

**SOPHISTICATED EPISTEMIC BELIEFS: AN INTERPRETATIVE
PHENOMOLOGICAL ANALYSIS OF STUDENTS' TASK-BASED LEARNING
EXPERIENCES**

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ABSTRACT

This article describes a phenomenological study in which the researchers explored students' experiences in joining task-based learning (TBL) activities. Semi-structured in-depth interviews were conducted with six participants from low, medium, and high achievement levels who had completed one semester of introduction to research method course. Using interpretative phenomenological analysis (IPA), the researchers identified four primary themes representing the lived experience and meaning found in the participants' experience of task-based learning activities: (1) constructive communication; (2) helping others; (3) learning strategies; (4) sense of responsibility. The findings both support and contribute new aspects to the knowledge of this experience. The results also point to sophisticated epistemic beliefs level own by the students as the essence of the phenomenon of task-based learning activities.

KEYWORDS

task-based learning, phenomenology, epistemic beliefs

INTRODUCTION

Considering the students' experience of task-based learning holds pivotal consequences for enhancing effective curricula, developing instructional methods, and improving pedagogical theory in relation to task-based learning (TBL). It has been years, scholars have explored aspects of students' experiences in joining TBL. Research in this area typically are limited to two categories, namely (a) the impact of using specific technique or tool on learning (e.g. Campo, 2016; Li, et al., 2016) and (b) various tasks, teaching techniques, or media uses learning a particular task (e.g. Moore & Lorenzo, 2015; Lee, 2016; Ahmed, 2017); nevertheless, limited research is found in exploring students' experience in task-based learning activities. In the other hand, a number of articles exploring TBL viewed from the teachers' angles have become a wide diversity in the settings (Oglivie & Dunn, 2010), methods (Hismanoglu & Hismanoglu, 2011), and theories (Najjari, 2014) paving the way for comprehension of tasks and learning. It appears that those commonly include into task-based language teaching, which is viewed by students as task-based learning (TBL).

TBL, broadly defined, has impacted students in many ways, from subtle changes in syllabus to transformation of language learning activities that are focused on meaning, that involve a clear learning outcome, and that reflect how language is used in authentic pedagogical context. As mentioned by Ellis (2003) task-based is used as a way of differentiating task-based language teaching from approaches that use tasks mainly as a means of practicing linguistic forms after they have been explicitly taught as in Presentation, Practice, Production (PPP) model. TBL devises communicative tasks to enhance students' real language use via the emergence of the communicative language teaching approach (Hismanoglu & Hismanoglu, 2011). Nunan (2005) adds that TBL is in line with a student-centered educational philosophy which is made up of specific learning outcomes (Nunan 2004), and it supports content-oriented

meaningful activities compared to linguistic forms (Littewood, 2004). Therefore, indirectly, TBL represents innovations both in philosophical and methodological levels for students to experience in learning English as a foreign language.

TBL in English language teaching alters not only the outcomes of teaching and learning, but also the processes, including communication pattern, cooperation, learning strategy, and social skills like helping others and sense of responsibility. As Hismanoglu, M. & Hismanoglu, S. (2011) state, TBL allows students to learn cooperatively and activates their probable abilities to employ and deal with English language in a professional way. As the students make efforts to perform tasks, they have a lot of opportunities to interact with their friends (Larsen-Freeman, 2000). TBL makes students to experience with classroom interaction, classroom practices, and learning processes, which promotes learning language knowledge and training skills in the process of performing tasks. Additionally, this can be a new paradigm of students' beliefs about what is learning English and how to learn English.

Furthermore, TBL has closely relationship with developing students for owning a particular level of beliefs related to learning, including beliefs about what is learning English and how to learn English, notably epistemic beliefs. Epistemic beliefs have four levels which range from simple to sophisticated (Emaliana, 2017). Simple epistemic beliefs relate to students' learning experience which affect them to define learning English as static knowledge (Schommer, 1998), and explain how to learn English is dependable to ability to learning is inherited, learning comes from authorities like teachers, learning is handed down by authorities (Schraw, et al., 2002). On the other hand, sophisticated epistemic beliefs are closely related to students' learning experience which bring impacts to them having English language learning as tentative knowledge (Schommer, 1998), besides, learning can be done individually by everyone, knowledge is acquired through reasons or logic experiences (Schraw, et al., 2002). Meanwhile in between, there are eclectic to simple and eclectic to sophisticated can be the range of the degrees of students' epistemic beliefs in experiencing TBL activities.

