

THESIS

**THE IMPLEMENTATION OF A TASK-BASED LEARNING
STRATEGY BY MAKING 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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ISLAMIC INSTITUTE DARUSSALAM

BLOKAGUNG BANYUWANGI

2022

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THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

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2022

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1. This thesis has not been submitted to any other university to obtain another academic degree.
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Riskiwati

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“The best of humans are
those who are useful to
others”

DEDICATION

I sincerely dedicate this thesis to my family, especially to my parent **Mr. Poniman and Mrs. Maryati** had struggled to get me to this point. Who love, support, and pray for me unconditionally.

ABSTRACT

Riskiwati, 2022. *The implementation of a task-based learning strategy by making a video introduction to improve students' speaking skills in the seventh grade of SMPN 2 Siliragung in the academic year 2021/2022.*

Keywords: task-based learning, speaking, video introduction

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.

ABSTRACT

Riskiwati, 2022. *Penerapan strategy pembelajaran berbasis tugas dengan membuat video perkenalan untuk meningkatkan kemampuan berbicara siswa kelas tujuh di SMPN 2 Siliragung tahun ajaran 2021/2022.*

Kata kunci: Pembelajaran berbasis tugas, berbicara, video perkenalan

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 Reserach) 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 positive 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.

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To anyone who will later read my thesis, I hope the contents of this thesis can be useful, help any difficulties you may have, answer any questions that you have not found the answer to, and become an alternative to add to your insight in the future. Thank you for believing in my work.

Banyuwangi, 15 April 2022

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CHAPTER I

INTRODUCTION

This chapter consists of an introduction such as the background of the study, the formulation of the research problem, the objective of the research, the limitation of the research, the significance of the research, the previous study, and the definition of key terms.

A. Background of the Study

The word English always brings a big response to people's lives, it can be interesting, curiously, fearful, or even pleasure. Some people consider English to be interesting because some aspects like dreams, unique, necessary, or even love it. English makes people curious to learn and understand it but also makes them fear at the same time. Generally, people will be interested in something that has many benefits chance for them while people who master English in their life have more chances to take advantage of what they have mastered. Everyone has a different perspective about how to adopt English in their life, it can be something that important or unimportant depending on how much they need it in their life. As a consequence, some people decide to be easygoing about English. But unfortunately, English still has considerable influence in some aspects of life which is established with many products, advertisements, and tv channels, that contain English inside. So that's why, English can be

considered adopted in this era remain that the development of life is also affected by the educational development we receive, including English.

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. Wallace (1978:98) define speaking skill as meaningful oral practice so that people must understand the word because they use a foreign language. He also said that this ability to speak will support someone to express their interesting ideas verbally. Tarigan (1983), convey that speaking skill is the ability to pronounce articulations sound or word to execute thoughts, ideas, and feeling. From some of the opinions of the experts above, it can be concluded that the definition of speaking skill is a persons' ability to express their ideas, thoughts, or feeling to others orally in sentences that are easy to understand.

Criteria success or the basic competency curriculum speaking is included in four basic capabilities in English that the students should gain well. 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. As social beings, we thrive in interaction with other people. Moreover, in these interactions, we need to have good speaking skills. So that's why speaking has the most important role in communication, because good communication ability, can make the

interaction more targeted. Communication skills here can be a speaking skill that you have.

Clark and Clark (1997:3) stated that “communication with language is carried out through two basic activities out, speaking and listening”. But in carrying out speaking, students usually face some difficulties with some aspects like vocabulary, pronunciations, and even language itself. 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 introducing videos 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.

SMPN 2 Siliragung is one of the junior high schools in the Banyuwangi regency exactly located in Barurejo village. The reason the researcher will research this school is that it is based on several reasons including the first, the facilities at that support students to participate in the task of making an introduction video given by the teacher. Second, the school environment supports students to be able to work on making the introduction video. Third, the distance of the location is affordable from the researcher’s residence. So that it will be more helpful for research in research because it

doesn't need to travel far. Fourth, the researcher has more convenience in obtaining information because many students are neighbors of the researcher. The last, this school is one of the junior high schools that are in great demand by new students and the community. Apart from its strategic location, this school is also far from the highway so it is safe for all students. Simply put, this school is very strategic for research in conducting research.

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.”

There are several reasons why the researcher has taken a task-based learning strategy by making introducing videos in improving students speaking skills, first, students can more confident and feel free to speak because there are only themselves so it can increase the confidence of students in exploring the ideas into the task. Second, students can create interesting videos in their sense, which means that students also can learn to make creative by their ability. Third, students can find new vocabulary when they try to convey their introduction. Although just general vocabulary that is related to their daily routine, at least they can get new knowledge. And the last, students can try to give their best in it, so that it can build a sense of competitiveness that is so important and useful for students.

In accordance with the problems of the school above, the researcher conducted research with the title **“The implementation of task-based learning strategy by making video introduction to improve students’ speaking skills at the seventh grade of SMPN 2 Siliragung in the academic year 2021/2022”** it is strengthened by some thesis from another researcher such as: The effectiveness of the task-based language teaching approach to improve students’ speaking skills (A quantitative research at the tenth grade at the Katharina Shirani Frauenfeld college in Marogoda) by Delini H, (2020), the effectiveness of task-based learning model on writing

news item text (A quantitative research at the eleventh grade of Madrasah Aliyah Negeri 3 Padang Panjang) (Hendrita, 2019), the effect of using task-based learning method by using secret message flower media on the students' achievement in speaking skill (A quantitative research at the eighth grade of SMPN Muhammadiyah07 in the academic year 2017/2018) by Gafni. The difference from this study is that in this study the researcher used introducing video to help students improve students speaking skills. In addition, making an introduction video can also foster creativity in students to create slick and interesting work.

B. Research Problem Formulation

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?

C. Objective of the Research

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.

D. The Scope and limitation of the Research

This research study is limited to the process of the implementation of a task-based learning strategy by making introducing videos to improve students' speaking skills at the seventh of SMPN 2 Siliragung in the academic year 2022/2023. Furthermore, the criteria for success that has been set was 70.

E. Significant of the Research

1. Teoritical benefits

The theoretical benefit of this research is providing information on issues that may be faced by both learner and teacher in a speaking learning process. Besides, this research hope can be one of the alternatives that possibly used to solve the problems faced by both learner and teacher.

2. Practical benefits

Here are some benefits of this research study that are expected to provide input:

a. The Student

The result of this research study can give benefit students in developing their speaking skills.

b. The Teacher

The result of this study can provide input to teaching speaking. In addition, it can also be a new technique or alternative that can be developed by the teacher so that it can optimize the learning process.

c. The other research

This research study can be a reference, literature, and give information to other researchers who have research related to speaking skills.

F. Definition of Key Terms

1. Speaking

Speaking is the process of constructing and sharing meaning by way of the use of verbal and nonverbal symbols, in various contexts (Richards:2008).

2. Task-based learning

Task-based learning is a foreign language teaching approach that encourages learners to use authentic languages by giving them a series of tasks to complete. This approach proposes an alternative approach for foreign language teachers (Ellis:2003).

3. Video

Video is one multimedia that shows a picture including Narration. So video is a visual tool that can present some displays, either verbal or nonverbal presentations (Sari, 2015:31).

4. Increase

An increase is an effort to improve the degree, level, and quality of quantity. An increase can also mean adding skills and the ability to be better (Adi, 2003:67).

5. Implementation

Something that leads to activities, actions, actions, or activities that are carried out systematically and are bound by mechanisms. that way, implementation is not just an activity, but a planned activity to achieve the goal of the activity Usman in Prawiro (2002:70)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related literature

1. Speaking

a. 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).

From those theories, it can be summarized that the meaning of speaking is an ability to produce meaningful expression, as well as the ability to express ideas or feelings in oral form activity in communication.

b. The purpose of speaking

The primary aim of speaking is to communicate. To communicate effectively, the speaker should understand the meaning of everything that wants to be combined, he must be able to evaluate the effect of communication on his audience, and he should know the principles underlying all things the talk situation, either general or individual (Tarigan, 1983:15).

Tarigan (2008:30-36) also convey that there are four important purposes of speaking that should know :

1) To inform

It means that the speaker wants to inform and share information, ideas, feeling, or opinion with the listener and provide information also for a specific purpose (Tarigan, 2008:30).

2) To entertain

That means that the speaker wants to make the listener enjoy and feel entertained with the material that has been selected based on their entertainment value (Tarigan, 2008:32). For example, when the teacher tells a funny story to the students it can make students more interesting to hear what the teacher talking about next.

3) To persuade

The point is that the speaker tries to confirm that the listener will do a particular activity (Tarigan, 2008:35). The teachers have to make interesting teaching by giving students some creative task or something which can make students more interested to join the activities.

4) To discuss

So here the speaker wants to invite the listener to participate in the discussion or disassembly jointly because the purpose of speaking is to make planning and decision (Tarigan, 2008:36). Discussion activities are believed to get more attention because there are problems that are discussed and must be solved by the student in the task given by the teachers.

According to Django et al, (1997:37) that the purpose of speaking is usually can be divided into five groups namely:

- 1) Entertaining
- 2) Informing
- 3) Stimulating
- 4) Convincing
- 5) And moving

Taken from Asses English Journal (Herna Apriyanti and Apud, 2016) that speaking is used for many different goals. Where each of these goals has a different skill in its use as below;

- 1) In casual conversation. The purpose of this activity may be to make social contact with other people, establish relationships, or just wanna spend our time with talk to our friends.
- 2) When engaging in a discussion with someone. The purpose of this activity may be to ask, search, or express an opinion that persuades a session of something or clear information.
- 3) In some other situations. The purpose of speaking in this activity can be to describe something, complain about people's behavior, or make or ask for polite help.

From all statements above, it can be concluded that someone who did speaking activities in addition to communicating also aims to influence other people with the intention that what is being said can be accepted by other people or their partner well. The existence of a reciprocal relationship activity between speaker and listener will shape communication activity to be more efficient and effective.

c. The aspects of speaking

In speaking, several aspects 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.

d. The function of speaking

Yuni Mahtawarmi (2019) wrote that several experts have attempted to organize the function of speaking in human interaction. Based on Brown and Yule (2000), as quoted in Richards (2008) explained that the function of speaking is divided into three categories, including speaking as interaction, speaking as interaction, transaction, and performance. Here explanation of each function of speaking.

1) Speaking as interaction

The first point of a function of this type is a tool of communication or social interaction. It is about how someone presents a message to others. So because of that, they must have the speaking skill to be able to communicate well too.

2) Speaking as a transaction

In this type, the focus is on conveying information to make people understand what we want to say clearly and accurately.

Speaking as the transaction has some features as revealed by Yuni M (2019) below;

- a) Just focus on the message, not the participants
- b) Focus on the main information
- c) Using communication strategies to make someone understand
- d) Using negotiation and deviation and
- e) The accuracy of language is not always important.

Richards 2008 (in Yuni, 2019) also mentioned that several skills involved in using talk to transaction like;

- a) Explain the necessary and intention
- b) Describing something
- c) The wondering
- d) The Confirmation of information
- e) The justification of opinion
- f) Making suggestions
- g) Clarification of the understanding
- h) Making comparisons

3) Speaking as a performance

In this function, speaking activities are more focused on monologues rather than dialogue. The function of speaking as performance occurs in some actions like speeches, public speaking, role-play performances, public announcements, debate, and storytelling. For example, when the teacher gives a task to students

to tell their experience about their debate show and their first presentation. The points features of speaking as a performance are as follows;

- a) The focus on both of message and participants.
- b) The accuracy and form are always important here.
- c) More organized and structured.
- d) The language used is more like written language.
- e. Type of speaking

As stated by Brown (2004:141), there are five basic types of speaking which are divided to:

1) Imitative

Imitation is the skill of imitating words, phrases, or perhaps sentences. Imitation is not only about the part of levels of phonetics and oral production, but also includes the number of prosodic, lexical, and grammatical properties of language.

2) Intensive

Intensive is the manufacture of spoken language over a short period designed to demonstrate competence in the narrow bands of grammar, phrasal, lexical, or phonological relationships such as prosodic-intonation elements, stress, rhythm, and point. For example, reading sentences aloud and dialogue completion.

3) Responsive

Responsive includes short conversations, general greetings, small talk, and simple requests or comments. On the other hand, responsiveness is an interaction and comprehension test.

4) Interactive

Interactivity lies in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants. For example, interviews, discussions, games, and role-play.

5) Extensive (monologue)

Extensive types include speech, oral presentations, and storytelling in which opportunities for oral presentation from the audience are limited and excluded altogether. This type needs more actions and interactions with listeners.

2. Task-Based Learning

a. Definition of Task-based learning

Tasks are activities carried out as a result of a process of understanding language. Assignments are usually given by the teacher to determine what tasks should be done by students to support teaching success. Using various tasks in teaching language is meant for teaching more effectively and efficiently. 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. Rad & Jafari (2013:88) stated that task-based language teaching suggests that it is important for teachers to be able to manage various task demands and provide scaffolding/ladder for facilitating language learning. At the same time, foreign language learners should also know the strategies that can make it possible for them to get the result of learning a language better.

So, from some definitions above, it can be concluded that the definition of task-based learning is the strategy carried out by the teachers by giving assignments to the students to determine students' abilities in learning, as well as to improve students' achievement better.

b. The framework of task-based learning

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).

c. Design of Task-Based Learning

The design of task-based learning includes six kinds of tasks that can be applied (Willis, 2004:26-27). Kind of the tasks are as below :

1) Listing

Practically, this activity can do by making generalizations to discuss what students do in trying to find the answer to ideas that they have. This activity includes brainstorming (where students share their knowledge and experience with their friends in the class) and fact-finding (in which students try to find or get information about something by asking or looking for a source). The result of this activity is ideas.

2) Ordering and shorting

This task consists of four processes as below:

- a) Sequencing (sequencing items) is an action or event that is sequentially, logically, and chronologically.
- b) Ranking (ranking item), relates to individual value or specific criteria.
- c) Categorizing (categorizing item), group accordingly the category.
- d) Classifying (classifying items differently) this done when categorization is not applied.

3) Compering In general.

This type of task include compression of the same information but comes from other source or different versions. It is intended to identify the same or different goals. These tasks include :

- a) Matching. is carried out to identify things that are specific and to relate them to another.
 - b) Finding similarities, and
 - c) Finding differences
- 4) Problem-solving.

Problem-solving tasks demand the intellectual knowledge of humans and the power of the mind of humans. The task is interesting and fun to solve. The completion of the process and the time allowed vary depending on the difficulty of the problems. The problem that can be faced and applied in this task comes from everyday life. These problems are in the form of hypotheses, descriptions of experiences, and comparing alternative solutions to problems. Completeness of assignments is often based on extract/digest troubleshooting or unification of troubleshooting keys. Classification ends with more complex specialized studies and requires in-depth observation based on certain criteria, and often includes additional fact-finding and investigation.

- 5) Sharing personal experience.

This assignment gives students the freedom to speak more calmly and openly about themselves and their experiences with other students. The result of this task consists and relates to a conversation about social life. This task is different from other

tasks which directly oriented to the goal, so this task will be difficult to do in class.

6) Creative task.

These tasks are often called projects and engage groups of students in a variety of creative tasks freer. The task also has more levels of difficulty compared to other tasks and can be combined with several types of tasks. For example listing, ordering, shorting, compering, and problem-solving. Organizational skills and group work are important to do to carry out the task. the result of the study carried out are very appreciated and like both of audience and the students who were involved directly.

d. Advantages and disadvantages of TBL strategy

1) The Advantages of the TBL strategy

Here are some benefits of a task-based learning strategy by some experts:

- a) Task-based learning provides several advantages because this approach allows students to explore the knowledge they have acquired in the context of communication (Nunan:1998).
- b) Task-based strategy encourages students to become users of the target language. It approaches purpose to involve language learning in the use of language which focused on meaning (Ellis, 2009).

- c) Rider et. al, 2007 state, that the advantages of the task-based learning approach are :
- (1) Task-based helps students to interact directly, and students have the freedom to use any vocabulary and grammar that students understand.
 - (2) Automaticity. The task-based learning approach gives students a chance to create automaticity. It means that students can act with little or no more effort.
- d) Task-based learning allows students to learn and increase their vocabulary (Sutris Sutiyatno, 2014).
- e) 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 can be useful for students to use language for various purposes. That approach creates a condition that can increase the use of spontaneous language (Andon, 2010).
- f) Maximize space to communicate. Task-based learning provides conditions that allow students to assimilate what they pay attention to while doing the task (Newton, 2001).
- g) Task-based learning can make students more motivated and it also can be used together with a more traditional approach (Fatimah Nafni, 2018)

2) The disadvantages of the TBL strategy

Besides, having some advantages, the task-based learning strategy also has some disadvantages as below:

- a) Task difficulty. Cognitive load and clarity of purpose of a task, complexity, and interpretation of a language are considered criteria that establish the level of difficulty of a task (Tavakoli, 2009).
- b) Asynchronous between the perspective of a teacher and students. Some studies show that incidents in the class that are the same are often interpreted with the difference between teachers and students. The difficulties that experienced students among them include demands cognitive, demands linguistics, task structure, affective factors, and several other pieces of information. (Kumaradivelu, 2003).
- c) Fatimah Nafni 2018, describe some disadvantages of task-based learning in her thesis below:
 - (1) Assignment of the task for task-based learning has demanding preparation.
 - (2) While applying task-based learning activities in the classroom, management of the activity in terms of time discipline can create a problem.

