THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT) ON MASTERING THE SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT

THESIS

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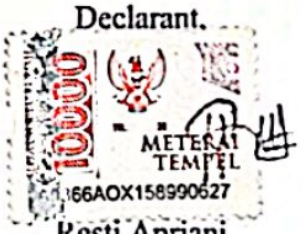
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ABSTRACT

Apriani, Resti 2026. The Effect of Task-Based Language Teaching (TBLT) on Mastering the Simple Present Tense in Descriptive Text. English Language Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. Supervisor I: Yulitriana Supervisor II: Richard Ferry Nugraha

Key Words: Effect, Task-Based Language Teaching (TBLT), Simple Present Tense, Grammar Mastery

Previous studies have shown that Task-Based Language Teaching (TBLT) has a positive impact on teaching grammar. This study aimed to find out whether there is an effect of task-based language teaching (TBLT) on mastering the simple present tense in descriptive text by tenth-grade students of SMA Kristen Palangka Raya.

This study employed a pre-experimental research design using a one-group pre-test and post-test design. The population of this study consisted of the tenth-grade students of SMA Kristen Palangka Raya. The sample consisted of 15 students from class X-B, selected using cluster random sampling. The data were collected through a writing test in which the students were required to write a descriptive text about a person. The collected data were analyzed using SPSS version 26.

The findings revealed that the students' post-test scores were higher than their pre-test scores. The result of the Wilcoxon Signed-Rank Test showed that the Asymp. Sig. (2-tailed) value was 0.001, which was lower than the significance level of 0.05 ($p < 0.05$). Therefore, the alternative hypothesis (Ha) was accepted, while the null hypothesis (H_0) was rejected. It can be concluded that Task-Based Language Teaching (TBLT) had a positive effect on students' mastery of the simple present tense.

ABSTRAK

Apriani, Resti. 2026. Pengaruh Task-Based Language Teaching (TBLT) terhadap Penguasaan Simple Present Tense dalam Teks Deskriptif. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya. Pembimbing I: Yulitriana. Pembimbing II: Richard Ferry Nugraha.

Kata Kunci: Pengaruh, Task-Based Language Teaching (TBLT), Simple Present Tense, Penguasaan Tata Bahasa

Penelitian terdahulu telah menunjukkan bahwa Task-Based Language Teaching (TBLT) memberikan dampak positif dalam pengajaran tata bahasa. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh Task-Based Language Teaching (TBLT) terhadap penguasaan simple present tense dalam teks deskriptif oleh siswa kelas X SMA Kristen Palangka Raya.

Penelitian ini menggunakan desain penelitian pra-eksperimental dengan one-group pre-test and post-test design. Populasi dalam penelitian ini terdiri dari siswa kelas X SMA Kristen Palangka Raya. Sampel penelitian terdiri dari 15 siswa kelas X-B yang dipilih menggunakan teknik cluster random sampling. Data dikumpulkan melalui tes menulis, di mana siswa diminta untuk menulis teks deskriptif tentang seseorang. Data yang telah dikumpulkan dianalisis menggunakan SPSS versi 26.

Hasil penelitian menunjukkan bahwa nilai post-test siswa lebih tinggi daripada nilai pre-test. Hasil uji Wilcoxon Signed-Rank Test menunjukkan bahwa nilai Asymp. Sig. (2-tailed) sebesar 0,001, yang lebih rendah daripada tingkat signifikansi 0,05 ($p < 0,05$). Oleh karena itu, hipotesis alternatif (H_a) diterima, sedangkan hipotesis nol (H_0) ditolak. Dengan demikian, dapat disimpulkan bahwa Task-Based Language Teaching (TBLT) memberikan pengaruh positif terhadap penguasaan simple present tense siswa.

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Finally, the researcher realizes that this thesis is not yet perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this thesis. It is hoped that this thesis will be beneficial to readers, future researchers, and the development of English language teaching.

Palangka Raya, …….

Resti Apriani

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