



**THE IMPACT OF TASK-BASED LANGUAGE TEACHING (TBLT)
IMPLEMENTATION ON STUDENTS' ENGLISH LEARNING MOTIVATION:
INDONESIAN SENIOR HIGH SCHOOL VIEWS**

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Accepted :

22 July 2025

Published :

24 July 2025

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ABSTRACT

This research investigates the implementation of Task-Based Language Teaching (TBLT) in an English classroom at an Indonesian senior high school, with a specific focus on students' perceptions of its influence on their motivation to learn English. Adopting a qualitative case study approach, the study gathered data through classroom observations, semi-structured interviews, and document analysis. Thematic analysis, guided by Braun and Clarke's six-phase framework, was used to identify key themes across diverse data sources. The results revealed that TBLT was enacted through clearly delineated stages pre-task, task, and post-task and was characterized by structured planning and dynamic classroom engagement. Students expressed enhanced motivation, confidence, and involvement, particularly when the tasks reflected their personal experiences and were reinforced through constructive teacher feedback and peer collaboration. These findings offer valuable implications for EFL educators, curriculum planners, and researchers interested in learner-centered pedagogy and motivational practices in secondary education. Departing from the predominant focus on linguistic proficiency, this study emphasizes the affective dimensions of TBLT, shedding light on how carefully designed, contextually relevant, and interaction-rich tasks can nurture student motivation by promoting autonomy, personal relevance, and cooperative learning.

Keywords: Task-Based Language Teaching, student motivation, EFL, learner perception, Indonesian senior high school

1. INTRODUCTION

Motivation is widely acknowledged as a critical factor in determining students' success in acquiring a second or foreign language. In the context of English as a Foreign Language (EFL), especially in countries like Indonesia, motivation becomes even more essential due to the limited exposure learners have to authentic English communication outside the classroom. Despite the recognized importance of motivation, many Indonesian senior high school students face persistent challenges in maintaining their interest and enthusiasm for learning English. This decline in motivation is often attributed to traditional, teacher-centered instructional methods that rely heavily on rote memorization, textbook-

based activities, and grammar-focused lessons. Such rigid approaches offer few opportunities for students to engage meaningfully with the language or to connect their learning with real-life contexts (Suci, 2022; Sholeh et al., 2020). As a result, students may experience disengagement, reduced participation, and slower language development.

Given these concerns, there is an urgent need to adopt more dynamic and learner-centered teaching strategies that can foster students' intrinsic motivation and promote active engagement. One promising pedagogical framework is Task-Based Language Teaching (TBLT), which emphasizes the

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use of authentic tasks as the central unit of instruction. In this approach, students are encouraged to use the target language to complete communicative tasks that mirror real-world situations. According to Anderson & Willis (2019) and Ellis (2017), TBLT typically unfolds in three key phases pre-task, task cycle, and post-task each designed to scaffold learning, stimulate interaction, and promote reflection. These structured phases offer students opportunities to express personal ideas, collaborate with peers, and receive meaningful feedback from the teacher (Saptiany & Prabowo, 2024; Fauzi, 2021; Larsari et al., 2024).

While numerous studies have documented the effectiveness of TBLT in enhancing specific language skills such as writing proficiency and creative thinking, relatively few have investigated how students perceive TBLT in terms of its impact on their motivation to learn English (Aurelya et al., 2024; Hasibuan et al., 2022). Most prior research has tended to focus on linguistic outcomes, overlooking the emotional and cognitive dimensions of student engagement within task-based frameworks (Gee & Gee, 2020; Nagao, 2023; Buriddge & Stebbins, 2015). Yet understanding students' subjective experiences and motivational responses is crucial for informing instructional practices that aim to be both effective and engaging.

In response to this research gap, the present study seeks to explore how TBLT was implemented in an English classroom at an Indonesian senior high school and how students perceived the approach in relation to their learning motivation. Rather than evaluating linguistic gains, this study prioritizes the process of implementation and the students' emotional-cognitive responses. By doing so, it aims to provide meaningful insights for English language teachers, curriculum developers, and educational researchers interested in designing

motivational and learner-centered learning environments in EFL contexts.

