



Task Based Learning On English Reading Skill Of Tenth Grade Class At SMAN 1 Negara

Ayu Putu Yulyana Anjani¹, Ni Luh Nyoman Seri Malini², Ketut Artawa³

¹⁻³ English Department, Faculty of Humanities, Universitas Udayana, Indonesia

Address: Jalan Pulau Nias No.13 Sanglah, Denpasar 80114 Bali

Korespondensi penulis: anjaniyulyana@gmail.com

Abstract. *This study investigated the implementation and effectiveness of Task-Based Language Teaching (TBLT) in enhancing the English reading skills of tenth-grade students at an Indonesian senior high school. The research was motivated by the persistent gap left by traditional language teaching methods, which frequently emphasize grammatical accuracy and vocabulary memorization while often neglecting the development of practical reading abilities. To address this issue, the study systematically examined the application of TBLT through three structured phases: pre-reading, main reading, and post-reading tasks. Each phase was designed to promote active learning, critical thinking, and student engagement in the reading process. The methodology involved classroom observations, task-based instructional activities, and an analysis of student exam scores as the primary indicators of progress. During the pre-reading phase, students were encouraged to activate prior knowledge and predict content, which helped build contextual understanding. In the main reading phase, tasks focused on developing essential reading strategies such as skimming for general ideas and scanning for specific information. The post-reading phase emphasized reflection, discussion, and consolidation of knowledge, ensuring that students not only comprehended the text but were also able to interpret and evaluate information effectively. Findings indicated a strong correlation between the TBLT approach and improved reading comprehension outcomes. Students demonstrated significant gains in identifying main ideas, locating detailed information, and applying reading strategies more independently. Moreover, the task-based activities fostered greater student motivation and participation, making the learning environment more interactive and communicative. This research confirms that a well-structured TBLT model can significantly enhance students' English reading proficiency. Beyond improving technical reading skills, it also contributes to higher levels of engagement and confidence in language learning. Therefore, TBLT offers a valuable pedagogical framework for educators seeking innovative methods to strengthen literacy skills and prepare students for academic and real-world communication challenges.*

Keywords: *Task-Based Language Teaching, Reading Comprehension, English as a Foreign Language, Student Engagement, Indonesian Senior High School.*

1. INTRODUCTION

Reading comprehension is a fundamental skill for human development, enabling individuals to analyze, interpret, criticize, and evaluate their reality (Ramírez, 2017). In language learning, particularly English as a second language, reading is a foundational skill, crucial for students transitioning to higher education where text complexity increases across various subjects. It is a complex cognitive process involving word recognition, understanding authorial intent, making connections between ideas, and critically evaluating information. Brown (2003) categorizes reading skills into comprehension and word recognition, both vital for development. In Indonesia, English is a mandatory subject, requiring students to master reading skills to achieve learning objectives. Effective teaching methods must align with students' needs and capabilities.

The design of English lesson plans, selection of instructional tools, and application of pedagogical techniques are crucial. This methodology introduces students to linguistic input (vocabulary, grammar, authentic texts) and guides them in resolving comprehension challenges. Instructors should stay updated on research and adopt innovations like task-based learning, the "presentation-practice-production" (PPP) framework, or technology-enhanced platforms to maximize engagement.

Specialized strategies are effective for developing English reading proficiency. Extensive reading programs immerse learners in high-interest, level-appropriate texts to foster fluency, while intensive reading activities focus on close analysis of shorter passages to sharpen inferencing skills and deepen vocabulary. Techniques such as think-aloud protocols, reciprocal teaching circles, and annotation workshops encourage metacognitive engagement, prompting students to articulate reasoning, predict outcomes, and critically evaluate viewpoints. Weaving these methods with formative assessment and personalized feedback creates a robust learning environment that equips students with technical skills and cultivates motivation, critical literacy, and confidence.

