

**TASK-BASED LEARNING TO DEVELOP READING COMPREHENSION**

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**ANNOTATION**

The article defines the usage of task based learning and its role in teaching reading skills. The present study focused on improving reading comprehension ability through TBL. The study involves a number of researchers works .

Key words: task based learning, pre test-post test, dependent variables, intrinsic motivation, independent variables

Reading is considered to be an important language skill because it promotes the process of language acquisition and helps students to read different material for a variety of purposes. Through reading, learners can satisfy their academic and intellectual life. They can obtain information and knowledge to meet their needs of learning, researching, entertaining and so on. It is vital for students in any foreign or second language learning program to master reading comprehension accordingly. Developing communicative competence for students is one of the most essential target in building and implementing foreign language teaching. Teaching reading aims to develop essential reading skills, strategies and achieve linguistic knowledge. So task-based learning can motivate students since it provides them with a number of opportunities to use language without worrying failures in accuracy. The relation between the use of TBL and students' learning motivation and reading understanding has been explored in a number of studies conducted by researchers, for instance: Ruso,2007; Lau,2009, Chooma,2013; Poorahmadi,2012. Most of the studies indicate that the use of TBL motivated students to learn and enhanced their reading comprehension.

One of the studies was an experimental research using a pre test-post test with control group design, which was a common educational innovations. Students from two intact classes were in the experimental group or the control group. Dependent variables included student's intrinsic motivation in learning reading comprehension and their reading understanding. The independent variable was the use of TBL in reading lessons. A questionnaire and reading comprehension tests were used to collect the quantitative data about the students' intrinsic motivation and reading comprehension before and after the experiment. Additionally, interviews were used to collect the qualitative data about the student's attitude towards the use of TBL. The results from the questionnaires provided support for the confirmation that TBL had positive impact on enhancing students' motivation in learning reading comprehension. This result is in line with the findings of TBL in motivating student to learn or acquire the language. For example, Lau 2009 observed that relevant tasks could arouse student's interest since they promoted a lively learning environment where students were offered opportunities for participating in cooperative activities and exerting their various abilities. Similarly, Ruso,2007 found out that TBL provided students with opportunities for the target language receptivity in the language lessons, hence effectively motivated them to learn. In Asian EFL teaching contexts, Poorahmadi 2012, revealed that TBL could enhance EFL students' motivation in reading comprehension because it not only created a cooperative learning environment but also involved students in developing the language communicatively cognitively.

In current study, the most reasonable explanation for the increase of students' motivation was that TBL promoted active and cooperative language learning environment. In task-based activities, students were encouraged to accomplish tasks which appeared interesting and challenging enough to motivate them to take

risk, make efforts and take more responsibility for their own learning. In addition, it was observed that students were more likely to engage in activities in which they had chance to share their ideas, knowledge, and feelings. Appropriate pair work and group work in reading task-based activities could satisfy students' needs in social interaction. In other words, cooperative works promoted through the activities might provide them with feelings of relatedness; hence motivated them to take part in the learning process. In addition, students could intrinsically be motivated to take part in task-based activities because the activities might satisfy their psychological need. Furthermore, TBL appeared ideal to motivate students to learn because it promoted meaningful learning and authentic interaction. TBL was a holistic approach where meaning is central and where opportunities for language use abound (Stark, 2005, pp.4-5). It was observed that students used the language for variety of purposes while conducting tasks. They were encouraged to use the language to explore the tasks without being so obsessed with given language forms. They could use different structures, select vocabularies, and even employ learning and communication strategies to accomplish the tasks exploration. Skehan (1998) supported that meaningful and learner-centered learning was the most crucial characteristic of a pedagogical task. It played a significant role to encourage students' participation and creation; hence increased their motivation to learn. TBL has always aimed to promote an effective cooperative language learning environment where the language could be exposed meaningfully and naturally. In TBL, students were provided with a large number of opportunities for acquiring the language through conducting various tasks. It was observed that the tasks could arouse students' interest and motivated them to get more involvement in the reading comprehension process. At the early stage of reading lessons, task outcomes were established to build learning needs to be satisfied. To accomplish the tasks and achieve the outcomes, they made efforts to comprehend the text through using reading strategies. Consequently, the more students paid attention to the learning process, the better they performed the language and the more they obtained learning achievement. It was pointed out that learning motivation or involvement and positive attitudes could result in better language performance and achievement (Tremblay & Gardner, 1995). In this research, relevant tasks that promoted effective learning environment and that motivated students to learn were very likely to be determinant of participants' success in reading comprehension.

Task-based learning showed to be an innovative method in terms of motivating EFL students to learn reading comprehension. Through task-based activities, a comfortable, independent, and cooperative learning environment could be created and students' reading comprehension could be achieved. In addition to TBL was potentially beneficial in terms of enhancing students' reading comprehension because of its facilitating role in foreign language learning, especially in foreign language reading comprehension.

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