

**THE IMPLEMENTATION OF A TASK-BASED LEARNING STRATEGY BY
MAKING A VIDEO INTRODUCTION TO IMPROVE STUDENTS SPEAKING
SKILLS AT THE SEVENTH GRADE OF SMPN 2 SILIRAGUNG IN THE
ACADEMIC YEAR 2021/2022**

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ABSTRACT

In addition to having a role in various aspects of life, English is also a problem for students who want or are learning it, especially in speaking. The difficulties are caused by several factors, including the lack of practice in speaking, the difficulty of students to pronounce certain vocabulary, the limited vocabulary they have, and the lack of self-confidence of students. This study uses CAR (Classroom Action Research) as the methodology of the research by using a qualitative approach. The purpose of this study was to find out how is the application of a task-based learning strategy by making introductory videos in improving students' speaking skills.

Before entering the first and second cycles, the researcher first made observations in the preliminary study to find out the problems faced by students in learning English, especially speaking. In the first cycle, the researcher had two meetings while in the second cycle the researchers had four meetings. The researcher starts the teaching-learning activity by greeting, praying together, check attendance. Then, the researcher delivers the material that has been determined, displays a video and ppt related to the material, and gives a question and answer session. After that, the researcher gives the task to the students to make an introductory video.

The results of this study indicate that the application of a task-based learning strategy by making an introductory video for class VII SMPN 2 Siliragung has a positive impact on student achievement, especially in speaking. This is evidenced by the average number of students who has increased in each cycle. In the preliminary study, the average number of students' achievements was 62, then increased to 68 in the first cycle and increased to 80 in the second cycle, so this research is declared successful because the results obtained by students have met the predetermined success criteria.

Keywords: task-based learning, speaking, video introduction

ABSTRACT

Selain memiliki peran yang dalam berbagai aspek kehidupan, bahasa Inggris juga menjadi kesulitan bagi peserta didik yang ingin atau sedang mempelajarinya, khususnya dalam berbicara. Adapun kesulitan tersebut disebabkan oleh beberapa faktor antara lain kurangnya praktik berbicara yang mereka lakukan, kesulitan peserta didik untuk melafalkan kosa kata tertentu, terbatasnya vocabulary yang dimiliki, dan kurangnya rasa percaya diri peserta didik. Penelitian ini menggunakan metode CAR (Classroom Action Research) dengan menggunakan pendekatan kualitatif. Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan task-based learning strategy dengan membuat video perkenalan dapat meningkatkan kemampuan berbicara peserta didik.

Sebelum memasuki sirkel pertama dan kedua, peneliti terlebih dulu melakukan observasi pada preliminary study guna mengetahui masalah yang dihadapi oleh peserta didik dalam belajar bahasa Inggris, khususnya speaking. Pada sirkel pertama peneliti memiliki dua kali pertemuan sedangkan pada sirkel kedua peneliti memiliki empat kali pertemuan dikarenakan waktu yang dibutuhkan kurang. Peneliti memulai kegiatan belajar mengajar dengan memberikan salam, memimpin do'a, dan memeriksa kehadiran peserta didik. Kemudian, peneliti menyampaikan materi yang telah ditentukan, menampilkan video atau ppt yang bersangkutan dengan materi, memberikan sesi tanya jawab. Setelah itu, peneliti memberikan tugas kepada peserta didik untuk membuat video perkenalan.

Hasil penelitian ini menyatakan bahwa penerapan strategy task-based learning dengan membuat video perkenalan terhadap kelas VII SMPN 2 Siliragung memberikan dampak positif terhadap pencapaian peserta didik, khususnya dalam speaking. Hal ini dibuktikan dengan jumlah rata-rata peserta didik yang mengalami peningkatan pada setiap sirkel. Pada preliminary study, jumlah rata-rata pencapaian peserta didik adalah 62 kemudian meningkat menjadi 68 pada sirkel pertama dan meningkat menjadi 80 pada sirkel kedua, sehingga penelitian ini dinyatakan berhasil karena hasil yang diperoleh peserta didik telah memenuhi kriteria sukses yang telah ditentukan.

Kata Kunci: task-based learning, berbicara, video perkenalan

A. Introduction

As a tool of common, English is at the first level as an international language in the world. Many countries use English as their first language like the USA (United States of America), the United Kingdom, Canada, and Australia. Some countries use English as their second language like Malaysia, Dutch, Singapore, and Denmark. Besides that, Indonesia is also one country in which the people learn English not only as a tool of communication with people or strangers but also become a standard of the educational curriculum. People can

study English wherever they want. It can be in the school, course place, at home, tourism place and whenever they find opportunities to study English even just a little thing. In Indonesia, English is a foreign language and some people assume that English is difficult to learn because it's not their mother or even second language. But some people also assume English is an important knowledge that they must have to be capable compete in this Era.

As a foreign language, English is a skill that must be considered that essentially consists of four skills, among others listening, speaking, writing, and reading (Brown 2000:232). All those skills should be mastered by students when they study English in school and Universities gradually. However, in this research study, the researcher focus on discussing speaking skills. Here are some definitions of speaking skills according to some experts including, Arsjad and Mukti U.S. (1993), define speaking skill as the ability to convey sentences to express thoughts, ideas, and feeling orally to other people. According to Supriyadi (2005), when someone has good speaking skills, they will get social and professional advantages. Social advantages are related to social activity it is the interaction between individuals. Professional advantages are obtained when using language to ask questions, convey facts and knowledge, and explain and describe. So that's why speaking has an important role in some aspects of life, it can be in the educational, and social aspects.

