

AN ANALYSIS OF TASK-BASED LEARNING TO IMPROVE ENGLISH LANGUAGE EDUCATION STUDENTS' GRAMMAR MASTERY

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Abstract. This study aims to analyze the implementation of Task-Based Learning in grammar class of third-semester English Language Education students at Triatma Mulya University. The study also investigates students' responses toward the implementation of Task-Based Learning during learning process. A qualitative descriptive method was used, which involved classroom observations, interviews, and documentation. The results show that 1) Task-Based Learning increases students' motivation in learning grammar, 2) Task-Based Learning makes the students more confident in using grammar, 3) Task-Based Learning can improve students' participation during classroom activities, 4) Task-Based Learning helps students to learn grammar easily and clearly. The study concludes that Task-based Learning has significance influence in improving students' grammar mastery. Task-Based Learning can be considered as an effective approach for teaching grammar in English Language Education classes.

Keywords: Language Learning, Teaching Approach, Teaching Grammar, Task-Based Learning

Abstrak. Penelitian ini bertujuan untuk menganalisis penerapan *Task-Based Learning* dalam pembelajaran tata bahasa (*grammar*) pada mahasiswa Program Studi Pendidikan Bahasa Inggris semester tiga di Universitas Triatma Mulya. Penelitian ini juga mengkaji respons mahasiswa terhadap penerapan *Task-Based Learning* selama proses pembelajaran berlangsung. Penelitian menggunakan metode deskriptif kualitatif yang melibatkan observasi kelas, wawancara, dan dokumentasi sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa: (1) *Task-Based Learning* meningkatkan motivasi mahasiswa dalam mempelajari tata bahasa, (2) *Task-Based Learning* membuat mahasiswa lebih percaya diri dalam menggunakan tata bahasa, (3) *Task-Based Learning* dapat meningkatkan partisipasi mahasiswa selama kegiatan pembelajaran di kelas, dan (4) *Task-Based Learning* membantu mahasiswa memahami tata bahasa dengan lebih mudah dan jelas. Berdasarkan temuan tersebut, dapat disimpulkan bahwa *Task-Based Learning* memberikan pengaruh yang signifikan terhadap peningkatan penguasaan tata bahasa mahasiswa. Oleh karena itu, *Task-Based Learning* dapat dipertimbangkan sebagai pendekatan yang efektif dalam pengajaran tata bahasa pada program studi Pendidikan Bahasa Inggris.

Kata Kunci: Pembelajaran Bahasa, Pendekatan Pembelajaran, Pengajaran Tata Bahasa, *Task-Based Learning*

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INTRODUCTION

Language is a mean of communication which takes place within some sort of social context (Kuiper & Allan, 2017). In learning language, one of the important things is learning grammar. Grammar is considered a crucial component in English learning since it helps students form sentences that are both meaningful and grammatically correct. Larsen-Freeman (2021) stated that grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. It means that learning grammar is not only about memorizing rules or sentence patterns, but also understanding how language is used appropriately in daily communication. Through grammar, the students can express their ideas with meaningful sentences. Therefore, learning grammar is important because it is the basic foundation for learning listening, reading, writing, and speaking skills.

Richards and Renandya (2002) stated that there are two reasons for teaching grammar, namely comprehensibility and acceptability. Comprehensibility refers to the learner's ability towards the use of language in several contexts, while acceptability refers to the learner's ability towards the use of language in various situations. Those two reasons are very important to make effective verbal and written communication. Based on the primary observation conducted in third-semester grammar classes, many students still experience difficulties in learning grammar. Most students tend to focus on memorizing grammatical rules and formulas. They are also difficult to memorize those rules and formulas. They often lack confidence when they apply grammar in writing and speaking activities. It is because they are uncertain about the accuracy of their grammar use.

Therefore, the lecturer should find an appropriate approach in teaching grammar. There are some approaches that can be used by the lecturer based on the students' characteristics, learning objectives, classroom conditions, and students learning needs. One of them is Task-Based Learning (TBL). According to Richards & Schmidt (2010), Task-Based Learning is an approach that includes students in constructive communication and interaction that allows them to gain grammar knowledge via authentic language use. This approach helps students to learn grammar naturally through the tasks given by the lecturer. It will make them easier to learn grammar because they actively participate in communication activities during the class.

Prabhu (1987) introduced a Task-Based Learning model that consists of three stages, namely pre-task activities, task cycles, and post-task activities. Subsequently, Willis (1996) developed and expanded this model into a broader framework for language teaching, which includes three major phases: pre-task, task cycle, and language focus. This study aims to analyze the implementation of Task-Based Learning in improving English Language Education

students' grammar mastery. The researcher expects that this study can provide useful contributions for English lecturers, students, and future researchers in developing more communicative and effective grammar teaching approach.

METHOD

This study used descriptive qualitative method, aimed at providing a description of the implementation of the Task-Based Learning approach in a grammar class. The focus was on analyzing the implementation of Task-Based Learning in a grammar class and describing students' responses and participation during the learning activities. This study took place in third-semester English Language Education at Triatma Mulya University during the even semester of 2025/2026. The participants of this study were third-semester students. The participants were chosen because they were actively involved in the grammar learning process using Task-Based Learning activities.

