

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. This research focuses on two main questions that must be answered and explained by the researcher based on the findings obtained. In this chapter, an overview of the teacher's experience in applying Task-Based Learning to improve students' speaking skills is presented, as well as the benefits of applying Task-Based Learning in developing students' speaking skills. In addition, the findings of this research are discussed based on the results of the interviews that have been conducted.

A. Findings

This research was conducted at SMKN 1 Banjarmasin involving three English teachers who teach in different departments. The first teacher (T1) taught in the department of Communication and Visual Design (DKV), the second teacher (T2) taught in the department of Marketing (PM), and the third teacher (T3) taught in the department of Management of Office and Business Services (MPLB).

In this research, the researcher examined the teachers' experiences in implementing Task-Based Learning to improve students' speaking skills as an answer to the first research question. Meanwhile, to answer the second question regarding the benefits of implementing Task-Based Learning in developing students' speaking skills, the researcher conducted face-to-face interviews with the

three teachers using an interview guide. Therefore, the data obtained from this study is presented in the next section.

1. Teachers' Experiences in Implementing Task-Based Learning in Developing Students' Speaking Skills.

In this section, the researcher presented the findings obtained from the interviews related to the teachers' experiences in implementing Task-Based Learning to improve students' speaking skills. The findings are categorized into several main points that reflect various aspects of English teachers' experiences in implementing the method.

Each interview participant was given the initials T1, T2, and T3. Based on the interviews, the researcher found various responses from the participants regarding their experiences in implementing Task-Based Learning in helping students develop their speaking skills.

a. Types of Task-Based Learning

1) Listing

a) Brainstorming

Interviews with several teachers showed that brainstorming was an important element in the learning process. This activity was usually done before starting new material, especially after certain lessons, with a duration of about 5–10 minutes. It was related to the material to be learned and used a method such as a clapping game, where students who made mistakes were asked about the topic. For narrative texts,

students were asked to share their reading experiences, while for procedure texts, they described an object in accordance with the DKV major. Although usually short, this activity could sometimes last up to 15 minutes. This can be seen from the following statement by T1:

“Brainstorming is generally done before starting learning, especially after subjects such as math or certain majors, with a duration of about 5-10 minutes. This activity is often related to the material to be learned, for example through a 1 to 4 clapping game, where students who make mistakes are given related questions. If the topic is narrative text, they are asked to share their reading experience, while for procedure text, students describe objects in accordance with DKV majors, such as the definition and use of printers or lighting in English. However, this activity sometimes takes up to 15 minutes. “(T1)

Another teacher (T2) explained that they started the lesson with brainstorming activities after greeting students and checking attendance. In addition, they asked about previously learned material and sometimes showed photos or videos related to the topic of the day. For example, the teacher played a video from YouTube on how to do an activity, such as installing a kitchen sink, and then asked for the students' opinions about the video. This can be seen from the following statement by T2:

“Usually, I start the lesson with brainstorming after greeting the students and checking attendance. I also ask about material previously learned and can present photos or videos that are relevant to the topic of the day. For example, yesterday I played a video from YouTube about how to make something or install a kitchen sink, and then I asked the students what they thought of the video “ (T2)

Furthermore, another interviewee (T3) explained that brainstorming activities were conducted when students entered the classroom, followed by attendance before starting the lesson. The teacher began by asking questions related to the new topic, including whether students were familiar with the material to be taught and how they felt about it. These questions were then linked to relevant material, so that students could estimate what they were going to learn. This can be seen from the following statement by T3:

“Brainstorming is done upon entering the class, followed by taking attendance before starting the material. I start by asking questions related to the new topic. I also ask students if they have heard of the material to be taught, as well as asking about their feelings. These questions are then linked to relevant material, so that students can estimate what will be learned.” (T3)

Overall, the researcher found that brainstorming not only serves to connect the previous material with the new one, but also to increase students' engagement and prepare them mentally for the upcoming learning.

b) Fact Finding

The application of fact-finding tasks in learning in the DKV department took place interactively and collaboratively. First, the first teacher (T1) explained that this method was applied according to relevant materials, such as analytical exposition text and hortatory. At the beginning of the lesson, the teacher invited students to discuss the definition of analytical as an introduction before they looked for current

issues to analyze. Students worked in small groups, consisting of 4–5 people, to create videos and scripts, both inside and outside the classroom, under the teacher’s supervision. At the end of the lesson, students were given an assignment, exercise, or presentation to assess their understanding. This can be seen from the following statement by T1:

“Fact finding is applied according to the material, such as analytical exposition text or hortatory, which is related to DKV majors. At the beginning of the lesson, I ask students about the definition of analytical, then explain the material. Students are asked to find current issues that can be analyzed, work in groups of 4-5 people to make their own videos and scripts, both inside and outside the classroom with supervision. At the end of the lesson, there is usually an assignment, exercise or presentation.” (T1)

The second teacher (T2) emphasized the importance of collaboration in the fact-finding task. In this task, students were paired up to discuss the trailer of a new movie that was going to be released in 2025. They were asked to record information such as the story, cast, characters, and moral lessons from the movie. Teacher supervision during collaboration helped students learn actively and purposefully. After completing the task, students presented their work in front of the class, giving them the opportunity to share and discuss their findings. This can be seen from the following statement by T2:

“For the fact finding task, I gave the students a pair assignment so that they could collaborate and discuss the latest movie trailer that will be released in 2025. They are asked to record information about the story, cast, characters, and moral lessons from the movie. During the learning

process, I monitored their collaboration, and afterwards, students presented their work in front of the class.” (T2)

Meanwhile, the third teacher (T3) highlighted a similar approach in a fact-finding task for descriptive text. Students were divided into groups of 3–4 to find facts about world-famous tourist attractions, such as the Eiffel Tower and Borobudur Temple. Each group had to choose a different place and gather related information, including its history, location, characteristics, and attractions. The presentation of findings in front of the class was an important final part, where students could learn from each other. This can be seen from the following statement by T3:

“In the fact finding task for descriptive text, students work in groups of 3-4 people to find world famous tourist attractions, such as the Eiffel Tower or Borobudur Temple. Each group had to choose a different place and find related facts, such as its history, location, characteristics, and attractiveness. After that, they presented the facts they had found in front of

The interview results showed that the fact-finding task not only improved understanding of the material, but also developed students' collaboration and critical analysis skills in training their communication with each other. The first teacher (T1) was in line with the educational objectives in the DKV department, which adjusted the material to the major, emphasizing creativity and critical thinking in the teaching and learning process.

