

Exploring Reflections on Learning Grammar through Task-Based Activity among Undergraduates

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Abstract: Task-based activities in L2 classroom settings such as preparing multimedia presentation materials and cooperative presentations can significantly improve L2 learners' language acquisition, in terms of encouraging self-directed learning, improving students' confidence and interest in learning, as well as promoting peer interactions. Nevertheless, this kind of language learning activity can be difficult, even for advanced L2 students due to challenges like problems working in a team, presentation anxiety, and cognitive load. Within this context, the present study aimed to explore the perception of L2 learners when learning English grammar through task-based activity. This qualitative study is derived from a conceptual framework from Willis (1996), which comprises three stages of task-based learning (TBL). The sample of this study consists of forty-one English language undergraduates who are studying a communicative English language course in a Malaysian public university. The data was derived through a survey questionnaire based on open-ended questions. The findings revealed both positive and negative reflections on the TBL, even though they are considered advanced users of the L2 language. The findings are comparable to past studies of different contexts. From these findings, it is suggested that future research should explore participants' perspectives on the potential effectiveness of implementing TBL in pairs.

Keywords: *Task-based learning, Grammar learning, Group work, Multimedia, Second language learners*

1. Introduction

Background of Study

While previous research on grammar acquisition has demonstrated the efficacy of conventional Presentation-Practice-Production (PPP) methods (Purnomo et al., 2023), more varied and interactive learning strategies are required, such as the function that peer interaction plays in the acquisition of grammar during oral communication (Collins & Ruivivar, 2021). Le (2023) asserts that the use of presentation software increases students' confidence and interest in grammar learning, indicating that incorporating technology into grammar lessons can be more engaging. Furthermore, Marlina et al. discovered that poster presentations encourage self-directed learning, which gives students control over their learning process and is essential for grammar acquisition (Marlina et al. 2020). Furthermore, Lee's study shows that cooperative presentation classes greatly improve students' comprehension of grammar, underscoring the significance of peer interaction in the learning process (Lee 2024). In the meantime, task-based activities positively affect learners' grammatical acquisition and motivation, as stated by Ha et al. (2023), supporting the effectiveness of task-based learning (TBL) in grammar.

Despite these findings, further research is required to explore how oral group presentations enhance student participation and grammar acquisition. The current research gap in learning grammar through presentations lies in the limited exploration of students' feedback on their engagement and self-directed learning, especially when using movie excerpts as one of the tools to facilitate understanding grammar concepts.

Statement of Problem

In tertiary education, grammar learning presents different challenges as students are required to engage with complex academic texts. Students are also expected to perform at an advanced level which can heighten anxiety associated with the risk of making errors, potentially leading to avoidance of complex grammatical structures and language tasks (Chen et al., 2019; Giray et al., 2022). The challenge is particularly pronounced for L2 learners navigating advanced lexical items, syntactic structures, and field-specific lexicons. To compound the difficulties, factors such as limitations of pedagogical rules (Rankin & Wagner, 2024), traditional testing

methods (Hwang, 2023), and even resistance to transition from traditional teaching to communicative competence practices (Nghia & Quang, 2021) contribute to challenges to integrate new methods and multimedia tools in grammar learning. Consequently, grammar instructions in tertiary education may not fully engage language learners or support a meaningful understanding of grammatical concepts.

On another hand, the landscape of second language learning is progressively shifting from rote learning towards interactive, student-centered environments. Since then, task-based learning (TBL) has gained popularity as an alternative to promote collaborative learning and practical application of grammar in context. With the growing availability of and accessibility to digital tools and resources in education, imbuing multimedia with TBL offers new opportunities to support students in interactive and meaningful ways (BavaHarji et al., 2014; Harji & Gheitanchian, 2017; De Jesus Ferreira Nobre, 2018; Eslit, 2023). Adding to that, interactive multimedia has been shown to help create an engaging learning environment that encourages deeper learning (Alobaid, 2020; Shen & Chang, 2023) by providing better visual representations of theory and concept, interactive learning activities, and multisensory content, allowing for a more immersive learning environment.

Movies were traditionally considered passive multimedia, however, when integrated into a learning task in which learners interact with the content through discussions and analysis, movies can become interactive learning tools to enhance grammar learning. Students can see how grammar functions in real-life situations, potentially reinforcing their understanding of abstract grammar rules. Movies are also inherently engaging, capturing students' attention and interest in the subject matter (Giampieri, 2018; Roslim et al., 2021). This method facilitates a deeper connection with the content which can contribute to improved comprehension and retention of the material. In sum, integrating movies with TBL can significantly support grammar learning by providing context-rich tasks that engage students in meaningful communication.

