

The Effectiveness of Learning Media and Discourse Markers Mastery on Students' Speaking Skill

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Abstract: Teachers must consider the most efficient use of speaking learning media in order to produce students with enhanced speaking skills through mastery of various discourse markers. This study examines the effectiveness of two speaking learning media, Scrabble Word (SW) and flashcards, among students with varying levels of discourse marker mastery. This quasi-experimental study employed a 2x2 factorial design. During the learning period, 100 students were divided into two groups and given SW or flashcards as instructional media. sampling technique using random sampling. Data was collected using tests of speaking ability and familiarity with various discourse markers. The results demonstrate that the speaking skills of students with varying degrees of DM mastery who use SW learning media are superior to those of students who use flashcard learning media. Students with a high level of discourse mastery and access to SW learning media demonstrated an improvement in their speaking abilities. This is evidenced by the values of $F_0 = 7.911$ and $\text{Sig. } 0.005 < 0.05$; consequently, SW can be an effective and enjoyable tool for teaching speaking.

Keywords: Discourse Markers, Flashcards, Scrabble Word, Speaking Skill

A. Introduction

The teaching and learning of speaking is an essential component of any language education classroom; not only does the spoken language provide 'affordances' for learning as the primary communicative medium of the classroom, but it is also an essential component of syllabus content and learning outcomes (Burns, 2019). English as a Foreign or Second Language (EFL/ESL) students have a strong preference for acquiring English-speaking abilities. Sometimes, language learners evaluate their success in language learning based on how well their spoken language proficiency has improved (Leong & Ahmadi, 2017). Speaking has a significant impact on human interactions, as people speak everywhere and every day. Speaking is the oral transmission of ideas and messages. If we want to encourage students to communicate in English, we must use it in real-world situations and ask them to do the same (Gilakjani, 2016).

The ability to communicate in English requires mastery of four language skills, speaking being one of them (Alawiyah, 2018; Kamil & Mukminin, 2015; Mukminin et al., 2015). Because this skill is not formally assessed before university level, speaking is rarely practised in elementary and secondary English classes (Chou, 2018). Spoken language instruction continues to be a challenge for Indonesian teachers and their students (Mukminin et al., 2015). A teacher of a language does more than just explain the rules; they also cover a wide range of topics related to the language's functions, such as introducing, phoning, requesting, interrupting, thanking, forgiving, apologizing, commanding, inviting, greeting, parting, etc., all with the goal of getting their students to speak the language fluently and think in that language (Lumettu & Runtuwene, 2018).

According to the observations of the researchers, high school students have trouble constructing words to communicate English, including the use of inappropriate learning media and difficulties in mastering discourse markers such as low discourse markers. In an ongoing conversation, discourse markers play a crucial role in guiding students' understanding (Arya, 2020). To teach speaking skills, instructors must provide suitable learning materials. It is anticipated that learning media will be used to overcome a variety of issues in the teaching and learning process, particularly internal issues such as student and teacher attitudes (Hasyim et al., 2021). Media in education is not a novel concept. Teachers and instructors are encouraged to use a variety of media to engage students in the learning process (Syafrizal et al., 2020).

This research investigates two speaking media: Scrabble Word (SW) and Flashcard. Both of these media seek to improve speaking abilities through vocabulary acquisition. In addition, SW assists students in enhancing their spatial, creative, social, and personal skills associated with analytical thinking. Students can focus not only on the meaning but also on the form of the word. Moreover, students will be unaware of how much they are learning because Scrabble is so entertaining (Kobzeva, 2015). While Flash Card media is an effective tool for enhancing the speaking skills of students with specific learning challenges, other media are also effective (Ramdhani, 2022). In the meantime, the term mode of communication must be interpreted broadly: mode is not only (or particularly) the medium, but also the contextual factors associated with it. Although the mode of communication, whether spoken or written, is a significant factor in determining the selection and frequency of discourse markers, planning and interactivity must also be considered (Crible & Cuenca, 2017).

Previous research has demonstrated that teachers can use scrabble words to create an environment that encourages students to learn comprehensively, respond to questions, engage in a variety of critical thinking activities, pursue connections

between ideas, and overcome real-world obstacles (Klimova, 2015; Kobzeva, 2015). Nevertheless, discourse markers are the words and phrases we use to characterise the structure of our discourse. DMs connects what is said, what has been said, and what will be said (Manan & Raslee, 2018).

