CHAPTER TWO

LITERATURE REVIEW

2.1   Previous Studies

The researcher has read some previous studies to strengthen the understanding of the implementation in teaching reading through TBLT. TBLT focuses on this approach, based on using assignments as the core of planning and in-depth language teaching. The results of Nihe (2020), entitled "The Use of Smartphone Integrated Task-Based Language Teaching (TBLT) To Enhance Students Competence in Speaking Skill at SMP Negeri 2 Batuda Pantai". This particular research was categorised as action research. The actions were implemented in two cycles based on the class schedule. The data was analysed in two ways: qualitative and quantitative data. The qualitative data is obtained by observing the teaching and learning process and interviewing the English teacher. Meanwhile, the quantitative data were acquired through pre-test and post-test. The research showed that the students' speaking skills are improved by using smartphones integrated into task-based language teaching. The improvements were achieved gradually, which covered some aspects, such as pronunciation, grammar, fluency, vocabulary, and comprehension.

The second research by Barokah in 2018 on her thesis entitled "The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay (A Quasi-experimental Research in the Twelfth Grade Students of SMAN 1 7 Jawilan Serang- Banten)". This research is conducted with descriptive qualitative data collection techniques of observation, interviews, and

documentation. This research findings explain that in the Analyzing stage, the subject applies the technique according to their roles and tasks in TBLT. In the Evaluating stage, the subject applies learning activities in accordance with the Task-Based Language Teaching (TBLT) teaching procedure. In the Result stage, students got positive feedback, and students got an improvement in their writing skills. The second finding is Time, where it takes more time to apply TBLT, and this approach cannot be used by class XII in preparing for the exam. The teacher carries out writing teaching through the Task-Based Language Teaching (TBLT) approach well so that it can improve students' writing skills.

The third research by Wati (2018), entitled "Improving the Students' English Writing of Descriptive Text Through Task-Based Language Teaching," this research was conducted using a quantitative and qualitative approach with Classroom Action Research. The population of this study was the students of MTS EX-PGA Medan. The qualitative data was taken from interviews, observations, diary notes, and documentation. The quantitative data was taken from the test. The result of the data analysis showed that there was an improvement in the students writing descriptive text through task-based language teaching from each cycle. It was shown from the mean of the pre-test was 51.41, the mean of the student's scores for -test I was 71.86, and the mean of the student's scores for post-test II was 75.33. An interview, observation sheet, diary notes result, and documentation showed the student's response to writing descriptive text through task-based language teaching was good. It was found that teaching writing descriptive text through task-based language teaching could improve the student's ability.

The fourth research by Rudi, et al. (2023) was entitled "The Effectiveness of Task-Based Language Teaching in Teaching Speaking at SMAN 2 Banda Aceh". This study used a quantitative experimental method using a random sampling data collection method. The results of this study are that there is a significant increase in results after implementing task-based language teaching. In the experimental class, the average pre-test result was 63, and the average post-test result was 71.8. Whereas in the control class, the average pre-test result was 62.9, and the average post-test result was 69.8. The results show that there are significant differences after the implementation of bag-based language teaching in learning to speak.

The fifth study by Anshary, et al. (2019) entitled "Application of Task-Based Language Learning Learning Strategies in Improving Writing Skills of French Descriptive Texts." This study used a quantitative approach with pre-experimental methods and one group pre-test and post-test design. The research findings show that the use of TBLL learning strategies is proven to improve students' skills in writing descriptive texts in French. Meanwhile, based on the results of statistical calculations, the TBLL strategy proved effective by increasing the average score obtained by students, namely the pre-test average score of 60.8. In contrast, the post-test average score rose to 74.88. Then, based on the analysis of the questionnaire, the application of this learning strategy positively contributes to learning the skills of writing descriptive texts in French.

