THE EFFECT OF DIGITAL TASK-BASED LANGUAGE TEACHING (TBLT) ON FOOD AND BEVERAGE SERVICE STUDENTS' PROBLEMSOLVING AND DIGITAL LITERACY SKILLS

by: LUH PUTU DIANTARI KUSUMA DEWI NIM 2229081032

ENGLISH EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITY OF GANESHA EDUCATION
2024

APPROVAL SHEET

This thesis by Luh Putu Diantari Kusuma Dewi has been revised and approved for Thesis Examinations.

Singaraja, 13 January 2025

Supervisor I

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Supervisor II

Made Hery Santosa, S,Pd., M.Pd., Ph.D. NIP. 197910232003121001

EXAMINING THE TEAM APPROVAL SHEET

This thesis by Luh Putu Diantari Kusuma Dewi was defended in front of the Board of Examiners and accepted as partial fulfillment of the requirement for the Master's degree in English Education, Post-Graduate Study Program, Universitas Pendidikan Ganesha.

Approved on:

By

The Board of Examiners

Chairman (Prof. Dra.Luh Putu Artini, M.A, Ph.D)

NIP. 196407141988102001

Member (Prof. Dr. I Nyoman Adi Jaya Putra, M.A)

NIP. 196203191987031001

Member (I Putu Indra Kusuma, S.Pd., M.Pd. PhD)

NIP. 198701172014041001

Member (Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.)

NIP. 198304022006042001

Member (Made Hery Santosa, S,Pd., M.Pd., Ph.D.)

NIP. 197910232003121001

Acknowledged by

Director of Post Graduate Program

Universitas Pendidikan Ganesha

Prof. Dr. I Nyoman Jampel, M.Pd

NIP. 195910101986031003

STATEMENT LETTER

I hereby declare that the thesis submitted as a requirement for attaining the Master of Education degree from the Postgraduate Program at Ganesha University of Education is the result of my own independent work. Any materials derived from other sources have been appropriately cited and acknowledged in accordance with academic conventions, ethical standards, and institutional guidelines.

I further affirm that this thesis does not contain any form of plagiarism or unauthorized collaboration. Should it later be discovered that this work, in whole or in part, is not original or infringes upon academic integrity, I am prepared to accept the revocation of my academic degree and any other sanctions in accordance with the applicable laws and regulations of the Republic of Indonesia

Singaraja, 13 January 2025

Statement by

(Luh Putu Diantari Kusuma Dewi)

ACKNOWLEDGEMENT

The successful completion of this postgraduate thesis would not have been possible without the support, guidance, and blessings I have received throughout this journey. I would like to express my utmost gratitude to Ida Sang Hyang Widhi Wasa for granting me the opportunity to further my studies, guiding me along this fulfilling educational path, and providing the strength and wisdom to overcome challenges and achieve this milestone. I would like to take this opportunity to express my deepest gratitude:

- First and foremost, I would like to express my heartfelt appreciation to my supervisors, Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd., and Made Hery Santosa, S.Pd., M.Pd., Ph.D., for their unwavering guidance, insightful feedback, and invaluable expertise throughout this academic journey.
- 2. I extend my sincere gratitude to my examiners, Prof. Dr. I Nyoman Adi Jaya Putra, M.A., and I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D., for their constructive input and critical insights, which greatly enriched the quality of my work.
- My appreciation also goes to the Rector of the Ganesha University of Education for their leadership and dedication to fostering a culture of academic excellence.
- 4. I would also like to extend my gratitude to the **Director of the**Postgraduate Study Program at the Ganesha University of Education

- for their guidance and support in creating an environment conducive to advanced learning and research.
- 5. I would like to express my gratitude to the **Management of Medi Groups**, particularly the **Team Member Mediterranean Bali Headquarters**, for granting me the opportunity to conduct my research at their institution.
- 6. I would also like to express my gratitude to Ida Bagus Gde Phalguna, S.Pd., M.Pd., and Komang Dedik Susila, S.Pd., M.Pd., who served as subject lecturers at Mediterranean Bali, for their valuable contributions and support during my research.
- 7. On a personal note, I am deeply grateful to my husband, **Ketut Dana Yasa**, **S.T.**, and my extended family for their endless love, patience, and encouragement, which have given me the strength to persevere.
- 8. To my "up-and-down girls"—Winda, Safira, and Rana—your companionship and unwavering support meant the world to me. I am also thankful to my classmates, Pasca Denpasar Class F, for their camaraderie and shared experiences during this academic journey.
- 9. Lastly, I would like to express my lighthearted yet sincere thanks to all the baristas who kept me fueled with countless ounces of caffeine throughout my studies.

I owe a debt of gratitude to all of you for being part of this journey and for contributing, in your unique ways, to the completion of this milestone.

