# Speeches of Junior High School Students in Medan

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## ABSTRACT

This research aims to determine whether the twin card media affects the student's ability the to speak English, especially in SMP 37 Medan.The researcher used true experimental quantitative research, using twoclasses to study: the experimental and control classes. The use of twin card media is only given to the experimental class, and the control class is taught without any method or treatment. From these research studies, researchers can find differences between the experimental class and the control class. It is known from the average value of the data presented that has been calculated in SPSS version 26 that the value of the experimental class increased from 50.62 in the pre-test to 75.23 in the post-test after being given the treatment. Meanwhile, the pretest in the control class was 45.83 and the posttest score was 53.58 because the researchers did not treat it. The t-score obtained from the post-test results between the experimental class and the control class is 6.8. This shows that the results of the t-score > t table (2,064) and the sig. (2 tailed) is 0.000 < 0,005. From the data presented, it can be concluded that there is an effect of using twin card media on students' speaking abilities in class VIII students of SMP 37 Medan in the 2022/2023 Academic Year.
*Keywords: Speaking Ability; Twin Cards Media; Experiment Research*

## 1. INTRODUCTION

Speaking is the ability to express oneself by expressing a series of ideas in real situations. Speech performance occupies the main place in giving and asking for information and advancing life in the civilization of the modern world. According to Chamalia (2016) speaking skill is essentially a skill to produce the flow of the articulation sound system to convey wishes, feelings, needs, and desires to others. The individual's ability to express ideas in such a way that others will listen and understand has become a basic need in people's lives.

However, learning English, especially speaking, does require a bit of hard work. We need to think about how students can speak English quickly and fluently. Learning can run if the student can at least respond to questions from otherspeakers. In the opinion of Chamalia (2016) the learning strategy of speaking refersto the principle of stimulus-response. As long as these two variables are controlledby the speaker, then can be categorized as having the ability to speak. According to Wassid cited in Basuki (2019), the purpose of speech performance includes the desire for the following things:

Students should get a great opportunity to practice speaking until they develop this skill naturally, fluently, and pleasantly, both in small groups and in front of a larger audience. Learners need to develop trust that grows through practice, students speak precisely and clearly, both the articulation and the diction of the sentences. The ideas written must be well structured, be responsible good speaking practice that triggers

reporting to be responsible to speak properly and seriously plan what is the topic of conversation, the purpose of the conversation, who is invited to speak and what is the situation of the conversation and its momentum, learner need to learn to judge the words, intentions, and goals of the speaker, forming speaking habits cannot be achieved without the habit of interacting in the language being studied.

Learning to speak English in class is often a difficult thing for students because not all students have self-confidence, especially in expressing their opinions, students lack vocabulary, difficulty constructing words accurately. This is caused by several things, for example, fear of speaking the wrong way or lack of ideas and vocabulary to express opinions. The difficulties experienced by students in learning to speak English can be seen from the Preliminary Research Results. Students get a score below the Minimal Completeness Criteria (*KKM*) of SMP 37 Medan. The KKM in the school is 70.

Therefore, the author is interested in conducting research on the speech performance of SMP 37 Medan by recommending the twin cards. Twin cards are card made with a size of 3×7 cm. The cards are picture cards. In each set of cards, there are two cards of the same picture. For example, pictures of people having birthdays or weddings. Based on the findings above, the writer is interested and will conduct the study entitled: "Speeches of Junior High School Students in Medan". The objective of this research is to find out whether the twin card media affects the students' speeches in English, especially in class VIII SMP 37 Medan.

## 2. REVIEW OF LITERATURE

Speaking skill is a language ability in pronouncing articulation sounds or saying words to express, state, and convey ideas, thoughts, opinions, ideas, and feelings to others as speaker partners based on self-confidence, honesty, truth, and responsibility. Answer by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and others. Speech performance must be continuously trained with the aim of facilitating speech performance, enriching the use of vocabulary, improving grammar, perfecting vocabulary utterances, and conveying them in the form of perfect sentences.

