

ABSTRAK

Tryas Candra Kurniawan, 2025. Pengaruh Pendekatan Task-Based Language Teaching (TBLT) terhadap Kemampuan Berbicara dan Persepsi Mahasiswa. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing Utama: Dr. Erlik Widyani Styati, M.Pd.; Pembimbing Pendamping: Rizqi Husaini, S.Pd., M.Pd.

Kata Kunci : Task-Based Language Teaching (TBLT), Kemampuan Berbicara, Persepsi Mahasiswa, Pembelajar EFL, Tantangan Berbicara, Aspek Psikologis.

Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas PGRI Madiun terhadap penerapan pendekatan Task-Based Language Teaching (TBLT) serta pengaruhnya terhadap kemampuan berbicara dan aspek psikologis yang terkait. Penelitian ini menggunakan metode survei deskriptif dengan pendekatan kuantitatif. Data diperoleh melalui penyebaran kuesioner kepada 20 mahasiswa yang dipilih secara acak. Instrumen penelitian menggunakan skala Likert 5 poin untuk mengukur persepsi mahasiswa mengenai tantangan berbicara dan pengalaman mereka dalam penerapan TBLT. Analisis data dilakukan dengan statistik deskriptif menggunakan SPSS, mencakup frekuensi, persentase, nilai rata-rata, dan simpangan baku. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi yang sangat positif terhadap pengaruh TBLT dalam meningkatkan kemampuan berbicara, khususnya dalam pelafalan ($M=3,85$), penguasaan kosakata ($M=3,85$), dan kelancaran percakapan ($M=3,75$). Selain itu, TBLT dinilai mampu meningkatkan kepercayaan diri mahasiswa ($M=3,45$), meskipun tingkat ketertarikan terhadap kegiatan TBLT cenderung moderat ($M=3,15$). Tantangan yang dihadapi meliputi penerapan tata bahasa ($M=3,70$), mempertahankan ide saat berbicara ($M=3,70$), dan kesalahan tata bahasa ($M=3,65$). Secara keseluruhan, mahasiswa memandang TBLT sebagai pendekatan yang efektif dan bermanfaat dalam pengembangan keterampilan berbicara bahasa Inggris serta peningkatan kepercayaan diri. Temuan ini menunjukkan bahwa TBLT memiliki potensi yang signifikan untuk meningkatkan kualitas pembelajaran bahasa Inggris di Indonesia, dengan penekanan pada perancangan tugas yang tepat guna mengoptimalkan keterlibatan mahasiswa.

ABSTRACT

Tryas Candra Kurniawan, 2025. The Influence of Task-Based Language Teaching (TBLT) Approach on Students' Speaking Ability and Perceptions. Thesis. Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisor: Dr. Erlik Widyani Styati, M.Pd., Co-Advisor: Rizqi Husaini, S.Pd., M.Pd.

Key Terms: Task-Based Language Teaching (TBLT), Speaking Ability, Student Perceptions, EFL Learners, Speaking Challenges, Psychological Aspects.

This study analyzes the perceptions of English Language Education students at Universitas PGRI Madiun regarding the Task-Based Language Teaching (TBLT) approach and its influence on their speaking ability and associated psychological aspects. A descriptive survey design with a quantitative approach was employed. Data was collected using a questionnaire administered to a randomly selected sample of 20 students from the English Education Study Program. The questionnaire assessed students' perceptions of their speaking challenges and their experiences with TBLT using a 5-point Likert scale. Data was analyzed using descriptive statistics in SPSS, including frequencies, percentages, means, and standard deviations. Students generally held a very positive perception of TBLT's impact on their speaking development. They perceived TBLT as encouraging more speaking practice, promoting the communicative use of English, and improving pronunciation ($M=3.85$), vocabulary usage ($M=3.85$), and conversational fluency ($M=3.75$). TBLT was also seen to contribute to increased self-confidence ($M=3.45$). However, perceptions regarding the inherent interest of TBLT activities were more moderate ($M=3.15$). Students also reported facing challenges such as grammatical application ($M=3.70$), idea retention ($M=3.70$), and grammatical errors ($M=3.65$). Students at Universitas PGRI Madiun perceive TBLT as a valuable and beneficial approach for developing their English speaking skills and enhancing their confidence. While challenges remain, students overwhelmingly recognize the positive impact of TBLT, suggesting its potential for improving English language teaching within the Indonesian context. Task design is crucial for optimizing student engagement.