TABLE OF CONTENT

THESIS	S Error! Bookmark not	t defined.
APPRO	OVAL SHEET	ii
EXAM	INING THE TEAM APPROVAL SHEET	iii
STATE	EMENT LETTER	iv
ACKNO	OWLEDGEMENT	v
TABLE	E OF CONTENT	vii
	OF TABLES	
	OF PICTURES	
	OF FIGURES	
LIST O	OF APPENDICESRACT	xiii
ABSTR	RACT	1
СНАРТ	TER I INTRODUCTION	
1.1	8	
1.2		10
1.3	1 10000	
1.4		
1.5		
1.6	ε	
1.7		14
	1.7.1 Digital Task-Based Language Teaching	
	1.7.2 Problem-Solving Skills	
	1.7.3 Digital Literacy	15
СНАРТ	TER II LITERATURE REVIEW	17
2.1	Theoretical Review	17
	2.1.1 Task-Based Language Teaching	17
	2.1.2 Digital Task-Based Language Teaching	21
	2.1.3 Digital Literacy	24
	2.1.4 Problem-Solving	37
	2.1.5 Stages in Problem Solving	47
2.2	2 Empirical Review	50

2.3	Conceptual Framework	55
2.4	Research Hypothesis	56
СНАРТІ	ER III RESEARCH METHOD	58
3.1	Research Design	58
3.2	Research Subject	60
	3.2.1 Population	61
	3.2.2 Sample	62
3.3	Research Variable	64
	3.3.1 Independent Variable	
	3.3.2 Dependent Variable	
3.4	Research Instrument	65
	3.4.1 Questionnaire	66
3.5	Research Procedure	
3.6	Data Collection Method	73
3.7	Data Analysis	
	3.7.1 Normality Test	76
	3.7.2 Homogeneity Test	
	3.7.3 Hypothesis Testing	
CHAPTI	ER IV FINDINGS AND DISCUSSIONS	
4.1	Findings	
	4.1.1 Descriptive Data Analysis	84
	4.1.2 Normality Test	86
	4.1.3 Homogeneity Test	91
	4.1.4 Hypothesis Testing	92
4.2	Discussions	96
	4.2.1 The Effect of Digital Task-Based Language Teaching on Pro	oblem
	Solving	96
	4.2.2 The Effect of Digital Task-Based Language Teaching on D)igital
	Literacy	99
CIIADTI	ED V CONCLUCION AND CHCCECTION	102

5.1	Conclusion	103
5.2	Suggestion	104
REFERE	NCES	106
APPENI	DIX	114



LIST OF TABLES

Table 2.2 Indicator Problem Solving
Table 3.1 Pre-experimental research design
Table 3.2 The Number of Population
Table 3.3 The Research Sample based on Class
Table 3.4 The Treatment Distribution
Table 3.5 The Result of Validity Test
Table 3.6 The Result of the Reliability Test
Table 3.7 The Activity Schedule of Research Procedure
Table 3.8 The Teaching Scenario of Research Procedure
Table 4.1 Description of Posttest Data for Experimental and Control 84
Table 4.2 Description of Digital Literacy Data for Experimental and Control
Groups85
Table 4.3 Result of the Normality PostTest of Experiment and Control Groups . 87
Table 4.4 Result of the Normality Test of Digital Literacy
Table 4.5 Result of Homogeneity Test of Post-Test
Table 4.6 Result of Homogenitas Digital Literacy
Table 4.7 Mann-Whitney U Test Ranks for DTBLT on Problem Solving 93
Table 4.8 Results of the Mann-Whitney U Test for DTBLT on Problem Solving 94
Table 4.9 Mann-Whitney U Test Ranks for DTBLT on Digital Literacy 94
Table 4.10 Results of the Mann-Whitney U Test for DTBLT on Digital Literacy
95

LIST OF PICTURES

Picture 4.1 Teaching Tools to Support Digital Task-Based Language Teaching .	80
Picture 4.2 Students' Activity for Pre-Test	81
Picture 4.3 Students' Activity for Experimental Group	82
Picture 4.4 Students' Activity for Post-Test	83



LIST OF FIGURES

Figure 4.1 Q-Q Plot Posttest Group Experiment	87
Figure 4.2 Q-Q Plot Posttest Group Control	88
Figure 4.3 Q-Q Plot Digital Literacy Experiment Group	89
Figure 4.4 Q-Q Plot Digital Literacy Experiment Group	90



LIST OF APPENDICES

Appendix 1 Blue Print of the Instrument	114
Appendix 2 Questionnaire Form	121
Appendix 3 The Assessment Guidance of Problem Solving	125
Appendix 4 Validity and Reliability Instrument	129
Appendix 5 Data Analysis Result	134
Appendix 6 Observation Checklist	141
Appendix 7 Students Absence List	152
Appendix 8 Pretest and Posttest	153
Appendix 9 Lesson Plan	154
Appendix 10 Documentations	167
Appendix 11 Research Permission Letter of University	172
Appendix 12 Research Permission Letter of Mediterranean College	173