**METHOD**

**RESEARCH DESIGN**

An embedded mixed-methods approach was adopted to obtain a detailed understanding of secondary school students' speaking self-efficacy with regard to Task Based Instruction (TBI). As Creswell (2014) asserts, utilizing triangulation, various data collection approaches will be achieved for the researchers. Concerning the quantitative part, two intact classes were selected by applying a quasi treatment approach. These participants went through pretest, intervention, and posttest procedures. In relation to the qualitative section, the data were collected through an interview.

**Participants** **and Sampling of the Study**

Participants were grade eleven social science students attending English subject in Shambu secondary School, HGWZ of Oromia in 2022 academic year. They had been selected for they had to carry a lot of EFL speaking tasks in the remaining years in the future and they were in their career of learning in the future is English. Therefore, this study adopted a pre-post quasi-treatment design with two intact classes.

 **Instruments**

**Speaking Self-Efficacy Questionnaire.**

### Questionnaire

The first data collection instrument was questionnaire which was used to measure the two groups students about their self efficacy beliefs about TBLI in their speaking classroom before and after the treatment. In this study, responses to the questionnaire was used in a more generic way to the degree of positive/ negative affective trainees’ responses to the particular TBLI. The self efficacy questionnaire was adapted from Asakereh, and Dehghannezhad (2015) with a little development and including informed-consent form which informed students about the questionnaire and it was conducted with the 5-point Likert scale (from strongly disagree to strongly agree) and administered before and after the tasks treatment for the two groups.

The rubrics for speaking self efficacy beliefs evaluations were adapted by the researchers from (Hadi,2015) to measure the variables magnitude, generality and strength.

The validity and reliability of the instruments were checked in such a way that the instruments could measure what they were supposed to measure. The feedback obtained from the EFL teachers helped the researchers to modify and make changes. Like the tests, some of the changes were regarding the wording of the statements, their order, format, content and clarity.

**Interview.**

Another instrument used to examine students’ views of the effects of TBLI on their speaking self-efficacy in speaking skills used to triangulate the findings was conducted with eight students from the treatment group. The students’ participation was entirely voluntary, and they signed informed consent forms prior to the interview. Hence, the researchers prepared a set of preplanned interview questions to elicit various conceptions. In this case, the researchers investigated outer and inner conceptions of secondary school students about their experiences with TBLI intervention and how it affected their beliefs about their capabilities to generate specific levels of performance in speaking self-efficacy and how TBLI helped them to be ready to enter into conversation, at a particular time with a specific person or persons, using English language. The interview was thoroughly audio-recorded, transcribed, and analyzed using a content analysis approach.

**Data Collection Procedures**.

Before the process of gathering data, the researchers made series contact with the school directors so as to get the necessary information and cooperation. Permission to conduct the study was obtained from the school. Then, the relevant literature was reviewed to establish the theoretical background of the study.

After the researchers selected the participants of the study, they assigned the students into treatment and comparison groups. Then, the researchers adjusted an EFL teacher to make a contact with them after giving training how the EFL instructor teaches and how the two raters analyze to assessed the students.

After the researchers adapted the questionnaire, the EFL teachers and the researchers checked the reliability and validity of the test questionnaire. Then, the questionnaire was administered by EFL teachers for both treatment and comparison group students in order to assess both groups self efficacy level before the treatment.

Next, the pre-questionnaire was analyzed, and the task based instruction was implemented by a volunteer teacher selected voluntarily. The instruction was applied in between March to June by EFL teacher for both groups because the comparison group was forwarded conventionally.

After three months of the TBLI intervention, the post questionnaire was given for both treatment and comparison groups to check the effects of TBLI on EFL students’ speaking self efficacy beliefs achievement..

At the end of the intervention, an interview session was held with the treatment group having the representatives from each group. It was used to triangulate the answers for the first basic research question. The findings of the study were analyzed and discussed by the researchers.

**Methods of Data Analysis**

The speaking self efficacy beliefs questionnaire (as pre-questionnaire and post-questionnaire) and interview were analyzed to answer the basic research questions. Both pre-questionnaire and post-questionnaire were analyzed and were converted into mean and S.D. The first step of the data analysis process was to determine the mean and standard deviation of each pre-questionnaire and post-questionnaire score. In this research, after all the assumptions of ANCOVA was checked, it, ANCOVA (Pallant, 2010; Tavakoli,2012) was used to compare the scores via Statistical Packages of Social Science (SPSS) version 26 to check if there is a statistically significant difference between pre-questionnaire and post-questionnaire.

For the qualitative data content analysis (CA) was used as an essential technique with a chief purpose to analyze the repeated patterns in the textual data (Clarke & Braun, 2013).