

ABSTRACT

THE USE OF COMMUNICATIVE DRILL TECHNIQUE USING DIGITAL FLASHCARDS TO IMPROVE YOUNG LEARNERS' SPEAKING SKILLS

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This study aims to investigate the improvement of speaking skills in fourth-grade students following the implementation of the communicative drill technique using digital flashcards as a teaching medium. The method used was pre-experimental with a one-group pre-test and post-test design. The subjects of this research were fourth-grade students at UPT SDN 1 Pringsewu Utara, with a randomly selected sample of 32 students. Data was collected through speaking tests conducted before and after the treatment, and statistical analysis was performed using the Paired Sample T-Test to determine the significance of the improvement. The results showed a significant increase in students' fluency, comprehension, and pronunciation, with the average speaking score rising from 5.88 in the pre-test to 9.39 in the post-test, an improvement of 3.52 points. The T-Test results showed a significance value of $<.001$ ($p < 0.05$), indicating that the improvement was statistically meaningful. In conclusion, the application of the communicative drill technique with digital flashcards effectively enhanced students' speaking skills. This study recommends using digital media relevant to students' contexts to better support the development of comprehension and speaking skills.

Keywords: *Communicative Drill Technique, Digital Flashcards, Speaking Skills*