

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

**(An Undergraduated Thesis)**

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2025**

## **ABSTRACT**

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

**Diah Ayuningrum**

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*

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In

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**ENGLISH EDUCATION STUDY PROGRAM  
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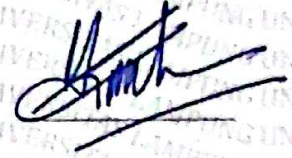
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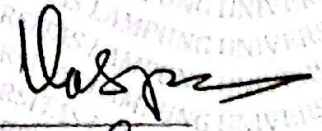
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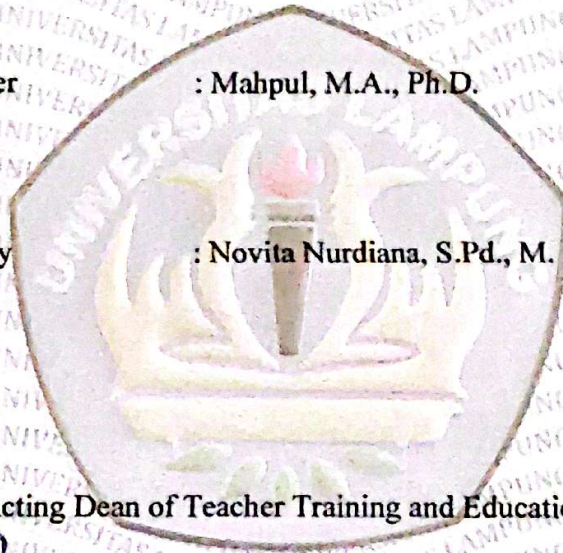
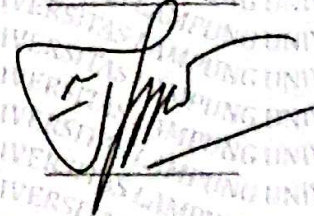
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Diah Ayuningrum was born in Pringsewu on July 27, 2002, as the only child of Syamsudin and Diah Rinawati. She began her formal education in 2008 at SDN 2 Rejosari and graduated in 2014. She continued her studies at SMPN 4 Pringsewu, completing her junior high education in 2017. For her senior high school, she attended SMK Muhammadiyah Pringsewu and graduated in 2020.

In 2021, she was accepted into the English Education Study Program at the University of Lampung through the SBMPTN pathway. During her studies, she participated in the Teaching Practice Program (PPL) at SDN 2 Sukaratu, Kalianda. In 2024, she took part in the Kampus Mengajar Batch 7 program, which provided her with valuable teaching experiences.

Her organizational involvement includes being a member of the "UKM Penelitian UNILA" in the Entrepreneurship Department during 2022–2023 and an active member of the Society of English Education Department in 2021. Additionally, she successfully secured funding from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) for the P2MW (Program Pembinaan Mahasiswa Wirausaha) in 2023. In 2024, she also received funding through the PMW (Program Mahasiswa Wirausaha) organized by the University of Lampung.

## **DEDICATION**

By the name of Allah who always blesses my life and gives me strength, this script is dedicated with utmost gratitude and love to My beloved father, whose unwavering support, prayers, and sacrifices have been the cornerstone of my journey. Your endless love inspires me to keep striving for the best. My lecturers and academic advisors, who have guided me with patience and wisdom throughout this educational journey. Your encouragement and knowledge have been invaluable. My dearest friends and classmates, for sharing countless memories, encouragement, and motivation that made this journey more meaningful. Above all, this work is for everyone who believes in the power of perseverance and learning, as a reminder that every challenge is an opportunity to grow.



## MOTTO

لَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

"And do not weaken, and do not grieve, for you will be superior if you are [true] believers." (Qur'an, Surah Ali Imran, 3:139)

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light." *Albus Dumbledore*

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Completing this script would not have been possible without the support, guidance, and assistance of many individuals and institutions who have contributed their time, expertise, and encouragement throughout this journey. I am deeply grateful and would like to extend my heartfelt appreciation to the following:

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Finally, the writer expects this script will be meaningful for readers and will be beneficial as a reference for other researchers who want to conduct similar research. Therefore, the researcher is completely aware that this script is far from perfection.

Bandar Lampung, Januari 2025

Diah Ayuningrum

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## **I. INTRODUCTION**

This chapter includes the background of the study, research question, objective, uses of the study, scope of the study, and definition of terms.

### **1.1 Background**

Young learners, typically defined as children between the ages of 6 and 12, are at a crucial stage for acquiring new languages, including English. During this developmental period, children's cognitive and social skills are rapidly evolving, making them particularly receptive to language learning. They have a natural ability to imitate sounds, remember new words, and absorb grammatical structures, which is less apparent in older learners. Furthermore, young learners are generally more enthusiastic and less inhibited about speaking a new language, which can lead to more effective learning outcomes (Moon, 2000). According to Cameron (2001), this stage is characterized by high plasticity in the brain, which allows young learners to be more responsive and adaptable to things, including language. In addition, young learners are often motivated by curiosity and a desire to communicate, which can be harnessed through engaging and interactive teaching methods. By integrating language learning into fun activities and meaningful contexts, educators can help children develop a strong foundation in English that will benefit their future academic and social endeavors.

Among the core language skills of listening, speaking, reading, and writing, speaking is particularly crucial for young learners as it serves as the primary mode of communication and interaction. The development of speaking skills encourages active

use of vocabulary and grammar, thereby improving retention and understanding. When children engage in speaking activities, they simultaneously enhance their listening skills through real-time auditory feedback, which is vital for accurate pronunciation and comprehension (Richards J. , 2008). According to Lightbown and Spada (2013), the interactive nature of speaking activities helps learners, especially young learners, to apply them in real-life contexts, and makes language learning more meaningful and effective. Speaking is very important for young students because it directly affects their ability to interact socially and academically in an English-speaking environment (Harmer, 2007). Therefore, focusing on speaking skills from an early age will equip young learners with the necessary tools to communicate effectively, thereby laying a strong foundation for mastering their language in the future.

Young learners often face many challenges in developing speaking skills in English, because traditional teaching methods may not be engaging or effective. Common problems include limited vocabulary, difficulty in pronunciation, and lack of self-confidence, which are often exacerbated by teaching techniques that focus heavily on memorization and written exercises rather than interactive speaking activities (Sudrajat, 2022). Traditional methods often fail to provide a stimulating and supportive environment for young students, leading to disinterest (Al-Ghasab, 2022). As a result, students may become passive recipients of information rather than active participants in the learning process. Harmer (2007) noted that children are more likely to improve their speaking skills when they are actively engaged and motivated by learning materials and activities. Without sufficient opportunities to practice speaking in meaningful contexts, young students will have difficulty developing fluency and confidence in using English. This highlights the need for more dynamic and interactive teaching strategies that can make learning more enjoyable and effective, ultimately helping to overcome the speaking challenges faced by young learners.