Ridwan (2019) said, that "many students get problems or difficulties speaking even though they have a lot of vocabulary that has to keep in their memorize and have written them well. The reasons are students never apply their vocabulary in speaking or practice it, and also lack confidence in students in speaking or public speaking". According to Darwanto (2019), the first, weakness of the students' speaking skills is also that they are never interested to learn English, which means that they don't have the motivation to improve their speaking in English. Second, many students consider that English is difficult. As a result, they tend to be passive and hesitant to try. Third, not enough time to practice.

He said that the opportunity or time they relate to English is only in the class or an English lesson. After that, they are faced with an environment that does not support English interaction. Therefore, students must at least be able to overcome and master one of the problems that are often encountered to improve their speaking skills.

According to the complexity of the speaking skills above, the teacher should have a suitable strategy to help students improve their speaking skills. Furthermore, to achieve the best result in teaching speaking, the teacher should understand what the most appropriate activity is. So, the researcher used **a task-based learning strategy** that hoped capable to give improve students in their speaking skills. Task-based learning is defined as a task that consists of a work plan which requires students to process language pragmatically to achieve a result that can be evaluated. In these terms, whether correct or incorrect proportional contexts have been delivered (Ellis, 2003:16). Marty Bygate said in her observation that “task is an activity requires students to use language with meaning, for achieving goals, and main challenges in foreign language learning are developed communicative skill learners through the task that have been they finish (Zan Mao, 2012:2431)”. Because of speaking, the researcher will implement a task-based learning strategy by making video introduction to improve students’ speaking skills. In short, for an approach to speaking skills, task-based learning to implement tasks can be considered as one strategy in learning speaking.

However, according to the result of a short conversation conducted by a researcher with one of the English teachers at the school, it can be concluded that students still face many problems and difficulties in English learning, especially speaking. Here are some of the problems that can be known by the researcher first, the lack of practice in speaking English carried out by students. It means, that students feel stiff in speaking English because of the lack of practice they do. So, that it will make students look stiff and disorganized in speaking. This is because if students are used to speaking English, they will enjoy the

speaking or the activity more than feeling afraid or tense. Although the students can remember some important vocabulary in the activity, the lack of practice makes students seem not to master the speaking or conversation they are doing. Second, is the difficulty of students in pronouncing certain vocabulary. When students can pronounce some vocabulary correctly before, then encounter vocabulary that is difficult for them to pronounce, it will disturb the rhythm of the speaking that they do. So, it makes students lose their confidence to continue speaking. Third, is the lack of vocabulary possessed by students. It's no secret that sometimes the biggest problem of students in speaking apart from lack of practice and pronunciation is also the lack of vocabulary that have, and the last is the lack of self-confidence students have in speaking skills. Although the students don't have the previous three problems, students don't have good confidence in speaking English which indirectly they had experience problems. The lack of self-confidence that students have will make them less concentrated or focused so they will not be able to speak well.

After seeing the conditions regarding the problems at the school, it can be supported by the following evidence. The first is the learning outcomes of students who do not meet the criteria success or the criteria maximum of the score (SKM) for English subjects and whereas the completeness criteria maximum of the score (SKM) in English lessons is 70. Due to the problem above, the teachers must be implementing the most appropriate strategy to solve students' problems in speaking. A task-based learning strategy expected can solve the problems that students experience. It is strengthened by Willis (1996:23) as another figure who also contributes to the use of task-based learning in the class. He said, that a task always is an activity in which the target language is used to communicate by students to achieve the expected goal. Task-based language teaching can make language learning in the classroom closer to natural meaning and can achieve a higher average increase in language acquisition because the method provides learners with a communicative goal, interaction is

needed to achieve the goal which is ultimately language acquisition facilitated (Wang, 2006 in red and Jafari 2013). Kirkgoz (2011) explains that “video recording of speaking assignment in the form of task-based learning has been proven to help students to improve their speaking skills.”

This research study has a purpose-built upon the problem above. The objective is to describe the process of implementing a task-based learning strategy by making introducing a video to improve students’ speaking skills in the seventh grade of SMPN 2 Siliragung in the academic year 2021/2022. Due to the background of the study above, the research problem is how is the implementation of a task-based learning strategy by making introducing video able to improve students’ speaking skills in the seventh grade of SMPN 2 Siliragung in the academic year 2021/2022?

B. Literature Review

1. Definition of speaking

According to (Bailey, 2000:25), speaking is a process of interaction where the speaker intends to build meaning execute producing, accepting, and processing information. Speaking skill is one of language ability. Speaking is an oral language skill that functions in everyday humans. How not because with speaking we can obtain and convey information. But, for Indonesian people, speaking English fluency is a hard challenge because we don’t use English as a communicative language in our daily life (Atik Rokhayani,2014). Based on Ladouse (to Nunan, 1991:23) speaking is an activity to explain to someone a specific condition or activities to report something. Speaking is a way to communicate that affects our daily life (Tarigan, 1990:8). it means that speaking is a way of communicating that can give influence someone’s life. (Shiahaan, 2008:95) state, that speaking is a productive language skill. That means speaking is a person’s

ability to produce a voice that has meaning and can be understood by other people, so it can be good communication.