2. LITERATURE REVIEW

Task-Based Language Teaching (TBLT) is an instructional approach that emphasizes the use of authentic, meaningful tasks to promote language acquisition (Long, 2018; Jaya et al., 2025a; Putri et al., 2023). Rather than focusing on the direct teaching of grammar, TBLT encourages learners to use the language purposefully through real-world tasks (Suryani, 2017; Nunan, 2017; Jaya et al., 2025). In a typical TBLT lesson, the learning cycle consists of three phases: pre-task, task, and post-task. These stages aim to activate learners' prior knowledge, engage them in meaningful language use, and encourage reflection and feedback. Several studies have highlighted the benefits of TBLT in improving students' language skills and classroom engagement. For instance, Aisyah et al. (2025) found that TBLT fostered greater participation and creativity in writing activities among young learners. Similarly, Hasibuan et al. (2022) emphasized that TBLT allowed students to organize their ideas better and express themselves more freely in narrative texts. Beyond writing proficiency, TBLT has also been linked to positive emotional outcomes such as reduced anxiety and increased confidence (Sholeh et al., 2020; Mahmud et al., 2024; Li, 2024; Jin, 2023). Motivation is a crucial factor in the success of language learning, especially in EFL contexts where learners have limited access to real communicative environments. Self-Determination Theory, motivation is influenced by the fulfillment of psychological needs: autonomy, relatedness, and competence (Deci & Ryan, 2019). TBLT potentially addresses these needs by allowing students to make choices, collaborate with peers, and face achievable challenges. Suci (2022) found that task-based instruction led to higher student motivation because it gave learners more control and relevance in

learning. Despite these advantages, few studies have examined how students perceive TBLT in relation to their motivation. While much of the existing research has focused on outcomes like writing fluency or vocabulary development (Aurelya et al., 2024; Mahmud et al., 2024), this study seeks to fill the gap by exploring learners' subjective experiences with TBLT. Understanding students' perceptions is important to determine whether the method not only enhances skills but also creates a motivational learning atmosphere (Muhtar et al., 2021; Rama et al., 2023; Veto Mortini et al., 2023).

3. METHODS

3.1 Research Design

This study employed a qualitative case study approach to explore how TBLT was implemented in an English classroom and how students perceived its influence on their learning motivation (Patton, 2020; Neuman, 2019). A case study was chosen to allow an in-depth understanding of the specific classroom context and the subjective experiences of the participants.

3.2 Research Setting and Participants

The research was conducted at SMA Negeri 1 Anjatan, a public senior high school located in West Java, Indonesia. The study took place during the second semester of the 2024/2025 academic year. Five students were purposively selected based on their active classroom participation and willingness to be interviewed. The selection aimed to represent diverse learning characteristics and engagement levels.

3.3 Data Collection Techniques

Data were gathered through three primary sources:

- Classroom Observations: Focused on the teacher's implementation of TBLT in terms of pre-task, task, and post-task phases (Van Maanen, 2025; Kosslyn & Miller, 2017).

- Semi-structured Interviews: Conducted with the selected students to explore their perceptions and motivational responses toward the TBLT lessons (Kvale, 2021; Gill & Baillie, 2018).
- Document Analysis: Included student assignments and teaching materials used during the learning process (Susanto et al., 2023; Herdayati & Syahrial, 2019).

3.4 Data Analysis

The collected qualitative data were analyzed thematically using Braun and Clarke (2022) six-phase model: (1) familiarization with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. To enhance data credibility, triangulation was applied by cross-validating findings from observations, interviews, and documents.

4. RESULTS AND DISCUSSION

This study aimed to explore how TBLT was implemented in a senior high school English classroom and how students perceived its influence on their motivation. Thematic analysis of classroom observations, student interviews, and learning documents revealed two main themes: (1) classroom implementation of TBLT and (2) students' motivational responses.

4.1 Implementation of TBLT in the Classroom

Observational data showed that the teacher implemented TBLT in a structured yet flexible manner, following the standard three-phase sequence:

- Pre-task phase involved activating students' prior knowledge using brainstorming and visual prompts. The teacher provided clear instructions and modeled sample tasks.
- Task phase required students to perform communicative activities, such as writing short stories or discussing familiar topics, either individually or in pairs. These tasks

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encouraged creativity and self-expression.

- Post-task phase focused on feedback and revision, allowing students to reflect on their performance and improve their output through peer and teacher input.

The teacher emphasized meaning-focused communication over grammatical accuracy, offering scaffolding and encouragement throughout the process. This adaptation aligned with Ellis (2017) assertion that TBLT can be tailored to suit classroom realities, such as time constraints or student proficiency.

4.2 Students' Motivational Responses to TBLT

Interview results indicated that students found TBLT-based lessons more engaging and enjoyable than traditional instruction. They felt that the tasks were relevant to their lives and allowed them to express their thoughts more freely. One student said, *"I feel more confident because I can write about something I experienced,"* while another noted, *"It's fun because I'm not just doing assignments, i'm sharing ideas."* These responses reflect key aspects of Self-Determination Theory Deci and Ryan (2019), which emphasizes autonomy, competence, and relatedness as drivers of intrinsic motivation. TBLT fulfilled these needs by enabling student choice, fostering peer interaction, and presenting achievable challenges. Consistent with Suci (2022) and Sholeh et al. (2020), this study also found that students were less anxious and more willing to take risks when using English in TBLT settings. However, some students expressed the need for clearer instructions during the pre-task phase, suggesting that teacher guidance remains essential for optimal task performance. This echoes Mahmud et al.'s (2024) findings that instructional clarity influences students' confidence in completing tasks.

