

## USING TASK-BASED LANGUAGE TEACHING IN TEACHING READING COMPREHENSION FOR EFL LEARNERS

**Diah Bunga Nastiti**

[nastitidiahbunga@gmail.com](mailto:nastitidiahbunga@gmail.com)

Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh-Indonesia

**Burhanuddin Yasin**

[burhanyasin@unsyiah.ac.id](mailto:burhanyasin@unsyiah.ac.id)

Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh-Indonesia

**Asnawi Muslem**

[drasnawi@unsyiah.ac.id](mailto:drasnawi@unsyiah.ac.id)

Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh-Indonesia

### Abstract

Task-Based Language Teaching is considered effective method in improving students' reading comprehension ability. This research aimed at finding out the effect of Task-Based Language Teaching on students' reading comprehension skill and also in the summarizing, making inference, and interpreting vocabulary aspect of reading comprehension. The approach used in this research was the quantitative method and applying the true experimental research. The research sample was 64 students of grade XII at Madrasah Aliyah Negeri (MAN) 1 Aceh Barat who are divided into experimental and control class. The researcher used reading comprehension test question to obtain the data. Based on the research result and data analysis using SPSS 23, the result showed a significant difference on post-test result between experimental class and control class. Thus, the alternative hypothesis in this research was accepted. The improvement also occurred in summarizing, making inference, and interpreting vocabulary aspect. Therefore, it is recommended that the teachers employ Task-Based Language Teaching in teaching reading comprehension. Task-Based Language Teaching is advantageous in improving the students' reading comprehension skill.

**Keywords:** *Task-based language teaching, reading comprehension, teaching English*

### Sari

*Task-Based Language Teaching* adalah metode pembelajaran yang efektif dalam meningkatkan kemampuan pemahaman membaca siswa. Penelitian ini bertujuan untuk mengetahui efek metode *Task-Based Language Teaching* terhadap keterampilan membaca pemahaman siswa dan juga pada aspek *summarizing*, *making inference*, dan *interpreting vocabulary* pemahaman membaca. Pendekatan yang digunakan pada

Copyright 2023@ Diah Bunga Nastiti et al.



penelitian ini adalah metode kuantitatif dan menerapkan penelitian eksperimen sejati. Sampel penelitian ini adalah 64 siswa kelas XII Madrasah Aliyah Negeri (MAN) 1 Aceh Barat yang terbagi menjadi kelas eksperimen dan kelas kontrol. Peneliti menggunakan tes pemahaman membaca untuk mendapatkan data. Berdasarkan hasil penelitian dan analisis data dengan menggunakan SPSS 23, diperoleh hasil yang menunjukkan perbedaan yang signifikan pada hasil *post-test* antara kelas eksperimen dan kelas kontrol. Dengan demikian, hipotesis alternatif pada penelitian ini diterima. Peningkatan juga terdapat pada aspek *summarizing*, *making inference*, dan *interpreting vocabulary*. Oleh karena itu, disarankan agar guru menggunakan *Task-Based Language Teaching* dalam mengajar pemahaman membaca. *Task-Based Language Teaching* bermanfaat dalam meningkatkan keterampilan pemahaman membaca siswa.

**Kata kunci:** *Task-based language teaching, pemahaman membaca, mengajar bahasa Inggris*

---

Received 2023/02/05

accepted 2023/03/05

published 2023/05/05

---

**APA Citation:** Nastiti, D. B., Yasin, B., & Muslem, A. (2023). Using task-based language teaching in teaching reading comprehension for EFL learners. *Research and Innovation in Language Learning*, 6(2), 18-33. <http://dx.doi.org/10.33603/rill.v6i2.7501>

## Introduction

Reading comprehension is an operational procedure that occurs behind the eyes, where the brain processes the content of the text to create meaning (Solikhah, 2018). According to Takaloo and Ahmadi (2017), reading comprehension is the fundamental skill that serves the purpose of reading text which comprises the readers' background knowledge. The capability to read, process, and understand the meaning of written text is called reading comprehension (Chalak, 2015). Reading comprehension is the combination of understanding, ability, and character that connect the readers to create and gain the meaning from the reading text (Sabatini, Petscher, O'Reilley, & Truckenmiller, 2015). Moreover, reading comprehension requires an extensive learning process and it is a cognitive activity (Madhkhan & Mousavi, 2017).