Despite the transformative potential of incorporating movies in task-based grammar learning, further research on multimedia tools in task-based activities remains a critical area to explore. One significant concern is to ensure that learning objectives align with the approach and content. Mayer and Moreno (2003) cautioned that pictorial and verbal materials in multimedia may result in cognitive overload which can disrupt cognitive processes crucial for learning. Given that grammar can be technical and objective, it is important not to overlook students' cognitive load management to ensure knowledge and skillsets can be developed. Moreover, practical challenges in implementing multimedia in TBL are varied, including considerable self-regulatory demands on students (Hoch & Schüler, 2019), students' ability to understand the meaning of task (Butarbutar, 2021), and poor peer interaction (Belda-Medina, 2021).

Given all the above, conducting this study is beneficial to further inform instructional strategies and re-evaluate existing ones. For this reason, this paper aims to analyze the impacts of integrating movies into grammar learning within a task-based framework.

Objective of Study and Research Question

The following are the research questions that served as the foundation for this study:

- What challenges do learners face when learning grammar through task-based activity?
- How do learners reflect on their experiences of learning grammar through task-based activity?

2. Literature Review

Problems of grammar learning among Undergraduates

The value of communicative competence in higher education has been widely recognized (Fatt, 1991; Fang, 2010; Mammadov & Kholiavko, 2019) while the literature on the topic will continue to interest educators. However, the reality remains that grammar is often assessed in writing and speaking, especially for high-stakes standardized testing like TOEFL and IELTS, which heighten L2 learners' challenges to academic success. These challenges can lead to anxiety and apprehension about engaging in meaningful interactions involving complex grammar knowledge or participating in spontaneous conversations. The psychological aspects such as fear and embarrassment about making errors or being judged, put barriers to free expression, practice, and fair communication for many L2 learners. In a study derived from a broader research project involving nearly 300

Thai college students, test anxiety and fear of negative evaluation markedly emerged as dominant performance anxieties (Akkakoson, 2016). Interestingly, the study participants indicated positive attitudes towards speaking English in the classroom despite these anxieties. This finding corroborates with Chowdhury (2023) who concludes that grammar phobia significantly impedes oral fluency even when the students are reported to have a preference to speak in English. Chowdhury further suggests that heightened fear and anxiety over grammar underscores a learner's innate rhythmic ability to speak (2023). This paradoxical relationship may serve as a balance, revealing a potential area where learning interventions can be introduced to sustain resilience and enhance students' confidence and performance.

Learners are also naturally expected to master increasingly complex grammatical structures and advanced vocabulary as they advance to higher education. The demand to perform in increasingly elaborate grammatical constructs can exacerbate L2 learners' cognitive load particularly because the nuances of technical academic language can prove challenging to grasp and apply. Managing cognitive load is important to a quality learning experience as it is positively correlated with students' performance and motivation to learn (Refat et al, 2019). Rote learning or traditional methods that rely on explicit instructions may not be able to effectively promote healthy cognitive load management due to their overemphasis on form and accuracy. There is no doubt that traditional, explicit grammar instruction benefits learners' awareness and grammar comprehension, however, extensive research has shown that grammar learning must be paired with meaningful instructions to result in effective language learning. (Klapper & Rees, 2003). In many cases, grammar is still being taught in isolation with limited integration into meaningful contexts. It is important to remember that language is social, and its teaching and learning will not be adequate without incorporating other communicative components such as discourse skills and pragmatics. It is imperative for teaching and learning to account for how languages are acquired and learned, and evidence demonstrates that a task-based design enables learners to develop both linguistic and interactional competence required for successful communication in a target language (Ellis, 2018).

Task-based learning

Task-based learning is a type of instruction that focuses on communication by using authentic language skills while performing tasks, especially when learning languages. Task-based learning differs from some other methods, such as traditional grammar-based instruction, because it emphasizes the practical, purposeful use of target language in tasks that resemble real-life scenarios.

According to Willis (1996), task-based learning focuses on meaning over form. They are authentic to social contexts, e.g. they involve ordering food or problem-solving in groups (Ellis 2003), thus promoting contextualized learning. It is a tool for communication, meaning that learners come to know grammar and vocabulary only in the context of task-based (Skehan, 1998). Additionally, task-based learning is considered to be learner-centered. It encourages autonomy through pair or group work, which leads to more interaction among learners (Long & Crookes, 1992), which is an essential driving force in language acquisition. Task-based learning involves stages of learning: pre-task, which introduces a target topic and orients learners to the upcoming new content; task phase can be where the actual main activity is happening with teacher guidance as well as underlying support feedback loop from the student base (Willis, 1996); post -task when reflective practice on using language offers more excellent retention. Ellis (2003) mentioned that task-based assessment measures how students convey and complete a task, not just whether or not they get their grammar right.

