

**IMPROVING SPEAKING COMPETENCY ON THE EIGHTH GRADE  
STUDENTS OF SMP N 2 KUBUTAMBAHAN THROUGH FLASHCARD  
IN ACADEMIC YEAR 2021/2022**

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**ABSTRACT**

The purpose of this study is to find out whether the implementation of flashcards can improve students' speaking competency or not and to know the responses from both teacher and students toward the implementation of flashcards in improving students' speaking competency at the eighth-grade students of SMP N 2 Kubutambahan. This study was designed in form of classroom action research by applying the model of Kemmis & McTaggart. There are two cycles in this model in which, each cycle consisted of four phases namely planning, acting, observing, and reflecting. The subject of this study was the VIII F class of SMP N 2 Kubutambahan which was chosen through observation. Concerning data collection methods, this study employed observation, interview, pre-test and post-test. In this case, the observation checklist, interview guide, and pre-test and post-test were used as the instruments. The collecting data were analyzed qualitatively and quantitatively. Here, the qualitative data were analyzed through some procedures, i.e., assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the students' mean scores for pre-test and post-test. The result of the study shows after conducting the actions in five meetings. In the pre-test, students' mean scores on each aspect of speaking were vocabulary (2.35), pronunciation (2.38), grammar (2.32), and fluency (2.62). In post-test 1, students' mean scores on each aspect of speaking were vocabulary (2.82), pronunciation (2.79), grammar (2.76), and fluency (3.09). Meanwhile, in post-test 2, students' mean scores on each aspect of speaking were vocabulary (3.53), pronunciation (3.5), grammar (3.41), and fluency (4.03). Thus, it could be seen that there were improvements in students' speaking competency.

Keywords: Speaking Competency, Flashcards, Classroom Action Research

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**ABSTRAK**

*Tujuan penelitian ini adalah untuk mengetahui apakah penerapan flashcards dapat meningkatkan kemampuan berbicara siswa atau tidak dan untuk mengetahui respon dari guru maupun siswa terhadap penerapan flashcards dalam meningkatkan kemampuan berbicara pada siswa kelas delapan di SMP N 2 Kubutambahan. Penelitian ini dirancang dalam bentuk penelitian tindakan kelas dengan menerapkan model dari Kemmis & McTaggart. Ada dua siklus dalam model ini yang masing – masing siklus terdiri dari empat tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas delapan F yang dipilih melalui observasi. Kemudian, dalam pengumpulan data, terdapat tiga metode yang digunakan yaitu observasi, wawancara, dan pre-test dan post-test. Dalam penelitian ini, daftar periksa observasi, pedoman wawancara, dan pre-test dan post-test digunakan sebagai instrumen. Data yang sudah terkumpul dianalisis secara kualitatif dan kuantitatif. Data kualitatif dianalisis melalui beberapa prosedur yaitu mengumpulkan data, mengkodekan data, membandingkan data, membangun interpretasi, dan melaporkan hasil. Sedangkan, data kuantitatif dianalisis dengan membandingkan nilai rata – rata siswa untuk pre-test dan post-test. Kemudian, hasil penelitian ini ditunjukkan setelah melaksanakan tindakan dalam lima pertemuan. Pada hasil pre-test, nilai rata – rata siswa pada aspek berbicara adalah kosa kata (2.35), pengucapan (2.38), tata bahasa (2.32), dan kefasihan (2.62). Sedangkan, pada hasil post-test 1, nilai rata – rata siswa pada aspek berbicara adalah kosa kata (2.82), pengucapan (2.79), tata bahasa (2.76), dan kefasihan (3.09). Kemudian, hasil pada post-test 2, nilai rata – rata siswa pada aspek berbicara adalah kosa kata (3.53), pengucapan (3.5), tata bahasa (3.41), dan kefasihan (4.03). Untuk itu, dapat dilihat bahwa ada peningkatan dalam kemampuan berbicara siswa.*

*Kata Kunci: Kemampuan Berbicara, Flashcards, Penelitian Tindakan Kelas*