The sixth study is by Azzuhra (2023), with the title, "The Use of Task-Based Language Teaching to Improve Students' Reading Comprehension." The aim of this study is to determine whether the use of task-based language teaching can enhance

students' reading comprehension skills. To gather data, the researcher used a quantitative method with a pre-experimental design. The sample for this study was chosen using purposive sampling technique. The population for this research was the students of MAN 2 Pidie, and the sample consisted of students from class X-1, totaling 23 participants. This research used pre-tests, post-tests, and a questionnaire to collect data. The test results were analyzed using SPSS version 22. After collecting and testing the data using SPSS version 22, it was found that the average score of students during the pre-test was 46.94, and the post-test score was 75.65. These results indicate an improvement in the students' scores before and after the treatment. Based on the t-test results, the t-score (12.068) was greater than the t-table value (2.0739), leading to the acceptance of the alternative hypothesis (Ha). From this study, it can be concluded that the use of task-based language teaching enhances students' reading comprehension skills. The questionnaire results show that the majority of students responded positively to the implementation of task-based language teaching in the classroom teaching process.

Previous research shows that TBLT affects students' learning abilities. Thus, TBLT was the methodology employed by researchers in this research. The methods employed by a researcher set their work apart from earlier study. While speaking and writing skills were the focus of earlier studies, the researcher in this research concentrated on reading skill. Additionally, if the prior researcher employed argumentative writing and the current researcher used descriptive text, the types of texts used are different. Compared to earlier studies, this research wascarried out at a different time and location.

2.2   Theoretical Framework

2.2.1 Concept of Reading

The ultimate goal of reading is understanding (Nation, 2005; Spear-Swerling, 2006). More precisely, to clarify what is implied in a sentence or situation (Schank, 1982). Understanding is, "the result of or accompanied by a set of basic steps or principles" (Smith, 1994, p. 11). These procedures or principles include cognitive structures that serve as summaries of the reader's past experiences, categorize everything the reader knows about the world, and serve as premises for a holistic understanding and understanding of the world. Comprehension of spoken and written language is included in these cognitive structures. Understanding and predicting are related. Because predicting means asking questions and understanding means being able to provide answers to some of those questions.

Reading cannot be separated from thinking because reading is a form of thinking focused on or stimulated by written text. The above principle has three implications for reading. (a) Reading has to be fast because the brain has to move quickly to avoid getting bogged down in the visual details of the text. (b) Moving and reading depend on non-visual information" (Smith, 1994, p. 14). To help students effectively develop reading comprehension, teachers should consider four key points: It provides an opportunity for students to discuss their reading responses with teachers and each other" (Fielding & Pearson, 1994, p. 10). (c) Constructing meaning from text provides reading comprehension (Goodman et al., 1996). Meaning is based on information tied to the reader's

reading goals and combined with existing knowledge and linguistic schemas. This schema is used for language generation and understanding (Goodman, 2003; Weaver, 1988).

2.2.2   Concept of Reading Comprehension

Reading comprehension is an activity aimed at understanding the ideas or concepts expressed in a written text. According to Tarigan (2008), reading comprehension is an activity that seeks to comprehend the reading material. Comprehending a reading means carefully examining the material to assess the situation, value, function, and effects of the reading. Reading comprehension is a process of reading with the purpose of building understanding (Tarchi, 2017). This means that reading comprehension is an activity in which the reader can comprehend the purpose of each word and sentence.

Nuttal (1982) identifies five key elements of reading comprehension that students should grasp in order to fully understand a text. These include identifying the main idea, finding references, making inferences, extracting detailed information, and comprehending vocabulary. These elements are considered challenges that students often face when trying to comprehend a text.

1. Determining main idea

   The main idea is a declaration that conveys the author's perspective on the subject. According to Longan (2002) knowing the primary idea of a paragraph or short section is crucial to understanding it. Typically, the main idea is situated within a sentence, often as the opening sentence, although it

can also appear in the middle or at the end of the paragraph (Vener, 2002). This variability in placement can pose a challenge for students in pinpointing the main idea of a passage and determining its location, leading to potential confusion.

2. Locating reference

Reference pertains to the antecedent of a pronoun, where the antecedent is the word or phrase that the pronoun refers to (Sharpe, 2005). When identifying reference, students are required to comprehend the specific role of pronouns in sentences, including how pronouns are employed to represent people, places, or situations.

3. Understanding vocabulary

Students enhance their vocabulary as they engage in reading passages, which involves activities such as discovering the meanings of new words through dictionary references and making educated guesses about meanings based on the surrounding context. The context aids students in forming broad predictions about word meanings, as stated by Sharpe (2005). This suggests that making predictions based on context can facilitate students in comprehending the meaning of a passage without the need to interrupt their reading to search for the definition of every unfamiliar word in a dictionary. In reality, one of the challenges readers encounter in comprehending written material is their limited vocabulary.