This article seeks to address a significant gap in the research on students' learning experience in joining TBL activities. Research in this area has been conducted exclusively relate to teaching techniques, media, and measurement on effects as well as on predictions. Regardless of the main foci in the aforementioned descriptions, students' learning experience in TBL will be the primary focus of the present research, which utilizes interpretative phenomenological analysis (IPA) (Smith & Osborn, 2008; Langdridge, 2007) in order to reveal the students' lived experiences joining TBL activities. This study is aimed at (1) generate and collect primary qualitative data regarding the learning experiences of students joining TBL activities by employing IPA; (2) identify key themes of students' experiences joining TBL activities; (3) describe lived experiences of students joining TBL activities; and (4) provide recommendations for how to improve the instructions of TBL activities.

LITERATURE REVIEW

Task-based Learning

In teaching English as a foreign language (EFL), a number of issues can inhibit the teaching and learning process which focuses in communicative competence teaching and learning approach. As students may have minimal opportunities to authentic use of the target language, only few real communicative purposes activities in the classroom can be applied (Ozverir, et al., 2017). Besides, students should struggle with inadequate language structures which usually hinder them from natural use of target language (Harmer, 2007). Further, teachers have to stuggle become leaders and organizers of discussion, managers of group or pair work, motivators to engage students in performing a task and language experts to provide language feedback when needed (Willis and Willis, 2007).

As a remedy for the for the deficiencies caused by the form-focused language teaching methods, meaning-focused methods, specifically task-based learning (TBL) have been proposed to provide students communicative competence to use the target language for communication. It can be said that TBL rely heavily on learners, who are actively experimenting with their store of knowledge, and using skills of deduction and independent language analysis to fully exploit the situation (Willis, 1996:56).

Feasible TBL can be implemented based on several requirements as follows. Teachers should have various resources to design their own materials which require more time to prepare. Students' evaluation should be prepared well which can assess students' competence. This should be emphasized on authentic assessment, like portfolio to complete paper and pencil test-if any. Classroom management like carrying out tasks and maintaining orderly environment should be organized carefully. Teachers should have more time and energy to find a balance between utilizing communicative tasks and maintaining control in the classroom.

There are advantages of implementing TBL in English classes according to Willis and Willis (2007) firstly, students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item. Secondly, a natural context is developed from the students' experiences with the language that is personalised and relevant to them. Third, the students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. Fourth, the language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook. Fifth, It is a strong communicative approach where students spend a lot of time communicating. Also, TBL is enjoyable and motivating.

Studies have reported successes under certain circumstances to the implementation of TBL. According to Ellis (2003) and Nunan (2005), TBL engages students in certain mental processing that is useful for target language acquisition and promoted the use of language for communicative purposes. Campo (2016) and Ahmed (2017) findings after conducting studies in education society suggested that TBL was beneficial to students not only in terms of achievement enhancement, but also motivation. Likewise, Li & Zhu (2017) found that students learned more effectively through TBL because there were using the language to access information and solve problems. Briefly, the aforementioned results of the studies encourage teachers to utilize TBL in their EFL classroom context for meaningful use and motivation.

Epistemic Beliefs

Epistemic beliefs belong to educational psychology that originally comes from epistemology. In educational psychology, two cornerstones of research on epistemic beliefs can be traced to Piaget's consideration of genetic epistemology and Perry's work on epistemological development among college students (Richardson, 2013). According to Muis (2004) Piaget's work on cognitive was guided by problem of knowledge, the so-called epistemological problem, cannot be considered separately from the development of intelligence. Perry found that there are multiple possibilities for knowledge that the students perceived after several years they were exposed by diverse intellectual and social environments of universities (Richardson, 2013). These two ideas concerned with the nature of knowledge and justifications of beliefs, which refer to epistemology, as a branch of philosophy (Muis, 2004). Because of the growing concern on philosophy and educational psychology, various studies employ divergent definitions, theoretical frameworks, and methodologies to explore students' epistemic beliefs.