According to Chamalia (2016) speech performance are skill in producing the flow of articulation sound systems to convey desires, needs, feelings, and desires to others. This skill is also based on the confidence to speak fairly, honestly, correctly,

and responsibly by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and others. According to Hermawan (2014) speech performance is the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the speaker's partner. Amun et al. (2022). According to Sopyan (2016) speech performance is the ability to pronounce articulation sounds or pronounce words to express, state, and convey thoughts, ideas, and feelings. Listeners receive information through a series of tones, pressure, and the placement of joints (junctures). According to Wassid (2011) cited in Chamalia (2016) speaking skill is essentially the skill of producing the flow of the articulation sound system to convey will, feeling needs, and desires to others.

From all opinions regarding learning according to experts and the law, it can be concluded speech performance are skills in producing a flow of articulation sound systems to convey wants, needs, feelings, and desires to others. Based on the confidence to speak fairly, honestly, correctly, and responsibly by eliminating psychological problems such as shyness, low self-esteem, tension, heavy tongue, and others. A person's good speaking ability is to convey information in good, correct, and interesting language so that it can be understood by listeners.

There are several objectives for implementing speeches, including the following:

### 1. Give greetings

One of the purposes of giving a speech is to greet. In an event or activity, it will generally be opened with greetings. This is what makes a speech necessary. Speech in this purpose is to provide an opening sentence or greeting to the listeners or the general public. An example is the inauguration speech of a building. In addition, speeches at the opening of meetings or activities are also included in the purpose of greeting.

### 2. Provide information

Speech also has the purpose of providing information. Obviously, that information is made available to listeners or the general public. For this purpose, the information provided is generally important about a thing.

### 3. Influence listeners

Another purpose of a speech is also to influence listeners. This type of speech is generally in the form of an invitation. Speeches that are used to influence listeners are persuasive. The purpose of the speech is for the listener to want to do what is said in the speech. These things are also done voluntarily. For example, an invitation to protect the environment by disposing of trash in its place. This example of speech is so fans don't litter anymore. Another example is the speech about vaccines being promoted by the government. The speech aims to invite the public to participate in vaccine activities.

### 4. Entertain listeners

Speeches also have the goal of entertaining the listeners. In this speech, the person giving the speech will convey sentences that are pleasing to the ear. An example is a speech that contains elements of comedy in it.

### 5. Convince listeners

Speeches to convince listeners can also be done. The purpose of this speech is generally done if there is an important event. An example is a speech during a political party campaign. People who run for office will certainly make a lot of speeches about what their ideas and aspirations will be. This is done so that people believe in themselves. This is one example of a speech's goal of convincing listeners.

**Media Twin Cards**

Twin cards are cards made with a size of 3×7 cm. The cards are picture cards. In each set of cards, there are two cards of the same picture. For example, pictures of people having birthdays or weddings. The idea to make this game came from an English teacher at SMP Negeri 1 Sayung, Kab. Demak named Dra. Nur Syamsiah, M.Pd. The author uses the media twin cards to teach speech performance in the Invitation material. In this material, students are expected to be able to ask questions/dialogue about inviting, either refusing or accepting the invitation. In

general, students encounter many obstacles when asked to have a dialogue that requires them to speak.

**Procedure for Using Twin Cards**

Before playing twin cards, there are several things' students must remember. The first thing, students are required to concentrate fully. Second, students may only open two cards at a time. Furthermore, every time he opens the card he must speak, if he forgets not to speak using the expressions the student may not open the second card. If the things

above have been examined properly, then students can follow the steps as follows:

1. Before the game starts, students are first taught how to make speeches thatare good and right.

2. After students' master, the game can begin. Students are divided into several groups. Each group consists of four players. Each group is given 16 cards. All cardsare images and each theme image on the card is about speech. Each card consists of 2 of the same card.

3. 16 cards are shuffled, then the first player takes one of the cards. For example, he takes educational picture cards, this player must make a speech with educational material.

4. After the first player makes his speech, then it's the second player's turn totake the shuffled card. If the picture is about teacher's day, then the second player must read the text of the speech on the teacher's theme. The second player must return the card because the picture is not the same as the first card, but if the second player takes the same card as the first player then the card is his and gets a point. Conversely, if the pictures are different, then the cards must be placed back on thetable. Then it's the third player's turn to play, and so on until the players run out. Participants who have the most cards, he is the winner.