Xu & Fang (2022) did a quasi-experimental study on applied task-based language teaching to English as Foreign Language learners. This study focused on measuring the grammatical accuracy of the EFL learners through pre-test/post-tests of 60 Chinese university students categorized into a group receiving task-based learning treatment and another control experience in traditional grammar instruction mode. The results showed a significant superiority of the experimental group over the control one in grammatical accuracy, thereby supporting task-based learning has a social power advantage over traditional methods in improving EFL learners' grammatical competence.

Ali and Ahmed (2022) also examine the role of task-based learning in the enhancement of speaking skills with an investigation into a case study on English as a Foreign Language setting. Involving 30 Saudi Arabian high school students, the study included classroom observations, oral proficiency tests and student feedback. Results

demonstrated that task-based learning had a significant positive influence on both speaking fluency and perceived confidence along with similar gains of talk time spent by test-takers. The most positive effect of task-based learning found in the study appears to be that on speaking skills, suggesting its effectiveness based on discussions and presentation work which can generate more active language use across a wide range implemented from English as a Foreign Language contexts.

To sum up, task-based learning is identified as one of the most effective approaches to language education with many benefits compared to traditional instruction methods. Task-based learning focuses on meaningful dialogue and tangible activities from outside the classroom drives greater learner involvement and relevance. Thus, it helps with actual language usage and learner's autonomy which will yield better interaction.

Review of Past Research on Learning Grammar through Task-Based Group Activity

In this study, the researchers examine how L2 learners learn grammar through Task-Based Learning (TBL) group activity. It is a significant approach to ensuring students' engagement and developing meaningful communication while learning grammar for L2 learners (Bryfonski & McKay, 2017). According to bodies of past research, notable findings of learning grammar through TBL are improved comprehension of grammatical proficiency, multimedia in TBL and increased learners' engagement and positive attitudes towards language learning.

Past research has proven that there are positive effects on grammar comprehension due to TBL in learning grammar. For instance, a study conducted at Dong Nai Technology University demonstrated increased student performance in grammar acquisition and learners' motivation (Ha et al, 2023). They accentuated that L2 learners who learn grammar through TBL and cooperative learning are more motivated, and more successful in their grammar achievement than others who learn grammar through memorization and traditional approach, thus affecting their academic performance positively. This is further supported by Soali et al. (2023), Lam (2023) and Albelihi (2022) whereby it was reported that using TBLT enhances learners' grammar accuracy. On the contrary, Ji & Pham (2018) mentioned that TBL does not always result in the enhancement of grammatical proficiency comprehension. The study revealed learners' dependency on the instructors, reluctance to work in groups, and lack of holistic knowledge acquisition were found to be the significant factors.

Next, evidence also suggested that there is a positive outcome when TBL is integrated along with multimedia such as increasing learners' motivation and engagement in language learning. According to Pradnyawati et al. (2023), in a study that was conducted on 7th grade students, TBLT based on multimedia-digital storybooks, facilitates learners in the language learning process and also boosts motivation. Meanwhile, Fridayanti et al. (2023) added that the inclusion of multimedia in the study promotes learners' engagement effectively and facilitates their language development. Therefore, based on these bodies of past research on the inclusion of multimedia in TBL, it could be perceived that multimedia plays a crucial role alongside TBL in improving learners' perception of language learning.

Additionally, another issue that is discussed actively about learning grammar through TBL group activity is increased learners' engagement and positive attitudes towards language learning. Willis (2021) proposed a framework for TBLT. It emphasizes meaningful communication tasks in grammar instruction. However, instructors must be competent to use TBL group activity successfully in their lessons. Lack of understanding would lead to poor task design that fails to highlight the balance of grammatical aspects and communicative competence (Ellis, 2020); (Long,2021). Meanwhile, in a study conducted by Huang & Gandhioke (2021), it was reported that students enjoyed their participation in TBLT. Thus, based on past studies, it could be observed that learners were actively engaged with each other during TBL in language learning.

Based on the above discussion, it can be observed that numerous studies have been conducted on learning grammar through TBL. While most of the findings are positive for learners' comprehension and improvement of grammatical proficiency, some findings reported negative outcomes due to TBL in group activity. Hence, it could be concluded that learning grammar through TBL has several significant findings such as enhanced comprehension of grammatical knowledge, multimedia inclusion in TBL and increased learners' engagement and positive attitudes towards language learning.

Benefits of Task-Based Group Activity in Grammar Learning

Task-based Learning provides a different approach to learning a second language. The primary emphasis in a task-based lesson is on a particular task; the lesson revolves around accomplishing that task (Handabura, 2020). When implementing a Task Based Lesson, there are two main advantages to this teaching method as discussed by Hima et al., (2021) and Sholeh et al., (2021).

