

APPENDICES

Appendix 1 : Translation

NO.	Surah/Verse	Translation	
		English	Indonesian
1.	<p>إِنَّ رَبَّكَ لِيَسْمُعُ أَوْلَئِكَ الَّذِي خَلَقَ^١ خَلَقَ الْإِنْسَانَ مِنْ عَلْقٍ^٢ إِنَّ رَبَّكَ لِيَعْلَمُ أَكْرَمُ^٣ الَّذِي عَلَمَ بِالْقَلْمَنْ^٤ عَلَمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ^٥</p>	<ol style="list-style-type: none"> 1. Read in the name of your Lord who created, 2. Created man from a clinging substance, 3. Read, and your Lord is the Most Generous, 4. Who taught by the pen, 5. Taught man that which he knew not. 	<ol style="list-style-type: none"> 1. Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan, 2. Dia telah menciptakan manusia dari segumpal darah, 3. Bacalah, dan Tuhanmulah Yang Mahamulia, 4. Yang mengajar (manusia) dengan pena, 5. Dia mengajarkan manusia apa yang tidak diketahuinya.
2.	<p>أَذْعُ إِلَيِّ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَلَّهُمْ بِالْتَّنِي هِيَ أَحْسَنُ^٦ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ^٧ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ^٨ ١٢٥</p>	<p>Invite (all) to the way of your Lord with wisdom and good instruction, and argue with them in the best manner. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of those who are rightly guided.</p>	<p>Serulah (manusia) kepada jalan Tuhanmu dengan hikmah dan pelajaran yang baik, dan bantahlah mereka dengan cara yang paling baik. Sesungguhnya Tuhanmu Dialah yang lebih mengetahui siapa yang tersesat dari jalan-Nya, dan Dialah yang lebih mengetahui orang-orang yang mendapat petunjuk.</p>

Appendix 2 : Classroom observation guidelines

Students' Learning Activities and Experiences

No	Observed Aspect	✓/✗	Notes
1	Students appear enthusiastic during reading activities.	✓	
2	Students try to understand the text without constantly asking for the teacher's help.	✓	Yes, the students have tried to understand the text independently; however, there are still some vocabulary items they do not understand, so they need to ask the teacher for the meaning.
3	Students actively participate in group discussions.	✗	During the learning activity, students did not engage in group discussions. The activities were conducted individually, where each student was asked to read the text independently and then answer questions or explain the content of the reading on their own in front of the class.
4	Students seem to struggle when reading long texts.	✓	Some students expressed difficulties and felt burdened when given a long text.
5	Students read the text attentively and show effort to understand the content.	✓	The students tried to read with focus and made efforts to understand the content of the text. However, during the reading process, their pronunciation skills were still limited, so the teacher often gave corrections and asked them to repeat the reading.
6	Students show positive reactions when the teacher gives reading tasks.	✓	The students showed enthusiasm and a positive response when the teacher gave them a reading task.
7	Students are able to summarize the main idea after completing the reading activity.	✓	After the teacher asked about the meaning or content of the text, the students were able to explain and summarize the text quite well.

8	Students demonstrate improved comprehension after group discussions.	✓	Since the learning activity was conducted individually and no group discussion was held, students did not work collaboratively in understanding the text. However, after having a brief discussion with their classmates, the students appeared to have a better understanding of the text. They helped each other explain difficult parts and showed improvement in comprehending the overall meaning of the passage.
9	Students connect the text content to their own experiences or prior knowledge.	✓	After reading the text, the students were able to connect the content with their personal experiences. Some of them shared about their weekend activities with their families, such as helping their parents at home, playing with siblings, or watching movies together. This shows that the students were able to understand the text and relate it to their daily lives.

Students' Responses to the Use of Short Reading Texts

No	Observed Aspect	✓/X	Notes / Evidence
1	Students show more enthusiasm when reading short texts.	✓	The students appeared more focused and less easily bored when reading short texts. They seemed more enthusiastic and were able to understand the content more easily.
2	Students are able to explain the content of short texts well.	✓	The students were able to express the main ideas of the text.
3	Students appear more confident when completing short text tasks.	✓	The students actively participated in discussions after reading short texts. They showed confidence by volunteering to come to the front to answer questions or share their opinions, demonstrating increased confidence and engagement in the learning process.

