

TBLT STRATEGY: ITS EFFECTIVENESS IN TBLT FOR THE EIGHTH GRADE STUDENTS AT SALSABILA ISLAMIC SCHOOL OF PALEMBANG

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Abstract:

The research was carried out to investigate the significant effect of the TBLT (Task-Based Language Teaching) and students' reading motivation on their reading comprehension achievement. The research employed an experimental approach with a factorial framework to investigate the interaction and individual impacts of the variables that were independent. The study population included all eighth-grade students at Salsabila Islamic School Palembang during the 2024–2025 academic years, encompassing four classes with a combined total of 120 students. From this population, a total of 60 students were purposively selected from the population, with 30 students placed in the experimental group and the remaining 30 students in the control group. The data collection methods included a reading motivation questionnaire and reading comprehension tests, both administered as pretests and posttests. The questionnaire, consisting of 20 structured items, aimed to measure the students' levels of reading motivation. The comprehension test consisted of 40 multiple-choice questions, each with five answer options, designed to evaluate the students' understanding of reading materials. To analyze the data, several statistical techniques were utilized. Specifically, the paired sample t-test, independent sample t-test, and two-way ANOVA were used. All statistical analyses were conducted using SPSS version 22. The results of the hypothesis testing indicated that all four hypotheses yielded statistically significant outcomes, as shown by p-values less than 0.05. Based on these findings, it can be taken the conclusion that the implementation of TBLT strategy has a positive and significant influence on improving students' reading comprehension. Thus, TBLT is recommended as an effective pedagogical approach in English language instruction, particularly in enhancing reading skills among junior high school students.

Keywords:

Reading Motivation;
Strategy; Influence;
Significance



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INTRODUCTION

In Indonesia, English is instructed as a Foreign Language (EFL) and is taught at every stage of education, from elementary through university. At school, students are

emphasized in learning to read because students who have competence in reading will be able to interact in oral communication. In relation to learners at the Junior High School students, learning reading is important for several reasons. Reading is recognized as a critical element of the four integrated language skills. The ability to comprehend the meanings of written or printed materials is referred to as receptive skill. According to (Fadilah et al., 2023), reading is a foundational skill in English language learning that facilitates the development of vocabulary, grammar, and critical thinking, and is essential for students seeking to attain higher levels of comprehension and academic success. The statement support by (Mardiana et al., 2023), as a key cognitive skill, reading allows individuals to access, interpret, and internalize information necessary for intellectual development. This suggests that effective reading requires the reader to construct meaning from the text, not merely to recognize printed words. As emphasized by Brown, (2007), reading is not purely a visual activity; rather, the process of understanding a text relies more heavily on the reader's cognitive involvement and background knowledge than on the visual input alone. In this view, the reader actively contributes to the interpretation of the text, highlighting the interactive and inferential nature of reading process itself. Reading is an essential sequence that requires a great deal of practice and skill. When it is discussed in the context of junior high school, reading is regarded as a fundamental aspect of English language acquisition, and it must be effectively mastered by students to support their overall communicative competence. Therefore, reading is not just for the reading of words, but also for comprehending the meaning of written texts so the process of deriving meaning requires readers to integrate their knowledge, skills, and strategic approaches.

Reading comprehension skill among language learners is shaped by multiple interrelated variables such as lexical knowledge, cognitive processing abilities, textual complexity, learning environment, and both existing background knowledge and previous learning experiences. This study aims to investigate the reading problems faced by eighth-grade students at Salsabila Islamic School Palembang, focusing on their ability to understand and interpret reading comprehension. Many strategies are used by teachers to foster interest in reading in their students. In this study, TBLT method is implemented to develop the students' reading motivation. Harmer (2001) stated that TBLT can expose pupils to communication skill and self-activeness in the classroom. It is a big part of the teacher's role so they can use it later.