The teacher gives directions regarding the rules of the game, then the teachergives material first some examples of dialogue sentences in the picture, the teacherdivides students into several groups, each group consists of 4 players, the teacher shuffles the cards then asks the first player to take the shuffled card and the teachercalculates the results of the card that the student has the most.

Students are divided into several groups. Each group consists of fourplayers. Each group is dealt 8 cards. All cards have pictures. For example, picturesof birthday celebrations, pictures of weddings, and pictures of people in a meeting.Each picture theme has two cards.

## 3.  RESEARCH METHODOLOGY
### Research Design

According to Rachmawati (2019), Research Design is a plan for collecting, measuring, and analyzing data, based on research questions from studies. The research study on the speaking ability of SMP 37 Medan students on twin card media was analyzed using a true experimental quantitative design. This study has 2 class groups: the experimental and control classes. The difference between these classes is that the experimental class received treatment using Twin Cards media and the control class did not receive treatment. Both of these class groups were given pre-tests and post-tests.

### 3.1.  Population and Sample

#### 3.1.1.  Population

Population is a collection of people with similar features. The population of this research was conducted on all students of class VIII SMP 37 Medan. There are two classes for Grade VIII students at SMP 37 Medan, namely VIII - A and VIII - B. Each class consists of 26 students and a total of 54 students.

#### 3.1.2.  Sample

According to Sugiyono (2019) the sample is part of the population which is the source of data in research, where the population is part of the number of characteristics possessed by the population Eka Putra (2021). Based on this explanation, researchers have taken samples in the experimental group and the control group. The experimental group consisted of 26 students in class VIII A andthe control group consisted of 26 students in class VIII B. The researcher used a cluster random sampling technique to take samples in this study. Cluster random sampling is a technique in which a researcher divides thepopulation into several separate groups.

In this study, the researcher collected the necessary data using a test of speeches in English accompanied by the assessment criteria for aspects of Brown's speaking. First, the Pre-test is given to students before they are giventreatment. The goal is to find out from an early age the background of students' speaking ability. Second, the treatment was carried out in two meetings in the experimental group. Finally, the Post-test was given after the treatment to find out the students' speaking ability after being given treatment using twin card media.

To describe the speech score, the researcher used the following assessment criteria:
Table 1. The Test Scoring Categories for Speeches(Brown, 2001: 406-407)

| No. | Category | Range of Real Score | Range of Values |
|-----|----------|---------------------|-----------------|
| 1. | Very goody | 21 - 25 | 84 - 100 |
| 2. | Good | 15 - 20 | 60 – 76 |
| 3. | Bad | 10 - 14 | 40 – 56 |
| 4. | Very Bad | 1 - 9 | 4 – 36 |

## 4. DATA, DATA ANALYSIS, FINDING AND DISCUSSION

The experimental class used in this research is class VIII-B. This class consists of 26 students. Similar to what was done in the control class (pre-test and post-test) in the experimental class, the researcher conducted a speaking test to determine students' speaking ability. What differentiates it from the control class isthe treatment given. The control class was not given treatment but the experimentalclass was given treatment. So that the writer can find out the significant differencebetween the tests of students who have been taught by using twin card media and students who have not been taught by twin card media. The results of the pretest and posttest scores of the experimental class are shown in Tables 2.

**Recapitulation of Pre-test Speaking Assessment in Experimental Class.**
**Table 3. Pronunciation**

| No | Score | Number of Student | Percentage |
|----|-------|-------------------|------------|
| 1 | 1 | 9 | 35% |
| 2 | 2 | 17 | 65% |
| 3 | 3 | - | - |
| 4 | 4 | - | - |
| 5 | 5 | - | - |
| Total | | | 100% |

After the pre-test was carried out in the experimental class, 9 students got a score of 1 for their pronunciation (35% of the total number of students), and as many as 17 students got a score of 2 (65% of the total number of students). This means in this case the student's pronunciation is still low. To solvestudents' speaking problems, the researcher gave treatment in the form of Twin Cards media after teaching speech material.