The data were collected through classroom observation, interviews, and documentation. Classroom observation was conducted to observe students' participation, interaction, and responses during Task-Based Learning activities. Interviews were conducted with several students to obtain deeper information about their experiences and opinions related to the implementation of Task-Based Learning in grammar class. The interviews focused on students' motivation, confidence, participation, and difficulties during the learning process. Documentation was used to support the data collection process. The documentation included classroom documentations, lesson plans, students' assignments, and teaching materials used during the implementation of Task-Based Learning approach.

Data analysis in this study employs the interactive model proposed by Miles and Huberman (1994). This model consists of several steps, namely data reduction, data display, and drawing conclusions. First, the researcher collected the data from observations, interviews, and documentation. Then, the sorted data were presented in the form of descriptive narratives to make the data easier to understand and interpret in the process of data display. Finally, the researcher drew conclusions based on the findings of the study.

RESULTS

This result found that the use of Task-based Learning has significance influence in improving students' grammar mastery. The implementation of this approach in the class was conducted through several activities designed to encourage students' active participation. First, the students were given a topic through explanation and examples by the lecturer. Then they

work collaboratively to complete the grammar task, such as group discussion, role play, and grammar analysis.

The observation showed that the students actively communicate in their group during group discussion. In this session, the students finished the task collaboratively with their group members. They could exchange their opinions and correct each other's mistakes. Besides that, this activity gave an opportunity for the students to practice freely using English directly. The students also did role play in which they were asked to practice short conversations in front of the class. In this stage, the students were expected to use grammar in daily conversation. It made them feel more comfortable to learn grammar because they were not only asked to memorize the grammar formulas. Moreover, it can improve their confidence in using grammar because they were asked to practice more. Through this activity, the students would be more creative to express their idea in creating the dialogues.

The last activity was grammar analysis. In this activity, the lecturer asked students to analyse the grammatical structures used in their tasks during task activity. The lecturer discussed the sentences produced by the students and correct their mistakes. The students were encouraged to identify their own mistakes and revise the incorrect sentences together with their classmates. This activity helped students to understand grammatical rules used in real communication. The students also actively participated in correcting sentences, asking questions, and discussing grammar problems.

DISCUSSION

Based on interview results, the students gave positive responses toward the implementation of Task-Based Learning in their class. Many students said that Task-Based Learning help them to learn grammar effectively because the activities were connected to the real communication. Besides that, the students actively interacted during the learning process. The first finding showed that Task-Based Learning increased students' motivation in learning grammar. Some students stated that they were more interested in learning grammar, because involved in all activities. They felt more enjoyable rather than only listening and memorizing the grammar rules and sentence patterns. One student said:

“I think that I am more interested to learn the material, because we can learn through discussion.”

Another student stated:

“The activities make me felt interesting, because when I only listen to the lecturer, I will feel bored.”

These findings indicate that Task-Based Learning can create a more engaging learning environment and make the students become more interested and active during the learning process. This finding supports Willis (1996), who explains that Task-Based Learning encourages meaningful communication and active student participation during language learning activities. The second finding showed that Task-Based Learning made the students more confident in using grammar. Some students said that they became less afraid of making mistakes because they could practice grammar through communication and group interaction. The students also mentioned that they became more confident when doing role play as a result of group discussions in front of the class. One student said:

“I was not afraid of making mistakes when I worked with my friends, because they helped me to correct my mistakes.”

Another student stated:

“I have a chance to practice using grammar in real communication. It makes me more confident.”

These findings show that Task-Based Learning can reduce students’ anxiety in grammar learning. The students feel more relaxed and supported by their classmates during the learning process. Therefore, the students become more confident in speaking using English grammar. The third finding showed that Task-Based Learning could improve students’ participation during classroom activities. They were given chance to express their ideas during group discussion and doing role play. One student said:

“I can share ideas with my group members.”

Another student stated:

“I felt more comfortable to share my opinion and participate in classroom discussion.”

These findings show that Task-Based Learning make the students more active in the classroom. Through group discussion, the students can exchange their ideas, ask questions, and help each other to understand the material. This finding supports Nunan (2004), who states that Task-Based Learning emphasizes student-centered learning through interaction and collaborative tasks. The fourth finding showed that Task-Based Learning helped students to learn grammar easily and clearly. Some students explained that they were easier to understand grammar rules and sentence patterns because they learn through real examples and practice. Grammar analysis activities also helped them to identify and understand their grammar errors and correct them. One student said:

“I can understand the grammar rules because I used it directly in communication with my group members and also when I did role play.”

Another student said:

“The last activity can help me understand my mistakes.”

These findings show that Task-Based Learning helps students connect grammatical structures with meaningful communication. Students do not only memorize grammatical rules but also apply them directly in communicative situations. This finding supports Prabhu (1987), who argues that language learning becomes more effective when students focus on completing meaningful tasks. The interviews show that the implementation of Task-Based Learning created more active communication. The students can collaborate with their group members, practice grammar in real communication, and improve their grammatical understanding. Therefore, Task-Based Learning can be considered as an effective approach for teaching grammar in English Language Education classes.

CONCLUSION

Based on the findings obtained through observation, interviews, and documentation, it can be concluded that Task-Based Learning has a positive impact on students' grammar mastery. First, it increases students' motivation because the learning process is more interesting and connected to real-life communication. Second, it makes students more confidence in using English grammar because they have more opportunities to practice without being afraid of making mistakes. Third, it improves students' participation during learning process because the students are encouraged to work in groups and express their ideas. Fourth, it helps students understand grammar more effectively because they learn grammar through meaningful tasks and real communication contexts.

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