

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study entitled "*Exploring Students' Experiences in Learning Reading Skills through Task-Based Language Teaching (TBLT)*." The findings are derived from interviews, classroom observations, and document analysis conducted with two students and one English teacher at SMP Muhammadiyah 7 Kertak Hanyar.

The purpose of this chapter is to describe and analyze the participants' experiences in learning and teaching reading through Task-Based Language Teaching (TBLT), particularly regarding vocabulary limitations, comprehension difficulties, and the adaptation of reading materials using shorter texts. The presentation of the findings is organized thematically to answer the research questions, followed by a detailed discussion that interprets the results in relation to relevant theories and previous studies.

#### A. Findings

This chapter presents the findings and discussion of the study. The findings are organized thematically based on the research questions and supported by data from interviews, classroom observations, and documents. The discussion section interprets these findings in relation to relevant theories and previous studies.

The data in this study were obtained from two students and one English teacher at SMP Muhammadiyah 7 Kertak Hanyar. The participants were chosen

purposively to represent both teacher and student perspectives regarding the implementation of Task-Based Language Teaching (TBLT) in reading classes. The students were seventh graders who had experienced learning reading through TBLT, while the teacher was responsible for teaching the English subject and designing classroom tasks.

The primary sources of data included interviews, classroom observations, and supporting documents. The interviews explored students' experiences, perceptions, and difficulties in learning reading through TBLT. The teacher interview focused on the process of implementing TBLT, strategies used during classroom activities, and reflections on the students' responses and progress. Observations were conducted during reading lessons to record the students' participation, interaction, and task performance, particularly their engagement in activities and responses to reading materials. Supporting documents, such as lesson plans and students' worksheets, were used to confirm and strengthen the findings obtained from the interviews and observations.

To ensure data validity, triangulation was applied by comparing information from different sources. The data from interviews were cross-checked with classroom observations and related documents. The combination of these sources provided a comprehensive understanding of both students' and teacher's perspectives on the use of TBLT in teaching reading.

## **1. Students' Experiences and Difficulties in Learning Reading Using Task-Based Language Teaching (TBLT)**

Based on this focus, the following findings describe students' experiences and difficulties in developing literal reading comprehension through the stages of Task-Based Language Teaching. The findings indicate that the reading skill addressed in the implementation of TBLT is students' reading comprehension, particularly at the literal level. Classroom observations and interview data show that students demonstrated their reading comprehension through their ability to understand the meaning of the text, identify main ideas, and interpret vocabulary during task-based reading activities. More specifically, students' literal comprehension was reflected in their ability to answer comprehension questions, recognize explicitly stated information, and understand the meaning of words and sentences presented in short texts. These findings align with the nature of task-based activities that required students to identify information and demonstrate understanding of the reading texts.

During the implementation of Task-Based Language Teaching (TBLT) in reading lessons, students experienced a gradual learning process marked by both positive developments and persistent challenges. Observation results showed that students appeared enthusiastic when the teacher introduced reading tasks and demonstrated effort to understand the text, even when they encountered linguistic difficulties such as limited vocabulary and

pronunciation problems. This finding corresponds directly with items in the observation checklist, such as "*students pay attention to the teacher's explanation,*" "*students show positive responses toward the task,*" and "*students attempt to read the text even though they face difficulties.*" As reflected in the observation checklist, students were observed to "pay attention to the teacher's explanation," "respond positively to the given task," and "try to read the text even though some words were unfamiliar." For example, observation notes recorded that students tried to read attentively and showed focus, although the teacher frequently needed to correct pronunciation and clarify word meanings. These classroom behaviors indicate that students were cognitively engaged but still required considerable instructional support at the early stages of learning. Data from classroom observations and interviews with students and the teacher indicate that students' experiences evolved from initial anxiety toward increased engagement and confidence. These changes were closely related to the stages of TBLT, the use of short reading texts, and the teacher's scaffolding strategies. For instance, observation data showed that students generally responded enthusiastically when reading tasks were introduced and demonstrated effort to understand the text, even though they still encountered difficulties with vocabulary and pronunciation.

