



## The Effectiveness of Combining Scripting and Talking Chips on the Students' Speaking Achievement

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### Abstract

This research is to find the effectiveness of combining Scripting and Talking Chips which helps students to be more active in speaking class. This research used quasi-experimental research with non-randomized pretest posttest design. The students of English Department of UNIPA Campus Blitar who took Basic Speaking 1 were the subjects of this research, in which Class A as the experimental group and class B as the control group. The instruments of this research were speaking test (pretest and posttest). One group was taught by combining scripting and talking chips method, in contrast, the control group was taught by using direct method. Then, both groups were given a posttest. The data was analyzed using ANCOVA and computed by SPSS version 20. The result of the analysis indicated that combining Scripting and Talking Chips strategy could make students' speaking achievement better.

**Keywords:** effectiveness, scripting and talking chips, speaking skills, students' achievement

### Introduction

Learning foreign language, especially English is very important and useful in every aspect in global area. We can communicate and build some relationship with other people who in different countries.

In Indonesia, government takes English as foreign language and entered it as one of subject taught in school, from the lowest grade until in highest education level. Many students claim that English is the most difficult lesson, especially for speaking. They always have problems about how to speak well in English. Besides that, students also think that English is difficult and it is not interesting. Many researchers conducted research in speaking area because there are still many problems in speaking faced by the students. (Gunaldi Masbiran, 2017) who conducted research in Pekanbaru stated that many students got difficulties in speaking because speaking consists of five components: accent, grammar, vocabulary, fluency, and com-

prehension to achieve. In one example, accent is related to good pronunciation. The learners' mispronunciation will effect on unclear meaning when delivering the message. Realizing this fact, this is important to teach students using various methods.

Speaking should be mastered by students as the important skills in English. By Speaking students can express ideas, opinions, arguments, and reasons to another person. By speaking, students can communicate with their friends. Learning English without speaking practice is pointless. Consequently, learning English expects the students to be able to speak English well as the main goal.

Related to the idea of condition, teaching speaking in the classroom needs many efforts from the teacher. In point of fact, many students feel unconfident to speak and they tend to have low motivation in the classroom. Many studies have investigated whether some challenges in teaching oral skill does exist in EFL classroom.

Such as (Junaedi, 2020) who conducted research in a public senior high school in Majene Sulawesi Barat, revealed that some challenges in teaching speaking are the lacks of chance to practice, vocabulary problems, lack of grammar knowledge, and pronunciation problems. The teacher should apply the appropriate technique of teaching speaking to improve students' speaking skill.

This becomes the teacher's important role to create interesting teaching and learning process. This research was combining scripting and talking chips to solve the problems of speaking. A teacher must have a good way to make their speaking class more interesting. One of that way is combining two strategies. They are Scripting and Talking Chips.

(Le et al., 2020) in their research about public speaking scripting highlighted that the memorization of script and dialogues helps students from struggling with fluency and language repetition in their speech. So, scripting can help students in avoiding the lack of vocabulary to speak. Meanwhile (Gray et al., 2012) Talking chips is a technique in teaching speaking which makes everyone has obvious contribution and an opportunity to speak. In holding Talking Chips, teacher will give students chips which are used for every time they speak. Before the chips are over, Students must put the chips in the center of table. If any students' chips are over, the students may not speak until all members' chips of group are over too. The students will have the chips again, if they have not finished the task yet even though all the chips have been used.

In applying two strategies, scripting and talking chips, the researcher first prepare the scripts which contains some expression in form of dialogues about hobbies and ask the students to discuss about it. Then the researcher groups the students into four groups which consist of five in each. Each group is given the chips that contain instructions to do. Every student has to speak for two minutes after taking the chips. By using scripting the students can have idea to avoid lack of vocabularies and talking chips can ensure equitable participation by managing how many times every group member is permitted to speak. Even the passive students are encouraged to speak out by this technique. (Junaedi, 2020)

For those reasons researchers conduct a research named "The Effectiveness of Combining Scripting and Talking Chips on the Stu-

dents' Speaking Achievement".

