

THE IMPLEMENTATION OF TASK-BASED LEARNING STRATEGY BY MAKING VIDEO INTRODUCTION TO IMPROVE STUDENTS' SPEAKING SKILLS

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ABSTRACT

This study uses CAR design of the research by using a qualitative approach. The purpose of this study was to find out the application of a task-based learning strategy by making introductory videos in students' speaking skills. Researchers made observations in the preliminary study to find out the problems faced by students in learning speaking. In the first cycle, the researchers had two meetings while in the second cycle the researchers had four meetings. The researchers started the teaching-learning activity by greeting, praying together, checking attendance. Then, the researchers delivered the material that has been determined, displayed a video and PPT related to the material, and gave question and answer session. After that, the researchers gave 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 students' speaking achievement. This is evidenced by the average number of students who has increased in each cycle. In the preliminary study, the average number of students' achievement was 62, then increased to 68 in the first cycle and increased to 80 in the second cycle. Thus, this research is declared successful because the results obtained by students in the second cycle have met the predetermined success criteria (70).

Keywords: *task-based learning, speaking, video*

Introduction

As a tool of common, English is at the first level as an international language in the world. Many countries use English as their first language. However, in Indonesia English is not only used by some people as a tool of communication but also become a standard of the educational curriculum.

In education, the completeness criteria maximum of the score (SKM) in English lessons is 70. Due to the problem above, the teachers must implement the most appropriate strategy to increase students' speaking ability.

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. Bygate stated 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 (Mao, 2012:2431)". Video-making task is a project based which is students centered class type. Students asked to explore their creativity in making video by using English language (Khawa, 2020).

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 and Jafari 2013).

Literature Review

According to Balley (2006:25) speaking is a process of interaction where the speaker intends to build meaning execute producing, accepting, and processing information. Brown (2001) stated there are several aspects that must be considered and fulfilled by students to measure of whether the speaking skills are good or not: 1) 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. 2) Comprehension is students' competence to understand what the speaker says to them. 3) Grammar is the study of class words, inflection, functions, and their relation in language sentences. Lado (1977:141) stated that grammar is the study of rules that are claimed to inform the students about what students have to and have not to say to speak the social language in the educational class. 4) Vocabulary is a set of words that are known by someone or part of a particular language (Hornby, 2006). 5) Pronunciations refer to the build-up of sounds that we use to make meaning.

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. Sutiayatno (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 (2013) defined, that task-based learning provides activities for students' importance which could increase the interest and interaction of students in the class. The emphasis of this approach is on designing assignments that can involve

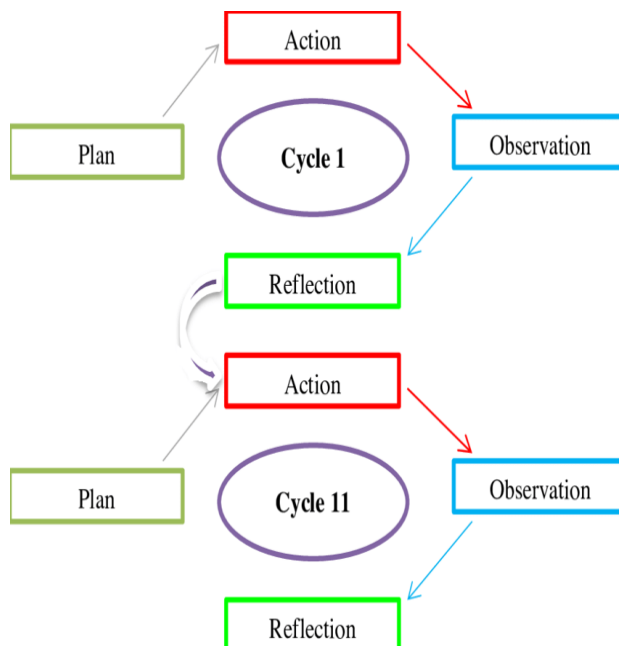
students to do activities with the target language. Teachers have a very important role in implementing and preparing learners in the process of task-based language learning. Teachers should have creativity, innovations, and initiative in engaging students to improve student interest to use the target language.

The framework of task-based learning includes three steps that provide three basic conditions in language teaching: 1) pre-task, teachers introduce the topic and material which will be discussed and taught to students by brainstorming. 2) task-cycle, teachers planning activities in the form of task which aims to provide opportunities for students to practice their English in real communication. 3) language focus, the teachers and students analyze various aspects of languages that learned that day (Willis,1996:18).

Method

The research carried out in SMP 2 Siliragung

Banyuwangi with the total 31 students of seventh grade. The researchers used CAR (Classroom Action Research) and implemented a procedure supported by Kemmis and McTaggart (2014). The procedure is in four steps, which are called planning, acting, observing, and reflecting. The cycle is carried out in at least one cycle. The design can be seen in the picture below:



Picture 1. The Classroom Action Research design
based on Kemmis and McTaggart (2014)

The implementation of a task-based learning strategy by making introducing videos 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 teacher 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 teacher asks the students to make introductory videos according to the information they had and their abilities. 7). The

teacher allows students to ask about the difficulties and problems they faced related to making introductory videos. 8). The teacher provides positive feedback to make students more interested and motivated in learning English, especially speaking. 9). The teacher evaluates the results of all the activities carried out.

Finding and Discussion

The preliminary study begins with teaching and learning activities in the pre-activity. The researchers started teaching and learning activities by greeting and checking the students' attendance. In the main activity, the researchers explained the material. The first material was about greeting, farewell, and response.