Fosters better learning opportunities (Hima et al., 2021): Task-based learning inculcates a learning environment where students can be actively present in meaning-focused activities. This provides the opportunity for two-way feedback from the teacher and the classmates themselves. With a meaning-focused activity, students are seen to have more time on their hands to exercise the target language to complete the task. This is in contrast with the traditional Presentation – Practise – Production method of teaching, where educators felt that it was very teacher-oriented. This is because educators who practiced this traditional method were required to dominate the lesson and provide less active student time in the classroom. However, this was not the case for a TBL classroom, the role of an educator in the classroom is not limited to monitoring and ensuring the students foster the required role in the given task. Students are monitored by the given task and in groups with their classmates which resulted in them being preoccupied with finishing the task. This left room for the teacher to foster more roles other than just a monitor. These included meaningful roles which helped the students accomplish the given task such as an assistant or a consultant.

Improves language exposure and student engagement in a classroom (Sholeh et al., 2021): In a TBL environment, students are placed in a setting where they are required to exercise the language among their classmates or team members to complete the task. This is driven by the fact that the teacher no longer spoon-feeds the learners. When in such a situation, it fosters room for improvement in terms of language usage because students will have to put aside their shyness and order to achieve the task set by the teacher. This indirectly increases a student's engagement in the classroom. Another factor as to why this is achievable is because students find themselves in a comfortable setting among their classmates and this provides room for the students to use the language and learn from their mistakes. Hence, allowing a real-life simulation setting. When in such a simulation, TBL will positively influence the student's language skills as this approach curiosity and autonomy of study concerning the lesson and language used.

In conclusion, Task-Based Learning is seen as an ideal approach for students to exercise the language, for the students are placed in an active learning setting where most of the output comes from their end. A teacher on the other hand is able to foster a more flexible role in the classroom instead of practicing the typical policing role in a Presentation – Practise – Production classroom. In TBL, students have more autonomy over their learning process and the process of how they conclude the task (Hima et al., 2021).

Challenges of Learning Grammar through Task-Based Group Activity

While it is true that learning grammar through Task-Based Learning (TBL) offers numerous benefits, there have been several challenges, which are documented and reported, in bodies of previous research. To ensure that both instructors and L2 learners can achieve the advantages of TBL, it is crucial to address these challenges. Following past research, the challenges of learning grammar through TBL are the complexity of task design and L2 learners' adaptation.

The first challenge which will be discussed is regarding the complexity of task design such as balancing grammar input with real-world activities and time constraints in doing so. Kurbanova (2023) reported that curating tasks in task-based group activities is one of the challenges that instructors encounter when applying TBL in the classroom. There is an urgency of being able to design suitable tasks, by making sure that the targeted grammar topic is also incorporated in the communicative activities for meaningful learning to happen. As a result, insufficient focus on grammar proficiency occurred as the L2 learner's main aim was to finish the task rather than paying attention to the grammatical aspect at the same time. This is supported by Jin & Hock (2023), Lee (2022), Chitra (2022), Lam et al. (2023), Nhem (2020) and Phuong (2018) whereby these bodies of past research findings reported that task design complexity becomes the main challenge of why instructors are reluctant in integrating TBL while teaching grammar in the classroom.

Next, another challenge in learning grammar through TBL is L2 learners' adaptation. As mentioned by Cabrera and Quesada (2023), there is a lack of exposure to TBL as L2 learners are used to the Grammar Translation Method and rote learning. Due to this limitation, L2 learners struggle to adapt to TBL as it differs from the usual memorization and drilling tasks. It takes a significant amount of time for them to adapt and to make it worse, some L2 learners are confused and frustrated. Similarly, Lee (2022) reported that student adaptation has been identified as one of the challenges faced in learning grammar through TBL in the classroom whereby students are not keen to participate in group work and work together as a team. This is further supported by Moore (2022) and Iveson (2019)

In conclusion, the complexity of task design and L2 learners' adaptation have been identified as prominent challenges when it comes to learning grammar through TBL in the classroom. There are also other challenges which are also mentioned in previous studies such as L2 learners' proficiency and engagement (Lam, 2023) and lack of teaching materials (Zhang, 2019). It is highly important to find out and address these challenges to develop better solutions and recommendations to curb the challenges of learning grammar through TBL that are faced currently by instructors and L2 learners. Therefore, instructors, learners and policymakers must be aware of the challenges that could hinder the process of learning grammar through TBL and its effects on instructors and learners.