## **Materials and Method**

### **The Teaching of Speaking**

Speaking is one of the skills which should importantly be mastered by English learners. However, it is also true that speaking in classroom conditions is not an easy task for students. This uneasiness comes from the character and less frequency of speaking opportunities in the classroom compared to the natural varieties and genres of speaking materials.

(Kurum, 2016) stated that speaking is not only to form sentences correctly in grammatical but also to utter them".

### **Elements of Speaking Skills**

The learners are almost never able to understand about language because they don't understand about element of language that has relation with other language whom the learner knows. There are four elements of speaking.

#### 1. Grammar

Grammar determines how words are arranged to form meaningful units.

#### 2. Vocabulary

To produce spoken language, vocabulary is very essentials.

#### 3. Pronunciation

Pronunciation is how someone spoke a word or a language, or how a word is uttered. Someone can have "correct pronunciation", if it refers to both within a particular dialect". (Newton & Nation, 2020)states, "For second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language".

#### 4. Fluency

Researchers studying speaking have begun to realize how important fluency is in the speaking process, and how many students have comprehension difficulties because they must think the sentences and try to find the meaning from it. By practicing, can develop students' skill especially in speaking skill and they can speak automatically.

#### 5. Teaching Speaking

When learners can speak fluently, it becomes the measure of their capability in mastering English. In addition they stip-

ulates fluency as the ability to communicate with others, much more than the ability to read, write, or understand oral language.

In the teaching of speaking, both teachers and students are often found some challenges. (Yusuf & Zuraini, 2016) stated that essentially, the challenges that the teachers' got in teaching speaking include pronunciation problems; students' lack of vocabulary, lack of motivation and the mother tongue interferences.

In this research the objectives of speaking that should be achieved is that the students are able to produce and practice functional language in absorbing spoken information used in daily life situation. It covers grammar, vocabulary, fluency and pronunciation.

### **Combining Scripting and Talking Chips**

Scripting strategy helps learners with English language that they use in different situation. This strategy serves to reduce the level of anxiety when learners are in unfamiliar situations. Learners may become very enjoyable, when they can fall back on the script.

In addition; (Le et al., 2020) stated that script is key where the speakers need to have a good preparation for their performance to oral communication in public. Scripting is a preparation for English language learners. It forms sample language interactions or situational conversations compatible for upcoming activities. These sample language interactions, called scripts, are presented and practiced before the students dealing with encountering the situation when the scripts will be needed. Furthermore, this can lower students' anxiety and build their confidence to communicate in English.

Talking chips are based on the idea of currency and was developed according to (Gray et al., 2012) Talking chips is the strategy that everyone has opportunity to speak with real contribution value.

### **The Implementation of Scripting and Talking Chips Technique**

In implementing combining scripting and talking chips strategy for the students, the teacher divided teaching activities into three steps. First is implementing scripting, before the teacher asks the students to speak, she gave some scripts which contain some expressions used when someone are asked something related

to hobbies in English. The script also contains some dialogues talking about hobbies. The teacher uses this script to help the students build vocabulary related to the topic given.

Second is applying talking chips to the small groups. Teacher groups the students consist of five students and gives a chance to each group to play talking chips. The rules are one of the students in the small group must be the moderator. Then she or he delivers the chips given by the teacher to the first students in the group. He or she should speak based on the instruction stated in the chips in two minutes. This activity continues until all of the members in the group have chance to speak.

Third is applying talking chips for individual presentation. After small group discussion, now the students are ready to play talking chips individually in front of the class. Every student has chance to take a chip and speak for two minutes in front of the class. At this time the teacher takes score from students' presentations in terms of their grammar, fluency, vocabulary and pronunciation.

### **Method**

In this experimental research, the design is quasi-experimental that using the nonrandomized control group, pretest and posttest design. Besides that, Two reasons in having this design were: 1) the researcher could not change the setting of the class. 2) The research was done based on the arranged schedule of the school.

