



Analysis of Students' Speaking and Grammar's Performance through Task Based Learning Approach

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Abstract

This study explores the implementation of the Task-Based Learning (TBL) approach in enhancing the speaking ability and grammatical accuracy of first-semester students in the Department of Agricultural Socio-Economics, Faculty of Agriculture, Pattimura University. The research was motivated by students' low motivation, limited English proficiency, and inadequate prior exposure to the language. Employing a qualitative case study design, data were collected through classroom observations, semi-structured interviews, and documentation of students' presentations and discussions over eight meetings. Thematic analysis following Braun and Clarke's framework revealed four major findings: (1) students initially demonstrated very low interest, motivation, and cognitive ability in English, (2) the implementation of TBL significantly improved students' speaking fluency and grammatical accuracy, (3) several challenges emerged, including limited instructional time, inadequate learning facilities, and students' anxiety when speaking English, and (4) supporting factors such as relevant teaching materials, contextual learning tasks, and a flexible, student-centered teaching approach contributed to the method's success. The integration of communicative and grammar-focused tasks fostered a more engaging, collaborative, and meaningful learning atmosphere. Students who were initially passive became more motivated, confident, and active participants in class discussions. Despite time and resource constraints, TBL proved to be an effective pedagogical approach for non-English major students, particularly in contexts where English exposure is minimal. The study underscores the importance of adapting communicative, task-based methodologies to enhance English language learning in Eastern Indonesia's higher education institutions, addressing both cognitive and affective domains of student development.

Keywords: *Grammatical Accuracy, Motivation, Speaking Ability, Task-Based Learning, Thematic Analysis*

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INTRODUCTION

Mastering only one field of knowledge is no longer sufficient to face the challenges of the times; individuals must also be willing to take the risk of learning other disciplines to support their readiness in meeting the demands of the era. One way to achieve this is by learning English as an additional field of knowledge alongside one's main area of study. For instance, in the context of higher education, strong English language skills are crucial for accessing international academic literature, applying for scholarships that require TOEFL scores, and enhancing employment opportunities in an increasingly globalized job market. English can open a window to the world, allowing entry into a broader new realm, enhancing career opportunities, facilitating communication, expanding knowledge and insight

about global information, and serving as a medium of instruction to better understand technology (Arrahma *et al*, 2021).

However, in reality, many students still face difficulties in speaking English using proper grammar rules. Based on observations conducted in the Department of Socio-Economic Agriculture, Faculty of Agriculture, Pattimura University during the 2023/2024 academic year, students were found to lack motivation and interest in learning English. They tend to be apathetic when lecturers are teaching. This condition stems from their insufficient prior knowledge of English, which they obtained during junior and senior high school. Several factors contribute to this issue, such as limited access to English lessons, minimal classroom interaction with English teachers, and a lack of encouragement from those teachers, which leads to low enthusiasm for learning a foreign language. Additionally, the absence of intrinsic motivation, compounded by unsupported peer and family environments, further hinders their learning. The students' cognitive abilities, based on observation, were almost equivalent to those of third-grade elementary school children.

Most previous research about an instructional model based on TBL was designed for improving reading and speaking skills only. However, there is little research on speaking skill integrated with grammar skill. Research related to the effectiveness of the Task-Based Learning (TBL) approach has been widely conducted and applied at all educational levels, from elementary school to higher education. All of the preliminary studies reviewed were quantitative in nature and conducted in the western regions of Indonesia. These previous studies focused mainly on improving students' or university students' cognitive abilities in English or Indonesian language subjects, without examining the affective and psychomotor aspects of the learners. Additionally, most of the studies investigated only one aspect, without integrating it with other domains. Therefore, this study is more complex than previous ones, as it employs a different method—qualitative analysis—and examines three core domains of student development: cognitive, affective, and psychomotor.

