

THE EFFECT OF USING SCRIPT ON TENTH GRADE STUDENTS' SPEAKING AT SMAN 2 KEDIRI IN THE ACADEMIC YEAR 2025/2026

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ABSTRACT

This study investigates the effect of script-based instruction on the speaking performance of tenth-grade students at SMAN 2 Kediri in the academic year 2025/2026. Speaking remains one of the most challenging language skills for Indonesian high school learners, particularly due to limited vocabulary, speaking anxiety, and difficulty organizing ideas during oral communication. Script-based learning is introduced as a structured technique that supports students in preparing linguistic content before speaking, thereby promoting fluency, accuracy, and confidence. This research employed a quantitative pre-experimental design using a one-group pre-test–post-test model. Thirty-six tenth-grade students participated, completing a pre-test, receiving two sessions of script-based treatment, and taking a post-test. Students' performances were assessed using an analytic rubric adapted from Brown (2016) and Harmer (2015), measuring pronunciation, fluency, grammatical accuracy, and vocabulary. The data were analyzed using a paired sample t-test to determine whether significant improvement occurred after the treatment. The findings indicated a statistically significant increase in students' speaking scores, demonstrating that script-based instruction positively contributes to speaking development. The study concludes that script-supported practice is an effective strategy to enhance students' oral performance and can be integrated into classroom speaking activities to support the implementation of the Merdeka Curriculum.

KEYWORDS: *Script, Speaking, High School Students*

1.0 Introduction

English has gradually become one of the key abilities Indonesian high school students need as they move toward a world where communication, study opportunities, and future careers are increasingly international. This direction is consistent with the spirit of the Merdeka Curriculum, introduced through Regulation No. 262/M/2022, which encourages classrooms to be more flexible and centered on learners' needs. One of its strongest characteristics is its insistence on practical

language use—especially the ability to speak English confidently (Indonesian Ministry of Education and Culture, 2024). Compared to the 2013 Curriculum (K13), this new approach gives schools more room to design their own learning paths while still meeting national requirements (Minister of Education Regulation No. 56/2022).

Among all language skills, speaking tends to be the one that students find the most demanding. They are expected not only to understand English but also to put their ideas into clear spoken form, a requirement emphasized in Minister of Education Decree No. 033/H/KR/2022. Many previous studies have also underlined how essential speaking proficiency is for students' academic and employment prospects (Fauziati, 2017; Saputra & Fitriani, 2018). Script-based learning has been shown to help with this, as the use of prepared dialogues exposes learners to the rhythms of natural communication while improving accuracy and fluency (Thornbury, 2005).

Yet the reality in classrooms does not always match policy expectations. At SMAN 2 Kediri, students still face recurring challenges: nervousness when required to speak, a limited range of vocabulary, and difficulties applying grammar spontaneously (Fauziati, 2017; Saputra & Fitriani, 2018). Local research has even identified speaking anxiety as one of the strongest obstacles that prevents students from engaging actively in communication tasks (Wicaksono, 2017). These issues often manifest as hesitation, silence, or minimal participation. National documents such as the RPJMN 2020–2024 also stress that improving English competence is a priority, which suggests that such learning barriers must be addressed seriously.

Observations throughout the 2023/2024 school year show a similar pattern. Many tenth graders at SMAN 2 Kediri were reluctant to speak for extended periods, struggled to maintain fluency, or appeared unsure of their own ability. This points to the need for teaching strategies that provide support and structure. Research in related school contexts shows that organized activities—roleplay, guided dialogues, and scripted performances—can create meaningful improvements in learners' speaking outcomes (Octaviana, Wicaksono, & Aji, 2024). With the school gradually adopting the Merdeka Curriculum under Circular Letter No. 2624/M/2023, approaches like script-based instruction become valuable because they offer clear scaffolding without relying heavily on technology or advanced classroom facilities.

In light of these conditions, this study sets out to examine the effect of script-based learning on the speaking performance of tenth-grade students at SMAN 2 Kediri during the 2025/2026 academic year. The findings are expected to offer practical evidence that can support teachers in strengthening speaking instruction and help the school align more effectively with the goals of the Merdeka Curriculum.