According to Richard & Rodgers (1999), to discuss TBLT in the area of language learning, TBLT represents an instructional approach in which pedagogical tasks serve as the central framework for both curriculum planning and classroom implementation. Although TBLT emphasizes task performance as the core of learning, it is fundamentally grounded in the theoretical foundations of communicative language teaching, incorporating its principles to promote meaningful language use through interaction and real-world communication. In addition, Nunan (2001) stated that one of the key theoretical underpinnings of TBLT strategy is the concept of experiential learning process in a language skill, which emphasizes the importance of learners' direct and personal engagement as the starting point of the educational process. This approach positions the learner's own experiences as central to constructing knowledge, allowing learning to emerge through active participation and reflection on real-life tasks. Furthermore, TBLT

strategy can be particularly useful in enhancing students' motivation and reading comprehension skills in English. By providing students with real-life tasks that require them to apply the communication skill they are studying, teachers have the opportunity to design lessons that are engaging and contextually meaningful. By linking language instruction to real-world experiences, this approach can significantly enhance learners' motivation.

Motivation is a crucial factor in language learning. Moreover, it is related to reading comprehension skill for students. When students possess strong motivation, they have the initiative to be an active learner during teaching and learning process and achieve better learning outcomes. In the context of the eighth-grade students at Salsabila Islamic School in Palembang, Task-Based Language Teaching (TBLT) will enhance their motivation and reading comprehension skills. Teachers can make learning more interesting and meaningful by giving students real-world tasks that call for them to apply the language they are learning. By employing this approach, students can better appreciate the significance of the language in relation to their personal and social contexts to their everyday lives, which can increase their motivation to learn. In conclusion, the approach of Task-Based Language Teaching (TBLT) combined with enhanced reading motivation has the potential to positively impact the reading comprehension of eighth-grade students at Salsabila Islamic School in Palembang. Through the integration of meaningful and engaging instructional activities, educators can foster the development of students' language competencies while simultaneously promoting higher levels of motivation and active participation in the learning process.

METHOD

This research employed an experimental methodology utilizing a factorial design. According to Fraenkel et al., (2012), a factorial design is a type of experimental framework involving two or more independent variables at least one of which is manipulated to examine both their individual and interactive effects on a dependent variable. The research applied TBLT method as the independent variable and measured students' reading comprehension as the dependent variable. Reading motivation acted as the moderating variable, which was divided into two levels: high and low. Participants were categorized into experimental and control groups for the purposes of the study. Both groups completed a pretest prior to the intervention, after which the experimental group received instruction through the TBLT strategy. After the treatment phase, a posttest was administered to measure any changes in reading comprehension across both groups. The population of the study consisted of all eighth-grade students enrolled at Salsabila Islamic School in Palembang during the 2024–2025 academic year, comprising four classes with a total of 120 students. From this population, a sample of 60 students was selected, divided equally into the experimental and control groups, with 30 students in each group that had been selected.

Research Instrument

The research instruments in this study included questionnaires and tests. Questionnaires were administered to investigate both the extent to which students' reading motivation contributes to their reading comprehension performance and the impact of the TBLT instructional strategy on their comprehension outcomes. The research data was gained through test. It is to determine student's response based on their reading comprehension

achievement score through TBLT method and conventional teaching in reading motivation.

Technique of Data Collections

The writer employed questionnaire and two tests (pretest and posttest) to collect data of this study. The questionnaire used in this study used a questionnaire that already existed and was ready to be used for research. The questionnaire consists of 20 questions for reading motivation. The maximum score for 20 items was 80 and the minimum score was 20. Each item has four scales. In responding to the item on this scale, the subjects indicate whether they are strong agree, agree, disagree and strong disagree with each item. The researcher used questionnaire to assess students' reading motivation and to determine whether the students were high or low reading motivation in reading comprehension achievement. The questionnaire consists of individual and situational. From the data which has been gotten, the researcher analyzed how far the students are motivation in reading.

A test is an assessment tool used to evaluate an individual's level of knowledge, skill, or competence within a specific subject area (Brown, 2007). To gather data on the student's reading comprehension performance, a pretest was administered in two groups of this study before the treatment. Both of groups were the experimental and control groups and a posttest following the instructional intervention. The researcher employed multiple-choice tests which consist of 40 questions with five options for each question. It aims to examine how students' reading comprehension scores reflect their responses to TBLT method and conventional methods in the context of reading motivation.

