

**EXPLORING STUDENTS' EXPERIENCES IN LEARNING
READING SKILLS THROUGH TASK-BASED LANGUAGE
TEACHING (TBLT)**

**By
HAMIDA SARI**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 AD/1447 AH**

**EXPLORING STUDENTS' EXPERIENCES IN LEARNING
READING SKILLS THROUGH TASK-BASED LANGUAGE
TEACHING (TBLT)**

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Sarjana Pendidikan

By

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I, the undersigned, Hamida Sari, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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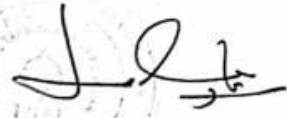
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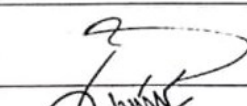
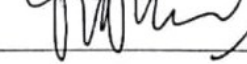
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ABSTRACT

Hamida Sari. 2025. 210101030166. *Exploring Students' Experiences in Learning Reading Skills through Task-Based Language Teaching (TBLT)*. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Ridha Fadillah, S.Pd, M.Ed

Keywords: Task-Based Language Teaching, Students' Experiences, Teacher's Adaptive Strategies, Reading Comprehension, Motivation

This research aimed to describe students' experiences and the teacher's adaptive strategies in implementing Task-Based Language Teaching (TBLT) in reading activities at SMP Muhammadiyah 7 Kertak Hanyar. The objectives of this study were to explain how TBLT was applied in the classroom, how students responded to the reading tasks, and how the teacher adapted the tasks to support students' learning. This study employed a qualitative method with a narrative inquiry design. The participants consisted of two seventh-grade students and one English teacher selected through purposive sampling. The data were collected through interviews, classroom observations, and documentation, and analyzed qualitatively to explore participants' experiences and the teacher's reflections during the implementation of TBLT. The findings showed that students with basic reading proficiency encountered several difficulties, particularly in understanding vocabulary and long reading texts, which affected their comprehension and confidence. However, the use of TBLT encouraged greater engagement, motivation, and participation among students during the learning process. The application of shorter and simplified reading materials, scaffolding strategies, and group-based tasks made the reading activities more accessible and meaningful. The teacher's adaptive strategies, such as modifying materials, giving feedback, and facilitating interaction, played a vital role in overcoming learning challenges and improving students' reading comprehension. The results of this research indicated that the effectiveness of TBLT in reading instruction depended largely on the teacher's adaptability and reflective practice in adjusting tasks and materials to students' proficiency levels.

ABSTRAK

Hamida Sari. 2025. 210101030166. *Exploring Students' Experiences in Learning Reading Skills through Task-Based Language Teaching (TBLT)*. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Ridha Fadillah, S.Pd, M.Ed

Kata kunci: *Task-Based Language Teaching*, Pengalaman Siswa, Strategi Adaptif Guru, Pemahaman Membaca, Motivasi

Penelitian ini bertujuan untuk mendeskripsikan pengalaman siswa dan strategi adaptif guru dalam penerapan *Task-Based Language Teaching* (TBLT) pada kegiatan membaca di SMP Muhammadiyah 7 Kertak Hanyar. Tujuan khusus dari penelitian ini adalah untuk menjelaskan bagaimana TBLT diterapkan di kelas, bagaimana respons siswa terhadap tugas membaca, serta bagaimana guru menyesuaikan tugas untuk mendukung proses belajar siswa. Penelitian ini menggunakan metode kualitatif dengan desain *narrative inquiry*. Partisipan penelitian terdiri atas dua orang siswa kelas VII dan satu guru bahasa Inggris yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui wawancara, observasi kelas, dan dokumentasi, kemudian dianalisis secara kualitatif untuk menggambarkan pengalaman para partisipan serta refleksi guru selama penerapan TBLT. Hasil penelitian menunjukkan bahwa siswa dengan kemampuan membaca dasar menghadapi beberapa kesulitan, terutama dalam memahami kosakata dan teks bacaan yang panjang, yang memengaruhi pemahaman dan kepercayaan diri mereka. Namun, penerapan TBLT mendorong peningkatan keterlibatan, motivasi, dan partisipasi siswa dalam proses pembelajaran. Penggunaan teks bacaan yang lebih pendek dan sederhana, strategi *scaffolding*, serta tugas berbasis kelompok membuat kegiatan membaca menjadi lebih mudah dan bermakna. Strategi adaptif guru, seperti memodifikasi materi, memberikan umpan balik, dan memfasilitasi interaksi aktif di kelas, berperan penting dalam mengatasi kesulitan belajar dan meningkatkan pemahaman membaca siswa. Hasil penelitian ini menunjukkan bahwa efektivitas TBLT dalam pembelajaran membaca sangat bergantung pada kemampuan guru dalam beradaptasi dan melakukan refleksi terhadap proses pembelajaran melalui penyesuaian tugas dan materi sesuai tingkat kemampuan siswa.

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لنا محمد وعلى آله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Exploring The Students' Experience on Learning Reading Skills Using Task-Based Language Teaching”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

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3. My academic advisor, Drs. Saadillah, M.Pd for the guidance and encouragement.
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Finally, the writer realizes that this thesis is far from perfect. Therefore, constructive suggestions and feedback are warmly welcomed for improvement. May this humble work bring benefit to readers and contribute to the field of English language education.

Banjarmasin, Jumadil Akhir, 2th 1447 A.H
November, 23th, 2025 A.D



Writer

TRANSLITERATION

NO.	Surah/Verse	Translation	
		English	Indonesian
1.	Al-‘Alaq verse 1–5 اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③ الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤	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.	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.	An-Nahl verse 125 ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ①٢٥	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.	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.

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