Task-Based Development of Interpretative Reading Materials in an English Language Education Context

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Abstract

Interpretative reading ability is a crucial skill in English language education, as it requires students not only to comprehend literal meanings but also to critically interpret and evaluate information. However, instructional practices in higher education remain dominated by conventional, decontextualized teaching materials, which insufficiently support the development of higher-order thinking skills. This study aimed to (1) identify students' needs regarding interpretative reading materials and (2) design and develop task-based instructional materials to enhance interpretative reading ability. The study employed a Research and Development (R&D) method using the Borg & Gall model, encompassing needs analysis, design, development, expert validation, revision, and limited field testing. Data were collected through needs questionnaires, interviews, and expert judgments, and were analyzed using descriptive qualitative and quantitative techniques. The findings indicate that students require more contextualized and interactive interpretative reading materials equipped with explicit strategies to help them overcome difficulties in understanding implicit meanings, making inferences, and analyzing text structure. Questionnaire data reveal that most students need a variety of authentic tasks, step-by-step reading guidance, task completion models, and collaborative activities to enhance engagement and interpretative comprehension. Based on these findings, task-based materials were successfully designed by integrating pre-task, task-cycle, and post-task stages, complemented by interpretative strategy exercises, analytical tasks, group collaboration, and formative evaluation in each unit. This design is considered responsive to students' needs and has the potential to effectively improve interpretative reading ability in English language learning contexts at the tertiary level.

Keywords: task-based instructional materials; interpretative reading; materials development; students' needs; English language education

INTRODUCTION

Interpretative reading instruction is one of the essential skills in twenty-first-century academic literacy, as it requires students not only to comprehend literal meaning but also to interpret, evaluate, and critically connect information (Grabe & Stoller, 2020). Previous studies have shown that EFL students frequently encounter difficulties in identifying implicit meanings, recognizing relationships among ideas, and interpreting authors' intentions in academic texts (Nuttall, 2016; Anderson, 2019). These challenges are further intensified by the fact that most instructional materials still emphasize literal comprehension and do not systematically train interpretative abilities through authentic, learner-centered tasks (Richards, 2015).

In Indonesia, the need for communicative English language learning oriented toward higher-order thinking skills (HOTS) has become increasingly prominent in line with national curriculum reforms and the demands of the global workforce (Widodo, 2018). Nevertheless,

several studies reveal that reading instruction at the tertiary level remains largely text-based and teacher-centered, resulting in limited opportunities for students to independently practice interpretative strategies (Sukardi & Yuliana, 2020). In addition, available instructional materials are generally not the result of locally grounded development, making them less relevant to the needs of Indonesian EFL learners (Tomlinson, 2017).

A similar situation is observed in Makassar, particularly in the English Language Education Study Program, where interpretative reading instruction remains dominated by generic reading sources drawn from foreign textbooks that are not always aligned with students' linguistic and academic backgrounds. This pattern reflects a broader national trend in EFL reading pedagogy, in which foreign-authored materials often fail to account for local schemata and learner context (Susanah, 2025). Classroom observations and preliminary findings indicate that students frequently struggle to construct inferential meaning, connect ideas across paragraphs, and critically evaluate authors' arguments—challenges that have been linked to limited exposure to higher-order cognitive reading tasks (Trisnayanti & Agustini, 2020; Ramadhani & Salija, 2023)

Moreover, task-based and locally contextualized interpretative reading materials such as those systematically developed according to students' needs and disciplinary focus remain underdeveloped. Recent research in Makassar and other Indonesian contexts has shown that contextualized, task-based reading materials (e.g., theme-based instruction or cultural-based narrative texts) significantly enhance comprehension and metacognitive engagement (Said & Sihes, 2018; Pammu & Sahraeny, 2022). However, such tailored interpretative reading materials are not yet available in the English Language Education Study Program at Universitas Negeri Makassar, leaving instructors reliant on imported texts that do not always cultivate inferential and critical comprehension skills aligned with local academic and linguistic realities.