The purpose of this study is to assess the effectiveness of SW and Flashcards on students' speaking abilities with distinct discourse markers, as well as to identify the primary distinctions between the two learning tools. In contrast to previous research, this study utilized SW and Flashcards to teach speaking based on students' mastery of discourse markers. Consequently, the purpose of this study is to resolve the following issues:

1. How effective is Scrabble Word (SW) in enhancing the speaking skills of high school students with high and low mastery of discourse markers?
2. How effective is Flashcard at enhancing the speaking abilities of high school students with high and low mastery of discourse markers?
3. What are the significant differences between the speaking skills of students learning with SW and those of students learning with Flashcard, whose speaking skills are influenced by varying degrees of discourse marker mastery?

B. Methods

This quasi-experimental study was conducted to resolve research-generated questions. The study was conducted using a 2x2 factorial design to examine the most notable characteristics of the effectiveness of Scrabble Word and Flashcard on students' capacity to speak with various discourse markers. Due to the nature of the quasi-experimental design, quantitative instruments were used to collect data. Random sampling was utilized among numerous variants of probability sampling designs. The study was conducted out at Madrasah Aliyah Negeri 1 Serang, Indonesia. There were 100 participants in this investigation. Each cohort was comprised of fifty students. All pupils are native speakers of Indonesian.

The first experimental group was instructed using SW learning materials, whereas the second experimental group was instructed using flashcards. This study also examined differences in students' command of discourse markers. Students were categorized into categories with high or low DMs mastery, which was determined by administering DMs mastery tests. Instruments for data collection included speaking assessments and discourse marker evaluations. Each instrument was assessed during the first semester. Participants were eleventh-grade students from Madrasah Aliyah Negeri 1 Serang, Indonesia, whose characteristics mirrored those of the actual pupils. Validity and reliability were calculated using SPSS. In addition, the researcher administered the speaking examination first to evaluate the speaking abilities of the students. Before and after treatment, all students in each experimental

group took a pre- and post-test (after treatment). The second evaluation was designed to evaluate the students' command of discourse markers. The researchers then assigned speaking tasks to the students and analyzed their assignments for the presence of discourse markers.

The researchers analyzed the information they had gathered at this stage. Data collected from student participants' scores on the speaking and mastery of the Discourse Markers test were analyzed statistically by the researchers using SPSS. Parametric tests were used to conduct in-depth analyses of the data collected from the participants' speaking scores and markers of mastery of discourse. Assuming a normal distribution for the variance in the population's speaking scores, we conducted this parametric test (Gall et al., 2007). Descriptive statistics and tests for normality and homogeneity were applied to the data before the hypothesis was tested using inferential statistics.

Table 1. Factorial Design 2x2

Discourse Markers mastery (B)	Learning media (A)		Σ Total
	Scrabble Word (A1)	Flashcard (A2)	
High (B1)	A1B1	A2B1	Σ A1B1+A2B1
Low (B2)	A1B2	A2B2	Σ A1B2+A2B2
Σ Total	A1B1+A1B2	A2B1+A2B2	

Note:

A : Learning Media

A1 : Scrabble Word

A2 : Flashcard

B : Discourse Marker Mastery

B1 : High

B2 : Low

Y : Speaking skill

A1B1 : The group of students with high Discourse markers mastery taught using Scrabble word.

A1B2 : The group of students with low Discourse markers mastery taught using Scrabble word.

A2B1 : The group of students with high Discourse markers mastery taught using flashcard.

A2B2 : The group of students with low Discourse markers mastery taught using flashcard.

C. Result and Discussion

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Y	.055	100	.200*	.985	100	.315

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

Table 3. Homogeneity Test

Levene's Test of Equality of Error Variances ^a				
Dependent Variable: Speaking Skills				
F	df1	df2	Sig.	
1.718	3	96	.168	

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
 a. Design: Intercept + A + B + A * B

Table 4. Description of Statistic

Descriptive Statistics				
Dependent Variable: Speaking skill				
Learning media	Discourse markers	Mean	Std. Deviation	N
Scrabble word	High	64,00	16.669	30
	Low	59.47	19.098	20
	Total	61.28	17.632	50
Flashcard	High	63.29	13.446	35
	Low	52.40	13.065	15
	Total	60.02	14.128	50
Total	High	61.52	15.021	65
	Low	59.03	17.551	35
	Total	60.65	15.908	100

Table 5. The test of ANOVA 2 ways

Tests of Between-Subjects Effects					
Dependent Variable: Speaking Skill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1530.540 ^a	3	510.180	12.082	.108
Intercept	320285.623	1	320285.623	1307.054	.000
A	339.042	1	339.042	7.911	.005
B	225.975	1	225.975	1.922	.137
A * B	1331.383	1	1331.383	1.433	.322
Error	23524.210	96	245.044		
Total	392897.000	100			
Corrected Total	25054.750	99			

a. R Squared = .061 (Adjusted R Squared = .032)

Researchers first conducted a test to ensure homogeneity, and normality before proceeding with the inferential analysis. Based on Table 2, the normality test is proven to be normally distributed. This is proven by the Kolmogorov-Smirnov test with sig. $0.100 > 0.05$ and the Shapiro-Wilk test with sig. $0.315 > 0.05$. Besides that, the research data is also homogeneous. This is proven by the homogeneity test with Levene's test, as shown in Table 3. with a value of Sig. $0.168 > 0.05$.