Furthermore, this study does not focus on just one skill but rather integrates two skills: speaking ability and grammar competence. This multidimensional approach adds to the complexity of the research, requiring substantial effort in applying appropriate methods to achieve effective results. In line with this, Mamajonova (2025) reveals that Task-Based Learning (TBL) encourages students to use English in real-world economic scenarios. Assigning tasks such as analyzing a market trend and presenting findings in English fosters practical language use and critical thinking. This approach helps students engage with authentic economic contexts while simultaneously improving their communication skills, preparing them for workplace and academic demands. Additionally, Mtana (2023) proposed TBL can be considered as a viable approach to enhance pupils' communication skills in English and promote their motivation in language learning. The task-based learning approach provides learners with chances to interact with peers and teachers to develop self-confidence, which in turn, helps them acquire language skills (Hassan *et al*, 2021).

Research by Fatimah *et al*. (2022) indicated the effectiveness of TBL in foreign language instruction, as demonstrated by an increase in the average speaking skill score from 4.6 (categorized as poor) during the problem-identification phase to 7.54 in the second cycle. Ulfa *et al* (2021) showed their findings that TBL is an effective active learning strategy to improve knowledge of PPH of Indonesian midwifery students before clinical practice exposure. Afifah & Devana (2020) promotes TBL as the best learning tools since the result of posttest in experimental higher than the result of posttest in control class. Sholawati *et al* (2022) reveals that TBL method can improve students ability to speak English and it is very useful to prepare students to enter the world of work. Task-based learning is an effective clinical teaching method for enhancing medical students' knowledge and performance in a real working environment (Sedaghatkar, 2023).

The researcher expects that the pattern of teaching English speaking skill integrated grammar skill in socio economic department will be useful for the students to efficiently communicate in English language by using proper grammar. Students can use English in daily life based on their purpose. Tangchaiphithak (2025) stated that the use of TBLT to improve speaking skills in adult EFL learners,

especially in online settings. Ahmed *et al* (-) Task-based language teaching enables students to work with their peers in pairs or groups and feel more comfortable in using language more naturally than with their teachers. Kimarion & Milon *et al* (2023) suggest that the results underscore the significance of instructors' proficiency in task-based language instruction, emphasizing its potential to positively shape the language learning experience at the tertiary level. Wenas *et al* (2023) stated that TBL covered lesson retrieval and made it easier to remember earlier classes and resources as well as to improve language learning experiences and valued their significance and relevance to the actual world. These favorable opinions highlight the usefulness of TBL as a method of instruction that adheres to the fundamentals of communicative language learning and promotes successful language learning outcomes. First and foremost, it is essential to keep supporting TBL as a pedagogical strategy and to offer ongoing assistance and chances for professional growth to teachers so they can use TBL techniques in the classroom. They would better comprehend TBL ideas, techniques, and material production as a result of this. Chooma & Chattiwat (2020) After using PDSA model, post-test mean score of the students' English-speaking skill was significantly higher than the pre- test mean score. Overall satisfaction toward PDSA Model was at a high level. The five experts agreed that the PDSA model was appropriate at an excellent level. Milon *et al* (2023) suggest that the study suggests that the successful implementation of TBLT in speaking classes is contingent upon the instructor's comprehensive understanding of task-based language instruction, influencing their application of expertise within the classroom setting. Wenas *et al*. (2023) They acknowledged how language skills were included into TBL, highlighting how well it covered lesson retrieval and made it easier to remember earlier classes and resources as well as to improve language learning experiences and valued their significance and relevance to the actual world.