Most Indonesian English exams assess reading proficiency, making comprehensible texts crucial for skill development. Task-based learning (TBLT) aligns well with this need, emerging as a favored approach for enhancing reading abilities (Richards and Rodgers, 2014, p. 176). TBLT integrates English reading with meaningful tasks to motivate students. This study investigates how TBLT can enhance English reading instruction quality, as current senior high school practices often overemphasize grammar and vocabulary, neglecting actual reading skills. Recognizing traditional method limitations, many scholars advocate TBLT, which improves reading skills, equips students with effective strategies, and increases motivation and engagement.

The concept of "task" in TBLT has evolved, impacting learning effectiveness (Cook, 2003). Educators must align instructional strategies with assigned learning tasks. This research emphasizes the link between teaching methods and post-reading tasks, aiming to investigate how English teaching methods are implemented and influence student performance on post-reading tasks, specifically focusing on reading skills. By observing classroom instruction and analyzing final exam scores, this study determines whether teachers effectively utilize tasks that enhance reading abilities, revealing the contribution of chosen methods to successful reading skill development. Tenth-grade students were chosen as they are in a transition phase for elevating requisite skills, particularly reading. SMAN 1 Negara was selected due to its

remote nature, where quality English education is challenging to implement. Task-based reading activities can significantly improve English reading fluency (Yunus, 2018).

This finding, supported by paired sample test results, suggests TBLT incorporation into reading instruction. Tahir (2017) conducted a similar study on TBLT's impact on reading skill development, but both studies lacked detailed implementation information. To address this, this study examines the relationship between teaching methods and student reading skills by focusing on TBLT implementation, drawing on Richards and Rodgers (2014) for categorizing teaching methods. The study analyzed the entire teaching process, including task types and their impact on learning outcomes. Brown's (2003) framework was used to analyze final post-reading task outcomes.

2. REVIEW OF LITERATURES

Castano (2024), in "Task-Based Learning to Enhance 8th Graders' Reading Comprehension Skills in A Public School," investigated the effectiveness of Task-Based Instruction (TBI) in improving English reading proficiency. This action research employed workshops based on the TBI teaching cycle. Findings showed TBI was a valuable contemporary approach, boosting student motivation and performance. Data from teacher journals, self-evaluations, reading task rubrics, and peer observations revealed substantial improvement in reading comprehension with TBI, suggesting its high effectiveness.

Hidayat et al. (2022) studied learning applications used by teachers to assess reading skills and methods for final post-reading tasks. This qualitative descriptive study involved teachers, using document analysis and interviews. Thematic analysis (Boubris and Haddam, 2021) revealed Google Forms as a common application for traditional intensive reading post-reading tasks. While sharing a focus on reading skill assessment, this study differs in specific aspects.

Vidhiasi's (2022) study, "The Implementation of Reading the Final Post Reading Task Method," explored lecturer methods for student reading potential and common classroom methods. Using a qualitative approach with questionnaires, it combined theories from Cheng et al. (2003) for final post-reading tasks and Brown's (2003) framework for reading approaches. Findings showed six assessment methods, with the perceptive task method being most frequent, aligning with identifying effective assessment methods. Both studies use Brown's (2003) theory but differ in data collection: previous used questionnaires, current uses observation checklists and document analysis.

Unayyis (2023), in "An Analysis of Teacher's Strategies in Teaching Reading Comprehension," investigated teacher strategies for designing reading comprehension lessons. This qualitative research, based on Miles and Huberman (1994), identified scaffolding and the Question-Answer Relationship (QAR) method. Scaffolding involved five steps: selecting and introducing texts, focusing on listening and language skills, and promoting fluent reading. The QAR method encouraged thinking, searching for information, connecting text to experience, and independent thought. This study provided detailed insights into teaching methods. While both studies focus on reading instruction, they differ in participants: previous included student perspectives, current focuses solely on teacher practices.

Rad et al. (2013), in "Teaching English and Task-Based Method," evaluated the impact of Task-Based Learning (TBL) strategies on Iranian EFL students' writing and reading. Willis's TBL model was used for writing, and Rooney's (1998) model for reading. The study involved 50 EFL students from Kerman Azad University, collecting and analyzing both qualitative and quantitative data. Findings showed TBL strategies positively affected writing and reading outcomes, empowering students to independently solve problems and address challenges, demonstrating improved skills.