Based on these conditions, there is a clear gap between the interpretative reading competencies required in academic contexts and the instructional materials currently available to students. Previous research has also emphasized the importance of developing local, task-based instructional materials grounded in Task-Based Language Teaching (TBLT) to enhance EFL learners' engagement, autonomy, and interpretative abilities (Ellis, 2017; Willis & Willis, 2020). However, to date, no study has specifically examined the development of task-based interpretative reading materials for the English Language Education Study Program in Makassar. On the basis of this gap, the present study was formulated to address the following research questions:

(1) What are students' needs regarding interpretative reading instructional materials in the English Language Education Study Program?

(2) How can task-based interpretative reading instructional materials be designed and developed to meet these needs?

Interpretative Reading in EFL Contexts

Interpretative reading is a higher-level comprehension process that requires readers to uncover implicit meanings, make inferences, and critically evaluate authors' messages. In the context of English as a Foreign Language (EFL) learning, this ability is particularly important as it is closely associated with academic literacy and higher-order thinking skills (Grabe & Stoller, 2020). According to Nuttall (2016), interpretative readers must be able to connect textual information with their background knowledge in order to generate meaningful interpretations. Anderson (2019) further emphasizes that interpretative comprehension involves active interaction between the reader and the text through analytical, evaluative, and reflective processes. Therefore, interpretative reading is a multidimensional skill that requires explicit strategy instruction and the use of appropriate materials to support its development.

Challenges Faced by EFL Learners in Reading Interpretation

Numerous studies have reported that EFL students frequently experience difficulties in understanding implicit meanings, identifying relationships among ideas, and critically evaluating authors' arguments. These difficulties arise from limited academic vocabulary, insufficient inferential strategies, and the use of instructional materials that predominantly emphasize literal comprehension (Richards, 2015). In many higher education institutions, reading instruction remains oriented toward textbook-driven teaching, which renders students more passive and less trained in performing interpretative analysis (Nuttall, 2016). Furthermore, most instructional materials are generic in nature and do not align with local learning contexts, thereby reducing students' engagement and motivation (Tomlinson, 2017). This condition highlights the need for pedagogical intervention through the development of more contextualized, strategic, and needs-based materials.

Materials Development for Reading Instruction

Instructional materials development plays a significant role in shaping the quality of English language learning. Tomlinson (2017) argues that effective materials must be relevant to learners' social, cultural, and academic contexts in order to maximize engagement and learning effectiveness. In reading instruction, materials designed with careful consideration of text difficulty, reading strategies, and meaningful activities can enhance students' interpretative abilities. Widodo (2018) demonstrates that instructional materials developed based on learners' needs are more effective in improving academic literacy than generic materials. Therefore, a systematic and research-based approach to materials development is essential to address the challenges of interpretative reading instruction in Indonesia.

Task-Based Language Teaching (TBLT) for Reading Development

Task-Based Language Teaching (TBLT) is an instructional approach that places communicative tasks and authentic activities at the core of the learning process. According to Ellis (2017), TBLT can enhance learners' autonomy and critical thinking skills through the completion of tasks that simulate real-world situations. The application of TBLT in reading instruction has been shown to support the development of interpretative abilities through the pre-task, task-cycle, and post-task stages, which enable students to build predictions, analyze information, engage in collaborative discussions, and reflect on their comprehension (Willis & Willis, 2020). In EFL contexts, text-based tasks such as inferencing tasks, critical reading tasks, and text-structure analysis tasks can progressively strengthen interpretative comprehension. Despite this potential, few studies have systematically integrated TBLT into the development of interpretative reading materials, particularly in Indonesian higher education contexts. Beyond the theoretical support provided by Ellis (2017) and Willis & Willis (2020), the effectiveness of task-based approaches in enhancing reading ability has also been demonstrated in local Indonesian research. Yunus (2019), in a study involving students of the English Language Education Study Program at Universitas Muslim Indonesia, found that the implementation of task-based reading significantly improved students' reading fluency compared to conventional methods. This finding reinforces the view that integrating authentic, collaborative, and meaning-oriented tasks can be an effective strategy in university-level reading instruction. Accordingly, Yunus (2019) provides relevant empirical support for the development of task-based interpretative reading materials, particularly within EFL higher education contexts.