First and foremost, it is essential to keep supporting TBL as a pedagogical strategy and to offer ongoing assistance and chances for professional growth to teachers so they can use TBL techniques in the classroom. They would better comprehend TBL ideas, techniques, and material production as a result of this. Additionally, getting regular input from students can help to enhance TBL practices and better inform instructional design. Task -Based learning has proven to be effective in improving students' English-speaking skill. This is supported by Chooma & Chattiwat (2020), who stated that students' English-speaking skill was significantly higher than the pre- test mean score. These results underscore the importance of TBL in the context of high level. Khan Milon *et al*., (2023) suggests that the successful implementation of TBLT in speaking classes is contingent upon the instructor's comprehensive understanding of task-based language instruction, influencing their application of expertise within the classroom setting. Brooks & Lutes (-) defined TBL as a widely embraced methodology in Second Language Acquisition (SLA). This approach necessitates that student accomplish tasks in the target language, eschewing the traditional approach of focusing solely on studying the language itself. A TBL framework provides students the opportunity to immerse themselves in the target language within a context that mirrors real-life examples, distinguishing it from conventional classroom methodologies. Romdoni (2024) TBL can optimize EFL teaching practices, leading to improved language proficiency in diverse learning contexts. Kimario & Mtana (2023) reveals that TBL is an effective strategy for promoting communication skills in English. Also, TBL can be considered as a viable approach to enhance pupils' communicative ability and promote their motivation in language learning. Wenas *et al* proved that TBL as a pedagogical strategy and to offer ongoing assistance and chances for professional growth to teachers. Phaisannan *et al* stated task-based learning approach (TBL) is considered an effective method to promote students' English-speaking ability. Task based learning has the same rules with the task-based language teaching (TBLT). In China, the ministry of national education proposed the new curriculum standard (2001), which clearly required application of TBL (Pan X, 2021). Meaning that, this approach is a very useful learning tool in order to make students adapt with the material's teacher provided in class easier. Widiastuti *et al* (2022) also showed their findings of TBL that students developed their speaking performance after experiencing speaking class through CALL (a computer-assisted language learning).

This study employs TBL approach. The implementation of these methods in the classroom is essential to observe changes in students' motivation, interest, perceptions of English, and their cognitive abilities. The lack of research addressing these aspects has motivated the author to explore in depth the factors contributing to the students' limited understanding and knowledge of English, particularly among students of the Agricultural Socio-Economics Department, Faculty of Agriculture, over time. Their prior knowledge of English is generally very low. Moreover, previous studies tended to focus on students majoring in English Education, who learn English in more detail and with deeper engagement. In contrast, the participants of this study are students of the Agricultural Socio-Economics program, for whom English is only a general compulsory course. This presents a major challenge in the research, as these students have insufficient prior knowledge. As explained in earlier sections, many of them have lost interest and motivation in learning a subject they do not consider part of their area of expertise, perceiving English as too difficult to understand. For these students, English is a foreign language in the truest sense—every word, sentence, and text seems unfamiliar to their ears. In order to fulfill this study, researcher formulate the goals of the study into three parts, they are; 1) to find out the causes of students' low interest, motivation, and cognitive ability in learning English. 2) To find out how TBL approach affect students' speaking ability using correct English grammar. 3) To investigate the factors supporting the implementation of TBL approach in English language teaching.

METHODS

Research Design

The participants were 34 first-semester students from the Department of Agricultural Socio-Economics, comprising students from the Agribusiness Study Program and the Agricultural Extension Study Program at Pattimura University. The average age of the participants was between 18 and 19 years old, with diverse educational backgrounds. The study was conducted during English class (General English Course) in the odd semester of the 2024/2025 academic year. The course was delivered through face-to-face instruction.

This study employed observation, semi-structured interviews, and documentation of students' speaking and grammar presentation tasks as data collection techniques. The collected data were carefully read and analyzed in depth based on the research objectives. The data included teaching materials and the Semester Learning Plan (RPS). The researcher observed the class over the course of 8 meetings (before and after the method was implemented) using a prepared observation checklist. At the end of the study, 20 students from both study programs were interviewed. The data obtained from observations and semi-structured interviews were analyzed using the thematic analysis approach by Braun and Clarke (2021). The following steps were implemented:

1) Familiarization with the data

At the initial stage of analysis, the researcher carefully read and reread all collected data, including observation notes, interview transcripts, and students' task documentation. This process allowed the researcher to become deeply familiar with the classroom dynamics and students' learning behaviors during and after the implementation of Task-Based Learning (TBL). During transcription, the researcher highlighted key expressions, reactions, and comments from students that reflected changes in motivation and engagement. Short reflective notes were written throughout this stage to capture early insights, such as recurring difficulties students experienced when speaking English and visible improvements in their confidence and grammar accuracy after the method was applied. This continuous engagement with the data helped the researcher identify potential patterns that would later develop into broader analytical themes.

2) Generating initial codes

After becoming fully familiar with the data, the researcher proceeded to identify and label meaningful segments that represented key aspects of students' experiences and learning progress. Each transcript and observation note was examined carefully, and recurring patterns were marked manually

without the use of software. Coding focused on capturing both explicit expressions and underlying meanings related to students' participation, motivation, and language performance.