A. Concepts

Clear definitions of technical terms and specific words are crucial for readers to understand a study's scope. In this research, concepts, particularly operational concepts, are fundamental for formulating hypotheses and represent the technical language employed. This section defines "reading skills" and "reading the final post-reading task," as these are central to the main discussions and research questions.

B. Reading Skill

Mikulecky (2008) explains that reading skills involve intricate processes for understanding a text's core meaning, encompassing word recognition and comprehension. Word recognition (decoding) is the foundational step, focusing on identifying and understanding word sounds, emphasizing phonics instruction. Hoover and Gough (1990) differentiate language comprehension (spoken language) from reading comprehension (written text), where meaning is derived from printed words. Kamhi (2007) clarifies that decoding is a teachable skill involving limited knowledge (letters, sounds, individual words), while comprehension involves broader, higher-level cognitive processes like thinking, reasoning, imagining, and interpreting, drawing heavily on existing knowledge.

C. English Teaching Method

Brown (2003) defines teaching methods as approaches and frameworks guiding the learning process. Effective classroom methods provide students with appropriate tools and guidance to develop academic and personal skills. Technological advancements have led to numerous successful teaching methods globally due to continuous improvements in designs and pedagogies. Richards and Rodgers (2014) emphasize that teaching methods aligning with student understanding foster mutual comprehension in language learning. They also highlight tailoring methods to address specific and urgent needs of each student, whether academic or personal.

3. THEORETICAL FRAMEWORK

This study primarily employs Richards and Rodgers' (2014) theory to investigate teaching methods, and Brown's (2003) theory to examine the types of final post-reading tasks students engage in to develop reading skills. According to Richards and Rodgers (2014), Task-Based Language Teaching (TBLT) is an approach emphasizing tasks as the primary means of language instruction. TBLT activities typically involve introducing the topic, clarifying task instructions, assisting students with relevant vocabulary and phrases, and providing partial task demonstrations. Interaction and communication within task-based activities create opportunities for scaffolded learning, where learners actively participate and receive guidance (Van Gorp and Bogaert, 2006).

Van Gorp and Bogaert (2006) describe the following sequence of activities within the TBLT framework:

1. **Pre-Task Phase:** This phase activates prior knowledge and engages learners by connecting the lesson to existing knowledge and experiences. Activities may include discussions to link prior knowledge to the new topic.
2. **Main Task Phase:** Students engage in the core task, typically in pairs or small groups, encouraging interaction and communication. The teacher provides support and guidance as needed.
3. **Post-Task Phase:** This phase involves follow-up activities based on the completed task, including language practice (vocabulary review, sentence completion). Students reflect on the task and learning process.

For the second discussion, Brown's (2003) theory was utilized to analyze different types of final post-reading tasks, including:

- 1) **Written Response:** Students produce written responses to reading material, similar to

reading aloud.

- 2) Multiple Choice: Students select the correct answer from options (for form-focused criteria), asserted by Brown (2003) as a widely used method to test reader's knowledge at an easy level.
- 3) Cloze Test: Students fill in blanks in a text with missing words. Brown (2003) noted cloze tests usually have a minimum of two long paragraphs to explain discourse, focusing on specific language features (verbs, nouns, adjectives, or a mixture).
- 4) Short-Answer Questions: Students answer questions in short, concise sentences, considered an effective alternative to multiple choice by Brown (2003).
- 5) Ordering Tasks: Students rearrange sentences or paragraphs in the correct order. Brown (2003) states this requires teachers to provide small papers with sentences to be assembled into a story.
- 6) Scanning: Students quickly locate specific information within a text; all readers use scanning to find relevant information (Brown, 2003). The purpose is to identify important parts for timing management, determined by calculating the score.
- 7) Skimming: Students quickly read a text to grasp main ideas; skimming is grasping the general passage to quickly determine the main point. It allows eye movement across the page without reading every word or line, aiming for general understanding.