4. Making inference

In making of inference, it is anticipated that students possess the ability to fully understand the text in order to derive the logical conclusions from the

statements within it. As noted by Kopitski (2007), readers are required to develop the skill of integrating textual clues with their existing background knowledge to draw inferences. This implies that the textual cues will aid students in forming assumptions and arriving at conclusions, thereby enabling them to effectively respond to questions. These questions are typically presented in one of the following formats:

"From the passage, it is possible to deduce that...",

"It can be derived from the passage...",

"What is the intended meaning of the statement mentioned above?".

Consequently, students may encounter challenges in discerning the text's conclusion when the meaning of the statement is not explicitly expressed within the text.

5. Detail information

The final category of questions frequently encountered in reading tests is the detail question or information-seeking question. This type of question is employed to assess students' proficiency in comprehending information explicitly presented in the text. Examples of detail questions adhere to the following patterns:

1. "As per the passage, which individuals engaged in the conversation in the forest?"

2. "All of the following are correct except for..."

3. "A person, date, or place is..."

These questions are designed to evaluate a student's grasp of specific details within the text.

Drawing from the given explanation, the researcher concludes that reading comprehension goes beyond mere comprehension of the text's ideas. It entails students' ability to comprehend written symbols, as well as their engagement with cognitive skills and knowledge of the world. In other words, successful reading comprehension involves not only grasping the content of the text but also utilizing cognitive abilities and possessing a broad range of knowledge to foster understanding.

2.2.3 Concept of Teaching Reading

The concept of teaching reading encompasses diverse methods and techniques aimed at cultivating students' reading abilities and nurturing a genuine interest in reading. Furthermore, according to Mahon in Mickulecky (1990:31), it is emphasized that teachers play a pivotal role in a reading class, as their attitude significantly impacts both students and their academic achievements.

Educators play a crucial role in introducing students to various reading strategies, such as phonics, sight word recognition, and comprehension skills. In the realm of instructing reading, educators are tasked with assuming several distinct roles throughout the educational process, as expounded upon by Brown (2001: 167). These roles encompass that of a resource provider, a facilitator, a manager, a director, and a collector of information.

The concept of teaching reading acknowledges the significance of developing both reading skills and a genuine interest in reading. It encourages a comprehensive approach that combines skill-building with a genuine enthusiasm for reading. By implementing effective instructional practices and

establishing a supportive reading atmosphere, teachers empower students to become confident, lifelong readers who find joy and meaning in written texts.

2.2.4 Concept of Descriptive Text

According to Anderson (2003:26), descriptive text describes a particular person, place, or thing. In accordance with Husna (2013), a descriptive text involves the author's effort to vividly portray the subject being described. Another analogous explanation is provided by Widiati et al. (2014), where define a descriptive essay as a written composition that illustrates a particular object. This means that descriptive text is specifically designed for a person, place, or thing. They also provided a descriptive text to convey the subject, describing its features without including personal opinions.

In essence, descriptive text serves to funnel explicit and necessary information about a person, object, or place. Moreover, it is essential to employ the appropriate generic structure and language features.

1) **Generic Structure of Descriptive Texts**

   According to Bamanti and Oktaviani (2011:50), the generic structure of the descriptive text is divided into two parts, there are:

   a) Identification It is a generic part of a paragraph that introduces or identifies the character.

   b) Description It is part of a paragraph that describes the character.

2) Language Features of Descriptive Texts

There are five language features of descriptive text according to Gerot and Wignel, they are:

a) Focus on specific participants

This implies that descriptive text should concentrate on depicting a present subject or participant, like "My Parents," "My Cat," "My favorite food", and similar subjects. This approach is recommended to ensure the text is straightforward to understand and allows the reader to concentrate on a single subject without distractions.

b) Simple present tense

For example: Indonesia is one of the countries that has many cultures, island, and others.

c) The use of noun phrase

This signifies that when illustrating the attributes of the subject or object, the writer should structure noun phrases in the present tense, as seen in the sentence "My daughter has beautiful hair." As observed in the earlier example, "beautiful" serves as an adjective, while "hair" functions as a noun, and when a noun is accompanied by an adjective, it constitutes an adjective phrase.

d) The use of auxiliary verb

It involves the utilization of possession-related terms such as "has" or "have." Each subject aligns with distinct possession

attributes; "has" corresponds to "she," "he," and "it," whereas "have" pertains to "I," "you," "they," and "we." For instance, consider the sentence: "Karina has a beautiful flower."

e) The use of linking verb

This entails the utilization of the verbs "to be" (such as "is," "am," and "are") in constructing nominal sentences. These verbs serve to establish a link between the subject and the complement. For instance, in the sentence: "She is my best friend," the verb "is" connected "She" with "my best friend."

