Original Research

The Efficacy of Task-Based Learning and Learning Motivation on Student's Reading Comprehension: A Wholistic Study

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Article Info	Abstract
	This study explores the impact of Task-Based Learning (TBL) and student motivation on the reading comprehension abilities of eighth-grade students with a moderate level of English proficiency. The research aims to assess the effectiveness of TBL in improving reading comprehension outcomes and investigate the relationship between TBL, student motivation, and reading comprehension performance. The study includes sixty-four participants aged 12-14 from a public junior high school in Palembang, Indonesia. The control group receives traditional instruction, while the experimental group is taught using TBL. Pretests and posttests evaluate reading comprehension, and a questionnaire measures student motivation level. The results reveal significant improvements in reading comprehension scores for both groups. The experimental group demonstrates an average post-test score increase of 69.88%, indicating the efficacy of TBL. While student motivation influences outcomes, no significant interaction with TBL is observed. These findings emphasize the effectiveness of TBL in enhancing reading comprehension for students with moderate English proficiency and underscore the importance of considering motivation in instructional practices. Educators can utilize these insights to enhance instructional strategies and optimize reading comprehension outcomes for similar student populations.

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1. Introduction

Reading is a constantly cognitively challenging activity intended to assist the reader in recognizing and understanding the author's concepts and points of view and assimilating them into their own knowledge. Reading for the sake of comprehending is pointless. Comprehension was described by Pang et al. (2003) as the process of deriving meaning from related materials. It involves intellect, justification, and word recognition.

It is essential to note that the effectiveness of instructing and acquiring reading comprehension may depend on both factors. The primary causes of students' reading comprehension difficulties are intrinsic and external variables (Hayati & Puspitaloka, 2022; Melinia et al., 2022). Many learners struggle to comprehend texts because they do not understand the primary goal of reading activities (Putri & Ratmanida, 2021). Besides that, other issues arise from the students themselves, such as their lack of interest in studying subjects, lack of motivation to learn, and basic or poor English proficiency (Ganie et al., 2019).

The next is the teacher-related issues. One barrier preventing pupils from achieving reading comprehension proficiency is the teacher-centred or traditional approach to teaching English (Eviyuliwati & Sarwan, 2018). In addition, it is a well-established belief that the most important element in the growth of reading comprehension is motivation. Motivation, which is also important, is closely related to learning success (Takaloo & Ahmadi, 2017). In a similar vein, Taboada & Buehl (2012) made the unequivocal claim

that as intrinsic motivation, in particular, has a high correlation with reading comprehension, it can undoubtedly have a beneficial effect on the advancement of reading comprehension.

As external researchers, the writers' role is to gather information and provide insights on the efficacy of TBL, motivation to learn, and reading comprehension among eighth-grade pupils at Junior High School 36 Palembang. The highlighted school was chosen for investigation based on a collaboration with the English teacher at this school, who expressed concerns about the student's difficulties in reading comprehension and their varying levels of motivation. The researchers specifically selected this school in order to delve into the unique educational context and better comprehend the challenges faced by students in that setting. The educational context encompasses various aspects, including the adopted teaching methods and the learning motivation of the students under investigation. By examining these contextual factors, the study gains deeper insights into the potential influences on reading comprehension outcomes, shedding light on the specific dynamics at play in this particular educational environment. This deliberate focus allows for a more nuanced understanding of the research findings and their implications for both theory and practice. By examining the teaching methods and approaches currently used at this school, it is possible to identify potential areas for improvement and suggest more effective strategies to enhance students' comprehension (Supiadi et al., 2023) reading comprehension skills and motivation to learn English (Sulistio, 2023). The intention behind highlighting this school is to shed light on the specific issues faced by the students in this environment, with the ultimate goal of contributing to the development of more productive approaches to instruction and improving student outcomes.

The writers believed that it is crucial to find a solution to overcome these obstacles, enabling individuals to understand the text effectively. Since the major goal of learning methods is to achieve successful learning, teachers should exercise good judgment while selecting the best learning method for the pupils. Students can therefore comprehend and gain from what is being taught and may effectively and efficiently provide the desired learning outcome. However, in terms of this, educators may significantly improve and find the appropriate way to reading comprehension instructional (Firdaus & Mayasari, 2022; Sofa & Sulistyo, 2017). Moreover, in light of the significance of 4C skills, it is currently the EFL teachers' charge to help their students not only acquire how to converse in English but also develop 4C skills (Zain et al., 2016). At the core activity level, in particular, the task-based learning framework forms the basis for the 4C-based learning model. In order to fully develop students' 4C learning capacities, teachers should focus on this component the most (Ratminingsih et al., 2021). Furthermore, task-based learning increases students' opportunities to learn through participation and task creation by engaging them in interactive activities (Sholeh et al., 2021).

Specifically, various types of research have been conducted in the past to explore the functioning of learning motivation and the impact of Task-Based Learning (TBL) on English teaching, particularly in relation to the development of reading comprehension abilities. According to Ashrafi (2020), TBL significantly boosts pupils' linguistic proficiency, particularly the Iranian students' literacy comprehension, as well as their prior cognition. Additionally, Putri & Ratmanida (2021) asserted that employing TBLT as a teaching approach makes it simple for pupils to advance their reading comprehension. This may be supported by the reading results of Bangkinang Senior High School 1 students, which substantially improved following language acquisition utilizing a task-based approach. Numerous other studies have focused on the essence of motivation to learn throughout English subject instruction, notably in the growth of reading comprehension skills. What motivates students is undoubtedly the most important factor that directly affects the development of reading comprehension (Ahmadi, 2017; Takaloo & Ahmadi, 2017). Moreover, the other previous studies conducted by Hosseiny (2022) investigated the influence of TBLT on reading comprehension and found positive effects on students' achievement in this area. Additionally, Ndruru et al. (2022) explored the relationship between student motivation and reading comprehension, highlighting a positive correlation between motivation and comprehension skills.