Interview data further revealed that students perceived task-based reading activities as more engaging than conventional reading lessons. This perception aligns with student interview guideline questions asking about

students' feelings toward reading activities using tasks and their interest during the lesson. This finding aligns with student interview responses indicating that students "*felt more interested when learning reading through tasks*" and "*enjoyed answering questions related to the text rather than only translating word by word.*" Based on the student interview responses, one student stated that reading through tasks made the class atmosphere more lively because they were asked to answer questions and find information from the text, rather than only reading and translating. Another student explained that task-based activities encouraged them to ask questions directly when they did not understand certain parts of the text. These interview findings align with the observation checklist, which indicated positive student reactions and enthusiasm when reading tasks were assigned. However, despite this engagement, students still reported experiencing difficulties when facing unfamiliar vocabulary and longer reading passages. One student stated that reading tasks made the class atmosphere more lively and helped them stay focused, while another student mentioned that tasks encouraged them to ask questions and actively seek understanding. However, these positive experiences were inseparable from the difficulties students faced, particularly when dealing with unfamiliar vocabulary and longer texts. Therefore, students' experiences and difficulties are discussed together in this section to provide a comprehensive picture of reading instruction using TBLT.

Overall, these findings demonstrate that Research Question 1 has been clearly addressed. Students experienced positive engagement, increased participation, and greater interest in reading activities through the implementation of Task-Based Language Teaching. At the same time, they encountered difficulties related to limited vocabulary knowledge, pronunciation, and dependence on teacher support. The combination of students' experiences and difficulties illustrates how TBLT influenced reading instruction by promoting active learning while still requiring instructional scaffolding to support students' comprehension.

a. Learning Experiences Across TBLT Stages

1) Pre-task Phase

At the beginning of the lesson, students showed positive reactions when the teacher introduced the reading topic and tasks. Observation data from the pre-task stage indicated that the teacher consistently implemented preparatory activities, such as introducing key vocabulary and using pictures to support comprehension. The observation guideline noted that the teacher "introduced important vocabulary before reading" and "used visual aids to help students understand the topic of the text." The observation checklist confirmed that students showed enthusiasm and positive responses when reading tasks were given. In several instances, students attempted to understand the text independently before asking for the teacher's help, although some vocabulary items

still caused confusion. Observation data indicated that the teacher consistently implemented the pre-task stage by introducing key vocabulary, showing pictures related to the text, and explaining the context of the reading material. Students appeared enthusiastic and attentive during this stage, as reflected in observation notes stating that students responded positively and were willing to try understanding the text without immediately asking for the teacher's help.

Interview results supported these observations. In response to interview protocol questions regarding preparation before reading, students stated that the teacher usually explained difficult vocabulary at the beginning of the lesson and that this preparation helped them understand the text more easily. Based on the interview protocol, students reported that the teacher "usually explained difficult words before reading" and that this practice "helped them understand the text more easily and reduced confusion." According to the student interview data, both students stated that the teacher usually explained difficult vocabulary before starting the reading activity, which helped them feel less anxious and more prepared. One student mentioned that understanding key words first made it easier to follow the text, while another student explained that vocabulary explanation helped them stay focused during reading. These responses demonstrate that the pre-task phase played an important role in reducing students' anxiety and

building initial readiness, even though full independence had not yet been achieved. Students reported that learning vocabulary before reading helped them feel less anxious and more prepared. One student explained that the teacher usually explained difficult words first, which made it easier to understand the text later. Another student added that vocabulary explanation before reading helped them stay focused and motivated. Despite this support, some students still relied on the teacher to clarify instructions and vocabulary meanings, indicating that they were still developing independence in reading.