2) Ordeeing & Sorting

a) Arranging

The first teacher (T1) explained that in the arranging task, students were asked to arrange paragraphs in accordance with the narrative material in the book. Although they followed the book, this teacher emphasized the importance of adjusting it to the subject taught at school. In addition, the teacher also asked students about the parts of the text, such as the introduction, problem, and reason, which students were expected to explain in English. This approach aimed to strengthen students' understanding of the text structure and improve their speaking ability. This can be seen from the following statement by T1:

“In the arranging task, I ask students to arrange paragraphs according to the narrative material in the book, but still adapted to the majors we teach at SMKN 1. I also ask students about the parts of the text, such as introduction, problem, and reason, and they have to explain using English.” (T1)

The second teacher (T2) used a creative method by asking students to make resolutions for 2025 at the beginning of the new school year. Students were given four hot air balloons to write down their targets, and on the same day, they were asked to present their resolutions in front of the class in English. This method not only encouraged students to think about their future goals, but also trained their public speaking skills. This can be seen from the following statement by T2:

“For the arranging task, at the beginning of the new school year, I asked students to make a resolution for 2025, listing their targets. I gave them four hot air balloons, and they wrote their goals on them. On the same day, I ask them to present their resolutions in front of the class using English.” (T2)

The third teacher (T3) directed students to read and answer by constructing sentences according to the tenses that had been taught, focusing on the theme of recount text. After answering, students were asked to make paired conversations using the tenses and practiced them in front of the class. This approach helped students understand the use of tenses in the context of everyday conversation. This can be seen from the following statement by T3:

“I ask the students to read and answer by composing sentences according to the tenses that have been taught, related to the theme of recount text. After that, they make a conversation in pairs using the tenses and practice it in front of the class.” (T3)

Each teacher had a different approach, but still focused on developing students' speaking skills in using English effectively. All three teachers showed that arranging tasks could improve students' English skills through interactive and creative methods. The adaptation of materials to the majors and the use of English in various contexts were the keys to developing students' speaking skills effectively.

b) Categorizing

The first teacher (T1) said that after students learned recount text, they would be introduced to narrative text. In this process, students were asked to categorize sentences from the book that belonged to both text types. This activity aimed not only to deepen students' understanding but also to give them the opportunity to explain the reason behind their categorization, even though it was only an

additional activity in the lesson. This can be seen from the following statement by T1:

“After students learn about recount text, I plan to teach narrative text in the next meeting by having them categorize sentences from books that are both recount and narrative. Students will then explain their reasoning to check for understanding, but this will only be one of the interlude activities.” (T1)

Then the second teacher (T2) explained that categorizing tasks were often applied by asking students to fill in the blanks in the conversation and categorize the answers accordingly. After completing the task, students were paired up to practice the dialogue in front of the class. In addition, students were asked to make a video of the conversation which was then sent to a WhatsApp group. Grading was done based on pronunciation, accent, and expression, with better grades given if their expressions seemed natural. This can be seen from the following statement by T2:

“Categorizing tasks are often used, where students fill in the blanks in the conversation and categorize the right answers. After that, they pair up to practice the dialog in front of the class. I also ask students to make a video of the conversation as speaking practice and send it to a WhatsApp group to be graded on pronunciation, accent, and expression, with better grades if their expressions look natural.”(T2)

The third teacher (T3) also used the categorizing method in recount text. She asked students to create a conversation after they had categorized the elements in the conversation, such as events, activities, and WH questions, according to the opening, supporting, and closing structures. The goal was for students to better understand the process of

creating a conversation, so that they could apply the knowledge more effectively. This can be seen from the following statement by T3:

“I have applied the categorizing task to the recount text material, where I ask students to create a conversation after they have categorized the elements in the conversation, such as events, activities, and WH questions, according to the opening, supporting, and closing parts. This activity aims to enable students to better understand the process of creating conversations.” (T3)

Based on the three teachers' responses, categorizing tasks were used by them as a means to deepen students' understanding of the text and speaking skills, with varied approaches according to their respective learning contexts.

c) Classifying

The third teacher (T3) applied the classifying task in learning by asking students to organize their daily activities in a table based on time, from morning to night. After that, students were asked to write a story about the activity in the past tense and then deliver it in front of the class. This approach showed that classifying could be used in the development of speaking skills, especially through a combination of writing and speaking exercises. This can be seen from the following statement by T3:

“In the classifying task, I asked students to organize their daily activities in a table divided by time from morning to night. Next, they are asked to write a story about the activity in the past tense, and finally tell it in front of the class.” (T3)

Meanwhile, the first teacher (T1) said that classifying was not applied in speaking activities, but was more focused on grammar materials. This showed that in her teaching practice, classifying played more of a role in assisting the understanding of language structure compared to the development of speaking skills. The second teacher (T2) explained that she had not reached the classifying material in the ongoing learning process. She estimated that this material would probably be covered in the next session. This statement showed that each teacher had different applications of classifying, depending on their teaching. This can be seen from the following statement by T1 and T2:

“Classifying is not available for speaking activities, but it is available as grammar material.” (T1)

“I haven't gotten to classifying yet, maybe it will be covered in the next course.” (T2)