Bailey also said (in Nunan) that, speaking is the oral ability that consists of generating systematic expression to convey the meaning. (Tarigan, 2008:3) convey speaking skill is a growing skill that develops in the life of students, preceded by listening skills, and in the time the skills of speaking learned. Speaking is defined as the ability to pronounce the articulation or words to express, declare and convey the mind, ideas, and feelings (Tarigan, 1983:14). Speaking is the process of creating and sharing meaning execution of the use of verbal and nonverbal symbols, in a variety of contexts (Richards, 2008). While Brown states that speaking is a productive skill that can be corrected by the teacher directly. Furthermore, (Fulcher, 2003:23) defines speaking as the use of language to communicate with other people. It means speaking is one of the conditions that can make communication with other people implemented. Speaking is a second-speaking activity of humans in language life, after listening activities. Followed by the sounds that they heard, then they learn to say and finally speak (Nurgiyantoro, 1995:276).

In speaking, there are several aspects that must be considered and fulfilled by students. Which can be a measure of whether our speaking skills are good or not. The description is under Brown (2001:406-407) which the aspects that are meant are :

1) Fluency

The fluency of students in language skills not only focuses on how students produce language smoothly and easily but students also need to consider the appropriateness of what they talk about or in other its accuracy. Gower, Philips, and Waiters said that “accuracy is a student’s ability to compose and pronounce proper English words. With inaccuracy, someone won’t have good speaking skills

2) Comprehension

Comprehension is students' competence to understand what the speaker says to them. Based on this teachers must also pay attention to assessing the levels of understanding of students in their speaking ability.

3) Grammar

Harmer (2001:12) under that grammar is a description of how words can change shape and be combined into a sentence in the language. It is also defined by Lado (1977:141) that grammar is the study of rules that are claimed to inform the students about what students have to and haven't to say to speak the social language in the educational class. In conclusion, grammar is the study of class words, inflection, functions, and their relation in language sentences.

4) Vocabulary

Vocabulary is a set of words that are known by someone or part of a particular language (Hornby, 2006:1645). A person's vocabulary is defined as the set of all words understood by the person or all the words are possibly will be used by people to arrange a new sentence (Hatch and Brown, 1995:1).

5) Pronunciations

In the oxford dictionary (2008) it is written that pronunciations are how a certain language, words, or sounds are spoken. Besides, the AMEP research center (2002), informs that pronunciations refer to the build-up of sounds that we use to make meaning.

2. Task-Based Learning Strategy

Richards and Renandya (2002:100) said, that the task is an activity which means it is a primary need, where there is a problem that must be solved or a solution is sought, and related tasks are closely related to real activities. There are many definitions of task-

based based on several experts that have been written in specific sources like articles, journals, and the internet. Ellis (2003) stated that task-based learning is emphasized more meaning than structure. In application, the student will have more opportunities to implement or use their English language in communication activities in real life. Students no longer feel afraid and anxious to make mistakes when communicating in English. According to Sinantra (2009), this is very helpful for students to improve their speaking skills. Sukris Sutiyo (2014) said, that Task-based teaching and learning is a method of presenting material learning in which the teacher gives assignments for students to do Learning Activities. Task problems implemented by students can be done in the classroom, in the laboratory, in the library, and at home, the most important thing is that the task is done.

Willis & Willis (2007) defined, that task-based learning provides activities for students' importance which could increase the interest and interaction of students in the class. The emphasis of this approach is on designing assignments that can involve students to do activities with the target language. Teachers have a very important role in implementing and preparing learners in the process of task-based language learning. Teachers should have creativity, innovations, and initiative in engaging students to improve student interest to use the target language.

The framework of task-based learning includes three steps that provide three basic conditions in language teaching such as pre-task, task-cycle, and language focus (Willis, 1996:18).

1) Pre-Task

In the pre-task step, teachers introduce the topic and material which will be discussed and taught to students by brainstorming. Pre-task introduces the class to the topic and it is related to the words and phrases In the pre-test, teachers explore topics

with the class highlight the use of words and phrases, help students understand assignment instruction, and prepare the assignment. The use of pre-task was a key feature of the Communicational Teaching Project (Prabhu, 1987).

2) Task-cycle

In the task-cycle teachers planning activities in the form of task which aims to provide opportunities for students to practice their English in real communication. This task cycle offers students the opportunities to use whatever language they already know (but in this research study take English as a focus language) to do the assignment and when to develop their language with teacher guidance while planning reports on the assignment.

3) Focus on language

At the language focus, the teachers and students analyze various aspects of languages that learned that day. The language focus allows the teaching process to be closer to some of the specific features that occur naturally in the language used during the task cycle. Students examine the forms of language in the text and observe in detail the use and meaning of lexical items they have noticed (Willis, 1996, p.75).