- (3) It is difficult to discover materials for task-based learning. But the teachers have to adapt to the available materials.
- (4) Task-based learning can be very effective at intermediate levels and beyond but some teachers question its usefulness at beginner levels.
- d) The impact of the task may be inconsistent with the goals and objectives for which a task is designed (Ellis, 2003).
- e) Linguistic deficiency. Students that have enough linguistic skills will get hard to involve themselves in a task (Murphy, 2003).
- f) Students' needs are neglected. It means that most students have specific necessary in language learning that they want to. The new language is learned for various reasons and not all students require the same task. so, the students face an obstacle to getting the purpose, and very often student's needs are ignored (Branden, 2006)
- g) Diverse classes. It means that the class consists of various students with different talents, learning styles, and motivation levels. Several tasks are suitable for some students but not appropriate or even too difficult for others (Skehan, 2002).

3. Introducing Video

a. 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”.

Warak (2018), wrote in his journal that introduction is an expression used to describe or introduce oneself in English.

Furthermore, the word of introduction in English is interpreted as follows :

- 1) Introduction is making something known for the first time or formally saying that two people greeting each other share particular information about themselves.
- 2) Introduction brings (a person) to another person to do acquainted.
- 3) Introduction is an activity that is done by (two or more people) each other personally.

Self-introduction is one of the steps to building self-concept. Under John Robert powers (1977), self-concept is awareness and understanding of himself which include; who I am, what are my abilities, what are my weakness, what are my strengths, what is my role, and what is my desire?" self-concept is to be the basis of conscious behavior in everyday life.

There are two kinds of introduction, namely introducing yourself and introducing other people. In English, it is said that “acquire self or others usually do when we met with someone for the first time, and acquire others when they never met that particular person” (Darminah, 2016:133).

1) Self-introductions

Here are some formal expressions and responses that are usually used in self-introduction.

Table 2.1: Formal expression

Formal introductions	Respos
Please let me introduce myself, my name is...	How do you do? Nice to meet you.
Good morning, my name is...	Good morning, how do you do?
May I introduce myself to you? I am...	Hi I am...glad to meet you
Let me introduce myself..my full name...	Oh hi, please to meet you. Hi/hello...
Hi, my name is...	Hello, my name is...

Informal introductions are usually used when you are talking to a person who has the same age as you like your classmate, close friends, or even your family. Here are some expressions and responses used in informal introductions.

Tabel 2.2: Informal expression

Informal introduction	Respos
Hello I am....nice to meet you	Hi, I am... nice to meet you
Hi I am....nice to meet you	Hello, I am...nice to meet you too
Excuse me, I am...what's your name?	I am...
Hi, what's your name?	Hello, I am../ my name is...

2) Introducing other people

Tabel 2.3: Formal and informal expressions

Formal/Informal	Respons
Good afternoon, may I introduce our guest?	-How do you do Mr/Mrs... - hello, I am glad to see you
I would like to introduce you to my boss.	- hello, pleased to meet you.
Rahul, let me introduce you to my mom	

Mr/mrs..this is ...my friend/ family	
Let me introduce my friend, her/his name is...	
Riski this is iva, my friend here	
Oh, Mom, I'd like you to meet me.	

Warak (2018), also wrote that some aspects need to be considered by students in the introduction. Those aspects are as below:

- 1) Convey the sentence politely
- 2) Use a good body gesture that does not deviate from local customs or culture.
- 3) Avoiding the use of negative sentences.
- 4) Should start with a handshake if it is a direct introduction, and
- 5) An indirect introduction should start with a greeting.

b. Video

Yudianto (2017) revealed in his article that video is an electronic media that be able to combine audio and video technology visuals together to produce a dynamic and interesting show. As mentioned by Sari 2015:31 (in M Sunyoto, 2019) video is one multimedia that displays images including narrations. So, video is a visual tool that can present several views, both verbal and nonverbal presentations. Moreover, video not only produce visual but also audio. With video, students can watch and listen to something, or even make it by themselves. Video can give meaning to students, and they also use video as an alternative to get or share their idea on screen. Selection of video as media dissemination of innovation, besides being able to combine visual and audio also be packaged in various forms. For example, combining face-to-face communications with group communication, using text, audio, or even music. Take from Edgar Dale's theory and Bunner's theory, both of these theories assert that students will experience more meaningful learning if the teachers present a learning atmosphere that can be felt by students using all their senses.

While here, the research will use making introducing video as an approach to the student from task-based learning strategy that will research implement.

Several research studies had concluded that video media is one way that can increase students' learning motivation because;

- 1) Video is a fun media for students so that it can arouse students' curiosity and enthusiasm about learning (Irfan, et al, 2016).
- 2) The video has sound in the form of music, explanatory illustrations, and sounds taken from real conditions. So, the video has its attractive to students (Suryansyah & Sujarwo, 2016).

Arsyad (2003) mentioned that video media has a function as a learning media, the function is; the function of attention, affective, cognitive, and compensatory function.

- 1) Attention function means that video media can attract attention and focus the audience's concentration on the media material.
- 2) Affective function, media videos can inspire the audience's emotions and attitudes.
- 3) Cognitive function, that media video can accelerate the achievement of learning objectives to understand and remember message or information contained in the image or symbol.
- 4) Compensatory function means media video provides context to the audience who has a weak ability to organize or remember information that has been obtained.

Hadi (2017), wrote in his article that several research results state video is a media learning that has positive contributions to student learning outcomes (Sarkono, et al. 2016), (Dewi, N. P. et al.

2013). (Irfan, et al. 2016). Sudjana and Rivai (1992) stated that the benefits of video media are that; can build students' motivations, the meaning of the message will be clearer so it can be understood by students, and make it possible to master and achieve the delivery purpose. In pursuance of Prastowo (2012:302), some benefits of video media are divided to:

- 1) Give an unexpected experience to students.
- 2) Showing something real which is impossible to see before.
- 3) Analyzed changes that will exist in the period of a certain time.
- 4) Give an experience to students to feel certain circumstances and,
- 5) Show the case study presentation about real life that can trigger students' discussions.

Zuhra (2018: 13-14) stated, that when teachers use video as an alternative in learning activity it is not only found out advantages but also will find some disadvantages in using video for students.

1) The advantages of using video

Here are several advantages when teachers implement video in teaching-learning activities;

- a) To see the language used students not only get audio or visual on the video but also the knowledge related to linguistics. As a result, they can learn elements of English more intensively from a video.

b) Cross-culture awareness

Various videos can attract students' attention to find out about the culture or custom situations in other areas. So they can understand and become new information for them.

c) Creativity enhancement

Nowadays, students can make interesting videos by using their cameras. Students also can be their camera directors. And the, they can create interesting, fun, and creative content by themselves.

d) Motivate

Besides all advantages mentioned above, this can also make the students more motivated to improve their abilities.

2) The disadvantages of making introducing a video

As a teacher, in addition to thinking about the advantages that will be received by students, teachers must also be aware of the disadvantages that are possible to be received by students as the possibility of a divided focus of students when the use of the electronic device is allowed in or during the learning process. For example, students can share their focus by opening other applications on their phones like WhatsApp, Instagram, or those that are not related to the task given by the teachers.

4. Classroom Action Research

Here are some definitions of Classroom Action Research asserted by some experts. McNeill (2002:87) defined Classroom Action Research as :

“Action research is a term that refers to a practical way of looking at your work to check that it is you would like it to be. Because the research is done by those of you who are practitioners, it is often referred to as practitioner-based research; and because it involves”.

Arikunto (2006:3) assert that Classroom Action Research is an examination of learning activities in the form of deliberate actions which happened in the classroom. Gonda and Aspi, 2014 allege that Classroom Action Research is a research study that applies the scientific method to solve a certain problem in a limited scope (in Yulia Indahri, 2018). Furthermore, Allwright (1983:191) declares that Classroom Action Research is just classroom-centered research, it does not the same as, for example, research that concentrates on input in the class (syllabus and the material) or output from the class (students' ability and achievement value). It doesn't ignore anything or try to devalue the importance of input or output. It is an attempt to observe what happens in the classroom when students and teachers get together.

So, from all those definitions above it can be an inference that CAR (classroom action research) is a strategy of action research organized

by teachers as a researcher in the class where data was collected. In short, it can be concluded that CAR (classroom action research) is research that the activity conducted in the classroom.

a. Characteristics of Classroom Action Research

Sukardi (2003) claims that there are four characteristics of Classroom Action Research among them;

- 1) Practical problem related to daily work which too is identified and completed.
- 2) Well-planned actions or activities used to solve the problems to improve the quality of the research subject.
- 3) The planned steps are always in the form of phrases or cycles to be carried out individually or in a team intensively.
- 4) There is reflecting thinking from research before or after action. Self-reflection is very important to evaluate what has been treated and its implications on the subject of the research.

b. The objective of Classroom Action Research

Cohen and Manion (1989) propose that there are several objectives of conducting Classroom Action Research such as;

- 1) To solve problems in a particular context and offer solutions for better changes or improvement.

- 2) To act as a training service in providing new skills or methods and enhance the analytical strength of self-awareness for the teachers.
 - 3) To change the previous approaches that normally prevent innovations.
 - 4) To provide a better alternative from subjective and impressionist approaches to problem-solving approaches in the classroom.
- c. The benefits of Classroom Action Research

Sunyoto (2019:36) mentions in his thesis that there are some benefits of using Classroom Action Research, as a fellow :

- 1) Classroom Action Research provides the advantage of being an educational innovation that developed from the beginning because teachers are recognized as educational practices.
- 2) The result of Classroom Action Research can be used as output in curriculum development.
- 3) Classroom Action Research develops teachers' skills as professional teachers.

B. The Previous Study

There are some previous studies related to this research study, among them as below:

1. The effectiveness of the Task-Based language teaching approach to improve students' speaking skills (*A Quantitative research at the tenth*

grade of the Katharina Shirani Frauenfeld college in Moragoda 2019/2020) Based on Dilini (2020). As mentioned in the result of her research study that “TBLT is an effective strategy to teach students and to help them in improving their speaking skills”. The previous study above has some similarities with this research study which is either this research or the previous study used Task-Based as a strategy. Besides, both of them have a purpose in improving students’ speaking skills. The previous study above uses a quantitative approach as a research methodology while this research study uses class action research as the research methodology.

2. The effect of using task-based learning method by using secret message flower media on the students’ achievement in speaking skills (*A quantitative Research at the eight-grade studies of SMP Muhammadiyah07*) Nafni (2018). She states in the result of her study, Nafni (2018) “ task-based learning method gave a significant effect on students’ achievements in speaking skills.” The previous study has some similarities with this research study among them, either the previous study or this research study used a task-based learning strategy. Besides that, both of them have the same targets in developing speaking skills. The previous study used quantitative research as the design of the research by using secret message flower media, while this research study used classroom action research as the research design by making introducing video.

3. The effectiveness of task-based learning model on writing news item text (*Quantitative research at the eleventh grade of Madrasah Aliyah Negri 3 Padang Panjang*) Hendrita (2019). She concluded in the result of her study “The implementation of TBL technique significantly gives improvement to the students’ Achievement on writing news Item text”. The previous study above used a task-based as the model of the research study this research study used a task-based as the strategy of the research either. The previous study takes quantitative research as the design of the research meanwhile, this research study takes classroom action research as the design of the research. Besides, the previous focus was on writing news item text, and this research focused on making introducing video.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

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.

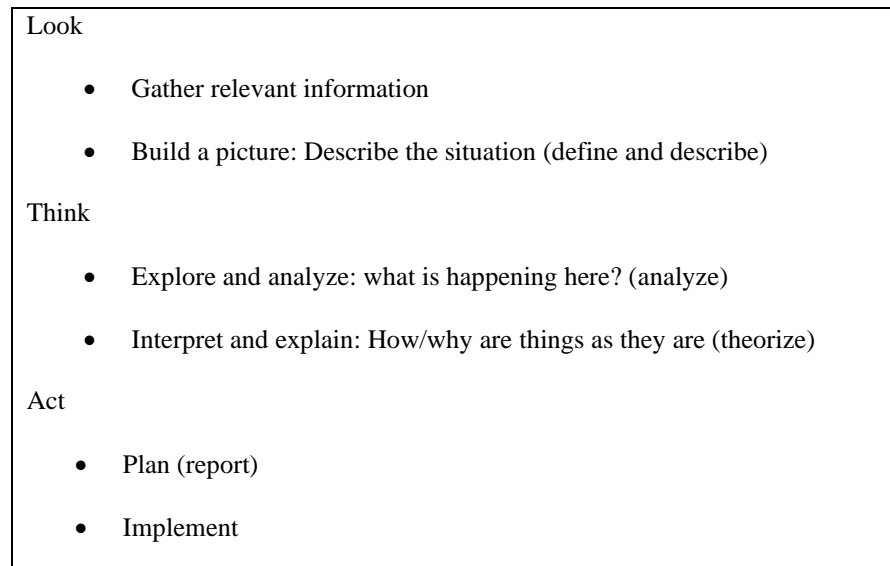
Indahri (2018) wrote in her article that research also can be classified based on the work field, are educational and non-educational research. Action research is an educational study that on one hand classified as a type

of applied research based on the purpose but on the other hand, it is also categorized as classroom action research based on its scope. Action research is the actual research method. It includes two words 'actions' and 'research'. In an instant, these two nouns could mean taking an action in a research activity or doing research through a series of actions.

Arguing about its definitions, Cohen and Manion (1989) declare that it is not easy to understand the definition of the terms because of the variety of the time, place, and arrangements from each other. Whatever its meaning, it refers to integrations of teacher actions in research activity. This can be seen from these definitions that when we talk about action research we are still dealing with some general problems because they haven't talked about the classroom setting as a research site, teacher as researcher, and student as a research subject or the informant not yet. When a study is conducted in the classroom by the teacher, then it calls CAR.

According to Stringer (2017:1) Classroom Action Research is an investigating systematic approach that is used to find the effectiveness and solution to solve problems in their situation. Stringer states that the basis of the action research routine is as below:

Picture 3.1: Basic action research routine



Adapted from Stringer, 2017:1

1. The procedure of Classroom Action Research

There are four stages of Classroom Action Research based on Sukardi (2003) which elaborated below;

a. Planning

At this stage, research must make a series of action plans by looking at current conditions. This planning aims to improve previous conditions. That's the way the planning should be future-oriented as whatever is planned to be implemented in the acting stage. The guiding questions in this planning stage are what, why, when, where, by whom, and how about the acting stage.

b. Action

The second stage is action, which must be controlled accurately. This phase should be done carefully and should be formed well-planned practical action. A good action can be supported by rational

and standard planning. There are three important elements to building a good action namely are; practice improvements, individual understanding, collaboration, and improvement of the situation in which the action occurred (Sukardi, 2003). Shortly, this stage should be implemented by the planning.

c. Observing

The use of the observing stage is to record the implication of the action taken. Very careful observation can be required to overcome the limitations of action taken by the research. Good observation must be flexible and open to allow room for expected and unexpected indications.

d. Reflecting

The fourth stage is reflection. This stage is seen as an instrument for reinvestigation of the previous measure or action used to treat the subject, which has been recorded in the observation stages. At this stage, an evaluation can be carried out to find out if the implementation is a success or not. If the result is not as expected then the process can be restarted from the first stage of the next cycle.

B. Research Setting

This research was conducted at SMPN 2 Siliragung located on Jl. A. Yani 42, Barurejo, Siliragung sub-district, Banyuwangi Regency, East Java

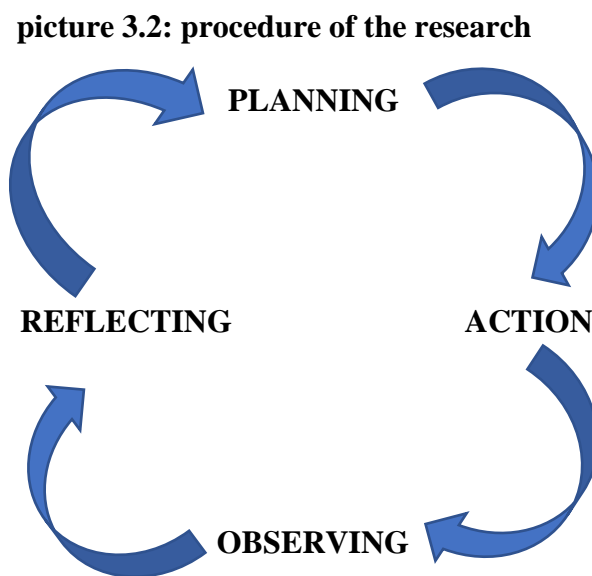
province. This research has been carried out from March 15 to April 09, 2022.

C. Research Subject

The research subject here is seventh-grade students of SMPN 2 Siliragung which consist of 31 students, including 20 male and 11 female.