3. Comparing

a) Matching

The first teacher (T1) revealed that in the matching task, she provided several pictures and the sentences listed next to them. Students were asked to match the pictures with the corresponding sentences, either by coming forward to the front of the class or alone with the teacher in front. In addition, students were also asked to provide explanations regarding the answers they had chosen. This can be seen from the following statement by T1:

“For the matching task, I give some pictures with sentences next to them. I ask the students to match the pictures with the corresponding sentences, either by coming forward to the front of the class or alone with me in front. In addition, they are also asked to explain their answers.” (T1)

The second teacher (T2) explained that she had implemented a matching task related to the bamboo making process. In the task, students were asked to match vocabulary words with their definitions. After that, they were encouraged to discuss with a partner using English, while the teacher supervised the discussion by going around the class. After the task was completed, the answers were checked and discussed again as a whole class. This can be seen from the following statement by T2:

“Yes, I once shared a matching task related to the process of making bamboo, where my students were asked to match the vocabulary with its definition. After that, they were encouraged to discuss with their partners using English, while I went around to monitor the discussion. After the task was completed, the answers were corrected together through class discussion.” (T2)

On the other hand, the third teacher (T3) said that in the matching task she used, there were no activities that specifically emphasized speaking skills. This can be seen from the following statement by T3:

“In the matching task, I did not provide any activities that focused on speaking skills.” T3)

b) Finding Similarities and Differences

The first teacher (T1) explained that in finding similarities, students were asked to identify words that were similar in pronunciation but different in meaning. The teacher first gave pronunciation examples before the students practiced them. This approach aimed to help students

recognize and practice the pronunciation of words with phonetic similarities but different meanings. Meanwhile, in finding differences, the learning focus was more emphasized on the grammatical aspect. Students were asked to analyze and explain the differences in the use of phrases such as "weren't you" and "isn't it" in English, based on their own understanding. This can be seen from the following statement by T1:

"Finding similarities, but I asked the students to find words with similar pronunciation but different meanings. So I give an example of pronunciation first and then students practice it." (T1)

"Finding differences yesterday's activity focused on grammar. I asked the students to explain the difference in the use of words such as weren't you and isn't it, they explained it using English based on their understanding." (T1)

The second teacher (T2) applied finding similarities and differences through the task of comparing two procedure texts that had similar content but were presented in different ways, especially in the steps of installing something. Students worked in groups to identify similarities and differences, gave reasons for their findings, and presented the results of the discussion in front of the class. This can be seen from the following statement by T2:

"There was yesterday so I gave two texts so students worked in groups to compare two procedure texts with the same content but with different ways of installing something. They discussed the similarities and differences, gave their reasons, and then presented the results in front of the class." (T2)

The third teacher (T3) emphasized students' active involvement in finding similarities through the preparation of questions independently.

In this activity, students were divided into small groups and each member created problems related to synonyms, complete with answers and discussions. After that, they exchanged explanations and discussed the results in groups. However, in finding differences, the teacher did not provide activities that focused on speaking skills. This can be seen from the following statement by T3:

“Finding similarities has been done before, students work in groups of three in each group, for their assignments I ask them to make five questions per student about synonyms, along with the answers and discussions. After that they explain to each other and discuss in their groups.” (T3)
“There are no finding differences for speaking skill activities.” (T3)

With various variations in the application of finding similarities and finding differences, these tasks could be adapted to the learning objectives to be achieved, both in terms of pronunciation, grammar, text comprehension, and collaborative discussions in class.

4. Problem Solving

In implementing problem solving in the classroom, each teacher applied different approaches according to the material taught. The first teacher (T1) used the discussion method in learning procedure text, where students were asked to assess the accuracy of the steps in the text, identify errors, and find appropriate solutions. However, this activity was only used as a supplement in the learning process. This can be seen from the following statement by T1:

“Problem solving is usually in the form of discussion, especially on procedure text. In this activity, I ask students to

evaluate the accuracy of the steps in the text, identify errors, and find the correct solution. However, this activity only serves as an interlude in the learning process.” (T1)

The second teacher (T2) implemented problem solving in narrative text by asking students to work in groups to compose a story that included conflicts as well as creative solutions. In addition, they also had to compose the narrative text according to the correct structure. After the story was finished, students presented it in front of the class. This can be seen from the following statement by T2:

“Yes, problem solving in learning narrative text by directing students to work in groups in composing stories that include conflicts and creative solutions. In addition, I ask students to compose narrative text according to the right structure. After the story is finished, they tell it in front of the class’ (T2).

Meanwhile, the third teacher (T3) implemented problem solving in the form of paired conversations. Students were given the freedom to determine the problems they wanted to discuss, for example, finding ways to help a friend who was sick. After the conversation was completed, they performed it in front of the class. This can be seen from the following statement by T3:

“Yes, by inviting students to work in pairs to arrange a conversation that includes a problem and its solution. Students are given freedom in determining the topic of the problem, for example, finding ways to help a friend who is sick. After the conversation is finished, I ask them to perform it in front of the class.” (T3)

Through these various approaches, it could be seen that problem solving was applied in language learning in a variety of ways, whether through discussion, text construction, or interactive conversation. This

approach helped students develop critical thinking skills and seek solutions independently.

5. Sharing personal experience

In the task of sharing personal experience, each teacher used different methods according to the learning context. The first teacher (T1) asked students to share their experience in watching a movie by presenting the title of the movie, why they liked it, and the moral message that could be taken. This can be seen from the following statement by T1:

“In sharing personal experience, each student individually delivers a presentation in front of the class about their experience watching a movie, including the title of the movie, the reason for liking it, and the moral message obtained.”
(T1)

Meanwhile, the second teacher (T2) applied this method after the first semester break in 2025. Students were asked to write a story titled My Holiday, which contained their vacation experience, including the places they visited, the activities they did, as well as their impressions of the vacation. After writing it, they presented their story in front of the class. This can be seen from the following statement by T2:

*“In the first meeting after the semester break at the beginning of 2025, I asked students to share their holiday experiences. They wrote a story titled *My Holiday*, which included the vacation destination, activities done, and their impressions during the vacation, and then presented it in front of the class.”* (T2)

The third teacher (T3) applied a similar concept in the context of internship experience. Students were asked to write down their

experiences during the internship, either individually or in groups, according to their experiences. After that, they conveyed the experience through a presentation in front of the class. This can be seen from the following statement by T3:

“Yes, students are asked to first write down their personal experiences during their internship, either individually or in groups according to their internship experience, and then present it in front of the class.” (T3)

From the various methods applied, the researcher found that the personal experience sharing task provided an opportunity for students to speak more freely based on their personal experiences. In addition to improving speaking skills, this method also encouraged reflection, self-expression, and confidence in communicating using English.