Table 4. Vocabulary

| No | Score | Number of Students | Percentage |
|----|-------|--------------------|------------|

| | | | |
|---|---|---|---|
| 1 | 1 | 3 | 12% |
| 2 | 2 | 23 | 88% |
| 3 | 3 | - | - |
| 4 | 4 | | |
| 5 | 5 | **-** | **-** |
| | Total | | 100% |

Table 2.  The Scoring Rubric Pre-test in Experimental Class

| No | Subject Identity | SCORE PRE-TEST OF EXPERIMENTAL CLASS | | | | | Total Score |
|---|---|---|---|---|---|---|---|
| | | Aspect of Speaking | | | | | |
| | | GRAMMAR | VOCABULARY | COMPREHENSION | FLUENCY | PRONUNCIATION | |
| 1. | ASS | 2 | 2 | 2 | 2 | 1 | 9 |
| 2. | ES | 1 | 2 | 2 | 2 | 2 | 10 |
| 3. | J | 1 | 2 | 2 | 3 | 2 | 10 |
| 4. | ADP | 1 | 2 | 1 | 3 | 2 | 9 |
| 5. | EBR | 1 | 2 | 2 | 2 | 2 | 9 |
| 6. | EMP | 1 | 2 | 2 | 2 | 2 | 9 |
| 7. | JPMS | 2 | 2 | 2 | 2 | 1 | 9 |
| 8. | CSZ | 1 | 1 | 2 | 1 | 1 | 6 |
| 9. | KJP | 1 | 2 | 2 | 2 | 1 | 8 |
| 10. | ELBS | 2 | 2 | 1 | 2 | 2 | 9 |
| 11. | RAM | 1 | 2 | 2 | 2 | 1 | 8 |
| 12. | SBZ | 2 | 2 | 1 | 2 | 2 | 9 |
| 13. | CR | 1 | 2 | 1 | 1 | 2 | 7 |
| 14. | NDP | 1 | 2 | 2 | 2 | 2 | 9 |
| 15. | PJY | 2 | 2 | 2 | 3 | 2 | 11 |
| 16. | CSZ | 1 | 2 | 2 | 2 | 1 | 8 |
| 17. | A | 1 | 2 | 1 | 2 | 2 | 9 |
| 18. | SH | 2 | 2 | 2 | 1 | 2 | 9 |
| 19. | AOP | 2 | 2 | 2 | 2 | 2 | 10 |
| 20. | RC | 1 | 1 | 1 | 1 | 2 | 6 |
| 21. | SCS | 2 | 2 | 1 | 2 | 1 | 8 |
| 22. | PL | 2 | 2 | 1 | 3 | 1 | 9 |
| 23. | JM | 1 | 2 | 1 | 1 | 1 | 6 |
| 24. | FOS | 1 | 1 | 2 | 3 | 2 | 9 |
| 25. | DAS | 1 | 2 | 2 | 2 | 1 | 8 |
| 26. | EW | 1 | 1 | 2 | 1 | 2 | 8 |

Three students got a score of 1 for their pronunciation (12% ofthe total number of students), and as many as 23 students got a score of 2 (88% of the total number of students). To solve students' speaking problems in the Vocabulary aspect, the researcher gave treatment in the form of Twin Cards mediaafter teaching speech material.

Table 5. Grammar

| No | Score | Number of Students | Percentage |
|---|---|---|---|

| No | Score | Number of Students | Percentage |
|---|---|---|---|
| 1 | 1 | 17 | 65% |
| 2 | 2 | 9 | 35% |
| 3 | 3 | - | - |
| 4 | 4 | - | - |
| 5 | 5 | - | - |
| | Total | | 100% |

In the Grammar aspect, there were 17 students who got a score of 1 (65% of the total number of students). A total of 9 students got a score of 2 (35% of the total number of students). To solve students' speaking problems in the Grammar aspect, the researcher gave treatment in the form of Twin Cards media after teaching speech material.