D. Procedure of the Research

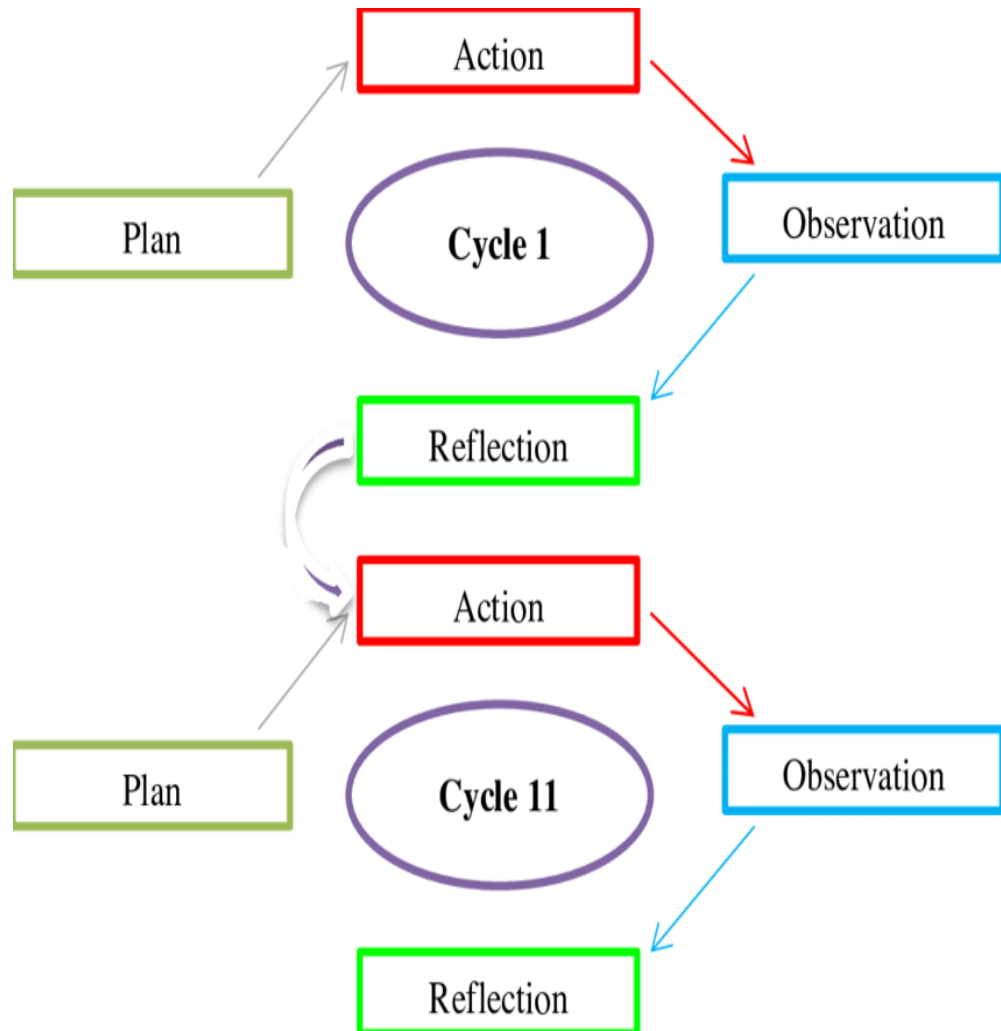
The procedure of this research study used the procedure conducted and suggested by Kemmis below;



Kemmis, 1998 (see Yulia Indahri, 2018)

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;

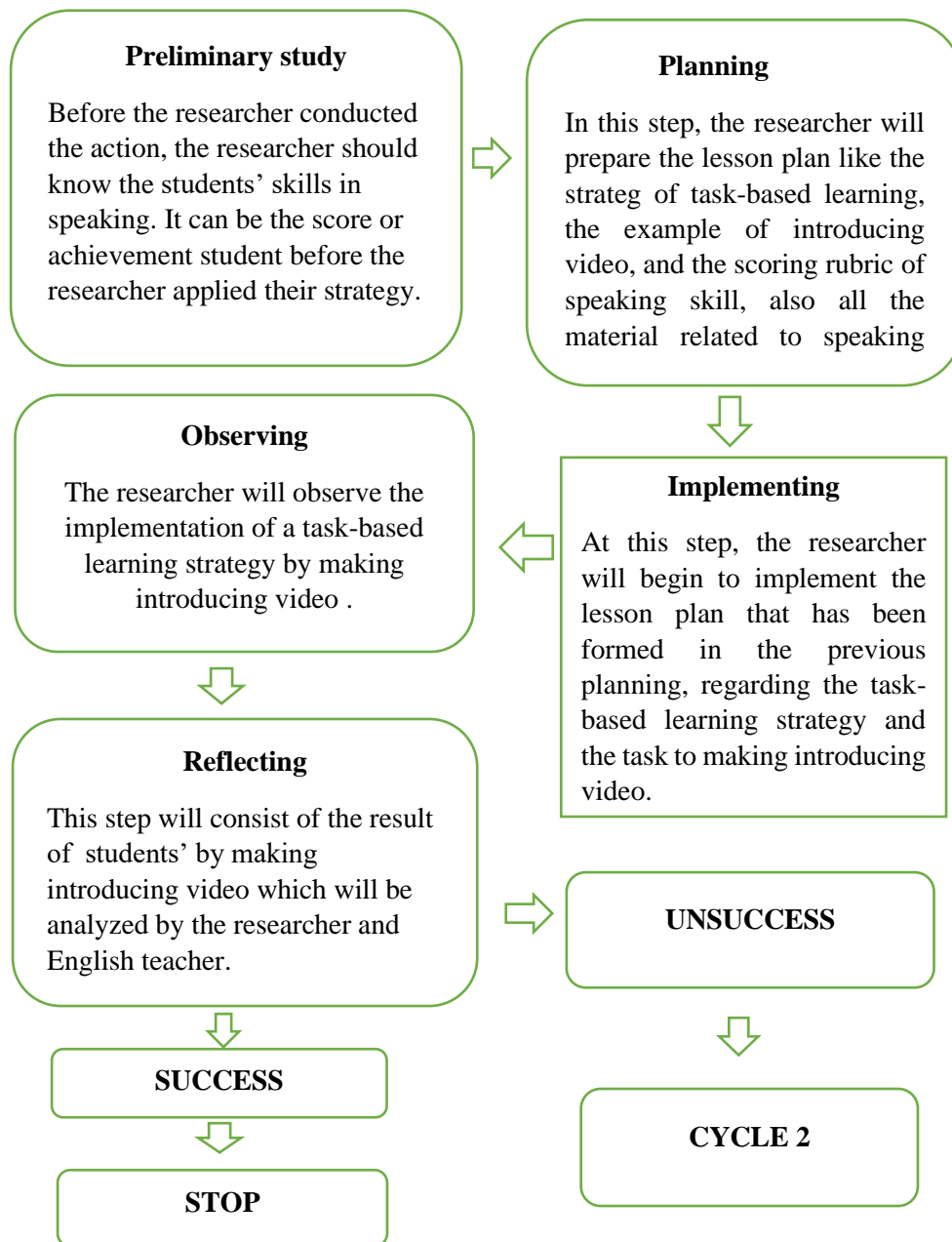
Picture 3.3: The model of Classroom Action Research



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

Before the research implemented these steps, the researcher had identified students' problems in speaking skills in the preliminary study. So, in this research study the researcher used the concept by Kemmis and McTaggart as the research procedure as follows;

Picture 3.4: the concept of the research procedure



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

1. Reconnaissance

Before carrying out research actions, the researcher firstly makes observations to find out the conditions and situations in a learning activity. Furthermore, all information related to students' activities in speaking which identified by the research. Then, the researcher conducted interviews and observations on whether students had problems or not during the process of learning activity.

2. Cycle I

The first cycle was conducted on March 2022 by some below;

a. Preliminary study

Before starting to make learning plans, the research firstly seeks information about the situation and condition of the learning process in the classroom, students' achievement and score in speaking, as well as the problem that may be encountered by students during English learning activities, especially in speaking before the research implement a strategy that they have.

b. Planning

After knowing the conditions in the class as well as the problems faced by students in learning English, especially in speaking. The researcher begins to arrange the appropriate learning plans for students based on the research study that has been taken by the researcher. In addition, in these steps, the researcher prepares all necessary needed in the learning process such as:

- 1) Made the lesson plans
 - 2) Prepared the teaching strategy
 - 3) Provided the material
 - 4) Provided an instructional strategy
 - 5) Provided students with test
 - 6) Prepared the criteria for success
- c. Implementing (action)

After preparing all the lesson plans, in this step, the researcher begins to apply the lesson plan that has been formed in the previous steps to the students. Afterward, the researcher implemented the task-based learning strategy by making introducing videos to improve students' speaking skills. And also several other activities that are usually carried out by a teacher such as;

- 1) The researcher greets students as an opening before starting the lesson.
- 2) Checking students' attendance.
- 3) The researcher tells the topic that was discussed that day.
- 4) The researcher introduced and explained about introduction to improving speaking skills, including the definition, the strategy, the rule, and the important aspects of it.
- 5) The researcher asked the students about the difficulty of speaking in the learning process.

6) The researcher provided the example of introducing video to students.

7) The researcher prepared the task to measure how much the student progressed in speaking.

d. Observing

In this stage, the researcher observed what happens during the teaching-learning process. The researcher uses observation guidelines to determine objective research results, there are several stages:

1) The researcher observed the level of interest of students in the learning process.

2) The researcher observed students' activeness.

3) The researcher monitored all of the ways students worked in doing a task.

4) The researcher observed the students' speaking ability in the learning process and during doing the task.

5) The researcher monitored how are the students explored their idea in the task of making an introductory video that they working on.

e. Reflecting

In the reflecting step here, the researcher did a reflection on the result of the implementation that has been carried out in the previous cycle or cycle I. Several reflections will be carried out by the researcher such as:

- a) The researcher analyzed the data from cycle 1.
- b) The data that was analyzed was generated from the test carried out in cycle 1.
- c) The researcher analyzed the problems that arise while making solutions to the problems in cycle 1.
- d) And then, the researcher concluded whether the Classroom Action Research in cycle 1 was successful or unsuccessful. So, when the action in cycle 1 does not work, the researcher revised in cycle 2 to solve students' problems in speaking.

3. Cycle II

Whereas, cycle II carried out by the researcher when the first cycle has been implemented fails (on March 19 and 22). The steps taken are not much different from cycle I. It's just that in cycle II the researcher has reset, repaired, or even remake the plans that have failed, like :

- 1) Revised the lesson plan that has been compiled in cycle I
- 2) Revised the implementation of the lesson plans that have been applied previously.
- 3) Revised the count of meeting that was done previously.
- 4) Revised the plan of reflecting.

However, if in the second cycle the students have not been able to meet the predetermined success criteria or fail, the research will continue in the third cycle. However, if in this second cycle the students

succeed in meeting the specified success standards, the research will be stopped.

E. Procedure of Data Collection

The researcher here used a qualitative approach as a data collection technique. There are some ways to collect data by using a qualitative approach, including;

1. Observation
2. Interview
3. Documentation
4. Test

F. Research Instrument

Based on the data collection technique was carried out by the researcher, then several research instruments were needed by the researcher as support in the data collection process. The research instruments are the first, An observation checklist. Observation is made to analyze all conditions that appear in the classroom. By using the observation checklist, the researcher can find out the students' behavior that indicates students are understood English and learning activities. Second, an interview transcript. The interview transcript is made by the researcher to collect data which sources from students. Third, test. Test giving here is to find out the achievement of students in English, especially speaking after the implementation of task-based learning strategy by making introducing video that consists of daily

activity and students' experience. The last is Riter. The existence of the Riter here is to strengthen or increase the validity of the data already owned by the researcher. The rater here is a student from the same English faculty as the researcher. So she is suitable to be used as a second-rater in this study.

G. Data analysis

Researchers analyzed the data obtained from observations and interviews using a qualitative approach, namely through several ways. First, the researcher will collect the required data. The second is data reduction and categorization. The point is that the researcher chooses which data is relevant to use to strengthen the researcher's research report. After that, the researcher continued to categorize the data. The point here is that researchers can categorize data according to their needs, such as data by date, each meeting, or the characteristics of students. Third, the researcher displays the data. the point is that the researcher can present the data in the form of a narrative, chart, flow chart, table, and others. Finally, the researcher concludes from the data that has been described in the outline using language that is easy to understand and not complicated. The researcher analyzed all teaching and learning processes that occurred in the preliminary study, cycle I, and cycle II by identifying the categories of students' abilities in speaking skills. Such as pronunciation, fluency, grammar, and vocabulary by using a scoring rubric and Microsoft excel to find out the averages, presentations of students who passed and did not pass,

the lowest student scores, the highest student scores, and the total of student scores.

Table 3.1 scoring rubric

Pronunciation	1-4
Grammar	1-4
Vocabulary	1-4
Fluency	1-4
Total	16

Tabel 3.2: the scoring rubric of speaking

Level	score	Indicators
Pronunciation	4	The pronunciation is very clear and easy to understand.
	3	Easily understanding the word despite the influence of the mother tongue can be detected.
	2	The pronunciation is not clear, but it can be understood by the listener.
	1	The pronunciation is not clear.
Grammar	4	Little or no grammatical errors.
	3	There is an error sometimes but does not affect the meaning.
	2	Often use grammatical errors in speaking.
	1	Use the structure and grammar of the wrong sentence.
Vocabulary	4	Using appropriate vocabulary and expressions.
	3	Use inappropriate words sometimes that is needed to be explained more.
	2	Use inappropriate words frequently. Vocabulary which is used is limited and often repeats the same words.
	1	Use inappropriate words frequently. Vocabulary which is used is limited and often repeats the same words.
Fluency	4	Speak very fluently.
	3	Slightly disturbed by the language problem.
	2	Often hesitated and stalled because of a lack of vocabulary
	1	Stop speaking for a long time to think of the idea.

Theresa (2011. Tool and Technique for Classroom Assessment) Score

Guide: $score\ result \times 100 \div score\ maximum$

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the result of this Classroom Action Research that used a task-based learning strategy by making introducing videos in improving students' speaking skills. Besides, the research has been conducted the research started from a preliminary study until two cycles.

A. Research Finding

1. Preliminary Observation (Reconnaissance)

The researcher observed the teaching-learning in the seventh-grade students on March 15, 2022, with the research schedule below;

Table 4.1: The Schedule of Research

Date	Activity		
	Pre-study	Cycle 1	Cycle 2
March 15, 2022	- Observation - Matery		
March 19, 2022		- Matery - Task	
March 22, 2022		- Matery - Test	
March 26, 2022			- Matery - Task
March 29, 2022			- Matery - Task
March 05, 2022			- Matery - Task
April 09, 2022			- Matery - Test

Observation 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. Furthermore, to analyze all conditions in the classroom, the observation was also supported by an observation checklist, as below:

Table 4.2: Observation checklist for students in a preliminary study

No	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓	✓	✓	✓
2	EG	✓			✓
3	WP	✓			✓
4	MD	✓			✓
5	AD				✓
6	SH	✓		✓	✓
7	AF	✓			✓
8	FP	✓	✓	✓	✓
9	GPA	✓			✓
10	HG				✓
11	KS	✓		✓	✓
12	AN	✓		✓	✓
13	MM				✓
14	ME	✓			✓
15	AA	✓		✓	✓
16	NP	✓			✓
17	PA				
18	RK	✓		✓	✓
19	KAP				✓
20	ARP	✓			✓
21	TH			✓	✓
22	AA	✓			✓
23	AS	✓			✓
24	AP				✓
25	MP	✓			✓
26	AAH	✓		✓	✓
27	AR				✓
28	NZI	✓	✓	✓	✓
29	MA	✓			✓
30	EW				✓
31	SE	✓			✓

Table 4.3. Observation checklist for the teacher in the preliminary study

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about greetings.
6	Giving media to teach	✓		The teacher gave a video to deliver the material.
7	Giving students a chance to ask	✓		The teacher gave study time to ask what made them still confused
8	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
9	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

Based on the observation checklist above, the researcher could conclude that nine students still did not pay attention, three students who asked the question, and ten students who dared to respond to the question from the researcher. Not paying attention here is not only because they do not pay attention to the explanation that has been presented but in the form of focusing on other things such as being busy looking outside class, playing pen, daydreaming, talking to themselves, and also sleepy. In addition, when researchers ask questions to students, most of them are just silent and unable or willing to answer the researcher's questions. Even those who paid attention were also more silent and did not want to

answer the question. and there were only a few students who are willing to respond to the questions posed by the researcher. Besides, when the researcher allowed them to ask about something they might not understand, only a few students dared to ask. Although most of the students paid attention and responded to what the researcher said and asked, only a few students were brave enough to ask questions. For more details, this can be seen in the observation checklist above. So, to find out students' achievement in speaking skills, the observation was completed by carrying out a speaking test that involves an introduction which did in front of the class in post-activity. However, although it is a little difficult to condition all students, they still do the task requested by the researcher, namely introduction in front of the class.