Intrinsically, teaching reading comprehension sometimes can be a challenging process, particularly in a foreign language class. Students are not familiar with reading text so that it might complicate students in comprehending the written text. Such difficulty then demotivates the students' interest in learning English. As Poedjiastutie, Darmaji, Mursina, and Novikasari (2018) said that the interest of most Indonesian students' in reading is relatively not high. The challenge in teaching reading urges English teachers to design the teaching and learning instruction in such a certain

manner. The purpose is to fit with the characteristics of the Indonesian students which aims at improving the teaching and learning process. Besides, it is also an effort to increase students' achievement in English lesson.

In addition, the teacher needs to employ a particular teaching approach, method, or strategy to support students in improving their ability in reading comprehension of English written texts. Solikhah (2018) explains that the success of teaching reading is the result of three pivotal aspects. First, the syllabus, which includes the instructional goal, the instructional material, the method, and the assessment. Second, the teacher chooses to learn the material and is accountable for designing, implementing, and assessing it. Third, learners who know English.

Based on the preliminary test on students, the researcher found that students had problems in reading comprehension, specifically in summarizing, making inference, and interpreting vocabulary. Therefore, a teaching method called Task-Based Language Teaching (TBLT) can be used to solve the problem of reading comprehension. Considering, TBLT is appropriate since it provides sufficient framework and tasks for teaching reading comprehension.

TBLT is an approach that employ task as the main point of preparation and lessons in teaching English that focuses on the utilizing of authentic language by doing meaningful task (Tan, 2016). The task is the main focus of instructional activity in the classroom, and the language is the means utilized by students to complete the task (Sayd, 2020). The task of TBLT is an activity that results from the outcome where students prepare to do the task observed and organized by the teacher (Mufabar, Hanafi, & Aderlaepe, 2020). Learning employing TBLT is nurtured by doing step by step activities to achieve the successful task (Kamalian, Soleimani, & Safari, 2017).

Nunan (2004) explains that a pedagogical task entails communicative language use where students' attention focuses on meaning. Moreover, students' language skills can improve through TBLT activities (Sholeh, 2020). Willis and Willis (2007) stated that TBLT can be employed to teach written language. Moreover, using TBLT in teaching English has the possibility to overcome the issue in teaching English

(Masoudzdeh, Abousaeedi, & Afraz, 2020). Therefore, TBLT applies to teaching reading to develop students' comprehension.

The TBLT framework can be used in teaching English. This method's frameworks are divided into three phases. Willis (1996) illustrates the framework of three stages: pre-task, task cycle, and language focus. Furthermore, Ellis, Skehan, Li, Shintani, and Lambert (2020) classify the framework of TBLT that consists of pre-task, main task, and post-task. Both frameworks have similar process of teaching and learning. Ellis et al. (2020) said that pre-task aims at preparing students to the main task step. Pre-task is beneficial to stimulate students' background knowledge (Shabani & Ghasemi, 2014). Task-cycle allows the students to do the task, prepare the presentation, and report the result (Willis, 1996). Students work in pairs to do the task in main task step (Ellis et al., 2020). In addition, language focus or post task is the step where the students can repeat the task, discussing difficult language forms, and involving students in reflective activities (Ellis et al., 2020).

Some certain classifications of tasks or strategies of TBLT that can be used in teaching reading comprehension are called text-based task. Willis (1996) classified text-based tasks into prediction task, jumbles, comparison task, restoration task, jigsaw task, memory challenge task. Moreover, Willis and Willis (2007) divided task based on the written text into discussion task, prediction task, jigsaw task sequence, student as a question master task, general knowledge task, and corrupted task.