2.0 METHODOLOGY

2.1 Research Design

This study used a quantitative approach and adopted a quasi-experimental method, applying the one-group pre-test–post-test format. In this type of design, the pre-test serves as the starting point: it is given before any instructional treatment and helps the researcher understand students' initial speaking abilities (Creswell & Creswell, 2018). Once the treatment is completed, a post-test is administered to see how the same students perform afterward. The post-test essentially reveals whether the instructional technique—in this case, script-based instruction—produces noticeable changes in the dependent variable, namely students' speaking performance (Creswell & Creswell,

2018). Comparing the results of these two tests allows the researcher to gauge how strong the impact of the intervention actually is.

Ary et al. (2018) describe this type of design as unfolding in three main phases. First, the pre-test is administered to gather baseline data on the dependent variable. Second, the researcher introduces the treatment, which in this study takes the form of script-based speaking instruction. Finally, a post-test is conducted to identify any improvement or shift that takes place after the treatment (Campbell & Stanley, 1963). Through these steps, the researcher is able to examine changes within the same group over time.

The decision to use a single-group design was shaped by the situation at SMAN 2 Kediri. Creating separate control and experimental groups was not possible because of school scheduling arrangements and administrative limitations. Even with these constraints, this design still makes it possible to investigate the contribution of script-based instruction to students' speaking development in a meaningful and measurable way.

2.2 Participants

The participants consisted of 36 tenth-grade students from an intact class at SMAN 2 Kediri during the 2025/2026 academic year. The class was selected using cluster sampling, commonly applied in educational settings where intact classes must be used due to scheduling considerations (Ary et al., 2018). Participation was based on class membership, with all activities conducted during regular English lessons to ensure ecological validity.

2.3 Instruments

The primary instruments were pre-test and post-test oral speaking assessments, evaluated using an analytic speaking rubric adapted from Brown (2016) and Harmer (2015). The rubric assessed four key components: pronunciation, fluency, grammar, and vocabulary. Each component was scored on a scale of 1–5, yielding a total score range from 4 to 20 points. Additional instruments included audio recording equipment for objective evaluation and lesson plans designed for script-based instruction implementation.

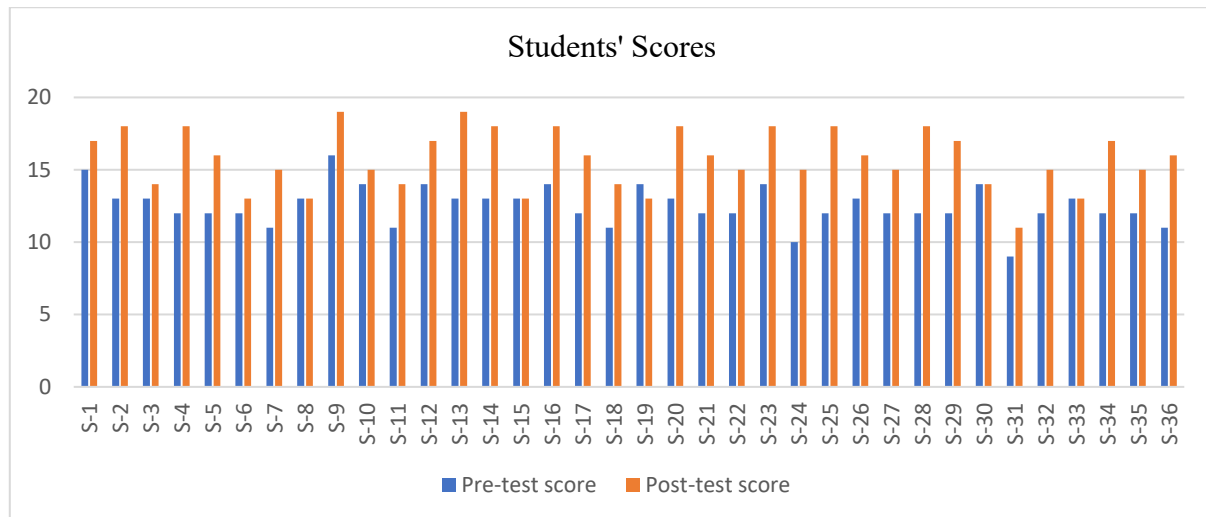
2.4 Data Analysis

Data from pre-test and post-test were analyzed using IBM SPSS Statistics Version 31.0.1.0 with paired samples t-test, appropriate for comparing means from the same group at different time points (Gay, Mills, & Airasian, 2012). Statistical significance is determined at $\alpha = 0.05$, meaning a p-value < 0.05 indicates the observed difference between pre- and post-test scores is unlikely due to chance and reflects a meaningful improvement from the script-based treatment (Creswell & Creswell, 2018). This analysis examines whether script-based instruction produced statistically significant gains in students' speaking performance.