Table 6. Fluency

| No | Score | Number of Students | Percentage |
|---|---|---|---|
| 1 | 1 | 6 | 23% |
| 2 | 2 | 15 | 58% |
| 3 | 3 | 6 | 23% |
| 4 | 4 | - | - |
| 5 | 5 | - | - |
| | Total | | 100% |

On the Fluency aspect, there were 6 students who got a score of 1 (23% of the total number of students). A total of 15 students got a score of 2 (58% of the total number of students). 6 students who get a score of 3 (23% of the total number of students). To solve students' speaking problems on the fluency aspect, the researcher gave treatment in the form of Twin Cards media after teaching speech material.

Table 7. Comprehension

| No | Score | Number of Students | Percentage |
|---|---|---|---|
| 1 | 1 | 9 | 35% |
| 2 | 2 | 17 | 65% |
| 3 | 3 | - | - |
| 4 | 4 | | |
| 5 | 5 | - | - |
| | Total | | 100% |

In the comprehension aspect, there were 9 students who received a score of 1 (35% of the total number of students). A total of 17 students got a score of 2 (65% of the total number of students). To solve students' speaking problems on the fluency aspect, the researcher gave treatment in the form of Twin Cards media after teaching speech material.

Table 8. Category of Speaking

| No | Category | Value Range | Total Students | Percentage (%) |
|---|---|---|---|---|
| 1. | Very good | 84 – 100 | - | - |
| 2. | Good | 60 – 76 | - | - |
| 3. | Bad | 40 – 56 | 5 | 19% |
| 4. | Very Bad | 4 - 36 | 21 | 81% |
| | Total | | | 100% |

Based on the recapitulation table of the students' pre-test speaking assessment in the control class, the researcher concluded that the pre-test scores of all students were 40-56

and 60-76. This means that there are 21 students who are categorized as very bad at speaking and 5 students who are categorized as bad.

**Recapitulation of Post-Test Speaking Assessment in Experimental Class.**

Table 9. Pronunciation

| No | Score | Number of Student | Percentage |
|----|-------|-------------------|------------|
| 1 | 1 | - | - |
| 2 | 2 | - | - |
| 3 | 3 | 19 | 73% |
| 4 | 4 | 7 | 27% |
| 5 | 5 | - | - |
| | Total | | 100% |

After the treatment using twin card media was carried out, the researcher conducted a post-test assessment in the experimental class. In the pronunciation aspect, there were 19 students who got a score of 3 (73% of all students). A total of 7 students who get a score of 4 (27% of the total number of students). When compared with the pre-test assessment in the experimental class, there is a change in speaking in the pronunciation aspect.

Table 10. Vocabulary

| No | Score | Number of Students | Percentage |
|----|-------|--------------------|------------|
| 1 | 1 | - | - |
| 2 | 2 | - | - |
| 3 | 3 | 7 | 27% |
| 4 | 4 | 19 | 73% |
| 5 | 5 | - | - |
| | Total | | 100% |

After the treatment using twin card media was carried out, the researcher conducted a post-test assessment in the experimental class. In the vocabulary aspect, there were 7 students who got a score of 3 (27% of all students). A total of 19 students got a score of 4 (73% of the total number of students). When compared with the pre-test assessment in the experimental class, there is a change in speaking in the pronunciation aspect.

After the treatment using twin card media was carried out, the researcher conducted a post-test assessment in the experimental class. In the grammar aspect, there were 9 students who got a score of 3 (30% of all students). A total of 17 students who get a score of 4 (70% of the total number of students). When compared with the pre-test assessment in the experimental class, there is a change in speaking in the pronunciation aspect.

Table 11. Fluency

| No | Level | Number of Students | Percentage |
|----|-------|--------------------|------------|
| 1 | 1 | - | - |
| 2 | 2 | - | - |
| 3 | 3 | 7 | 27% |
| 4 | 4 | 19 | 73% |
| 5 | 5 | - | - |
| | Total | | 100% |

After the treatment using twin card media was carried out, the researcher conducted a post-test assessment in the experimental class. On the fluency aspect, there were 7 students who

got a score of 3 (27% of all students). A total of 19 students got a score of 4 (73% of the total number of students). When compared with the pre-test assessment in the experimental class, there is a change in speakingin the pronunciation aspect.