Several previous studies have been conducted which related to TBLT in reading comprehension. For instance, the study from Poorahmadi (2012) was conducted in Teheran and the samples are 51 students of Elmi-Karbordi University by using TBLT to investigate this method in improving students' reading comprehension ability. The result showed that TBLT was effective to assist reading comprehension ability of the sample. Furthermore, Irfan (2017) conducted the study at second grade students of high school that consist of 21 students in experimental class and 23 students in control class. The finding of the Irfan's study showed the significant different between two classes where students taught using TBLT have better improvement.

Moreover, Putri and Ratmanida (2021) conducted the study in form of quasi-experimental research in first grade students of high school level. After giving the treatment using TBLT, the researcher administered the post-test that consist of 20 multiple questions and the result showed that the students' reading comprehension ability result improved and the better than control class.

The aforementioned previous studies revealed positive effect on students' skill in reading comprehension. However, these studies did not specifically show the specific improvement of reading comprehension. Also, it appears to be fewer explanations about the task that were used in the previous studies. Therefore, this study aims at finding out the effect of TBLT towards students' reading comprehension ability also the aspect of reading comprehension by using text-based tasks of TBLT.

## **Methods**

This is a quantitative study that employs a true experimental research to see the effect of TBLT on students' ability of reading comprehension. A true experiment is an experimental research that randomly assigns research samples into the groups (Creswell, 2014). The population of this study is 10 classes of grade XII students at MAN 1 Aceh Barat. By using simple random sampling technique, the population was randomly assigned therefore the sample consist of two classes. Class A as the experimental class that consists of 32 students. Class B is the control class that consists of 32 students.

The reading comprehension test was used as the instrument to conduct the data. The researcher committed one meeting pre-test, five meeting treatment, and one meeting pre-test. The framework of TBLT that is used in this research was framework from Willis (1996) and supported by framework from Ellis et al., (2020). Particularly, the researcher used comparison task, jigsaw task sequence, memory challenge task, and general knowledge task in the treatment process. The result of this study was analyzed using Statistical Product and Service Solutions (SPSS) 23 version and specifically employing independent sample z-test.

## **Results and Discussion**

The students' pre-test score was used to see the students' initial understanding of English reading comprehension. To reveal a clear illustration in the pre-test, the

researcher presents it in the table that provided the data display from the pre-test score of students in experimental and control classes.

**Table 1. Pre-test of Experimental Class and Control Class**

<b>Class</b>	<b>Test</b>	<b>Minimum Score</b>	<b>Maximum Score</b>	<b>Mean</b>
<b>Experiment</b>	Pre-test	28.56	71.40	50.27
<b>Control</b>	Pre-test	28.56	71.40	48.64

Table 1 compares the statistical summary of the pre-test score from the experimental and control classes in this research. It is stated in the table that the mean score of experimental class was 50.27, and the mean score of control class was 48.64. It can be seen that the minimum score of both classes was the same (28.56).

The maximum score of the experimental class and control class was the same (71.40). Moreover, no one of the students got 82 as the standard of minimum completeness implemented in MAN 1 Aceh Barat. Therefore, the pre-test result indicated that the students' reading comprehension ability was below the standard of minimum completeness. The independent Z-test of pre-test from experimental class and control class was done to find out the students' initial ability towards reading comprehension. The researcher used SPSS 23 to analyze the data. Thus, the result is presented in the table below.

**Table 2. Independent Sample Test of Pre-test**

	Levene's Test for Equality of Variances		z-test for Equality of Means						
	F	Sig.	Z	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.072	.790	.639	62	.525	1.63594	2.56184	-3.48510	6.75697
Equal variances not assumed			.639	61.985	.525	1.63594	2.56184	-3.48512	6.75700

Table 2 revealed the statistical result of the pre-test from the experimental class and control class. Based on the data from the table, it is displayed that the significance value of the pre-test is 0.525. Thus, the significance value is higher than alpha ( $0.525 > 0.05$ ). The z-score of the data is 0.639. Therefore, z-score is lower than z-table ( $0.639 < 1.96$ ). To sum up, there is no difference between the pre-test result in the experimental class and control class. It showed that the students' reading comprehension abilities of pre-test in experimental and control class is similar.