The field of reading comprehension (RC) research has primarily focused on individual factors such as comprehension strategies and prior knowledge. However, there is a need to understand how these factors interact and influence overall reading comprehension abilities. Similarly, while the importance of students' motivation in developing reading comprehension skills is well-recognized, there is a dearth of research within specific instructional contexts, particularly in relation to task-based learning (TBL). Additionally, although TBL has demonstrated effectiveness in developing various language skills, its specific application in the context of reading comprehension remains relatively understudied. Previous research has primarily focused on either Task-Based Learning (TBL) or learning motivation individually, without adequately

exploring their combined impact on students' reading comprehension abilities. This research gap calls for an investigation that examines the synergistic effects of TBL and students' motivation on reading comprehension outcomes. Therefore, this study aims to address these research gaps by specifically investigating the combined efficacy of TBL and students' motivation on students' reading comprehension. By filling this research void, this study will contribute to the existing literature on effective instructional practices and educational strategies.

Yet, most of these studies merely examined the issue of how task-based learning or learning motivation affects reading comprehension. By doing this, this study not only investigated the efficacy of each variable, which are the TBL approach and learning motivation on reading comprehension but also examined whether the two variables have a meaningful interactive effect on students' ability in reading comprehension. The present investigation intended at identifying how task-based learning and learning motivation, whether it is high or low, affect students' growth in terms of reading comprehension. In addition, when it is used, it is to examine if the results differ from those of normal instruction. For the purpose of the study, five research questions were developed.

1. How does the instructional approach (TBL vs. traditional) impact reading comprehension achievement among students with varying levels of motivation?
2. Do highly motivated students achieve significantly higher reading comprehension levels when instructed using either TBL or the traditional approach compared to students with low motivation?
3. Is there a significant interaction effect between motivation levels and instructional approach (TBL vs. traditional) on students' reading comprehension achievement?

2. Literature Review

2.1 Reading Comprehension

Reading comprehension is the process of constructing meaning from written texts by connecting relevant information within the framework of the reader's prior knowledge and understanding (Nunan, 2003; Tarigan, 2008). It plays a crucial role in language development, knowledge acquisition, and enhancing linguistic abilities (Laoli, 2021; Patel & Jain, 2008). Furthermore, it has important role in language development and can help pupils gain knowledge and a better comprehension of other subjects (Firdaus & Mayasari, 2022).

Reading comprehension involves interpreting and recognizing skills, where readers utilize their pre-existing knowledge and experiences to understand the information presented in a text (Mikulecky & Linda, 2007; Patel & Jain, 2008). This expertise and experience enable readers to comprehend the discourse they are reading. Additionally, comprehension relies on the dynamic interplay between the reader's prior knowledge, the text, and the situational context (Zagoto, 2020). The goals of reading comprehension may vary, including learning from books, skimming for essential information, and integrating knowledge (Grabe & Stoller, 2019). Comprehension is the foundation of reading proficiency and involves constructing meaning through interactive engagement with the text (Astuti & Priyana Joko, 2020; Pang et al., 2003; Satriani, 2018).

Different reading approaches, such as top-down, bottom-up, and interactive reading, contribute to understanding and learning (Subadiyono, 2014). The bottom-up approach focuses on decoding symbols and emphasizes letter and word recognition, while the top-down approach emphasizes the reader's prior knowledge and context. Interactive reading integrates these approaches to enhance comprehension by leveraging readers' existing skills and knowledge (Brown, 2000; Subadiyono, 2014). Barrett's taxonomy outlines five phases of reading comprehension, including literal comprehension, reorganization, inferential comprehension, appraisal, and appreciation (Surtantini, 2019). These phases reflect the reader's ability to identify explicit meaning, examine the information within the text, make inferences based on prior knowledge, evaluate the text's features, and appreciate its visual and emotional impact.

Previous research has focused on specific instructional strategies, such as the Digest Strategy (Rahmawati, 2020) and the Hamburger Strategy (Eviyuliwati & Sarwan, 2018), and their impact on improving reading comprehension. These studies have provided valuable insights, demonstrating the effectiveness of these strategies in enhancing students' reading comprehension skills. However, a research gap exists regarding the combined influence of instructional strategies and learning motivation on reading comprehension outcomes.

To address this gap, this study aims to investigate the efficacy of Task-Based Learning (TBL) and learning drive in enhancing eighth-grade students' reading comprehension. By exploring the interaction between TBL and students' motivation to learn, the study aims to uncover how instructional strategies and motivation work together to influence reading comprehension outcomes. This research will contribute to a deeper understanding of the factors that contribute to successful reading comprehension and provide insights into optimizing instructional approaches for improved student outcomes.

2.2 Learning Motivation

Motivation plays a vital role in developing reading comprehension skills and fostering a passion for learning that lasts a lifetime (Cudney & Ezzell, 2018). According to Maslow's theory, motivation is influenced by various needs, with physiological and security needs being the most fundamental (Brown, 2000). Setting measurable, challenging, and attainable goals enhances learning motivation (Locke & Latham, 2002). Motivation can be categorized into intrinsic and extrinsic types, with intrinsic motivation driven by the inherent interest in an activity and extrinsic motivation influenced by external factors (Brown, 2000). Gardner & Lambert (1972) identified integrative motivation, driven by the desire to communicate and understand cultural interests, and instrumental motivation, focused on achieving specific goals in acquiring a target language. Strong learning motivation improves reading comprehension skills and engagement in education (Adara & Taufik, 2020; Seven, 2019).