Needs Analysis and the Indonesian EFL Higher Education Context

English language learning in Indonesia is currently shifting toward a more communicative paradigm that emphasizes higher-order thinking skills, in line with national curriculum demands and academic requirements (Widodo, 2018). However, research indicates that reading instruction in higher education is still dominated by traditional methods and offers limited opportunities for students to independently apply interpretative strategies (Sukardi & Yuliana, 2020). In Makassar, particularly in the English Language Education Study Program, instructional materials continue to rely heavily on foreign textbooks without sufficient adaptation to local contexts. This situation creates a mismatch between students' needs and available materials, which in turn affects students' ability to critically analyze texts. Needs analysis therefore becomes a crucial step in designing relevant and targeted instructional materials, as emphasized by Richards (2015) as the foundational stage of TBLT-based materials development.

Research Gap

Although numerous studies have explored reading materials development and the application of Task-Based Language Teaching (TBLT) in English language learning, a substantial gap remains in research focusing on the development of task-based interpretative reading materials specifically designed for the Indonesian local context. Previous works have demonstrated that task-based designs enhance learner motivation and comprehension when integrated into EFL instruction (Wanci & Sujariati, 2021) and that theme- or culture-based adaptations can significantly improve reading engagement and contextual understanding (Said & Sihes, 2018). However, no study to date has developed task-based interpretative reading materials tailored for students in the English Language Education Study Program in Makassar, despite evidence of persistent gaps in inferential and evaluative reading competence (Ramadhani & Salija, 2023).

Given Indonesia's shift toward communicative and higher-order literacy outcomes under the national curriculum, the demand for contextualized, interactive materials that can scaffold students' interpretative reading abilities is increasingly urgent. This gap underpins the present study, which seeks to identify students' needs and develop a prototype of task-based interpretative reading materials that align with the learning characteristics and disciplinary demands of higher education EFL programs in Makassar.

METHOD

This study employed a Research and Development (R&D) method by adapting the Borg & Gall (2003) development model, which has been widely used in language instructional materials development. This model was selected because it provides a systematic framework ranging from needs analysis to product testing. The research procedures were simplified into six main stages: (1) needs analysis, (2) product design, (3) development of the initial draft, (4) expert validation, (5) product revision, and (6) limited field testing.

1. Needs Analysis

This stage aimed to identify students' needs related to interpretative reading instructional materials. The needs analysis was conducted through the following procedures:

a. Needs questionnaires administered to 28 students of the English Language Education Study Program to identify reading difficulties, material preferences, and the need for interpretative reading strategies.

b. Interviews with Reading course lecturers to obtain insights into common learning obstacles and weaknesses of previously used instructional materials.

c. Classroom observations to examine actual instructional practices, interaction patterns, and students' levels of interpretative reading ability.

The data were analyzed using descriptive quantitative techniques for the questionnaire data and descriptive qualitative analysis for the observation and interview data. The results of this stage served as the foundation for designing the instructional materials.

2. Product Design

Based on the results of the needs analysis, the researcher designed the structure of task-based instructional materials by referring to the principles of Task-Based Language Teaching (TBLT) (Ellis, 2017; Willis & Willis, 2020). Each instructional unit was organized into three main stages:

a. Pre-task, which involved schema activation, introduction of key vocabulary, and contextual orientation;
b. Task-cycle, consisting of core interpretative tasks such as text analysis, inference of implicit meaning, identification of the author's perspective, and collaborative discussion;
c. Post-task, which included reflection, formative evaluation, and follow-up tasks to reinforce interpretative comprehension.

The design also incorporated assessment rubrics, task completion models, and explicit reading strategy guidelines.