4	Students seem to understand the main idea of short texts without much assistance.	✓	
5	Students participate actively in discussions after reading short texts.	✓	
6	Students show interest in asking or answering questions related to the text.	✓	The students showed a high level of curiosity by actively asking and answering questions related to the content of the text. This indicates that they were actively involved in the learning process and made efforts to understand the material more deeply.
7	Students can mention new vocabulary they have learned from short texts.	✓	
8	Students show progress in comprehension from one text to the next.	✓	

Teacher's Strategies in Adapting and Implementing TBLT

No	Observed Aspect	✓/✗	Notes / Evidence
1	The teacher implements the stages of pre-task, task cycle, and post-task.	✓	<p>The teacher implemented all three stages of the lesson: <i>pre-task</i>, <i>task cycle</i>, and <i>post-task</i>. In the <i>pre-task</i> stage, the teacher introduced and explained new vocabulary to help students understand the text they were about to read. Next, during the <i>task cycle</i>, students engaged in reading and discussion activities according to the teacher's instructions. In the <i>post-task</i> stage, the teacher and students reviewed the content of the text together to reinforce their understanding of the material.</p>

2	The teacher simplifies or shortens the text based on students' ability levels.	✓	<p>The teacher adjusted the reading materials according to the students' abilities by simplifying or shortening the text. This helped students understand the content more easily, stay focused while reading, and feel more confident in participating in the learning activities.</p>
3	The teacher helps students understand difficult vocabulary before reading.	✓	
4	The teacher gives praise or encouragement to active students.	✓	<p>The teacher gave praise and encouragement to active students during the lesson. For example, the teacher said, “<i>Good job!</i>”, “<i>Excellent answer!</i>”, or “<i>That's a great</i>” when students bravely answered questions or read aloud well. Such praise motivated students and built their confidence to continue participating actively in class.</p>
5	The teacher provides clear and structured instructions for each task.	✓	<p>The teacher provided clear and structured instructions for the task. Since there were no group activities, the teacher gave directions individually to all students. For instance, the teacher said:</p> <p style="padding-left: 40px;"><i>“Please read the text carefully. After reading, try to understand the meaning of each sentence. Then, I will ask some of you to come to the front and explain the content of the text in your own words.”</i></p> <p>The instructions were delivered in a clear sequence, enabling students to understand each step of the activity even without group work.</p>
6	The teacher facilitates group work effectively.	✗	<p>The teacher did not conduct group work activities because the number of students in the class was relatively small. Instead, the teacher facilitated individual activities, where</p>

			each student was asked to read, comprehend the text, and present their understanding independently in front of the class.
7	The teacher uses visual aids or pictures to help students' comprehension.	✓	The teacher used <i>pictures</i> as visual media to help students understand the content of the text. The use of visual aids made it easier for students to connect vocabulary with meaning and increased their interest in the reading material.
8	The teacher conducts a brief reflection session at the end of the lesson.	✓	At the end of the lesson, the teacher conducted a brief reflection session to review students' understanding of the material. Example reflection questions included : <i>“What did you learn from today’s reading activity?”</i> <i>“Was there any word or sentence that you still didn’t understand?”</i> <i>“How did you feel when reading the text today?”</i>
9	The teacher gives constructive and motivating oral feedback.	✓	The teacher also provided <i>constructive oral feedback</i> to help students correct their mistakes while keeping them motivated. For example, when a student made an error in pronunciation or answering, the teacher said : <i>“Good try! But let’s pronounce this word together correctly — it’s ‘family,’ not ‘famly.’”</i> <i>“That’s a nice effort! You almost got it right, try to explain it again in your own words.”</i>

Students' Strategies and Responses during the Lesson

No	Observed Aspect	✓/X	Notes / Evidence
1	Students try to guess word meanings from context.	✓	At the beginning of the lesson, the teacher introduced and explained important vocabulary that needed to be remembered. As a result, during the reading activity, students were able to guess the meaning of words from the context more easily. This shows that providing vocabulary beforehand helps students understand the text more independently.

2	Students use dictionaries or ask peers/teachers for help.	✓	Students rarely used dictionaries during the reading activity. They tended to ask the teacher or their classmates directly to find out the meaning of unfamiliar words or to understand parts of the text they did not comprehend.
3	Students use reading strategies (skimming, scanning).	✓	Each student was asked to read the text in turns, one sentence per person, and then explain the meaning or content of the sentence they had read.
4	Students reread the text to understand the meaning.	✓	
5	Students help each other in understanding the reading text.	✓	
6	Students show initiative to find the meaning of new words independently.	✓	
7	Students actively ask questions about parts of the text they do not understand.	✓	
8	Students use strategies such as underlining key words or taking short notes.	✓	Students highlighted key words in the text and took notes on new vocabulary they encountered. This strategy helped them remember and understand the content of the reading more effectively.
9	Students share information or answers with peers during group work.	✓	Students shared information and discussed with their classmates during the learning activity; however, no formal group work was conducted. The discussions were spontaneous and brief, allowing them to help each other understand the text or answer questions.
10	Students demonstrate increased activeness and participation from one meeting to another.	✓	