Table 12. The Scoring Rubric Post-test in Experimental Class.

| No | Subject Identity | Aspect of Speaking | | | | | Total Score |
|---|---|---|---|---|---|---|---|
| | | GRAMMAR | VOCABULARY | COMPREHENSION | FLUENCY | PRONUNCIATION | |
| 1. | ASS | 3 | 4 | 3 | 4 | 4 | 18 |
| 2. | ES | 4 | 4 | 4 | 4 | 3 | 17 |
| 3. | J | 3 | 4 | 4 | 4 | 3 | 18 |
| 4. | ADP | 3 | 3 | 3 | 4 | 4 | 17 |
| 5. | EBR | 3 | 3 | 3 | 4 | 4 | 17 |
| 6. | EMP | 3 | 4 | 4 | 4 | 3 | 18 |
| 7. | JPMS | 3 | 3 | 4 | 4 | 3 | 17 |
| 8. | CSZ | 3 | 4 | 4 | 3 | 4 | 18 |
| 9. | KJP | 3 | 4 | 4 | 4 | 3 | 18 |
| 10. | ELBS | 4 | 3 | 3 | 4 | 3 | 17 |
| 11. | RAM | 4 | 4 | 4 | 3 | 3 | 18 |
| 12. | SBZ | 4 | 4 | 4 | 3 | 3 | 18 |
| 13. | CR | 4 | 4 | 3 | 4 | 3 | 18 |
| 14. | NDP | 4 | 4 | 4 | 4 | 3 | 19 |
| 15. | PJY | 4 | 3 | 3 | 4 | 3 | 18 |
| 16. | CSZ | 3 | 3 | 4 | 4 | 4 | 18 |
| 17. | A | 4 | 3 | 3 | 3 | 4 | 17 |
| 18. | SH | 3 | 3 | 4 | 4 | 3 | 17 |
| 19. | AOP | 3 | 4 | 4 | 4 | 3 | 18 |
| 20. | RC | 4 | 4 | 3 | 4 | 3 | 18 |
| 21. | SCS | 4 | 4 | 4 | 3 | 3 | 18 |
| 22. | PL | 4 | 4 | 4 | 3 | 3 | 18 |
| 23. | JM | 4 | 4 | 4 | 3 | 3 | 18 |
| 24. | FOS | 3 | 3 | 3 | 4 | 4 | 17 |
| 25. | DAS | 4 | 4 | 3 | 4 | 3 | 18 |
| 26. | EW | 4 | 4 | 4 | 3 | 3 | 18 |

Table 12. Comprehension

| No | Score | Number of Students | Percentage |
|----|-------|-------------------|------------|
| 1 | 1 | **-** | **-** |
| 2 | 2 | - | **-** |
| 3 | 3 | 6 | 23% |
| 4 | 4 | 20 | 77% |
| 5 | 5 | **-** | **-** |
| | Total | | 100% |

After the treatment using twin card media was carried out, the researcher conducted a post-test assessment in the experimental class. In the aspect of comprehension there are 6 students who get a score of 3 (23% of all students). A total of 20 students got a score of 4 (73% of the total number of students). When compared with the pre-test assessment in the experimental class, there is a change in speaking in the pronunciation aspect.

Table 13. Speaking Category

| No | Category | Value Range | Total Students | Percentage (%) |
|----|----------|-------------|----------------|----------------|
| 1. | Very good | 84 – 100 | - | - |
| 2. | Good | 60 – 76 | 26 | 100% |
| 3. | Bad | 40 - 56 | - | - |
| 4. | Very Bad | 4 - 36 | - | - |
| | Total | | | 100% |

Based on the post-test assessment recapitulation table of students' speaking in the experimental class, the researcher concluded that the pretest scores of all students were in the range of 60-76. As many as 26 students are categorized as good in performing their speech.

**Research Finding**

After doing this research, based on the above calculations' student learning outcomes in the experimental and control classes were found. To make the case in analyzing statistically the results of the research, the alternative hypothesis which say that the students who learned by using Twin Cards Media affect student speech ability than those who are taught with conventional strategy.

By looking at the data above, we can find out mean score or average of pre- test and post- test in the experimental class and control class and based on t- test formula, the researcher get the results of the t- test calculation which shows that t- count (9, 3223910093) > t-table (2,064) with sig. 2 tailed .000 or said that sig 2 tailed < sig table (0.005). The results of statistical analysis of the t- test showed there was a significant difference between the experimental class and control class.