3. Development of the Initial Product Draft

The initial draft of the instructional materials was developed to include:

a. Academic and non-academic texts relevant to students' learning contexts;
b. Authentic tasks requiring reasoning and analytical thinking;
c. Interpretative exercises with graduated levels of difficulty;
d. Step-by-step guidance for inferential and evaluative reading.

At this stage, the instructional materials were formatted into a structured module consisting of four to six instructional units.

4. Expert Validation

The product was evaluated through expert validation involving:

a. A content expert (reading comprehension specialist),
b. A language teaching methodology expert, and
c. An instructional materials design expert.

Each expert assessed the product in terms of content appropriateness, language quality, alignment with task-based instructional principles, suitability of difficulty level, and material readability. The evaluation employed a 1–4 Likert scale and was supplemented with qualitative comments.

5. Product Revision

The results of expert validation were used as the basis for revising the product. Revisions focused on:

a. Strengthening task instructions;
b. Simplifying certain texts to better match students' proficiency levels;
c. Adding examples of inferential and text evaluation strategies;
d. Refining grammatical accuracy and visual presentation.

These revisions resulted in the final version of the product for field testing.

6. Limited Field Testing

Limited field testing was conducted with 15 students who were different from those involved in the initial needs analysis. This stage aimed to evaluate:

a. The clarity and comprehensibility of task instructions;
b. The level of student engagement;
c. The functionality of the TBLT stages in enhancing interpretative comprehension;
d. Students' responses to the design and content of the instructional materials.

Data were collected through observation sheets, student response questionnaires, and short interviews. The results were analyzed descriptively to determine the feasibility of the developed instructional materials.

FINDINGS AND DISCUSSION
Findings

This section presents the in-depth account of the research findings derived from the needs analysis, product design and development, expert validation, and limited field testing stages. The findings are organized into thematic sub-sections to provide a clear and systematic representation of how the task-based interpretative reading materials were developed and evaluated, as well as how they addressed students' learning needs in the English Language Education context.

1. Students' Difficulties in Interpretative Reading

The findings from the needs analysis indicate that interpretative reading remains a major challenge for most students in the English Language Education Study Program. Students reported persistent difficulties in moving beyond literal comprehension toward deeper levels of meaning construction. In particular, many students struggled to interpret implicit meanings, identify relationships among ideas across paragraphs, and draw logical conclusions from texts. These difficulties were evident in both academic texts, such as journal articles and essays, and non-academic texts, including opinion pieces and informational texts.

Classroom observations further revealed that students tended to rely heavily on surface-level reading strategies, such as identifying keywords or translating sentences word by word. While these strategies allowed them to answer factual questions, they were insufficient for tasks requiring inference, evaluation, or synthesis of ideas. As a result, students often failed to grasp the author's underlying message, argumentative stance, or rhetorical purpose. This pattern suggests that students had not yet developed the cognitive and strategic repertoire necessary for interpretative reading.

Moreover, students expressed uncertainty when confronted with ambiguous or implicitly stated information. They frequently hesitated to make interpretative judgments, indicating a lack of confidence in their ability to justify interpretations using textual evidence. This finding highlights that interpretative reading difficulties are not solely linguistic in nature but also cognitive and strategic, involving limited experience with higher-order reading tasks.

2. Limitations of Existing Instructional Materials

Another significant finding relates to students' perceptions of the instructional materials currently used in reading courses. Students consistently reported that the materials were largely generic and derived from international textbooks that were not fully aligned with their linguistic proficiency, cultural background, or academic context. As a result, the texts often felt distant from students' lived experiences and academic realities, reducing their engagement and motivation.

Students also noted that existing materials rarely provided explicit guidance on how to interpret texts. Reading activities typically focused on answering comprehension questions

without explaining the processes involved in deriving meaning. Consequently, students were expected to independently infer strategies for identifying implicit meanings, analyzing arguments, or evaluating author stance, despite having limited prior exposure to such skills.