Data Analysis Techniques

The data were analyzed through descriptive statistical methods to summarize thoroughly and to interpret the observed study outcomes. This involved computing the mean, median, mode, standard deviation, and variance for each variable to illustrate score distributions and respondent characteristics. To find out the differences between pretest and posttest scores in experimental class and control class, the researcher applied Pre-requirement testing and T-test. Pre-requirement testing included the normality and homogeneity test while t-test included paired sample t-test, independent sample t-test and two-Way Analysis of Variance (ANOVA). Moreover, the researcher analyzed the data by using SPSS statistic 22 for windows software.

RESULTS AND DISCUSSION

Results

Table 1. Descriptive Statistics of High Reading Motivation

	High Reading Motivation									
	Pretest					Posttest				
	N	Min	Max	Mean	Std. Deviation	N	Min	Max	Mean	Std. Deviation
Experimental Group (TBLT Technique)	15	47	63	52	4.721	15	80	97	85.53	4.612

Control Group (Conventional Teaching)	15	40	63	49.73	6.497	15	53	73	61.67	6.619
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Table 2. Descriptive Statistics of Low Reading Motivation

	Low Reading Motivation									
	Pretest					Posttest				
	N	Min	Max	Mean	Std. Deviation	N	Min	Max	Mean	Std. Deviation
Experimental Group (TBLT Technique)	15	47	57	51.13	3.378	15	77	97	86.27	5.625
Control Group (Conventional Teaching)	15	43	60	50.27	5.650	15	50	67	60.13	4.704

From the Table 1 and Table 2 above, the descriptive statistics indicated the following outcomes for students' reading comprehension were examined by categorizing participants based on their levels of high and low reading motivation within both the experimental group, which given the treatment through the TBLT strategy, and the control group, which was taught using conventional instructional methods.

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Score (Experimental Group)	0.194	30	0.105	0.867	30	0.101
Posttest Score (Experimental Group)	0.183	30	0.112	0.937	30	0.074
Pretest Score (Control Group)	0.167	30	0.133	0.947	30	0.142
Posttest Score (Control Group)	0.141	30	0.130	0.958	30	0.269

From the Table 3, to assess the distribution of the data, a normality test was applied to the pretest and posttest scores of both the experimental and control groups. The Kolmogorov-Smirnov test was employed for this purpose, and the results are shown in Table 3 above. The p-values for the experimental group's pretest and posttest were 0.105 and 0.112, respectively, while those for the control group were 0.133 and 0.130. The significant values observed in this study were all above the established significance criterion of 0.05, the data satisfied the criteria for normal distribution because the significant value surpassed 0.05. This could be assumed that the normality of data was normally distributed, thereby justifying the use of parametric statistical procedures in the subsequent data analysis stages.

Table 4. Homogeneity Test

	Levene Statistic	df1	df2	df3
Experimental Group	1.203	1	58	0.277
Control Group	0.336	1	58	0.564

From the Table 4 above, to interpret the homogeneity of variance result between the two groups namely experimental and control groups, consisting of the pretest and posttest, the Levene's test for equality of variances was conducted. According to the decision rule, data are regarded as homogeneous if the obtained significant score surpasses the 0.05 significance level. Based on the result in the Table 4, results showed p-values of 0.277

for the experimental group and 0.564 for the control group, each surpassing the established threshold. These outcomes indicate that the variance across groups met the assumption of homogeneity, thereby supporting the validity of further comparative analyses.

Table 5. Significant Differences in High and Low Reading Motivation within the Experimental Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest of High and Low Reading Motivation in Experimental Group	0.733	5.713	1.475	3.897	2.430	0.497	14	0.000