Appendix 3 : Interview Protocol

Interview Protocol to the Students'
Students' Experience in Learning Reading through TBLT

No	Interview Question	Participants' Response	
		Student 1	Student 2
1	Do you like English reading lessons? Why?	“I don't really like English reading lessons because the pronunciation is difficult.”	“I quite like English reading lessons because they are fun and enjoyable.”
2	How do you feel when learning reading through tasks or activities from your teacher (such as answering questions, finding information, or discussing)?	“I feel happy because the activities are fun, and I can ask directly when I don't understand something.”	“I feel happy and the class atmosphere becomes lively because we can answer questions, find information, and discuss together with friends.”
3	What kind of reading activity do you enjoy most in English class?	“I like it when the teacher explains first, then gives us exercises or tasks to do together. I also enjoy it when we can discuss and help each other with friends.”	“I like it when we read the text alternately with my classmates.”
4	What do you think is the most difficult part of reading English texts?	“The most difficult part is the vocabulary, because there are still many words that I don't know the meaning of.”	“The most difficult part is when the text is long and contains many words that I don't know the meaning of.”
5	Do you often find words you don't understand while reading English texts? What do you	“Yes, often. When I don't know the meaning of a word, I usually ask the teacher or my friends, and	“Yes, sometimes I find words that I don't understand. I usually ask the teacher or my friends,

	usually do when that happens?	sometimes I look it up in the dictionary.”	and sometimes I look up the meaning using an application like Google.”
6	How do you understand the meaning of a text if you don't know all the words?	“I usually ask the teacher or my friends. Sometimes I also try to guess the meaning from the context or read quickly using skimming.”	“I usually ask the teacher or my friends, and then try to understand the meaning from their explanations.”
7	Do you feel happy or bored when learning reading using this method? Explain why.	“I feel happy because the teacher's way of teaching is easy to understand and helps me stay focused. The teacher also gives motivation so we are more enthusiastic to learn.”	“I feel happy because the method used by the teacher helps me understand the text better, and sometimes there are games that make the learning more exciting.”
8	How does your teacher teach reading in class? Do you think the method helps you understand the text better?	“The teacher usually explains the difficult words first before we start reading the text. After that, we read and answer the questions. I think this way helps me understand the text better.”	“The teacher usually explains the difficult words first before we start reading the text. After that, we read and discuss it together. I think this way really helps me understand the text better.”
9	Do you think your reading ability has improved after learning with this method? How has it changed?	“Yes, I feel my reading skill has improved. Now I can understand the text more easily and more quickly, especially when the text is short.”	“Yes, I feel my reading ability has improved. Now I understand the text more easily and quickly, especially when the text is short.”
10	What differences do you notice between learning to read in the usual way and learning through tasks (TBLT)?	“In regular reading lessons, we just read without any tasks. But when there are tasks, I become more active, understand better, and feel more motivated to read.”	“In my opinion, in regular reading lessons we are only asked to read the text and translate it without any other activities, so it becomes boring and hard to understand. But when

			learning through tasks, I become more active because I have to find answers, discuss, and understand the text. This way helps me understand more easily and makes learning more enjoyable.”
11	Do you feel more confident in reading English texts now? Why?	“Yes, I feel more confident because I often practice reading and I’m used to asking questions when I don’t understand something.”	“Yes, I feel more confident because I have become used to reading texts and often get practice from the teacher.”

Students’ Perception of Using Short Reading Texts

No	Interview Question	Participants’ Response	
		Student 1	Student 2
1	Have you ever read a long English text in class? How did you feel?	“I once read a long English text in class. I felt panicked and found it difficult to read because the text was long and hard to translate.”	“I once read a long English text in class. When I saw that it was long, I felt panicked because it looked difficult and there were many words I didn’t know.”
2	When your teacher gives you a long text, can you understand its content easily?	“It depends. Sometimes I can understand if the vocabulary has been taught before, but if there are many new words, it becomes difficult for me to understand.”	“When the text is long, I can only understand some parts of it. Sometimes I understand, sometimes I don’t, depending on the vocabulary.”
3	What about when the text is shorter? Do you find it easier to read and understand?	“When the text is short, I find it easier to read and understand the content.”	“If the text is short, it’s easier for me to read and I can quickly understand the content.”