The post-test was given to measure students' achievement of reading comprehension ability. Furthermore, it compares and determines the difference between students' post-test scores in experimental classes after being taught using TBLT and students' post-test scores in control class without being taught employing TBLT. The result of students' post-test score of the experimental class and control class is presented in the following table.

**Table 3 Post-test of Experimental Class and Control Class**

Class	Test	Minimum Score	Maximum Score	Mean
Experiment	Post-test	71.40	95.20	85.82
Control	Post-test	61.88	90.44	74.82

Table 3 showed the mean score of the experimental class was 85.82, and the mean score of the control class was 75.11. The data showed that the mean score in the experimental was higher than the mean score in the control class. The research' data showed that the maximum score of the experimental class is higher than the maximum

score in the control class. The minimum score in the experimental class was 71.40, and the minimum score in the control class was 61.88. In addition, some students in the two classes did not achieve the standard of minimum completeness.

Moreover, 95.20 is the maximum post-test score in the experimental class, and 90.44 is the maximum post-test score in the control class. It indicated that the students' maximum score in the experimental and control classes achieved the standard of minimum completeness. In addition, 21 students in the experimental class achieved the standard of minimum completeness while 11 did not reach the standard of minimum completeness in the post-test. Conversely, 8 students in the control class achieved the standard of minimum completeness while 24 did not complete the standard of minimum completeness.

Therefore, this result showed that the experimental class taught by employing TBLT had better results because the number of students who passed the standard of minimum completeness of the post-test in the experimental class was higher than the number of students who passed the standard of minimum completeness in the control class. Some students who did not pass the standard of minimum completeness can be said as the real situation in the classroom. Since the classes consist of students who have different characteristic and ability, it is commonly found that some students did not get an excellent score.

The statistical result of the independent Z-test of post-test from experimental class and control class was used to figure out whether the data from both classes showed a difference or not to indicate the effectiveness of TBLT in experimental class. Thus, the result is presented in the table below.



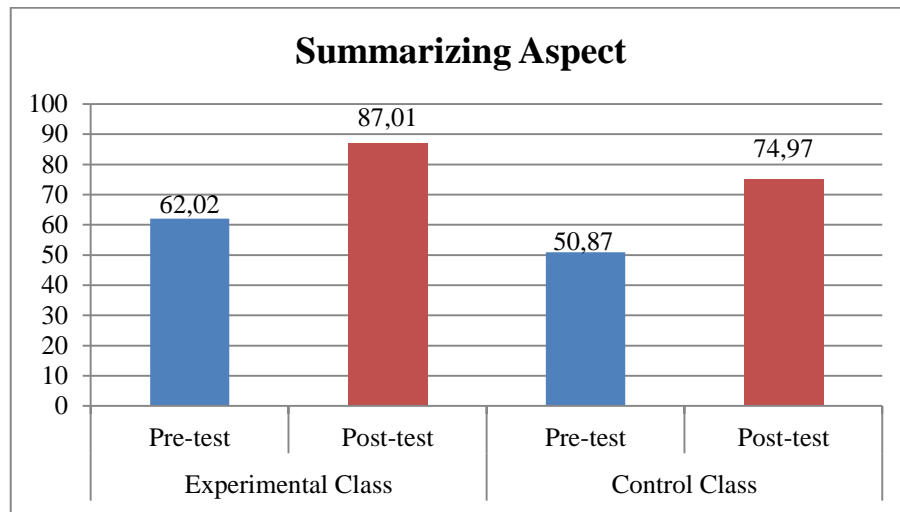
**Table 4 Independent Sample Test of Post-test**

	Levene's Test for Equality of Variances		z-test for Equality of Means						
	F	Sig.	Z	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.35	.072	5.319	62	.000	11.00656	2.06918	6.87033	15.14297
Equal variances not assumed			5.319	58.548	.000	11.00656	2.06918	6.87033	15.14297

Table 4 showed the significance value of the post-test in experimental and control classes is 0.000. It means the significance value is lower than alpha ( $0.000 < 0.05$ ). In addition, the result showed that the z-score is 5.319. It means that z-score is higher than z-table ( $5.319 > 1.96$ ). Thus, it indicates that alternative hypothesis is accepted.