From Table 5 above, this section presents the statistical analysis for testing the first hypothesis, which sought to examine whether a significant difference existed in reading comprehension performance between learners with varying degrees of reading motivation, both high and low, taught through the TBLT strategy. To examine this research hypothesis, a paired samples t-test was conducted. The decision criterion for hypothesis testing was set such that results would be considered statistically significant if the p-value was less than the predetermined alpha level of 0.05. The analysis yielded a p-value of 0.000, which is substantially below the established significance threshold, indicating a strong statistical difference. Based on this outcome, the (Ho) null hypothesis which posits no difference, was rejected, and the alternative hypothesis (Ha) was accepted. This result provides robust evidence that the observed effect is unlikely to have occurred by chance, thereby supporting the validity of the intervention's impact. This outcome demonstrates that, within the context of the TBLT instructional approach, students possessing high levels of reading motivation achieved significantly different reading comprehension results compared to their peers with lower motivation levels. It may be inferred that students with higher motivation toward reading demonstrated better comprehension performance compared to their lower-motivated peers when engaged in task-based language learning activities at Salsabila Islamic School Palembang.

Table 6. Significant Differences in High Reading Motivation Between Experimental and Control Group

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	df	Sig.2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest of High Reading Motivation in Experi	Equal variances assumed	4.976	0.034	0.510	28	0.000	0.867	1.700	2.615	4.348

mental and Contro l Group	Equal variances not assumed	0.510	22.874	0.000	0.867	1.700	2.650	4.384
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From Table 6 above, it was the calculation for the second hypothesis of this study. In this study, a comparison was conducted to evaluate differences in reading comprehension outcomes between learners receiving instruction through conventional methods and those with high reading motivation taught under the TBLT strategy. To examine the differences between groups, this study utilized in a independent sample t-test. The level of statistical significance was set if the significant value less than 0.05. The results of the analysis revealed a significant value of 0.000 and it could be known highly difference in significant influence that exceeds the conventional threshold. Based on this evidence, the null hypothesis (H_0) was conclusively rejected, thereby providing strong support for the acceptance of the alternative hypothesis (H_a). This suggests that the observed effect is statistically meaningful and unlikely to have occurred by chance. Analysis results indicate that implementing the TBLT strategy for learners with high reading motivation produced statistically meaningful disparities in reading comprehension outcomes when compared with their peers with similarly high motivation who were taught through conventional instructional techniques. These findings imply that the TBLT strategy contributed more effectively to improving reading comprehension achievement among highly motivated eighth-grade students at Salsabila Islamic School Palembang, compared to traditional teaching approaches.

Table 7. Significant Differences in Low Reading Motivation Between Experimental and Control Group

		Levene's Test for Equality of Variances				t-test for Equality of Means				
						Sig.2- tailed	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
Pretest of Low Readin g Motiva tion in Experi mental and Contro l Group	Equal variances assumed	4.976	0.034	0.510	28	0.000	0.867	1.700	2.615	4.348
	Equal variances not assumed			0.510	22.874	0.000	0.867	1.700	2.650	4.384

From Table 7 above, in testing the third hypothesis, the study compared reading comprehension results between learners with low reading motivation who were instructed using the TBLT strategy and those who received instruction through traditional methods. The statistical procedure applied was the independent samples t-test, where a p-value under 0.05 signifies statistical significance. The analysis yielded a significant score of 0.000, reflecting the outcome of significant score was categorized highly. This evidence led to the confirmation to accept the (H_a) alternative hypothesis and to reject the (H_0)

null hypothesis. This result could be concluded that students with low reading motivation who were taught using the TBLT method demonstrated significantly better reading comprehension performance compared to their peers who were taught using conventional instructional strategies at Salsabila Islamic School Palembang.

Table 8. Test of Between Subjects Effects

Dependent Variable: Teaching and Learning Strategy					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9396.667 ^a	3	3132.222	105.428	0.000
Intercept	323253.600	1	323253.600	10880.471	0.000
Teaching and Learning Strategy	9375.000	1	9375.000	315.555	0.000
Reading Motivation	2.400	1	2.400	0.081	0.000
Teaching and Learning Strategy Reading Motivation	19.267	1	19.267	0.649	0.000
Error	1663.733	56	29.710		
Total	334314.000	60			
Corrected Total	11060.400	59			

a. R Squared = .850 (Adjusted R Squared = .842)