Theoretical Framework

The task-based approach was first introduced by Prabhu (1987) where learners are given a task to complete. Task-Based Learning (TBL) is also referred to as Task-Based Language Teaching (TBLT) and Task-Based Instruction (TBI). Its focus is on the completion of meaningful tasks. The theoretical framework for the present study adopted the model by Willis (1996) which comprises three stages. The three stages include preparation for the task (pre-task), the task itself (task cycle), and follow-up or language focus (post-task). The TBL framework stages are further described below.

Stage 1: Pre-task

Pre-task phase is when the teacher introduces the topic and task, and students get exposure to linguistic chunks. This phase will give students a clear understanding of what will be expected of them and include any important knowledge or details they need to know. This is also a good time to lead into the task by brainstorming or asking questions about the topic.

Stage 2: Task Cycle

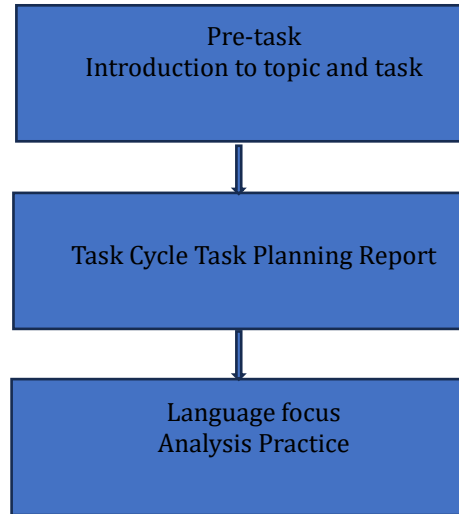
The task cycle can be subdivided into three task stages, including the task stage, planning stage, and report stage. This is the main task phase in which students use the target language the most to accomplish task requirements; the fluency and meaning focus is mainly attended. In the task stage, students get ready to do the task. Students are given what they need to complete the task (handouts and written instructions) and are assigned to work in pairs or small groups while the teacher monitors and offers encouragement when necessary. The teacher's role is typically limited to one of a coach, guide, and facilitator. Next, the planning stage involves students working on the task in pairs or small groups and reporting or presenting their results or product. They make important decisions about their presentation and assign each person in the group a part of the task to present, so everyone takes responsibility during the report stage. The group rehearses its presentation. The teacher walks around, helps if needed, and takes notes on anything that needs to be addressed after the presentations. The third stage is the reporting or presenting stage where students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.

Stage 3: Post-task/Feedback

The last phase is the post-task or language focus, in which the teacher, based on what learners have done in the previous phase, helps learners enrich linguistic items with more focus on accuracy. After presenting their completed task, others in the class can offer constructive feedback.

The TBL framework of Willis (1996) is illustrated below:

Figure 1: TBL framework of Willis (1996)

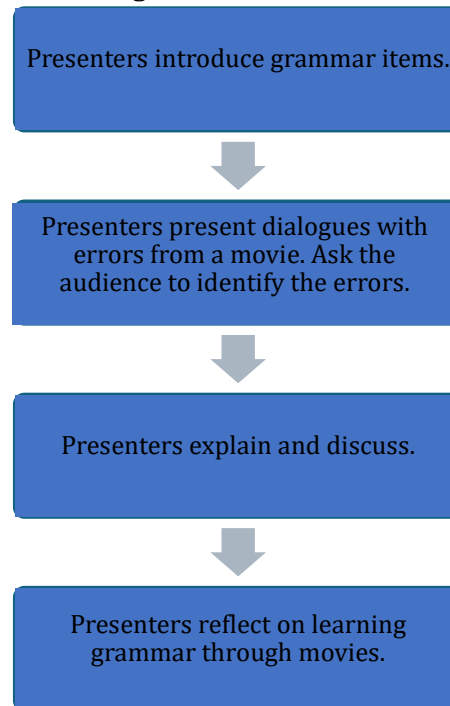


3. Methodology

The present study adopts a qualitative approach to generate students' perceptions of task-based learning for improving grammar. Both quantitative and qualitative methods were used to collect data. The quantitative data was through a survey questionnaire while the qualitative data was derived from reflections and experiences based on the open-ended questions. The survey questionnaire comprised four sections, Section A was related to demographic information, while Sections B, C, and D comprised 5-point Likert-scale questions and open-ended questions related to students' grammar knowledge, preparation of the task given, and their perceptions of the task-based grammar learning activity.

The participants of the study were forty-one students from Semester 1 taking the Diploma in English for Professional Communication program from a public university. They took the Grammar 1 subject that semester and were taught various grammar items such as Present tense, past tense, future tense, perfect tense, and continuous tense by their instructor. Subsequently, the participants were given a task-based learning activity in groups of 5-6 members. Students were required to watch an English movie and identify and highlight examples of grammar items in the movie that they were assigned by their instructor. This was to raise awareness of the target grammatical items, which is pertinent to task-based learning methods. Next, the students conducted an oral presentation of the English structures or grammatical items identified in the movie, followed by an exercise for the audience to identify errors in sentences. Finally, the students reflected on the task-based learning activity. The following Figure 1 illustrates the implementation process of the task-based grammar learning activity.

