

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

SKRIPSI

Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
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MOTTO AND DEDICATION

MOTTO

“Good and evil are not always what they seem.”

DEDICATION

This thesis is dedicated with all my gratitude and affection to the people who have become part of this journey, whether through prayers, guidance, support, or simply by staying when I needed them most.

To Allah SWT, for every blessing that arrived at the right moment, for every strength found in times of weakness, and for every door that opened when the path ahead seemed uncertain. Through every challenge and every lesson, I learned that no effort is ever wasted and no prayer goes unheard.

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I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and tryna give more than I receive, I wanna thank me for tryna do more right than wrong, I wanna thank me for just being me at all times

ABSTRACT

Ferdiana Fimy Putri: *The Effect of Using Monologue Scripts on Tenth Grade Students' Speaking at SMAN 2 Kediri in the Academic Year 2025/2026*, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 15th of July 2026.

Keywords: Speaking Skills, Monologue Script, Descriptive Speaking

This research aims to investigate the effectiveness of using monologue scripts in improving students' speaking skills. The study was conducted because many students still face difficulties in speaking English, especially in grammar, vocabulary, pronunciation, and fluency. These problems often make students less confident when expressing their ideas orally. Therefore, monologue scripts were used as a teaching technique to help students organize their ideas, practice speaking more systematically, and improve their performance in descriptive speaking.

This research used a quantitative approach with a pre-experimental design, namely a one-group pretest-posttest. The population of this study was tenth-grade students at SMAN 2 Kediri, and the sample consisted of 36 students from class X-3 selected through purposive sampling. The data were collected through speaking tests in the form of a pre-test and a post-test and were assessed using Brown's speaking rubric, which covers grammar, vocabulary, pronunciation, and fluency. The data were analyzed by using descriptive statistics and a paired samples *t*-test with IBM SPSS Statistics Version 31.

The results showed that students' speaking skills improved after the treatment. The mean score increased from 62.64 in the pre-test to 78.75 in the post-test. In addition, the paired samples *t*-test showed a significance value of 0.000, which was lower than 0.05. This means that there was a significant difference in students' speaking skills before and after the treatment. It can be concluded that monologue scripts are effective in improving students' speaking skills. Therefore, English teachers are recommended to use monologue scripts as an alternative technique in teaching speaking, especially descriptive speaking.

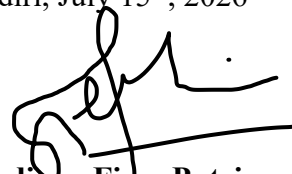
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CHAPTER I

INTRODUCTION

In this chapter, explains some points related to the title of this paper. It consists of: a) background of the problem, b) formulation of the problem, c) purpose of the problem, d) significance of the problem, e) definition of the key terms.

A. Background of the Study

In today's globalized world, English communication skills have become increasingly important for Indonesian senior high school students. As an international language, English serves as a primary means of communication in various fields, including education, business, science, and technology (Harmer, 2015). Therefore, students with strong English proficiency have greater opportunities to access international academic resources, engage in global communication, and enhance their competitiveness in the international workforce (Brown, 2016). This need is also reflected in the implementation of the Merdeka Curriculum, which encourages student-centered learning and emphasizes the development of practical language skills, particularly speaking as one of the essential competencies to be achieved (Ministry of Education, Culture, Research, and Technology, 2022).

Speaking is frequently recognized as one of the four core language skills, alongside listening, reading, and writing. Among these skills, it is considered the most essential for effective communication while also being one of the most challenging for learners to develop. Unlike other skills, speaking demands that learners produce language spontaneously and accurately in real-time communicative situations. Nunan (2003) describes speaking as the capacity to articulate utterances to convey intended meaning, while Thornbury (2005) emphasizes that oral communication

occurs in real time, requiring rapid language processing and immediate decision-making. Consequently, strong speaking competence not only supports students' academic achievement but also enhances their readiness for professional and social interaction in the future.

Despite its recognized importance, speaking in English remains a persistent challenge for many Indonesian students, including those at SMAN 2 Kediri. Based on classroom observations conducted during the 2025/2026 academic year, many tenth-grade students exhibited low participation in speaking activities. Most of them were hesitant to communicate orally, contributed minimally during classroom interactions, and frequently avoided activities that required them to speak in English. These behavioral patterns align with the speaking difficulties identified by Ur (1996), including inhibition, difficulty generating ideas, uneven participation, and excessive reliance on the mother tongue. Such difficulties are often rooted in limited vocabulary, insufficient grammatical competence, poor pronunciation, and psychological anxiety when performing in front of peers. The role of anxiety in undermining oral performance is well documented; Horwitz et al. (1986) have established that foreign language anxiety can substantially erode learners' self-confidence and overall speaking performance. More recently, Wilupi and Wicaksono (2023) found that students' anxiety in speaking class stems largely from inadequate preparation, fear of making mistakes, and insufficient interactive opportunities during instruction, further confirming that when students are not provided with structured communicative support, anxiety levels rise and oral performance deteriorates significantly.