From Table 8 above, this section presents the analysis of the fourth hypothesis, which aimed to explore the interaction effect between the implementation of the TBLT strategy and students' level of reading motivation on their reading comprehension achievement. The statistical method employed to interpret the data was a Two-Way Analysis of Variance (ANOVA). A p-value below the 0.05 threshold is interpreted as evidence of statistical significance. The obtained p-value of 0.000 in the analysis indicates a highly significant effect. Accordingly, the (Ho) null hypothesis was rejected in favor of accepting the (Ha) alternative hypothesis. This outcome indicates a statistically significant interaction effect involving the TBLT instructional strategy and students' reading motivation levels in influencing reading comprehension outcomes. In essence, students' reading motivation have the important role to play a moderating part in the influence of the TBLT method in improving reading comprehension. This result confirms that both the instructional method and motivational factors interact meaningfully in shaping the reading achievement of eighth-grade students at Salsabila Islamic School Palembang.

Discussion

The implementation of the TBLT strategy has demonstrated a considerable effect on the development of reading comprehension skills of eighth-grade students at Salsabila Islamic School Palembang. This conclusion is supported by the statistically significant differences in performance between the experimental group, which was exposed to TBLT-oriented instruction, and the control group, which underwent conventional teaching methods. The effectiveness of the TBLT approach can be attributed to its emphasis on meaningful task engagement, student-centered activities, and communicative practices, all of which contribute to deeper cognitive processing and improved comprehension outcomes. Following the application of the intervention, the experimental group exhibited a marked improvement in performance to displayed a

substantial and a significant statistical enhancement in their reading comprehension performance. This remarkable improvement was not merely a slight uptick but rather a clear indication of enhanced understanding and greater proficiency in processing written English texts. The tasks inherent in the TBLT methodology, which likely involved authentic communication and problem-solving through reading, seemingly fostered deeper engagement and more effective cognitive strategies for comprehending text.

In stark contrast, the control group, despite receiving instruction, did not exhibit the same level of progress. Their reading comprehension scores showed only marginal, if any, improvement, underscoring the limitations of conventional teaching techniques when compared to the dynamic and interactive nature of TBLT strategy. The superior gains made by the experimental group highlight the particular strengths of TBLT strategy in cultivating the specific abilities necessary for robust reading comprehension. This suggests that the active and purposeful use of language within a task-oriented framework is more conducive to fostering genuine comprehension than passive reception of information.

From the explanation above, it could be concluded that eighth-grade students of Salsabila Islamic School Palembang taught through the TBLT strategy achieved higher reading comprehension scores than those instructed through traditional teaching methods. This is evidenced by the notable increase in reading comprehension performance within the experimental group after the implementation of the TBLT strategy. The achieved better progress than those in control group did. It indicated that using TBLT technique was effective to be implemented in increasing reading skill achievement of the students of eighth grade of Salsabila Islamic School of Palembang. This finding also has important implications for curriculum development and instructional practices at the school, suggesting that a shift towards more task-based activities could yield better outcomes within language learning contexts, notably in the vital area of reading comprehension.

CONCLUSION

TBLT technique is an effective strategy in teaching reading comprehension achievement to students especially to the students. It could improve the students' ability in their knowledge; it also motivated students in learning activities. This happened because TBLT technique not only could guide students to have more understanding but also attract them to comprehend the material. Besides that, TBLT technique is also interesting for students.

Previous research studies had indicated that the TBLT had effects on enhancing reading comprehension achievement. According to (Chua & Lin, 2020) research, students who get instruction in a task-based learning approach perform better than those who receive instruction in a traditional approach to reading skills. Task-based learning has a favorable and significant impact on reading comprehension that the students achieved. Additionally, (Mufabar et al., 2020) implied that task-based language instruction enhances students' reading comprehension and offers pedagogical benefits for language teachers. The study revealed that such instruction encourages learner autonomy, promotes collaborative activities, and fosters deeper language processing during reading tasks. Additional positive outcomes of Task-Based Language Instruction were observed in (Chen & Wang, 2019) study. The study found that task-based language instruction effectively improves students' reading skills by enhancing motivation, creativity, and

vocabulary development. They also noted that student interest and motivation significantly influence reading comprehension. However, challenges such as low motivation and difficulty understanding texts were also observed.

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