3. Video Introduction

Both in work daily situations and daily interaction, we often encounter people who are too self-confident or underestimating themselves. On other hand, some people are more able to see the fault of others than their own (Fadila 1995). This means that people must know themselves better than anyone else. We must be able to describe and introduce ourselves to others well. The great philosopher, Socrates of Yunani said “known yourself (look Koentjoro, 1988). The introduction is an ability for someone to see the strength and weaknesses that exist in themselves, so they can respond appropriately to demands

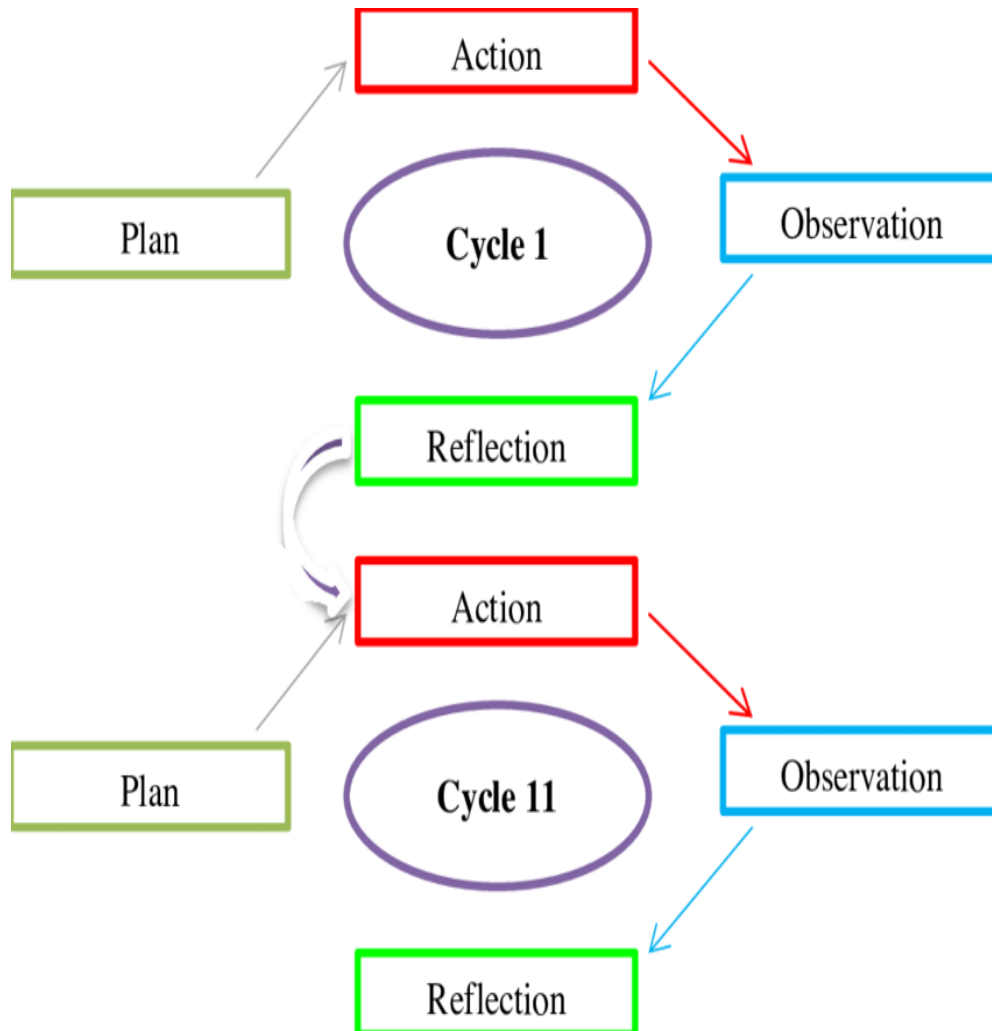
that come from inside or outside. Also under Koentjoro, 1988 the introduction is a step that people need to be able to live this life effectively. The strength that exists in oneself is an asset in everyday life. , if this power is not realized then an opportunity for self-actualization will be lost. Likewise with the weakness that exists in oneself. The weakness that is not realized not only harms themselves but can also be difficult for others. Some people don't know that they are confident people so they feel more capable, while others people think that their abilities are "ordinary".

C. Method

In this research, the researcher used CAR (Classroom Action Research). Classroom action research is one of the research methodologies which give a positive influence on teaching-learning development, as conveyed by Cahyani (2016:30). In terms of action research, action is what you do in teaching. Professional in the classroom, create a learning environment, interact with your students, develops lesson plans, assign homework, and almost everything you do in your teaching daily routine is the 'action' of action research. The 'research' section of action research refers to methods, habits, and the attitude you will learn (Richard 'Dick' S, 2010:4). followed (Soekanto, 1986; Faisal, 2010; Ary, 1997; Creswell, 2014; Hilway, 1956) that research has many different definitions that are given by different experts. Despite their differences of view, they have the same point that it is a scientific activity that systematically bridges the gaps. It is supported by (Gonda and Aspi, 2014) that research is divided into different types and classifications based on their distinctive features. It can be classified based on the purpose, aim, type of analysis, strategy, level of investigation, etc.

