

## **ABSTRACT**

This study investigated students' perceptions of task-based reading materials in relation to EFL learners' motivation in reading comprehension. The objective of this study was to explore how students perceive task-based reading materials in relation to their motivation in reading comprehension and to explore their experiences and responses toward the implementation of task-based reading materials in the classroom. This study employed a qualitative research design. The participants of this study were 50 eleventh-grade students at a vocational high school in Ciamis, West Java. Data were collected through a questionnaire and semi-structured interviews. The questionnaire was used as a supporting instrument to obtain descriptive information about students' perceptions, while semi-structured interviews were used as the primary instrument to explore students' perceptions and experiences in greater depth. The questionnaire responses were analyzed descriptively using percentages, while the interview data were analyzed using thematic analysis. The questionnaire results showed that students generally expressed positive perceptions toward task-based reading materials, with an overall percentage of 67.8%. The interview findings further indicated that students perceived the task-based reading activities as interactive and enjoyable and described them as supporting their engagement, interest, confidence, motivation, and reading comprehension during classroom activities. Although some students experienced difficulties with unfamiliar vocabulary, challenging reading texts, and adapting to task-based activities, their overall perceptions remained positive. Overall, the study concluded that students perceived task-based reading materials positively in relation to their motivation in reading comprehension and experienced the activities as meaningful and engaging learning experiences.