It showed proof that there was a significant difference in the post-test result between this research's experimental and control classes. Furthermore, it can be concluded that students' reading comprehension skills are positively affected after implementing TBLT in the experimental class. Therefore, TBLT effectively teaches reading comprehension because students' ability in reading comprehension is improved.

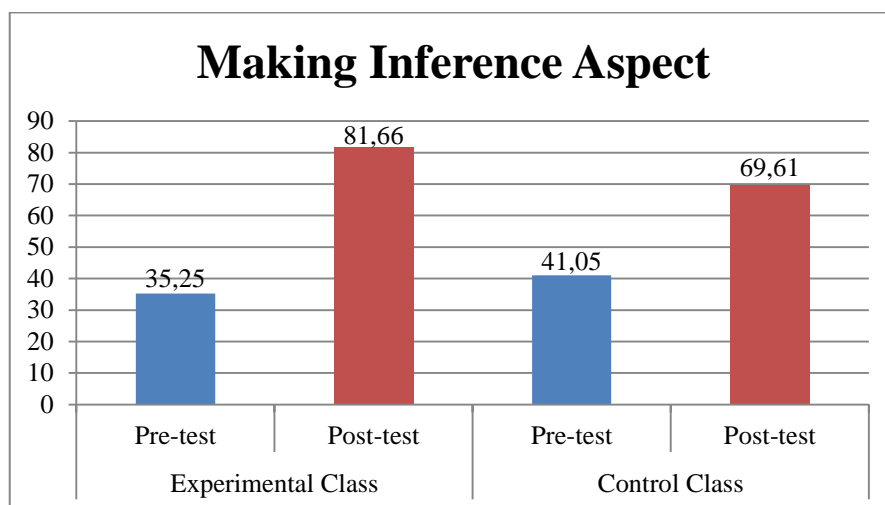
The students' ability in summary aspect was figured out by the reading comprehension test that was given to the student in pre-test and post-test in both classes. The following figure provides the result of the pre-test and post-test from the both classes.



**Figure 1. Summarizing Aspect**

The figure above shows the comparison of the mean from the summary aspect in the experimental and control classes. Both classes showed different means in the pre-test, the mean of pre-test in the experimental class is higher than the mean of the pre-test in the control class. Moreover, both classes showed improvement in post-test. However, the mean of post-test in experimental class (87.01) is higher than the mean of post-test in control class (74.97). The result of summary aspect showed that experimental class has better achievement in post-test so that it can be concluded that TBLT positively affected students' reading comprehension ability in the summary aspect.

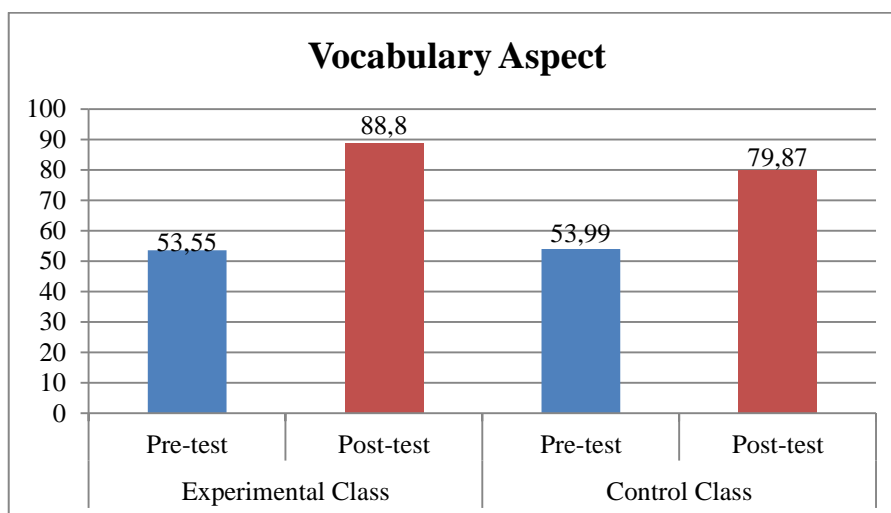
The students' ability in making inference was found by the reading comprehension test given to the students in pre-test and post-test in both classes. The following figure provides the result of the pre-test and post-test from both classes.