One innovative approach to overcome this challenge is the Communicative Drill technique. The Communicative Drill technique is a structured yet flexible speaking activity where students practice dialogue in a more interactive and dynamic way. Each

student engages in a conversation that mimics real-life communication scenarios, allowing for more natural exchanges. Unlike traditional drills, communicative drills involve spontaneous responses and adaptation to the flow of conversation, making the practice more engaging and relevant. When combined with engaging media such as digital flashcards, this becomes even more effective. Digital flashcards are an interactive tool that combines visual and auditory elements to engage young learners and make learning more fun. These flashcards can display images, words, and sentences, and often include audio features that help with pronunciation and listening skills. By incorporating digital flashcards into the Communicative Drill technique, teachers can create a more stimulating and supportive learning environment. This technique helps improve students' speaking fluency because they are given the opportunity to practice in a more realistic and varied environment. It also encourages active participation of all students in speaking activities, reducing feelings of embarrassment or fear of making mistakes because they speak in a supportive group who are familiar with the same practice patterns. Communicative Drill can also increase students' self-confidence because they receive direct feedback from friends and teachers, and have the opportunity to gradually correct their mistakes.

In the 21st century learning era, digital media plays a very important role. Digital media not only makes the learning process more interesting and interactive, but also allows wider and faster access to information (Dash, 2022). One innovation in educational technology is the use of digital flashcards. Digital flashcards help students learn English in a more efficient and modern way. By combining digital flashcards with communicative drill techniques, the learning process becomes more effective. Digital flashcards make this process easier by providing a variety of examples and exercises that can be accessed anytime and anywhere.

Many researchers have conducted research to apply communicative drill technique in English learning. Usman, Sadapotto, and Hanafi (2022) examined the communicative drill technique in developing the pronunciation skill of students in class VIII.3 of SMPN 4 Pancarijang. It has been found that teaching pronunciation by using

Communicative Drilling increased the students' ability to pronounce English. Moreover, the use of Communicative drilling makes the students' interested in pronouncing English. Hidayat, Herniawati, and Ihsanda (2022) also investigated the use of drilling technique to teach English speaking to the early childhoods. It is found that drilling is selected as the appropriate technique under the Audio-Lingual method applied by teacher during teaching English speaking to the early childhoods.

In addition, other research was also conducted by Arniatika (2024) regarding teaching structure-based drills and communicative drills at the primary education in the EFL settings. The result of the study showed that there was statistically significant difference in students' speaking achievement between the experimental class and the control class and those two different techniques had improved some aspects of speaking skills in terms of grammar, vocabulary, comprehension, and tasks. Wahyuni and Vourezky (2021) also investigate the effect of using flashcard improving students' speaking achievement through drilling technique. It was found that using drilling technique can help students to improve them in speaking achievement. This technique also makes the students feel enjoy, comfortable, and more creative to create the ideas without worrying about making mistakes through media flashcard.

As reviewed by previous studies, the majority have focused on examining the application of the communicative drill technique in senior and junior high schools. However, there appears to be a dearth of research exploring the use of the communicative drill technique specifically for young learners in elementary schools, particularly when combined with digital learning media. This gap in the literature highlights the need for further investigation into how this method, when integrated with digital tools, can be adapted and effectively implemented in primary education settings. Given the developmental and cognitive differences between elementary school students and older learners, as well as the increasing role of technology in education, exploring the potential benefits and challenges of utilizing the communicative drill technique alongside digital media in elementary education could offer valuable insights for educators and researchers alike.

Based on the explanation above, researcher interested in conducting research regarding the effectiveness of communicative drill technique to improve young learner's speaking skill in fourth grade elementary school.

### **1.2 Research Question**

The research question of the study was: Is there any improvement of young learners' speaking skills after they were taught using the communicative drill technique with digital flashcards?

### **1.3 Objective**

In relation to the research question above, the objective of the research is to investigate whether there is any improvement of young learners' speaking skills after they were taught using the communicative drill technique with digital flashcards.

### **1.4 Uses of the Study**

It is expected that the findings of this research will be useful for further research and be able to bring a positive impact in English learning. Thus, the researcher divided the contribution as follows:

1. Theoretically, supporting previous theories that communicative drill technique can be a solution for teaching speaking in order to improve young learners' speaking skills.
2. Practically, provide teachers with a new insight that might be taken as guideline in teaching speaking so that young learners are able to optimize their speaking achievement.

### **1.5 Scope of This Study**

Based on the background of the study, this study focused to investigate the effect of communicative drill technique using digital flashcards. The material of learning process is taken from “Student’s Book: My Next Words for Elementary School Grade 4” book with the material “Be On Time!” using the Merdeka Curriculum. The subject of this research is a class of the fourth-grade students of UPT SDN 1 Pringsewu Utara.

### **1.6 Definition of Terms**

In order to avoid misunderstanding, there are some definitions clarified in this study. The terms can be described below:

1. Speaking skill

Speaking skill refers to the ability to communicate effectively and clearly through spoken language. It involves the capability to convey ideas, thoughts, and information to others in a comprehensible manner.

2. Communicative drill technique

Communicative practice is a learning technique that focuses on the use of language in real contexts and social interactions. In communicative practice, students are given the opportunity to communicate more freely, so that they can develop their speaking and listening skills more effectively.

3. Young learners

Young learners refer to children who are in their early years of formal education, usually between the ages of approximately 3 to 12 years old.

4. Digital Flashcards

Digital flashcards are a modern educational tool that leverages technology to enhance learning. They consist of virtual cards displayed on digital devices, each containing information such as words, images, or questions on one side and answers or related content on the other.

It can be concluded that this chapter discusses several points, such as the background, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

## II. LITERATURE REVIEW

This chapter discusses the literature review used in this study. They are definition of speaking, teaching speaking for young learners, aspect of speaking, technique in teaching speaking for young learners, communicative drill technique and digital flashcard, communicative drill technique using digital flashcard in teaching speaking for young learners, procedures, advantages and disadvantages, theoretical assumption, and hypotheses.

### 2.1 Young Learners

Young learners are children who are at the basic education stage, usually aged between 5 and 12 years. Children in this age group learn in different ways than adults. They tend to be more responsive to interactive and visual learning methods, and require an approach that focuses on direct and contextual experiences (Cameron, 2001). In addition, Jayne Moon (2000) defines "young learners" as children aged 5 to 12 years who learn a second language in the context of formal education. Moon highlighted that young learners have unique characteristics such as high energy levels, limited attention abilities, and dependence on visual and contextual supports in the learning process.