## 2) Task Cycle

During the task cycle, students engaged in reading activities such as reading the text sentence by sentence, answering comprehension questions, and explaining the content of the text in their own words. Observation data showed that although the tasks were mainly conducted individually due to the small number of students, learners demonstrated active reading strategies. These behaviors match the observation guideline indicators such as "*students try to identify main ideas,*" "*students reread the text to understand meaning,*" and "*students attempt to guess the meaning of unfamiliar words from context.*" According to the observation checklist, students were seen to "highlight or note unfamiliar words," "reread sentences to understand meaning," and "attempt to guess word meanings from context." The observation

checklist noted that students highlighted key words, reread sentences, and attempted to guess meanings from context. These behaviors indicate that students applied basic reading strategies while completing the tasks. Observation data showed that although the activities were mostly conducted individually, students demonstrated active effort to understand the text. They read attentively, highlighted key words, took notes on new vocabulary, and attempted to guess word meanings from context.

Interview data revealed that students felt more comfortable completing reading tasks when guidance was provided. This finding is consistent with interview protocol questions exploring students' opinions about teacher support during task completion. One student stated during the interview that "the task helped me know what to look for in the text," while another mentioned that "it was easier to read because the teacher guided each step." One student stated that they felt happy learning through tasks because they could ask the teacher or classmates when they did not understand something. Another student explained that reading tasks helped them focus because they knew what information they needed to find in the text. However, consistent with observation findings, vocabulary limitations remained a major difficulty, as students frequently paused to ask about unfamiliar words during the task cycle. One student stated that they felt happy when

learning through tasks because they could directly ask the teacher or friends when they did not understand something. However, difficulties still emerged, especially when students encountered unfamiliar vocabulary or longer sentences. Observation notes indicated that students often paused during reading to ask about word meanings, confirming that vocabulary limitation remained a major challenge during the task cycle.

To address these difficulties, the teacher adapted the tasks by simplifying and shortening the texts. The teacher also provided clear, step-by-step instructions, such as asking students to read carefully, understand each sentence, and then explain the content. Observation data showed that these strategies helped students stay engaged and complete the tasks more confidently.

### 3) Post-task / Language Focus

In the post-task stage, the teacher reviewed the reading content with the students and conducted a brief reflection session. Observation data indicated that the teacher asked reflective questions such as what students learned from the text and whether there were still words they did not understand. This practice reflects observation guideline items stating that the teacher “*reviews task results,*” “*discusses difficult vocabulary,*” and “*provides feedback after the task.*” This practice corresponds with the observation guideline item stating that the teacher

"reviewed the task results with students and discussed difficult vocabulary or sentences." The observation checklist also confirmed that students were able to summarize the main ideas of the text after completing the reading activity, showing improvement in comprehension compared to earlier stages. Observation data indicated that students were able to summarize the main ideas of the text and explain the content quite well after completing the reading tasks. The teacher also provided constructive feedback, correcting pronunciation and encouraging students with positive affirmations such as praising their efforts and responses.

Interview results showed that students felt they understood the text better after discussing it together with the teacher and classmates. These responses were obtained from interview protocol questions related to students' understanding after completing reading tasks and receiving feedback. According to the interview protocol responses, students reported that "discussing answers helped them understand the text" and that teacher feedback "made them feel more confident." One student mentioned that discussing answers helped them realize mistakes and understand the text more clearly. Another student stated that the teacher's feedback made them feel more confident and less afraid of making mistakes. These findings suggest that the post-task stage played

an important role in strengthening comprehension and building students' confidence in reading.

Analyzing students' learning experiences across the stages of Task-Based Language Teaching provides a clearer understanding of how reading activities were implemented and how students responded at each phase. Each stage of TBLT contributed differently to students' engagement and comprehension, while also revealing specific difficulties encountered during the learning process. Therefore, examining the pre-task, task cycle, and post-task phases allows for a comprehensive explanation of students' experiences and difficulties in learning reading through TBLT.