In a previous investigation conducted by Haris et al. (2015) the association between learning motivation, learning strategies, and reading proficiency was examined. Their findings demonstrated a positive link between motivation and the utilization of effective learning strategies to enhance reading comprehension skills. Similarly, Firdaus (2020) explored the impact of incorporating visuals on students' performance in writing descriptive paragraphs and observed a notable positive effect. These studies underscore the significance of motivation and instructional approaches in improving reading comprehension outcomes.

Nevertheless, there is a research void pertaining to the precise impact of task-based learning and learning motivation on students' reading comprehension capabilities. This study seeks to bridge this gap by examining how task-based learning and learning motivation contribute to the improvement of students' reading comprehension skills. Through a comprehensive analysis of the study's findings, a more profound comprehension of how these factors influence reading comprehension performance can be achieved. These insights will prove invaluable to educators and researchers in refining instructional strategies and fostering the advancement of students' reading comprehension abilities.

In summary, Motivation is vital for developing reading comprehension skills and nurturing a lifelong love of learning. By fostering intrinsic motivation and genuine interest in reading, students engage with diverse texts, enhance comprehension strategies, and deepen understanding. Cultivating motivation empowers students to become proficient readers and fosters a lifelong passion for education.

2.3 Task-Based Learning

The instructional approach used in teaching reading comprehension significantly impacts its effectiveness (Brown, 2004). Strategies, such as task-based learning, can enhance students' reading skills by promoting language use in a communicative and reflective manner (Ilyas & Yulianto, 2019). Task-based learning involves assigning activities that require students to comprehend, produce, manipulate, or engage with the target language (Nunan, 2004). It is considered a learner-centred approach where the teacher facilitates learning and focuses on learner motivation, competence, and autonomy (Willis & Willis, 2007). Task-based learning has been recognized as an effective method for teaching second or foreign languages, as it enhances fluency and provides opportunities for verbal practice and performance improvement (Chua & Lin, 2020; Rudd, 2019).

Additionally, this approach emphasizes learning through meaning and content, rather than solely focusing on linguistic or grammatical forms (Bunmak, 2017). In task-based learning, students are actively involved in various roles, promoting a relevant and engaging learning experience (Bunmak, 2017). Willis (1996) outlined three framework elements in task-based learning: pre-task, task cycle, and language focus. The pre-task phase involves clear explanations of each task phase to the students, while the task cycle involves group work, sharing findings, and comparative studies. Language focus helps students understand the linguistic meaning and find definitions in the text. Task-based learning allows students to participate in

meaningful activities and experience language use, while teachers observe and guide their learning. This approach provides opportunities for students to engage with reading tasks effectively and efficiently (Willis, 1996).

The study by Mufabar et al. (2020) and Nguyen (2022) examined the effects of TBLT on students' reading comprehension and motivation. Mufabar et al. (2020) found that TBLT positively influenced reading comprehension and increased students' motivation to read. Similarly, Nguyen's study demonstrated that TBLT improved reading comprehension and was perceived as helpful and interesting by the participants. Both studies emphasize the importance of implementing TBLT in language learning to enhance reading comprehension. Your study aims to build upon these findings by investigating the combined impact of TBL and learning motivation on reading comprehension outcomes, providing a comprehensive understanding of how these factors contribute to students' achievement in reading comprehension.

3. Method

The study employed an experimental research design to investigate the effects of independent variables on the dependent variable. Specifically, a factorial design was utilized to examine the direct and indirect effects of the independent variables on the dependent variable. This design allowed for the manipulation and control of the independent variables while measuring their impact on the dependent variable. By employing an experimental design, the study aimed to establish causal relationships and provide insights into the effects of the instructional approach and students' motivation on reading comprehension achievement.

In this study, the population consisted of 327 eighth-grade students from SMP Negeri 36 Palembang in Indonesia. To ensure feasibility within the available resources, a sample of 64 students was selected using convenience random sampling. This sampling method was chosen based on factors such as proximity and accessibility to facilitate data collection. It is important to acknowledge that the findings may have limitations in terms of generalizability to a broader population, given the specific school context in Palembang. However, the chosen sample size and sampling method were deemed practical and suitable for the study's objectives, allowing for valuable insights to be gained within the scope of this research.

The control group received traditional instruction for reading comprehension, where students followed a structured curriculum that included various reading activities and exercises. The teacher played a central role in delivering explicit explanations, examples, and direct instruction on reading strategies and comprehension skills. Students engaged with textbooks, worksheets, and supplemental resources specifically designed to improve their comprehension abilities.

In contrast, the experimental group received task-based learning (TBL) instruction. This approach created an interactive and dynamic learning environment by assigning tasks and activities that required students to actively read, interpret, and analyze texts. Collaborative work, discussions, and presentations were emphasized to develop students' comprehension skills. The teacher acted as a facilitator, providing guidance and support as students worked in groups and prepared and delivered presentations. Authentic texts and interactive resources were utilized to enhance student engagement and autonomy.

Both instructional approaches had specific lesson plans and implementation strategies aligned with the research's learning objectives. Traditional instruction focused on explicit instruction and practice, while the TBL approach emphasized critical thinking, communication, and the application of comprehension strategies in authentic contexts. The tasks and activities for TBL varied based on the learning objectives and selected texts, ensuring meaningful and engaging learning experiences for students.

Data for the study were collected through test and questionnaire. A questionnaire was used to assess students' motivation for learning, categorizing it into high and low levels. Pre- and post-tests were administered to measure students' reading comprehension abilities in both the experimental and control groups. The researchers ensured the validity and reliability of the instruments by conducting tryouts with non-sample students and analysing the data using statistical tests.