According to Table 4, there was a statistically significant difference in the use of scrabble word learning media, which answers the first research question. The difference between the average test scores of the experimental and control groups before and after treatment demonstrates this. Students in the experiment class were treated with scrabble word learning materials and discourse marker mastery. The average score of 30 students was 64.00, while the average score of 20 students who used scrabble word learning media and students with limited mastery of discourse markers was 59.47. This demonstrates that the use of scrabble word learning materials with a high level of mastery of discourse markers can enhance students' speaking abilities.

In addition, based on Table 5, a two-way ANOVA test with values of $F_0 = 7.911$ and $Sig = 0.005 < 0.05$ indicates a significant difference in the effectiveness of SW learning media on students' speaking ability with mastery of discourse markers. This was consistent with the findings of Khaira et al. (2021) by playing Scrabble, deaf students can effectively learn to construct fundamental sentence structures. Scrabble is

designed to teach students how to arrange a word, sentence, or discourse and can enhance vocabulary mastery during the process of learning new words (Chairani, 2021).

Table 4 provides answers to research questions regarding the effectiveness of flashcards in enhancing the speaking skills of high school students with high and low mastery of discourse markers. The average score of 35 students was 63.29, while the average score of 15 students who used flashcards and students with limited mastery of discourse markers was 52.40. This demonstrates that using flashcards with a high level of mastery of discourse markers can enhance students' speaking abilities. In addition, based on Table 5, the two-way ANOVA test with values of $F_0 = 1.922$ and $Sig = 0.137 > 0.05$ revealed that the use of flashcards had no significant effect on the speaking ability of students. Therefore, the use of flash cards is ineffective. According to research conducted by (Ridwan & Nurhaeni, 2021), students' eye contact, articulation, pronunciation fluency, word selection, and ability to construct basic phrases may all improve with exposure to flashcard media. Every metric that was monitored demonstrated an improvement.

The third research question investigates the significant differences between SW and flashcards in the speaking abilities of students with high and low discourse marker mastery. The research questions were answered using descriptive and inferential analysis, mastery of discourse markers, students' average scores, and a two-way ANOVA on SW and flashcards. According to ANOVA, there are two possible outcomes. This demonstrates that SW is significantly more effective than flashcards for teaching writing to students with a high level of discourse marker mastery. Implementing SW is more effective when composing instructions for students who have a solid grasp of discourse markers. The values of mean SW 64.00 and $Sig. (2-tailed) = 0.005 < 0.05$ indicate a significant difference between the use of SW in teaching speaking to students with limited mastery of discourse markers. SW learning media are more effective for teaching speaking to students with high and low discourse marker mastery

D. Conclusion

This research has expanded our understanding of how SW and flashcards can aid in the development of students' proficiency with a wide range of discourse markers in their oral communication. After using the SW and flashcards, students' speech markedly improved, regardless of how strong or weak their orders were for discourse markers. Students learn to talk more fluently and accurately. This demonstrates that students have improved their ability to compose cohesive sentences. It should be emphasized, however, that students who were taught with SW media had greater proficiency in oral expression than those who had been

taught with flashcards. In addition, students who struggle with public speaking can benefit from using flashcards and other forms of software-based learning tools. Flashcards are not as effective as SW in helping students learn new material.

Due to the study's inability to generalize to other kinds of spoken instruction, more research is required. It is recommended that the instructional media utilized in this study be tested in a variety of settings and across educational levels in Indonesia to better assess their efficacy in helping students acquire and practice English. Educators of English, curriculum designers, and course syllabus writers interested in encouraging student reflection and critical analysis may benefit in several ways from this study. Teachers can use SW to help pique their students' enthusiasm in learning English by helping them create engaging projects, lesson plans, and media for oral communication. In this investigation, we exclusively employ discourse markers as moderators. Numerous extra-environmental factors may also have an impact on students' oral communication abilities. Therefore, more research is required, preferably with more than one variable.

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