3.0 FINDING

In this research, the tenth-grade students' speaking performance in describing a friend was investigated following the introduction of a script-based speaking activity. Prior to the intervention, the students' speaking skills, including components like pronouns, fluency, grammar, and vocabulary, were at a certain initial level.

Then, the researcher implemented the script-based speaking activity for teaching speaking with a focus on providing structure and guidance for describing a friend. After being taught using the script media, the students' overall speaking performance increased. This is supported by the results of the post-test conducted by the researcher, which showed a clear improvement in the quality of the students' spoken output compared to their initial attempts.



The bar chart provides a visual comparison of the Pre-test scores (blue) and Post-test scores (orange) achieved by 36 students. The data clearly illustrates a consistent and positive shift in performance across the entire group, with the Post-test scores uniformly surpassing the Pre-test scores. Before the intervention, the students' Pre-test scores were generally distributed in the lower-to-middle range, mostly between 11 and 14. Following the intervention, nearly all students demonstrated a tangible improvement, elevating the majority of Post-test scores into the higher range, predominantly between 16 and 19. This overall trend confirms that the instructional treatment implemented between the two tests successfully resulted in a substantial enhancement of the students' measured performance.

Based on the pre-test and post-test results, the statistical analysis confirmed that the improvement observed in the students' speaking scores was statistically significant and represented a very large effect. This evidence suggests that using scripts served as an effective tool to enhance the speaking skills of the tenth-grade students at SMAN 2 Kediri.

The significant improvement achieved through script use is consistent with prior research emphasizing structured methods for speaking skill enhancement in the local educational setting. This effectiveness mirrors the success found with roleplay, an activity that also relies on structured dialogues, which significantly improved students' speaking performance, particularly their fluency and vocabulary (Octaviana, Wicaksono, & Aji, 2024). Therefore, the substantial positive effect confirms that, similar to these other structured techniques, scripts create a controlled and supportive environment necessary for students to convert theoretical language knowledge into confident, active spoken communication.

Based on the pre- test and post- test results are analyze using SPSS and get the results as below:

Table 1**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	12.53	36	1.362	.227
	Posttest	15.75	36	2.034	.339

Based on Table 1, the paired samples statistics show that the mean score of the pre-test was 12.53 with a standard deviation of 1.362 and a standard error mean of .227. After the script-based instruction intervention, the mean of the post-test score increased to 15.75 with a standard deviation of 2.034 and a standard error mean of .339. The number of participants in each test (N) was 36.

Table 2**Paired Samples Correlations**

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	36	.389	.009	.019

The table displays the linear relationship between the Pretest and Posttest scores for the 36 participants ($N=36$). The analysis yielded a correlation coefficient of .389, which suggests a moderate, positive linear association between the scores. This means that individuals who scored higher on the Pretest generally tended to score higher on the Posttest as well. Furthermore, this correlation was determined to be statistically significant, as indicated by the two-sided p-value of .0193. Since this value is below the conventional alpha level of 0.05, we can conclude that the positive relationship between the Pretest and Posttest scores is not due to chance.

Table 3**Paired Samples Test**

		Paired Differences					t	df	Signif icance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One- Sided p	Two- Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	- 3.222	1.958	.326	-3.885	-2.560	-9.873	35	<.001	<.001

In the Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 31 by pretest minus posttest. The results showed the t-value is -9.873 with the degree of freedom 35 and the significance level is 5%. The significance value ($p < .001$) is less than .05, which means that t-test is higher than t-table. It can be concluded that t-test is higher than t-table,

so H_a is accepted. This indicates that there is a statistically significant difference in students' speaking abilities before and after the implementation of script-based instruction.

CONCLUSION

The conclusion of this study demonstrates that script-based instruction can significantly improve students' speaking at SMAN 2 Kediri. The statistical analysis revealed a highly significant difference between pre-test and post-test scores ($p < .001$), with the mean score increasing from 12.53 to 15.75. The moderate correlation (.389) between pre-test and post-test scores, combined with the significant improvement in means, provides compelling evidence that script-based instruction effectively enhanced students' speaking across pronunciation, fluency, grammar, and vocabulary indicators.

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