4	What differences do you feel between reading long and short texts?	“Long texts feel more difficult and make me bored quickly, while short texts are easier to understand and faster to finish.”	“Long texts feel heavier and take longer to read, but short texts are faster to finish and easier to understand.”
5	Do you feel more motivated to read when the text is shorter? Why?	“Yes, I feel more enthusiastic when reading short texts because they are easier to understand and don’t make me tired while reading.”	“Yes, I feel more motivated when the text is short because it’s easier to process and doesn’t have too many difficult words.”
6	Do you think short texts help you remember new vocabulary more easily?	“Yes, short texts make it easier for me to remember new vocabulary.”	“Yes, short texts make it easier for me to remember new vocabulary because there are fewer words, and I can understand them one by one.”
7	Do you understand the text’s meaning faster when it is shorter?	“Yes, I can understand the content more quickly when the text is short.”	“Yes, I can understand the text more quickly when it’s short because I can focus on the content without getting confused by too many words.”
8	How do your classmates react to short texts used by the teacher?	“My friends also prefer short texts. When the text is long, they just read it without much interest, but when it’s short, they are more enthusiastic.”	“When we’re given short texts, my classmates also feel happy. They can read them faster and don’t feel too overwhelmed.”
9	Do you prefer short texts because they are easier to understand or because they are quicker to finish?	“I prefer short texts because they are easier to understand and faster to finish.”	“I prefer short texts because they’re easy to understand and quick to finish.”

10	Do you think short texts can help you improve your reading ability in the long term?	“Yes, I think short texts can help me improve my reading skills because reading short texts every day makes me more used to it.”	“I think short texts can help me improve my reading skills because even though they’re short, I can still learn new vocabulary little by little.”
11	If you had a choice, would you prefer short or long texts? Please explain your reason.	“I prefer reading short texts because they are easier to understand, less confusing, and quicker to complete.”	“I prefer reading short texts because they’re easier to understand and don’t make me feel dizzy while reading.”

Students’ Strategies for Adapting and Overcoming Difficulties

No	Interview Question	Participants’ Response	
		Student 1	Student 2
1	When you find it difficult to understand a text, what do you usually do?	“I usually ask the teacher right away, ‘Sir, what does this mean?’.”	“I usually ask the teacher. Sometimes I also work together with my friends to find the meaning of difficult vocabulary.”
2	Do you ask your friends or teacher when you don’t understand something?	“Yes, I ask the teacher first. Sometimes I also ask my friends if they know the answer.”	“Yes, I often ask the teacher. If not, I ask my friends so they can explain it to me.”
3	How do you remember new vocabulary from the texts you’ve read?	“When I find new vocabulary, I usually write it down in my notebook so I can remember it.”	“I usually try to remember and understand the words first, and sometimes I write them down so I don’t forget.”
4	Have you ever made notes or lists of difficult words from the texts you read?	“I write down the new vocabulary that the teacher explains so I can review it later, and sometimes I	“Yes, I have written down difficult words before to make them easier to remember.”

		underline the words in the text.”	
5	When the teacher gives group reading tasks, how do you cooperate with your classmates?	“We never really do group reading tasks, but when I work with my friends, we help each other and ask questions when we don’t understand.”	“My friends and I divide the tasks, then we help each other answer the questions from the text.”
6	Do your classmates help you understand the text? How?	“Yes, my friends help me understand the text. We usually explain and ask questions to each other.”	“Yes, my friends help me by explaining the meaning of words or sentences that I don’t understand.”
7	How does your teacher help you when you have trouble understanding the reading text?	“The teacher helps me by explaining again when I don’t understand, and I can ask the teacher directly.”	“The teacher usually explains the difficult words and describes the meaning of the text so we can understand better.”
8	Does your teacher explain difficult words before you start reading the text? Does that help you?	“Yes, the teacher explains the difficult words before reading the text, and that really helps me.”	“Yes, the teacher explains the difficult words before we read the text, and that really helps me understand more quickly.”
9	Do you use a dictionary, app, or other methods to find the meaning of new words?	“At school, I use a dictionary or ask the teacher, but at home I use an app or Google.”	“Yes, sometimes I use an application like Google to find word meanings, but in class I usually ask the teacher.”
10	When learning reading through tasks, do you find it easier to understand the text than just reading without tasks?	“I find it easier to understand the text when learning through reading tasks compared to just reading without any task.”	“Yes, I find it easier to understand the text when there’s a task because it helps me focus and know what to look for.”
11	Do reading activities with tasks make you more active in class?	“Yes, I become more active because there are	“Yes, reading activities with tasks make me more active because I take part in