Pictures 4.1: Observations in the preliminary study



In the result, the researcher analyzed their works by using a scoring rubric adapted from Theresa (2011). Furthermore, after completing the

task to did introduce in front of the class, students' score was converted as follows :

Table 4.4: Students' scores in a preliminary study

NO.	NAME	SCORE
1	BA	75
2	EG	63
3	WP	70
4	MD	56
5	AD	70
6	SH	45
7	AF	70
8	FP	75
9	GPA	56
10	HG	50
11	KS	56
12	AN	63
13	MM	75
14	ME	70
15	AA	45
16	NP	75
17	PA	50
18	RK	75
19	KAP	63
20	ARP	56
21	TH	63
22	AA	45
23	AS	63
24	AP	56
25	MP	63
26	AAH	81
27	AR	63
28	NZI	70
29	MA	70
30	EW	50
31	SE	45
TOTAL SCORE		1.927
MEAN/AVERAGE		62.1
LOWEST SCORE		45
HIGHEST SCORE		81

Based on the score table obtained by students in the above observations, 31 students can participate in doing the task. Therefore the

scores obtained by students in the table above are analyzed using a scoring rubric, while the standard criteria score (SKM) was 70. Moreover, there were 61% of students were not successful in speaking, which means that their score of students was under the standard success or criteria maximum of the score (SKM). While there were 39% of students who were successful in the pre-study task (speaking) because the result of the score that they get meets the standard success or criteria maximum of the score.

Based on interviews conducted with students conducted on March 1 and 15, 2022, researchers can find out the problems faced by students learning English, especially speaking. This interview has been changed to an interview transcript. According to data generated from interviews, it can be seen that students are less interested in English because they think English is a difficult lesson. Furthermore, the researcher concludes that there are several problems faced by students. For more details, see the interview transcript below.

Student 1 : *“Karena bahasa inggris bukan bahasa kita kak. Jadi kami tidak terlalu suka”*

Students 2 : *“kita tidak terbiasa berbicara bahasa inggris kak. Dan itu masalahnya”*

Students 3 : *“Bahasa inggris sulit kak, cara untuk ngomongnya terlalu sulit”*

Students 4 : *“kita tidak percaya diri kak kalau berbicara bahasa inggris”*

Students 5 : *“Banyak tidak hafal kosa kata kak”*

Students 6 : *“karena membosankan kak”*

Students 7 : *“cara membacanya tidak semudah membaca bahasa indoesia kak, jadi pusing”*

In addition to all the problems faced by students above, the researcher is sure that the lack of vocabulary they have is also one of the problems faced by students. This can be proven by the inability of some students to know the vocabulary that is quite common to know, such as eating, waking up, and so on. When the researcher asked if they had practiced speaking in class, an informant said "the teacher once asked us to introduce ourselves in front of the class when we first entered school, after that the teacher gave us a task to do. So, we rarely practice speaking. Moreover, the teacher only focuses on the guidebooks that we have without other media.”.

Based on the opinion of the informants above, the teacher should be able to find new media that can help students to be more enthusiastic in learning English such as short videos or other media that can make learning more fun.

2. Description of Strategy Implementation

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

1. Report of The Cycle 1

a. 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.

b. Acting/Implementing

In this first cycle, three meetings were implemented.

1) The first meeting

According to the schedule stated by the researcher in the previous paragraph, this first meeting was completed on Saturday, March 19, 2022, and 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. 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.

Picture 4.2: First meeting In the cycle I



Table 4.5: Observation checklist for students in the first meeting

Nu	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓		✓	✓
2	EG	✓	✓		✓
3	WP	✓			✓
4	MD				✓
5	AD	✓			✓
6	SH	✓	✓		✓
7	AF	✓			✓
8	FP	✓	✓	✓	✓
9	GPA	✓			✓
10	HG				✓
11	KS	✓		✓	✓
12	AN	✓			✓
13	MM	✓			✓
14	ME	✓			✓
15	AA	✓	✓	✓	✓
16	NP	✓			✓
17	PA	✓			✓
18	RK	✓		✓	✓
19	KAP				✓
20	ARP	✓			✓
21	TH	✓		✓	✓
22	AA	✓			✓
23	AS	✓			✓
24	AP				✓
25	MP	✓			✓
26	AAH	✓	✓		✓
27	AR				✓
28	NZI	✓			✓
29	MA	✓			✓
30	EW	✓			✓
31	SE				✓

Table 4.6. Observation checklist for the teacher in the first meeting

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about daily activities.
6	Giving media to teach	✓		The teacher gave a video to deliver the material.
7	implementation of task-based learning strategy	✓		The teacher gives the task to students to make an introduction video.
8	Giving students a chance to ask	✓		The teacher gave study time to ask what made they still confused were
9	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
10	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

2) The second meeting

The second meeting in the cycle I was completed on Tuesday, March 22, 2022, with the following activities:

a) Pre-activity

Not much different from what was done in the pre-activity at the first meeting, the researcher started the lesson by greeting Assalamu'alaikum wr wb, then the researcher continued to lead the prayer by reading basmalah together,

followed by checking the attendance of students. After that, the researcher asked about the material that has been explained in the first meeting, and also the researcher gave some questions related to the material before.

b) Main activity

As already available in the design of the lesson plan, the researcher delivered material that was different from the first meeting. If previously the researcher explained about expressions of daily activity, then in this second meeting the students learned about the introduction.

The introduction here is part of the focus of the research conducted by the researcher, namely the making of an introduction video. So that why, in this meeting, the researcher explained in more detail what an introduction was, including what was the content of an introduction other than the name and address as they are generally used. But the introduction here can contain someone's experience, daily routine, or daily activity.

In this meeting, the researchers also did not forget to show examples of introductory videos to students to help make it easier for students to work on the task of making introductory videos. After that, the researcher did not forget to ask students to write down the material that had been

delivered and also offered questions for them such as "okay, any question?" but students did not even know the meaning of the sentence before. But in this second meeting, despite their doubts, some of the students dared to respond even if only by shaking their heads.

c) Post activity

However, in the post-activity at the last meeting, after giving a conclusion about the learning that has been explained, the presenter gives a test for students by re-creating an introductory video like the task given before, which also contains their daily activities or experiences they have experienced. The researcher said, "when you make a video assignment that I gave, I want you to add other explanations, such as daily routines or experiences that are memorable, and you are allowed to edit your video creatively." Then one of the students answered, "*Boleh kah membawa Catatann kak?*". Another student said "*Tapi kita tidak banyak tau tentang kosa katanya kak*". Then the researcher answered, "when you make a video try not to read, do it according to your ability, but you can make notes or something like that to practice what you are going to say before you record yourself or make the video". After

conveying the instruction for the task, the researcher closed the activity by reading hamdalah together.

Picture 4.3: The second meeting in the cycle 1



Table 4.7: Observation Checklist for students in the second meeting

No	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓	✓	✓	✓
2	EG	✓	✓	✓	✓
3	WP	✓			✓
4	MD	✓			✓
5	AD	✓		✓	✓
6	SH	✓			✓
7	AF	✓			✓
8	FP	✓	✓	✓	✓
9	GPA	✓			✓
10	HG	✓			✓
11	KS	✓	✓	✓	✓
12	AN	✓			✓
13	MM	✓	✓	✓	✓
14	ME	✓			✓
15	AA	✓		✓	✓
16	NP				✓
17	PA	✓			✓
18	RK	✓		✓	✓
19	KAP	✓			✓
20	ARP	✓		✓	✓
21	TH	✓		✓	✓

22	AA	✓			✓
23	AS	✓			✓
24	AP	✓			✓
25	MP	✓		✓	✓
26	AAH	✓	✓	✓	✓
27	AR	✓		✓	✓
28	NZI	✓			✓
29	MA	✓			✓
30	EW	✓			✓
31	SE	✓			✓

Table 4.8: Observation checklist for the teacher in the second meeting

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about the introduction.
6	Giving media to teach	✓		The researcher displays the example of introducing a video.
7	Implementing a task-based learning strategy	✓		The teacher implemented the task-based learning strategy by giving a task to the students as the test in cycle I,
8	Allowing the student to ask	✓		The teacher gave study time to ask what made they still confused were
9	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning.
10	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

c. Observation

In this third stage, the researcher observed what happened during the teaching and learning process in the first cycle more

intensively. Where the learning process is supported by an observation checklist as below:

The second observation checklist that has been obtained from the second meeting in the first cycle, shows a development. This development can be seen in the progress of students in each meeting. At the first meeting, six students didn't pay attention to things, five students who dared to ask questions, and six students who dared to respond to the questions given by the researcher. Furthermore, at the second meeting, only one student did not pay attention during the lesson, six people had dared to ask questions, and nine students actively responded to the researcher's questions. These two achievements show the development of students compared to the preliminary study. Although the activeness level of students is still quite low and only done by fifteen (in the first and second meeting) students, this is also an improvement that they did. Moreover, although it takes a little effort to remind students to do the task given by the researcher, all students can submit and did the task wwell

After giving the test at the second meeting, the researcher then converted the scores obtained by the students as shown in the table below.

Table 4.9: Students' scores in cycle I

NO.	NAME	SCORE
1	BA	81
2	EG	70
3	WP	75
4	MD	63
5	AD	70
6	SH	63
7	AF	75
8	FP	75
9	GPA	63
10	HG	56
11	KS	63
12	AN	70
13	MM	81
14	ME	70
15	AA	63
16	NP	75
17	PA	56
18	RK	75
19	KAP	70
20	ARP	63
21	TH	70
22	AA	63
23	AS	63
24	AP	63
25	MP	70
26	AAH	88
27	AR	70
28	NZI	75
29	MA	70
30	EW	56
31	SE	56
TOTAL SCORE		2.121
MEAN/AVERAGE		68.4
LOWEST SCORE		56
HIGHEST SCORE		88

b) Reflection

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 find 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.

c) 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.

2. Report of the cycle II

a. Planning

Researchers provided all the instruments needed in the process of teaching and learning activities in cycle II such as:

1) Provide a lesson plan

This lesson plan is used to organize activities and also a time during the teaching and learning process.

2) Provide material for teaching

As researchers provide lesson plans, of course, researchers have also provided material to be given to students by what has been stated in the design of the lesson plans that have been made for this meeting in cycle II.

3) Provide an instructional strategy

The researcher uses the making of an introductory video in the application of a task-based learning strategy. So that is why, the instructions given were related to what they had to convey in the video, and how long the video was that they have to make. Besides that, the researcher also provides examples of introductory videos that can help students to better understand the given task. Besides, students were allowed to edit their videos creatively.

4) Prepare the speaking test

This test is given to all students. The test provided by the researcher is in the form of making an introductory video that not only contains student biodata but also contains the most memorable experiences they have ever had.

5) Prepare the criteria for success

The success criteria that have been determined was 70. So, the purpose of this study was to increase the scores obtained by students exceeding the success criteria, namely 70.

b. Acting/Implementing

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:

1) First meeting

The first meeting in the second cycle was held on Saturday, March 26, 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. The researcher explained the names in the family and the closest people to the students. In this case, the researcher

asked the students to open a dictionary that had been borrowed from the library, then asked the students to open the back page of the dictionary and look for a sheet that displays pictures of family members.

Then the researcher explained the pictures 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. Second meeting

Picture 4. 4: First meeting in cycle II**Table 4.10: Observation checklist for students in the third meeting**

Nu	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓	✓	✓	✓
2	EG	✓	✓	✓	✓
3	WP	✓			✓
4	MD	✓			✓
5	AD	✓	✓	✓	✓
6	SH	✓	✓	✓	✓
7	AF	✓			✓
8	FP	✓	✓	✓	✓
9	GPA	✓			✓
10	HG	✓			✓
11	KS	✓		✓	✓
12	AN	✓	✓	✓	✓
13	MM	✓			✓
14	ME	✓			✓
15	AA	✓	✓	✓	✓
16	NP	✓			✓
17	PA	✓			✓
18	RK	✓		✓	✓
19	KAP	✓			✓
20	ARP	✓	✓	✓	✓
21	TH	✓	✓	✓	✓
22	AA	✓			✓
23	AS	✓			✓
24	AP	✓		✓	✓
25	MP	✓			✓
26	AAH	✓	✓	✓	✓
27	AR	✓			✓

28	NZI	✓			✓
29	MA	✓			✓
30	EW	✓	✓		✓
31	SE	✓			✓

Table 4.11. Observation checklist for the teacher in the third meeting

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about my family
6	Giving media to teach	✓		The teacher gave a dictionary with family pictures inside.
7	Implementation of task-based learning strategy	✓		The teacher gives the task to students to make an introduction video.
8	Giving students a chance to ask	✓		The teacher gave study time to ask what made they still confused were
9	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
10	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

2) Second meeting

This second meeting was held on Tuesday, March 29, 2022, with the duration of the lesson as stated in the lesson plan.

a) Pre-activity

As before, the researcher started the activity by saying greetings, then leading the prayer, checking the attendance

of students, and discussing some of the material that has been learned at the previous meeting.

b) Main activity

The researcher tells the material to be studied, and after that, the researcher began to explain the material that was different from the previous meeting, according to what had been prepared in the design of the lesson plan, the material in this meeting is about pronoun and possessive. The researcher explained the pronouns used for themselves and others and the basic possessive pronouns they should know. Then the researcher tries to understand the difficulties of the students by allowing them to ask questions related to the material or whatever could be a problem for the students including the task that the researcher gave to students.

The researcher also offers a question to know the understanding of students so far like “how to say, *Bukuu ini Adalah milikku?*”. But, no one dares to answer the question, some students look like want to answer but we’re sure, unless the researcher appoints them, then they dare to answer the question with help of the researcher. After that, the researcher asked the students to write down the main points of the material that had been explained.

c) Post-activity

After providing conclusions on the material that has been submitted, the researcher will again give assignments to students with predetermined conditions. The researcher also gives motivation to the student and ends the lesson by reading hamdalah together.

Picture 4.5: Second meeting in the cycle II



Table 4.12: Observation checklist for students in the fourth meeting

Nu	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓			✓
2	EG	✓		✓	✓
3	WP	✓			✓
4	MD	✓			✓
5	AD	✓			✓
6	SH	✓		✓	✓
7	AF				✓
8	FP	✓			✓
9	GPA	✓			✓
10	HG	✓			✓
11	KS	✓		✓	✓
12	AN	✓			✓
13	MM	✓			✓
14	ME				✓
15	AA	✓			✓

16	NP	✓			✓
17	PA	✓			✓
18	RK	✓			✓
19	KAP				✓
20	ARP	✓			✓
21	TH	✓			✓
22	AA	✓			✓
23	AS				✓
24	AP	✓			✓
25	MP	✓			✓
26	AAH	✓	✓	✓	✓
27	AR	✓			✓
28	NZI	✓			✓
29	MA	✓			✓
30	EW	✓			✓
31	SE	✓			✓

Table 4.13. Observation checklist for the teacher in the fourth meeting

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about pronouns and possessive
6	Giving media to teach	✓		The teacher gave a video as media teaching
7	Implementation of task-based learning strategy	✓		The teacher gives the task to students to make an introduction video.
8	Giving students a chance to ask	✓		The teacher gave study time to ask what made they still confused were
9	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
10	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

3) Third meeting

The third meeting in the second cycle was completed on Tuesday, April 5, 2022. With a learning duration that is not far from the previous meetings, that is, according to the lesson plan.

a) Pre-activity

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. This material is a special material that is directly asked by the English teacher in seventh grade to be discussed and explained to students even though it is only briefly and not in too much detail. He said, "it's enough to explain a little about the present tense in general to students, no need to be

too detailed. The most important thing is that they know and understand its use".

The researcher explained the material on the whiteboard briefly about its use and the formula for positive, negative, and interrogative sentences. After that, the researcher gave a simple example for each of the sentences above. 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 like, "What general truth or habitual action apart from what has been mentioned on the whiteboard?".

Even though they needed help, some students dared to answer. Some answered but in Indonesia "after Monday, Tuesday", "I eat rice every day", "I study every day", and "Fish live in the water". A student asked, "*Jika membuat video apa juga memakai ini ka?*", the researcher answered "You can do it according to your ability. The most important thing is that you want to do it" After that, the researcher allows the students to note the important points of the lesson.

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 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.