In understanding the achievement of speaking performance. Because t-count is higher significant level based on the calculation, it can be stated that the speaking skills students by Twin Cards Media is different from those who are taught by conventional strategy. It means that Twin Cards Media is effective on students' speaking skill.

## 5. DISCUSSION

This research study was used to determine the effect of using twin card media on the speech performance of students at SMP 37 Medan in the 2022/2023 academic year. The data collection technique used by the researcher is a test, more precisely speaking test orally. The speaking test was carried out in the experimental class and the control class. In the experimental class, the researcher conducted a pre-test and post-test to determine the effect of the twin cards media on the students' speaking ability which was achieved before and after the treatment (Twin Card Media). For the control class, the researcher only taught material about Speech without the twin card media treatment.

From the results of the data in the previous chapter, it shows that the guessing game is very effective and is an alternative way to teach speaking class. Therefore, as cited in the hypothesis testing, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So, twin card media not only makes students enjoy the learning process, but also improves their speech performance. Suryani (cited by Amanullah 2020), learning media are all forms and means of

athering information that are made or used in accordance with learning theory, can be used for learning purposes in conveying, conveying messages, stimulating students' thoughts, feelings, concerns, and willingness. so that it can encourage the learning process to be successful and controlled. There is a theory that proves the results of this study regarding the effect of twin card media on students' speaking abilities in Syamsiah's thesis entitled "The Effect of Using Twin Cards on Students' Speaking Ability at SMP N 1 Sayung in class VII. Because the previous researcher conducted his research in class VII, the researcher tried to do his research in class VIII of junior high school to see whether in class VIII the use of twin cards media also had an effect in class VIII, and the researcher tried to teach speech material in speaking assessment using twin cards media and in this case too Speech material is suitable for use, not just invitation material. The next previous researcher is Basuki(2019) with the research title. Previous researchers used the CAR method to solve speaking problems experienced by students, while researchers used quantitative experimental methods to solve their research problems. Previous researchers used 3 cycles to achieve a good score in speaking while researchers only did one assessment both in the pre-test and in the post-test.

Before teaching classes using twin cards in the experimental class, the researcher conducted a pre- test. During the pre- test, many students were shy and insecure about speaking in front of the class for fear of making mistakes pronouncing grammar, not, understanding what they were going to convey in front of the class because they had little mastery of vocabulary. However, after the treatment, in carrying out the post-test, many students were brave enough to speak in front of the class, they became confident because they could speak with good pronunciation, and have sufficient vocabulary.

Therefore, in the post- test, students' score has increased significantly as shown in the previous data. In the control class, the researcher was taught speech material as usual. Class VIII- B students who served as class controls very active. The researcher explained the material speech to class control and then make a one example speech. In conducting the pre-test, the researcher asked each student to read the speech text orally in front of the class as what the researcher did in the experimental class. By doing a speaking test, many students feel inferior about their speaking skill. Many students do still can't string the words properly. After conducting pre- test, the researcher motivated students about how to speak in front of public. Then the researcher did a post- test to the control class by asking each student to speak orally in front of the class. In the post-test, students are asked to read one speech text in front of their class as the experimental did.

## 6. CONCLUSION

Based on the results of the research studies that have been discussed on data analysis, hypothesis testing and discussion in the previous chapter, it can beconcluded that there is a significant effect of the use of media twin cards on students'speaking abilities at SMP 37 Medan in the 2022/2023 academic year. The average value of the previous pre-test results in the experimental class was 34.30 and the control class showed 33.53. However, after the researchers gave treatment with twin cards media in the experimental class, the average post-test score for the experimental class was 72.46, while the post-test results for the controlclass showed that the average value of the control class was 56.61. The statement above means that there is a difference in scores between the experimental class after being treated with twin card media and the control class which was not given any treatment. As the experimental class students' scores increased in the post-test, their speech performance also increased. This can be seen fromthe post-test that the researchers did. The researchers considered that the student's fluency and accuracy had increased greatly along with the application of the twin cards media to the treatment. Therefore, the use of twin card media influences students' speech performance.

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