**Figure 2. Making inference Aspect**

Figure 2. shows the comparison of the mean from the making inference aspect in the experimental and control classes. The two categories showed different means in the pre-test. The mean of the pre-test in the experimental class was lower than the mean of the pre-test in the control class. The post-test mean in the experimental class (81.66) is higher than the mean post-test in the control class (69.61). The experimental class has higher achievement than control class in post-test. It can be concluded that TBLT significantly affected students' reading comprehension ability in the inference aspect.

The students' ability in interpreting vocabulary was found out by the reading comprehension test given to the student in pre-test and post-test. The following figure provides the result of the pre-test and post-test from experimental class and control class of vocabulary aspect.



**Figure 3. Vocabulary Aspect**

Figure 3 compares mean scores from vocabulary aspects in experimental and control classes. The classes showed different means in pre-test, the mean of pre-test in experimental class (53.55) was lower than the mean of pre-test in control class (53.99). Moreover, the post-test mean in experimental class (88.80) was higher than the mean of post-test in control class (79.87). In conclusion, the result of vocabulary aspect showed that experimental class has better achievement. Hence, the use of TBLT in the present research positively affected students' reading comprehension ability in the interpreting vocabulary aspect.

Referring to the findings of this research, the students' scores in experimental class significantly improved and the improvement also appeared in students' score of

control class. The improvement in experimental class is higher than control class therefore alternative hypothesis is accepted. The improvement in experimental is the result of implementing the treatment using TBTL in teaching reading comprehension in the experimental class. As Nunan (2004, p. 48) said that TBLT can facilitate students' literacy skill. Thus, this result proves the theory from Willis (1996) about TBLT that require student to comprehend the meaning of the text so that their reading comprehension skill improved.

The teacher teaches the student by utilizing a text-based task, a special task in TBLT to teach reading comprehension. In other circumstances, the learning activity during the implementation of TBTL provides a chance for students to build good discussion and interaction within the groups or pairs. They can exchange the notion and opinions within the group or pair work to complete the task. Irfan (2017) stated that students can follow the learning process step by step because TBLT has stages. Therefore, the students get the exposure to comprehend the English written text better and more interestingly.

This research result revealed similar finding to certain previous studies. It could be assumed that this research correlates with the result of an earlier study conducted by Irfan (2017) which stated that students' reading comprehension enhanced when they were taught by means of TBLT. Moreover, the study by Irfan (2017) did not mention specific used tasks in their studies and the result of reading comprehension aspect. Meanwhile, the present study mentions about the specific tasks of TBLT that were used in teaching reading comprehension and the specific reading comprehension aspects' improvement.

Also, Putri and Ratmanida (2021), in their study about the effect of TBLT on students' reading comprehension, found that TBLT had a positive impact on students' reading comprehension ability. However, Putri and Ratmanida (2021) used matching, illustrations, recognizing information tasks of TBLT which were the different employed tasks in the present research.

In addition, the present study supports Amer and Demirel (2017), who state that the students' who received the teaching process by using TBLT had a better outcome. It

was adequate to facilitate students comprehend the reading texts. This research finding is relevant to the theory of TBLT from Willis (1996), which explained that the process in TBLT can encourage students to develop their language skills and understand the use of the use language. Mesbah (2016) said that TBLT could be a groundbreaking approach because the focus is on the meaning. As Amer and Demirel (2017) state, the teacher stimulates the students' background knowledge when instructing the students to do the task during the learning process by using TBLT.