Figure 2: Task-Based Grammar Learning



The quantitative data from the questionnaire was analyzed in the form of frequency counts and percentages to see the distribution of students' feedback on task-based learning. As for the qualitative data, the participant's responses to the open-ended questions related to experiences and reflections on task-based grammar learning were analyzed thematically.

4. Findings

Respondents are named as Respondent 1-40 (R1-R40) in the following findings.

Research Question 1: What challenges do learners face when learning grammar through task-based activity?

The learners' responses were organized into six themes to highlight the challenges faced when learning grammar through task-based activity. Below are the identified categories:

a. Team dynamics

The theme pertains to the interaction among the team members to complete the task. It is categorized into three parts: closeness and comfortability, poor communication, and clashes of personalities.

Closeness and comfortability with their respective teams proved a challenge during the task, as shown by participants' responses:

"It was so hard to communicate with my group members because all of them were close with each other while I was just their classmate. So, it does make things awkward because they sometimes misunderstand me and I struggle a lot trying to clean up after their mistakes." (R3)

"It was a bit challenging because I was not close with the group members at first." (R9)

"I worked with people who I don't usually even talk with." (R25)

"There's one person that made it less enjoyable but I learned to work with people and be respectful and to listen to criticism." (R34)

Poor communication contributes to teamwork issues when completing the task, as shown in these responses:

"But one of the group members makes me annoyed because of lack of communication changing my slide without telling me." (R8)

"...and I believe the key point to this group presentation is communication, every member should do their part" (R24)

"It was hard at first especially when working with other classmates I barely communicate with". (R30)

Clashes of personalities are also reported to be challenging for the learners. Participants expressed that:

"I'm not used to working with people" (R12)

"It is a bit stressful to keep the group together as sometimes one of the group members does not cooperate with us" (R28)

"There's one person that makes it less enjoyable, but I learned to work with people and be respectful and to listen to criticism" (R34)

b. Cognitive load and learning complexity

Learners expressed the taxing nature of cognitive demands to complete the task successfully:

"To present all of these tenses you might need to memorize but most importantly you need to understand" (R24)

"I need to study my part harder than anyone else since I'm a little bit slow and need to practice over and over" (R27)

"I have to fully understand my topic before presenting to the classmates" (R29)

"I need to improve my presentation skills" (R35)

"It was challenging but I learned something to improve my presentation skills" (R37)

c. Stress

Learners also commented on the stress they experienced during the completion of the task:

"At first .it was stressful since I hate group projects. Later then I realized that it is how the reality of working" (R17)

"It's rather chaotic and maybe a little stressful but I'm happy to know that my teammates did well in the end" (R18)

"It was stressful yet quite fun" (R20)

"It is a bit stressful to keep the group together as sometimes one of the group members does not cooperate with us". (R28)

d. Personal insecurities and nervousness

Learners also articulated doubting their capabilities and feeling nervous during the task:

"I want to be more prepared in my other presentation so that it'll be beneficial to others" (R4)

"I wasn't confident with my explanation and the way I presented it" (R10)

"Overall experience was okay for the group presentation but in my part, I think I did very badly because I was too nervous the whole time" (R26)

"I need to practice over and over my presentation, since I am always nervous and can't speak well in front of people" (R27)

e. Self-regulation

Self-regulation also emerged as a challenge among the learners:

"We had the most prep time yet we still did it last minute" (R22)

"Every member should do their part so they can understand the topic they'll present" (R24)

"I need to study my part harder than anyone else since I'm a little bit slow and need to practice over and over my presentation" (R27)

"I have gained my knowledge more as I have to fully understand my topic before presenting to the classmates" (R29)

f. Need for additional support

Learners also mentioned the feedback and help they received from the lecturer which implies the need for additional support or coaching:

"The feedback from the lecturer was really helpful and to be honest, it has always been my major weak point" (R2)

"However, our group forgot to include some suggestions given by our lecturer and I felt quite disappointed by that" (R23)

"I think I did very badly because I was too nervous the whole time but after the feedback from the lecture I did manage to do well in my other presentation" (R26)

Overall, learners faced multifaceted challenges while completing the task. It is also notable that the findings also reported positive attitudes and perceived gains among learners.

Research Question 2: How do learners reflect on their experiences of learning grammar through task-based activity?

The learners' responses were categorized into eight themes to answer how they reflected their experiences of learning grammar through task-based activity. Below are the categories;

a. Collaboration and Team Dynamics

Collaboration and team dynamics can be divided into two parts: positive collaboration and challenges in communication.