Through this process, several initial codes were generated. For example, students' statements expressing difficulty, low confidence, or limited vocabulary were coded as indicators of *low interest and limited English proficiency* before TBL implementation. Utterances reflecting increased enthusiasm, active participation in group tasks, and willingness to speak in English were coded as *improvement in motivation and speaking ability*. Comments describing classroom time constraints, nervousness when presenting, or dependence on peers were categorized as *challenges in implementing TBL*. Meanwhile, positive observations about the teacher's support, task relevance, and cooperative classroom atmosphere were coded as *supporting factors*. This comprehensive manual coding process allowed the researcher to capture a wide range of experiences and perspectives, forming the foundation for grouping data into broader themes in the next analytical stage.

3) Searching for themes

Once the initial codes were identified, the researcher began grouping related codes into broader patterns that reflected students' overall learning experiences with the Task-Based Learning (TBL) approach. This process involved reviewing all coded segments and identifying how different ideas connected to one another in relation to the research questions.

During this stage, several codes that shared similar meanings were combined to form preliminary themes. For example, codes describing students' increased participation, greater enthusiasm, and growing confidence were clustered under the theme "*Changes in Interest and Motivation*." Codes reflecting improvement in grammar accuracy, pronunciation, and fluency during presentations were grouped as "*The Impact of TBL on Speaking with Correct Grammar*." Meanwhile, codes referring to students' nervousness, time limitations, or lack of preparation were organized into "*Barriers to Implementation*." Lastly, codes related to positive learning environments, teacher guidance, and task relevance were combined into "*Supporting Factors for TBL Implementation*."

To ensure consistency and validity, the researcher used visual mapping and reflective notes to explore how each theme related to others. This process allowed the researcher to see the bigger picture of how the TBL method influenced students' motivation and speaking performance, as well as the contextual factors that shaped its success in the English classroom.

4) Reviewing potential themes

After the preliminary themes were organized, the researcher re-examined all coded data to ensure that each theme accurately represented the participants' experiences and reflected the research objectives. Observation notes, interview excerpts, and task documentation were reviewed several times to check the coherence and distinctiveness of each theme.

During this stage, some overlapping codes were refined and reclassified to improve clarity. For example, codes initially categorized under "*Barriers to Implementation*" that referred to students' lack of motivation before TBL were reassigned to "*Changes in Interest and Motivation*." Similarly, certain codes describing improvements in sentence structure and pronunciation were merged under "*The Impact of TBL on Speaking with Correct Grammar*." This review process helped eliminate redundancy and ensured that each theme presented a unique and meaningful aspect of the findings.

The recursive process of reviewing and refining themes confirmed that the four major themes—changes in motivation, the impact on speaking and grammar, barriers, and supporting factors—were internally consistent and collectively offered a comprehensive understanding of the effects of TBL in the English class. This stage also strengthened the reliability of the data interpretation before moving to the next analytical phase.

5) Defining and naming themes

At this stage, the researcher refined and clearly defined the essence of each identified theme to ensure that they accurately captured the meaning of the data and addressed the research focus. Each theme was given a concise yet representative name that reflected the students' learning experiences and the outcomes of Task-Based Learning (TBL) implementation.

The first theme, “Changes in Interest and Motivation,” describes how students who initially showed low enthusiasm toward English learning gradually became more engaged after participating in TBL activities. The interactive and task-based nature of the lessons—such as group discussions and role plays—helped them overcome anxiety and fostered a sense of enjoyment in using English.

The second theme, “The Impact of TBL on Speaking with Correct Grammar,” highlights students’ noticeable improvement in speaking fluency and grammatical accuracy. Through repeated practice in performing communicative tasks, students became more aware of grammatical structures and learned to apply them correctly in spontaneous speech.

The third theme, “Barriers to Implementation,” captures the challenges faced during the teaching process, including limited class time, uneven participation, and some students’ lack of confidence when speaking in front of their peers. These barriers occasionally hindered task completion and required the lecturer to make instructional adjustments.