Picture 4. 6: Third meeting in the cycle II



Table 4.14: Observation checklist for students in the fifth meeting

Nu	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓		✓	✓
2	EG	✓		✓	✓
3	WP	✓			✓
4	MD	✓			✓
5	AD	✓		✓	✓

6	SH	✓			✓
7	AF	✓			✓
8	FP	✓			✓
9	GPA	✓			✓
10	HG				✓
11	KS	✓			✓
12	AN	✓			✓
13	MM	✓			✓
14	ME	✓		✓	✓
15	AA	✓			✓
16	NP	✓			✓
17	PA	✓			✓
18	RK	✓			✓
19	KAP	✓			✓
20	ARP	✓		✓	✓
21	TH	✓			✓
22	AA	✓			✓
23	AS	✓			✓
24	AP	✓			✓
25	MP	✓			✓
26	AAH	✓		✓	✓
27	AR	✓			✓
28	NZI				✓
29	MA	✓			✓
30	EW	✓			✓
31	SE	✓			✓

Table 4.13. Observation checklist for the teacher in the fifth meeting

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about simple present tense

6	Giving media to teach	✓		The teacher used the whiteboard as media
7	Implementation of task-based learning strategy	✓		The teacher gives the task to students to make an introduction video.
8	Giving students a chance to ask	✓		The teacher gave study time to ask what made they still confused were
9	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
10	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

4) Fourth meeting

This fourth meeting was the last meeting of cycle II which was completed on Saturday, April 9, 2022. This fourth meeting was not much different from the previous meetings, only at this last meeting, did the presenters no longer give tasks to students, but rather a test at the end of the study to determine the development of students' speaking skills after eight meetings that have been carried out.

a) Pre-activity

When the bell rang, the researcher immediately entered the classroom. Starting with greeting Assalamu'alaikum wr wb, leading the reading of the Basmalah as opening the lesson, then checking the attendance list of students. The researcher also did not forget to do a little warm-up by asking about the material that had been studied at the last meeting. The researcher says 'in the previous meeting we

talk about simple...?’ then let students continue the sentence. Another question like, ‘did anyone remember the use of simple present tense, unless to explain general truth?’. Here student opened their notebooks and answered based on records they have, although not all students answered in loud voice.

b) Main activity

The researcher explained the last material as provided in the lesson plan in the last meeting, it was about a beautiful day. As was always done at the previous meeting, This material is related to students' ability to identify, criticize, and evaluate people, animals, and objects in terms of their nature or to give and ask for information related to people, animals, or objects. In this discussion, the student researcher opens the guidebook that has been given by the school. In addition, the researcher also presented videos related to beautiful day material from YouTube to students to help improve their understanding.

After that, the researcher gave students simple examples for students such as “this class looks dirty”, and “Bunga has beautiful hair”. Then, the researcher asked students to look for simple examples other than those already mentioned. Even though they answered in

Indonesian, the researcher helped them to translate it into English. The researcher also didn't forget to give students a chance to ask about anything difficult for students, both about the material that has been delivered or related to the tasks given by the researcher.

c) Post-activity

After the question and answer session and writing the main material that has been explained, the researcher then gives conclusions to the students regarding the learning that has been presented. Before closing the lesson, the researcher delivered a final test to determine the progress of students. If in the first cycle the test given is in the form of making an introduction video with a context that is not so complete, then in the second cycle the researcher asked students to make the same video but is more focused on telling about memorable experiences for students according to their that abilities they have.

Before closing the lesson, the researcher again made sure whether they understood the test given. A student asked "It means the same as before, only without daily activities?" the researcher answered, "yes, you just need to explain about yourself and an experience that made an impression on you. You are allowed to edit your video

creatively. ". After the students felt sure they had understood the given task, the researcher closed the lesson by reading Hamdalah together.

Picture 4.7: The fourth/last meeting in the cycle II



Table 4.16: Observation checklist for students in the last meeting

Nu	Name	Paying the attention	Asking the question	Responding the question	Accomplishing the task
1	BA	✓	✓	✓	✓
2	EG	✓	✓	✓	✓
3	WP	✓			✓
4	MD	✓			✓
5	AD	✓		✓	✓
6	SH	✓		✓	✓
7	AF	✓			✓
8	FP	✓			✓
9	GPA	✓	✓	✓	✓
10	HG	✓		✓	✓
11	KS	✓			✓
12	AN	✓			✓
13	MM	✓	✓	✓	✓
14	ME	✓		✓	✓
15	AA	✓		✓	✓
16	NP	✓			✓
17	PA	✓			✓
18	RK	✓			✓
19	KAP	✓			✓
20	ARP	✓		✓	✓
21	TH	✓	✓	✓	✓

22	AA	✓			✓
23	AS	✓			✓
24	AP	✓			✓
25	MP	✓		✓	✓
26	AAH	✓	✓	✓	✓
27	AR	✓			✓
28	NZI	✓	✓	✓	✓
29	MA	✓			✓
30	EW	✓			✓
31	SE	✓		✓	✓

Table 4.17. Observation checklist for the teacher in the last meeting

No	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked the students' attending lists by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials about its beautiful day
6	Giving media to teach	✓		The teacher used the video and guidebook as media.
7	Implementation of task-based learning strategy	✓		The teacher gives the task to students to make an introduction video as the final test in cycle II.
8	Giving students a chance to ask	✓		The teacher gave study time to ask what made they still confused were
9	Helping students with difficulties during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
10	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

c. Observing

Based on the table from the four meetings that have been held, the researcher found that the activeness of students can also be influenced by the material being studied. The point is that the level of difficulty and ease of learning material have influenced changes in the behavior of students in the class, such as attention, activity, and also the response they give. This can be proven by the absence of students who ignore or do not pay attention at the third and last meeting. While at the fourth and fifth meetings there were 6 students who did not pay attention to learning. In addition, the third and final meeting had the most participants who were actively asking and also responding to the questions given by the researcher. For more details, there are 17 students who actively ask questions and 28 students who actively respond to researchers.

While at the fourth and fifth meetings, there was a total of one student who asked and a total of 10 students who gave responses to the researcher. Of all the differences above, what needs to be considered is the reason behind the development of students. In the material my family and it's beautiful day the students showed a very good development, while in pronoun, possessive, and simple present tense, students showed changes in behavior compared to the other two materials. Therefore, the researcher concludes that changes in student behavior are also

influenced by the level of ease and difficulty of the material they receive.

To increase the validity of the data, the researcher also added data obtained from other riter's assessments of the students' test results in the second cycle. For more details, the following data were received.

Table 4.18: students' scores in cycle II

NO.	NAME	rater 1	rater 2
1	BA	94	81
2	EG	88	94
3	WP	81	81
4	MD	70	70
5	AD	75	75
6	SH	81	75
7	AF	88	70
8	FP	94	88
9	GPA	75	81
10	HG	70	70
11	KS	81	81
12	AN	70	75
13	MM	94	88
14	ME	88	81
15	AA	70	70
16	NP	81	81
17	PA	75	75
18	RK	94	88
19	KAP	88	81
20	ARP	75	70
21	TH	81	81
22	AA	75	75
23	AS	75	70
24	AP	70	70
25	MP	81	88
26	AAH	94	94
27	AR	75	75
28	NZI	88	81
29	MA	81	75
30	EW	70	70
31	SE	70	70

TOTAL SCORE	2.492	2.424
MEAN/AVERAGE	80,3	78.1
LOWEST SCORE	70	70
HIGHEST SCORE	94	94

Based on the score table from the student test results above, it can be seen 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. In addition, as stated in the observation checklist for students, 13 students dare to ask the question, and 10 students dared respond to the questions given by the researcher. This is also an increase achieved by students compared to cycle I.

Also based on the table above, the data generated by the second riter have differences from the data generated by researchers regarding the achievement of scores obtained by students on the test in the second cycle. This difference can be seen from the number of 16 students who got different scores from the data generated by the researcher, and 15 students who had the same score as the data owned or generated by the researcher. In addition, the difference can also be seen in the total score and average obtained from the assessments of other authors and that of the researcher.

However, even though there are differences in the results of the scores obtained by students in the data of both researchers and other authors, the data still proves that all students have achieved or met the predetermined criteria of success or SKM. It can be seen that 31 students get scores more than the scores SKM, which was 70.

d. Improvement of Reflecting

Based on 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.

Hereafter, the researcher analyzed the students' scores from the test that was got from the preliminary study, cycle I, and cycle II as table follows:

Table 4.19: Improvements in students' results whole test

NU	NAME	SCORE PRE- STUDY	SCORE CYCLE I	SCORE CYCLE II
				Rater 1&2
1	BA	75	81	88
2	EG	63	70	91
3	WP	70	75	81
4	MD	56	63	70

5	AD	70	70	75
6	SH	45	63	78
7	AF	70	75	79
8	FP	75	75	91
9	GPA	56	63	78
10	HG	50	56	70
11	KS	56	63	81
12	AN	63	70	73
13	MM	75	81	91
14	ME	70	70	85
15	AA	45	63	70
16	NP	75	75	81
17	PA	50	56	75
18	RK	75	75	91
19	KAP	63	70	85
20	ARP	56	63	73
21	TH	63	70	81
22	AA	45	63	75
23	AS	63	63	73
24	AP	56	63	70
25	MP	63	70	85
26	AAH	81	88	94
27	AR	63	70	75
28	NZI	70	75	85
29	MA	70	70	78
30	EW	50	56	70
31	SE	45	56	70
NU	NAME	SCORE PRE- STUDY	SCORE CYCLE I	Rater 1 & 2
TOTAL SCORE		1.927	2.121	2.462
MEAN/AVERAGE		62.1	68.4	79.4
LOWEST SCORE		45	56	70
HIGHEST SCORE		81	88	94

Table 4.20: 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	

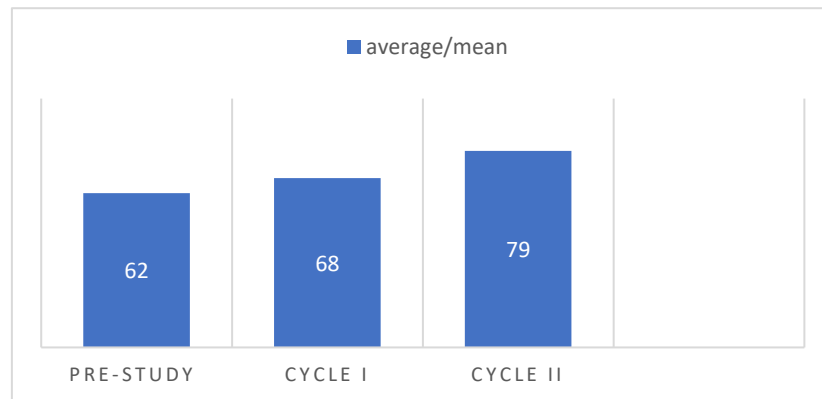
The table of categories of students' tests above showed that there was an improvement in students' scores in speaking skills from the preliminary study test until cycle II. The improvement also happened from cycle I to cycle II. By applying the score of criteria success, 39% of students passed from SKM in the Preliminary study, and then it was improved in cycle I. There were 58% of students passed from the SKM. Finally, students got an improvement in cycle II, 100 % of students passed from SKM (according to the researcher's assessment of another writer on the data table). 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.

3. Summary of the student's average score

After the research 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, students were interested and not afraid to speak. In addition, students pay attention when the researcher explains the material and completes the answer. Then analyzed in each cycle briefly. So it can be seen in the diagram, below.

4.1: Diagram

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



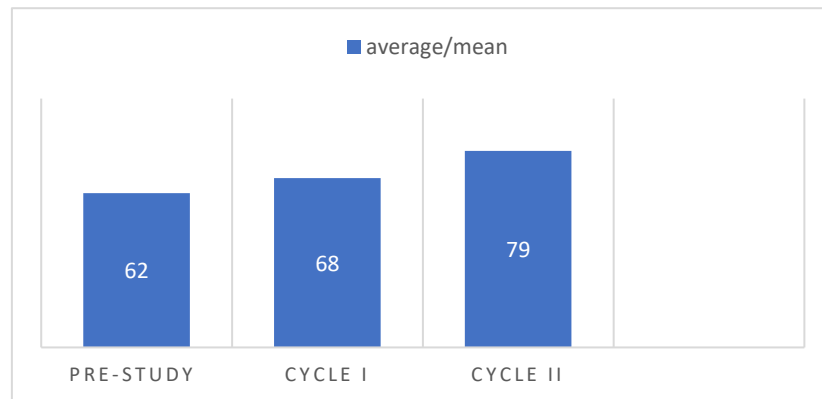
It can be seen that the average score of students in the preliminary study was 62. While the average value of students in the first cycle was 68, then increased to 79 (from combining data generated by raters one and two) in the second cycle.

4. The Improvement in Students Learning Results

After analyzing the data obtained by students from pre-study, cycle I, and cycle 2, the researcher can conclude that students' score was improved by implementing a task-based learning strategy by making introducing a video. Furthermore, the progress of the average score of students can be seen in the diagram below:

4.2: Diagram

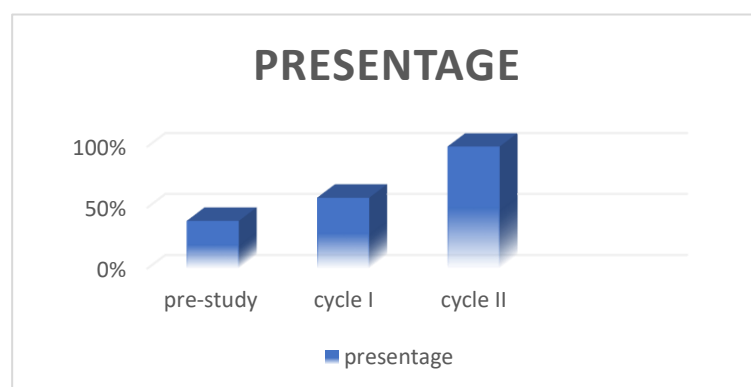
The Student's Average Score in preliminary Study, cycle I, and cycle II



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.

Diagram 4.3

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



According to the diagram above, 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 was 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.

B. Discussionion

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, activeness, 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.

The application of task-based learning strategies proves many benefits for students. With this task-based learning strategy, students have more opportunities to develop the ideas they have in the videos they make. In addition, students also begin to have the confidence to speak English. So that it improves the speaking ability of students little by little. This supported by Nunan (1998), Task-based learning provides some advantages because this approach allows students to explore the knowledge they have acquired in the context of communication.

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.

In addition, what needs to be considered is students' speaking skills, enthusiasm, attention, and activeness which is somewhat increased at each meeting. As for the background of this increase, following the results of the researchers' observations, students felt it was suitable for the learning strategy or methods used by researchers, it also can be the reason from the use of media during the learning process was not monotonous. In addition, this can also be caused by the students' feeling of comfort toward the researcher.

So that after thinking about it, the implementation of a task-based learning strategy by making introducing videos has a good impact on students and can improve their skills in English, especially speaking. Such as students starting to dare to speak, and starting to be confident in their abilities even though they can't be considered perfect, but it's still progress. It supported by Kirkgoz (2011) he explains the task of speaking on the video tape as task-based learning forms are proven to be able to help students to improve their speaking skills. It also strengthen by Murad (2000) that this learning proved effective in improving the speaking skills of students (in Putu:2014).

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.

CHAPTER V

CONCLUSION

Based on the finding and discussion, the researcher could conclude that the implementation of a task-based learning strategy by making introducing a video in the seventh grade of SMPN 2 Sliriagung had a positive result and improved the students speaking skills.

Both researcher and students always enjoy teaching and learning activities in the classroom. Apart from the fact that some games are played as a form of learning reflection, students can also complete the tasks given by the researcher properly and responsibly, although this must always be reminded. In short, students can improve their speaking skills after implementing a task-based learning strategy by making introducing video. 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.

On the other hand, after the students' ability in speaking test increases as well as their abilities, they also begin to understand aspects that need to be considered in speaking such as fluency, pronunciation, grammatical, and new vocabulary. However, they need more time to master these aspects very well.

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). Researcher 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.

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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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 2 Siliragung
 Mata pelajaran : Bahasa Inggris
 Kelas / semester : VII / Genap
 Judul / Bab : Greeting (sapaan)
 Materi pokok : Menyapa, Berpamitan, serta responnya
 Aspek / skill : Speaking
 Alokasi waktu : 2 x 30 menit (pertemuan pertama)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan dan berpamitan serta responnya, dan dapat menggunakan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan sapaan dalam bentuk bahasa inggris • Menanyakan perbedaan ungkapan sapaan, salam perpisahan, dan responnya dalam bahasa inggris dengan yang ada dalam bahasa indonesia, kemungkinan menggunakan bahasa lain, akibat jika tidak melakukan, dsb. • Menayangkan media yang berhubungan dengan sapaan, salam perpisahan, dan responnya kepada peserta didik.

<ul style="list-style-type: none"> • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kenahasaan) interaksi sapaan, salam perpisahan, dan responnya. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya didepan kelas. • Memberikan tugas kepada peserta didik untuk membuat video perkenalan.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Daily activity
Materi pokok	: Rutinitas dan kegiatan sehari-hari
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 2)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mendeskripsikan dan menjelaskan kegiatan rutinitas sehari-hari mereka dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa

<ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa Inggris • Menjelaskan dan menjabarkan contoh kegiatan atau rutinitas sehari-hari kepada peserta didik. • Menayangkan media yang berhubungan dengan kegiatan sehari-hari. • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam kegiatan sehari-hari. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya di depan teman-teman. • Memberikan tugas kepada peserta didik untuk membuat video perkenalan.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Introduction
Materi pokok	: Berkenalan, memperkenalkan diri atau orang lain.
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 3)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada sebuah perkenalan serta dapat menggunakan atau mengaplikasikan ungkapan-ungkapan untuk memperkenalkan diri sendiri ataupun orang lain tersebut dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris • Menanyakan perbedaan ungkapan untuk memperkenalkan diri sendiri ataupun orang lain dalam bahasa inggris dengan yang ada dalam bahasa indonesia, kemungkinan menggunakan bahasa lain, akibat jika tidak melakukan, dsb. • Menayangkan media yang berhubungan dengan ungkapan untuk memperkenalkan diri sendiri ataupun orang lain kepada peserta didik. • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kenahasaan) dalam ungkapan perkenalan diri ataupun memperkenalkan orang lain. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk mempraktikkan atau mencontohkan perkenalan didepan kelas. • Memberikan ujian kepada peserta didik untuk membuat video perkenalan serta pengalaman peserta didik.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: My Family
Materi pokok	: Sebutan anggota keluarga inti dan orang-orang dekat lainnya
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 4)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dalam mengenali keluarga, sebutan-sebutan untuk keluarga, dan orang terdekat serta dapat menggunakan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a. • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris • Menanyakan perbedaan sebutan-sebutan untuk keluarga inti dan orang terdekat dalam bahasa inggris dengan yang ada dalam bahasa indonesia. • Menayangkan media yang berhubungan dengan keluarga, sebutan-sebutan dalam keluarga inti dan orang terdekat kepada peserta didik.