Besides that, learning speaking is an important skill for young learners because it helps them develop communication skills that are essential in everyday life. Speaking skills enable children to interact effectively with others, convey ideas, and understand and respond to questions or statements given. Apart from that, learning speaking also helps increase children's confidence in using language spontaneously and creatively (Cameron, 2001). Good speaking skills from an early age can support the development of other language skills such as listening, reading and writing, and help children



integrate a second language into their lives more naturally and effectively (Moon, 2000).

Apart from that, there is also a category of young learners according to McKay (2006), here is the explanation:

5 – 7 years	7 – 9 years	9 – 11 years	11 – 13 years
Are continuing to develop a sense of how speaking and listening work	Begin to understand and use speaking and listening for specific purposes	Can expand thinking more readily through speaking and listening	Continue to expand thinking more readily through speaking and listening
Combine gestures and speech to convey ideas	May combine gestures and speech, but speech can stand alone to convey meaning	Continue to increase speaking vocabulary	Continue to increase speaking vocabulary
Understand that spoken words 'tell' the story	Develop a rapidly increasing vocabulary of spoken words	Continue to self-correct errors in speech	Continue to self-correct errors in speech
Develop a basic vocabulary of personal words	Begin to self-correct speech errors	Speak with increased speed and comprehension	Continue to increase ability to adjust speaking rate and purpose (e.g., debate, discussion)
Speak slowly and deliberately	Develop the ability to speak fluently	Adjust speaking rate to suit purpose (e.g., presentation, storytelling)	Continue to broaden their interests in a variety of speaking

			contexts (e.g., debates, presentations)
Will substitute words that make sense when speaking	Increase ability to speak fluently and with expression	Expand speaking skills to gather information from a variety of sources and contexts	Begin to understand that people may interpret the same spoken material in different ways

It can be concluded that the researcher can take young learners in the 9-11 year age category for research on implementing the communicative drill technique using digital flashcards to improve children's speaking skills. This decision is based on several reasons listed in the table: at this age, children are able to expand their thinking more easily through speaking and listening, continue to increase their speaking vocabulary, begin to independently correct speaking errors, speak with increasing speed and understanding, able to adjust speaking speed according to purpose, and begin to develop speaking skills to gather information from various sources and contexts. These reasons suggest that children in this age group have the ability and flexibility necessary to participate effectively in communicative drill techniques using digital flashcards.

## 2.2 Speaking

Many experts give their ideas about the definition of speaking. According to Brown (2004), Speaking is a skill that individuals use to communicate directly, involving the ability to produce and receive messages simultaneously. This includes linguistic aspects such as correct use of grammar, vocabulary and pronunciation, as well as pragmatic aspects such as choosing the right words for the context and situation. Brown emphasizes that speaking is a complex skill that requires the coordination of various language components simultaneously.

In addition, Harmer (2005) defines speaking as the ability to convey ideas, opinions, or feelings orally using language understood by both parties in communication. Harmer highlights the importance of interaction in the speaking process, where the speaker not only utters words but also adjusts their speech based on the listener's responses. Bygate also (1987) defines speaking as an interactive process involving the production, reception, and interpretation of spoken messages in direct communication situations. Bygate stresses that speaking requires not only linguistic competence but also the ability to manage social interactions, including taking turns, listening, and providing relevant responses. According to Bygate, speaking also involves maintaining fluency and coherence in conversation.

From the explanation above, it can be concluded that speaking is an oral communication skill used by someone to convey their ideas or feelings. Apart from that, speaking is also used to respond to statements given by the person you are talking to.

### **2.3 Teaching Speaking for Young Learners**

Instructing young learners in speaking skills is quite different from teaching adults or teenagers. The teaching approach must address not only what students should learn but also how they will actively participate in the learning process. Consequently, Brown (2001) outlined 7 principles for fostering an effective environment for teaching speaking to young learners.

1. The teacher is suggested to develop some techniques that cover the needs of young learners in learning to speak. The techniques used by the teacher must be oriented to the nature of the interaction in which carrying the meaning of the message is pivotal to developing the speaking competencies of young learners, especially their fluency.
2. The teacher is suggested to use the techniques that will trigger the students learning motivation. Motivation emerges when the students are eager to speak.

The teacher may use some topics that will invite the students' interest and their willingness in learning.

3. The teacher is suggested to create meaningful learning. Meaningful learning is characterized by providing authentic materials in teaching speaking. Authentic materials refer to teaching resources (e.g.: texts, photographs, video selections) that are not prepared for instructional purposes but mainly to involve the students in using English for a variety of communicative purposes.
4. The teacher is suggested to give some appropriate feedback and correction for the students' errors in their speaking performance. Corrective feedback can be an alternative to avoiding the errors to be fossilized. It is believed that corrective feedback can be very beneficial to promote students' grammatical and oral competence since it may provide the students with the input and acquisition process for the language being learned.
5. The teacher is suggested to initiate oral communication for the students to practice. Initiation is identified as the stage to get the students involved, engaged, and ready to communicate.
6. The teacher is suggested to provide activities in which the students are encouraged to listen and speak. Some activities that may include developing aural-oral skills are: singing, memorizing, and reciting.
7. The teacher is suggested to consider some strategies in teaching speaking. Some strategies can be implemented in teaching speaking, such as doing a role-play, implementing a creative task, and drilling.

Harmer (2005) also suggests that teaching speaking to young learners should focus on building confidence and competence through structured practice and feedback. Harmer advocates for the use of pair and group work to foster collaborative learning and provide ample speaking opportunities. Harmer also stresses the importance of scaffolding, where teachers provide support structures that are gradually removed as learners become more proficient. This approach allows learners to build their speaking

skills incrementally, ensuring that they are not overwhelmed by the complexity of the language.

In addition, Cameron (2001) points out that teaching speaking to young learners requires a focus on both accuracy and fluency. Cameron argues that while it is important to correct errors and ensure that learners are using language correctly, it is equally important to encourage them to speak freely and fluently. Cameron emphasizes the need for a balanced approach that includes both controlled practice and free-speaking activities. She also highlights the role of motivation and interest in language learning, suggesting that teachers should choose topics and activities that are relevant and engaging to young learners.

Based on the explanation above, effective speaking instruction for young learners involves creating a supportive and engaging environment, providing structured practice, and balancing accuracy with fluency. Activities that resemble real-life situations, collaborative learning, and motivating topics are key to fostering young learners' speaking skills.

