each statement below by ticking the most suitable answer”

#	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	The Cube Strategy.....					
1	helps me to understand the topic.					
2	helps me to exchange my information with others.					
3	helps me to practice English.					
4	helps me to achieve progress in the English language.					
5	Provides me a more relaxed atmosphere in class.					
6	develops my personality.					
7	develops my cooperative learning skills.					
8	improve weak students speaking skills.					
9	enhances my communication skills.					
10	is fun.					
11	helps me look at the subject from different sides.					
12	develops my pronunciation skills.					
13	develop my performance in English language activities.					
14	Making new friends.					
15	helps me in receiving feedback.					
16	works well when the maximum group size is four to five.					
17	Saves my time.					

1 8	helps concept understanding in a multitude of ways.					
1 9	allows me do the assignments easily.					
2 0	improves learning the English language.					
2 1	develops my eye contact, voice and body language.					

Thank you for your cooperation and efforts

Appendix (3)

Pre-posttest (speaking skill) / 7th grade/ Units Ten and Eleven

Oral test



Name:

Date: / /

Time :3 classes

Mark : /32

Dear Students:

This is an oral test about Technology and Visiting a City that you have Learned. The oral test aimed to measure performance in the speaking skill of the control and the experimental groups.

Please listen to your teachers' questions carefully, then answer them carefully. The results will be used in order to carry out a study about The Effect of Using Cube Strategy on 7th Graders English Speaking Skills at Bethlehem Governmental Schools. The answers of these questions will be confidential and be used for academic purposes.

Instructions :

- 1.This is an oral test.
- 2.This test will done individually.
- 3.Each students have five minutes to answer the questions .
- 4.Students' answers will measured by a rubric.

Thank you for your cooperation and support.

1. The teacher asks the student about her name and grade.
2. Discusses the pictures in the following situations.
 - a) The teacher shows some pictures of technology: Mobile phone, Lap top, TV.
(Direction: In this part of the test, the student has to describe the pictures in as much details as she can)



2. The teacher shows pictures of Bridges, Rivers,

(Direction: In this part of the test, the student has to describe the pictures as much details as she can).



Question two: Discuss the following questions

1. Why do you use a Laptop, a TV and a mobile phone?
2. What are the disadvantages of Technology?
3. Which city would you like to visit and why?
4. What will happen if you visit(your favorite city)?

Reference : English for Palestine(7th grade) : units ten and eleven.

Appendix (4)

Rubric

The rubric was developed to help students measure the oral communication skills

Rating skills

[Poor] 1-4[Excellent]

Speaking skills	1	2	3	4
1 Eye contact	No eye contact with audience (read from notes)	Displayed minimal eye contact .(reading mostly from notes)	Using of direct eye contact with audience (return to notes)	Using of direct eye contact.
2 Body language	No movement	Very little movement	Makes movements or gestures.	Movement
3 Voice	Hesitant and lacking in confidence.	Confident some - time.	Speaks clearly and confidently most of the time.	Speaks clearly and confidently.
4 Subject knowledge	Don't have grasp of Information .students can't answer questions.	Answer rudimentary questions.	Answers all questions without elaboration.	Answering all questions with elaboration and explanation.
5 Organization	Audience cannot understand presentation.	Audience has difficulty to understand the presentation.	The student presents information in logical sequence which audiences follow.	Students present information in logical and interesting sequence which audiences follow.
6 Vocabulary	Limited vocabulary	Appropriate vocabulary .generally uses correct words.	Well-chosen of vocabulary.	Originality appropriateness variety.
7 Mechanics	Student's presentation has four or more spelling/ grammatical errors.	Student's presentation has three or more spelling/ grammatical errors.	Student's presentation has no more than two spelling/ grammatical errors.	Student's presentation has no spelling/ grammatical errors.
8 Pronunciation	Student makes four or more pronunciation mistakes.	Student makes three or more pronunciation mistakes.	Student makes two or more pronunciation mistakes.	Student doesn't make pronunciation mistakes.

Appendix (5)

Semi Interview/7th grade / students' views after applying the Cube Strategy

Name:

Date: //

Time: 15 minutes

Instruction :

- 1.The semi interview will be done three times during the integration of the Cube Strategy.
- 2.It will be done with thirteen students which will be chosen by tossing.
- 3.Students' semi interview answers will be recorded.