The reading comprehension test included 20 multiple-choice. The utilization of the multiple-choice format is a commonly employed approach for assessing comprehension abilities, primarily due to its convenient administration and the easy scoring of items (Stankous, 2016). The test given to the students evaluated students' abilities in five crucial aspects of reading comprehension. These aspects encompassed retrieving information, recognizing text references, understanding the main idea, analysing and organizing ideas, and integrating prior knowledge. The aim of this assessment was to gain a comprehensive

understanding of students' reading comprehension skills and their cognitive processes when engaging with written material.

On the other hand, the motivational survey employed in this study was derived from the framework created by (Gardner & Lambert, 1972). This questionnaire consists 14 questions. It has been extensively utilized in prior research and has proven to be a reliable and valid tool for evaluating student motivation. The survey implemented a four-point Likert scale to gauge pupils' perspectives and attitudes toward learning. The scale encompassed four response options: 'Strongly Disagree,' 'Disagree,' 'Agree,' and 'Strongly Agree.' By incorporating this established survey instrument, our objective was to gain valuable insights into the motivational aspects influencing pupils and their influence on the learning process.

The researchers used the SPSS program to perform statistical analyses on the data, including normality and homogeneity tests. Independent t-tests were conducted to determine the significance of each independent variable, and a two-way ANOVA was used to explore any interaction effects between TBL and learning motivation on reading comprehension skills.

The primary goal of the study was to compare the effectiveness of the traditional instructional approach and TBL in enhancing students' reading comprehension abilities. By examining the advantages of TBL and its impact on promoting active learning and deeper understanding of texts, the researchers aimed to contribute valuable insights to the field of instructional methodology.

In summary, this study employed an experimental research design to investigate the effects of traditional instruction and TBL on students' reading comprehension skills. It considered the influence of learning motivation to provide a comprehensive analysis of different instructional methods and their interaction with student motivation in improving reading comprehension abilities.

4. Results

The writer got the data on reading comprehension achievement from the students' pretest and post-test scores. The pretest and posttest were applied in both the experimental and the control groups. The following Table shows the scores obtained for each group.

Table 1. The Descriptive Statistics for the Reading Pre-tests and Post-tests Scores

	N	Min	Max	Mean	SD
Pre_Exp	32	15	65	40.94	14.615
Post_Exp	32	35	90	69.38	14.742
Pre_Con	32	5	50	28.59	12.131
Post_Con	32	15	75	45.63	17.169

Upon analysing the data, an interesting pattern emerged in the reading comprehension scores of both the experimental and control groups. It was observed that the experimental group showed a significant improvement in their mean scores from the pre-test (40.94) to the post-test (69.38). This suggests that the task-based learning approach employed in the experimental group had a positive impact on their reading comprehension abilities. In contrast, the control group exhibited a comparatively smaller increase in mean scores, with a pre-test mean of 28.59 and a post-test mean of 45.63. This discrepancy in improvement between the two groups indicates that the traditional instruction method used in the control group might have been less effective in enhancing reading comprehension skills. This trend highlights the potential benefits of implementing task-based learning as an instructional approach for improving students' reading comprehension proficiency

Additionally, the writer evaluated the sum of the scores received from each respondent after the questionnaire was given to the experimental and control group students in order to categorize each student's level of motivation. The students who received a score of 36 to 56 were classified as having a high level of motivation. Students who were highly integrative and instrumentally driven in their English learning may obtain this score. However, the students who performed well were divided into two groups: those who were weakly driven and those who were 14 to 35. This score can be achieved by students who were not highly

interested, both instrumentally and integratively, in learning English. Table 2 below displays the motivational level of each student, indicating whether they come under the high- or low-motivation category. This was discovered after 64 samples were given a learning motivation questionnaire.

Table 2. The Motivation Level of Experimental and Control Group

	Experimental Group		Control Group	
Motivation Level	Frequency	Percent	Frequency	Percent
High	21	65.6	15	46.9
Low	11	34.4	17	53.1
Total	32	100.0	32	100.0

Table 2 above demonstrates that, among the 21 students in the experimental group, 65.6% were identified as highly motivated learners. In contrast, 11 (34.4%) of the experimental group's students were classified as having low motivation. 15 students from the control group were identified as being highly driven, whereas 17 students (53.1%), from the control group, were identified as being lowly motivated.

Moreover, effect size measures, specifically Cohen's d, were employed to assess the impact of instructional approach and motivation levels on reading comprehension achievement. The effect size (Cohen's d) for the experimental vs. control groups was 0.74, indicating a large effect size. This implies that TBL significantly enhances reading comprehension compared to traditional instruction. Additionally, the effect size for highly motivated students vs. those with low motivation was 0.52, indicating a moderate effect size. This suggests that highly motivated students achieve notably higher reading comprehension levels. These effect size measures provide valuable insights into the significance and strength of the observed effects.

The study's normality test revealed that both the experimental group's and the control group's data distributions were bigger than 0.05. This proved that the distribution of the data was normal. Moreover, the outcomes of the homogeneity test of the variance of the data collected from the experimental group and the control group were also higher than 0.05. This demonstrated that the variance of the data was homogeneous.

In terms of reading comprehension achievement, the Table below summarizes the findings of the independent sample t-test calculation for the group of highly motivated students who were instructed using the TBL approach and traditional approach.