The research also implemented a procedure supported by Kemmis and McTaggart (1988) there are four steps, which are called planning, acting, observing,

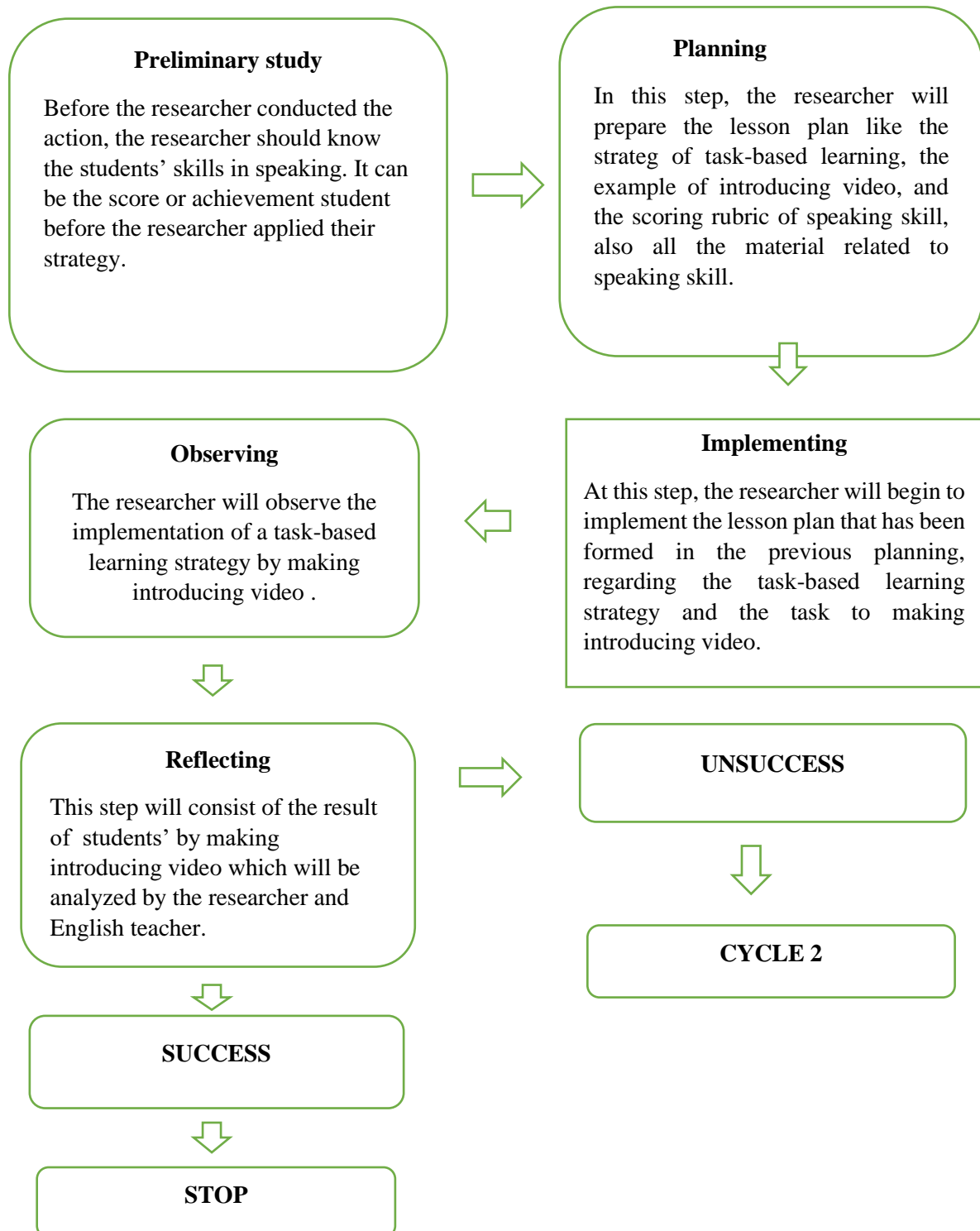
and reflecting. The cycle is carried out in at least one cycle. For more details, let's look at the design below;



The Classroom Action Research design is based on Kemmis and McTaggart (1988)

The research also implemented a research procedure by Kemmis and McTaggart (1988) there are four steps, which are called planning, acting, observing, and reflecting. The cycle is carried out in at least one cycle. For more details, let's look at the design below;

Picture 3.4: the concept of the research procedure



Preliminary study

The preliminary study begins with teaching and learning activities in the pre-activity. The researcher started teaching and learning activities by greeting students and then starting to introduce herself and her goals and objectives in the class. And then, the researcher checked the attendance of the students. Furthermore, in the main activity, the researcher presents and explains the material that has been provided in the design of the lesson plan that has been made by the researcher himself with the approval of the authorized teacher. The first material was explained by the researcher in the observation and at the same time, this first meeting was about greeting, farewell, and the response that must be given.

However, during the learning process in the main activity, the researcher found several problems related to English lessons especially in speaking. The first is the response and interest of students in learning English. Even though they seemed to be paying close attention, the students were a little confused when the researcher asked them some questions. And this proves the students' lack of interest in English. Second, when the researcher asks them to practice some conversation related to the material, most of them just keep silent, confused, and said that they can't do it. After the researchers asked the reason for their problem, the researchers got various answers even though they had almost the same problem, namely difficult English. such as because they can't pronounce it, they're not used to speaking English, have very little vocabulary, and lastly because they're shy. It means that student needs more guidance and practice in speaking.

Description of Strategy Implementation

The researcher describes the task-based learning strategy by making introducing a video implementation below;

Report of The Cycle 1 (Planning of Action)

The researcher provided some actions that needed to be related to the research as below :

1) Prepared lesson plan

This lesson plan is used to manage time and learning activities. It is guided by the design of the lesson plan.