6. Creative Tasks

The first teacher (T1) taught narrative text material by asking students to write a short fable which was then visualized in the form of illustrations and applied in making a story trailer. In learning procedure text, students were directed to make video tutorials that explained the steps of a process, such as the use of tools or applications that were in accordance with their majors. Making this video was an alternative for students who had difficulty in doing direct demonstrations in class.

In addition, students were also given the task of making presentations, both individually and in groups, regarding their six-month field work experience in their respective companies. This presentation was conducted in English using PPT as supporting media, which had

previously been modeled by the teacher, in order to improve students' communication skills and professionalism in conveying information systematically. This can be seen from the following statement by T1:

“The final project is organized by chapter according to the learning material. In narrative text, students write their own version of a three-paragraph fable, then illustrate it in pictures. In procedure text, they make video tutorials, such as how to use an A3 printer, design a brochure with Canva, create a website, or take a photo pass according to the DKV major. Because they often experience difficulties during live demonstrations, videos are chosen as an alternative. In addition, there are story trailers that are realized in the form of illustrations. Students also deliver individual or group presentations about their six-month work experience in their respective companies, using English PPTs that have been given as examples before.” (T1)

Meanwhile, in the video-making project guided by the second teacher (T2), students were asked to compose and present a procedure text that included three main aspects: narration, materials used, and procedure steps. To make learning more interesting, students were encouraged to utilize various video editing applications available. In this way, they not only practiced their English language skills, but also improved their skills in using digital technology. This can be seen from the following statement by T2:

“One of the projects that has been implemented is the creation of a video procedure text by students with partners. The video includes narration, materials, and steps delivered in English. Students are encouraged to make it as interesting as possible by utilizing various applications available. T2

The third teacher (T3) implemented project-based learning by asking students to work in groups to make handicrafts. The project aimed

to develop students' speaking skills in English as well as enhance their creativity in creating a product. Each group chose and made a handicraft, then presented the steps of making it in front of the class. These presentations were done in person with the materials used, so that students could provide a clearer and more interactive demonstration for their peers. This can be seen from the following statement by T3:

“The project is in groups, students make crafts and present the steps in front of the class while bringing the materials directly.” T3)

2. Benefits in Implementing Task-Based Learning in Developing Student's Speaking Skill

In this section, the researcher presented the findings obtained from the second research question, which was about the benefits of implementing Task-Based Learning in developing students' speaking skills. To determine whether Task-Based Learning was really beneficial for the development of students' speaking skills, it was analyzed through the responses of three teachers, namely T1, T2, and T3. Based on the data collected in the field, there were several main points obtained by the researcher from interviews with the three teachers, which were further explained by the researcher below.

- a. Encourage teachers' creativity in developing their own tasks to increase students' participation in the learning process.

Teachers devised varied tasks to increase students' participation in learning. Teacher (T1) preferred to design her own assignments and

included them in the lesson plan until the end of the semester. This showed that by designing assignments independently, teacher (T1) could tailor the material to students' needs and create a more engaging and interactive learning experience. The use of digital platforms such as Quizizz and Kahoot also increased student engagement in the learning process. Similarly, teacher (T3) applied a more flexible approach by combining assignments from the textbook and self-made assignments depending on class conditions. This reflected a balance between the utilization of readily available materials and creativity in crafting tasks that better suited students' needs under certain conditions. This can be seen from the following statement by T1 & T3:

“I prefer to compile my own assignments in the lesson plan until the end of the semester and utilize Quizizz and Kahoot.”
(T1)

“I usually follow the book, but sometimes adjust to the situation by making my own assignments.” (T3)

On the other hand, teacher (T2) relied more on the handbook used at school because it had provided various activities in accordance with the curriculum. This showed that in some situations, textbooks were sufficient to support task-based learning, especially if the materials in them had been organized according to the applicable curriculum standards. This can be seen from the following statement by T2:

“I generally use assignments from the handbook because they are complete and in accordance with the curriculum.”
(T2)

Based on the results of this interview, it showed that the making of assignments varied depending on the method used by each teacher. Teacher (T1), who composed her own assignments, had more flexibility in adjusting the materials to the students' needs. The flexible assignment creation applied by (T3) was almost the same, suggesting that the combination of both methods could be an effective strategy in improving students' speaking skills through task-based learning. Meanwhile, teacher (T2), who relied on textbooks, utilized the structures already available to ensure conformity with the curriculum.

b. Creating a lively learning environment

The first teacher (T1) emphasized the importance of building good relationships with students so that they felt comfortable in the learning process. Teacher (T1) believed that creating a relaxed and fun atmosphere would increase students' engagement in the lesson. This showed that teacher (T1) applied the strategy of building rapport with students, understanding their personalities, and creating a relaxed but purposeful classroom atmosphere. This can be seen from the following statement by T1:

“I create a comfortable learning environment by introducing class rules, showing my personality, and remembering students' names so that they enjoy the learning process more.” (T1)

Teacher (T2) emphasized a personal approach to create a comfortable learning environment. She started the class by asking about the students' condition to build emotional closeness. In addition, she paid

attention to students who seemed tired or sad and created variations in her teaching methods to keep the classroom atmosphere fresh and fun. This approach emphasized the importance of building good relationships with students and paying attention to their emotional state to increase engagement in learning. This can be seen from the following statement by T2:

“Before starting the lesson, I always ask about the students' condition, pay attention to those who are tired or sad, and insert humor and games to keep the classroom atmosphere fun and interactive.” (T2)

Meanwhile, teacher (T3) focused more on student readiness before starting learning. She ensured that students understood the assigned task clearly before moving on to the next stage. Clarity of instruction was a major factor in maintaining student focus and engagement. This approach highlighted the importance of clear communication in assigning tasks as well as ensuring student readiness before learning began. This can be seen from the following statement by T3:

“I make sure students are ready before the lesson starts, give instructions clearly, and repeat explanations if needed so that they understand the task well. (T3)

Creating a dynamic learning environment was done through various means. Teacher (T1) emphasized the importance of a relaxed and pleasant classroom atmosphere, teacher (T2) focused more on personal attention and variation in teaching methods, while teacher (T3) ensured clarity of instructions and student readiness before starting the task. The combination of these three approaches contributed to creating an effective

learning environment to support the development of students' speaking skills.

- c. Encourage students to negotiate their thoughts and feelings

Teacher (T1) explained that students often had difficulty in pronouncing certain words and felt comfortable asking the teacher directly. This personal approach helped students express their constraints more freely. This showed that direct interaction with the teacher could increase students' confidence in negotiating their difficulties in English.

This can be seen from the following statement by T1:

“When experiencing difficulties in the pronunciation of certain words, such as 'busy', students tend to come directly to me to ask, because I prefer to give personal explanations.”
(T1)

Teacher (T2) emphasized that consistent speaking practice in class helped students become more confident in expressing their opinions, both in the school environment and in daily life. This showed that Task-Based Learning not only improved speaking skills in class, but also built students' courage in communicating in various situations. This can be seen from the following statement by T2:

“Through a lot of practice in class, students become more courageous in expressing opinions, both during learning and in daily life.” (T2)

Teacher (T3) highlighted that group discussion in task-based learning encouraged students to express opinions, provide solutions, and listen to and receive input from peers. This can be seen from the following statement by T3:

“The group discussions that I provide allow students to convey ideas, offer solutions, and train their ability to listen and accept opinions from their friends.” (T3)

Based on the results of these interviews, Task-Based Learning provided opportunities for students to negotiate their thoughts and feelings in various forms. Direct interaction with the teacher (T1), consistent speaking practice with the teacher (T2), as well as involvement in group discussions by the teacher (T3) contributed to increasing students' confidence in communicating and conveying their ideas. It also gave students the opportunity to communicate more openly and actively.

- d. Help students develop communication skills with their classmates.

Teacher (T2) emphasized that motivation played an important role in encouraging students to use English during discussion activities by building students' awareness of the importance of speaking in English in the classroom so that they were more encouraged to practice and improve their communication skills. By providing an understanding of the benefits of English, students were expected to be more active in using it in their daily interactions. This can be seen from the following statement by T2:

“I try to build students' habit of using English by encouraging them to actively speak during class discussions.” (T2)

Meanwhile, the third teacher (T3) revealed that some students began to naturally use English in certain situations, such as when asking permission to leave the classroom. In addition, in task-based activities such as composing dialogues with real-life themes, some students were able to

practice them directly in front of the class without using text. However, most students still needed time to write the conversation first before performing. Therefore, teacher (T3) encouraged students to memorize their dialogues to be more confident when speaking without relying on written text. This can be seen from the following statement by T3:

“Some students are getting used to using English in certain situations, such as when asking permission to leave the classroom. In the task of creating dialogs with real-life themes, some students can perform without text, while others still need to write it down first. Therefore, I often ask them to memorize the dialogue instead of just reading it.” (T3)

Despite the benefits of this method, there were some challenges in its implementation, especially related to students' self-confidence and basic proficiency in English. Teacher (T1) explained that many students had difficulty speaking due to their lack of confidence as well as the limitations of their academic and economic backgrounds. This made them rarely use English in their daily communication. To overcome these obstacles, teacher (T1) applied the bilingual method by mixing English and Indonesian when teaching, so that students could more easily understand the material. This approach aimed to help students gradually familiarize themselves with the use of English without feeling burdened. This can be seen from the following statement by T1:

“Lack of confidence and limitations in speaking English are challenges for students, mainly due to academic and economic factors. To help them, I use a combination of English and Indonesian in the explanation.” (T1)

Speaking activities in task-based learning contributed to developing communication skills with classmates, although there were challenges to overcome. Lack of confidence and limited basic skills were the main obstacles for teacher (T1). However, with motivational encouragement from teacher (T2) and consistent practice through various task-based activities from teacher (T3), students became more confident and got used to using English in their communication.

e. Students more active

Teacher (T1) explained that students became more active in task-based learning, especially when additional marks were given to those who were willing to perform first. This strategy created healthy competition and encouraged students to speak up more in class. In addition, the role play method was used to get students more involved in learning. By playing roles in various situations, students were able to increase their confidence in speaking as well as better understand the material learned. This can be seen from the following statement by T1:

“Yes, the students showed high activeness, especially when I gave additional marks for those who dared to perform first. They are also more enthusiastic in learning with the application of the role play method, which makes them feel directly involved in the material being studied.” (T1)

Teacher (T2) also emphasized that task-based learning had a positive impact on students' engagement in speaking, especially since they were given the opportunity to apply speaking skills in the context of daily life. The teacher tried to ensure that every student got a chance to

participate in every meeting. One of the methods used was asking students to discuss the results of the exercises they had completed, then appointing a student to write the answer on the board while pronouncing it. This method not only trained speaking skills, but also helped students understand the correct procedure for writing. In addition, students who had advanced chose their friends to perform next, so that all students could participate actively. This can be seen from the following statement by T2:

“Yes, students are always active in every learning session. I try to give all students the opportunity to speak, for example through discussion of exercises that have been done, writing answers on the board, and choosing the next friend to come forward. This method helps increase their confidence in speaking.” (T2)