The purpose of this research is to find out the effectiveness of two teaching methods, combining Scripting and Talking Chips also Conventional Method. The researchers asked the English teacher to give opportunity to apply both methods and got result from students' achievement after teaching and learning process of speaking skills by combining Scripting and Talking Chips.

The researchers chose two classes as the subjects of the research, one class as control group (1A) as experiment group was taught by Combining Scripting and Talking Chips while class B was taught using Direct Method.

### **Variables**

The variables of this research are independent and dependent variable. The independent variable is Combining Scripting and Talking Chips method and the dependent variable is the students' achievements.

### **Instructional Material**

The researcher used the same instructional materials for two groups. They were taken from English speaking book that related to the students, available, fitted the topic.

### **Time Allocation**

This research was held on the first semester at the academic year of 2021/2022. The treatment was held 2 x 60 minutes in each meeting, 6 meetings for experimental group and 6 meetings for control group.

### **Subject of the study**

40 English Department students of the first grade in the academic year of 2021/2022 were the subject of this research. It was divided into two groups, 20 students of class 1A as experimental group and 20 students of class 1B as control group. Then the researcher gave a pretest for both groups to measure class homogeneity.

### **Instrument**

The instrument was a speaking test in which the test was tried out before to measure the validity and reliability of the test. (Ary et al., 2010) states that "two very important concepts that researchers must understand when they use measuring instruments are validity and reliability".

### **Pretest**

Before teacher teaches new material by Combining Scripting and Talking Chips, she gave pretest to student to know the homogeneity of their class. In giving pretest, the teacher asked the students to speak about daily activities in front of the class in two minutes. It was used to know if there were differences in both groups.

### **Treatment**

The treatment variable in some experiments consists of instructional material and time allocation than a teaching method. The experimental group would be taught by Combining Scripting and Talking Chips and the control group would be taught using Direct Method. During the research, the students in experimental group are taught by using Scripting and talking chips.

First the teacher gave the script which contain some expressions used when someone was asked something related to hobbies in Eng-

lish.

Second is applying talking chips where the students had to speak one by one in a small group consist of five members based on the instructions on chips they got in two minutes. This activity continued until all of the members in the group had chance to speak.

In control group, the students had the same topic to speak. The only difference was the teacher did not use script and directly ask them to speak in front of the class one by one based on the topic given.

### **Posttest**

The posttest was given after the treatment to know the result of students' ability in teaching and learning process. In giving the posttest, the students had chance to take a chip and speak individually in two minutes in front of the class. Then, the score from the posttest was analyzed.

### **Data Collection**

This study was to find out the effectiveness of the Combining Scripting and Talking Chips in teaching and learning speaking in the classroom. In this research, there were two kinds of test namely pretest and posttest. These tests were used to know the ability of students' achievement after they were taught by Combining Scripting and Talking Chips also Conventional Method. The form of test was oral performance assessment which was used by teacher to give concerned in detailed description of performance. Before they did the test, short instruction and explanation were given to the students so that they really understood what to do.

### **Analytical Techniques**

Because this study used a non-randomized pretest-posttest control group design, the researcher used the Covariant Analysis formula to prove the hypothesis. According to Pallant (2005), the formula can be used when the researcher has two groups for the pretest/posttest design (e.g., comparing the impact of two different intervention, taking before and after measure of the groups). He goes on to say that the pretest scores are utilized as a covariate to adjust for any pre-existing group differences.

Covariant Analysis is useful when a researcher is unable to randomly assign participants to different groups and must instead rely on pre-existing categories (e.g., classes of students). Because these groups can differ in a variety of ways, Covariant Analysis can be used

to reduce some of the differences. (Pallant 2000, chapter 20, Stevens, 1996, pp. 324-327.) In order to collect precise and dependable data, the researcher used SPSS for Windows version 20 to calculate the data.

## Result and Discussion

### Linearity Analysis

To find the testing of linearity, the researcher used SPSS.20 to compute the data, and the result is shown in Table 1.