The fourth theme, “Supporting Factors for TBL Implementation,” emphasizes the contextual elements that contributed to the success of the method. These include the lecturer’s flexibility in adapting materials to students’ proficiency levels, the design of tasks that were relevant to students’ field of study, and the creation of a supportive classroom atmosphere that encouraged collaboration and peer feedback.

Together, these four themes provided a comprehensive picture of how TBL influenced students’ learning experiences in the General English course, offering insight into both the pedagogical effectiveness and practical challenges of implementing this approach among non-English majors.

6) Writing the report

In the final stage, the researcher organized all analyzed data into a coherent narrative that clearly presented the results and their implications. Each theme was elaborated with supporting excerpts from interview transcripts, observation notes, and documentation of students’ classroom activities. These data extracts were carefully selected to illustrate how the Task-Based Learning (TBL) approach influenced students’ speaking ability, grammatical awareness, and learning motivation.

The report was structured to highlight the relationship between the four major themes and the overall research objectives. For example, excerpts showing students’ increased enthusiasm and active engagement were used to support the theme “*Changes in Interest and Motivation*,” while quotes demonstrating students’ improved grammatical accuracy and fluency strengthened the discussion under “*The Impact of TBL on Speaking with Correct Grammar*.” Similarly, classroom notes about time constraints or students’ hesitation to speak were presented to illustrate “*Barriers to Implementation*,” and teacher reflections on adaptive strategies and peer collaboration supported the theme “*Supporting Factors for TBL Implementation*.”

Each theme was discussed not only in descriptive terms but also in relation to previous studies on TBL and Communicative Language Teaching (CLT). This comparison helped clarify how the findings aligned with or diverged from earlier research. The report concluded by interpreting the overall significance of the results, emphasizing that TBL effectively enhanced students’ communicative competence while also presenting certain pedagogical challenges that required contextual adjustment.

Through this systematic process, the researcher ensured methodological transparency and a rich, evidence-based interpretation of the data, providing a comprehensive understanding of TBL’s implementation in the English classroom for Agribusiness and Agricultural Extension students at Pattimura University.

FINDINGS

Based on the results of observations, interviews, and documentation of student assignments, several findings emerged, including:

Changes in Interest and Motivation

Observations from the first and second meetings revealed that most students in the Agricultural Socioeconomics Department had lost interest and motivation in learning English. During these initial meetings, the TBL approach had not yet been applied, in order to observe the actual classroom conditions. Interviews with a sihmajority of students—many of whom came from disadvantaged, remote, and outermost (3T) regions such as West Southeast Maluku, Aru Islands, West Seram, East Seram, Southwest Maluku, and South Buru—revealed that they struggled with learning English. This stemmed from the poor quality of English instruction in their high schools, where English was taught only once or twice a month. The learning process was highly monotonous: students were asked to read an argumentative text from the textbook and answer the accompanying questions. This pattern was repeated throughout the semester. In terms of speaking skills, teachers merely taught students to speak using simple sentences such as, “My name is Yuli. I live in Tiakur. I am 15 years old.” Thus, over the course of one semester, students were only exposed to reading and speaking skills.

This educational disparity in eastern Indonesia is a striking contrast to conditions in the western part of the country. These observations are not fabricated; they are based on the researcher’s own experience teaching at Universitas Pattimura’s Off-Main Campus Program (PSDKU) in 2016. The students’ experiences, as described during interviews, reflect the real challenges observed in the field. The TBL approach was introduced in the third meeting. The English lecturer assigned communicative tasks such as role plays and simulations. The topics were intentionally simple; students were asked to interview the person sitting next to them, inquiring about their name, age, school of origin, and aspirations. They then wrote the results on a piece of paper and presented their findings while standing in front of the class. Before the task, the lecturer modeled the interview with a colleague, providing a tangible example for students to follow.