Positive collaboration is a reflection received when learners are grateful for the support and cooperation from the group members when they mention them:

"...enjoyed doing the group presentation with my group...came out with many excellent idea...(R8)

"We worked well together and there wasn't any miscommunication at all." (R9)

Challenges in communication are when the learners face some issues but manage to overcome them, as stated in the responses:

"One of the group members made me annoyed because they changed my slide without telling me. Overall, I learned to handle that problem smoothly." (R8)

b. Skill Development

Skill development can be divided into two subcategories: presentation skills and understanding grammar.

Presentation skills are gained when learners can acknowledge improvements in their presentation skills, which allows them to gain confidence and develop better ways of explaining the presentation. As mentioned,

"... improved my presenting skills and increased my confidence level..."(R12)

Understanding grammar is a reflection gained when learners can understand the grammar topics that they had to explain to their classmates, which leads to a more profound understanding of the lesson; as stated by the students,

"...gained more knowledge as I had to fully understand my topic before presenting to the classmates." (R16)

c. Personal Growth

Increased confidence and overcoming nervousness are the subcategories of personal growth.

- i. Increased confidence was mentioned in learners' statements while presenting. They boosted their confidence as stated,

"... gained more confidence after this group presentation."(R9)

Overcoming nervousness was reflected in this task-based activity. Initially, they were nervous regarding their presentation. However, after receiving feedback from the instructor, they managed to overcome their anxiety for the following presentation:

"...I think I did very badly because I was too nervous the whole time...after the feedback from the lecturer, I did manage to do well in my other presentations."(R26)

d. Group Dynamics and Individual Contributions

Equitable contribution and individual challenges are the subcategories for group dynamics and individual contributions.

Equitable contribution is a reflection in this task-based activity when learners can contribute equally, which leads to a more effective and balanced presentation. At the same time, the learners respected each other's input in preparing the content for the presentation, as stated:

"...groupmates were very cooperative...everyone chipped in their ideas, and the teamwork in my group was great!" (R5)

Individual contributions are also noted where the learner has issues, such as feeling left out while dealing with the group members. This experience reflects the need for effective conflict resolution, as stated in the feedback form:

"...was so hard to communicate with my group members because all of them are close with each other while I'm just their classmate..."(R3)

e. Learning From Feedback

Constructive criticism is a subcategory under learning from feedback.

Constructive criticism relates to the feedback given by the lecturer as a learning process, as stated,

"...feedback from Madam was really helpful...and it helped me improve not just in this presentation but in others as well." (R23)

f. Preparation and Time Management

Planning and Execution are a subcategory of preparation and time management.

Planning and Execution reflect the task-based presentation. The presentation should be well-planned and executed, as the learner mentioned:

"We had the most prep time yet we still did it last minute."(R22)

g. Emotional Experience

Stress and enjoyment are a subcategory of emotional experience.

Stress and enjoyment relate to the reflection of emotional experiences that the learner had received while working on task-based group presentation; as stated by the learners,

"At first, it was stressful since I hate group projects. Later then, I realized that it is how the reality of working is." (R17)

"It was stressful yet quite fun because I got good groupmates." (R20)

h. Learning from Peers

Peer learning is a subcategory of learning from peers.

Learning from Peers is a reflection the learners receive where they can gain new perspectives and understanding about grammar and presentation, as stated,

"...each member demonstrated a strong work ethic, which was evident in their commitment to meeting deadlines and producing high-quality content...effectively divided responsibilities based on each person's strengths, which allowed us to create a well-rounded presentation." (R1)

All in all, learners often reflect positively on their encounters with grammar forms through task-based activities.

This helps them engage in a real-life situation that makes grammatical structures more relevant to themselves in meaningful content. Furthermore, reflecting on these activities encourages learners to see their development and gain insight into where they can improve even more so that they can have a deeper involvement in being active participants throughout the language learning process.

5. Conclusion and Recommendation

Summary of Findings and Discussions

Research Question 1: What challenges do learners face when learning grammar through task-based activity?

The thematic findings show the participants' feedback on their engagement and self-directed learning experience when watching movies to prepare multimedia informative slides and during the grammar oral presentation. The challenges that learners face when learning grammar through task-based activity can be divided into two: the complexity of task design, and L2 learners' adaptation. Regarding task design, participants find it challenging when it comes to the stress of completing the task. This validates studies from Ellis (2020), Long (2014) and Butarbutar (2021) on the stress of understanding task design which leads to the stress of balancing grammatical aspects and communicative competence. Another setback related to task design is cognitive load and learning complexity. This is consistent with findings from Mayer and Moreno (2023) about graphical materials that could result in cognitive overload. Consequently, participants mentioned the need for additional support such as the instructor's feedback and coaching to complete the task. This could indirectly make L2 learners aim to finish the task rather than pay attention to the grammatical aspect, in line with the study done by Kurbanova (2023).