Beyond individual learner factors, the quality of instructional strategies and the availability of learning resources also play a significant role in shaping students' speaking development. Current speaking activities in many classrooms tend to prioritize rote memorization and grammatical accuracy at the expense of meaningful and authentic communication.

Richards (2008) argues that effective speaking instruction must create opportunities for genuine interaction and purposeful language use. Moreover, the insufficient integration of digital tools, audio-visual aids, and other supportive learning media may further diminish the effectiveness of speaking instruction (Gilakjani, 2017). Technology, when appropriately utilized, has been shown to enhance students' motivation and expose them to authentic language input, thereby supporting more effective language acquisition.

In response to these challenges, the use of scripts has been proposed as a practical and accessible instructional strategy to support speaking skill development. Scripts, in this context, refer to written dialogues, guided monologues, or structured spoken texts that students can study, practice, adapt, and eventually perform orally. According to Thornbury (2005), providing learners with structured linguistic scaffolding enables them to build confidence gradually before transitioning to independent language production. By engaging with scripts, students have the opportunity to develop their vocabulary range, refine pronunciation, improve fluency, raise grammatical awareness, and cultivate a greater willingness to communicate. Importantly, because scripts do not rely on sophisticated technological infrastructure, they represent a feasible and cost-effective solution for schools with limited resources.

Furthermore, an important but often overlooked dimension of script-based learning is its reciprocal relationship with reading ability. When students are required to read, analyze, and internalize scripts prior to oral performance, they simultaneously engage in meaningful reading practice. Nation (2009) asserts that reading exposure contributes substantially to vocabulary acquisition and syntactic awareness, both of which are foundational to oral fluency. Similarly, Grabe (2009) argues that reading and speaking are interconnected processes, learners who engage deeply with written texts develop stronger mental representations of language structures

that later surface in their spoken output. In the context of script usage, students must comprehend the written text, interpret its meaning, and internalize its linguistic patterns before reproducing them orally, a process that inherently reinforces reading comprehension skills. Anderson (1999) further supports this view by noting that reading practice enhances automaticity in language processing, which in turn reduces cognitive load during speaking and allows students to communicate more fluently. Thus, the integration of script reading into speaking instruction can be seen as a mutually reinforcing activity that simultaneously strengthens both oral and literacy competencies.

An examination of previous research suggests that several important aspects have not been adequately explored, indicating the need for further investigation. First, the majority of prior studies have focused on speaking improvement as a general outcome, rather than examining the development of specific sub-components such as vocabulary, pronunciation, fluency, and grammatical accuracy in an integrated manner. Second, while various types of script-based instruction have been studied, relatively few studies have specifically investigated the use of monologue scripts in the context of descriptive speaking tasks. Third, empirical research situated within the specific educational context of SMAN 2 Kediri remains scarce. These limitations highlight the need for further research to provide empirical evidence that is relevant to the specific educational context.

Based on the issues discussed above, this study examines the effect of using monologue scripts on the speaking skills of tenth-grade students at SMAN 2 Kediri. The research is conducted with students of Class X-3 in the 2025/2026 academic year, where monologue scripts are implemented as the main instructional strategy for speaking activities. It is expected that the results of this study will enrich the available empirical literature on English language teaching while providing practical recommendations for English teachers in improving students' oral communication skills.

B. Formulation of The Problem

Based on the background of the research and the identified problems, this study seeks to answer the following research questions:

1. How is the tenth-grade students' speaking before being taught using script at SMAN 2 Kediri?
2. How is the tenth-grade students' speaking after being taught using script at SMAN 2 Kediri?

C. Purpose of The Research

Based on the background of the research and the identified problems, this study seeks to answer the following research questions:

1. To find out the tenth-grade students' speaking before being taught using script at SMAN 2 Kediri, utilizing a pre-test.
2. To find out the tenth-grade students' speaking after being taught using script at SMAN 2 Kediri, utilizing a post-test.

D. Significance of The Research

This research holds significant value in both theoretical and practical dimensions, contributing to English language education and providing insights for educators and policymakers.

a. Theoretical Significance

By examining the implementation of monologue scripts in speaking instruction, this study is expected to expand current understanding of language acquisition and the development of students' speaking proficiency. It builds on communicative competence theories (Canale & Swain, 1980) by examining how structured speaking practices enhance fluency, grammar, pronunciation, and vocabulary usage. The research investigates how

scripted dialogues foster willingness to communicate, providing insights into instructional strategies that facilitate language learning. By integrating these theoretical frameworks, the study enriches discourse in applied linguistics and language education, offering new perspectives on effective teaching methodologies.

b. Practical Significance

The findings are expected to directly impact English language teaching practices at SMAN 2 Kediri and similar contexts. By demonstrating the effect of monologue scripts, the study provides educators with a viable strategy to enhance students' speaking proficiency. The structured nature of these monologues facilitates meaningful practice, increasing students' comfort with speaking English. Insights from the study can inform curriculum development by integrating structured speaking activities that align with students' needs and interests (Richards, 2013). It is expected that this research will contribute to the enhancement of English language education by improving students' speaking competence and supporting the application of classroom learning to real-life communication contexts.

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