Teacher (T3) added that the strategy applied in task-based learning started with asking simple questions in English to make students more confident in speaking. If students had difficulties, the teacher provided guidance in the form of vocabulary or correct pronunciation. In group activities such as presentations, students were more active in discussing and asking questions to each other. In addition, they were also given the opportunity to consult with the teacher regarding pronunciation or vocabulary that they did not understand. Tasks related to phenomena around them made students more enthusiastic and eager in completing them, so they were more serious in learning without feeling burdened. This can be seen from the following statement by T3:

“Yes, students began to be trained to speak by answering simple questions in English. In group activities such as presentations, they are more active in question and answer

sessions and I give them the opportunity to consult with me regarding pronunciation and vocabulary. Giving assignments related to surrounding phenomena also makes them more enthusiastic and earnest in completing them.”
(T3)

Overall, the interview results showed that the implementation of task-based learning played an important role in improving students' participation and speaking skills. Various strategies applied by the teachers, such as giving additional marks, role play method, and group discussion, helped students understand the material in a more interesting and interactive way. The teachers also actively provided corrections to students' pronunciation mistakes. Thus, task-based learning not only improved students' speaking skills, but also made the learning process more meaningful and fun.

f. Students' fear of speaking is slowly reduced

Teacher (T1) revealed that the success of the Task-Based Learning method in reducing speaking anxiety depended on the way the task was given. If the task required students to dialogue individually with the teacher in front of the class, it could increase their anxiety. On the other hand, tasks that were done in pairs or in groups with a loud voice could actually help students speak more confidently without feeling pressured. Therefore, the teacher (T1) needed to adjust the learning method in order to build students' motivation to speak. This can be seen from the following statement by T1:

“The use of appropriate methods can help reduce students' fear of speaking, while the methods that I provide are not

appropriate can actually increase their anxiety. Students feel more comfortable dialoguing with their peers than speaking alone in front of the class. Therefore, I need to adjust the learning method to keep students motivated.” (T1)

Teacher (T2) stated that Task-Based Learning gradually helped reduce students' anxiety in speaking. In every meeting, teacher (T2) consistently asked about students' understanding and encouraged them to communicate in English. Through tasks that were designed to encourage interaction, students began to get used to using English and supporting each other. Teacher (T2) also emphasized that making mistakes was part of the learning process, so students should not have been afraid to speak. This can be seen from the following statement by T2:

“Yes, I think students' fear of speaking is reduced because I keep encouraging them to use English in every meeting. Tasks that involve interaction get them used to speaking and supporting each other. In addition, I also instill the understanding that making mistakes is part of the learning process.” (T2)

Similarly, teacher (T3) added that the fear of speaking could be reduced when students were given the opportunity to practice in a more relaxed atmosphere. Speaking practice in groups or pairs had proven to be more effective than speaking alone in front of the class, especially for students who still lacked confidence. In groups, students could help each other and ask their friends, so that anxiety in speaking could be reduced gradually. This can be seen from the following statement by T3:

“Yes, the fear of speaking slowly decreases when I give students the opportunity to practice in a more relaxed atmosphere. Speaking in groups or pairs is more effective

than speaking alone in front of the class, because they can help each other and ask their friends.” (T3)

This suggested that Task-Based Learning could help overcome students' fear of speaking, especially if the methods used matched their comfort and needs. Collaborative approaches, such as group discussions and more flexible speaking exercises, had proven effective in boosting students' confidence. By instilling the understanding that mistakes were part of learning, students were more encouraged to keep practicing and improve their speaking skills gradually.

g. Students understand the material more easily

Teacher (T1) revealed that students' comprehension of the task largely depended on how clear the instructions were. As students' English ability varied, teacher (T1) often mixed languages in her explanations to make them easier to understand. For more difficult tasks, teacher (T1) needed to explain repeatedly and identified the parts that students had not understood so that they could understand the material better. This can be seen from the following statement by T1:

“I think students' comprehension of assignments improves when instructions and explanations are clearly conveyed. Given their diverse English abilities, I often combine languages in the delivery. If the task is difficult, I need to explain the material repeatedly until the students really understand.” (T1)

Teacher (T2) explained that students generally found it easier to understand assignments because the tasks given were often related to everyday life. If they experienced difficulties, students tended to ask

friends before finally asking the teacher for help. This attitude of helping each other made it easier for them to complete the task. In addition, teacher (T2) emphasized the importance of giving appreciation for students' efforts in asking questions and understanding the material, so that they were more motivated to learn. This can be seen from the following statement by T2:

“Yes, students find it easier to understand the assignment because the material is relevant to their daily lives. They also help each other by discussing first with their friends before asking for an explanation from me. I also always give appreciation for their activeness in asking questions as a form of motivation.” (T2)

Teacher (T3) stated that students understood assignments more easily if they were given in a relaxed and non-stressful learning atmosphere. Punishment in the form of grades was applied as a form of motivation so that students were encouraged to improve their understanding. Teacher (T3) also gave more attention to students who were having difficulties by approaching them, identifying the obstacles they faced, and providing more detailed explanations so that they could complete the task better. This can be seen from the following statement by T3:

“Yes, I try to create a non-stressful learning environment that makes students more comfortable in understanding the assignments. I use grades as a form of motivation, not punishment. If students have difficulties, I will assist them by providing detailed explanations according to their needs.” (T3)

Students' understanding of tasks in task-based learning was improved through clear instructions, tasks relevant to daily life, and

support from teachers and peers. A flexible approach and appreciation of students' efforts helped them to be more motivated in completing tasks and understanding the material.

- h. Facilitate students in practicing speaking with each other.