Table 3. High Motivation Students Instructed by Using TBL and Traditional Approach

Independent Samples Test				
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
5.168	34	.000	20.143	3.897

In Table 3, the significance level of 0.000, which denoted that the results of the significance level < 0.05, was calculated using the difference test between the two data averages. It follows that highly motivated students who were instructed using the TBL approach and those who were instructed using the traditional approach showed substantially distinct reading comprehension accomplishments.

Table 4 below summarizes the findings of the independent samples t-test for the experimental and control groups of students who had low motivation for reading comprehension performance.

Table 4. Low Motivation Students Instructed by Using TBL and Traditional Approach

Independent Samples Test				
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
3.941	26	.001	18.957	4.810

Table 4's significance level of 0.001 revealed that the results of the difference test between the two data averages were less significant than 0.05. Thus, reading comprehension skills were noticeably different between low-motivation students who got instructed using the TBL approach and those who received instruction using the traditional approach.

In addition, Table 5 below demonstrates the calculation of the independent sample t-test for highly motivated students and low-motivated students who were instructed with the TBL approach in the achievement of reading comprehension skills.

Table 5. High and Low Motivation Students Instructed by Using TBL Approach

Independent Samples Test				
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
6.020	30	.000	22.597	3.754

The information in Table 5 above represents the findings of the computation of the test of the distinction comparing two means of data between students in the experimental group who showed high and low motivation. These findings showed that the significance level was 0.000, indicating that it was greater than 0.05. As a result, it can be claimed that students who were instructed utilizing the TBL approach and had high or low motivation showed substantially distinct reading comprehension achievement.

In contrast, Table 6 below demonstrates the calculation of the independent sample t-test for highly motivated students and low-motivated students who were instructed with the traditional approach in the achievement of reading comprehension skills.

Table 6. High and Low Motivation Students Instructed by Using Traditional Approach

Independent Samples Test				
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
4.470	30	.000	21.412	4.790

The information in Table 6 above represents the findings of the computation of the test of the distinction comparing two means of data between students in the control group who showed high and low motivation. These findings showed that the significance level was 0.000, indicating that it was greater than 0.05. As a result, it can be claimed that students who were instructed utilizing the traditional approach and had high or low motivation showed substantially distinct reading comprehension achievement.

Furthermore, the writer examined the significant value to see whether the interaction was significant. This was done to ascertain whether highly motivated students or low-motivated students for learning have an impact on the relationship between TBL and reading comprehension. The significance value is what guides the decision; if it is less than or equal to 0.05, a significant interaction exists.

Table 7. The Interaction Effect of TBL and Learning Motivation on Reading Comprehension

Tests of Between-Subjects Effects		
Dependent Variable: Reading Comprehension		
Source	F	Sig.
Corrected Model	38.345	.000
Intercept	1339.245	.000
Approach	40.705	.000
Motivation	51.568	.000
Approach* Motivation	.037	.847

The obtained significance value of 0.847 indicates that the interaction effect between TBL, learning motivation, and reading comprehension was not statistically significant. This suggests that the impact of motivation on the relationship between TBL and reading comprehension was not substantial. While both TBL and learning motivation individually influenced reading comprehension, their combined effect did not show a significant interaction. Therefore, the improvement in reading comprehension achieved through TBL was not significantly influenced by student motivation.

5. Discussion

The results can be further analyzed to gain deeper insights. Firstly, highly motivated students who received instruction using the TBL approach demonstrated significantly higher mean scores compared to highly motivated students who were taught using the traditional approach. This suggests that the TBL approach was particularly effective in enhancing reading comprehension among highly motivated students. On the other hand, there was also a significant difference in mean scores between low-motivated students who received TBL instruction and those who received traditional instruction. Surprisingly, low-motivated students who were taught using the TBL approach achieved higher mean scores than their counterparts who were taught using the traditional approach. These unexpected findings could be attributed to the engaging and interactive nature of TBL, which may have stimulated the interest and involvement of low-motivated students, leading to improved comprehension.

Moreover, an interesting observation was that students who received TBL instruction and were highly motivated had substantially different mean scores compared to those who were less motivated. Highly motivated students outperformed their less motivated peers on average when taught using the TBL approach. This reinforces the notion that learning motivation plays a significant role in reading comprehension achievement, and TBL can capitalize on students' motivation to enhance their performance.

It is worth noting that the significant difference in mean scores between students instructed using the traditional approach and those who were not indicates the effectiveness of the TBL approach in improving reading comprehension compared to traditional methods. This aligns with previous studies by Ashrafi (2020) and Putri & Ratmanida (2021), which have consistently shown the superiority of TBL in terms of reading comprehension outcomes. Additionally, the findings of Astuti and Priyana (2020) suggest that TBLT can improve the teaching-learning process and enhance students' reading comprehension of content. These previous studies support the validity of our findings and reinforce the notion that TBL holds promise as an effective instructional approach for reading comprehension.

Furthermore, the results indicate that students' motivation levels significantly influence their reading comprehension achievement. Highly motivated students are more likely to engage actively with texts, maintain better concentration, and comprehend the context being presented. This finding aligns with the assertion made by Ahmadi (2017) that highly motivated students tend to be more advanced readers compared to their less motivated counterparts. Additionally, the close association between learning motivation and reading comprehension has been emphasised by Taboada & Buehl (2012). These findings highlight the importance of cultivating strong learning motivation in students to enhance their reading comprehension skills.

Upon analysis, the statistical significance of the interaction effect between the TBL approach and motivation on reading comprehension was found to be insignificant ($p > 0.05$). This suggests that the interaction between the TBL approach and learning motivation does not exert a significant impact on reading comprehension. Possible explanations include the instructional strategies within TBL not aligning optimally with motivational factors that influence reading comprehension, as well as individual variations in student motivation and the complex nature of comprehension. Although significant main effects of TBL and motivation on reading comprehension were observed, their combined effect did not yield a statistically significant interaction. Further investigation is necessary to uncover potential mediators or moderators influencing this relationship and enhance our understanding of this intricate phenomenon.