2) Prepared the teaching strategy

The learning strategy carried out by the researcher here was to use a task-based learning strategy which is the main part of the research conducted by the researcher.

3) Provide material for teaching

The material provided by the researcher here is contained in the design of the lesson plan that has been prepared by the researcher. such as greeting, introduction, and other materials, so presenters only need to apply and explain it to students.

4) Provide an instructional strategy

The researcher used a task-based learning strategy by making introducing a video in this study. So, after the researcher explained and provided the material that was available in the lesson plan design to the students, the researcher gave them the task of making an introductory video. However, the researcher explained some instructions that students need to do, such as this task being done at home and can be sent via WhatsApp or in the form of a link, which is easy for them. The minimum duration of the videos they make is 1 minute, so students can say whatever they want to convey in the video according to their abilities, and wear decent clothes.

5) Provide the speaking test

This test is given to all students, the type of this test is making an introduction video in which they are also asked to explain their experience, daily activities, or other routines by not only containing an explanation of the introduction.

6) Prepare criteria for success

As for the criteria success that has been set is 70. So, the purpose of this study is to increase the score of students more than 70 which was SKM.

First and second meeting

According to the schedule stated by the researcher in the previous paragraph, this first meeting was completed on Saturday, March 19, and the second meeting in the cycle I was completed on Tuesday, March 22, 2022, with the following the duration of the research applied was 2 x 30 minutes. This was following what has been stated in the lesson plan. Besides, at this meeting, the researcher acts as a teacher. The activities carried out are as follows.

a) Pre-activity

The researcher started the lesson by greeting Assalamu'alaikum wr wb, then the researcher continued by leading the reading of the basmalah together. After that, the researcher continues by checking the attendance of the students. Furthermore, the researcher continued by discussing the material that had been discussed at the previous meeting and relating it to the material to be studied at that time as a warm-up before starting the main lesson.

b) Main activity

In this activity, the researcher explains the material to students according to what is already available in the lesson plan is about daily activity in the first meeting and introduction in the second meeting. The researcher also displays a PowerPoint related to the material. After explaining the material to students, the researcher offers students the opportunity to ask questions about material that may be difficult for students to understand. When the researcher asked "any question?" they were just silent and did not say anything because they did not understand the meaning, so the researcher asked them to remember the meaning. After that, the researcher gave the students time to write down the main points of the material that had been delivered.

c) Post activity

In this activity, the researcher concludes on the material that has been explained to students, then provides reflections on the lessons that have been delivered such as suggestions or input to help improve the quality of better learning. By the task-based learning strategy used by the researcher, before closing the lesson, the researcher first gave the task to the students to make an introductory video including some instructions like the task is as homework, then submit the task via WhatsApp, it could be a video or in the form of a link, the minimum duration of the video is one minute, and students can convey anything according to their ability, wear decent clothes, and then submit it to the researcher. The researcher closed the lesson by reading the hamdalah together and ending with greetings, wassalamu'alaikum wr wb. Furthermore, in the second meeting researcher close the activity by giving test to students to measure students' development in speaking.

Reflecting

Based on the analysis of the first cycle, it can be concluded that the first cycle was not successful because thirteen students still did not get scores according to the predetermined success criteria or SKM, which was 70. As stated in the table above, the percentage of students who have not succeeded in cycle 1 was 42%, while the percentage of students who have succeeded and fulfilled the predetermined SKM was 58%. However, although not yet fully successful, students showed an increase in the scores they got in cycle I than the scores in the preliminary study.

Furthermore, researchers can found that students face problems and difficulties in carrying out the test in cycle I this time. If at the previous meeting they were given the task of making an introductory video containing commonly used contexts, but in giving the test this time the researcher gave additional instructions to students as mentioned in the third meeting, namely they had to add their experiences or daily activities in the video. This is certainly a

problem for students because they are not used to new vocabulary and how to pronounce it which may be foreign to them, and different from previous videos. so that it affects the results they get in cycle I.

Revise the strategy applied in cycle 1

Based on the scores that have been generated above, the researcher revised the meeting that had been applied in cycle I. The researcher adds the meeting in the cycle II to be four meetings while in the first cycle student have two meetings. The differences between the two were that the implementation of the task-based learning strategy in cycle II has more meetings than in cycle I. In addition, in cycle I, students are not familiar with new vocabulary that they may need in the process of completing the test in cycle I. So, in cycle II, students have more opportunities and time to learn, ask, and practice new vocabularies that may be unfamiliar to them during the process of completing the video-making task given by the researcher in four meetings that will be conducted in cycle II.