#### **2.4 Aspect of Speaking**

According to Line and Nunan (2005) there are 5 aspects of speaking for young learners, namely comprehension, fluency, vocabulary, pronunciation, and grammar. However, to adjust the level and abilities of young learners, where this research was conducted for class 4 aged around 10-11 years, all aspects were not fully used. In addition, according to Piaget, children aged 10-11 years are at the concrete operational development stage, where they begin to understand more complex concepts but still need concrete experiences to process information. Introducing all aspects of speaking (comprehension, fluency, vocabulary, pronunciation, and grammar) at once can be too burdensome for their working memory. Emphasizing on comprehension, pronunciation, and fluency allows students to focus on aspects that are easier to measure and apply directly in everyday interactions. Thus, this approach is more

appropriate to their level of cognitive development (Babakr, Mohamedamin, & Kakamad, 2019). Therefore, the aspects chosen are pronunciation, comprehension, and fluency. These three aspects are chosen according to their abilities and are also adapted to the material or topic they will study:

1. Comprehension

Comprehension refers to a child's ability to understand and grasp what is being said by others in a conversation. It includes interpreting the message conveyed through words, intonation, and context. Good comprehension enables children to respond appropriately and relevantly to questions or statements and to follow the flow of conversation. In language learning, comprehension is a crucial foundation that supports speaking skills, as without understanding what is heard, children will struggle to provide suitable responses.

2. Fluency

Fluency refers to a child's ability to speak fluently, easily, and without hesitation. This involves the ability to produce speech at a normal rate, with a natural rhythm and flow. A fluent speaker can communicate his thoughts and ideas smoothly, without frequent pauses or interruptions. In language learning, fluency is developed through practice and exposure to the language, allowing children to become more confident and spontaneous in speaking.

3. Pronunciation

Pronunciation is how a child articulates sounds in a language, including vowel and consonant sounds, intonation, word stress, and rhythm. Clear and correct pronunciation is crucial to ensure that the child can be understood by others. Mispronunciation can hinder communication and make the conveyed message unclear. In language learning, pronunciation is often taught through listening and imitation exercises, as well as activities that focus on the phonetic and phonological aspects of the language.

In conclusion, for fourth-grade students aged 10-11, a focus on pronunciation, comprehension, and fluency is especially important. These aspects are adjusted to their

abilities and the material being studied, ensuring they can understand spoken language, communicate fluently and be understood clearly. By emphasizing these areas, educators can effectively support speech development in young learners.

## **2.5 Technique in Teaching Speaking for Young Learners**

Teaching speaking skills to young learners can be approached using various techniques tailored to their developmental needs and characteristics. Some popular techniques include Communicative Language Teaching (CLT), differentiated instruction, Total Physical Response (TPR), and the Audio-Lingual Method (ALM). Each technique offers different approaches and focuses on helping children effectively develop their speaking skills.

At the very first stage of foreign language classroom practice, language drills are very promising to supply an activity in which the students can learn a language quickly and effectively. The drill is typically a technique that significantly can improve the effectiveness of learning by relating language patterns with real-life situations. Paulson and Bruder (1976:15), argues that there are three classes of drills:

### **1. Mechanical Drill**

A type of language exercise in which students are required to produce responses without needing to understand the meaning of the language they are using. The focus of this drill is on the repetition of specific grammatical structures or language patterns. Since the students are simply repeating or substituting words in set patterns, the responses are entirely predictable and controlled by the teacher. This drill is typically used in the early stages of language learning to help students internalize grammar rules and sentence structures.

### **2. Meaningful Drill**

In this type of drill, students are required to provide responses that demonstrate an understanding of the meaning behind the language being used, although the activity is still guided by the teacher. While the responses may be more

personalized, the context in which the language is used is pre-determined by the teacher, limiting spontaneity. The students engage with the language at a higher cognitive level than in mechanical drills, as they need to understand the meaning of the structures they are practicing, even though their answers remain somewhat predictable.

### 3. Communicative Drill

This drill focuses on encouraging students to use language in more spontaneous, realistic situations where the context is less controlled by the teacher. In a communicative drill, students are expected to produce language responses that are not entirely predictable, requiring them to think more independently and use the language in a way that mirrors real-life communication. The goal is to help students practice using language authentically, promoting both fluency and the ability to adapt language use to different social and conversational contexts.

Thus, this study will focus on the Communicative Drills Technique, where students engage in dialogues that require spontaneous responses in real-life or realistic situations, allowing them to interact naturally. This technique helps children build speaking habits by encouraging them to use correct language structures in dynamic and meaningful communication (Richards & Rodgers, 2014). In conclusion, various techniques for teaching speaking skills to young learners should consider methods that align with their developmental needs. The CLT, particularly the Communicative Drills Technique, provides an effective way to enhance speaking skills through authentic interaction and practice. As a result, children can develop their speaking abilities more confidently and naturally.

## **2.6 Communicative Drill Technique and Digital Flashcard**

In learning English, especially speaking skills, effective learning methods or techniques are needed, one of which is the communicative drill technique. This learning technique will be more effective if it is combined with effective media too. In this case, this



research will combine the communicative drill technique with digital flashcard learning media. The following is an explanation of the techniques and learning media.

### **2.6.1 Communicative Drill Technique**

The Communicative Drill Technique is a teaching approach used to enhance students' speaking skills through structured but communicative practice. This technique combines repetition with real-life context, encouraging students to use expressions and sentences in realistic situations. As a result, the method not only emphasizes the accuracy of language structures but also fluency, which is essential in everyday conversations (Richards J. , 2008). By engaging in communicative drills, students can practice language in a way that mimics natural interaction, thus making their learning more practical and meaningful.

The main goal of the Communicative Drill Technique is to improve students' communication abilities through repetitive practice within meaningful contexts. This technique focuses on language fluency, helping students become accustomed to speaking without overly concentrating on rigid grammatical structures. The benefits of this method include boosting students' confidence in speaking, reducing anxiety in communication, and accelerating their understanding of the social functions of language in specific scenarios (Rofiqi, 2018). In turn, students gain more comfort in using the target language in real-life situations.

In classroom practice, the Communicative Drill Technique involves various activities such as role-playing, question-and-answer sessions, and group discussions. Teachers typically provide model sentences that fit specific contexts, then students are asked to repeat and modify those sentences according to the given situation. For instance, in a simulated conversation at a restaurant, students learn how to order food or respond to service, emphasizing the use of language in direct interaction (Rofiqi, 2018). This approach fosters not only language repetition but also practical language use in everyday contexts.

According to Nagasawa (1992), the main principles of communicative drills are as follows:

1. Integrating Structure and Communication

Communicative drills are designed to practice specific grammatical structures in more communicative situations. Students repeatedly use the target structure with the aim to achieve understanding and practical ability.

2. Creating Information Gaps

These drills introduce information gaps between the questioner and the respondent. For instance, the questioner asks because they do not know the answer, enabling a genuine exchange of information.

3. Focusing on Language Functions

Besides grammar, these drills teach the social functions of language, such as requesting permission, agreeing, apologizing, and more. This helps students understand how to use language for specific social purposes.