The task could assist the language learner in comprehending or understanding the reading text because the task offers content to read, for instance, reading in a real-world activity (Sukma et al., 2020). This research's result is in line with the TBLT's theory advocated by Willis and Willis (2007), who states that TBLT aims at supporting students in comprehending the meaning. This statement has been proven through this research.

Additionally, the experimental class students also get exposure to reading comprehension' aspects by using TBLT. TBLT supports the students in understanding reading comprehension so that they are able to answer the reading comprehension's questions. Based on the result, every aspect of reading comprehension improved after they received the treatment using TBLT. According to Nunan (2004), TBLT may significantly improve the students' understanding of any texts. TBLT activities resulted in positive outcome to improve the students' skill in reading comprehension and in the aspect of reading comprehension. TBLT arrange practical and significant activities for learner in learning reading (Nguyen, 2022). Moreover, TBLT emphasizes the deep exposure and meaningful implementation of target language in learning process (Maulana, 2021).

### **Conclusion & recommendation**

The data in result and discussion showed that the student's experimental class score improved and is higher than the score of students in the control class. It reveals that TBLT give positive impact and students' reading comprehension ability significantly improved. Moreover, the improvement of students' ability in reading comprehension aspect also occurred. Interpreting vocabulary is the first-highest aspect among other aspects, followed by summarizing aspect, and making inference aspect.

The researcher highly suggests that this approach could be regularly employed in their teaching learning process, particularly in teaching and learning reading comprehension. The researcher also suggests that various types of techniques such as comparison task, jigsaw task, memory challenge task, general knowledge, and other text-based tasks of Task-Based Language Teaching can be employed to teach reading comprehension. As a final point, future research can be done to scrutinize about the EFL students' beliefs about learning English reading comprehension by employing TBLT.

### **Acknowledgement**

All praise be to Allah for His blessing to finish this research article. The authors acknowledge the research samples, teachers, headmaster, and staff at MAN 1 Aceh Barat who participate and allow the authors to conduct the data there.

### **References**

- Amer, N. B., & Demirel, O. (2017). The effects of task-based language teaching (TBLT) on the reading comprehension in EFL classes. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 36(3), 172-179.
- Chalak, A. (2015). The effect of task-based instruction on the reading comprehension of Iranian EFL learners. *Applied Research on English Language*, 4(1), 19-29.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). California: Sage Publications, Inc.
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge: Cambridge University Press.
- Irfan, I. (2017). The effect of task-based language teaching on students' reading comprehension. *English Education Journal*, 8(1), 112-124.
- Kamalian, B., Soleimani, H., & Safari, M. (2017). The effect of task-based reading activities on vocabulary learning and retention of Iranian EFL learners. *The Journal of Asia TEFL*, 14(1), 32-46. <http://dx.doi.org/10.18823/asiatefl.2017.14.1.3.32>.
- Madhkhan, M., & Mousavi, S. M. (2017). The effect of implimentation of TBLT in reading comprehension classes of Iranian EFL learners. *English Language Teaching*, 10(11), 119-128. <http://doi.org/10.5539/elt.v10n11p119>.
- Masoudzdeh, A. B., Abousaeedi, A. A. R., & Afraz, S. (2020). Perceptions of English language learners about teaching of reading comprehension skills: A view of task-based language teaching method. *Journal of Language and Translation*, 10(2), 135-151.