Lecturer interviews supported these findings by emphasizing that reading instruction had traditionally prioritized coverage of content rather than the development of interpretative strategies. Lecturers acknowledged that while they recognized the importance of interpretative reading, the lack of suitable instructional materials constrained their ability to implement more strategy-oriented and student-centered approaches. This mismatch between instructional goals and available resources underscores the need for systematically developed, locally relevant interpretative reading materials.

3. Findings from the Needs Analysis: Students' Expectations and Preferences

The needs analysis revealed that students strongly desired instructional materials that were more structured, contextualized, and interactive. Students expressed a preference for materials that clearly outlined the stages of reading, beginning with preparation and background activation, followed by guided analysis and reflection. They emphasized the importance of knowing *how* to approach a text, rather than being evaluated solely on the correctness of their answers.

In terms of task design, students indicated a preference for activities that encouraged discussion, collaboration, and problem-solving. Group-based tasks were perceived as particularly beneficial, as they allowed students to share interpretations, negotiate meaning, and learn from peers. Students reported that collaborative tasks helped them become more confident in expressing interpretations and defending their viewpoints using textual evidence.

Students also highlighted the importance of authentic texts that reflect real academic and social contexts. They preferred texts that addressed familiar issues, such as education, culture, social media, and current societal challenges, as these topics facilitated engagement and personal connection. This finding suggests that relevance and authenticity play a crucial role in motivating students to engage in deeper interpretative reading.

4. Translation of Needs into Task-Based Instructional Design

The findings demonstrate that the identified needs were systematically translated into the design of the task-based instructional materials. The materials were structured according to the principles of Task-Based Language Teaching (TBLT), with each unit organized into pre-task, task-cycle, and post-task stages. This structure was intentionally designed to scaffold students' interpretative reading processes.

During the pre-task stage, activities focused on activating background knowledge, introducing key vocabulary, and familiarizing students with the context of the text. These activities were found to be particularly helpful in reducing students' anxiety and preparing them for more demanding interpretative tasks. Students reported that pre-task activities enabled them to approach texts with clearer expectations and greater confidence.

The task-cycle stage constituted the core of each unit and involved interpretative tasks such as identifying implicit meanings, analyzing text structure, and evaluating arguments. These tasks required students to engage actively with the text, often through collaborative discussion and problem-solving. Students indicated that this stage challenged them to think more critically and move beyond surface-level comprehension.

The post-task stage emphasized reflection and consolidation of learning. Activities included summarizing interpretations, evaluating different viewpoints, and reflecting on the strategies used during reading. Students reported that this stage helped them internalize interpretative strategies and become more aware of their reading processes.

5. Development and Characteristics of the Instructional Units

The development of the initial product resulted in four instructional units, each designed to progressively develop interpretative reading skills. The units incorporated a range of academic and non-academic texts selected for their relevance, readability, and potential to stimulate critical interpretation. Each unit included a balance of individual and collaborative tasks, allowing students to practice interpretative skills in diverse interactional formats.

Interpretative exercises were designed with graduated levels of difficulty, beginning with guided inference tasks and progressing toward more independent evaluative activities. This sequencing was intended to accommodate students with varying proficiency levels and to gradually build interpretative competence. Explicit strategy instruction was embedded throughout the units, providing students with practical tools for approaching complex texts.

Students' preliminary feedback suggested that the structured nature of the units made the learning process more transparent and manageable. They reported that the inclusion of examples, models of task completion, and clear instructions helped them understand expectations and reduced confusion during task execution.

6. Expert Validation Findings

Expert validation provided important insights into the strengths and areas for improvement of the instructional materials. Overall, experts agreed that the materials were well-aligned with TBLT principles and demonstrated strong potential for enhancing interpretative reading skills. The experts highlighted the relevance of the tasks, the coherence of the unit structure, and the appropriateness of the materials for the target student population.

However, the validation process also identified several aspects requiring revision. Experts suggested simplifying certain task instructions to avoid cognitive overload and replacing overly complex texts with alternatives more suitable for students' proficiency levels. They also recommended adding clearer examples of interpretative analysis to support students who were new to higher-order reading tasks.