Significant changes were observed in this third meeting. Although the outcomes were not perfect, students demonstrated greater courage, interest, and motivation in the learning process. The 40-minute session was marked by enthusiasm, even though 2–3 students still struggled to grasp the essence of learning English. During presentations or role plays, students competed to complete the tasks. They were no longer afraid to ask the lecturer for clarification. From the third to the eighth meeting, students were highly active in group discussions to prepare their presentations. From the fourth to the eighth meetings, interest and motivation continued to grow, thanks to a more flexible teaching style. The students were not pressured to follow rigid methods such as reading texts and answering questions. Instead, they were encouraged to explore their capabilities using real-life materials relevant to their field of study. Teaching materials for speaking were creatively designed to avoid monotony and maintain engagement during role plays, simulations, and discussions related to their academic program. Vocabulary was chosen for ease of recall throughout the study. The interest and motivation that had been lost over the years were reignited through the use of the TBL approach and the lecturer’s adaptive delivery. The lecturer had to accommodate the fact that students came from educational, social, and family environments that did not support their acquisition of standard English.

The Impact of the CLT-TBL Method on Speaking Ability and Grammatical Accuracy

The findings showed a significant improvement in students’ speaking ability between the first meeting (before the approach was applied) and the third meeting (after the approach was applied). TBL approach proved effective not only in rekindling students’ motivation and interest in learning English but also in enabling them to explore their cognitive abilities. Students gradually became accustomed to speaking English with correct grammar. Notably, during the study, students exhibited a positive habit: when they made grammatical errors, they would immediately recognize and correct them on their own.

In the earlier meetings, students had difficulty distinguishing between pronouns such as “he” and “she” and struggled with auxiliaries such as “is” and “are” or differentiating between singular and plural nouns. For example, an initial attempt at introducing a friend might be:

“My friend name Arsad, she is from Masohi. She hobby is playing football and playing games.”

This drastically improved to:

“My friend’s name is Arsad. He comes from Masohi. His hobbies are playing football and playing games. His favourite pet is a cat. He loves cats because cats are so cute.”

Another example came from role-play scenarios where students acted as agricultural extension workers or aspiring entrepreneurs. One student stated:

“Hello, please introduce myself as an agricultural extension worker. I am here to present about how to increase farmers' knowledge of clove seedling, pruning, and fertilization techniques.”

An agribusiness student presented:

“Today, I will present several topics related to agribusiness, including: 1. The definition of agribusiness, 2. The types of agribusinesses, 3. The key aspects of agribusiness such as production, management, marketing, and agricultural entrepreneurship, and finally, 4. How to manage the entire production chain from upstream to downstream.”

1) Inhibiting Factors in Method Implementation

The main barrier to the implementation of the CLT-TBL method was the limited time allocation of only 90 minutes per week, which was insufficient for covering new material that required both theoretical understanding and practice. Fully optimizing all stages of task-based learning—from briefing, execution, to reflection and feedback—proved highly challenging. As a result, the lecturer had to constantly adjust the content to the time constraints. Additional constraints included inadequate access to supporting teaching media (such as audiovisual or interactive videos). The campus-provided media often malfunctioned: the projector screen was blurry, and the speaker system required a technician’s assistance, consuming valuable class time. This was problematic, as the CLT-TBL method emphasizes authenticity, ideally supported by contextual materials and multimedia.

Moreover, the students involved in this study were not English majors, which made it more difficult to apply the method. The English materials used were limited to an intermediate level. Several students, based on observations, had no interest or motivation at all, due to a lack of English exposure in junior and senior high school. Some had skipped English classes entirely when teachers were present. Another inhibiting factor was students’ perception of English as a difficult foreign language, especially given their age (17–19 years). Unlike children, adult learners acquire foreign languages more slowly and require prolonged, intensive, and repetitive instruction. Formal instruction at the tertiary level demands creative, student-centered teaching to ensure comprehension.

Misguided learning motivation also hindered students' progress. Many were afraid of making mistakes and being laughed at by peers. Most had never presented in front of a class before. In early meetings, some exhibited physical anxiety symptoms—trembling hands, sweating, and shaky voices. Extra effort was needed to build their confidence. Each student required repeated opportunities to speak in front of the class or in small groups. Finally, students feared asking questions when they did not understand. When interviewed, many admitted that they were afraid of being laughed at for asking the lecturer to repeat basic grammar explanations.