Semi Interview

1. Has your English speaking improved after the integration of the Cube Strategy?
How?
2. Is the integration of the Cube Strategy useful to learning the English language?
How?
3. What are the advantages of the integration of the Cube Strategy?
4. What are the disadvantages of the integration of the Cube Strategy?
5. Does the Cube Strategy help you to improve your pronunciation, fluency and performance?
6. Does the Cube Strategy develop your personality and social interaction?
7. Does the Cube Strategy make classroom more relaxed and enjoyable?
8. Does the Cube Strategy develop your public speaking skills?
9. Does it make you gain more self-confidence?

Appendix (6)

Student 's diary/7th grade /students' views after applying the Cube Strategy.

Name:

Date: / /

Instruction :

1. Student 's diary will be done five times during the integration of the Cube Strategy.
- 2.It will be done with all of the students in the experimental group.
- 3.Students' semi interview answers will be written.

Student diary:

1. What do you think of the assignment tasks using the Cube Strategy?

- a. I like it. b. I don't like it.

Why?

2. Do you think that doing the assignment task by using Cube Strategy helped you to develop your speaking skills?

- a. Yes b. No c. No sure

Why?

3. What did you gain from doing the assignment?

- a. Enjoyment b. Understanding c. Confidence d. Team work.

How?

4. What do you think of your progress after doing the assignments?

- a. Improved little. b. Improved to a certain extent. c. Improved a lot.

How?

5. Do you feel that doing the assignment task is?

- a. Waste of Time. b. Lower level of cooperation. c. Nothing.

Why?

6. Do you recommend others to use this strategy?

- a. Not sure b. Very much c. Very little

Why?

Appendix (7)

Facilitation letter

دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم / بيت لحم

State of Palestine
Ministry of Education & H.E
Directorate of Education \ Bethlehem

الرقم: 463 / 1 / 3 / 10
التاريخ: 2016/2/22 م

مديري ومديرات المدارس الحكومية المحترمين
تحية طيبة وبعد،

الموضوع: تسهيل مهمة

تهديكم أطيب التحيات ، ولا مانع من تسهيل مهمة الطالبة سحر ناجي علي سالم في مدارسكم على أن لا يؤثر على سير العملية التعليمية .

تفضلوا بقبول فائق الاحترام والتقدير

أ. سامي كامل مروة
مدير التربية والتعليم

دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم / بيت لحم

هاتف (2777557) فاكس (2744392) Email: DocBethlehem@yahoo.com

Appendix (8)

Lesson plan 1

Unit 10

Lessons 1+2

Classes: 3 classes

Class: 7th grade

Topic: Technology

Objectives:

Main objective:

Students will be able to talk about technology.

Behavioral objectives:

By the end of the lesson, students will be able to:

1. Describe the pictures correctly.
2. Give examples about technology.
3. List words that students' like about Technology
4. Compare between the past and present ways of technology.
5. Analyze the main idea of the lesson.
6. Act out the lesson correctly.

Materials:

Cube, pictures about technology (Laptop, TV, Radio and plants), students' book.

Procedure:

Step 1: The teacher divides the class into six groups.

Step 2: **Introduction:** Discussion of a poster or pictures for mobile phone, TV, Laptop, plants and Radio.

The teacher introduces the topic of the lesson which will be about " a reading paragraph "

Step 3: **Presentation:** In fifteen minutes, each group's task is to speak about technology from the assigned perspective. (They have to read the paragraph and answer the questions about the cube)

Step 4: The teacher gives them a cube, each side has something about the topic of the lesson.

Step 5: Students roll the cube to talk about these side. Students have the choice to roll the cube again once if they don't like the activity that turns up.

Step 6: Students start talking about the topic from any one of the six possible aspects.

Step 7: **Conclusion:** Groups share their speech with the class, and the other students provide feedback and ideas

Step 8: The small groups then make needed revisions.



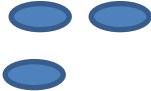
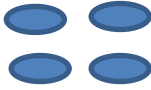
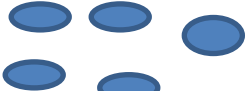
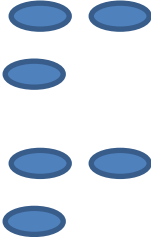
Assessments:

Assessment:

- Quiz: Each student sets for an individual quiz by answering some questions.
- Rubric According to the quiz, students check out the correct answers and the teacher calculates the improvement scores in order to find the best performance student.-
- Answering questions.
- Group work / Class work.

