

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

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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.