2) Supporting Factors for the Success of the TBL Method

The key supporting factor for the successful implementation of the TBL approach was the learning strategy that involved students directly in the process. The learning was student-centered, facilitated through project-based tasks introduced in the third meeting. Students learned from past mistakes (as discussed earlier), were given freedom to explore within group discussions and simulations, and felt trusted to carry out their tasks. Errors were quickly identified and corrected—either by the lecturer or peers. The lecturer never discouraged students but used constructive feedback to boost motivation.

Another supporting factor was the engaging and appropriate teaching materials provided by the lecturer, which were neither too difficult nor too easy, and were relevant to the students’ fields of study. For instance, students were asked to present on why they chose agribusiness or agricultural extension, their future career goals, and how to cope if they end up in an unrelated job. They were also asked to

explain in detail what agribusiness and agricultural extension entail. These tasks bridged content knowledge with the development of grammatically accurate speaking skills.

Interviews with 20 students before the third meeting revealed a preference for materials related to their current semester subjects. Familiar content facilitated comprehension. This inspired the researcher to align English tasks with concurrent coursework. Groups were formed based on mixed abilities. Students with stronger skills helped those struggling, enabling effective peer assessment and confidence-building within smaller groups. Further interviews revealed that students appreciated being given freedom to select enjoyable and manageable materials. The lecturer did not require them to memorize excessive or difficult vocabulary. Students were not overwhelmed with complex tasks, as they also had to manage other subjects. The TBL approach gave them room to express themselves and fostered a supportive classroom atmosphere.

DISCUSSION

The implementation of Task-Based Learning (TBL) approach significantly improved the speaking skills and grammatical understanding of students in the Social Economics of Agriculture Department, specifically those in the Agribusiness and Agricultural Extension Study Programs. Based on triangulated data from classroom observations, student interviews, and task analyses, it was found that task-oriented English language learning—designed to be relevant to students' academic and professional needs—successfully fostered a more conducive, comfortable, collaborative, and active classroom atmosphere. Students who were previously apathetic showed a positive transformation, demonstrated by increased motivation and interest in the teaching and learning process. Furthermore, students' cognitive abilities improved significantly, as seen in their more accurate use of grammar during group presentations and simulations. Supporting and hindering factors in the teaching and learning process emerged as key elements in the successful implementation of the TBL approach over the course of eight sessions. The findings of this study imply the need for tailored teaching strategies for students in Eastern Indonesia, who typically have limited exposure to the English language.

The implementation of Task-Based Learning (TBL) approach in developing speaking skills and grammatical accuracy proved effective in improving both the speaking competence and grammatical understanding of students in the Agribusiness and Agricultural Extension Study Programs. Students were able to gain a deeper understanding of themselves as language learners, recognizing both their strengths and weaknesses. These individual differences identified during the research process were addressed through peer assessment in group discussions and simulations. Students who were more proficient helped those who were struggling. If the entire group was unable to complete a task, the lecturer provided additional support using simplified explanations tailored to the students' levels of understanding.

The use of communicative tasks—such as simulations, group discussions, and the integration of relevant materials aligned with their academic discipline—transformed previously apathetic and unmotivated students into engaged and motivated learners. By the fourth meeting, the researcher observed a significant change in student engagement during group discussions. The lecturer asked each group to evaluate the presentations of other groups by responding to a set of questions. Before starting the discussion, the lecturer used ice-breaking activities to avoid monotony in the classroom. Students were asked to introduce each member of their group in an unconventional way. They presented their peers by including personal identity, the reasons they chose Agribusiness or Agricultural Extension as their study program, and their basic knowledge of the respective fields in Indonesia. Saifudin *et al* (2020) proposed that the student should speak in target language and TBL is implemented in order to reach the aim of this approach.

During this session, the lecturer first demonstrated and explained the grammar structures students would need to use in their presentations, ensuring they felt more confident and less rigid when speaking. Students were not only practicing speaking but also learning to organize arguments logically using appropriate language structures. For example, one student successfully presented:

“Hello, let me introduce my friend. Her name is Raysa. She chooses the Agribusiness Study Program because she loves studying about agriculture and business. She wants to be an entrepreneur; besides, she also wants to be a civil servant in the agriculture department. She loves everything about agriculture. She loves stories about farmers, land, and business.”