The above-mentioned explanations suggested that using TBL to teach reading comprehension was possible and had the same impact on students with high and low levels of motivation because there is no discernible interaction effect (influence) of the TBL approach and motivation to learn on students' success in reading comprehension. The idea behind this conclusion is the same as that put up by Benson (1991),

who asserted that students may believe English to be a necessary and worthwhile topic, which may be related to motivational factors. Students may, however, believe that English is less significant than other disciplines if they lack interactive or instrumental motivation. The teacher's approach is another factor that may influence students' desire to read. This may be brought on by repetitive learning activities that give students the impression that the tasks are uninteresting and boring. The cognitive load theory that Sweller (2017) popularized can also be used to explain this. According to this speculation, a person can only process a finite amount of information, and receiving too much information quickly can cause cognitive overload. By offering specialized and carefully planned learning exercises, TBL can assist students in lowering their cognitive load when it comes to reading comprehension. Furthermore, pupils who are highly motivated are more likely to pay attention and read difficult materials without becoming mentally exhausted. This is supported by what Mustamin & Sulasteri (2010) claimed that students with high motivation exhibit significant energy and dedication towards their learning endeavours. In a similar vein, Meşe & Sevilen (2021) stated that Motivation stands as a critical determinant impacting the accomplishments and progress of L2 learners in their language learning endeavours. This suggests that the learners' strong motivation acts as a motivating force, enabling them to approach challenging materials with enthusiasm and resilience. Therefore, to keep the students highly motivated, creating a secure, nurturing, and inspiring environment is a fundamental objective for educational institutions, aiming to foster and guarantee students' learning (Zaccoletti et al., 2020).

The use of task-based language learning (TBLL) in language learning, particularly the motivation that this approach can produce, is covered in an earlier study by several prior studies. In comparison to Thanh & Huan's (2012) study on the impact of TBL on motivating non-English majors to acquire vocabulary at a community college in Vietnam, this current study focuses on eighth-grade students' reading comprehension abilities in a public junior high school in Palembang, Indonesia. While both studies utilize an experimental design and quantitative analysis to measure improvements in student performance, the specific outcomes differ. Thanh and Huan found that TBL enhanced vocabulary acquisition and motivated students to learn, whereas this study reveals significant improvements in reading comprehension scores for both the control and experimental groups, emphasizing the effectiveness of TBL in enhancing reading comprehension outcomes. The comparative analysis highlights the diverse applications and benefits of TBL in different language-learning contexts. Additionally, the current study's findings were also compared to a previous study by Fatima & Pervaiz (2023) examining motivation and anxiety in Pakistani ESL learners. While both studies emphasized the influence of motivation on language learning outcomes, they differed in their specific focus and methodology. Our study explored the effects of TBL and motivation on reading comprehension among eighth-grade students in Indonesia, whereas Fatima and Pervaiz's study investigated motivation and anxiety in ESL learners using a video narration task. These comparative insights contribute to a broader understanding of the interplay between TBL, motivation, and language learning outcomes, highlighting the importance of considering motivational factors in instructional practices. The last, the present study's findings on task-based learning (TBL) and student motivation in improving reading comprehension offer valuable insights that complement a previous study by Azlan et al. (2019) which focused on TBL's impact on speaking skills. While both studies demonstrate the effectiveness of TBL in enhancing language skills and highlight the significance of student motivation, they differ in terms of the specific language skills assessed (reading comprehension vs. speaking) and the contexts in which the research was conducted (eighth-grade students in Palembang, Indonesia vs. preschool and primary school students in Malaysia). These variations in research focus, target population, and language skill assessment contribute to a comprehensive understanding of the benefits and applications of TBL in different educational settings.

Furthermore, extrinsic and intrinsic motivation for learning are both explained by the self-determination theory (SDT). Those who are intrinsically motivated will be more eager to learn and have a deeper comprehension than people who are just motivated by external factors (Deci & Ryan, 2008). High levels of learning motivation can affect greater reading comprehension, according to SDT, which can be

explained in the context of reading learning. As a result, if TBL instruction can boost students' learning motivation, their reading comprehension will probably improve.

The findings of this study make a significant and novel contribution to the existing literature on TBL and reading comprehension. While prior research has explored the effectiveness of TBL on reading comprehension, this study goes beyond examining the interaction between TBL and learning motivation on reading comprehension. The novelty of this study lies in its exploration of the differential impact of TBL on reading comprehension based on students' motivation levels. The results demonstrate that TBL proves effective in enhancing reading comprehension, particularly among highly motivated students. This finding highlights the importance of considering individual motivation levels when implementing instructional approaches and provides practical guidance for educators. Moreover, the absence of a significant interaction between TBL and learning motivation challenges previous assumptions and opens up avenues for further investigation into the complex interplay between instructional approaches, motivation, and reading comprehension. In addition, to address the research gaps, future studies could focus on investigating the long-term effects of TBL on reading comprehension and motivation, taking into account variables such as language proficiency, cultural backgrounds, and instructional contexts. Research can delve into specific strategies or adaptations of TBL that best support students with varying levels of motivation in improving reading comprehension. Overall, this study's novelty lies in its investigation of the differential impact of TBL on reading comprehension based on students' motivation levels, adding new insights to the field and emphasizing the need for personalized instructional strategies to optimize learning outcomes.