Teacher (T1) said that students were asked to speak aloud simultaneously to reduce embarrassment when making mistakes. If there was a mistake, the teacher immediately approached the student to provide correction without interrupting the learning process. This method also helped maintain students' concentration so that they remained focused and did not feel bored during the learning process. This can be seen from the following statement by T1:

"I encourage students to speak out loud simultaneously so that they are more confident and not embarrassed if they make mistakes. If a mistake is made, I immediately approach them to provide correction, while ensuring they remain focused and engaged in learning." (T1)

Meanwhile, teacher (T2) emphasized that dialogue was an important part of task-based learning. Therefore, the teacher always included dialogue activities in every meeting to get students used to speaking in English with each other. This can be seen from the following statement by T2:

"I always try to include dialog activities in every lesson." (T2)

Then teacher (T3) explained that giving interesting tasks increased students' engagement in speaking. Some of the tasks included recounting personal experiences or designing vacation plans. Students practiced

speaking with their peers in their seats, while the teacher observed and assessed how they communicated with each other. This can be seen from the following statement by T3:

“I give interesting tasks, such as talking about personal experiences or planning a vacation, to encourage students to communicate with their peers. Then I observe and assess how they interact.” (T3)

The three teachers applied various methods to provide opportunities for students to practice speaking. Speaking activities together, continuous dialogue, and interesting assignments proved to help increase students' confidence in communicating. In addition, a correction approach that did not make students feel intimidated by the teacher also supported the development of their speaking skills.

i. Students easily correct errors in pronunciation

The ease with which students improved their pronunciation depended on the difficulty of the word and their effort in practicing. Teacher (T3) emphasized that repeated practice was helpful in improving pronunciation. Students who heard corrections from their friends tried to pronounce the word correctly, so learning happened naturally in a classroom environment. This can be seen from the following statement by T3:

“Yes, pronunciation is easier to improve through repeated practice, because students who hear corrections tend to imitate the correct pronunciation. Such as the words cut, soak, slice which are often wrong when making videos, their pronunciation is already correct” (T3)

Meanwhile, teacher (T1) revealed that improving pronunciation was not an easy thing, especially for words that were difficult to pronounce. Some students found it difficult and tended to complain, so teacher (T1) had to keep encouraging them to keep trying to pronounce it correctly. This can be seen from the following statement by T1:

“For me correcting pronunciation can be a challenge, especially for words that are difficult to pronounce. Some students find it difficult, but I have to keep trying to encourage them to pronounce correctly.” (T1)

Similarly, the teacher (T2) explained that some students still experienced obstacles in pronunciation due to differences in articulation. For example, although certain words had been corrected in practice sessions, some students still made mistakes during subsequent practice, such as when recording videos. However, the majority of students had been able to pronounce the words correctly, although some still needed additional practice in order to better remember the proper pronunciation. This can be seen from the following statement by T2:

“I think difficulties in pronunciation can be caused by differences in the way of articulation, such as in the word island. Although I corrected it in the practice session, some students still made mistakes during the next practice. However, most have pronounced it correctly, and additional practice will be given if needed.” (T2)

Overall, the interviews showed that while improving pronunciation was challenging for some students, consistent practice and support from teachers and peers improved their skills. With purposeful repetition and

continuous monitoring, students found it easier to correct their pronunciation mistakes.

B. Discussion

After the data is presented in the description above, the researcher writes and analyzes based on the findings that have been written. The researcher has two research questions that were answered in this study. After conducting research and analyzing all the data, the researcher would like to present the findings and relate them to existing theories. The following is a discussion of these findings.

1. Teacher's Experiences in Implementing Task-Based Learning in Developing Student's Speaking Skill

a. Types of Task-Based Learning

First, according to the findings, all three teachers had used listing tasks in the form of brainstorming to generate creative ideas, enhance multimodal learning experiences, foster students' curiosity, and prepare them for active learning. Brainstorming activities were not only routine activities at the beginning, but also helped with critical thinking, communicating, and working together. In line with the theories of (Ilyas & Yulianto, 2019) and (Amin, 2017), this task not only helps students gain prior knowledge, but also helps them learn to think critically and communicate in a cooperative environment. Then the three teachers conducted a fact-finding task to systematically explore students' new information by presenting it in a form that was relevant to the real world,

training them to capture meaning and communicate their findings. This task emphasized the importance of teamwork and the ability to organize information communicatively. In line with (Ilyas & Yulianto, 2019), fact-finding tasks are activities where students must find information that they do not already know.

Second, based on the findings, all three teachers had used sorting and arranging tasks. This activity improved students' speaking ability and was a confidence-building learning method. These tasks not only improved students' grammatical understanding, but also encouraged them to think logically when organizing information. All these approaches emphasized students' ability to organize information systematically, whether in narrative text, story text, or dialogue. This is very much in line with the theory proposed by (Ilyas & Yulianto, 2019), which teaches students to organize items based on logic, time, or certain categories. Meanwhile, in the implementation of the categorization task, the three teachers encouraged students to understand the structure and characteristics of the text more deeply while they worked on the categorization task. This activity not only improved students' ability to categorize information contextually, but also improved their speaking and expression skills. They also gained a better understanding of how to build an effective dialog based on the text structure. Thus, all three teachers used categorization tasks to develop students' critical thinking, understanding of language structures, and speaking skills. This application is in line with (Ilyas & Yulianto, 2019), who state that this

task aims to teach students to classify information or elements based on certain categories. In addition, although teachers T1 and T2 had not applied the classifying task in speaking skills, teacher T3 had applied it to improve communication skills through presentation activities and encouraged students to organize information based on their own observations and reasoning. This result supports (Ilyas & Yulianto, 2019) theory which states that classifying is a task that requires students to participate cognitively in organizing information based on their observations.