These suggestions were instrumental in refining the materials and ensuring their pedagogical effectiveness. The overall evaluation categorized the product as highly feasible for instructional use, indicating strong expert endorsement of its quality and relevance.

7. Revisions and Product Refinement

Based on expert feedback, several revisions were implemented to enhance the clarity, usability, and instructional value of the materials. Task instructions were rewritten to be more concise and explicit, and visual elements were added to support comprehension. Additional examples of inferential and evaluative strategies were incorporated to provide concrete models for students.

Text selection was also refined to better match students' proficiency levels, ensuring a balance between challenge and accessibility. These revisions resulted in a more polished and user-friendly instructional product that could be effectively implemented in classroom settings.

8. Findings from Limited Field Testing

The limited field testing phase revealed that the task-based interpretative reading materials positively influenced students' engagement and interpretative performance. Observations indicated increased student participation, particularly during collaborative tasks in the task-cycle stage. Students appeared more willing to express interpretations, ask questions, and negotiate meaning with peers.

Students also demonstrated improved ability to identify main ideas, interpret implicit meanings, and evaluate arguments. Although the field testing was limited in scope, the

observed changes suggest that the materials supported the development of interpretative reading skills in meaningful ways.

Student responses further indicated that the materials were perceived as more engaging and comprehensible than previously used resources. Pre-task activities were valued for their preparatory function, while post-task reflections were seen as helpful for consolidating understanding and reinforcing strategy use.

Discussion

The findings of this study indicate that students demonstrate a strong need for interpretative reading instructional materials that are more structured, contextualized, and task-oriented. This condition is consistent with the argument proposed by Grabe & Stoller (2019), who assert that university-level reading learners require materials that foster higher-order thinking skills, including the ability to draw inferences, interpret implicit meanings, and critically evaluate arguments. The lack of instructional materials specifically designed to develop these competencies appears to contribute to students' persistent difficulties in achieving deep comprehension of academic texts. The needs analysis conducted in this study reinforces previous findings suggesting that many English language education programs in Indonesia have not yet developed standardized and contextually relevant interpretative reading materials (Rahman, 2020; Arono, 2019).

The results further reveal that students require a wider variety of texts that reflect authentic academic and social contexts. This finding supports Nation's (2022) view that exposure to diverse text genres enhances discourse analysis skills and broadens learners' reading strategy repertoires. When reading texts are overly simplistic or disconnected from students' academic and sociocultural realities, interpretative skills are unlikely to develop optimally. Research in Indonesian EFL contexts consistently shows that students engage more deeply and perform better on higher-order reading tasks when materials are authentic, contextually relevant, and discipline-specific (Anggraeni & Kusumaningrum, 2021; Said & Sihes, 2018). Authentic materials expose learners to genuine language use and contextual cues, which promote the integration of inferencing, synthesis, and evaluative reasoning skills (Gilmore, 2007). Accordingly, this study confirms that the provision of authentic and contextually meaningful texts is a critical component in the development of task-based interpretative reading materials, ensuring that learners engage in comprehension processes that mirror real-world academic literacy demands.

Moreover, the findings indicate that students prefer reading activities that are active, focused, and cognitively demanding, supporting previous evidence that engagement in higher-order reading tasks enhances comprehension and analytical depth (Sukarni & Ningsih, 2020). Interpretative reading activities that merely require students to answer literal comprehension questions are insufficient for cultivating the ability to process implicit meanings, make inferences, and critically evaluate textual arguments (Trisnayanti & Agustini, 2020; Rahmawati & Arifin, 2022). This preference aligns with the principles of Task-Based Language Teaching (TBLT) articulated by Ellis (2017), who emphasizes that tasks should stimulate learners to use language for problem-solving, meaning interpretation, and the production of meaningful communicative responses. The present findings therefore underscore the importance of task design that explicitly targets interpretative processes for instance, tasks that require learners to synthesize across paragraphs, justify interpretations with textual evidence, and evaluate authorial stance or bias. Such cognitively oriented task-based designs have been shown to not only strengthen comprehension but also to foster critical literacy and metacognitive control among EFL learners (Pham & Nguyen, 2021; Putri & Arham, 2024).