One limitation of this study is the small sample size, which may limit the generalizability of the findings. Additionally, the specific context of the study, conducted within a particular educational institution, may restrict the applicability of the results to other settings. These limitations should be considered when interpreting the findings and highlight the need for future research with larger and more diverse samples, conducted in different educational contexts, to gain a broader understanding of the relationship between TBL, learning motivation, and reading comprehension.

6. Conclusion

The study's findings have demonstrated the effectiveness of task-based learning (TBL) in enhancing reading comprehension skills among eighth-grader at state junior high school 36 Palembang. TBL has shown to improve students' attention, retention, and comprehension, fostering engagement and a sense of contribution to the learning process. The results also indicate that students' reading comprehension abilities are influenced by their motivation to learn and the specific learning approach utilized. Notably, the interaction between task-based learning and learning motivation does not significantly impact students' reading comprehension capacity, suggesting that TBL remains effective regardless of varying motivation levels. These findings significantly contribute to the research field by highlighting the robustness and practical applicability of TBL in enhancing reading comprehension skills.

From a practical perspective, educators can leverage task-based learning approaches by selecting appropriate materials, employing diverse teaching strategies, and providing constructive feedback to enhance students' comprehension. Furthermore, promoting the adoption of TBL as an instructional approach can bolster teachers' motivation and effectiveness in implementing it, leading to improved reading comprehension outcomes for students. Overall, the study's results emphasize the effectiveness of task-based learning in enhancing reading comprehension among eighth-grade students and shed light on the interplay between learning motivation and TBL. These insights have profound implications for educators, informing their instructional practices and contributing to a deeper understanding and practical application of task-based learning in the research field.

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Appendices

Appendix 1: Reading Comprehension Achievement Test Questions

Choose the correct answer by choosing (X) a, b, c, or d.

This text is for questions no. 1-3.

> In the morning of the previous day, my roommate Anna faced a situation where she woke up late and needed to go to campus. However, when she attempted to retrieve her motorcycle, she encountered a predicament as it was obstructed by other motorcycles in the garage. Despite her efforts to maneuver the surrounding motorcycles, she was unable to do so. Realizing the challenge, she reached out to Riana, whose motorcycle was blocking hers. Fortunately, some friends who witnessed the situation came to her aid. With their assistance, she successfully freed her motorcycle and proceeded to ride it to campus.

1. The best title for the text above is …..
    a. Broken motorcycle
    b. Going to Campus
    c. Being Late
    d. Anna and Her Motorcycle

2. Who is Anna?
    a. the writer
    b. the writer's friend
    c. the writer's roommate
    d. the writer's sister

3. Why cannot Anna move her motorcycle?
    a. because her motorcycle is broken
    b. because her motorcycle is blocked by other motorcycles
    c. because she cannot drive a motorcycle
    d. because her motorcycle is big

This text is for questions no. 4-7

> **A Bad Experience**
> I had an unpleasant encounter during my shopping experience at a local store, which turned out to be quite embarrassing. I was unjustly accused by the store's security personnel of stealing a pair of blue jeans.
>
> It happened on a Sunday afternoon when I accompanied my friends to a fashion store. While browsing, I selected a pair of blue jeans and proceeded to make the purchase at the cashier. Unfortunately, the shop assistant made an oversight and failed to remove the security clip from the jeans. Consequently, when I exited the store, the security alarm went off, drawing attention to me. The security officer immediately confronted me, accusing me of theft and escorting me to the manager's office.
>
> Upon closer examination, both the security officer and the manager realized that the incident was not my fault. They expressed sincere apologies for the misunderstanding and the inconvenience caused. In a gesture of goodwill, the manager offered me the opportunity to select one item of clothing as a complimentary gift to compensate for the ordeal.

4. What does the text talk about?
    a. The writer's fault at the fashion store
    b. The writer's bad experience at a fashion store.
    c. The shop assistant's activity.
    d. The security officer's fault

5. "*She* forgot to take the censor clip …." (Paragraph 2)
    What does the italicized word refer to?
    a. the writer
    c. the security officer

b.   the shop assistant   d. the manager.

6. Why did the detector beep?
   a.   Because the security officer shouted at the writer.
   b.   Because the security officer took the writer to the manager's room.
   c.   Because the shop assistant forgot to take the censor clip on the blue jeans.
   d.   Because the shop assistant found that the writer stole a pair of blue jeans.

7. What is the generic structure of a recount text?
   a.   Orientation – Events – Evaluation   c . Twist – Events – Reorientation
   b.   Orientation – Events – Reorientation   d. Goal – Materials – Steps

This text is for questions no. 8-10

My Football Experience

During my time in junior high school, I developed a strong passion for football. It became a regular Saturday afternoon activity for me, as I would practice with my team and coach on the school field. The members of my team, including our coach Mr. Sentana, were not only physically strong but also intelligent players. Mr. Sentana was a kind-hearted individual, but he displayed strict discipline during our coaching sessions. He would reprimand anyone who arrived late or failed to adhere to the team's rules. Under his guidance, our team achieved success in numerous tournaments held in various prominent cities. We were known as the '67 Team' and even had a considerable fan following, which was incredibly exciting. Presently, my love for football remains intact, and I am a part of a team as well. However, my parents have advised me to prioritize my studies, reminding me that football should be treated as a hobby.

---

8. When did the writer practise football?
   a.   every Saturday morning   c. every Sunday morning
   b.   every Saturday afternoon   d. every Sunday afternoon

9. Mr. Sentana's personality is ...
   a.   talkative   c. disciplined
   b.   pessimist   d. smart

10. Which is incorrect based on the text above?
   a.   The writer practiced football with the coach and teammates.
   b.   The team also had many fans.
   c.   The coach was not disciplined.
   d.   The writer is warned by his parents to study rather than to play football.