Time: 3 classes

The Cube of this lesson was:

	<p>List words that you like about Technology?</p> 	
<p>Describe pictures in activity two?</p> 	<p>Give examples about technology ?</p> 	<p>What is the Lesson about?</p> 
	<p>What do you think will happen in the future?</p> 	
	<p>Act out the conversation?</p> 	

Appendix (9)

Lesson plan 2

Unit 10

Lessons 3+4

Topic: Technology

Objectives:

Main objective:

Students will be able to talk about technology in the next decades and centuries.

Behavioral objectives:

By the end of the lesson, students will be able to:

1. Describe the pictures correctly.
2. Give examples about technology.
3. List words that students' like about Technology
4. Differentiate between what will happen in the next decade or century.
5. summaries the main idea of the lesson.
6. Act out the lesson correctly.

Materials:

Cube, pictures about technology, students' book, flash cards and word cards.

Procedure:

Step 1: The teacher divides the class into six groups.

Step 2: **Introduction** The teacher introduces the topic which will be about technology in the next century and decade.

Step 3: Discussion of a poster of technology in the future.

Step 4: In fifteen minutes, each group's task is to speak about technology from the assigned perspective. (Students were introduced to the new word flash cards then answer the main questions)

Step 5: Learning content is presented to students. (New words / paragraph)

Step 6: **Presentation** The teacher gives them a cube, each side has something about the topic of the lesson. (The cube as the following). Students are assigned to work on the exercise related to the topic. (Activities 2/3/5)

Step 7: Students roll in the cube to talk about these side. Students have the choice to roll the cube again once if they don't like the activity that turns up.

Step 8 Students starting to talk about the topic from any one of the six possible aspects. Students are assigned to create a speech based on the lesson (pair/ group work) Then Students are allowed to give a feedback.

Step 9: **Conclusion** Groups share their speech with the class, and the other students provide feedback and ideas.







Step 10: The small groups then make needed revisions.

Assessment:

- Quiz: Each student sets for an individual quiz by answering some questions or create a speech.
- Rubric According to the quiz, students check for the correct answers and calculate the improvement scores in order to find the best performance team and student.
- Answering questions.
- Group work / Class work.

Time: 3 classes

The cube has the following sides:

	<p>List words that you like about Technology?</p> 	
<p>Describe pictures in activity two?</p> 	<p>What do we use a mobile phone for ?</p> 	<p>What is the Lesson about?</p> 
	<p>How will children learn when there are no schools?</p> 	
	<p>What will teachers do when there are no schools?</p> 	

Appendix (10)

Lesson plan 3

Unit 10

Lesson 5

Classes: 2 classes

Topic: Technology

Objectives:

Main objective:

Students will be able to report sentences correctly.

Behavioral objectives:

By the end of the lesson, students will be able to:

1. Report sentences correctly.
2. Give examples using reported speech.
3. Determine the rules of reported speech.
4. Create a paragraph using reported speech.
5. Act out the speech correctly.

Materials:

Cube, Students' book, chalk board.

Procedures:

Step 1: Divide the class into six groups.

Step 2: **Introduction:** The teacher introduces the topic (explains reported speech).

The teacher writes some examples on the board.

Step 3: **Presentation:** In fifteen minutes, each group's task is to determine the rule of reported speech.

Step 4: The teacher gives them a cube, each side has something about the reported speech.

Step 5: Students roll the cube to talk about these sides. Students have the choice to roll again once if they don't like the activity that turns up.

Step 6: Students start talking and speaking about the topic from any one of the six possible aspects.

Step 7: **Conclusion:** The groups share their speech with the whole class, and the other students provide feedback and ideas.

