“THE EFFECT OF TASK BASED LANGUAGE TEACHING ON STUDENTS’ ABILITY IN WRITING PROCEDURE TEXT AT SMKN 4 PALEMBANG ”

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Written By:

Yunani Andre Yana

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APPROVAL PAGE

The Effect Of Task-Based Language Teaching On Students' Ability In Writing Procedure Text At SMKN 4 Palembang

Thesis by :

Yunani Andre Yana

2022.71.00.41

English Education Study Program

Faculty of Teacher Training and Education

University of Indo Global Mandiri Palembang

2026

Approved on August 12th, 2026

Advisor I	Advisor II
Dita Rizki Anggraini, S.Pd., M.Pd.	**Jaya Nur Iman, S.Pd., M.Pd.**
NIDN. 0223089501	**NIDN. 0208018902**

Certified by,

The Head of English Education Study Program	The Dean of the Faculty of Teacher Training and Education
Dio Resta Permana, S.Pd., M.Pd.	**Dr. Doris Febriyanti, S.IP., M.Si.**
NIDN. 0223109303	**NIDN. 0222028203**

REVISION SHEET

The Title of Thesis	: The Effect Of Task-Based Language Teaching On Students' Ability In Writing Procedure Text At SMKN 4 Palembang
Name	: Yunani Andre Yana
Student Number	: 2022710041
Study Program	: English Education
Date of Test	: August 04th, 2026

Approved by the Examination Committee **Signature/date**

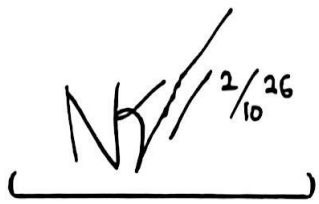
Dita Rizki Anggraini, S.Pd., M.Pd.
(Head of Examiner)



Jaya Nur Iman, S.Pd., M.Pd.
(1st of Examiner)



Nike Anggraini, S.Pd., M.Pd.
(2nd of Examiner)



Certified by,

The Head of English Education Study Program



Dio Resta Permana, S.Pd., M.Pd.
NIDN.0223109303

The Dean of the Faculty of Teacher Training and Education



Dr. Doris Febrivanti, S.IP., M.Si.
NIDN.0222028203

STATEMENT PAGE

I here by,

Name	: Yunani Andre Yana
Place and Date of Birth	: Palembang, June, 11th 2003
Study Program	: English Education
Student Number	: 2022.71.00.41

State that :

1. All the data, information, interpretations, and conclusion presented in this thesis,except for those indicated by the sources are the results of my observations, process,and thought with the guidance of my advisors.
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Palembang, 12th August 2026

The Writer,



Yunani Andre Yana

2022.71.00.41

This is to certify that the thesis of Yunani Andre Yana has been approved by the board of examiner of Faculty of Teacher Training and Education, Indo Global Mandiri University on August, 12th 2026, as the requirement for Undergraduate Degree in English Education.

BOARD OF EXAMINERS

Head of Examiner : **Dita Rizki Anggraini, S.Pd., M.Pd.** (_____)

1st Examiner : **Jaya Nur Iman, S.Pd., M.Pd.** (_____)

2nd Examiner : **Nike Angraini, S.Pd., M.Pd.** (_____)

Acknowledged by,

The Dean of Faculty of Teacher Training and Education

FAKULTAS KIP

Dr. Doris Febriyanti, S.IP., M.Si.

NIDN. 0222028203

MOTTO DAN DEDICATION

MOTTO :

"Allah never said that life would be easy. But Allah promised that indeed, with hardship comes ease."
(Q.S. Al-Insyirah: 5–6)

"My heart is at peace because I know that what has passed me by was never meant to be my destiny, and what has been destined for me will never pass me by."
(Umar ibn Al-Khattab)

This thesis I dedicate to
my beloved family, especially my parents, M.A. Karim and Misbah, my sisters, Leni and Maya, my brother, Hadi, and my niece, Nadia.

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With love and gratitude.

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Palembang, 12th August 2026

Yunani Andre Yana

ABSTRACT

This study aimed to determine the effect of Task-Based Language Teaching (TBLT) on students' ability to write procedure texts at SMKN 4 Palembang. This study employed a pre-experimental one-group pretest-posttest design. The participants were 21 eleventh-grade students assigned by the school. Data were collected through writing tests administered before and after the treatment. Students' writing performance was assessed using an analytical scoring rubric adapted from Brown (2004), covering five components: content, organization, grammar, vocabulary, and mechanics. The data were analyzed using SPSS through reliability testing, normality testing, descriptive statistics, and a Paired Samples T-Test. The overall results showed an improvement in students' writing performance after the implementation of TBLT. The mean score increased from 87.02 in the pretest to 91.17 in the posttest. The pretest scores ranged from 84 to 90, with a standard deviation of 1.834, while the posttest scores ranged from 88 to 94, with a standard deviation of 1.742. The Paired Samples T-Test produced a significance value of 0.000 ($p < 0.05$), indicating a statistically significant improvement in students' writing performance after the treatment. Significant improvements were also found in all five writing components: content ($p = 0.001$), organization ($p = 0.001$), grammar ($p = 0.000$), vocabulary ($p = 0.001$), and mechanics ($p = 0.000$). In addition, TBLT encouraged active participation and supported the development of critical thinking, communication, collaboration, and creativity. Therefore, the findings indicate that TBLT had a positive and statistically significant effect on students' ability to write procedure texts.

Keywords: ***Task-Based Language Teaching, Writing Ability, Procedure Text, Writing Performance, 21st-Century Skills***

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