Based from the aforementioned explanation, it can be inferred that descriptive text in volves the depiction of a specific object. By understanding the social function of the text, its generic structure, and the key grammatical features, students can readily obtain information from descriptive texts. These elements provide a framework for comprehending and analyse descriptive texts effectively.

3) Example of Descriptive Text

Here is the example of descriptive text:

- **Identification**

I have a pair of birds named Yin and Yang. The Two birds are included in the type of lovebird. I took care of these two birds because I like the colour of both, it is very beautiful. The sound of both birds were also very beautiful to listen to.

- **Description**

This bird is very suitable to be used as a pet. This is because lovebirds have beauty, liveliness, and a good voice. The size of this bird is also quite small when put in a cage. This bird usually has a combination of three colours or two colours. My lovebird has a dominant green colour and a red and yellow head. As for the other one, it has blue as it is dominant colour and the head has white.

Yin and Yang have the same size which is about 15cm. I put the 2 birds in one cage and they seem to get along very well. In the morning the two birds are often chirping so it is very comfortable to listen to. I fed them with grains I bought at the pet store. I also provide a place for water as drinking water. My lovebird has a habit of flying here and there in the morning so it looks very active and agile.

From the explanation, the researcher conclude that descriptive text is a type of English writing that tries to characterize the traits of person, object, or place. The decision to focus on descriptive text is motivated by the initial research findings indicating that students' reading scores in this particular text type are relatively low.

2.2.5 Concept of Reading Comprehension of Descriptive Text

Reading can be considered true reading only when it involves comprehension, as comprehension forms the heart of the reading process. This viewpoint is backed by Nunan (2003), who emphasized that reading should primarily aim to achieve understanding. Additionally, according to Woolley (2011), reading

comprehension is the act of extracting meaning from written content. Reading comprehension serves as the means through which individuals access information, ideas, or the author's expressions as presented in the text.

In accordance with Husna (2013), a descriptive text involves the author's effort to vividly portray the subject being described. Descriptive text refers to a form of communication authors or speakers use to depict specific objects, individuals, animals, locations, or events to the audience. This means that when an author writes a descriptive article, they provide a detailed portrayal of a particular subject, whether a person, animal, or place.

Engaging with descriptive texts can enhance students' reading comprehension skills. By reading such texts, students can enhance their ability to grasp and interpret information related to identification and description.

2.2.6 Concept of Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an approach to second or foreign language teaching that was first implemented in 1987 in the Bangalore Project, India by Prabu. Task-based language teaching is Pedagogical approaches require learners to perform tasks in an interactive, authentic environment using a communicative target language (Murad, 2009). Task activities should be related to your daily work. The tasks focus on a process-oriented approach to teaching in real-life situations where communicative competence is the main goal of language teaching.

But in this case, "communication ability" refers to the capacity to acquire the necessary skills to respond to Kokka's style of thinking and accomplish

communication objectives rather than the capacity to use language correctly and responsibly as a native speaker. (Kokka, 2007). However, during the learning process, TBLT aims to help learners acquire new language skills and expand their existing knowledge. So, from this point on, it can say that TBLT contains both tasks that provide input and tasks that request output. Start by building your target language skills with simple input-based tasks. Therefore, the TBLT function focuses on meaningful learning, engagement in real-world language-use processes, and engagement in cognitive processes (Ellis, 2003). Willis (2007) emphasized that form should be secondary to meaning in TBLT and therefore focus on form after, not before or during the task.