		activities and tasks that I have to do.”	answering and discussing with my friends.”
12	Do you feel more motivated to read again after finishing reading tasks in class?	“I feel a little bit more motivated to read again after finishing the reading task in class.”	“Yes, I feel motivated to read again after completing the task because it makes me want to learn more.”
13	What methods help you understand English texts more easily?	“The most helpful way for me is to keep practicing reading the text first until I understand its meaning.”	“The most helpful way for me is to practice reading and explain the content of the text after doing the task.”
14	Do you feel braver to try reading English texts after several lessons using TBLT?	“Yes, I’ve become more confident to try reading English texts.”	“Yes, I feel more confident because I’ve become used to reading and understanding texts from the given tasks.”
15	If you could suggest ways to make reading lessons easier and more enjoyable, what would you recommend?	“I’d like the lesson to include games so that it’s more fun and I can still understand the reading materials.”	“I suggest that the teacher should continue giving tasks and explanations but also add small games to make the lesson more fun.”

Interview Protocol to the Teacher

Teachers' Experience in Implementing TBLT

No	Interview Question	Notes / Responses
1	Can you explain how you implement the Task-Based Language Teaching (TBLT) method in reading instruction?	“I implemented it by giving students a text as an assignment. From that text, I asked them to understand its content and extract the information contained within. To ensure that they had comprehended it well, I asked several questions related to the information in the text. If there was any new grammar used in the text, I explained it to them so they could apply it in other texts in the future.”

2	What are your reasons for choosing the TBLT approach in teaching reading instead of other methods?	<p>“I believe that by applying TBLT, where students are required to complete certain tasks, they are ‘challenged’ to directly engage with the text. If we only focus on explaining vocabulary without providing an authentic text for them to explore, it would be less effective, especially if we want to emphasize the development of students’ reading skills.”</p>
3	What types of tasks do you usually give in reading lessons using TBLT?	<p>“In implementing TBLT, I first asked students to predict some of the words that might appear in the text by showing them pictures on the board, depending on the context of the text to be given. Then, I asked them to read a short text and understand its content. After reading, I asked several comprehension questions to ensure they truly understood the text.”</p>
4	How do students respond when you use task-based activities in reading lessons?	<p>“Students’ responses varied depending on the individual. Some students showed interest in the text, especially when it was not too long. However, there were also times when students felt reluctant or unmotivated because they thought the text was too difficult to understand.”</p>
5	What difficulties do your students usually encounter when reading English texts?	<p>“The most common challenge when asking students to read English texts is their limited vocabulary. As a result, they often need to ask the teacher about the meaning of certain words to better understand the text.”</p>
6	How do you help students who struggle with understanding vocabulary or sentence structures?	<p>“Before giving the full text, I usually elicit a few key words from it as a brief introduction so that students can get an idea of what the text is about. This helps them during the reading process because, once they understand the key vocabulary, they usually only ask about a few additional difficult words that appear in the text.”</p>
7	In your opinion, does TBLT help students improve their reading skills?	<p>“Yes, I believe that using TBLT can help improve students’ reading skills. By assigning them to read and analyze the information in the text, they are indirectly trained to read English texts. Starting with short texts,</p>

		it is expected that they will gradually be able to handle longer ones in the future.”
8	Besides using the TBLT method, have you ever used other methods in teaching English reading activities? If so, what differences do you notice in students' responses when using TBLT compared to those other methods?	“Besides TBLT, I have also used the Grammar Translation Method (GTM). In this method, I read the text together with the students while translating each word. From my observation, compared to TBLT, students looked more bored because they only followed along and listened to the translation. Meanwhile, with TBLT, students are more active and seem more enthusiastic about the lesson, probably because they feel more involved in the activity.”
9	Based on your experience, what differences do you notice between students with high and low reading abilities?	“The main difference is that students with higher reading skills can understand the text more quickly, while those with lower reading skills need more time and additional guidance from the teacher to fully comprehend the information.”
10	What problems do students most often express to you about English reading activities?	“The most common problem students mention is that they don't know the meaning of certain vocabulary in the text, so they need to ask the teacher to understand it.”
11	Can you share an example of a student's success in improving reading ability through TBLT?	“From my experience in the classroom, I've noticed that at first, students were quite clueless when dealing with English texts. However, after I implemented TBLT in reading activities, they gradually became more capable of understanding the information in the text, both in terms of meaning and grammar.”