4. Utilizing Humanistic Techniques

Activities are tailored to the student's individual needs and experiences, promoting interpersonal relationships and encouraging collaboration within groups.

5. Conducted in Small Groups

Communicative drills are often performed in small groups to enhance student interaction. Despite this, teachers maintain control to ensure the learning objectives are achieved.

According to Nagasawa (1992), the principle of "Integrating Structure and Communication" emphasizes combining grammatical structure practice with meaningful communication. This approach can be effectively applied to young learners by incorporating flashcards into communicative drills. Flashcards serve as visual aids that provide structured prompts, helping students practice target sentence patterns while engaging in real-life communicative scenarios. For instance, learners can use flashcards depicting actions or objects to form sentences and exchange information,

ensuring repetitive yet meaningful practice. This method not only strengthens their understanding of grammatical structures but also enhances their speaking skills by fostering interaction in a supportive and engaging environment.

Furthermore, young learners need communicative drills because these activities combine structured language practice with meaningful interaction, which aligns with their natural tendency to learn through play and communication. Communicative drills provide a safe environment where learners can practice grammar and vocabulary while engaging in authentic exchanges, such as asking and answering questions or role-playing. This helps them understand not just how to form sentences but also how to use them effectively in real-life contexts. Additionally, communicative drills foster speaking confidence, as learners gain experience using the language in practical scenarios. For young learners, this approach is particularly effective as it supports both language acquisition and the development of social communication skills.

In conclusion, communicative drill technique is an effective language teaching method as it focuses on both the repetition of sentence structures and the development of students' ability to use language naturally and spontaneously. Through practice that centers on real-life situations, this technique helps students overcome communication barriers, while also boosting their confidence and fluency in everyday communication.

### **2.6.2 Digital Flashcard**

Digital flashcards are a modern learning tool or media that utilizes technology to improve learning. They consist of virtual cards displayed on a digital device, each containing information such as words, images, or questions on one side and answers or related content on the other. Digital flashcards offer several advantages over traditional paper flashcards, including multimedia capabilities, interactive features, and ease of customization and sharing (Nakata, 2012).

Besides that, digital flashcards present an image that students need to practice. For example, a flashcard displays a picture containing a clock, and students need to have a

conversation based on the clock picture. Then, students take turns having a conversation based on other flashcards, allowing each pair to engage in a communicative dialogue. This method ensures that students actively and consistently participate in speaking practice. Using digital flashcards in this way can help maintain students' interest and provide a visual aid to reinforce their learning. Thus, it can be concluded that digital flashcards are a medium that can increase the effectiveness of the Communicative Drill Technique in teaching speaking skills. Digital flashcards can make repetitive speaking exercises more engaging and tailored to the specific needs of young learners (Pratama & Gandana, 2024).

In conclusion, the Communicative Drill Technique, when combined with digital flashcards, offers an effective method for teaching speaking skills to young learners. This integration enhances student engagement through interactive and visual learning tools. Digital flashcards provide a modern, adaptable medium that supports structured, repetitive practice in a communicative context. Thus, this combination fosters improved language acquisition and confidence in young learners, making speaking practice more enjoyable and effective.

## **2.7 Communicative Drill Technique Using Digital Flashcard in Teaching Speaking for Young Learners**

The Communicative Drill Technique using digital flashcards is a modern adaptation of traditional communicative drills, specifically designed for teaching speaking to young learners. This technique leverages digital flashcards to create interactive and engaging practice sessions that help children reinforce their language skills. Digital flashcards offer visual and auditory stimuli that make language learning more dynamic and appealing for young students. By incorporating multimedia elements, such as images and sounds, the technique supports various learning styles and keeps students motivated (Thornbury, 2018).

In practice, digital flashcards can be used to present vocabulary, phrases, or sentences in a context that is relatable to the learners. For instance, a digital flashcard might display an image of a common object along with a word or phrase, prompting students to use it in a sentence or dialogue. This approach not only aids in vocabulary acquisition but also provides opportunities for practicing pronunciation and sentence formation in a fun and interactive manner. According to Miller (2018), "Digital flashcards enhance the learning experience by providing immediate feedback and opportunities for repetition in a format that engages young learners more effectively than traditional methods" (p. 102). This technique integrates the benefits of communicative drills with the advantages of digital technology, creating a versatile tool for language instruction.

In addition, James Paul Gee suggests that effective language learning involves social context and deep interaction. Language is learned more effectively through activities that support understanding of social and contextual situations (Gee, 2004). Communicative Drill with digital cards provides a framework that supports social interaction and strengthens understanding of contextual situations through card-based games that engage students in turn-based speaking practice. This reflects Gee's views on the importance of context and interaction in language learning.

Besides that, B.F. Skinner, a great figure in behaviorist psychology, suggested that language learning can be understood as a series of responses to certain stimuli. According to Skinner, the language learning process involves positive reinforcement that strengthens desired behavior (Skinner, 1957). In the context of the communicative drill technique using digital cards, this approach is in line with the principles of behaviorism because it involves a series of repeated questions and answers, where students provide the expected responses and receive positive feedback. This technique utilizes repetition and reinforcement to build students' speaking skills gradually, in accordance with Skinner's behaviorist theory.

Many researchers have conducted research to apply communicative drill technique in English learning. Usman, Sadapotto, and Hanafi (2022) examined the communicative drill technique in developing the pronunciation skill of students in class VIII.3 of

SMPN 4 Pancarijang. It has been found that teaching pronunciation by using Communicative Drilling increased the students' ability to pronounce English. Moreover, the use of Communicative drilling makes the students' interested in pronouncing English. Hidayat, Herniawati, and Ihsanda (2022) also investigated the use of drilling technique to teach English speaking to the early childhoods. It is found that drilling is selected as the appropriate technique under the Audio-Lingual method applied by teacher during teaching English speaking to the early childhoods.

In addition, other research was also conducted by Arniatika (2024) regarding teaching structure-based drills and communicative drills at the primary education in the EFL settings. The result of the study showed that there was any statistically significant difference in students' speaking achievement between the experimental class and the control class and those two different techniques had improved some aspects of speaking skills in terms of grammar, vocabulary, comprehension, and tasks. Wahyuni and Vourezky (2021) also investigate the effect of using flashcard improving students' speaking achievement through drilling technique. It was found that using drilling technique can help students to improve them in speaking achievement. This technique also makes the students feel enjoy, comfortable, and more creative to create the ideas without worrying make mistakes through media flashcard.