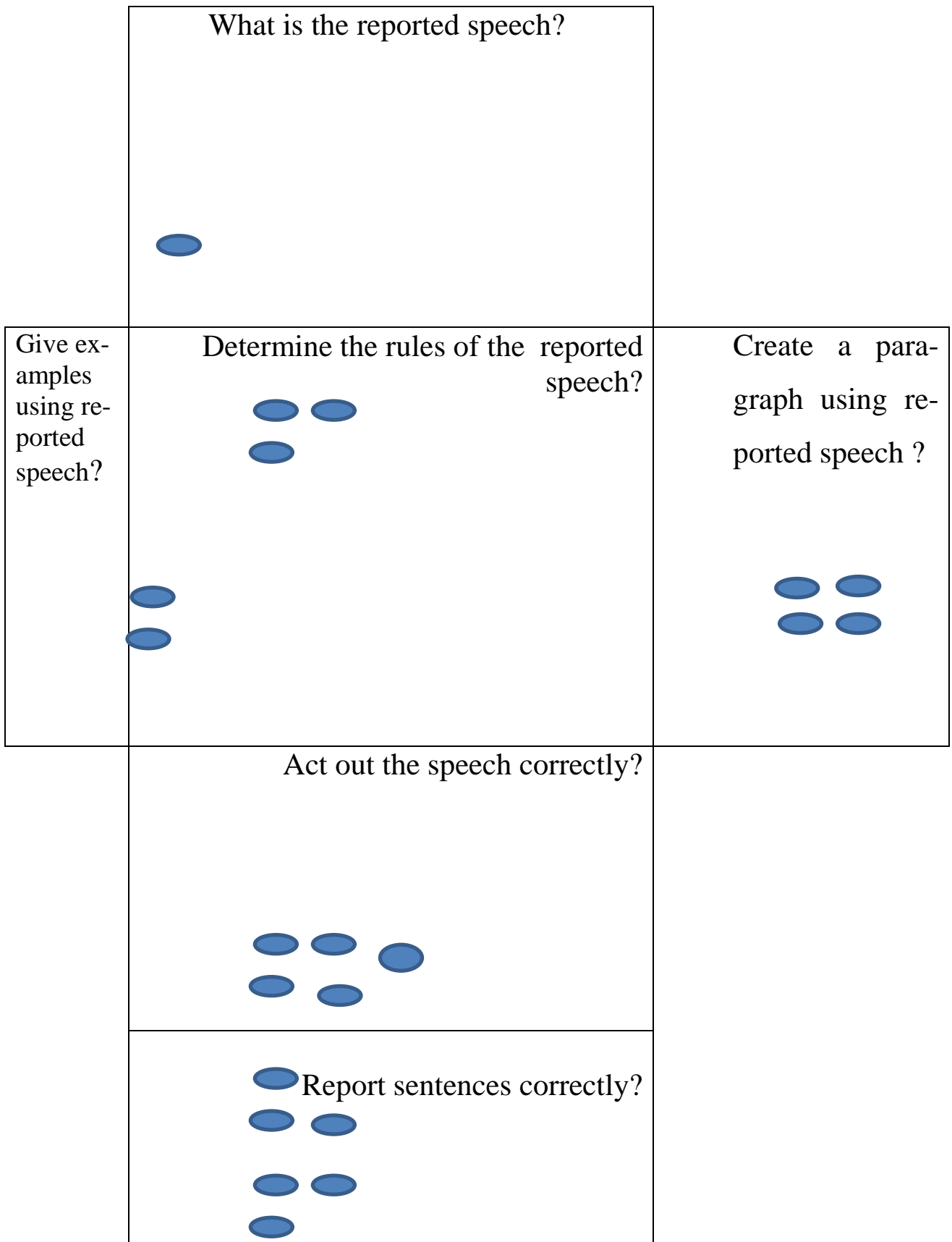
Step 8: The small groups then make needed revisions.

Assessment:

- Oral Quiz: in two minutes ,Each student sets for an individual quiz of telling some sentences using reported speech.
- Rubric According to the quiz, students look for the correct answers and the teacher calculates the improvement scores in order to find the best performance student.-
- Answering questions.
- Group work / Class work.

Time: 3 classes

The cube have the following sides:



Appendix (11)

Lesson plan 4

Unit 10

Topic: Technology

Lesson: 6

Classes: 2 classes.

Objectives:

Main objective:

Students will be able to talk about technology.

Behavioral objectives:

By the end of the lesson, student will be able to:

1. Describe the pictures correctly.
2. Give examples about technology.
3. Show how to use the technology in their lives.
4. Compare between the past and present ways of communication.
5. Analyze using technology.
6. Give opinions about using technology.

Materials:

Cube, pictures about technology.

Procedure:

Step 1: The teacher divides the class into six groups.

Step 2: **Introduction**: The teacher introduces the topic. Then discuss a poster of past and present communication ways of technology.