- Maulana, M. I. (2021). Task-based language teaching; Potential benefits and possible criticisms in Indonesian contexts. *Journal of English Teaching and Learning Issues*, 4(2), 69-98. doi:10.21043/jetli.v4i2.12183.
- Mesbah, M. (2016). Task-based language teaching and its effect on medical students' reading comprehension. *Theory and Practice in Language Studies*, 6(2), 431-438. <http://dx.doi.org/10.17507/tpls.0602.28>
- Mufabar, K. J., Hanafi, H., & Adlerlaepe, A. (2020). Teaching reading comprehension through task based language teaching. *Journal of Language Education and Educational Technology*, 5(2), 83-96.
- Nguyen, T. T. N. (2022). The effects of task-based instruction on reading comprehension of non-English major students at a university in the Mekong Delta. *International Journal of TESOL & Education*, 2(4), 1-20. <https://doi.org/10.54855/ijte.22241>
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Poedjiastutie, D., Darmaji, D., Musrina, M., & Novikasari, R. (2018). Task-based language teaching: An alternative approach in teaching reading comprehension in Indonesia. *Journal of Asia TEFL*, 15(3), 856-863. <http://dx.doi.org/10.18823/asiatefl.2018.15.3.22.856>
- Poorahmadi, M. (2012). Investigating the efficiency of task-based instruction in improving reading comprehension ability. *Journal of Language and Translation*, 3(1), 29-36.
- Putri, R. G., & Ratmanida, R. (2021). The effect of using task-based language teaching on students' reading comprehension at SMAN1 Bangkinang Kota. *Journal of English Language Teaching*, 10(40), 578-587. doi:10.24036/jelt.v10i4.114793.
- Sabatini, J., Petscher, Y., O'Reilley, T., & Truckenmiller, A. (2015). Improving comprehension assessment for middle and high school students: Challenges and opportunities. In K. L. Santi, & D. K. Reed (Eds.), *Improving Reading Comprehension of Middle and High School Students* (pp. 119-151). Cham: Springer International Publishing.
- Sayd, M. (2020). The study of task-based cycle: Case of reading comprehension classes in Iran. *The International Journal of Language and Cultural*, 2(1), 22-31. <https://doi.org/10.5281/zenodo.3686366>.
- Shabani, M. B., & Ghasemi, A. (2014). The effect of task-based language teaching (TBLT) and content-based language teaching (CBLT) on the Iranian intermediate ESP learners' reading comprehension. *Procedia-Social and Behavioral Sciences*, 98, 1713-1721. doi:10.1016/j.sbspro.2014.03.598.
- Sholeh, M. B. (2020). Implementation of task-based learning in teaching English in Indonesia : Benefits and problems. *Language Circle: Journal of Language and*

- Literature*, 15(1), 1-9. <https://doi.org/10.15294/lc.v15i1.26004>.
- Solikhah, I. (2018). Insufficient preparation of teaching reading: What should teacher challenge?. *IJOL-TL*, 3(3), 71-84. doi:10.30957/ijolt-tl.v3i3.499.
- Sukma, D., Rozimela, Y., & Ratmanida, R. (2020). Reading tasks analysis and students' perception: An approach to task-based language teaching. *Journal of Language Teaching and Research*, 11(2), 280-287. <http://dx.doi.org/10.17507/jltr.1102.17>.
- Takaloo, N. M., & Ahmadi, M. R. (2017). The effect of learners' motivation on their reading comprehension skill: A literature review. *International Journal of Research in English Education*, 2(3), 10-21. <http://dx.doi.org/10.18869/acadpub.ijree.2.3.10>.
- Tan, Z. (2016). An empirical study on the effects of grammar-translation method and task-based language teaching on Chinese college students' reading comprehension. *International Journal of Liberal Arts and Social Science*, 4(3), 100-109.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

### **Conflict of Interest**

No potential conflict of interest was reported.

### **About author**

**Diah Bunga Nastiti** finished her master degree at Graduate Study Program of English Education, Syiah Kuala University. She is available at [nastitidiahbunga@gmail.com](mailto:nastitidiahbunga@gmail.com).

**Burhanuddin Yasin** is a lecturer at Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University. He is available at [burhanyasin@unsyiah.ac.id](mailto:burhanyasin@unsyiah.ac.id).

**Asnawi Muslem** is a lecturer at Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University. He is available at [drasnawi@unsyiah.ac.id](mailto:drasnawi@unsyiah.ac.id).