4. RESULT AND DISCUSSIONS

This chapter discusses the observation stages used to complete the post-reading task. The teaching method significantly impacts students' reading skill improvement; an appropriate strategy progressively enhances their skill development. This aligns with Richards and Rodgers (2014), who claimed that tailoring an approach to each student's requirements and interests would progressively improve their reading skills. Therefore, this study aimed to determine the effectiveness of task-based learning in improving reading comprehension. By directly observing the class and analyzing the final post-reading task, the results considered several aspects of reading skill, especially reading comprehension. An interview was conducted to gather necessary data.

Based on interviews, the final post-reading assignment significantly impacted students' overall grades, accounting for 80% of their final exam average score. The remaining percentage came from attendance and active class discussions. This final assignment was the primary measure for assessing the success of a task-based learning and teaching method, with the

exam's average score revealing individual student improvements or areas needing more work.

Observations for this study took place during chapters two, three, and four of a tenth-grade English class, covering three chapters. Chapter two involved recount texts on sports events, while chapters three and four focused on procedure texts about healthy lifestyles. Most data were analyzed from documents gathered during reading sessions, and some interview data confirmed findings. The theories used were presented within the analysis to identify the teacher's preferred teaching methods and final post-reading tasks. Discussions were divided into two main sections: the first showed how task-based learning was used during reading sessions, and the second showed the results of the final post-reading task on students' final exams.

A. The Implementation Of Task-Based Learning In Sman 1 Negara

This section thoroughly describes the analysis of task-based learning implementation. Based on observation data, findings revealed that task-based learning was primarily applied during reading lessons. Richards and Rodgers (2014) state that TBL in teaching reading skills focuses on "task" as a core teaching unit, breaking down the learning sequence into pre-reading, while-reading, and post-reading tasks. These phases were considered due to the learning stage, and each is thoroughly described below.

B. Pre-Reading Task

Observations revealed two main methods used by the teacher before initiating the core discussion: apperception and prior knowledge. The pre-task stage was the first fundamental step in teaching and learning. The pre-task was performed after confirming attendance. The teacher gave instructions aimed at stimulating student attention about the subject and task, involving brainstorming, performing, or demonstrating similar tasks with different subjects. This approach was called apperception.

C. Apperception

In each session, students were often provided with an apperception related to the current material, aiming to focus attention and reinforce understanding of the previous lesson. This approach engaged students and created a classroom atmosphere that captured their interest. Incorporating prior knowledge or experiences was frequently encouraged.

Data indicated the teacher introduced new topics by asking questions related to students' familiar knowledge. As students summarized the previous lesson, discussions expanded, facilitated by apperception. The teacher posed specific questions encouraging student participation in finding answers, prompting them to predict the new topic and discover answers

independently. This environment helped students generate responses, enhancing critical thinking and problem-solving. Interview results showed the teacher preferred connecting the topic to students' prior knowledge and experiences.

For instance, the teacher asked questions about familiar topics, relevant to their current studies, and drew upon shared student interests. This fostered active responses from both teacher and students. Interview results confirmed the teacher's preference for linking topics to prior knowledge and experiences, achieved by asking familiar questions relevant to current studies and drawing on shared student interests.

D. Prior Knowledge

The use of prior knowledge was observed during both the first and last weeks of the study, involving students briefly exchanging past experiences. At the start of each class, the teacher greeted students. In the first week, discussions began with recount texts on sports events, where the teacher introduced new material by asking about students' preferred social media platforms. Responses varied, but most indicated Instagram and Tiktok for staying updated.

The teacher used apperception to capture student attention by incorporating familiar daily life elements. Several students instantly responded. Students became more engaged and active, evident in positive reactions (enthusiastic gestures, positive attitudes, smiles) in classes starting with apperception. During the procedure text chapter, the teacher started by instructing students to describe their daily lifestyle in 2 minutes, then randomly selected students to demonstrate answers. This aimed to gain attention by enforcing prior experiences described concisely.

