

CHAPTER V

CLOSURE

A. Conclusion

This study concludes that Task-Based Language Teaching (TBLT) provided meaningful learning experiences for students in developing their reading skills, particularly for learners with basic English proficiency. In relation to the first research question, the findings indicate that students experienced increased engagement, participation, and motivation when reading activities were conducted through task-based learning. The use of meaningful tasks enabled students to interact actively with texts and perceive reading as a purposeful activity rather than a passive exercise.

Regarding the second research question, the study found that students encountered several difficulties during the implementation of TBLT, especially limited vocabulary knowledge, difficulty understanding long reading texts, and dependence on teacher guidance. These challenges affected students' confidence and reading comprehension. However, the difficulties did not hinder learning entirely, as students were still able to complete tasks when appropriate support and task adjustments were provided.

In response to the third research question, the findings reveal that the teacher played a crucial role in adapting TBLT to students' needs. The teacher applied various adaptation strategies, including simplifying reading texts, providing scaffolding through vocabulary pre-teaching, clarifying task instructions, and offering feedback

after task completion. These strategies helped students gradually internalize language knowledge, improve comprehension, and build confidence in completing reading tasks.

Overall, this study conceptually affirms that the effectiveness of TBLT in teaching reading skills depends not only on the method itself but also on the teacher's ability to adapt tasks and materials to learners' proficiency levels. When supported by appropriate scaffolding and contextualized tasks, TBLT can function as an effective approach for improving reading comprehension, engagement, and learner confidence among basic-level EFL students.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers:

For English Teachers :

Teachers are encouraged to adapt reading materials to match students' proficiency levels. Using shorter and more accessible texts can help maintain students' motivation and comprehension. Teachers should also apply scaffolding techniques, such as pre-teaching vocabulary and guiding comprehension tasks, to support students' gradual progress. Reflection and adaptation should be an ongoing part of teaching practice to ensure the effectiveness of TBLT implementation.

For Students :

Students should take an active role in their learning by engaging in reading tasks with curiosity and persistence. They are encouraged to build vocabulary independently, collaborate with peers, and practice reading regularly to improve comprehension. Developing self-awareness about their own learning challenges can help them become more autonomous and confident readers.

For Future Researchers :

Future studies could involve a larger number of participants or examine different language skills using TBLT. Researchers might also explore the long-term impact of TBLT on learners' reading autonomy or compare the effects of various task types. Further research in different educational settings will help broaden understanding of how TBLT can be effectively adapted for diverse learner needs.