

TEACHING READING COMPREHENSION THROUGH TASK BASED LANGUAGE TEACHING (TBLT) APPROACH TO THE SEVENTH GRADE STUDENTS AT SMP NEGERI 2 LUBUKLINGGAU

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Abstract: This research examined the effectiveness of the Task-Based Language Teaching (TBLT) approach on reading comprehension among seventh-grade students at SMP Negeri 2 Lubuklinggau for the 2024/2025 academic year. The primary challenges addressed were students' limited vocabulary and low engagement during learning activities. Using a pre-experimental method, the study focused on class VII.11 (38 students) selected through cluster random sampling. Data were collected via multiple-choice tests and analysed using normality testing and a matched t-test. The results showed significant improvement: the average score rose from 61.57 in the pre-test to 75.00 in the post-test. Statistically, the t-obtained value of 7.33 exceeded the t-table value of 1.687, proving TBLT's effectiveness. This approach enhanced comprehension by fostering active participation and contextual learning. The study recommends implementing TBLT across different grade levels or other language skills to further explore its educational impact and broaden the evidence of its success.

Keywords: Reading comprehension, Task-Based Language Teaching, Asking and Giving Direction

INTRODUCTION

English is an international language used in almost all countries. Currently, this language has a vital role as a means of communication in various fields, such as trade, education, science, technology, and business. In many countries, English has become a second language used to interact and share information. Not only that, English is now applied at all levels of education, starting from elementary school,

junior high school, and high school. Therefore, as an international language, English is very important and has many interrelationships with various aspects of human life (Nirwana, 2017).

In learning English, there are four basic skill components that must be mastered, namely listening, reading, speaking, and writing. Among these, reading is a particularly important skill in English as a foreign language (EFL). According to Nasrun et al. (2023), reading is a process in which students obtain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and other materials. By mastering reading skills, students can gain various kinds of information, increase vocabulary, improve writing and speaking abilities, and enhance focus and concentration. However, many students face obstacles in understanding texts due to limited vocabulary, lack of structural knowledge, and difficulty identifying main ideas. In addition, Al Aziz and Yusanti (2020) emphasized that comprehension is the key factor affecting the reading process.

Based on interviews with the English teacher of the seventh grade at SMP Negeri 2 Lubuklinggau, students experience several difficulties in reading comprehension. First, a lack of vocabulary makes it hard to find main ideas, understand details, and determine word meanings. Second, during lessons, students are reluctant to read aloud due to fear of mispronunciation. These issues highlight the central research problem: how can teachers effectively improve reading comprehension for seventh grade students with such challenges?

The significance of this research lies in its potential to provide both theoretical and practical contributions. Theoretically, it may enrich the literature on effective strategies for teaching reading comprehension in EFL contexts. Practically, it can offer teachers a structured approach to engage students more actively in reading activities, thereby improving their comprehension skills.

To address these problems, the researcher applies the Task Based Language Teaching (TBLT) approach, a method emphasizing classroom interaction through task-based instruction (Richard, 2017). This approach fosters collaboration, problem-solving, and communication, and has been proven to enhance reading comprehension (Ridwan et al., 2024). By implementing TBLT, students are

encouraged to participate actively, work in groups or pairs, and engage in meaningful communication tasks, thereby not only improving their reading skills but also developing cooperation, independence, and critical thinking. Based on these considerations, the researcher is motivated to conduct a study entitled “Teaching Reading Comprehension through Task Based Language Teaching (TBLT) Approach to the Seventh Grade Students at SMP Negeri 2 Lubuklinggau.”

RESEARCH METHODOLOGY

Design

According to Creswell and Creswell (2023), the quantitative method serves as an effective tool for testing formal hypotheses. At the conclusion of each section on survey and experimental design, they also provide guidance on how to interpret and present research findings. In general, quantitative research methods are divided into two types, namely experimental and non-experimental. This research uses an experimental design that focuses on a pre-experimental design. The following chart shows the research variable used in this research. Pre-experimental design studies one group and applies interventions during the experiment without a control group for comparison (Creswell & Creswell, 2023). This design includes a pre-test measurement followed by treatment and post-test for the same group. This design is used to compare the results before and after the treatment given to students.