During the last week of observation, the teacher began class by linking the topic to students' previous experiences, but this time, questions came from the textbook. Since the topic was familiar, the teacher aimed to confirm understanding of main ideas, extending the discussion by asking direct questions based on previously covered reading text.

The teacher used the textbook worksheet as the lesson basis, posing open-ended questions to assess comprehension and inference. At the start, the teacher randomly selected students to answer, then asked others for details or alternative perspectives. The teacher frequently asked students to identify the main idea of previous reading, encouraging brainstorming to practice reading skills, specifically drawing conclusions.

To assess reading comprehension and retention, a direct question related to the earlier lesson was posed, evaluating recall crucial for reading skill development. The review session

gauged impact on verbal working memory, key for reading development. The teacher used this method to determine learning effectiveness in enhancing reading skills. Students attempted to answer questions, and the teacher posed questions to the class, with students responding individually. The teacher chose students for brief answers, and active participation indicated effective teaching.

The teacher also used inference, drawing on previous discussions, observed during the third week when inquiring about the main points of the previous week's lesson. Students demonstrated recall and correctly answered questions based on previous material, suggesting apperception and prior knowledge effectively aided memory. The teacher primarily used questioning and summarizing previous lessons as pre-reading activities. The teacher also utilized self-reflection, often at the beginning of class, to promote self-awareness. In the second week, the teacher asked students for examples of how to stay fit and healthy; after hearing responses, the teacher summarized common points.

E. Main Reading Task

This phase was conducted after the teacher introduced the day's topic. Richards & Rodgers (2014) stated that during the main reading task, students actively construct knowledge and understanding from the text, focusing on encouraging them to go beyond literal meaning and delve into context. According to Richards and Rodgers (2014), context refers to the surrounding conditions within the text. To facilitate comprehension, various techniques were employed, including scaffolding, translating instructional text, and grammar analysis.

F. Scaffolding

Scaffolding is a method involving temporary support between learners, emphasizing collaborative learning between teachers and students, or among students themselves. In this approach, the teacher provides crucial assistance and guidance during tasks. Research by Harjono & Wachyuni (2023) found that Task-Based Language Teaching (TBLT), using worksheets with reading texts, comprehension questions, and answer keys, effectively improved reading comprehension through scaffolding.

In the third observation, the lesson often started with students taking turns reading the selected text sentence by sentence. Following this, students read the text individually within a set timeframe. During this, the teacher observed closely and encouraged students to ask for help if they encountered difficulties. This approach served as a scaffolding method, involving both teacher and classmates supporting each other. It also promoted independent learning, as students initiated reading before receiving explanations. After this initial reading, the teacher

led a second reading discussion to ensure comprehension.

The findings from observations were corroborated by interview data, strengthening the validity of initial assessments. Incorporating concise texts into the learning process appears beneficial, effectively supporting and enhancing reading comprehension.

G. Instructional Text Translation

Translation is a key technique for improving students' reading skills, involving translating text meaning into another language, literally or contextually. Richard and Rodgers (2014) suggest teachers help students understand new words and phrases by asking clarifying questions, confirming understanding, and providing feedback, encouraging fuller expression.

In this case, students learned to overcome meaning-focused instruction limitations, aligning with Richard and Rodgers (2014), who emphasize translation in teaching for reading skill improvement. This was supported by a dialogue during a reading session, where the teacher asked for the meaning of a sentence and a word, guiding students to translate accurately. The translation method was used by breaking down text into smaller parts (sentences, word groups), aiding understanding and quick responses. This approach, encouraging verbal expression through brainstorming, aligns with the TBLT method's use of conversation. However, some students struggled with vocabulary, suggesting a need for more instruction.

H. Grammar Analysis

Grammar analysis is a key learning approach, incorporating grammar study directly into the main lesson. In second language acquisition, strong grammar knowledge is crucial for English reading comprehension, enabling a deeper understanding of the text (Hardacre and Güvendir, 2020).