Step 3: **Presentation** each group's task is to speak about technology from the assigned perspective. Students are assigned to work on the cube strategy and talk about the questions based on the lesson.

Step 4: The teacher gives them a cube, each side has something about technology.

Step 5: Students roll the cube to talk about these sides. Students have the choice to roll again once if they don't like the activity that turns up.

Step 6: Students starting talking about the topic from any one of the six possible aspects.

Step 7: The groups share their speech with the class, and the other students provide feedback and ideas.

Step 8: The small groups then make needed revisions.

Assessment:

- Oral Quiz: Each pair will set for a quiz . Each pair will create a speech about the ways of communication. In 2 minutes Each pair will act the speech

-The teacher use the rubric calculate the improvement scores in order to find the best performance pair.


-Answering questions.

-Group work / Class work.


Time: 3 classes

The cube have the following sides:


What is Technology?
What are the characteristics of technology?
Give examples about technology?



Why do people use technology?




How did people communicate in the past?
Is there and differences in communication nowadays?




?

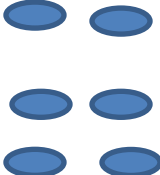
How do we use technological machines?



What other examples of technology have you seen in other books or movies?



give your opinion about technology?



Appendix (12)

Lesson plan 5

Unit 10

Lessons 7+8

Classes: 2 classes

Topic: Technology

Objectives:

Main objective:

Students will be able to talk about technology using reported speech.

Behavioral objectives:

By the end of the lesson, students will be able to:

1. Differentiate between singular and plurals.
2. Use dictionary to get the plurals form.
3. Use the quotation marks correctly.
4. Write a report about what they think will happen in the future.
5. Report what others saying.

Materials:

Cube, students' book, notes book.

Procedure:

Step 1: The student divides the class into six groups.

Step 2: **Introduction**: The teacher introduces the topic. Discuss the dictionary page.

Step 3: **Presentation**: In fifteen minutes, each group's task is to speak about what they think will happen in the future.

Step 4: The teacher gives them a cube, each side has something about the topic of the lesson.

Step 5: Students rolling the cube to talk about these side. Students have the choice to roll again once if they don't like the activity that turns up.

Step 6: Students start talking about the topic from any one of the six possible aspects.

Step 7: **Conclusion** The groups share their speech with the class, and the other students provide feedback and ideas

Step 8: The small groups then make needed revisions.

Assessment:

- Oral Quiz: Each student sets for an individual quiz by answer the following question:

In one minutes talk about what do you think will happen in the future? .

- According to the rubric , teacher calculate the improvement scores in order to find the best performance student.-


-Answering questions.

-Group work / Class work.


Time: 3 classes

The cube has the following sides:

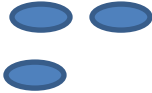
Use dictionary to get the plurals form?




Use the quotation marks correctly?



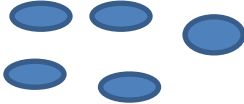
Differentiate between singular and plurals form?



Write a report about what they think will happen in the future?

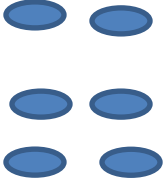


What other examples of technology will be in the future?



Groups Present speech in front of the students?

?



Appendix (13)

Lesson plan 6

Unit 2

Topic: Visiting a city.

Lessons 1+2

Classes: 3 classes (120 minutes)

Objectives:

Main objective:

Students will be able to talk about visiting cities.

Behavioral objectives:

By the end of the lesson, students will be able to:

1. Describe the pictures correctly.
2. Compare her favorite picture with her city.
3. List words that describe cities.
4. Create three to four questions asking the visitor about his country.
5. Analyze the ways of saving cities.
6. Give opinion about things they like to do in their cities.

Materials:

Cube, pictures about their city, board, colored chalk board.

Procedure:

Step 1: The teacher divides the class into six groups.

Step 2: **Introduction:** The teacher introduce the topic. Discuss a poster of cities. (Peter and the taxi driver)

Step 3: **Presentation:** Each group's task is to speak about their city from the assigned perspective.

Step 4: The teacher gives them a cube, each side has something about technology.

Step 5: Students on rolling the cube to talk about these side. Students have the choice to roll again once if they don't like the activity that turns up.

Step 6: Students starting to talk about the topic from any one of the six possible aspects.

Step 7: **Conclusion** The groups share their speech with the class, and the other students provide feedback and ideas

Step 8: The small groups then make needed revisions.