<ul style="list-style-type: none"> • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam keluarga, sebutan-sebutan keluarga inti serta orang terdekat. . • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil yang mereka dapatkan didepan kelas. • Memberikan peserta didik tugas untuk membuat video perkenalan.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Pronoun, possessive
Materi pokok	: subject I, She, They
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 5)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mengidentifikasi unsur kebahasaan pronoun dan possessive dengan benar serta percaya diri.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris • Memberikan penjelasan mengenai perbedaan penggunaan dari pronoun dan possessive pronoun kepada peserta didik. • Menayangkan media yang berhubungan dengan penggunaan pronoun dan possessive. • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kenahasaan) dalam teks Subjek pronoun: I, You, We, They, She, He, It. Kata ganti possessive my, your, our, his dan sebagainya. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang mereka dapatkan • Memberikan peserta didik tugas untuk membuat video perkenalan.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: Simple present tense
Materi pokok	: simpel present tense
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 6)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mengidentifikasi unsur kebahasaan dalam teks Verba: be, have, go, work, live (dalam simple present tense) dengan benar dan percaya diri.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran

Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuanebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Menjelaskan pada peserta didik mengenai waktu penggunaan dan fungsi dari simple present tense • Menayangkan media yang berhubungan dengan simple present tense serta penjelasannya • Meminta peserta didik untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) simple present tense dalam teks. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk membuat contoh kalimat dengan menggunakan simple present tense. • Memberikan peserta didik tugas untuk membuat video perkenalan.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 2 Siliragung
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VII / Genap
Judul / Bab	: It's beautiful day
Materi pokok	: Memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda
Aspek / skill	: Speaking
Alokasi waktu	: 2 x 30 menit (pertemuan ke 7)

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran dengan model **task-based learning strategy**, peserta didik mampu mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang dan benda dari segi sifatnya dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran

- Task-based learning strategy

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Kamus
- Boardmarker

D. Langkah Pembelajaran


Kegiatan pendahuluan
<ul style="list-style-type: none"> • Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a • Mengecek kehadiran siswa • Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
<ul style="list-style-type: none"> • Memberikan rangsangan kepada peserta didik dengan menggunakan ungkapan dalam bentuk bahasa inggris • Memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi pembelajaran. • Menayangkan media yang berhubungan dengan materi pembelajaran yakni mengenai sifat yang dimiliki oleh orang, benda, ataupun binatang.

<ul style="list-style-type: none"> • Meminta peserta didik untuk mengidentifikasi, mengkritisi, dan menilai sifat yang dimiliki oleh seseorang, binatang ataupun benda. • Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasi dengan rapi. • Meminta peserta didik untuk menyampaikan hasil yang mereka dapatkan di depan teman-teman kelas. • Memberikan test kepada peserta didik untuk membuat video perkenalan serta pengalaman peserta didik.
Kegiatan penutup
<ul style="list-style-type: none"> • Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

Silragung, 9 April 2022
Mengetahui,
Kepala Sekolah,

MARTINUS BRIATMOKO, S.Pd
NIP. 196810051992031010

Guru Bahasa Inggris Kelas VII


RISKIWATI
NIM. 18112210047

INTERVIEW TRANSCRIPT

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 1	<i>Hallo kak, baik. Nama saya Agung kak.</i> (hello miss, I am fine. My name is Agung miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 1	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students 1	<i>iya kak, meskipun tidak pintar bahasa inggris, saya menyukai pelajaran bahasa inggris.</i> (yes, i do. Although i am not clever in English, i like that lesson)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students	<i>Iya kak. Sebenarnya jika terus berlatih tidak akan sulit kak, hanya saja saya jarang berlatih. Jadi saya kesulitan dalam berbicara. Selain itu, saya juga tidak menghafal banyak kosa kata serta suka tidak percaya diri untuk melafalkannya kak.</i> (Yes miss. Actually, if you keep practicing it won't be difficult, Sis, it's just that I rarely practice. So I have difficulty in speaking. Besides that, I also don't memorize a lot of vocabulary and don't feel confident in pronouncing it miss)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)

The students 1	<p><i>Biasanya pak guru akan menjelaskan kepada kita materi untuk hari itu, lalu meminta kita untuk mengerjakan tugas kadang juga memberi kita pekerjaan rumah kak.</i></p> <p>(Usually, the teacher will explain to us the material for the day, then ask us to do the assignments sometimes also give us homework, miss)</p>
The researcher	<p><i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i></p> <p>(How does the teacher teach speaking in the classroom?)</p>
The students 1	<p><i>Pak guru pernah meminta kita untuk maju kedepan kelas dan berkenalan dalam bahasa inggris dan juga melakukan percakapan kak.</i></p> <p>(The teacher once asked us to come to the front of the class and get acquainted in English and also have a conversation, miss.)</p>
The researcher	<p><i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i></p> <p>(does the teacher always give students speaking practice in every meeting?)</p>
The students 1	<p>Tidak kak. Jika untuk berbicara itu tergantung materi yang dipelajari hari itu. Jika materinya seperti kegiatan sehari-hari, biasanya pak guru akan meminta kita untuk menulis kegiatan sehari-hari kita dan membacanya didepan kelas.</p> <p>(No miss. If speaking, it depends on the material studied that day. If the material is like daily activities, usually the teacher will ask us to write down our daily activities and read them in front of the class)</p>
The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
The students 1	<p><i>Biasanya pak guru menggunakan buku dan juga papan tulis kak.</i></p> <p>(usually, the teacher used a handbook and whiteboard, miss)</p>
The researcher	<p><i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i></p>

	(In your opinion, what media should be used for more interesting learning?)
The students 1	<p><i>Kalau menurut saya kak, dengan adanya media seperti video atau mini vlog tapi tergantung materinya kak, seperti itu akan lebih menarik dan tidak membosankan kak. Satu lagi kak, kita pasti juga akan antusias kalau ada game juga kak hehehhe. Tidak mengantuk.</i></p> <p>(In my opinion, miss, with media such as videos or mini vlogs, but depending on the material, miss, it will be more interesting and not boring, miss. One more thing, miss, we will definitely be enthusiastic if there is a game too, miss, hehe. Not sleepy)</p>

The researcher	<p><i>Hai, apa kabar. Siapa namanya ?</i></p> <p>(hi, how are you? What's your name?)</p>
The students 2	<p><i>Hallo kak, baik. Nama saya Bunga kak.</i></p> <p>(hello miss, I am fine. My name is Bunga miss)</p>
The researcher	<p><i>Bisakah kita memulai wawancaranya ?</i></p> <p>(can we start the interview?)</p>
The students 2	<p><i>Iya kak bisa.</i></p> <p>(yes miss)</p>
The researcher	<p><i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i></p> <p>(do you like English lessons?)</p>
The students 2	<p><i>iya kak, tapi tidak begitu suka.</i></p> <p>(yes, i do. But i don't really like it)</p>
The researcher	<p><i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i></p> <p>(do you think that learning speaking is difficult? And what's the problem that you faced ?)</p>
The students 2	<p><i>iya kak. Tapi jika kita sering berlatih dan terbiasa sepertinya akan mudah.</i></p> <p>(Yes miss. but if we practice often and get used to it it seems like it will be easy)</p>

The researcher	<p><i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i></p> <p>(What activities are usually done when learning English in class?)</p>
The students 2	<p><i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i></p> <p>(The teacher usually explains the material in the manual then gives us assignments.)</p>
The researcher	<p><i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i></p> <p>(How does the teacher teach speaking in the classroom?)</p>
The students 2	<p><i>Dengan maju kedepan kak, perkenalan dan biasanya juga bercerita.</i></p> <p>(By moving forward, miss, introductions and usually also tell stories.)</p>
The researcher	<p><i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i></p> <p>(does the teacher always give students speaking practice in every meeting?)</p>
The students 2	<p><i>Jarang kak. Mungkin kita akan berbicara saat ada tugas bercerita.</i></p> <p>(Rarely miss. Maybe we'll talk when there's a storytelling assignment.)</p>
The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
The students 2	<p><i>Pak guru menggunakan buku dan juga papan tulis kak.</i></p> <p>(The teacher used a handbook and whiteboard, miss)</p>
The researcher	<p><i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i></p> <p>(In your opinion, what media should be used for more interesting learning?)</p>
The students 2	<p><i>Menurut saya mungkin menampilkan potongan film pendek akan menarik.</i></p>

	(In my opinion, miss, I thought maybe showing the part of the movie would be interesting.)
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The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
Students 3& 4	<i>Hallo kak, baik. Nama saya Eka dan Satria kak.</i> (hello miss, I am fine. My name is Eka and Satria miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
students 3 & 4	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
students 3 & 4	<i>iya kak, tapi tidak begitu suka.</i> (No, we don't)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
Students 3 & 4	<i>sangat sulit kak.</i> (very difficult miss)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
students 3 & 4	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 3 & 4	<i>Dengan maju kedepan kak, bercerita.</i>

	(By moving forward, miss, tell stories.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 3 & 4	<i>tidak kak.</i> (No miss)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
Students 3 & 4	<i>Pak guru menggunakan buku kak.</i> (The teacher used a handbook miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 3 & 4	<i>menonton tik tok kak hehehe</i> (watching TikTok miss)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
Students 5 & 6	<i>Hallo kak, baik. Nama saya Tafa'ul dan Piyu kak.</i> (hello miss, I am fine. My name is Tafa'ul and Piyu miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
students 5 & 6	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
students 5 & 6	<i>tidak begitu suka kak, biasa saja</i> (don't like it much, miss. Just usual.)

The researcher	<p><i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i></p> <p>(do you think that learning speaking is difficult? And what's the problem that you faced ?)</p>
Students 5 & 6	<p>Tergantung usahanya kak, kalau bersungguh-sungguh pasti tidak terlalu sulit.</p> <p>(It depends on the efforts, miss. if we really mean it, it's not too difficult.)</p>
The researcher	<p><i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i></p> <p>(What activities are usually done when learning English in class?)</p>
students 5 & 6	<p><i>pelajaran seperti biasanya kak, menjelaskan materi kemudian mengerjakan soal kadang-kadang.</i></p> <p>(lessons as usual, sis, explain the material then do the questions sometimes.)</p>
The researcher	<p><i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i></p> <p>(How does the teacher teach speaking in the classroom?)</p>
Students 5 & 6	<p><i>Dengan membawa buku kak, seperti bercerita kegiatan sehari-hari.</i></p> <p>(By bringing a book, miss, it's like telling stories about daily activities.)</p>
The researcher	<p><i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i></p> <p>(does the teacher always give students speaking practice in every meeting?)</p>
Students 5 & 6	<p><i>tidak kak.</i></p> <p>(No miss)</p>
The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
Students 5 & 6	<p><i>Pak guru menggunakan buku kak.</i></p> <p>(The teacher used a handbook miss)</p>

The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 5 & 6	<i>menampilkan video bahasa inggris tema anime kak hehe</i> (showing an English video with an anime theme, miss hehe)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 7	<i>Hallo kak, baik. Nama saya Egamayouza kak.</i> (hello miss, I am fine. My name is Egamayouza miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 7	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students 7	<i>iya kak, saya suka bahasa inggris dari sekolah dasar.</i> (Yes i do, I like English since elementary school, miss)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 7	<i>kalau menurut saya yang suka bahasa inggris, tidak sulit miss. Hanya tergantung usaha kita. kalau bersungguh-sungguh pasti juga mudah miss.</i> (in my opinion, who likes English, it's not hard to miss. It just depends on our efforts. If you really mean it, it's also easy to miss.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)

The students 7	<p><i>Biasanya pak guru akan menjelaskan kepada kita materi untuk hari itu, lalu meminta kita untuk mengerjakan tugas kadang juga memberi kita pekerjaan rumah kak.</i></p> <p>(Usually, the teacher will explain to us the material for the day, then ask us to do the assignments sometimes also give us homework, miss)</p>
The researcher	<p><i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i></p> <p>(How does the teacher teach speaking in the classroom?)</p>
The students 7	<p><i>sebenarnya pak guru kalau mengajar bahasa Inggris tidak terfokus pada berbicara saja kak. Jadi beliau menyampaikan materi seperti biasanya kemudian meminta kita untuk mengerjakan tugas.</i></p> <p>(Actually, the teacher in teaching English is not just focused on speaking, miss. So he delivered the material as usual and then asked us to do the work.)</p>
The researcher	<p><i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i></p> <p>(does the teacher always give students speaking practice in every meeting?)</p>
The students 7	<p><i>tidak kak. Hanya sesekali beliau memberikan tugas untuk maju kedepan untuk bercerita kegiatann kita, juga dulu awal masuk beliau meminta kita untuk perkenalan.</i></p> <p>(No Miss. Only occasionally did he give assignments to come forward to tell us about our activities, also when he first entered he asked us for introductions).</p>
The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
The students 7	<p><i>Biasanya pak guru menggunakan buku dan juga papan tulis kak.</i></p> <p>(usually, the teacher used a handbook and whiteboard, miss)</p>
The researcher	<p><i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i></p>

	(In your opinion, what media should be used for more interesting learning?)
The students 7	<p><i>kalau menurut saya pribadi, sebenarnya media itu hanya sebagai pendukung miss, yang terpenting adalah pak guru bisa membuat kelas hidup dan tidak membosankan. Kalaupun ada media, mungkin video-video bisa menambah keantusiasan kita.</i></p> <p>(Personally, in my opinion, the media is only a supporter of miss, the most important thing is that the teacher can make the class lively and not boring. Even if there is media, maybe videos can increase our enthusiasm.)</p>

The researcher	<p><i>Hai, apa kabar. Siapa namanya ?</i></p> <p>(hi, how are you? What's your name?)</p>
Students 8, 9, & 10	<p><i>Hallo kak, baik. Nama saya Alvin, Afiq, dan Ana kak.</i></p> <p>(hello miss, I am fine. My name is Alvin, Afiq, and Ana miss)</p>
The researcher	<p><i>Bisakah kita memulai wawancaranya ?</i></p> <p>(can we start the interview?)</p>
students 8, 9, & 10	<p><i>Iya kak bisa.</i></p> <p>(yes miss)</p>
The researcher	<p><i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i></p> <p>(do you like English lessons?)</p>
students 8, 9, & 10	<p><i>tidak, kami sangat membenci bahasa inggris. karena kita tidak bisa</i></p> <p>(no, we really hate english. because we don't understand)</p>
The researcher	<p><i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i></p> <p>(do you think that learning speaking is difficult? And what's the problem that you faced ?)</p>
Students 8, 9, & 10	<p><i>sulit sekali kak, apalagi kita kita tidak suka bahasa inggris. itu bukan bahasa kita kak.</i></p> <p>(It's very difficult, miss, especially since we don't like English. it's not our language)</p>
The researcher	<p><i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i></p>

	(What activities are usually done when learning English in class?)
students 8, 9, & 10	<i>menjelaskan materi kemudian mengerjakan soal kadang-kadang.</i> (explain the material then do the questions sometimes.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 8, 9, & 10	<i>menyuruh kita maju kedepan dan berbicara atau bercerita.</i> (tell us to come forward and talk or tell a story.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 8, 9, & 10	<i>tidak kak.</i> (No miss)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
Students 8,9, & 10	<i>Pak guru menggunakan buku kak.</i> (The teacher used a handbook miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 8, 9, &10	<i>tidak tahu kak, karena kami tidak tahu bahasa inggris.</i> (We don't know miss. Because we don't understand English)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 11	<i>Hallo kak, baik. Nama saya rifka kak.</i> (hello miss, I am fine. My name is Rifka miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i>

	(can we start the interview?)
The students 11	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students 11	<i>iya kak, tapi tidak begitu suka.</i> (yes, i do. But i don't really like it)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 11	<i>iya kak. Mungkin karena belum terbiasa saja kak</i> (Yes miss. Maybe it's because i am not used to it)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students 11	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
The students 11	<i>Dengan maju kedepan kak, perkenalan dan biasanya juga melakukan percakapan.</i> (By moving forward, miss, introductions and usually also do conversation.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
The students 11	<i>tidak kak. Itu tergantung materi yang dipelajari.</i> (No miss. It's depend on the material that will be learned.)