#### b. Difficulties Encountered During Reading Tasks

One of the most prominent difficulties faced by students was limited vocabulary knowledge. This issue was explicitly addressed in the interview protocol, which asked students about the main difficulties they experienced when reading English texts. Interview data from both students clearly indicated that vocabulary was the most difficult aspect of reading English texts. In line with the interview protocol, students stated that they "often did not understand many words in the text" and "needed the teacher to explain word meanings." Students stated that they often did not know the meaning of many words and needed to ask the teacher or friends for help. This finding was strongly supported by observation data, which showed

that students frequently stopped reading to ask about word meanings or wrote down new vocabulary explained by the teacher. Interview data revealed that both students identified vocabulary as the most difficult aspect of reading English texts. They frequently encountered unfamiliar words and needed to ask the teacher or friends for explanations. Observation data supported this finding, as students were often seen stopping their reading to ask about word meanings or writing down new vocabulary in their notebooks.

The teacher also confirmed that vocabulary limitation was the most common challenge faced by students. According to the teacher, students' basic level of vocabulary made it difficult for them to understand texts independently, especially when the text contained many unfamiliar words. To overcome this difficulty, the teacher consistently introduced key vocabulary before reading and used pictures as visual aids to help students connect words with meaning.

Another difficulty identified was students' inability to comprehend long reading texts. This finding emerged from interview questions focusing on students' reactions to text length and level of difficulty. Based on student interview responses, both participants reported feeling panicked, bored, or overwhelmed when faced with long texts containing many unfamiliar words. Observation notes further showed that students read more slowly, hesitated to answer questions, and appeared less motivated

during lessons that involved longer texts. These findings indicate that text length significantly influenced students' comprehension and emotional responses. Interview data showed that students felt panicked, bored, and confused when they were given long texts. Based on the interview responses, students mentioned that "long texts were difficult to follow" and "made them lose focus because there were too many unfamiliar words." One student stated that long texts felt heavy and difficult to understand because of the large number of unfamiliar words. Observation notes further indicated that students showed signs of disengagement when dealing with longer texts, such as reading slowly and hesitating to answer questions.

The teacher acknowledged that text length significantly affected students' motivation and comprehension. As a result, the teacher preferred using shorter texts and dividing longer passages into smaller sections. This adaptation helped reduce students' anxiety and made reading tasks more manageable for learners with basic reading proficiency.

#### c. Experiences with Shorter Reading Texts

The use of shorter reading texts provided more positive learning experiences for the students. This finding is consistent with both observation guidelines and interview protocol items related to student engagement, task completion, and ease of understanding. Observation data showed that students were more focused, enthusiastic, and confident when reading short texts. The observation checklist indicated that students

"completed the reading task more actively," "answered questions confidently," and "showed enjoyment during the activity." They were able to explain the content more easily and actively participated in answering questions and sharing opinions.

Interview data further confirmed that students preferred short texts because they were easier to understand and quicker to finish. Students stated that short texts helped them remember new vocabulary and understand the main ideas more clearly. The teacher also noted that short texts made it easier to implement all stages of TBLT effectively within limited class time. For example, during a single lesson, the teacher was able to conduct the pre-task phase by introducing key vocabulary, guide students through the task cycle by having them read the text and complete comprehension tasks, and carry out the post-task or language focus stage by discussing answers and highlighting language forms. Overall, shorter texts helped maintain students' concentration, improved comprehension, and fostered a sense of achievement after completing reading tasks.

#### d. Student Engagement and Motivation

The findings indicated that TBLT positively influenced students' engagement and motivation in reading lessons. This conclusion is supported by observation guideline indicators of student participation and interview protocol questions concerning students' interest and motivation during reading activities. Observation data showed that students

demonstrated active participation, enthusiasm, and effort during task-based reading activities. They asked questions, shared answers with peers, and showed initiative in understanding the text.

Interview results revealed that students felt more motivated when reading activities involved tasks rather than passive reading. According to the interview protocol, students stated that tasks "made them more active" and "helped them understand the text better." Students stated that tasks made them more active and helped them understand the text better. The teacher also observed that students became more confident and motivated because TBLT allowed them to use English meaningfully and experience success in completing tasks.

## **2. Teacher's Strategies in Implementing Task-Based Language Teaching (TBLT)**

This section presents the strategies employed by the teacher in implementing Task-Based Language Teaching (TBLT) during reading instruction. The strategies were identified based on classroom observation data and teacher interview results guided by the observation checklist and interview protocol. Overall, the findings indicate that the teacher applied various adaptive strategies to support students with basic reading proficiency and to ensure that task-based activities could be implemented effectively.