2.2.7 Procedure of Task-Based Language Teaching (TBLT)

Although the phases of TBLT have different stage names depending on the researcher's framework, the main actions and goals of these phases are largely the same. Due to the array of resources, the individual needs, interests, and learning levels of students, as well as the specific skills and training of teachers, each teacher's classroom methods can vary. According to Izadpanah (2010), instructors are advised to structure their teaching around three phases: the pre-task phase, the task cycle, and the language emphasis. It takes a creative individual to effectively plan, execute, and evaluate students' work on language projects.

1. **Pre-task**

   The pre-assignment phase serves as an introduction to the topics and assignments taught in class. It can be considered a warm-up activity to start

the lesson interestingly. Here students are allowed to recall what they know about the subject and understand what is expected of them at this stage (Abraham, 2015). The purpose of this stage is to prepare the student to perform the task in a way that enhances language acquisition. Teachers at this stage can help student's complete tasks similar to those they perform during the Assignment stage. In addition, students should be encouraged to design activities and strategic plans for the implementation of major tasks to prepare them for future task implementation (Izadpanah, 2010).

In addition, most of the time you will be managing the schedule of class activities, deciding how much time to spend on each item on the agenda, how long a particular discussion with the class as a whole will last, and how much time to spend on it. is a teacher. performance of a specific task. The teacher also decides to what extent semantic and formal orientations are balanced and which particular forms are emphasized, practiced, or addressed explicitly (Breen, 1989).

Long (2015) states that in a task-based approach, teachers are guided first by an analysis of students' learning needs in the second language, rather than the curriculum, before selecting content and setting the focus of the actual session. argued that it should center your content around the actual lesson.

2. **During Task**

The next phase is called the during-task phase, in which the teacher takes an active role. This phase brings the task to life. This can be divided into three parts, starting with the task itself, its planning, and finally the reporting

phase. At this stage, the planning of work as work (Breen, 1989) is transformed into work in action and work in interaction. Van den Branden (2009) emphasized that tasks at this stage do not necessarily determine to learn. TBLT learning is determined by the intensity and quality of effort students put into reading, writing, speaking, listening, and coping with the demands of the situations they face. The mental activity and verbal interactions that students engage in as they complete tasks also play a role in this regard. At this stage, teachers play an important role.

Teachers continue to be important interaction partners in task-based language teaching, taking on the role of motivators, and organizers (informing students of what is expected of them and organizing various aspects of task completion), Finally, it also plays a role in the game. Interlocutors and supporters who can support language learning in different ways according to different student needs (Van den Branden, 2016, pp. 168-169). At this stage, the teacher needs to formulate various questions, cues and prompts to elicit the learner's output. Feedback on student written and oral performance is also an important aspect of this phase. Feedback may be provided in a variety of forms, including explicit corrections, restatements, requests for confirmation and clarification, metalinguistic comments, extensions, and details focused on the student's form of semantically oriented work.

3. **Post a task**

This is the final stage and allows us to explore some specific features that naturally occur in the language used during the task cycle. After completing an assignment, teachers use the post-assignment phase to review student performance and focus on forms that promote learner language accuracy and complexity. At this stage, teachers are expected to assess student task performance and language development through formal standardized tests or tests included in the curriculum.

However, teachers may also create the test themselves after a task-based language lesson or by observing and evaluating student performance on the task during the lesson, based on previously given assessments and feedback. Here, the teacher evaluates and evaluates whether the student has performed the task well, rather than focusing on a specific form of language to provide feedback to the learner to facilitate language improvement. It is expected to use meaningful tasks for learning (Long, 2015). Also, since rules are often harder to learn than they are to memorize in a short amount of time, repeating tasks helps shift focus to form.

Language teachers and learners feel, act, and interact differently on different days. The languages and tasks they work on vary, making each lesson unique. Global regulations and bans are therefore unjust and doomed to failure. Teachers plan lessons but have to react differently in real time to situations that arise (Long, 2015, p. 326).

2.2.8 Advantages of Task-Based Language Teaching (TBLT)

According to (Hima, et al. 2021), there are five advantages of Task-Based Language Teaching.

1. **TBLT was perceived as a 'right' teaching method or approach**

   Teachers viewed TBLT as a superior "right" way of teaching compared to the current way of teaching English to students. They defined it as "right" because this method or approach provided students with better learning opportunities. It is hypothesized that TBLT can engage students in meaning-based activities in which feedback can be solicited not only from teachers but also from classmates. Additionally, students were able to spend more time using the language while completing the task.