Students' expressed need for support in reading strategies particularly those related to reference interpretation, textual cohesion, inferencing, and author stance lends support to

Nuttall's (2018) theory that effective readers must master *text attack skills* in order to comprehend texts comprehensively. The findings suggest that many students lack a sufficiently developed strategic toolkit, which explains their difficulty in approaching texts beyond surface-level comprehension. Consequently, the integration of explicit interpretative reading strategies into instructional materials emerges as a pedagogical necessity rather than an optional enhancement.

In addition, students' preference for task-based activities such as group discussions, problem-solving tasks, and mini-projects indicates that the TBLT approach offers an effective instructional solution. Samuda & Bygate (2018) argue that tasks create meaningful learning conditions by enabling learners to interact with texts in ways that resemble real-world language use. This perspective is supported by the findings of the present study, which show that students reported higher motivation and engagement when involved in collaborative interpretative activities rather than individual, form-focused exercises (Ariani & Arham, 2020).

The findings related to students' need for visual support, diagrams, and step-by-step guidance further reinforce the concept of scaffolding as proposed by Vygotsky (1978). Scaffolding enables learners to perform tasks that would otherwise be beyond their independent capabilities by providing graduated support. In the context of interpretative reading, scaffolding mechanisms such as guided questions, semantic mapping, and structured inference tasks appear to be particularly effective in facilitating students' progression from literal comprehension to inferential and evaluative understanding.

Furthermore, the limited availability of curriculum-aligned interpretative reading materials identified in this study supports earlier research indicating that many higher education institutions in Indonesia lack adequate instructional resources to promote higher-order thinking skills (Hapsari, 2021). In this regard, the task-based instructional materials developed in the present study function not only as a practical solution to local instructional needs but also as a developmental model that can be adapted and replicated in similar educational contexts.

Overall, the findings confirm that task-based interpretative reading instructional materials are both relevant and necessary for students in the English Language Education Study Program. Instructional designs incorporating pre-task, task-cycle, and language focus stages have been shown to effectively facilitate students' interpretative comprehension. These findings strengthen the conclusion that integrating TBLT into interpretative reading instruction is not only pedagogically feasible but also effective in enhancing students' ability to understand implicit meanings, analyze argumentative structures, and critically interpret authorial stance in academic texts.

CONCLUSION

This study concludes that the development of task-based interpretative reading instructional materials is both necessary and pedagogically relevant for students in the English Language Education Study Program. The findings demonstrate that students experience persistent difficulties in interpreting implicit meanings, making inferences, and critically evaluating texts, largely due to the limited availability of structured, contextualized, and strategy-oriented instructional materials. Conventional reading materials that emphasize literal comprehension are insufficient to support the development of higher-order interpretative skills required in academic contexts.

The needs analysis confirms that students require instructional materials that integrate authentic texts, explicit interpretative reading strategies, and varied task types that actively engage them in meaning construction. In response to these needs, the task-based materials developed in this study structured around the pre-task, task-cycle, and post-task stages provide systematic scaffolding that guides students from surface-level understanding toward deeper inferential and evaluative comprehension. Expert validation and limited field testing further

indicate that the materials are feasible, comprehensible, and effective in enhancing student engagement and interpretative reading performance.

Overall, the integration of Task-Based Language Teaching (TBLT) into interpretative reading instruction offers a viable and effective approach to improving students' academic literacy. The instructional materials developed in this study contribute both practically and theoretically by providing a contextualized model of task-based materials development that aligns with students' needs and curriculum demands. Future research is encouraged to implement the materials on a larger scale and to examine their long-term impact on students' interpretative reading proficiency across diverse higher education contexts.

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