One of the main strategies observed was the consistent implementation of the three stages of TBLT, namely the pre-task, task cycle, and post-task

stages. Observation data showed that the teacher systematically structured the lesson according to these stages. In the pre-task stage, the teacher introduced the topic, explained the learning objectives, and pre-taught key vocabulary to prepare students for the reading task. During the task cycle, students were asked to read the text, identify important information, and answer comprehension questions. In the post-task stage, the teacher reviewed the content of the text, discussed students' answers, and provided feedback to reinforce learning. The teacher explained in the interview that organizing the lesson into clear stages helped students understand what they were expected to do at each step and reduced confusion during reading activities.

Another important strategy involved adapting reading materials to match students' ability levels. Observation results indicated that the teacher frequently simplified or shortened reading texts to make them more manageable for students with limited vocabulary. The teacher confirmed during the interview that she deliberately selected short and simple texts to prevent students from feeling overwhelmed. According to the teacher, using shorter texts allowed students to focus on understanding the main ideas rather than struggling with excessive unfamiliar vocabulary. This strategy was particularly effective in maintaining students' motivation and engagement throughout the lesson.

The teacher also employed vocabulary-focused strategies to support students' comprehension. Observation data showed that the teacher

consistently introduced difficult words before students began reading and provided explanations using simple language and contextual examples. In some cases, the teacher used pictures as visual aids to help students associate new vocabulary with meaning. During the interview, the teacher stated that introducing key vocabulary before reading helped students predict the content of the text and reduced the number of questions asked during the task cycle. This approach enabled students to read more smoothly and independently.

Providing clear and structured instructions was another key strategy observed during the implementation of TBLT. Observation notes indicated that the teacher delivered task instructions in a clear sequence, explaining each step before students began the activity. For example, the teacher instructed students to read the text carefully, understand each sentence, and then explain the content in their own words. The teacher explained in the interview that giving step-by-step instructions was necessary because students were still developing their reading skills and needed explicit guidance to complete tasks successfully.

In terms of classroom interaction, although group work was limited due to the small number of students, the teacher facilitated individual task completion effectively. Observation data showed that the teacher monitored students closely by approaching them individually, checking their understanding, and offering assistance when needed. The teacher explained that this approach allowed her to provide immediate support to students who

struggled with vocabulary or sentence comprehension, ensuring that no student was left behind during the task.

The use of positive reinforcement and feedback was also a prominent strategy. Observation data indicated that the teacher frequently gave praise and encouragement, such as saying “Good job” or “Excellent answer,” when students participated actively or demonstrated improvement. The teacher also provided constructive oral feedback to correct pronunciation and comprehension errors in a supportive manner. According to the teacher, positive feedback was important for building students’ confidence and encouraging them to participate more actively in reading activities.

Finally, the teacher conducted brief reflection sessions at the end of the lesson as part of the post-task stage. Observation notes showed that the teacher asked reflective questions, such as what students had learned and which parts of the text they found difficult. The teacher stated that reflection activities helped her evaluate students’ understanding and allowed students to become more aware of their learning progress. This strategy contributed to reinforcing comprehension and promoting self-reflection among students.

The teacher’s perspectives and classroom practices presented in these findings support the students’ experiences and difficulties identified in this study. Teacher observations and instructional strategies provided contextual evidence that strengthened the interpretation of students’ responses to TBLT. Thus, the teacher data functioned as supporting evidence rather than a separate

focus, ensuring that the findings remained relevant to the research question.

In summary, the teacher implemented TBLT through a combination of structured lesson stages, material adaptation, vocabulary support, clear instructions, individualized guidance, positive feedback, and reflective activities. These strategies played a crucial role in addressing students' reading difficulties and enhancing their engagement and confidence in learning reading through Task-Based Language Teaching.