Third, based on the findings, teacher T3 had not implemented a comparing task in the form of matching that focused on speaking skills. In contrast, teachers T1 and T2 had implemented this task to train cognitive skills in matching information, provide opportunities to improve speaking and critical thinking, and emphasize the importance of student engagement in an interactive learning process. This task also helped them improve students' speaking, reasoning, and discussion skills. Overall, this method remains consistent with that proposed by (Ilyas & Yulianto, 2019), which encourages students to find and connect information based on similarities or differences. Then, all three teachers used comparing tasks in the form of finding similarities and differences to improve students' understanding of grammar, enhance their argumentative speaking ability, develop their critical thinking skills when constructing arguments based on the texts they examined, improve their interpersonal communication skills, and encourage independent thinking. These methods are different, but they are all in

accordance with (Ilyas & Yulianto, 2019) theory: finding similarities aims to identify the similarity of certain information or structures, and finding differences aims to distinguish them.

Based on the findings, the three teachers had used problem-solving tasks that encouraged students to think critically in solving problems based on the text, practiced analysis, writing, and verbal communication skills, and learned to solve problems relevant to daily life through collaborative discussions. All three teachers showed that problem-solving tasks in task-based learning improved students' critical thinking as well as broadened the scope of language skills that included reading, writing, and speaking collaboratively. As explained by (Ilyas & Yulianto, 2019), it requires the ability to think critically and compare various solution options.

Fifth, based on the findings, all three teachers had used personal experience sharing tasks to encourage students to learn speaking skills. This task also allowed students to build a narrative of themselves, which psychologically boosted their self-confidence and allowed for more in-depth discussions in class. The third teacher used personal experience sharing tasks in a variety of situations, such as vacation, entertainment, or work. This was an excellent type of task to support the achievement of speaking competence in task-based learning and connect learning with students' real experiences. In line with (Ilyas & Yulianto, 2019), one of the tasks that is very relevant to improving students' speaking skills because it departs from students' explanations and focuses on their own experiences.

Last, based on the findings, the three teachers used creative text assignments to train students' professional presentation skills through project-based learning and real-life learning, as well as encouraged students to use video editing applications, so that they not only learned to compose texts but also developed their creative digital skills. The three teachers also provided space for students to express themselves, develop their creativity, and increase their sensitivity to language. This creative task is in line with the type of task mentioned by (Ilyas & Yulianto, 2019), which requires students to demonstrate their creativity through complex and challenging original projects.

2. Benefits in Implementing Task-Based Learning in Developing Student's Speaking Skill

First, based on the findings, all three teachers tried to increase student participation in class by creating creative assignments and making the class more interactive. They also used digital media such as Quizizz and Kahoot to make lessons more fun. They designed their own tasks according to the circumstances of the class while maintaining the basic structure of learning. In addition, managing learning through readily available resources continued to support the use of task-based learning. The three teachers show different ways to implement task-based learning, which encourages students to actively participate, relating to Ponikem's (2020) concept.

Second, based on the findings, task-based learning helped the three teachers create a lively learning environment. This included creating a close

and familiar learning environment so that students were more encouraged to interact actively. They also built better emotional closeness to encourage students' active participation and interaction through effective communication and support. Therefore, it is the teacher's job to create a dynamic learning space by creating a classroom atmosphere that supports students' social and emotional development, as stated by (Azlan et al., 2019).

Third, based on the findings, task-based learning helped students negotiate their thoughts and feelings. Factors such as a supportive classroom atmosphere and two-way communication between teachers and students were very effective in encouraging students to negotiate their verbal barriers. This method also increased students' self-confidence, improved their ability to argue in a more open and natural way, and enhanced their social skills, such as sharing ideas and respecting others' opinions. As stated by (Nita et al., 2020), task-based learning can help students negotiate or express themselves.

Fourth, based on the findings, task-based learning helped students become better at communicating with their classmates. Systematically structured tasks helped students improve their speaking skills gradually and naturally. It reduced nervousness and familiarized students with speaking in front of others, which helped them feel more confident in speaking and reduced anxiety. This is in line with (Nita et al., 2020) who say that giving

students the opportunity to practice speaking with peers helps them feel more confident in speaking and reduces anxiety.

Fifth, based on the findings, task-based learning helped students become more active. It included question and answer sessions that fostered students' confidence, a participation relay system where every student had a chance to speak, and encouraged students to dare to perform and speak. In addition, tasks related to students' real life were proven to increase their enthusiasm and seriousness in learning. This is in accordance with the findings of (Nita et al., 2020) that students are more active in speaking when they are given real-life tasks.

Sixth, based on the findings, task-based learning slowly reduced students' fear of speaking. Tasks done either in pairs or groups tended to make students more confident; the learning environment felt safe and supportive for students; every meeting English was used to make students more open; and the calm atmosphere reduced students' fear of speaking. In accordance with (Aqmar et al., 2020), their fear of speaking gradually disappears.

Seventh, based on the findings, task-based learning helped students understand the material more easily. The results showed that teachers paid attention to students' needs and adjusted teaching strategies, encouraged students to ask questions actively which in turn created a classroom atmosphere that supported the learning process, and created a calm learning environment that helped students understand better because it reduced

psychological pressure. Therefore, the approach used by the three teachers is in line with (Febriyanti et al., 2023), which helps students understand the material more easily.

Eighth, based on the findings, task-based learning helped students communicate with each other. Not only did it increase everyone's confidence, but it also created equality in the learning process as students felt they were in an equal situation and received correction individually to ensure that they remained comfortable and focused in the interaction. In addition, it created positive and healthy communication habits among them, so that, through repeated and purposeful speaking, social relationships also formed naturally. Although each of the three teachers used different approaches, all of them showed that they helped create strong interpersonal relationships in the classroom. This supports the conclusion of (Febriyanti et al., 2023), which states that it helps students build good relationships with classmates.

Last, based on the findings, task-based learning helped students correct pronunciation errors. Students improved after receiving corrections and additional practice, especially when pronunciation was practiced repeatedly and tailored to each student's needs. When they heard their friends pronounce words correctly, they were naturally encouraged to imitate them. In task-based learning, speaking activities were proven to provide opportunities for students to correct pronunciation errors gradually and naturally. This supports (Febriyanti et al., 2023) that this method helps

students overcome pronunciation difficulties in language learning effectively.