The correct use of subject pronouns, verb forms, and articles in this example demonstrated that TBL approach not only enhanced students’ interest and motivation but also fostered contextual and meaningful cognitive development. Following the ice-breaking session, students engaged in group discussions by presenting simple topics such as: what agribusiness and agricultural extension are, what they learn in each program, what they expect after graduation, how their studies could benefit the community both during and after university, and why they chose to study in Ambon rather than elsewhere. Each group’s responses varied, with students actively exploring their ideas. Unexpectedly, they managed to create a lively classroom atmosphere, and the majority enjoyed the learning process using TBL approach. Despite some structural errors, students began to speak using longer sentences—an encouraging indicator of the method’s success in building student interest and motivation.

During simulations or role-play activities, students from the Agribusiness program were asked to act as entrepreneurs seeking investors for their businesses. One student presented:

“Hello everyone. My name is Gabriella, and I am the founder of Ella Coffee Shop, a business that embeds farmers into the business to gain. We serve the customer by love and laugh. I am currently looking for an investment of Rp 100,000,000 to help us expand our business. I offer 5% of the company’s shares per year and the chance to join our business.”

Meanwhile, Agricultural Extension students acted as field extension workers in Ambon, promoting the production of coconut shell charcoal briquettes. In this activity, students not only practiced speaking but also used more complex grammatical structures. One student explained:

“How to make charcoal briquettes. First, prepare the raw materials by crushing charcoal into powder and mixing it with a binding agent like starch or tapioca flour, adding water to form a moduable paste. Second, shape the mixture into briquettes using molds or by hand, ensuring they are compact and uniform in size. And the last is dry the briquettes in the sun for several days to remove moisture, ensuring they harden and become suitable for burning.”

Students learned to use procedural steps in their speech, showing significant improvement in grammatical usage, particularly through the use of sequence markers like *first*, *second*, and *third*, which they previously did not know how to use.

Despite the successes observed with the TBL implementation, several challenges remained. About 5 to 6 students still struggled to construct grammatically correct sentences. One common error involved the misuse of *to be* and *to do* in forming negative and interrogative sentences. For instance, during a group discussion, one student said:

“He wants not to be entrepreneur, but he want to be a civil servant.”

Although the meaning was understandable, the sentence was grammatically incorrect. Thus, the TBL method helped students improve their speaking confidence and group discussion skills, while also enhancing their understanding of grammar. One of the most persistent challenges observed was the limited time allocated for English instruction as set by the university curriculum, coupled with the minimal application of English beyond the classroom. Unlike students in western Indonesia, those in eastern regions have fewer opportunities for consistent and repeated exposure to spoken English.

The success of the TBL method was rooted in its ability to foster a collaborative classroom atmosphere and provide tasks relevant to students’ lives and academic backgrounds. Discussions,

simulations, and simple presentations on both general and subject-specific topics enhanced students' curiosity and engagement with the English language. Most students showed great enthusiasm. No longer did they feel isolated or excluded due to their lack of English knowledge. Whenever confusion arose, students confidently asked questions, turning them into valuable class discussions. Additionally, the lecturer's teaching strategy evolved—from a rigid and conventional approach to a more creative and student-centered one—making students feel more at ease, unafraid to make mistakes, and willing to learn from those mistakes. They also acquired many new skills through tasks aligned with their interests.

Although the TBL method proved successful in enhancing students' speaking and grammar skills, the learning process was consistently challenged by limited time allocation—only 8 meetings were scheduled, with each session lasting 1 hour and 40 minutes. Students also tended to lose motivation during class, particularly when they encountered unfamiliar vocabulary. Therefore, TBL approach is highly recommended for adaptation and further development, particularly for non-English major students such as those at Universitas Pattimura who have limited exposure to foreign languages.

CONCLUSION

Selecting appropriate teaching methods that meet the needs of non-English major students is often challenging to implement and sustain effectively. Therefore, based on the outcomes of this study, the application of TBL approach—which remains underutilized among English language instructors—is strongly recommended. Future English language educators are encouraged to adopt this method to enhance learning outcomes and student engagement in similar contexts.

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