During the learning process in the main activity, the researchers found several problems in speaking. The first is the response of students in learning English. Even though they seemed to be paying close attention, the students were a little

confused when the teacher asked them some questions. The second is students' confidence. When the teacher asked them to practice some conversation related to the material, most of them just keep silent, confused, and said that they cannot do it. They said they were not able to speak in English due to their lack of vocabulary, bad pronunciation, and also shy.

Implementation

The Cycle 1

The action that provided by the researchers in cycle 1 are; prepared lesson plan, prepared the teaching strategy, provided material for teaching, provided an instructional strategy, provided the speaking test, and prepared criteria of success.

The activities carried out in the first cycles are as follows.

a) Pre-activity

The teacher started the lesson by greeting and reading *basmalah* together. Continued by

checking the students' attendance and warming-up.

b) Main activity

The teacher explained the material to students based on the lesson plan about meeting and introduction. The teacher used PowerPoint as a media in teaching. After the explanation, the teacher offered students the opportunity to ask questions related to the material. However, students were passive and tend to be silent.

c) Post activity

The teacher used task-based learning strategy by giving the task to the students to make an introductory video including some instructions such as; the task is a homework, submit the task via WhatsApp, the duration of video at least one minute, and the theme. The teacher closed the lesson by reading the *hamdalah* together and ending with greetings.

Reflecting

In the first cycle, thirteen students got scores less than the predetermined success criteria or SKM, which was 70. The percentage of students score under 70 was 42%, while the percentage of students speaking score above 70 was 58%. However, students' speaking score increased from preliminary study to cycle I.

In the cycle one, students were afraid to make a mistake during the video-taping. It happened because the words those they used are new vocabulary and they feel hesitate to pronounce it.

Revise the strategy applied in cycle 1

Based on the reflection, the researchers added the meeting in the cycle II to be four meetings while in the first cycle student have two meetings. 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 by themselves. The

teacher also suggested students to get an assistance from speaking applications.

The cycle II

The activities in cycles II are stated as follow:

a) Pre-activity

Here, the teacher gave the same approach as pre-activity in cycle I.

b) Main activity

The teacher provided material based on the lesson plan. The teacher used Power Point and video as a media in teaching. After the explanation, the teacher gave a question-and-answer session to find out the difficulties faced by the students. In the cycle II, students were more active and less hesitate in discussion. The teacher also gave a game which made the looser to come forward and to talk about their story.

c) Post activity

In post activity, teacher gave students

task to make a video with some conditions; the video should at least 3 minutes length, the video should be uploaded on their social media in public, and the video should follow the theme.

Reflecting

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

In the cycle II 100% of the students' score have passed the success criteria or SKM, with an average score 80.3. There were 31 students got more than the specified SKM (70). Meanwhile, the highest

score obtained by students was 94 and the lowest score was 70.

Here is the table about the result of students' score in cycle I and cycle II:

Table 1. The result of students' task

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	

According to the table above, there were 39% passed the SKM in the preliminary study and then increased to 58% in the cycle I. It means 19% students increased their speaking score. However, that did not reach the criteria of success because still

have 13 students those did not passed the SKM. Finally, in the cycle II, the students' speaking score was 100% passed the criteria of success. The improvement of students' speaking score in cycle I was 19% while in the cycle II increased to 42%.

Genc and Bada (2005:9) in Widia (2014) stated that the use of task-based learning is to develop English speaking ability. Students of grade seven in SMP 2 Siliragung increased their speaking score and passed the SKM in 6 meetings. It could be said that students need task to increase their speaking skill.

Beside from students speaking score, the students' attitude in learning speaking was also increasing. The students' activities in making video-making tasks make them have longer time to practice English and without them realizing it has increased the quality of their ability to speak English. Some students also lose their doubts to speak in front of the class because they have

mastered the vocabulary about the material that has been given as a task. In line with Marsakawati (2014) that stated the use of task-based learning is very effective in the speaking lectures, even being able to accommodate all learning styles that students have.

Conclusion

This research is action research which follows the procedure in CAR by Kemmis et.al. (2014) that has four steps in each cycle, those are planning, acting, observing, and reflecting. The cycle is carried out in at least one cycle. The criteria of success in this study is the students' speaking score passed SKM, that is 70.

Video-making task in teaching speaking is an effective way to increase students' speaking score and attitude in learning English. Making a video can also be an activity that stimulates communicative interaction between the students and thus encourages cooperation among students in foreign

language classes (Dal, 2010). By giving the right procedure in giving the task, students could practice to speak more fluently and also add their vocabulary. The implementation of a task-based learning is in 9 steps, those are: 1) The teacher introduces a task-based learning strategy, 2) The teacher explains the steps to make introducing a video, 3) The teacher 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 the theme, 6) The teacher asked the students to make introductory videos, 7) The teacher opens question-answer-session, 8). Teacher provides positive feedback, 9). The teacher evaluates the results of all the activities.

After given the task, in preliminary study there were 39% students passed the SKM in and then increased to 58% in the cycle, and 100% in cycle II. It means the students' speaking skill improved from

preliminary to cycle I, and from cycle I to cycle II. The improvement of students' speaking score in cycle I was 19% while in the cycle II increased to 42%. In line with Genc and Bada (2005:9) in Widia (2014) who stated that the use of task-based learning is to develop English speaking ability. The video-making task was increasing the speaking skill of students' seventh grade in SMP 2 Siliragung Banyuwangi.

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