The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
The students 11	<p><i>Pak guru menggunakan buku saja kak</i></p> <p>(The teacher used a handbook only, miss)</p>
The researcher	<p><i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i></p> <p>(In your opinion, what media should be used for more interesting learning?)</p>
The students 11	<p><i>kalau menurut saya itu tergantung orangnya kak, kan orang berbeda-beda. Kalau saya suka menggunakan gambar-gambar kak.</i></p> <p>(I think it depends on the person, miss, people are different. If I like to use pictures, miss).</p>
The researcher	<p><i>Hai, apa kabar. Siapa namanya ?</i></p> <p>(hi, how are you? What's your name?)</p>
Students 12, 13, & 14	<p><i>Hallo kak, baik. Nama saya Winata,, Danang, dan Fairus kak.</i></p> <p>(hello miss, I am fine. My name is Winata, Danang, dan Fairus miss)</p>
The researcher	<p><i>Bisakah kita memulai wawancaranya ?</i></p> <p>(can we start the interview?)</p>
students 12, 13, & 14	<p><i>Iya kak bisa.</i></p> <p>(yes miss)</p>
The researcher	<p><i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i></p> <p>(do you like English lessons?)</p>
students 12, 13, & 14	<p><i>tidak, kami sangat tidak suka bahasa inggris. karena terlalu sulit.</i></p> <p>(No, we really don't like English. because it's too hard.)</p>
The researcher	<p><i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i></p> <p>(do you think that learning speaking is difficult? And what's the problem that you faced ?)</p>
Students 12, 13, & 14	<p><i>sulit sekali kak, apalagi kita tidak tahu apa-apa soal bahasa inggris.</i></p>

	(It's very difficult, miss, especially since we don't know anything about English.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa Inggris dikelas?</i> (What activities are usually done when learning English in class?)
students 12, 13, & 14	<i>menjelaskan materi kemudian mengerjakan soal kak.</i> (explain the material then do the questions, miss.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 8, 9, & 10	<i>menyuruh kita maju kedepan dan berbicara atau bercerita.</i> (tell us to come forward and talk or tell a story.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 12, 13, & 14	<i>tidak kak.</i> (No miss)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
Students 12, 13, & 14	<i>Pak guru menggunakan buku kak.</i> (The teacher used a handbook miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 12, 13, & 14	<i>mungkin selain buku panduan kak. Seperti video.</i> (maybe other than the guidebook, miss. Like videos.)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i>
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	(hi, how are you? What's your name?)
The students 15	<i>Hallo kak, baik. Nama saya syifa kak.</i> (hello miss, I am fine. My name is Syifa miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 15	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students 15	<i>iya kak,</i> (yes, i do.)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 15	<i>tidak kak kalau kita banyak berlatih dan praktik.</i> (No, miss, if we practice and practice a lot.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students 15	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
The students 15	<i>sebenarnya kita jarang praktik berbicara dikelas kak, yang sering dilakukan pak guru adalah pemberian materi. Sedangkan praktik itu jarang.</i> (In fact, we rarely practice speaking in class, what the teacher often does is provide material.)

The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
The students 15	<i>tidak kak. Itu jarang dan tergantung materi yang dipelajari.</i> (No miss. It's rarely and also depend on the material that will be learned.)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
The students 15	<i>Pak guru menggunakan buku saja kak</i> (The teacher used a handbook only, miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
The students 15	<i>kalau saya pribadi mungkin lebih mudah menggunakan buku dengan gambar-gambar unik didalamnya kak.</i> (Personally, I might find it easier to use a book with unique pictures in it, miss.)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 16	<i>Hallo kak, baik. Nama saya syifa kak.</i> (hello miss, I am fine. My name is Dhia miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 16	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)

The students 16	<i>tidak terlalu kak</i> (don't really like, Miss.)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 16	<i>mungkin untuk seseorang yang tidak suka akan terasa sulit, tapi bagi saya tergantung usaha kak. Meskipun saya tidak suka, kalau saya mau berusaha pasti tidak akan sulit.</i> (Maybe for someone who doesn't like it, it will be difficult, but for me it depends on your efforts. Although i don't like it, but i want to try it will never difficult.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students 16	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
The students 16	<i>kita memiliki banyak pertemuan untuk membahas mmateri kak, untuk praktek berbicara jarang.</i> (We have many meetings to discuss material, Sis, to practice speaking infrequently.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
The students 16	<i>tidak kak. Itu jarang.</i> (No miss. It's rare)

The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
The students 16	<i>Pak guru menggunakan buku penduan saja kak</i> (The teacher used a handbook only, miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
The students 16	<i>saya tidak terlalu tahu kak. Tapi mungkin yang terpenting menarik dan tidak membosankan.</i> (I don't really know, Miss. But maybe the most important thing is interesting and not boring.)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 17	<i>Hallo kak, baik. Nama saya Fira kak.</i> (hello miss, I am fine. My name is Fira miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 17	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students 17	<i>iya kak, meskipun tidak memiliki kemampuan dalam bahasa inggris, saya suka.</i> (yes, i do. Although i don't have ability in English, i like it.)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)

The students 17	<p><i>iya kak, karena saya sangat jarang berbiara bahasa inggris dan kurang praktik.</i></p> <p>(Yes, Sis, because I rarely speak English and lack practice.)</p>
The researcher	<p><i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i></p> <p>(What activities are usually done when learning English in class?)</p>
The students 17	<p><i>Biasanya pak guru akan menjelaskan kepada kita materi untuk hari itu, lalu meminta kita untuk mengerjakan tugas kadang juga memberi kita pekerjaan rumah kak.</i></p> <p>(Usually, the teacher will explain to us the material for the day, then ask us to do the assignments sometimes also give us homework, miss)</p>
The researcher	<p><i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i></p> <p>(How does the teacher teach speaking in the classroom?)</p>
The students 17	<p><i>saat pak guru meminta kita menulis kegiatan sehari-hari kiita, maka pak guru akan memint kami untuk berbicara kedepan.</i></p> <p>(when the teacher asks us to write down our daily activities, the teacher will ask us to talk in the future.)</p>
The researcher	<p><i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i></p> <p>(does the teacher always give students speaking practice in every meeting?)</p>
The students 17	<p><i>Tidak kak. Jika untuk berbicara itu tergantung materi yang dipelajari hari itu.</i></p> <p>(No miss. If speaking, it depends on the material studied that day.)</p>
The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
The students 17	<p><i>Biasanya pak guru menggunakan buku dan juga papan tulis kak.</i></p> <p>(usually, the teacher used a handbook and whiteboard, miss)</p>

The researcher	<p><i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i></p> <p>(In your opinion, what media should be used for more interesting learning?)</p>
The students 17	<p><i>Kalau menurut saya kak, dengan adanya media seperti video atau gambar-gambar akan menjadi lebih menarik.</i></p> <p>(In my opinion, miss, with media such as videos or pictures will more interesting.)</p>

The researcher	<p><i>Hai, apa kabar. Siapa namanya ?</i></p> <p>(hi, how are you? What's your name?)</p>
Students 18 & 19	<p><i>Hallo kak, baik. Nama saya Gefbi dan Herlangga kak.</i></p> <p>(hello miss, I am fine. My name is Gefbi and herlangga, miss)</p>
The researcher	<p><i>Bisakah kita memulai wawancaranya ?</i></p> <p>(can we start the interview?)</p>
students 18 & 19	<p><i>Iya kak bisa.</i></p> <p>(yes miss)</p>
The researcher	<p><i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i></p> <p>(do you like English lessons?)</p>
students 18 & 19	<p><i>tidak, kami sangat membenci bahasa inggris. karena kita tidak bisa</i></p> <p>(no, we hate english. because we don't understand)</p>
The researcher	<p><i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i></p> <p>(do you think that learning speaking is difficult? And what's the problem that you faced ?)</p>
Students 18 & 19	<p><i>sulit sekali kak, karena tidak seperti bahasa indonesia, mudah. itu bukan bahasa kita kak.</i></p> <p>(It's very difficult, miss because it doesn't like the Indonesian language, easy. it's not our language)</p>
The researcher	<p><i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i></p>

	(What activities are usually done when learning English in class?)
students 18 & 19	<i>menjelaskan materi kemudian mengerjakan soal kadang-kadang.</i> (explain the material then do the questions sometimes.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 18 & 19	<i>mengerjakan tugas dan membacanya didepan kelas.</i> (do task and then read it in front of class.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 18 & 19	<i>tidak kak.</i> (No miss)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
Students 18 & 19	<i>Pak guru menggunakan buku kak.</i> (The teacher used a handbook miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 18 & 19	<i>kita tidak yakin kak, semuanya sepertinya sama saja. hehe</i> (we're not sure miss, everything seems the same. haha)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
Students 20 & 21	<i>Hallo kak, baik. Nama saya Ma'rifatul dan Kumala kak.</i> (hello miss, I am fine. My name is M'rifatul and Kumala miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)

students 20 & 21	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
students 20 & 21	<i>tidak kak.</i> (No, we don't)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
Students 20 & 21	<i>sangat sulit kak.</i> (very difficult miss)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
students 20 & 21	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 20 & 21	<i>Dengan maju kedepan kak, bercerita.</i> (By moving forward, miss, tell stories.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 20 & 21	<i>tidak kak.</i> (No miss)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i>

	(What media is usually used when learning to speak in the classroom?)
Students 20 & 21	<i>Pak guru menggunakan buku kak.</i> (The teacher used a handbook miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 20 & 21	<i>tidak tahu kak, mungkin dengan video.</i> (i don't know., maybe with video)
The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
students 22 & 23	<i>Hallo kak, baik. Nama saya Elsa dan Nasya kak.</i> (hello miss, I am fine. My name is Elsa and Nasya miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
students 22 & 23	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
students 22 & 23	<i>iya kak,</i> (yes, i do.)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
students 22 & 23	<i>tidak kak kalau kita banyak berlatih dan praktik.</i> (No, miss, if we practice and practice a lot.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)

students 22 & 23	<p><i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i></p> <p>(The teacher usually explains the material in the manual then gives us assignments.)</p>
The researcher	<p><i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i></p> <p>(How does the teacher teach speaking in the classroom?)</p>
students 22 & 23	<p><i>kita jarang praktik berbicara dikelas kak, yang sering dilakukan pak guru adalah pemberian materi.</i></p> <p>(we rarely practice speaking in class, what the teacher often does is provide material.)</p>
The researcher	<p><i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i></p> <p>(does the teacher always give students speaking practice in every meeting?)</p>
students 22 & 23	<p><i>tidak kak. tergantung materi yang dipelajari.</i></p> <p>(No miss, depend on the material that will be learned.)</p>
The researcher	<p><i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i></p> <p>(What media is usually used when learning to speak in the classroom?)</p>
students 22 & 23	<p><i>Pak guru menggunakan buku saja kak</i></p> <p>(The teacher used a handbook only, miss)</p>
The researcher	<p><i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i></p> <p>(In your opinion, what media should be used for more interesting learning?)</p>
students 22 & 23	<p><i>kita kurang tahu kak, sebenarnya apa saja asalkan menarik.</i></p> <p>(we don't know miss, actually anything as long as it's interesting)</p>

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i>
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	(hi, how are you? What's your name?)
Students 24, 25, & 26	<i>Hallo kak, baik. Nama saya Rahmad, Kusuma, dan Ahmad kak.</i> (hello miss, I am fine. My name is Rahmad, Kusuma, and Ahmad miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
students 24, 25, & 26	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
students 24, 25, & 26	<i>tidak tahu kak. Tapi kami juga tidak terlalu suka kak.</i> (we don't know kak. But we don't like it too much)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
Students 24, 25, & 26	<i>sulit kalau kita tidak percaya diri kak, dan mudah kalau kita berani mencoba dan tidak takut salah.</i> (It's hard if we don't believe in ourselves, Sis, and it's easy if we dare to try and are not afraid of being wrong.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
students 24, 25, & 26	<i>pak guru memberikan materi, menjelaskan materi kemudian mengerjakan soal kadang-kadang.</i> (the teacher provide material , explain the material, then do the questions sometimes.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 24, 25, & 26	<i>menyuruh kita maju kedepan dan berbicara atau bercerita. Selain itu tidak ada kak, tergantung materi juga kak.</i>

	(tell us to come forward and talk or tell a story. Apart from that, there is no sis, depending on the material, Miss.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 24, 25, & 26	<i>tidak kak. Jarang.</i> (No miss, it's rare)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
Students 24, 25, & 26	<i>Pak guru menggunakan buku kak.</i> (The teacher used a handbook miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 24, 25, & 26	<i>kita tidak tahu kak, karena kita sering menggunakan buku panduan.</i> (We don't know miss. Because we are rarely use guidebook)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 27	<i>Hallo kak, baik. Nama saya Zia kak.</i> (hello miss, I am fine. My name is Zia miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 27	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)

The students 27	<i>tidak terlalu kak</i> (don't really like, Miss.)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 27	<i>mungkin untuk seseorang yang tidak suka akan terasa sulit, tapi bagi saya tergantung usaha kak.</i> (Maybe for someone who doesn't like it, it will be difficult, but for me it depends on your efforts.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students 27	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
The students 27	<i>kita memiliki banyak pertemuan untuk membahas materi kak, untuk praktek berbicara jarang.</i> (We have many meetings to discuss material, Sis, to practice speaking infrequently.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
The students 27	<i>tidak kak. Itu jarang.</i> (No miss. It's rare)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i>

	(What media is usually used when learning to speak in the classroom?)
The students 27	<i>Pak guru menggunakan buku penduan saja kak</i> (The teacher used a handbook only, miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
The students 27	<i>saya tidak terlalu tahu kak. Tapi mungkin yang terpenting menarik dan tidak membosankan.</i> (I don't really know, Miss. But maybe the most important thing is interesting and not boring.)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
Students 28 & 29	<i>Hallo kak, baik. Nama saya Adinda dan Aditya kak.</i> (hello miss, I am fine. My name is Adinda and Aditya, miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
students 28 & 29	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
students 28 & 29	<i>tidak, kami sangat membenci bahasa inggris. karena kita tidak bisa</i> (no,we don't. because we don't understand)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
Students 28 & 29	<i>sulit sekali kak, karena tidak seperti bahasa indonesia yang mudah melafalkannya.</i>

	(It's very difficult, miss because it doesn't like the Indonesian language which easy to pronounce)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
students 28 &29	<i>menjelaskan materi kemudian mengerjakan soal kadang-kadang.</i> (explain the material then do the questions sometimes.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
Students 28 & 29	<i>kita jarang berbicara kak, selain jika pak guru meminta kita membaca tugas kita di depan kelas.</i> (we rarely talk, Miss, other than when the teacher asks us to read our assignments in front of the class.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
Students 28 & 29	<i>tidak kak.</i> (No miss)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
Students 28 & 29	<i>Pak guru menggunakan buku/paket kak.</i> (The teacher used a package book miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
Students 28 & 29	<i>kita tidak yakin kak, semuanya sepertinya sama saja. hehe</i> (we're not sure miss, everything seems the same. haha)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 30	<i>Hallo kak, baik. Nama saya Aria kak.</i> (hello miss, I am fine. My name is Aria miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 30	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)
The students 30	<i>iya kak,</i> (yes, i do.)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 30	<i>tidak kak kalau kita banyak berlatih dan praktik.</i> (No, miss, if we practice and practice a lot.)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students 30	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
The students 30	<i>sebenarnya kita jarang praktik berbicara dikelas kak, yang sering dilakukan pak guru adalah pemberian materi. Sedangkan praktik itu jarang.</i> (In fact, we rarely practice speaking in class, what the teacher often does is provide material.)

The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
The students 30	<i>tidak kak. Itu jarang dan tergantung materi yang dipelajari.</i> (No miss. It's rarely and also depend on the material that will be learned.)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i> (What media is usually used when learning to speak in the classroom?)
The students 30	<i>Pak guru menggunakan buku saja kak</i> (The teacher used a handbook only, miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
The students 30	<i>kalau saya pribadi mungkin lebih mudah menggunakan buku dengan gambar-gambar unik didalamnya kak.</i> (Personally, I might find it easier to use a book with unique pictures in it, miss.)

The researcher	<i>Hai, apa kabar. Siapa namanya ?</i> (hi, how are you? What's your name?)
The students 31	<i>Hallo kak, baik. Nama saya putra kak.</i> (hello miss, I am fine. My name is putra miss)
The researcher	<i>Bisakah kita memulai wawancaranya ?</i> (can we start the interview?)
The students 31	<i>Iya kak bisa.</i> (yes miss)
The researcher	<i>Apakah kamu menyukai pelajaran bahasa Inggris ?</i> (do you like English lessons?)