Discussion

The findings of this study demonstrate that Task-Based Language Teaching (TBLT), when implemented thoughtfully and responsively, can significantly enhance student motivation in EFL classrooms. The teacher's adaptation of the standard TBLT phases pre-task, task, and post-task not only facilitated meaningful language use but also accommodated the classroom context, in line with Ellis (2017) argument that TBLT should be adjusted to meet learners' needs and institutional constraints. In the pre-task phase, strategies such as brainstorming and the use of visual prompts effectively activated prior knowledge, helping to scaffold student learning (Anderson & Willis, 2019). During the task phase, the emphasis on communicative activities that encouraged personal expression aligns with Nunan (2017) view that meaningful interaction lies at the heart of task-based instruction.

Students' positive responses to TBLT suggest a motivational shift compared to traditional methods. As indicated in interviews, learners appreciated tasks that were relevant to their lives and allowed for autonomy in expressing ideas. This finding supports the principles of Self-Determination Theory, which posits that intrinsic motivation is strengthened when learners experience autonomy, competence, and relatedness (Deci & Ryan, 2019). The study found that TBLT supported all three needs: students had choices in content and format (autonomy), received peer and teacher feedback (competence), and interacted collaboratively (relatedness). These aspects helped reduce anxiety and build learners' confidence, corroborating findings from previous research by Suci (2022) and Sholeh et al. (2020), who also noted that rigid, teacher-centered instruction tends to undermine student motivation and engagement.

Moreover, the finding that some students required clearer instructions during the pre-task phase emphasizes the importance of teacher scaffolding. As Mahmud et al. (2024) have noted, the clarity of instructional delivery significantly affects students' confidence and success in performing language tasks. This suggests that while

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TBLT promotes learner-centeredness, the role of the teacher remains pivotal in guiding students, especially in early stages of task engagement. A balance must therefore be maintained between fostering learner independence and providing sufficient structure to support comprehension and task execution.

Overall, the results affirm that TBLT, when adapted appropriately, not only enhances linguistic engagement but also addresses the emotional and psychological dimensions of learning. The study contributes to a growing body of research advocating for motivationally informed language teaching practices in EFL contexts. Future research could build on these findings by exploring the long-term effects of TBLT on learners' academic performance, motivation persistence, and their use of English in real-life contexts.

5. CONCLUSION

This study investigated the application of Task-Based Language Teaching (TBLT) in an English classroom at a senior high school and analyzed students' perceptions of its impact on their motivation to learn English. The results indicated that the teacher implemented the TBLT framework consisting of the pre-task, task, and post-task stages with contextual adaptations to suit the classroom environment. These phases enabled students to participate in meaningful communication, share personal experiences, and refine their language output through teacher and peer feedback. Students generally responded positively, reporting increased confidence, engagement, and willingness to participate in learning activities. They also appreciated the sense of autonomy afforded by the task design and experienced reduced anxiety, leading to a more supportive and motivational learning atmosphere.

These findings resonate with the principles of Self-Determination Theory (SDT), which emphasizes the role of autonomy, competence, and relatedness in fostering intrinsic motivation. Rather than focusing solely on measurable language

outcomes, this study shed light on students' affective and cognitive experiences within a TBLT-oriented classroom, offering valuable insights into how learner-centered instruction can stimulate motivation in EFL settings.

In light of these findings, it can be concluded that when TBLT is carefully adapted to the learners' needs and classroom realities, it has strong potential to enhance student motivation and promote more interactive and meaningful learning.

To build on the insights from this study, future research could adopt a longitudinal approach to examine the sustained impact of TBLT on students' motivation and language proficiency over time. It would also be beneficial to investigate how different types of tasks (e.g., problem-solving, creative tasks, real-life simulations) influence various dimensions of motivation in diverse educational contexts. Moreover, comparative studies across different schools, regions, or proficiency levels could provide a broader understanding of the adaptability and effectiveness of TBLT in the Indonesian EFL context. Finally, exploring teachers' perspectives and challenges in implementing TBLT would offer a more comprehensive picture and help guide teacher training and curriculum development efforts.

6. ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to the English teacher and students of SMA Negeri 1 Anjatan in West Java for their participation and support during the research process. Special thanks are extended to the academic supervisors and lecturers from the Department of English Education, Universitas Singaperbangsa Karawang, for their valuable feedback and encouragement throughout the study. This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

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