Teachers' Perception of Using Short Reading Texts

No	Interview Question	Notes / Responses
1	Have you ever adapted or shortened reading texts for students? Why?	“Yes, I once searched for sample texts to use as teaching materials, and then I shortened the text. The

		reason was to adjust it to the students' basic skill level, so it needed to be simplified."
2	What are your considerations when selecting reading texts for students, especially regarding text length?	"As I mentioned earlier, I always consider the length of the text. For my current class, I prefer to use shorter texts so that students can understand them more easily."
3	Does using short texts make it easier to implement TBLT?	"Yes, because using shorter texts helps students focus better on finding the information contained within the text."
4	How do students react when you use shorter reading texts compared to longer ones?	"Students seem happier when I give them shorter texts. When I give them longer texts, they tend to feel overwhelmed even before starting the task. So, the length of the text really affects their reaction."
5	In your opinion, do shorter texts help students with limited vocabulary understand the content better? Please explain.	"Yes, because with shorter texts, students can more easily extract information despite their limited vocabulary. If they are immediately faced with a long text, they will find it difficult to manage."
6	If you do not use short texts, what difficulties do students usually experience?	"Students tend to feel confused when reading longer texts. Considering that their vocabulary is still at a basic level, the large number of lines they have to understand at once makes them less motivated to participate in the lesson."
7	Can you give an example of a successful reading activity using short texts in your class?	"So far, the use of short texts can be considered successful. As I mentioned earlier, their reading skills have improved. They are now able to understand the content of the text based on the context discussed in class while also recognizing new vocabulary and grammar."
8	What are the advantages and disadvantages of using short texts in task-based reading instruction, in your opinion?	"The advantages of using short texts are that they are easier for students to understand, more time-efficient because students can focus only on the given text, and more suitable for learners with a basic level of English. The limitation is that, because the text is short, we

		cannot include as much content, so it's a bit restricted. However, it is still useful for introducing the context to the students.”
9	Does the use of short texts affect students' confidence and motivation in reading? How?	“Yes, because when given short texts, students do not feel burdened by too many unfamiliar words. With shorter texts, and with encouragement from me, they become more confident in their ability to read and understand the text.”
10	How do you balance between using authentic (long) texts and simplified (short) texts?	“For now, I don't plan to assign longer texts as tasks. However, I may use them as examples to show how the same concepts applied in short texts can also be used in longer ones, depending on the context being discussed.”

Teachers' Strategies in Adapting TBLT for Basic-Level Students

No	Interview Question	Notes / Responses
1	What strategies do you use to make reading activities easier for students with basic English proficiency?	“To help students understand the text that I assign to them, I first introduce several key words that will appear in the text.”
2	How do you introduce new vocabulary before starting a reading activity?	“I do this by showing pictures related to the context presented in the text. For example, I show some activities and then introduce a few verbs to the students.”
3	What kinds of reading tasks do you assign to the students when applying Task-Based Language Teaching (TBLT) in reading activities?	“The reading tasks I assign to students when implementing Task-Based Language Teaching (TBLT) usually consist of short texts related to everyday life contexts. In these texts, I ask students to identify the use of simple grammar, such as the simple present tense or past tense, and to extract important information from the passage. After that, they are asked to answer questions based on the text or to explain the content in their own words. The goal is for them not only to read but also to understand the

		meaning and the language structure used in a real-life context.”
4	Do you use aids such as pictures, visual media, or context to help students understand the text? Please explain.	“Yes, as I explained earlier, I use pictures to help them recognize new vocabulary that will appear in the text so that they can better understand the information within it.”
5	How do you guide students during the task cycle stage in TBLT to complete reading tasks effectively?	“In the task cycle of TBLT that I apply in class, I guide the students by giving several directions before starting the task. I inform them about the context of the reading and the specific instructions they should follow, such as finding particular information in the text. Afterward, I check their understanding by asking a few short questions.”
6	How do you monitor and assess students' progress during task-based reading activities?	“I usually monitor them by approaching their desks one by one and asking whether there is anything they do not understand. Then, I ask a few short questions to make sure they comprehend the text.”
7	How do you provide scaffolding or step-by-step assistance during TBLT activities?	“For the scaffolding process, or providing gradual assistance to students, what I usually do is first show them some pictures to introduce the content of the text. During the reading activity, I help them understand difficult words that they do not yet know. After that, I guide them in discussing the content of the text so that they can gain a clearer understanding of what it is about.”
8	How do you maintain students' motivation to stay active during reading activities?	“To maintain students' motivation during classroom activities, I believe that choosing texts suitable for their level plays an important role in building learning motivation. When they see a text that is relatively short, they perceive it as less of a burden. In addition, giving positive affirmations after they answer questions can also help increase their enthusiasm for learning.”
9	How do you encourage student collaboration	“At the moment, I have not implemented pair or group reading activities because the number of students is