The students 31	<i>iya kak,</i> (no, i do not, miss)
The researcher	<i>Apakah menurut kamu belajar berbicara (speaking) itu sulit ? kesulitan apa yang kamu hadapi?</i> (do you think that learning speaking is difficult? And what's the problem that you faced ?)
The students 31	<i>iya kak, apalagi kalau kita tidak pernah praktek berbicara. Sulit sekali.</i> (Yes, miss, especially if we never practice speaking. Very difficul..)
The researcher	<i>Apa saja kegiatan yang biasanya dilakukan saat pembelajaran bahasa inggris dikelas?</i> (What activities are usually done when learning English in class?)
The students 31	<i>pak guru biasanya menjelaskan materi dibuku panduan kemudian memberi kita tugas.</i> (The teacher usually explains the material in the manual then gives us assignments.)
The researcher	<i>Bagaimana cara guru mengajar berbicara (speaking) dikelas?</i> (How does the teacher teach speaking in the classroom?)
The students 31	<i>sebenarnya kita jarang praktik berbicara dikelas kak, yang sering dilakukan pak guru adalah pemberian materi. Sedangkan praktik itu jarang.</i> (In fact, we rarely practice speaking in class, what the teacher often does is provide material.)
The researcher	<i>Apakah bapak guru selalu memberikan latihan berbicara (speaking) pada setiap pertemuan?</i> (does the teacher always give students speaking practice in every meeting?)
The students 31	<i>tidak kak. tergantung materi yang dipelajari.</i> (No miss. depend on the material that will be learned.)
The researcher	<i>Media apa yang biasanya digunakan untuk belajar speaking dikelas?</i>

	(What media is usually used when learning to speak in the classroom?)
The students 31	<i>Pak guru menggunakan buku saja kak</i> (The teacher used a handbook only, miss)
The researcher	<i>Menurut adik, media apa yang sebaiknya digunakan untuk pembelajaran lebih menarik?</i> (In your opinion, what media should be used for more interesting learning?)
The students 31	<i>saya tidak tahu kak, yang terpenting banyak praktik untuk saya sepertinya.</i> (I don't know, Sis, the most important thing is that it's a lot of practice for me.)

VIDEO OF TEACHING MATERIAL

WHAT IS THIS TOPIC ABOUT?

01 INFORMAL GREETINGS
Merupakan sapaan yang digunakan untuk menyapa orang-orang terdekat seperti keluarga, saudara, teman sebaya, teman sekelas, dll.

02 FORMAL GREETINGS
Merupakan sapaan yang digunakan ketika kita berada pada situasi yang formal seperti saat rapat, presentasi, dll.

03 SLANG ENGLISH GREETINGS
Merupakan sapaan bahasa gaul/tidak resmi yang digunakan untuk menyapa orang yang sangat dikenal dengan baik.

DIALOGUE

Hey
Hey man
Hi

Peter: Hey, man! What's up?
Justin: Hey, Peter. Nothing special. How about you?

Noona Chan

Daily Activities

Kegiatan yang kita lakukan mulai dari bangun tidur sampai kita tidur lagi




Morning Night



Who will learn to tell other people their origins, and our life?

Here are some well-known places, especially for the tourists. Please, always show the old buildings, and the old houses, we will respect the historical value of the buildings for our.

We will say the sentences loudly, clearly, and correctly.

Hi, My name is Maxine. I am from West Sumatra. I live in Padang in Kecamatan Padang, RT 1, RW 7, on Jalan Teratai. I live at 23 Jalan Teratai.

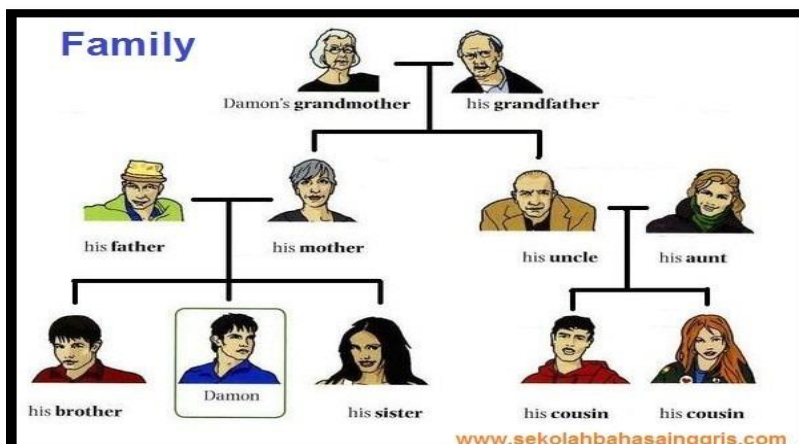
Hi, My name is Yoko. I am from West Java. I live in Bandung in Kecamatan Paridara, on Jalan Serai. I live at 23 Jalan Serai, Bandung.

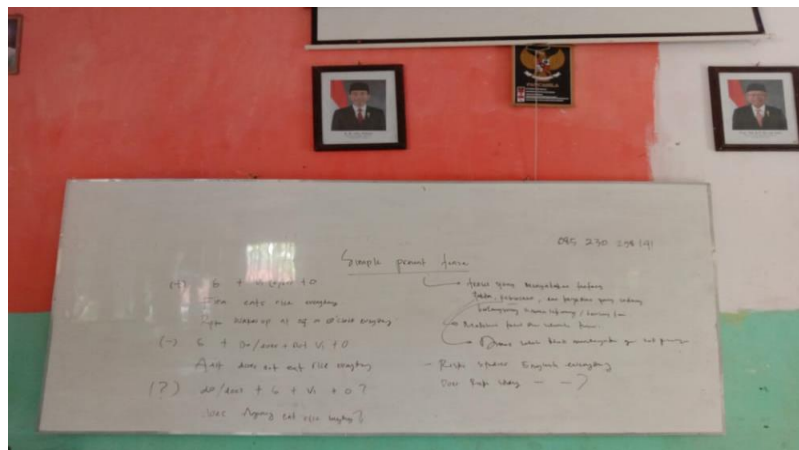
Good afternoon, My name is Maxine. I am from East Kalimantan. I live in Samarinda in Kecamatan Bangunan, RT 1, RW 1, on Jalan Beringin. I live at 12 Jalan Beringin.

Hi, My name is Agnes. I'm from South Sumatra. I live in Makassar in Kecamatan Angkasa, RT 1, RW 1, on Jalan Bumi. I live at 12 Jalan Bumi, Makassar.

NAME OF ORIGIN	Max Bae
PLACE OF ORIGIN	East Nusa Tenggara
HOME ADDRESS	at 5 Jalan Denpasar
Home	on Jalan Denpasar
STREET	-
RT/RW	-
Kelurahan	in Kecamatan
Kecamatan	Angkasa
Town/City	in Kupang

Kelas VII SMP/MTs Bahasa Inggris When English Rings a Bell





Chapter V

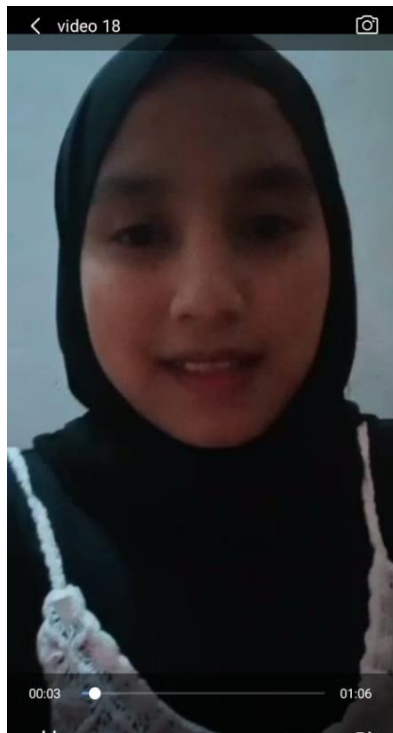
It's a beautiful day!

We will learn to:
 Ask for and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.

(Meminta dan memberi informasi, terkait dengan kualitas/sifat orang, binatang, dan benda, untuk mengidentifikasi, mengkritik, atau memuji mereka)



STUDENTS VIDEO TEST



STUDENTS' SCORE

NU	NAME	SCORE PRE- STUDY	SCORE CYCLE I	SCORE CYCLE II	
				Riter 1	Riter 2
1	BA	75	81	94	81
2	EG	63	70	88	94
3	WP	70	75	81	81
4	MD	56	63	70	70
5	AD	70	70	75	75
6	SH	45	63	81	75
7	AF	70	75	88	70
8	FP	75	75	94	88
9	GPA	56	63	75	81
10	HG	50	56	70	70
11	KS	56	63	81	81
12	AN	63	70	70	75
13	MM	75	81	94	88
14	ME	70	70	88	81
15	AA	45	63	70	70
16	NP	75	75	81	81
17	PA	50	56	75	75
18	RK	75	75	94	88
19	KAP	63	70	88	81
20	ARP	56	63	75	70
21	TH	63	70	81	81
22	AA	45	63	75	75
23	AS	63	63	75	70
24	AP	56	63	70	70
25	MP	63	70	81	88
26	AAH	81	88	94	94
27	AR	63	70	75	75
28	NZI	70	75	88	81
29	MA	70	70	81	75
30	EW	50	56	70	70
31	SE	45	56	70	70
NU	NAME	SCORE PRE- STUDY	SCORE CYCLE I	SCORE CYCLE II	
				Researcher	Another writer
TOTAL SCORE		1.927	2.121	2.942	2.424
MEAN/AVERA GE		62.1	68.4	80,3	78.1
LOWEST SCORE		45	56	70	70
HIGHEST SCORE		81	88	94	94

DOCUMENTATIONS

Doc 1. Students did punishment to sing a song



Doc 2. Students did the punishment to sholawatan



Doc 3. Students in the seventh grade



Doc 4. Last meeting with students



Doc 5. Teaching learning process



Doc 6. Teaching learning process



Doc 7. Explain the material



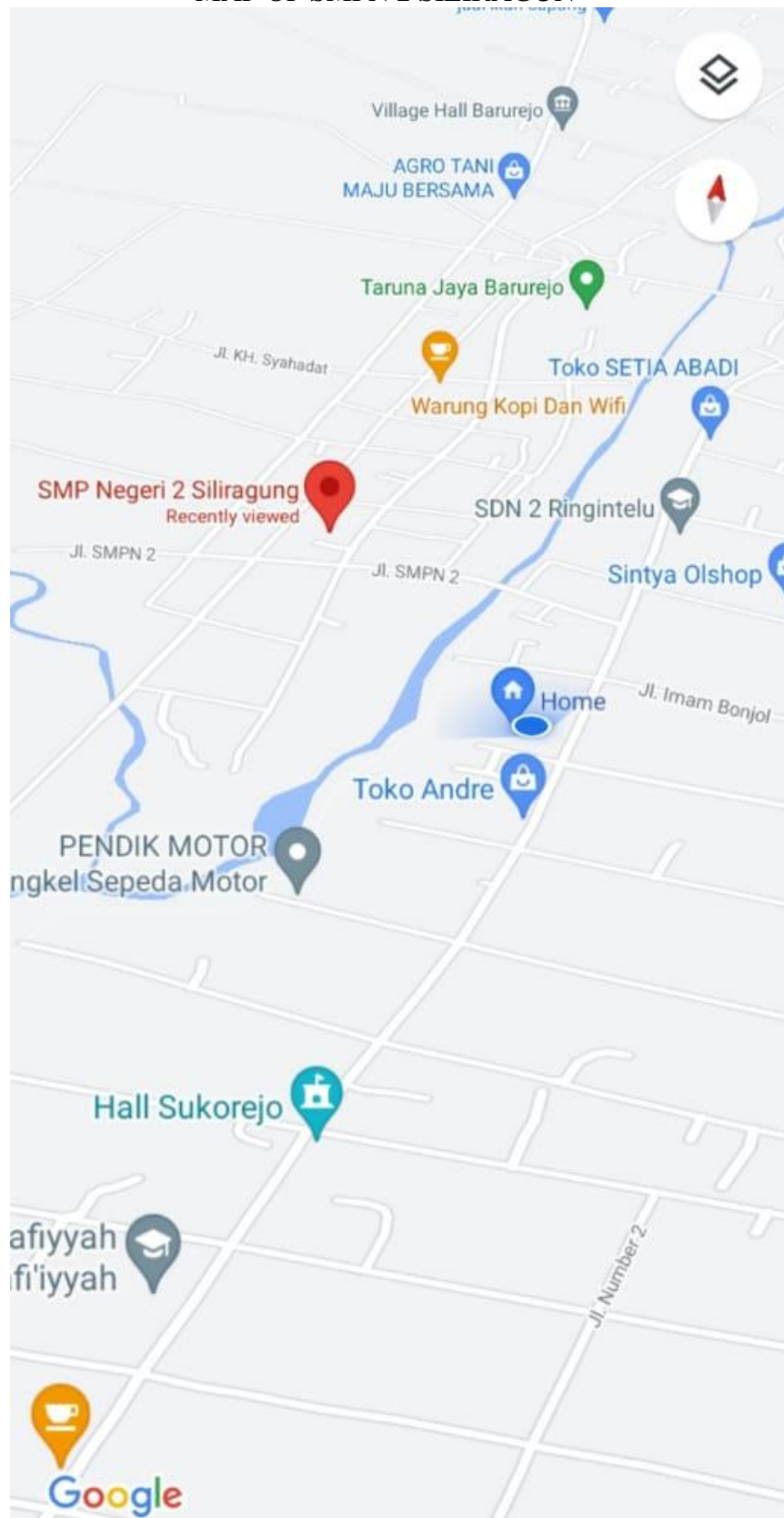
Doc 8. Students practice speaking



Doc 9. Students tell their daily activity and experience



MAP OF SMPN 2 SILIRAGUN



RESEARCH ADMINISTRATION



INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pom. Pes. Darussalam Blokagung 02/IV Karangdoro Tegaleari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333 . Website: www.iaida.ac.id . E-mail: iaidablokagung@gmail.com

Nomor: 31.5/273.17/TBIG/FTK/IAIDA/C.3/I/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMPN 2 SILIRAGUNG

Di - Tempat

Assalamu 'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **RISKIWATI**
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 Fakultas : **Tarbiyah dan Keguruan (FTK)**
 Program Studi : **Tadris Bahasa Inggris (TBIG)**
 Alamat : **Ringintelu Bangorejo Banyuwangi**
 HP : **085230298141**
 Dosen Pembimbing : **Dewi Khawa, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Implementation of Task-Based Learning Strategy by Making Introducing Video to Improve Students' Speaking Skills at the Seventh Grade of SMPN 2 Siliragung in the Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih

Wassalamu 'alaikum warahmatullahi wabarokatuh.

Blokagung, 22 Januari 2022

Dekan

Dr. Siti Aimah, S.Pd.L., M.Si.
 NIPY. 3150801058001



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
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Email : smpduasiliragung@gmail.com

SURAT KETERANGAN

Nomor : 424/073/429.245/200020/2022

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NIP. : 196810051992031010
Pangkat/ Gol. : Pembina Tingkat I / IV-b
Jabatan : Kepala Sekolah

Menerangan dengan sebenarnya :

Nama : **RISKIWATI**
NIM. : 18112210047
Fakultas : Tarbiyah dan Keguruan
Program Studi : TADRIS Bahasa Inggris – IAIN Darussalam Blokagung

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMP Negeri 2 Siliragung, terhitung mulai tanggal : **17 Maret 2022 s/d 9 April 2022**

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Siliragung, 9 April 2022
Mengetahui,
Kepala Sekolah,

MARTINUS BRIATMOKO, S.Pd
NIP. 196810051992031010

NIM	18112210047	
NAMA	RISKI WATI	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20212	
JUDUL	The implementation of task-based learning strategy by making introducing video to prove students speaking skill at the seventh grade of SMPN 2 Siliragung in the academic year 2022	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	01 Juni 2022	01 Juni 2022	koreksi penulisan dan abstract	acc ujian thesis
2	20212	17 April 2022	30 April 2022	menulis hasil penelitian dan simpulan	chapter 4 and 5
3	20212	11 April 2022	16 April 2022	penulisan chapter 1-3 dalam bentuk thesis dan penyampaian hasil penelitian	chapter 1-3 and preparing for chapter 4
4	20212	16 Desember 2021	16 Desember 2021	finishing proposal	acc research proposal
5	20212	15 Desember 2021	15 Desember 2021	revisi chapters 1-3 untuk proposal	revisi chapters 1-3 untuk proposal
6	20212	07 Desember 2021	14 Juni 2022	chapter 1, 2, and 3	chapter 1, 2, and 3
7	20212	23 November 2021	22 November 2021	menentukan research question	menguji task-based learning strategy

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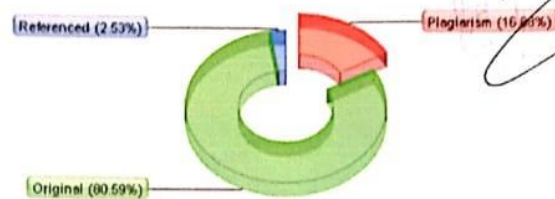
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RESEARCHER AUTOBIOGRAPHY



Riskiwati is the last child from three siblings who was birth from the couple of Mr. Poniman and Mrs. Mariati. She was born in Banyuwangi 14th June 2000. She has some nickname, some people called her as Riski and some people called her as wati and kiki. She lived in Ringintelu Village, Bangorejo Distric, Banyuwangi Regency, East Java. She started her study at 4 Kalibaru Kulon Elementary school but she decided to moved to another school in 2012, her new school was 2 Ringintelu Elementary school and she graduated in the same year, 2012. After graduation, she continued her study at Annur Islamic Broading School since six years from her junior high school until senior high school. Besides, she took Social Department as the major in Madrasah Aliyah Annur and graduated in 2018. After graduating from senior high school, she also decided to leave the Annur Kalibaru Islamic Boarding School and continue her education to a bachelor's degree at one of the universities, namely the Islamic Darussalam Institution Blokagung Baanyuwangi and she took English education faculty of teacher training exactly English Department.