## **B. Discussion**

This section discusses the findings of the study in relation to the theoretical framework presented in Chapter II. The discussion interprets how the results address the research questions and how Task-Based Language Teaching (TBLT) supports students' reading development. The analysis focuses on four main aspects: students' vocabulary limitations, difficulties in comprehending long texts, engagement and motivation in reading through TBLT, and the teacher's adaptive strategies in implementing the approach.

### **1. Interpretation of Vocabulary Challenges**

One of the most significant findings of this study indicates that limited vocabulary emerged as the major challenge faced by students during reading lessons. The students reported that unfamiliar words frequently hindered their ability to comprehend the text as a whole. Consequently, they often paused their reading to ask for word meanings or consult dictionaries, which disrupted their

reading flow and reduced overall comprehension efficiency. This finding is consistent with Grabe and Stoller (2019), who argue that vocabulary knowledge plays a central role in reading proficiency, as comprehension largely depends on learners' ability to recognize and understand words within their contextual use.

According to Nation (2022), vocabulary knowledge encompasses two essential dimensions, namely breadth, which refers to the number of words known, and depth, which concerns the extent of understanding regarding word meanings and usage. In this study, both dimensions appeared to be limited among the students, resulting in slow reading processes and low confidence during reading activities. This condition was also supported by the teacher's observations, which revealed that students' vocabulary limitations reduced their willingness to participate actively in reading lessons due to uncertainty in interpreting texts. As emphasized by Alderson (2000), insufficient vocabulary knowledge not only affects word recognition but also impedes discourse-level comprehension, as learners struggle to establish meaningful connections across sentences and paragraphs.

To address this issue, the teacher implemented pre-teaching vocabulary and provided contextual explanations prior to the main reading tasks. This instructional approach served as a form of scaffolding that helped students engage more effectively with the reading activities. Such a strategy aligns with the perspectives of Willis (1996) and Ellis (2017), who describe scaffolding as temporary support designed to assist learners in accomplishing tasks that exceed

their current level of competence. By introducing key vocabulary beforehand, students entered the reading tasks with greater preparedness, reduced anxiety, and improved engagement. This finding confirms that integrating vocabulary instruction within Task-Based Language Teaching (TBLT) can effectively bridge the gap between students' linguistic knowledge and their communicative performance.

Furthermore, this instructional practice is in line with Vygotsky's (1978) concept of the *Zone of Proximal Development (ZPD)*, which suggests that learners can achieve higher levels of understanding when guided by a more knowledgeable individual, such as a teacher. Through consistent guidance, students were able to decode complex texts and gradually develop greater autonomy in learning vocabulary through contextual clues. Therefore, this finding reinforces the notion that adequate vocabulary support is a crucial factor in ensuring the successful implementation of TBLT-based reading instruction.

## **2. Interpretation of Difficulties in Comprehending Long Texts**

Apart from vocabulary-related issues, text length and textual complexity also posed significant challenges for the students. The findings revealed that students frequently felt bored, overwhelmed, or confused when engaging with long reading passages. This condition supports the view of Urquhart and Weir (1998), who argue that reading comprehension requires readers to maintain coherence across an entire text by integrating new information with prior knowledge and constructing meaning beyond the sentence level. For novice

readers, such processes demand considerable cognitive effort, which may hinder comprehension when texts are excessively long or complex.

Within the framework of Task-Based Language Teaching (TBLT), task design should take learners' language proficiency and cognitive capacity into careful consideration. Carless (2020) and Nunan (2004) emphasize that tasks must be meaningful yet achievable so that learners remain challenged without experiencing excessive frustration. In response to this issue, the teacher adapted longer reading texts into shorter and simpler segments. This instructional decision reflects a practical implementation of TBLT principles by allowing students to process information in manageable portions and maintain their focus throughout the learning activities.

This pedagogical strategy is consistent with Ellis's (2017) assertion that task complexity should be adjusted according to learners' readiness in order to promote effective engagement. By modifying the length and complexity of reading texts, the teacher applied task simplification to ensure that the input remained comprehensible and aligned with students' linguistic levels. Consequently, students were able to participate more actively in classroom discussions and demonstrated increased confidence in completing reading tasks.