2. **TBLT actively engaged students in learning English**

   The nature of the tasks and the design of the task sequences encouraged students to actively participate in the teaching and learning process. Given the way the tasks and task sequences were developed together, the teachers felt that they were rigorously designed and developed in the sense of involving students in a way that they would learn more. At, teachers were convinced that TBLT would be effective in engaging students even before the implementation phase began. Additionally, after the implementation phase, teachers recognized the ability of assignments and assignment sequences to promote engaging teaching that students are active learners, as they are required to complete assignments.

3. **TBLT was deemed relevant to the current curriculum in Indonesia**

Teachers assumed that the key features and concepts of the TBLT were consistent with those of the 2013 curriculum. The 2013 Curriculum was Indonesia's national curriculum for primary and secondary education. The curriculum emphasizes learner outcomes, learner-centred learning, and systematic planning of learners embedded in the concept of the "scientific method". In this regard, the teacher suggests that six characteristics of the task, including task planning, focus on meaning, real-world processes, four language skills, cognitive processes, and communicative outcomes, form the concept of the "scientific method".

4. **TBLT could increase students' motivation in learning English**

Teachers' opinions on student motivation that TBLT likely facilitated were based primarily on students' opinions during and after the implementation phase. Teachers realized that TBLT can increase student motivation through student enthusiasm in the classroom. They found that the students were enthusiastic about participating in the classes and having fun. Motivation and joy may not be sufficient to infer the dynamic nature of motivation, but both served as positive signs of student motivation. Reported positive attitudes of students. The students themselves told their teachers that they found the English class more interesting and interesting than their previous classes.

5. **TBLT's scaffolding helps students to "use" the language and "accomplish" the tasks**

Task sequence design was known to have a scaffolding aspect to help students complete their goal tasks. Teachers were well aware of how the concept of scaffolding is used when designing task sequences. The scaffolding's main goal was to give people the knowledge they need to get ready and be ready to finish the job sequence. In this instance, teacher thought that one of the primary causes of TBLT's ability to improve learning value was the scaffolding component. Additionally, it was discovered that the TBLT skeleton design was extremely challenging because the skeleton's shape could not be determined using explicit shape theory.

2.2.9 Characteristics of Task-Based Language Teaching (TBLT)

While advocates of task-based language teaching differ on the core principles of TBLT, Swan (2005) emphasizes general agreement among them on the following characteristics:

1. Guided language learning primarily involves the use of natural or naturalistic language, and the activity is related to meaning rather than language.

2. Education should promote learner-centred rather than teacher-centred.

3. Engagement is essential to facilitate the internalization of formal language elements while maintaining the benefits of natural approaches, as fully realistic learning does not usually lead to intentional accuracy.

4. This is best achieved by providing opportunities to focus on forms that draw the student's attention to language elements that happen to occur in lessons focused on meaning and communication.

5. The communication task is a particularly suitable tool for such an approach.

6. It may be beneficial to have a more formal language study before and after the assignment. This can contribute to internalization by encouraging or maximizing familiarity with formal functions during communication.

7. Traditional approaches are counterproductive and inadequate, especially when they require passive formal guidance and practice disconnected from communication work.

2.2.10 Concept of Teaching Using Task-Based Language Teaching

In this research, the researcher offers an alternative, teaching reading through task-based language teaching. TBLT is built around communicative and interactive tasks that necessitate genuine students' engagement and communication (Dewi, et al. 2023). TBLT is a dynamic and innovative approach to language instruction. At it is core, TBLT emphasize real-word communication and practical language use. Rather than relying solely on traditional grammar focused lessons, TBLT immerses learners is tasks or activities that mirror authentic situations. These tasks could involve problem-solving, role-playing, or competing projects in the target language. By engaging students in purposeful lessons, TBLT encourages autonomy, creativity, and critical thinking while promoting language acquisition as a natural outcome of meaningful interaction. This approach resonates with modern pedagogical

principles and empowers students to become a proficient confident language user.

2.3 Theoretical Hypothesis

Two kinds of hypotheses can be estimated here, those are:

Ha: There is a significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.

H0: There is no significant improvement in reading comprehension of Tenth Grade Students at MAN 1 Lampung Tengah after being taught through Task-Based Language Teaching.