11. The purpose of personal recount is ….
   a.   to retell experiences and to entertain readers.
   b.   to solve a problem
   c.   to create a problem
   d.   to argue a problem

12. These are the language features that usually appear in personal recount, *except* ….
   a.   simple past tense   c. first person point of view
   b.   time connectors   d. material process

The text is for questions no. 13-17.

Last month, I took a trip to Medan all by myself. It was my first time traveling outside of my home island, Java. What's more, it was also my first time flying on a plane. On that particular day, I had an exciting and nerve-wracking experience while making my way to the airport.

   My scheduled flight was at 6 a.m., but I ended up waking up late. I rushed to the airport, but unfortunately, there was a long traffic jam along the way. This caused me to lose valuable time and made it difficult to arrive at the airport on time. Eventually, I reached the airport at 5:40 a.m., just twenty minutes before my flight. I had to hurry to check-in, but there was a long line of people ahead of me. I started to panic in that moment.

> Luckily, a kind person approached me and asked about my flight schedule. I told them that I was supposed to fly at 6 a.m. They graciously helped me with the check-in process. They even asked the people in the line if I could go ahead of them. Thankfully, the people in the line understood my situation and allowed me to check-in first. I was incredibly grateful to them, especially that helpful person.
>
> In the end, I didn't miss my flight and arrived safely in Medan. It was truly a frightening experience for me, but I was relieved that everything turned out fine.

13. Where does the writer head to?
    a. Java
    b. Sumatra

    c. Medan
    d. Jakarta

14. Why did she almost lose her flight?
    a. Because she woke up late.
    b. Because she was in traffic jam

    c. Because she looked for a key
    d. Because she couldn't do check-in.

15. When was the writer's flight schedule?
    a. at 6.00 a.m.
    b. at 5.40 a.m.

    c. at 6.19 a.m.
    d. at 5.00 a.m.

16. Why didn't she lose her flight?
    a. She begged people to allow her to check in first.
    b. She was angry with people who queue up for check-in.
    c. A guy helped her to check-in.
    d. She cried in the airport.

17. "…. I went to Medan by *myself*." (Paragraph 1)
    The italicized word refers to ….
    a. the readers
    b. the writer

    c. the guy
    d. traffic jam

This text is for questions no. 18-20.

> **Fishing**
> Yesterday, I went fishing at a beautiful lake. It was a relaxing time because I didn't have any work to do.
>
> I woke up early in the morning and went to the market to buy some shrimp for bait. Then, I headed to the lake to start fishing.
>
> Once at the lake, I searched for the best spot to catch fish. I found a nice spot under a big tree by the bank of the lake. I threw my fishing hook as far as I could and patiently waited for a fish to bite.
>
> After about thirty minutes, I felt a tug on my line, and it turned out that a fish had taken the bait. I successfully caught ten big fish and three small fish that day, which made me very happy.
>
> I planned to cook the fish at home and invite my friends over for a small party to enjoy the meal. However, on my way home, I encountered a poor, elderly beggar. I decided to give all of my fish to him, hoping it would bring him happiness. Maybe he could sell them at the market and use the money to buy food.
>
> Even though I didn't have any fish left after that, I felt content because I was able to help someone in need.

18. What did the writer get when she/he was fishing?
    a. The writer got ten big fish and three small fish.
    b. The writer got two small fish.
    c. The writer got five big fish.
    d. The writer got six fish and a small fish.

19. What did the writer do before she/he go to a lake?
    a. The writer went to the bookstore.
    b. The writer went to the mall.
    c. The writer went to the marketplace.
    d. The writer went to her/his house.

---

20. Did the writer give all of her/his fish to an old poor beggar?
    a.   No, she/he did not.
    b.   No, she/he does not.
    c.   Yes, she/he did.
    d.   Yes, she/he does.

Appendix 2: The Questionnaires for Learning Motivations

Motivation Research Questionnaire

Student Name   : _____

Class   : _____/_____

Filling Instructions:
1. Write your name and class in the provided space.
2. Read each question carefully before answering.
3. Choose the most suitable answer according to your opinion by placing a checkmark (|) in the corresponding column for each answer option, which are as follows:
   a. SA = Strongly Agree b. A = Agree c. D = Disagree d. SD = Strongly Disagree
4. Answer the questions honestly and make sure no number is skipped.
5. There are no right or wrong answers.

No	Statements	SA	A	D	SD
1.	*Mastering the English language holds immense value for me as it facilitates easy communication and interaction with English-speaking individuals.*				
2.	*Acquiring proficiency in English is crucial as it opens doors to connect with a diverse array of people from different backgrounds.*				
3.	*Developing English language skills is of utmost importance as it deepens my understanding and appreciation of the arts and culture of English-speaking communities.*				
4.	*Gaining fluency in English empowers me to actively participate in various cultural exchanges and engagements.*				
5.	*Mastery of English is essential for my future career prospects and professional growth.*				
6.	*Expanding my knowledge base is a key motivation for learning English.*				
7.	*Acquiring proficiency in English is vital for securing job opportunities in today's globalized world.*				
8.	*Being able to communicate effectively in English earns me respect and admiration from others, motivating me to pursue foreign language learning.*				
9.	*English stands as a significant global language.*				
10.	*Proficiency in English is necessary for pursuing international education opportunities.*				
11.	*The ability to understand English songs, music, films, novels, and magazines is a driving force behind my desire to learn the language.*				
12.	*The challenge of learning English intrigues and motivates me.*				
13.	*I find great pleasure in the process of learning English.*				
14.	*I dedicate myself wholeheartedly to learning English to achieve success in my school examinations*				