This study used a recount text from the second chapter as an example. This text type required students to understand how verbs change from present to past tense, as it focused on past events. This understanding was crucial for their learning, helping them avoid confusion with words. By using this method, students were encouraged to develop a deeper understanding based on the tenses used in the text. TBLT often uses diverse lesson formats, observed mainly during reading sessions where the teacher expanded the lesson by discussing the past tense.

Students were encouraged to ask the teacher or classmates for help in correctly changing verb forms. This discussion of the two verb forms aimed to encourage learners to focus on specific linguistic features in the reading text, allowing students to compare past tense forms (verb two) with familiar present tense forms (verb one). The teacher used Focus on Form (FonF) by expanding the reading discussion. Students could choose any words from the text,

as it described a past event, focusing on past tense analysis. Each student selected a verb and identified its simple present (verb one) and simple past (verb two).

I. Post-Reading Task

This section focuses on analysis conducted after the main reading lesson. The post-task exercises served as the final step to confirm student comprehension of the text and their ability to express the information in their own words. This part of the reading process was considered crucial for maximizing understanding of the material. The analysis primarily involved spoken interaction, written assignments, and vocabulary repetition.

J. Spoken Task

The spoken task focuses on student interaction during the reading lesson, promoting comprehension through an interactive learning approach. This involved class discussions to explore aspects of the reading, such as the main idea, key takeaways, or determining the text's title. In TBLT, teachers encourage diverse communication styles and draw on students' existing knowledge. The level of student comprehension was reflected in their ability to brainstorm, exchanging information to reach a shared understanding. Data from the spoken task was gathered during the post-reading activity, where students were asked to determine and present the text's title, given that the text itself had no title. This question required students to understand the necessary information and draw a conclusion. The teacher provided a limited time for students to find the title and then called on them individually for their answers.

The dialogue demonstrated effective spoken interaction. Students' responses during post-task activities revealed that while many attempted to answer, this allowed the teacher to identify potential knowledge gaps in understanding, particularly regarding determining the text's title.

K. Written Task

In Task-Based Learning, written assignments were commonly used after reading to assess comprehension, usually involving completing textbook worksheets to check understanding. Students could also use a Google dictionary. Most students preferred independent work, though some discussed with classmates, aligning with TBLT principles where learners collaboratively construct meaning and take ownership.

Observed written tasks were primarily true/false and short answer questions. True/false worksheets fostered comprehension by requiring students to find short statements in the textbook, aligning with Brown's theory that scanning skills are needed. The teacher also used

short answers during the fourth chapter (procedure text). Similarly, this task required scanning for correct answers, but students wrote short answers in a table, and questions were open-ended.

L. Vocabulary Repetition

To enhance reading comprehension and fluency, reading skills often incorporate repeated exposure to specific vocabulary, involving analysis of words, phrases, and collocations. Teachers play a crucial role in expanding students' vocabulary from a text, aiming to familiarize them with new words for confident use and connection in various contexts, improving reading skills by exposing them to unfamiliar words (Apriliah, 2020).

According to Richards and Rodgers (2014, p. 191), the TBLT method allows individual review sessions where the teacher asks students about specific language items, prompting them to define terms in their own words. During these sessions, the teacher randomly selects students to define previously discussed terms. Students are also asked to consider appropriate tenses for different task stages. Results showed vocabulary repetition was emphasized at the end of reading lessons, involving elaboration with the teacher alternating between Indonesian and English. The teacher frequently used Indonesian to explain challenging vocabulary, ensuring all students understood meanings. This can be achieved through repeated exposure to keywords during reading, such as writing them on the board. This approach to vocabulary repetition aligns with Richards and Rodgers' support for Task-Based Language Teaching (TBLT) in English language instruction.