Assessment:

- Oral Quiz: Each student sets for an individual quiz of : talking about your favorite city or country.
- According to the rubric, the teacher calculate the improvement scores in order to find the best performance student.-
- Answering questions.
- Group work / Class work.

Time: 3 classes

The cube has the following sides:

Describe your favorite city you would like to visit? Tell why do you chose this one?(using pictures)



Compare your favorite picture with the city you are living in ?



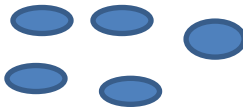
List words that describe your knowledge about the city you would like to visit?



Create three to four questions asking the visitor about his country?



How can we protect our city?



You are in a new city. Talk about things you like to do there?



Appendix (14)

Lesson plan 7

Unit 11

Topic: Visiting a city.

Lessons: 3+4

Objectives:

Main objective:

Students will be able to talk about visiting cities.

Behavioral objectives:

By the end of the lesson, students will be able to:

1. Describe the pictures correctly.
2. Answer concept questions correctly.
3. List words that describe cities.
4. Act out the conversation.
5. Analyze the ways of pollution.
6. Give opinion about pollution.

Materials:

Cube, pictures about cities and pollution, board, colored chalk board.

Procedure:

Step 1: The teacher divides the class into six groups.

Step 2: **Introduction:** The teacher introduce the topic. Discuss some pictures of the city, the pollution and (Peter and the taxi driver on the bridge – in the bank)

Step 3: **Presentation:** Each group's task is to speak about their city from the assigned perspective.

Step 4: The teacher gives them a cube, each side has something about technology.

Step 5: Students roll the cube to talk about these side. Students have the choice to roll again once if they don't like the activity that turns up.

Step 6: Students start talking about the topic from any one of the six possible aspects.

Step 7: **Conclusion** The groups share their speech with the class, and the other students provide feedback and ideas

Step 8: The small groups then make needed revisions.

Assessment:

- Quiz: a quiz has done in pairs .Each pair create a short speech about visiting a city.
- According to the rubric . The teacher calculates the improvement scores in order to find the best performance pair.
- Answering questions.
- Group work / Class work.

Time: 3 classes

The cube has the following sides:

Describe the pictures correctly in exercise two?



How do we save our city from pollution?

?



List words that describe your knowledge about the city you would like to visit?



Answer the concept questions in activity 5?



What are the ways of pollution?



Act out the conversation ?



Appendix (15)

Lesson plan 8

Unit 11

Topic: Visiting a city.

Classes: 3 classes

Objectives:

Main objective:

Students will be able to talk about visiting cities.

Behavioral objectives:

By the end of the lesson, student will be able to:

1. Describe the pictures correctly.
2. Compare her favorite picture with his city.
3. List words that describe cities.
4. Create three to four questions asking the visitor about his country.
5. Analyze the ways of saving cities.
6. Give opinion about things they like to do in their cities.

Materials:

Cube, pictures about their city, board, colored chalk board.

Procedure:

Step 1: The teacher divides the class into six groups.

Step 2: The teacher introduces the topic. Discusses a poster of Cities

Step 3: Each group's task is to speak about their city from the assigned perspective.

Step 4: The teacher gives them a cube, each side has something about technology.

Step 5: Students roll the cube to talk about these side. Students have the choice to roll again once if they don't like the activity that turns up.

Step 6: Students start talking about the topic from any one of the six possible aspects.

Step 7: The groups share their speech with the class, and the other students provide feedback and ideas

Step 8: The small groups then make needed revisions.

Assessment:

- Quiz: Each student sets for an individual quiz by talking about things they like to do in their cities.
- According to the rubric , the teacher calculates the improvement scores in order to find the best performance student.-
- Answering questions.
- Group work / Class work.

Time: 2 classes

The cube has the following sides:

.Describe your favorite city you would like to visit?
Tell why you chose this one?(using pictures)

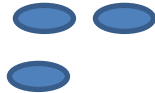


List words that describe your knowledge about the city you would like to visit?

?



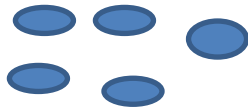
Compare your favorite picture with your city you live in?



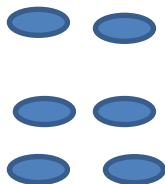
Create three to four questions asking the visitor about his country?



Analyze: How we can save our city?