	during pair or group reading activities?	quite small. Therefore, I assign them individual tasks instead.”
10	What kind of feedback do you usually give after students complete reading tasks?	“As for feedback, I usually ask several questions and, depending on whether their answers are correct or not, I discuss them together in class so that they can better understand where their mistakes are. Additionally, providing positive affirmations after they answer is also considered a form of feedback.”
11	Have you ever tried combining TBLT with another approach? If so, which one and what was the result?	“Yes, I usually combine TBLT with the Grammar Translation Method (GTM). I assign reading tasks while helping students translate difficult words they do not understand. As a result, they find it easier to comprehend the text.”
12	In your opinion, what aspects can be improved in implementing TBLT for students with basic reading proficiency?	“Perhaps, more attention should be given to providing support for students whose reading ability is still basic. This would help them understand the content more easily. Moreover, using texts that match students’ interests could also be beneficial, as it helps them feel more engaged in the learning process, thereby increasing their learning motivation.”

Appendix 4 : Documentation Checklist

No	Type of Document	Available (✓/✗)	Notes / Findings
1	Lesson Plan	✓	<p>LP Object Pronoun</p> <p>Mata Pelajaran: Bahasa Inggris Kelas/Semester: VII / Ganjil Alokasi Waktu: 90 menit Topic: Object Pronouns in Context Pendekatan: Task-Based Language Teaching (TBLT) Fokus Keterampilan: Reading (dengan integrasi writing)</p> <p>I. Capaian Pembelajaran (CP) Peserta didik mampu memahami makna teks tulis pendek dan sederhana berbentuk deskriptif atau naratif tentang topik sehari-hari, serta mampu menanggapi isi teks secara lisan dan tulisan dengan struktur bahasa yang tepat sesuai konteks.</p> <p>II. Tujuan Pembelajaran</p> <ol style="list-style-type: none"> 1. Mengidentifikasi ide pokok dan informasi rinci dari teks My Weekend with My Family. 2. Menemukan dan memahami penggunaan object pronouns (me, him, her, it, us, them) dalam konteks bacaan. 3. Membedakan penggunaan subject pronouns dan object pronouns. 4. Menggunakan object pronouns secara tepat dalam kalimat sederhana tentang keluarga dan kegiatan sehari-hari. <p>III. Profil Pelajar Pancasila</p> <ol style="list-style-type: none"> 1. Berkebirekaan global mengenai budaya keluarga dan menghargai peran anggota keluarga. 2. Mandiri: menyampaikan kegiatan pribadi dengan kalimat sendiri. <p>IV. Kegiatan Pembelajaran (90 menit)</p> <p>A. Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam, berdoa, dan memerluka kehadiran siswa. 2. Guru menanyakan kegiatan akhir pekan siswa untuk mengaitkan dengan topik ("What did you do last weekend?"). 3. Guru menanyakan materi pada meeting sebelumnya pada siswa. 4. Guru menjelaskan tujuan pembelajaran dan aktivitas yang akan dilakukan hari ini. <p>B. Kegiatan Inti (70 menit)</p> <ol style="list-style-type: none"> 1. Pre-Task <ol style="list-style-type: none"> a. Guru menunjukkan gambar aktivitas keluarga (memasak, mencuci mobil, bermain dengan hewan peliharaan). b. Tanya jawab sederhana: "Who are they?" "What are they doing?" c. Guru menulis beberapa kata kerja kunci di papan (cook, wash, play, help) dan memastikan siswa memahami artinya. d. Guru memperkenalkan teks yang akan dibaca: My Weekend with My Family. 2. Task Cycle <ol style="list-style-type: none"> a. Task 1: Reading for Gist (10 menit) Siswa membaca teks untuk memahami isi umum. Guru menanyakan: "Tentang apa ceritanya?" "Apa yang mereka lakukan?" b. Task 2: Reading for Detail (20 menit) Siswa membaca kembali untuk menemukan semua object pronouns. c. Task 3: Reading Interpretation (20 menit) Diskusi bersama siswa: Apa yang mereka lakukan pada akhir pekan? Siapa yang memasak? Apa yang dimasak ibu? Apakah yang ayah lakukan? 3. Language Focus (20 menit) <ol style="list-style-type: none"> a. Guru menyoroti beberapa kalimat dari teks: "I helped her in the kitchen." "I gave him a towel." "I watched it with them." b. Guru menanyakan kepada siswa: "Kenapa kita pakai her, bukan she?" c. Guru menjelaskan materi terkait Object Pronoun C. Kegiatan Penutup (10 menit) <ol style="list-style-type: none"> a. Siswa dan guru merefleksikan pelajaran hari ini: "What did you learn from today's story?" b. Guru menegaskan kembali fungsi object pronouns dalam kalimat.
2	Reading Texts	✓	
3	Students' Worksheets	✓	<p>Worksheet</p> <p>Name: _____</p> <p>Last weekend, I stayed at home with my family.</p> <p>In the morning, my mother cooked breakfast. I helped her in the kitchen. My father washed the car. I gave him a towel. Then my little sister, Mia, wanted to play. I played with her in the garden. We kicked a ball and our cat, Coco, ran to catch it. In the afternoon, my parents watched a movie. I watched it with them. At night, my mom made noodles for dinner. We all enjoyed it. I love my family very much. I always want to help them when I can.</p> <p>1. What do they do in the weekend? _____</p> <p>2. Who cooks the noodles? _____</p> <p>3. Who washes the car? _____</p> <p>4. What is their cat's name? _____</p> <p>5. Where do they play football? _____</p> <p>Isilah bagian kosong dengan object pronoun yang benar.</p> <ol style="list-style-type: none"> 1. We play football with _____. They play football with _____. _____ 2. He loves _____. She loves _____. _____ 3. I watch TV with _____. My cat watches TV with _____. _____ 4. We wash the car with _____. My father washes the car with _____. _____ 5. You cook noodles with _____. I cook noodles with _____. _____