As reviewed by previous studies, the majority have focused on examining the application of the communicative drill technique in senior and junior high schools. However, to date, there appears to be a dearth of research exploring the use of the communicative drill technique specifically for young learners in elementary schools, particularly when combined with digital learning media. This gap in the literature highlights the need for further investigation into how this method, when integrated with digital tools, can be adapted and effectively implemented in primary education settings. Given the developmental and cognitive differences between elementary school students and older learners, as well as the increasing role of technology in education, exploring the potential benefits and challenges of utilizing the communicative drill

technique alongside digital media in elementary education could offer valuable insights for educators and researchers alike.

## **2.8 Procedures**

This research conducted teaching speaking using Communicative Drill as the technique. Fang Zhi (1998) explains the procedures for teaching speaking using communicative drills:

1. In pairs, students interview each other about what special skills each of them has.
2. If the initial questions are not adequate for the students to get a comprehensive idea of the special abilities of his/her partner, the student is being interviewed should provide more information voluntarily.
3. Students report to the whole class what abilities his/her partner has.

This method involves the use of drilling as one of its techniques. Drilling technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. In behaviorist, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually became habit. Consequently, the students have habit to use the target language.

In apply communicative drill technique using digital flashcard to speaking practice for young learners, procedures can be described as follows:

1. Interactive Flashcard Pair Work

In pairs, students use digital flashcards that display different clocks showing various times (e.g., 3:00, 7:30, 12:15). One student selects a flashcard and asks their partner, "What time is it?" The partner responds with the correct time (e.g.,

"It's three o'clock"). This provides an engaging way for students to practice reading and saying the time.

## 2. Encouraging Additional Information

If the initial question and answer are too simple, the student answering can voluntarily add more information. For example, after saying "It's three o'clock," the student can continue with, "At three o'clock, I usually play with my friends," or "I eat lunch at twelve-thirty." This step encourages students to connect the time with daily activities, making the practice more meaningful.

## 3. Class Reporting

After practicing with their partners, students report to the whole class about the times and activities they discussed. For example, one student said, "My partner told me that at seven o'clock, she has breakfast". This step not only reinforces the concept of telling time but also helps develop speaking and presentation skills in a fun and interactive way.

These steps are designed to help young students learn how to tell time in English through an interactive and fun approach using the Communicative Drill technique and the help of digital flashcards. This approach not only improves students' speaking skills, but also helps them develop confidence in using English orally.

## **2.9 Advantages and Disadvantages**

The implementation of communicative drill technique using digital flashcard in teaching speaking for young learners have several advantages and disadvantages. It is important for teachers to consider these advantages and disadvantages when implemented communicative drill technique using digital flashcard.

### **2.9.1 The Advantages of Communicative Drill Technique and Digital Flashcard**

The following are several advantages of the communicative drill technique according to Rofiqi (2018), including:



- a. It helps the students memorize the language by the teacher's control.
- b. It makes the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

Besides that, Harmer (2007) also revealed several advantages of digital flashcards, including:

- a. Provides an interactive and engaging learning experience.
- b. Includes visual and auditory elements to aid vocabulary retention
- c. Provide immediate feedback and reinforcement
- d. Helps improve pronunciation with clear auditory models.

In conclusion, the Communicative Drill Technique helps students memorize language effectively while allowing teachers to correct mistakes and address difficulties in real time. Digital flashcards further enhance the learning process by providing an interactive and engaging experience with visual and auditory support. Together, these methods create a dynamic and structured approach to improving speaking skills.

### **2.9.2 Disadvantages of Communicative Drill Technique and Digital Flashcard**

According to Rofiqi (2018), the communicative drill technique has several disadvantages that need to be considered in teaching English

- 1. Drilling often makes the students not very creative. In all drills, learners have no or very little choice over what is said.
- 2. The teacher needs to handle the drills, so that the students are not over used and they do not go on far too long. One of the problems of communicative drills is that they are quite monotonous.

In addition, there are several notable disadvantages of using digital flashcards in language teaching (Matruty & Que, 2021).

- 1. It is difficult to find flashcards that match the learning material. Therefore, teachers have to make flashcards themselves and that takes quite a long time.

2. The use of flashcards is less effective because they cannot be implemented at all levels. In this case, flashcards are not always effective in all English learning materials.

In conclusion, the Communicative Drill Technique can limit students' creativity and become monotonous if not managed carefully, reducing its effectiveness in language teaching. Additionally, using digital flashcards poses challenges, such as the time-consuming process of creating suitable materials and their limited applicability across different learning levels. Despite their advantages, both methods require careful planning and adaptation to maximize their benefits in teaching English.

### **2.10 Theoretical Assumption**

The theoretical assumption of this study is that the combination of the Communicative Drill technique and digital flashcards can significantly improve the speaking skills of young learners. The Communicative Drill technique, with its structured yet interactive dialogue practice, is assumed to provide a systematic way for students to practice speaking, enhancing their fluency, accuracy, and overall confidence in using the language. The communicative nature of these drills helps reinforce language patterns, making the use of new vocabulary and grammatical structures more automatic and natural for learners.

Additionally, digital flashcards are assumed to enhance this learning process by providing visual and auditory stimuli that make language input more engaging and memorable. Digital flashcards offer interactive and dynamic learning experiences that capture the interest of young learners, making the repetitive practice of Communicative Drills more enjoyable and less monotonous. The visual and auditory elements of digital flashcards are expected to aid in the retention of vocabulary and improve pronunciation by offering clear models for learners to imitate.

By integrating these two methods, it is assumed that young learners will not only practice speaking more frequently but will also do so in a more effective and engaging

manner. The use of digital flashcards is believed to provide immediate feedback and reinforcement, which are crucial for maintaining learner motivation and interest.

### **2.11 Hypotheses**

The researcher stated the hypotheses as follows:

H0 : There is no improvement of young learners' speaking skill after being taught by communicative drill technique using digital flashcards.

H1 : There is any improvement of young learners' speaking skill after being taught by communicative drill technique using digital flashcards.

This chapter has discussed about the young learners, definition of speaking, teaching speaking for young learners, aspect of speaking, technique in teaching speaking for young learners, communicative drill technique and digital flashcard, communicative drill technique using digital flashcard in teaching speaking for young learners, procedures, advantages and disadvantages, theoretical assumption, and hypotheses.

### **III. METHOD**

This chapter explains the research method used in this study. It presents the research design, variables, data source, instrument, data collection, and data analysis.

#### **3.1 Research Design**

A quantitative research with a pre-experimental method was conducted to investigate whether the young learners' speaking skills were improved after the implementation of the communicative drill technique using digital flashcards. The research was designed as a one-group pre-test-post-test study. The research design could be presented as follows:

T1 X T2

Note:

- T1 refers to the pre-test average score (before being taught by communicative drill technique using digital flashcards).
- T2 refers to the post-test average score (after being taught by communicative drill technique using digital flashcards).
- X refers to the treatment .