Report of the cycle II

Each meeting in the second cycle is focused on improving students' speaking skills by giving a task in the form of making an introductory video with a more complete context. So, students can get used to new vocabulary that they might need in the test that will be given in the second cycle later. There were four meeting in the implementation of cycle II as follow:

The first and second meeting

The first meeting in the second cycle was held on Saturday, March 26, and the second meeting was held on Tuesday, March 29, 2022. As for the duration of the lesson, it was by what had been implemented in the lesson plan design, which was 2 x 30 minutes.

a) Pre-activity

The researcher started the lesson by greeting Assalamualaikum Wr. Wb went to class, then the researcher continued to lead the prayer by reading Bassamallah together. The researcher continued by saying how are you to the students. Then the researcher starts to mention students' names one by one to check their attendance. Next, the researcher asked about the last material that was explained at the cycle I meeting to remind students and also warm up before starting the teaching-learning.

b) Main activity

As usual, the researcher has provided material based on what is available in the lesson plan. as for the first material at the first meeting in cycle I, this time it was about my family for the first meeting and pronoun and possessive for the second meeting. The researcher explained the names in the family and the closest people to the students. The researcher explained each material to the students. After explaining the material to the students, the researcher gave a question and answer session to find out the difficulties faced by the students. Which can be related to the material discussed or the task that the researcher gave them, about making videos. After that, students are asked to write down the main points of the material that has been discussed.

c) Post activity

After the learning activities are completed, as before, the researcher then gives assignments to students with the provisions that have been set at past meetings. Then students do not forget to provide learning reflections, such as input for more enjoyable learning. a student thought "we like to play games sis, once in a while playing games then the loser is punished sis, it must be fun". then the researcher answered, "okay, I will find the right and most interesting game for you at the next meeting". before finally the researcher closed the lesson by reading Alhamdulillah together.

Third and fourth meetings

The third meeting in the second cycle was completed on Tuesday, April 5, and the fourth meeting was the last meeting of cycle II which was completed on Saturday, April 9, 2022. With a learning duration that is not far from the previous meetings, that is, according to the lesson plan.

a) Pre-acti vity

After entering the class, the researcher greeted the students as usual, then lead the prayer by reading basmalah together before continuing to the next activity, after that the researcher checked the attendance list of students by calling their names one by one and did not forget to mention a little about the discussion at the previous meeting.

b) Main activity

After discussing a little material in the pre-activity, the researcher presented the material they would learn that day. The research explained to the students the material already in the lesson plan which was about simple present tense for the third meeting and it's beautiful day for the fourth meeting. The researcher explained the material on the whiteboard briefl about each materials. After that, to find out the level of understanding of students, the researcher allowed students to ask questions and also gave a few questions related to learning or the task (making an introduction video) that gave by the researcher. Because there are no students who dared to ask, then the researcher asked them some questions.

c) Post-activity

After making notes about the material that has been taught, the researcher concludes with learning that has been conveyed at that time. Before giving the task (in third meeting) to the students, the researcher did a little reflection on the day's learning activities. Such as whether the researcher delivered the lesson well or not, how to make the students not bored, and so on. Then the teacher returned to give assignments to students and closed the meeting

by praying together. In the other hand, in the fourth (last meeting) in cycle II, the researcher gives students a final test to measure how is students achievements in cycle II.

Reflecting

According to the schedule set, the researcher had a total of five meetings initially, namely, one meeting as an observation in the preliminary study, two further meetings in the first cycle, and the last two meetings for the second cycle. However, after seeing the achievement of students who were not maximal in the first cycle, the researcher decided to add two more meetings to the second cycle in addition to the lack of additional meetings aimed at maximizing the results obtained by students.

Based on the student test results, it can be known that 100% of the student scores have passed the success criteria or SKM, with an average student score of 80.3. From the data above, it can be seen that 31 students get a score of more than the specified SKM. Meanwhile, the highest score obtained by students was 94, and the lowest score was 70.

D. Result

Here the students' result after the researcher implemented a task-based learning strategy by making an introduction video, the data was obtained by her. The results show that there was some improvement in students' performance in speaking skills, it's proved by students' achievement in every cycle that had converted in the table below:

The category of the students' test

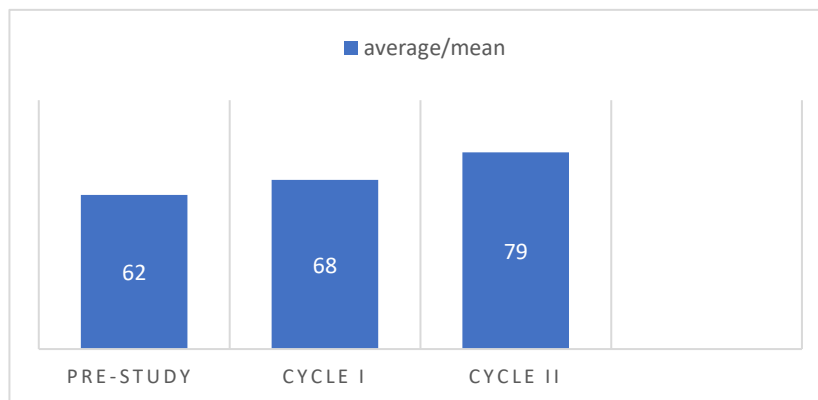
Interval	Pre.	Study	The cycle I		The cycle II		Category
	Freq	%	Freq	%	Freq	%	
70-100	12	39	18	58	31	100	Passed the SKM
<73	19	61	13	42	0	0	Did not pass the SKM
Total	31	100	31	100	33	100	

The table of categories of students' tests above showed that there was an improvement in students' scores in speaking skills from the preliminary study test until cycle II. The

improvement also happened from cycle I to cycle II. By applying the score of criteria success, 39% of students passed from SKM in the Preliminary study, and then it was improved in cycle I. There were 58% of students passed from the SKM. Finally, students got improvement in cycle II, 100 % of students passed from SKM (according to the researcher's assessment of another writer on the data table)..