You are in a new city. Talk about things you like to do there??



Appendix (16)

Lesson plan 9

Unit 11

Topic: Visiting a city.

Lesson s 7+8

Objectives:

Main objective:

Students will be able to talk about visiting cities by writing a letter.

Behavioral objectives:

By the end of the lesson, Students will be able to:

1. Choose the city or village you are going to introduce.
2. Make a list of some interesting places for visitors.
3. Give reasons for choose this place.
4. What do you like to do there?
5. Read what you have written.
6. Draw a picture of the places you wrote about.

Materials:

Cube, pictures about their city, board, colored chalk board.

Procedure:

Step 1: Divide the class into six groups.

Step 2: **Introduction:** The teacher introduces the topic. Discusses a poster of holy places of Palestine. And (writing a letter / describe their pictures).

Step 3: **Presentation:** Each group's task is to speak about their city from the assigned perspective.

Step 4: The teacher gives them a cube, each side has something about technology.

Step 5: Students roll the cube to talk about these side. Students have the choice to roll again the cube if they don't like the activity that turns up.

Step 6: Students start talking about the topic from any one of the six possible aspects.

Step 7: **Conclusion**: The groups share their speech with the class, and the other students provide feedback and ideas

Step 8: The small groups then make needed revisions.

Assessment:

- Quiz: in pairs students create a speech about some interesting places for visitors.
- According to the rubric the teacher calculates the improvement scores in order to find the best performance team.-
- Answering questions.
- Group work / Class work.

Time: 2 classes

The cube has the following sides:

. Choose the city or village you are going to introduce.



I like to visit...**Jerusalem**

What do you like to do there?



Make a list of some interesting places for visitors.

Al-Aqsa Mosque

Old city

The market

Church of the Holy Sepulchre

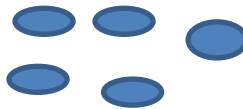


Give reasons for choose this place.

Jerusalem is interesting because it is modern,



Read what you have written



Draw a picture of the places you wrote about



اثر استخدام استراتيجية المكعب على طالبات الصف السابع في مهارات محادثة اللغة الانجليزية في مدارس بيت لحم الحكومية

اعداد: سحر ناجي علي سالم

اشراف الدكتور: د. غسان سرحان

الملخص:

هدفت هذه الدراسة الى الكشف عن اثر استخدام استراتيجية المكعب على طالبات الصف السابع في مهارات محادثة اللغة الانجليزية في مدارس بيت لحم الحكومية ، ولتحقيق الغرض من هذه الدراسة طبقت الباحثة ادوات الدراسة على عينة قصدية تتألف من مجموعة من طالبات الصف السابع في مدارس الاناث . وتحتوي الدراسة على مجموعتين تجريبية وضابطة .

المجموعة التجريبية تم تدريسها بمجموعات باستخدام استراتيجية المكعب ، اما المجموعة الضابطة فقد تم تدريسها بالطريقة الاعتيادية . وللإجابة عن اسئلة الدراسة والفرضيات ، قامت الباحثة بتصميم امتحان (قبلي وبعدي) لقياس تطور الطالبات في مهارة المحادثة .وقامت الباحثة ايضا بتصميم استبيان لقياس اراء الطالبات بعد استخدام الاستراتيجية . وبالإضافة لذلك فقد صممت الباحثة مقابلات ومذكرات للطالبات لقياس التطور والآراء حول نظرية المكعب.

وقد استخدمت الباحثة المنهج التجريبي والتصميم شبه التجريبي وقد استخدمت اختبارات وذلك لقياس الفروق في المتوسطات الحسابية بين المجموعات التجريبية والضابطة. وقد خلصت الباحثة الى ان هناك فروقا ذات دلالة احصائية بين متوسطات درجات تحصيل طالبات الصف السابع في مهارة محادثة اللغة الانجليزية بين المجموعتين الضابطة والتجريبية وقد خلصت الدراسة كذلك الى ان هناك فروق ذات دلالة احصائية بين متوسطات اراء طالبات الصف السابع حول استراتيجية المكعب. وقد اوصت الباحثة بضرورة توظيف استراتيجية المكعب في حصص المحادثة ، وتدريب المعلمين على استخدام استراتيجية المكعب في اعطاء الحصص وتقييم الطالبات وكذلك اوصت بتطبيق هذه الدراسة على متغيرات جديدة.