#### **3.2 Data Source**

The research was conducted at UPT SDN 1 Pringsewu Utara. The population of this research was the fourth-grade students of UPT SDN 1 Pringsewu Utara consist of 32

students. A class was taken as the sample of this research by using random sampling.

### **3.3 Instrument**

In this research, the instrument used to obtain the data which are needed to answer the research question. The researcher used a test to investigate whether there is any improvement of young learners' speaking skills after being taught by communicative drill technique, the researcher used speaking test.

#### **3.3.1 Validity**

According to (Hatch and Farhady, 1982), a test could be considered valid if the test measures the objectives to be measured and suitable to the criteria. There are several types of validity, but content validity and construct validity used in this research.

##### **a. Content Validity**

According to (Setiyadi, 2018) content validity is concerned with whether it is appropriately representative and comprehensive for the test. In other words, the material provided is appropriate for the curriculum. In this research, the researcher used speaking test which is supposed to be comprehended by the fourth-grade of elementary school students. The test is considered as valid in content validity since it demonstrates a sample of the language skills and structure. Besides, the material is chosen based Merdeka Curriculum and the objectives in the syllabus of the fourth-grade students at UPT SDN 1 Pringsewu Utara which states that the students are expected to be able to how to ask and how the way students to mention the clock.

##### **b. Construct Validity**

It concerns whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' achievement. It means that the pre-test

and post-test measures certain aspects based on the indicator. The researcher employs the five aspects specified by Linse and Nunan (2005) in grading students' speaking tests: pronunciation, fluency, and comprehension.

### **3.3.2 Reliability**

In this research, the researcher used inter-rater reliability or also called inter-observer reliability. Just like its name, this reliability means there are two raters or observers in measuring the students' spoken performance. The raters are the researcher and the English teacher.

Besides inter-rater reliability was used in this research. The reliability of data was analyzed by using Cohen's Kappa or Kappa statistics in SPSS 27 to get students' speaking scores from two raters (researcher and English teacher). According to Landis and Koch (1977) kappa value categories are as follows :

$\kappa < 0.00$  poor agreement

$0.0 < \kappa < 0.20$  slight

$0.21 < \kappa < 0.40$  fair

$0.41 < \kappa < 0.60$  moderate

$0.61 < \kappa < 0.80$  substantial, and

$0.81 < \kappa < 1.00$  almost perfect agreement

The table 3.1 and 3.2 show the result of reliability computation.

Table 3.1 Reliability of Pre-Test

		<b>Symmetric Measures</b>			
		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	.675	.093	9.848	<.001
N of Valid Cases		32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on table 3.1 above, the test results show a Kappa value = 0.675 with a significance of  $p < .001$ . Based on the categories given by Landis and Koch (1977), with a value of 0.675, the data shows substantial agreement.

Table 3.2 Reliability of Post-Test

		<b>Symmetric Measures</b>			
		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	.693	.092	8.827	<.001
N of Valid Cases		32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on table 3.1 above, the test results show a Kappa value = 0.675 with a significance of  $p < .001$ . Based on the categories given by Landis and Koch (1977), with a value of 0.693, the data shows substantial agreement.

Thus, it can be concluded that both reliability values from the pre-test and post-test show substantial agreement. The two reliability test results from the pre-test and post-test scores also show that the Kappa results are statistically significant. This means that the level of agreement found is not due to chance, but truly reflects inter-rater reliability. These results show good reliability in the measurements or assessments carried out.

### 3.4 Data Collection Procedures

The data collection procedures of the research are described as follows:

1. Administering a pre-test

Communicative drill technique using digital flashcards was implemented to students as the speaking test. The pre-test was conducted to measure young learners' speaking test before treatment. The pretest was conducted to measure students' prior ability in speaking before they received the treatment. Before distributing the pretest, the researcher provided a brief introduction. After that, the students engaged in communicative drill technique exercises focused on the topic of "telling time." They had 70 minutes for this activity, and each student was required to submit their responses personally to the researcher.

2. Conducting Treatments

After conducting the pre-test, the researcher conducted the treatment communicative drill technique using digital flashcards in three meetings. After giving the pre-test to the students, the researcher conducted three meetings which took 70 minutes every meeting.

The first treatment meeting focused on helping students become comfortable with telling time in English using digital flashcards. The teacher introduced the topic, modeled how to read the time, and had students practice in pairs. A small game was included to keep students engaged, and the lesson concluded with a review session. While the structured repetition helped students gain confidence, some lost interest due to the repetitive nature of the drill, and pronunciation difficulties indicated the need for additional support.

The second treatment meeting expanded on telling time by associating it with daily activities. Students practiced asking and answering questions about routines using digital flashcards. The lesson encouraged longer responses and helped students form complete sentences. The context-rich approach made the drills more meaningful, but some students struggled with vocabulary recall, and



the structured nature of the drill limited spontaneous language use. Managing pair activities also required close supervision.

The third treatment meeting increased complexity by incorporating family members' routines. Students described daily activities using digital flashcards and presented their family members' schedules to the class. This session fostered extended speaking practice and improved grammar and vocabulary use. However, some students struggled with possessive structures, and the focus on grammatical accuracy affected fluency. A balance between accuracy and natural speech would enhance learning outcomes.

### 3. Administering post-test

The post-test was conducted to see the improvement of young learners' speaking skills after they were given the treatments. The test is in the form of speaking which the materials relate to the curriculum that is used in the school. The form of test is a subjective test. The speaking aspects that scored are fluency, pronunciation, and comprehension. The post-test is similar to the pre-test.

### 4. Analyzing the data (pre-test and post-test)

After scoring the pre-test and post-test, the data was analyzed by using SPSS software program. It is used to find out the means of pre-test and post-test and how significant the improvement is by comparing the students' scores of pre-test and post-test. If the students' score on the post-test is higher than the pre-test, it indicates that there is improvement in young learners' speaking skills.

### 5. Recording

The students' utterances were recorded during the pre-test and post-test by using an audio recorder provided on a mobile phone. It helps the researcher to score students' speaking. Moreover, the audios could be replayed, if the researcher slips the students' performance.

### 6. Scoring

Since the researcher used two raters to score speaking tests, the first rater sheet was filled in by the researcher, and then the second was filled in by the English

teacher. After scoring the pre-test and post-test, the researcher used reliability analysis by using SPSS.

7. Transcribing

All students' utterances in the pre-test and post-test were transcribed.

8. Analyzing the test results (Pre-test and Post-test)

After scoring the pre-test and post-test, the researcher compared the results between the pre-test and post-test whether the score of the post-test was significantly different from the pre-test in each aspect.

In other words, there are some steps of research procedures in this research starting from administering the pre-test, conducting treatments, administering the post-test, and analyzing the data (pre-test and post-test).