The next challenge is learners' adaptation. Based on the findings, poor team dynamics hinder their experience in learning grammar. This is parallel to the study by Lee (2022), Moore (2022), Belda-Medina (2021), and Iveson (2019) in which some of the participants encountered difficulties in working as a team during TBL activity due to several problems related to communication among group members. Other obstacles include personal insecurities and nervousness. This indirectly impedes their oral fluency even when students are comfortable presenting in English due to grammar phobia. This finding corroborates with Chowdhury's (2023). Finally, this study also identified self-regulated learning as a challenge, echoing the findings of Hoch & Schüler (2019), who highlighted the need for self-regulatory skills in multimedia-based TBL.

From the above outcomes, all these are similarly reported by Ji & Pham (2018) that TBL activities can be challenging in terms of learners' dependency on instructors, reluctance to work in groups, and lack of holistic knowledge acquisition.

Research Question 2: How do learners reflect on their experiences of learning grammar through task-based activity?

As discussed by Hima et. al (2021) and Sholeh (2021), there are two distinctive advantages of implementing a TBL group activity, namely fostering better learning opportunities and improving language exposure and student engagement. From the findings, it is noted that participants learn better from peers' and instructor's feedback. Another outcome linked to increased learning opportunities is the improvement in preparation and time management skills.

Several key outcomes taken from the analysis should be highlighted. The first is the positive collaboration and team dynamics reported by participants. This supports the study from Long & Crookes' (1992) findings that TBL promotes autonomy through pair or group work, encouraging more interactions among students. TBL activities in this study such as discussions and presentations also promote greater engagement in language use, potentially managing cognitive load in being precise when using grammar in communication. The next positive feedback from the participants is that they have developed their presentation skills and grammar knowledge. This is parallel to the findings from Klapper & Rees (2003) which conclude that grammar learning must be paired with meaningful instructions to result in effective language learning. In this study, the task briefing serves that purpose. In line with the findings of Fridayanti et al. (2023), participants in this study also reported that their grammar knowledge improved during the preparation of presentation slides, which suggests that multimedia fosters active learning and supports language development. Ultimately, the participants responded that learning grammar through task-based activity increases their personal growth, in terms of motivation to overcome nervousness, and increased confidence. This is comparable to the study by Akkakoson (2016) which resulted in the participants' positive attitudes when communicating in English in the classroom despite experiencing anxieties.

To sum up, despite challenges, positive reflections from the respondents' experiences of learning grammar through TBL suggest resilience and cooperative learning in language acquisition.

Pedagogical Implications and Suggestions for Future Research

In the context of grammar lessons, task-based learning, or TBL, has important pedagogical consequences. There are three main pedagogical implications identified based on the results obtained in this research. Firstly, based on the varied feedback given by the respondents. It is understood that TBL sets a grammar learning environment within meaningful content rather than in isolation. For instance, students worked in a group to complete the given task and were required to present their findings to their classmates. This is in contrast to the traditional method of teaching grammar where verb tenses are drilled in isolation. When students are required to present their findings to their classmates, this provides room for the students to utilize the language and indirectly practice the grammar lesson learned. By doing so, TBL helps students recognize the practical application of grammar rules in real communication, hence contextualizing grammar is achieved.

Moreover, TBL is seen to prioritize fluency over accuracy. This method places students in an environment that requires them to focus on task completion rather than grammar lessons in isolation. Inculcating the said surroundings shifts the students' focus upon task completion rather than the nitty gritty expect of grammar rules, when this is fostered with success, students can develop their fluency and confidence in using grammar

instead of focusing on precise accuracy. This method helps construct a grammatical competence basis that students can refine in the future on their own time.

Finally, TBL formulates a surrounding where most of the task given out involves groups of pair work. This permits students to use and practice grammar collaboratively. This exchange has led to peer correction and support, which promoted a boost of confidence among students in using the language and grammar rules.

The sole suggestion for scholars wishing to conduct additional research on TBL and grammar is to look into how effective TBL would be if it were done in pairs rather than in groups. As seen in the feedback given by respondents, most of them clearly emphasized the challenges of being in a foreign environment among unknown groupmates. Being in such a situation has resulted in stress and difficulty in communication which has affected task completion in some way. Hence for future scholars, group formation for a TBL lesson is selected among students themselves or done in pairs instead. By doing so, the researchers can pose a question in terms of the effectiveness of TBL conducted in groups and pairs when teaching a grammar lesson.

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