4	Teacher's Notes	X	The teacher has no notes.
5	Photos of Classroom Activities	✓	
6	Students interviews	✓	
7	Teacher interview	✓	

Appendix 5 : Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B- 1497 /Un.14/III.1/PP.00.9/10/2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

10 Oktober 2025

Yth.Kepala SMP Muhammadiyah 7 Kertak Hanyar
Kabupaten Banjar

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

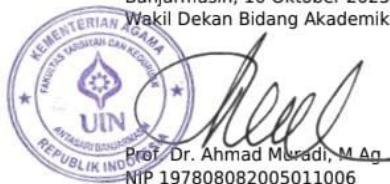
Nama : Hamida Sari
NIM : 210101030166
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Sungai Lulut Dalam, Rt. 06 Rw. 01, Kel. Sungai Lulut, Kec. Banjarmasin Timur.
No HP : 082149024785

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 10 Oktober 2025
Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Dr. Ahmad Muradi, M.A.
NIP 197808082005011006

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



MAJELIS PENDIDIKAN DASAR, MENENGAH DAN NON FORMAL
 PIMPINAN CABANG MUHAMMADIYAH BANJARMASIN 11
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SURAT KETERANGAN

No : 021/SMP MUTU/K/XI/2025

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah 7 Kertak Hanyar, menerangkan bahwa :

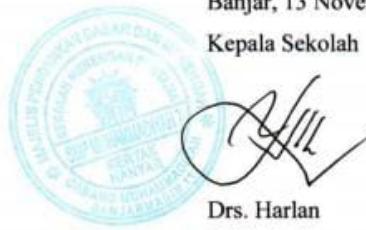
Nama : **HAMIDA SARI**
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 Fakultas : Tarbiyah dan Keguruan
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : "Exploring Students' Experiences in Learning Reading Skills through Task-Based Language Teaching (TBLT)".

Yang bersangkutan telah melakukan penelitian di SMP Muhammadiyah 7 Kertak Hanyar pada tanggal 13 September 2025 s.d 20 Oktober 2025.

Surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Banjar, 13 November 2025

Kepala Sekolah



Drs. Harlan

NBM. 774594

Appendix 6 : Consultation Notes

CONSULTATION NOTES

Name of Advisor : Dr. Ridha Fadillah, S.Pd, M.Ed

No.	Date	Notes	Signature
1.	11 March 2025	Research problems	
2.	17 April 2025	Research setting	
3.	3 October 2025	Research permission to conduct observations and interviews	
4.	27 November 2025	Checking the revisions of all chapters	
5.	4 December 2025	The findings for RQ1 need to be clarified, and additional theories are required in Chapter 2	
6.	6 December 2025	Acce	

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8. Organization/Work experience :
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 - b. Temporary replacement staff in Sungai Lulut sub-district
 - c. Pantarlih (Voter Data Update Officer) for the 2024 General Election and Regional Head Election

Banjarmasin, 23 November 2025



Writer