### 3.5 Data Analysis

After collecting the data, the result of students' performance in the pre-test then compared with the result of their performance in the post-test. To analyze the data collected from the speaking test, the researcher processed the data through the following steps:

1. Scoring the speaking test (pre-test and post-test)
2. Finding the mean of the pre-test and post-test by using the formula:

$$Md = \frac{\sum d}{N}$$

Note:

Md refers to mean

$\Sigma$  relates to the total score of the students

N refers to the number of students

3. Drawing a conclusion by comparing the means of pre-test and post-test. The mean of the pre-test was compared to the mean of the post-test to see whether

the communicative drill technique gives any improvement in young learners' speaking skills or not. In order to determine whether the students get an improvement or not, the researcher used the following formula:

$$I = M2 - M1$$

Note:

I = the improvement of young learners' speaking skill

M1 = the average score of the pre-test

M2 = the average score of the post-test

In evaluating the young learners' speaking scores, a scoring rubric by Linse and Nunan (2005) is used. Based on the speaking test, there are three aspects, namely, pronunciation, fluency, and comprehension.

Table 3.3 The Scoring Criteria Adopted from Linse and Nunan (2005)

	1	2	3	4	5
Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said, can comprehend only social conversation spoken slowly and with frequent repetitions.	Understand most of what is said at slower-than-normal speed with repetitions.	Understand nearly everything at normal speech. Although occasional repetition may be necessary.	Understand everyday conversation and normal classroom discussion.
Fluency	Speech so halting and fragmentar	Usually hesitant; often forced	Speech in everyday conversation	Speech in everyday conversatio	Speech in everyday conversatio

	<p>y as to make conversation virtually impossible.</p>	<p>into silence by language limitations.</p>	<p>and classroom discussion frequently disrupted by the student's search for the correct manner of expression.</p>	<p>n and classroom discussion generally fluent, with occasional lapses while the students search for the correct manner of expression.</p>	<p>n and classroom discussion fluent and effortless; approximating that of a native speaker.</p>
<p>Pronunciation</p>	<p>Pronunciation problems so serve as to make speech virtually unintelligible.</p>	<p>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.</p>	<p>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</p>	<p>Always intelligible although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.</p>	<p>Pronunciation and intonation approximate that of a native speaker.</p>

It concluded that the data analysis process consists of three steps. The first is scoring the speaking test, finding the mean, and drawing the conclusion.

### 3.6 Data Treatment

In order to find out the aspect and improvement of students' speaking skills after being taught by communicative drill technique using digital flashcards, the researcher used statistics to analyze the data using the statistical computation i.e. Paired Sample T-Test of SPSS. According to Setiyadi (2018), using Paired Sample T-Test for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data is distributed normally.

#### 3.6.1 Normality Test

The normality of the test was used to measure whether the data of the test had a normal distribution or not. The researcher used One Sample Kolmogorov-Smirnov Test with SPSS 27. The result of the normality test can be seen in the table 3.3 below:

Table 3.4 Result of Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.145	32	.087	.919	32	.020
Post	.143	32	.096	.938	32	.064

a. Lilliefors Significance Correction

Table 3.4 provides evidence that both of the data are distributed normally. The value of the normality test in the pretest is 0.087 while the value of the normality test in post-

test is 0.096 which is higher than 0.05. It could be assumed that the scores in pre-test and post-test had a normal distribution.

### **3.7 Hypotheses Testing**

After collecting the data, the researcher analyzed them to find out whether there was an improvement in students' speaking skills after being taught using communicative drill technique using digital flashcards. The researcher used Paired Sample T-test to find out the difference of the treatment effect. Hypotheses testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses of this research are as follows:

1. H<sub>0</sub> : There is no improvement of young learners' speaking skills after being taught by communicative drill technique using digital flashcards.
2. H<sub>1</sub> : There is improvement of young learners' speaking skills after being taught by communicative drill technique using digital flashcards.

It can be concluded that this chapter discusses about research design, the variable of the research, the data source, the instrument of the research, procedures of data collection, data analysis, data treatment, and hypotheses testing.

## V. CONCLUSION AND SUGGESTIONS

This final chapter focuses on the discussion of two points. Those are the conclusion of the research findings and suggestions for English teachers and for other researchers who are going to conduct similar research.

### 5.1 Conclusion

The communicative drill technique with digital flashcards is more than just a memorization tool, it is an effective method that links structured language practice with real communication. This approach has great potential to be used more widely in language teaching, especially for young learners, as engagement and understanding of context are essential for long-term language success.

Based on the results of this study, the use of the communicative drilling technique with digital flashcard media effectively improved the speaking skills of fourth-grade students at SDN 1 Pringsewu Utara. The results of the pre-test and post-test indicated a significant increase in the student's comprehension, fluency, and pronunciation. Specifically, the average speaking score increased from 5.88 in the pre-test to 9.39 in the post-test, with an improvement of 3.52 points.

The statistical analysis using Paired Sample T-Test supported these results, showing a significance value of  $<.001$  (below the threshold of 0.05), which led to the acceptance of the alternative hypothesis (H1). This signifies that the communicative drilling technique using digital flashcards had a measurable, positive impact on students' speaking skills. In particular, each aspect of speaking measured (comprehension, fluency, and pronunciation) showed distinct improvements, with gains of 1.29, 1.03, and 1.18 points respectively.

## **5.2 Suggestions**

Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

### ***5.2.1 Suggestions for English Teacher***

Here are some suggestions for English teachers:

1. Since some students found it challenging to maintain interest due to the repetitive nature of the drills, it would be beneficial to introduce more varied activities, such as games, role-playing, or group projects, to keep the learning engaging and prevent monotony.
2. Since some students found it challenging to stay engaged during repetitive drills, incorporating interactive learning tools, like apps or digital flashcards, could make learning more fun and engaging.
3. Since some students found it difficult to use possessive structures correctly, such as “My sister’s routine,” it would be helpful for the teacher to provide simpler examples and use visual aids or flashcards to make the concept clearer.

### ***5.2.2 Suggestions for Further Researcher***

Here are some suggestions for further researcher:

1. Conducting longitudinal studies would help future researchers gain a deeper understanding of how the Communicative Drill Technique impacts young learners’ speaking skills over an extended period.
2. Future research could examine the use of other digital tools alongside flashcards to enhance the learning experience further. For example, incorporating language learning apps, interactive videos, or virtual reality could provide a multi-sensory learning experience that supports various learning styles.
3. While this study provided some evidence that digital flashcards enhance engagement, future research could investigate specific motivational strategies that complement the Communicative Drill Technique. Surveys or interviews



with students could help determine which aspects of digital flashcards most enhance their motivation to participate.

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