Subject

The population of this study consisted of all seventh-grade students at SMP Negeri 2 Lubuklinggau in the academic year 2024/2025, totaling 418 students divided into eleven classes. The sample was selected using cluster random sampling, resulting in one class, VII.11, consisting of 38 students.

Data Collecting

The data were collected through a reading comprehension test in the form of multiple-choice questions administered as both the pre-test and post-test. The students’ responses were scored individually, and the data were then analyzed using descriptive statistics to determine mean scores and standard deviations, as well as inferential statistics using the paired t-test to measure the significance of the

difference between pre-test and post-test results. A normality test was conducted to ensure the data met statistical assumptions.

Data Analyzing

The data processing procedure involved the following steps: (1) administering the pre-test to obtain baseline reading comprehension scores, (2) implementing the TBLT treatment over a set period, (3) administering the post-test after treatment, (4) scoring all student responses, (5) entering the scores into a statistical software program, (6) performing normality and paired t-test analyses, and (7) interpreting the results to determine the effectiveness of TBLT in improving reading comprehension.

RESULTS AND DISCUSSION

Finding

a. The Students Percentage Score in the Pre-test

The result of the calculation of answer in the pre-test obtained the highest score of 90 obtained by 1 student and the lowest score of 35 obtained by 3 students. Finally, it can be concluded that the average score is 61.57 with a comparison of the Learning Objective Achievement Criteria (LOAC) of 70 grade VII students of SMP Negeri 2 Lubuklinggau.

Table 1. 1 The Learning Objective Achievement Criteria of the Pre-test

| LOAC (KKTP) | Qualification | The Number of Students |
|--------------------|----------------------|-------------------------------|
| ≥ 70 | Passed | 14 |
| < 70 | Failed | 24 |
| Total | | 38 Students |

Based on the table above, the researcher classified the student score that are who belongs to "passed" or "failed" qualification score. The criteria of the LOAC when students got the score ≥ 70 , then the student were categorized into "passed". Meanwhile, when the students got the score < 70 , the student were categorized into "failed". Finally, it can be concluded that there are 14 students who "passed" and there are 24 students who "failed" qualification that can be seen on Appendix C

Based on the chart 4.1 below, that there were 14 students or 36,8% in the "passed" qualification. Furthermore, there were 24 students or 63,2% in the failed qualification. This can be interpreted that the number of students who answered the question about asking and giving direction text incorrectly was higher than those who answered correctly.

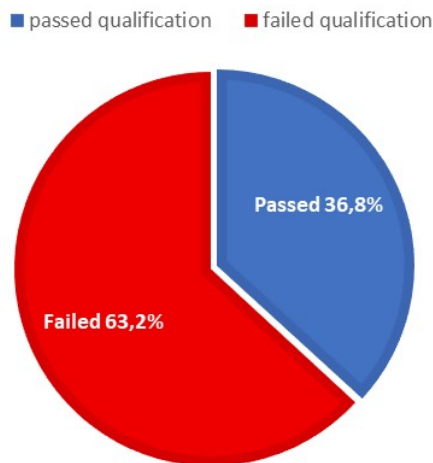


Chart 1. 1
The Percentage of the Students Score in the Pre-test

b. The Students Percentage Score in the Post-test

Based on the calculation of the post-test results, the highest score achieved was 90, obtained by three students, while the lowest score was 60, also attained by three students. In conclusion, the average score reached 75.00, which exceeds the Learning Objective Achievement Criteria (LOAC) of 70 set for seventh-grade students at SMP Negeri 2 Lubuklinggau.

Table 1. 2 The Learning Objective Achievement Criteria of the Post-test

| LOAC (KKTP) | Qualification | The Number of Students |
|--------------|--------------------|------------------------|
| ≥ 70 | Passed | 32 |
| < 70 | Failed | 6 |
| Total | 38 Students | |

Based on the table above, the researcher categorized students into either "passed" or "failed" according to their scores. The Learning Objective Achievement Criteria (LOAC) states that students who scored ≥ 70 were

considered “passed,” while those who scored below 70 (<70) were classified as “failed.” In conclusion, it was found that 32 students met the “passed” qualification the qualification while there were 6 students who "failed the qualification that can be seen on Appendix C.