### **3. Interpretation of Experiences with Shorter Reading Texts**

The students' experiences with shorter reading texts were notably more positive. Both participants reported that shorter texts made reading easier, more enjoyable, and less intimidating. With shorter passages, students were able to

focus on understanding the main ideas, actively engage in discussions, and complete reading tasks within a reasonable amount of time. This finding is consistent with Willis (1996), who argues that effective Task-Based Language Teaching (TBLT) requires tasks that are appropriately challenging yet achievable according to learners' proficiency levels.

The use of shorter texts also facilitated the effective implementation of the three stages of TBLT proposed by Willis (1996), namely the pre-task, task cycle, and language focus phases. During the pre-task phase, the teacher introduced relevant background knowledge and key vocabulary to prepare students for the task. In the task cycle phase, students collaborated to complete comprehension-based activities and discussed their interpretations of the texts. Finally, in the language focus phase, the teacher provided feedback and reviewed language forms that emerged during task completion. This instructional sequence aligns with Ellis (2017), who emphasizes that TBLT supports both meaningful communication and reflective language learning.

Furthermore, Carless (2020) highlights that adapting learning materials is a crucial component of successful TBLT implementation, particularly in EFL contexts where learners often encounter difficulties with authentic input. The use of shorter reading texts in this study functioned as a form of input modification, allowing students to access authentic content while maintaining comprehensibility and task meaningfulness. The positive responses from students indicate that appropriate task adaptation enhances learners' confidence

and engagement, which are central principles of learner-centered instruction as emphasized by Nunan (2004).

Overall, students' experiences with shorter reading texts demonstrate that task design plays a significant role in shaping both affective and cognitive engagement in reading activities. By adjusting the length and complexity of reading input, the teacher successfully created a balance between challenge and instructional support, which is a fundamental principle of Task-Based Language Teaching.

#### **4. Interpretation of Student Engagement and Motivation**

The study also revealed that the TBLT approach significantly enhanced students' engagement and motivation. Students became more active during discussions, asked questions, and shared opinions about the texts. They also expressed enjoyment and a sense of accomplishment when completing reading tasks. These findings are in line with Dörnyei's (2001) concept of motivation, which is defined as the driving force that determines the direction, intensity, and persistence of learning behavior.

According to Self-Determination Theory (SDT), intrinsic motivation emerges when learners engage in activities due to genuine interest and personal satisfaction, whereas extrinsic motivation is driven by external demands or rewards (Deci & Ryan, 1985). In this study, TBLT fostered intrinsic motivation because the tasks were authentic, purposeful, and interactive. Students perceived

that they were using English meaningfully to achieve communicative goals rather than merely fulfilling academic requirements.

Furthermore, engagement is described as the interaction of behavioral, cognitive, and emotional components (Schunk et al., 2014). These components were clearly observed during the TBLT implementation: students actively participated in learning activities (behavioral engagement), applied reading comprehension strategies (cognitive engagement), and demonstrated enthusiasm and interest (emotional engagement). In addition, Fredricks et al. (2004) emphasize that engagement is a dynamic construct that can be strengthened through supportive instructional practices, which is consistent with the learning environment created through TBLT.

In line with this, Nunan (2004) and Ellis (2017) argue that TBLT promotes learner autonomy and self-efficacy by positioning students as active participants in the learning process. The findings of this study confirm that as students successfully completed tasks, they developed greater confidence and motivation to continue learning English.

Moreover, the increased motivation observed during the implementation of TBLT supports Fadillah's (2014) argument that a positive learning environment, constructive teacher-student interaction, and consistent teacher support are key factors in shaping learner motivation. The high level of student engagement during group work also corresponds with Fadillah's view that motivation increases when learners feel comfortable and supported by both

teachers and peers. These conditions were evident in the classroom, where students collaborated, shared ideas, and encouraged one another during task completion.

Therefore, TBLT not only supports students' linguistic development but also strengthens the affective and motivational dimensions of learning by creating an environment that fosters engagement, confidence, and meaningful interaction.