M. The Result Of The Final Post-Reading Task At SMAN 1 Negara

The analysis focused on the final post-reading task to assess students' overall reading performance. Data was collected from the final exam, administered via Quiziz, including responses from X1, X3, X4, and X6. The exam comprised 15 reading comprehension questions, analyzed based on reading task type and average scores. Data was categorized by required reading skills and described in relation to teaching methods and the final post-reading task. Results showed accumulated achievement percentages for each class: X1 achieved 73% with 30 students, X3 achieved 71% with 32 students, X4 achieved 82% with 30 students, and X6 achieved 78% with 24 students.

The analysis considered the highest score frequencies achieved by the classes, interpreting findings by selecting one example from each task category with its corresponding score. In the post-reading assessment, skimming and scanning were the most frequently used techniques. True or false questions were the second most common for assessing form-focused criteria, with 5W1H questions frequently chosen for context-based tasks.

The text presented an example of scanning for the post-reading task using short texts, primarily describing another milestone for Lionel Messi. The question served as a true or false example, highlighting the importance of reading skills in this context. Results indicated students correctly answered these types of questions on their final exam, suggesting they were not too difficult, with 81% answering correctly.

The study used multiple-choice questions based on short texts, requiring students to identify the main idea. Another question type fell into the same category, though content varied. Results indicated students correctly answered these questions on their final exam, suggesting they were not too difficult, with 81% answering correctly.

The first thing noticed from the example was how the question aimed to find exact information from the text. Since this model was one of the least frequent, it seemed easy for students, with 97% answering correctly. The data presented an example of scanning for the post-reading task using short texts, requiring students to find the correct answer. This type of question was frequently used, highlighting reading skill importance. Results indicated nearly 94% of tenth-grade students correctly answered this type, suggesting strong text-scanning skills. This outcome aligns with class reading instruction, which frequently included similar questions, familiarizing students with typical scanning tasks.

The assessment evaluated reading comprehension progress. In conclusion, results demonstrated high scanning abilities. The data showed average results for skimming in final reading tasks. Despite being the least frequent post-task type, results were surprisingly positive, with 76% of participants answering correctly. This percentage is an accumulation from final post-reading tasks across four classes, indicating that, even though less common, most students performed well, achieving the second-highest correct score after scanning. This task assessed their ability to identify key ideas and infer an appropriate title. Therefore, it can be concluded that the average tenth-grade student possessed the necessary reading skills to complete skimming tasks successfully.

5. CONCLUSIONS AND SUGGESTIONS

This study investigated the use of the Task-Based Language Teaching (TBLT) method for improving English reading skills. The results indicated that the method positively impacted students' reading abilities, leading to increased engagement in reading activities. The TBLT method was implemented in three stages: pre-reading, main reading, and post-reading. The pre-reading stage involved connecting the reading material to students' existing knowledge, asking

open-ended questions, and encouraging self-reflection. During the main reading stage, scaffolding techniques, grammar analysis, and text translation were emphasized. Finally, the post-reading stage focused on spoken tasks, written tasks, and vocabulary repetition.

The final post-reading tasks revealed that scanning and skimming were the most frequently used task types, followed by true or false questions focused on contextual understanding and ordering, indicating a positive impact from the TBLT method. Overall, the TBLT method effectively improved English reading skills, as evidenced by average scores of 77-90 across all tenth-grade classes.

The data was collected from the final exam, administered via Quiziz, and included responses from X1, X3, X4, and X6. The exam comprised 15 questions in reading comprehension, which were analyzed based on reading task type and average scores. The data was categorized by the type of reading skills required for each task and described in relation to the teaching methods used and the final post-reading task. The results showed the accumulated achievement percentages for each class: X1 achieved 73% with 30 students, from 15 questions, students in X1 could successfully answer with 31 attempts. X3 achieved 71% with 32 students, from 15 questions, students in X3 could successfully answer with 32 attempts. X4 achieved 82% with 30 students, from 15 questions, students in X4 could successfully answer with 30 attempts, and X6 achieved 78% with 24 students, from 15 questions, students in X6 could successfully answer with 24 attempts.

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