Based on the chart 4.2 below, there were 32 students or 84,2% in the "passed" qualification. Furthermore, there were 6 students or 15,8% in the failed qualification. This can be interpreted that the number of students who answered the question about asking and giving direction text correctly was higher than those who answered incorrectly.

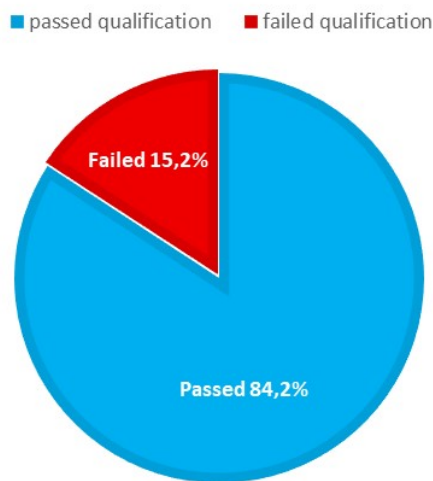


Chart 1. 2
The Percentage of the Students Score in the Post-test

Based on Chart 4.2, a total of 32 students, representing 84.2%, met the "passed" qualification. In contrast, 6 students, or 15.8%, fell into the "failed" category. This indicates that the majority of students were able to correctly answer questions related to the asking and giving directions text, while fewer students responded incorrectly.

c. The Data Description of the Students Score

The researcher categorized the data description of the students score that can be seen in the following table below.

| Number of Students | Test | Minimum Score | Maximum Score | Mean | Standard Deviation |
|--------------------|-----------|---------------|---------------|-------|--------------------|
| 38 | Pre-test | 35 | 90 | 61.57 | 14.33 |
| | Post-test | 60 | 90 | 75.00 | 8.04 |

Based on the table above, the minimum score in the pre-test was 35 while in the post-test was 60. Then, the maximum score in the pre-test was 90 while in the post-test was 90. The average score in the pre-test was 61.57 while in the post-test was 75.00. Finally, the standard deviation in the pre-test was 14.33 while in the post-test was 8.04.

DISCUSSION

Based on the findings presented above, the researcher discussed the results and challenges encountered prior to implementing Task-Based Language Teaching (TBLT) at SMP Negeri 2 Lubuklinggau. The students' pre-test average of 61.57, which fell below the LOAC (70), confirms the theory by Richards and Rodgers (2014) that traditional methods often fail to foster meaningful engagement. However, after the intervention, the average score surged to 75.00. This improvement supports David Nunan's (2004) argument that task-based learning enables students to effectively integrate linguistic knowledge with practical skills. The significant shift is evident in the passing rate, which rose from 36.8% to 84.2%. This success aligns with Larsen-Freeman's (2000) finding that TBLT provides students with opportunities to learn through authentic communication processes. Furthermore, Peter Skehan (1998) emphasizes that the task structure in TBLT balances students' cognitive demands, explaining why the lowest score improved from 35 to 60. The increased active participation is also supported by Michael Long's (1985) Interaction Hypothesis, which suggests that negotiation of meaning during group tasks is crucial for second language acquisition. Finally, the t-test result of 7.33, which significantly exceeds the t-table value of 1.687, empirically validates that TBLT is an effective solution for achieving Learning Objective Achievement Criteria (LOAC) at the junior high school level.

CONCLUSION

Based on the findings in the chapter IV, the researcher found a significantly effective in students reading comprehension scores before and after being got

treatment by Task Based Language Teaching (TBLT) Approach. The average score students in the pre-test was 61.57 and the average score students in the post-test was 75.00. Furthermore, it can be concluded there were significant difference between students achievement. Based on the result of the calculation in finding and Appendix C, t-test was obtained was 7.33 which exceeded the coefficient of t-table 1.687. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

From the explanation above, the researcher concluded that it was significantly effective to use Task Based Language Teaching (TBLT) Approach to teach reading comprehension to the seventh grade students of SMP Negeri 2 Lubuklinggau in the academic year 2024/2025.

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