Pallant (2000, chapter 20: 8) advises against using this covariate if you notice a curvilinear relationship. Because the scatter plots in the figure above show a linear (straight-line) relationship for each group rather than a curved relationship, the linearity assumption is not violated.

### Homogeneity of Regression Slope

The homogeneity of regression slopes is used to assess the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. Because the results of Covariant Analysis are worthless if the interaction is significant, Covariant Analysis should be avoided. According to Pallant (2005), the interaction is statistically significant if the significance level is less than or equal to 0.05, suggesting that the assumption is broken. According to Group\*Pretest data, the significant value is 0.302, which is greater than 0.05. The assumption of regression slope homogeneity is proved to be valid. Covariant analysis can be carried out based on this discovery. Then we discovered the outcome of Levene's Error Equality Test. Variances are used to see if the assumption is correct. The variances are homogenous if this number is greater than 0.05; however, if this number is less than 0.05, the variances are not homogeneous, or in other words, the variances are different, and the equality of variances assumption

is violated (pallant 2000, chapter 20: 11). The variances are homogeneous, or the premise of equality of variances is not breached, because the Sig. value is 0. is 0.305, which is much higher than 0.05.

### Hypothesis Testing

Because the mean score for by combining Scripting and Talking Chips is 7.764, which is greater than Direct Method 7.310, the alternative hypothesis that students who are taught by combining Scripting and Talking Chips achieve better speaking achievement than those who are taught by Direct Method is accepted.

The result between Control Group (Direct Method) and Experiment Group ( Combining Scripting and Talking Chips), the assumption of this research stated that Students' English Achievement in speaking class is influenced by Combining Scripting and Talking Chips, was proved right.

### Discussion

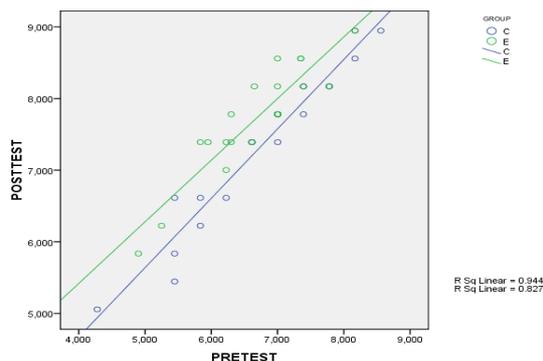
First, the testing of linearity based on the scatter plots for each group on the graphic indicates that each group has a linear (straight line) relationship and not a curvilinear one, suggesting that the linearity assumption has not been broken.

Second, the significant value is 0.302, which is more than 0.05, according to the data from Group\*Pretest. The assumption of regression slope homogeneity is proven to be valid. The Covariant Analysis can be performed based on this discovery.

Third, the variances are homogeneous, or the equality of variances assumption is 0.305, which is significantly higher than 0.05. Fourth, The result of the analysis suggests that the null hypothesis that both approaches (Combining Scripting and Talking Chips vs Direct Method) are equivalent should be rejected,  $F(1, 38) = F 23.664, P 0.000 < 0.05$ , according to the Covariant Analysis table (labeled Group on the SPSS output). In other word, there is significant difference between Combining Scripting and Talking Chips and Direct Method in teaching learning at basic speaking 1 class of English department students.

Fifth, combining Scripting and Talking Chips as a learning strategy has been shown to be more successful in teaching speaking. The test compares the adjusted means of two

Table 1. Result of Linearity



groups, which are reported as 7.764 for students taught using Combining Scripting and Talking Chips and 7.310 for students taught using Direct Method in the Estimated Marginal Means box. The alternative hypothesis that students who are taught using Combining Scripting and Talking Chips achieve better speaking achievement than students who are taught using Direct Method is accepted based on the Estimated Marginal Means, because the mean score Combining Scripting and Talking Chips (7.764) is higher than Direct Method (7.310).

## Conclusion

Based on the result and discussion, it is shown that the implementation of Combining Scripting and Talking Chips gives significant difference in the teaching of basic speaking 1.

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