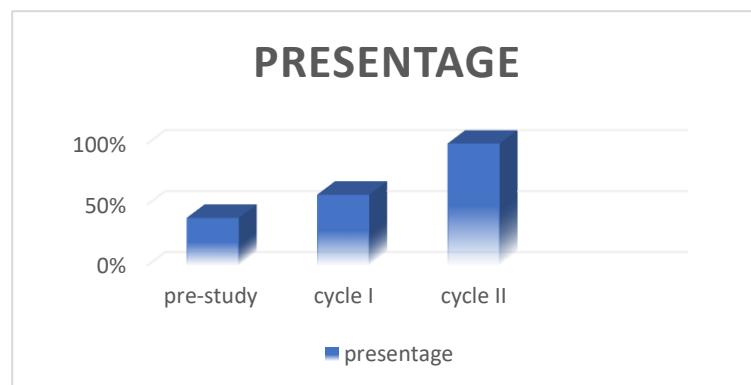
4.2: Diagram

The Student's Average Score in preliminary Study, cycle I, and cycle II



According to the diagram above, there was a student's mean score of 60,1 in a preliminary study. And then it was improved in cycle I, 68,4, and 79,4 in cycle II. Besides, the percentage of students who passed can be seen in the diagram below

The percentage of students who passed in pre-study, cycles I & II



The diagram above shows up the percentage of students who passed from SKM shows that the percentage of students who passed from SKM in cycle I was bigger than the percentage of students who passed SKM in the preliminary study after being taught by implementing a task-based learning strategy by making introducing video, there were as many as 19 % improvements, and the cycle I was improved in the cycle II, there was 42% improvement. In short, the implementation task-based learning strategy by making introducing videos was a success to improved students' ability in speaking skills.

Based on the results from cycle I to cycle II, it can be seen that student scores increased by applying ta task-based learning strategy by making introducinvideoseo. In addition, students' grades increased from preliminary studies to cycle II. That was, the application of a task-based learning strategy by making introducing video improves students' skills in speaking. In short, the implementation of a task-based learning strategy by making introducing videos solves students' problems related to speaking skills. In short, the researcher concluded that implementing of task-based learning strategy by making introducing videos improved students' speaking skills. So, it solved students' problems in speaking

E. Discussion

In this part, the researcher would explain the implementation task-based learning strategy by making introducing video to improve students speaking skills. Although previously at the preliminary study, the researcher found that the responses of some students were unsatisfactory in learning English, this might be due to their not very good interest in learning English. However, at subsequent meetings, the researcher could see a lot of progress shown by the students such as their enthusiasm, activiteness, and response to the question and task the researcher gave. However, learning English including speaking sometimes becomes boring for students, especially for those who don't like English. as one

student said "English is difficult, so we don't like it". So, giving the task to make this video is expected to be able to increase students' interest in learning English, especially speaking.

Andon (2010) stated provide speaking opportunities to the students in language learning. Language learning does not occur without the motivation and chance to use the language. So, task-based learning could be useful for students to use language for a various goal. That approach creates a condition that could increase the use of spontaneous language. Based on the results obtained by students starting from the preliminary study to the second cycle, it is proven that task-based learning by making introducing videos has a positive impact on students' speaking skills. It was proved by Genc and Bada (2005:9) statement that the use of task-based learning is to develop English speaking ability (in Leni, 2014). It also supported by Aliakbari (2010) and Hassan (2014) they conducted the same research on the effectiveness of the use of task-based learning in speaking skills. Marsakawati (2010) in her thesis proves that the use of task-based learning is very effective to use on the eyes speaking lectures, even being able to accommodate all learning styles that students have (In Putu:2014).

According to several previous studies above, the researcher summarized that generally in addition to being in line with the strategy used by the researcher, the previous studies above are also reinforcement for the results of the researcher's research. Although using different research methods, the goal to be achieved by all researchers is the same, namely to improve students' speaking skills. So that's why, from several previous studies above can be seen that Task-based learning strategy could be improved affected the student's ability in speaking, moreover, this research focused more on implementing a task-based by making introducing videos to improve student's speaking skills.

F. Conclusion

Because of this, the implementation of a task-based learning strategy by making introducing video to improve students' speaking skills followed by some steps such as 1). The teacher introduces a task-based learning strategy by making introducing a video as the purpose of the activity. 2). The teacher explains the steps to make introducing a video and the contexts in it. 3). The researcher displays an example of an introductory video and asks students to watch it carefully. 4). Each student makes an introductory video independently. 5). The teacher asks students to collect information about introducing the video including vocabulary needed, grammatical, pronunciation, etc. 6). The researcher asked the students to make introductory videos according to the information they had and their abilities. 7). The researcher allowed students to ask about the difficulties and problems they faced related to making introductory videos. 8). Researchers provide positive feedback to make students more interested and motivated in learning English, especially speaking. 9). The researcher evaluates the results of all the activities carried out. Video achievements obtained by students in speaking scores from each cycle are as follows:

1. There was an average of students in pre-study. The achievement was 62.
2. There was an average/mean of students in cycle I. The achievement was 68.
3. There was an average of students in cycle II. The achievement was 80.

So, based on the explanation in the paragraph above, the researcher can conclude that the implementation of task-based learning by making video introduction to is able to provide an increase in the achievement of students in speaking.

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