## **5. Discussion on Teacher's Adaptation Strategies in Implementing Task-Based Language Teaching (TBLT)**

The teacher's adaptation strategies played a central role in the successful implementation of Task-Based Language Teaching (TBLT) in the classroom. Throughout the lessons, the teacher demonstrated pedagogical flexibility and professional awareness by adjusting instructional materials, scaffolding students' learning, and fostering communicative interaction. These practices are consistent with Ellis's (2017) view that effective TBLT requires teachers to balance instructional structure with learner autonomy while ensuring that tasks remain meaningful and achievable. The teacher's ability to modify instruction based on students' proficiency levels reflects an understanding of TBLT as a dynamic, learner-centered approach.

One prominent adaptive strategy was the simplification of learning materials. The teacher selected and adapted reading texts to match students' linguistic abilities by reducing text length and simplifying language complexity.

This practice aligns with Carless's (2009) concept of task adaptation, which emphasizes the importance of modifying input to sustain learner engagement without compromising authenticity. By simplifying reading materials, the teacher reduced students' cognitive load, enabling them to focus more on meaning construction rather than linguistic decoding. This adaptation is particularly crucial in EFL contexts, where limited vocabulary knowledge and minimal exposure to authentic input often hinder comprehension.

In addition, the teacher applied various scaffolding techniques to support students during task completion. These included pre-teaching key vocabulary, clarifying task instructions, and providing feedback after task performance. According to Willis and Willis (2007), scaffolding is an essential component of TBLT because it offers temporary support that allows learners to perform tasks beyond their current independent abilities. This perspective is further supported by Vygotsky's (1978) Sociocultural Theory, which explains that learning occurs within the Zone of Proximal Development (ZPD) through guided interaction. In this study, the teacher's scaffolding practices helped students gradually internalize language knowledge and develop greater confidence in reading comprehension.

Another significant aspect of the teacher's adaptation strategies was the creation of an interactive learning environment. Instead of relying solely on teacher-centered explanations, the teacher encouraged students to engage in discussions, ask questions, and exchange ideas related to the reading tasks. This

approach supports Nunan's (2013) assertion that interaction is fundamental to the development of communicative competence and should be central to classroom practice. By facilitating peer interaction, the teacher promoted active participation, collaboration, and meaning negotiation, which are core principles of task-based learning.

Furthermore, the use of shorter texts and supplementary learning media is consistent with the findings of Fadillah and Mufidah (2021), who report that teachers frequently adapt or enrich materials when original instructional input is too challenging for learners. Such material enhancement ensured that students received comprehensible yet meaningful input, thereby supporting their engagement and participation during reading tasks.

Classroom management and feedback also played a vital role in maintaining students' engagement throughout the learning process. The teacher closely monitored students' progress, provided individual assistance when necessary, and delivered constructive feedback after each activity. These practices align with Ellis's (2017) framework, which views feedback as an essential tool for fostering both linguistic development and learner autonomy. Through consistent guidance and encouragement, the teacher created a supportive learning environment that motivated students to participate actively and take responsibility for their learning.

Finally, the teacher demonstrated a reflective approach to instructional practice. She continuously evaluated the effectiveness of her teaching strategies

and acknowledged both the advantages and challenges of implementing TBLT in an EFL context. This reflective practice is in line with Kolb's (1984) experiential learning cycle, which emphasizes reflection as a key process in transforming experience into professional growth. Through ongoing reflection, the teacher was able to refine instructional strategies, adapt materials more effectively, and sustain the long-term application of TBLT in the classroom.

Overall, the findings indicate that the teacher's adaptation strategies namely simplifying materials, scaffolding learning, promoting interaction, and engaging in reflective practice, collectively contributed to the successful implementation of TBLT. These adaptive practices ensured that tasks remained comprehensible, communicative, and engaging for students. Moreover, the results highlight the importance of teacher flexibility and reflective awareness in addressing contextual challenges and facilitating meaningful language learning within a task-based framework.