Studies of epistemic beliefs have not been the sole interest in educational psychology (Bendixen et al. (1998) and Bråten & Strømsø (2004); other disciplines, including higher education (Chan et al., 2011; Fujiwara et al., 2012), science education (Tsai et al., 2011), reading and literacy (Ferguson & Bråten, 2013), teacher education (Olafson & Schraw, 2006), CALL (Kammerer et al., 2013), and ELT (Akbari & Karimi, 2013), have also been interested in

the study of epistemic beliefs. Each discipline has used various research methods and paradigms, and as a result research in this area appears in numerous locations and has been used under different construct (Muis, 2004). Therefore, a brief review on some research in each discipline is needed to provide preliminary structural framework. The synthesis and summaries of research on epistemic beliefs are as follow.

Of specific interest, in the case of epistemic beliefs and English language learning, there has been no one specific theoretical framework from which research is conducted. Regardless the studies on epistemic beliefs relate to language learning in the first language (for example in Fujiwara, et al, 2012; Chen, 2012; Franco et al., 2012; Ferguson et al., 2013; Chan et al., 2011), one of empirical findings has demonstrated that epistemic beliefs that students hold about a target foreign language, especially in EFL setting has demonstrated that the higher the students' epistemic beliefs, the better their EFL proficiency (Akbari & Karimi, 2013). However, epistemic beliefs which are specific to English language learning have not become the concern in the previous studies.

Accordingly, to accommodate the EFL epistemic beliefs, general epistemic beliefs should be adapted with beliefs in EFL. As mentioned in the theory of epistemic beliefs which elaborate two variables, namely what is knowledge and how to acquire knowledge, there are several dimensions comprise to become the constructs of EFL epistemic beliefs. Based on Emaliana (2017), epistemic beliefs include two variables, namely what is knowledge and how to acquire knowledge, there are several dimensions comprise to become the constructs of EFL epistemic beliefs. In the first variable, *what is knowledge*, there are three dimensions, namely certain knowledge; simple knowledge; and nature of language learning. The second variable, *how to acquire knowledge* consists of seven dimensions, namely fix ability; quick learning, omniscient authority; the difficulty of language learning; foreign language aptitude; learning and communication strategies; and motivation and expectation.

Epistemic beliefs have varying degree from low to high. The low degree of epistemic beliefs reflects that students' language proficiency is considered low, whereas, the high degree is associated with high language proficiency. Franco et al.'s (2012: 73) study typically demonstrates that higher epistemic beliefs is associated with more learning processes and outcomes than the lower ones. Similarly, Ferguson et al. (2013)'s study reveals that students who were given a certain treatment to change their epistemic beliefs to be higher during their reading activities outperformed students who were not. Epistemic beliefs assist students learning and prove that they can improve students' achievements. Therefore, as Ferguson et al. (2013b) claim, it is important to understand students' epistemic beliefs to a better understanding on students' language achievement or proficiency.

RESEARCH METHOD

This research follows the qualitative paradigm as described by Ritchie & Lewis (2003) who characterize qualitative research as understanding the meaning people have constructed, in which reality is a main component, the researchers are the primary instruments for data collection and analysis, and fieldwork is usually involved as well as inductive research strategies. In regard to the type of research, this project was developed under the phenomenological approach so they could understand the phenomenon of learning in TBL instructions (Titchen & Hobson, 2005). Notably, the researchers used interpretive phenomological analysis (IPA) to obtain insight into how students made sense of their experiences in TBL activities (Smith & Osborn, 2008; Langdrige, 2007).

The TBL activities are focused on a course which provides undergraduates students on English language teaching to study about research methodologies. The tasks consists of *before class tasks*, i.e. (1) individual reading on a selected article journal; (2) group work assignment on worksheet one which relates to the article comprehension; (3) group work assignment to

prepare a powerpoint presentation slides. Meanwhile, *while class tasks* include (1) random individual oral presentation about the article comprehension; (2) do jigsaw grouping to share different articles which employ the same research methodology, and its discussion results should answer the second worksheet about research methodology; (3) lecturer enrichment about the research method; (4) individually student is assigned to work on the third worksheet about the conclusion of today's topic which accommodates questions about the articles comprehension and research methodology.

Participants were the students who got their final score for the course which applied TBL. They were selected by convenience sampling and snowball sampling. One of the researchers who was the lecturer gave selected six former students; two of them were high achievers, another two were medium achievers, and the others were low achievers. The participants represented a variety of academic levels achievements.

Prior to beginning the interview, they were provided and signed the research informed consent form, which contained the research question, procedures to maintain anonymity, a statement that they could withdraw from research anytime and pertinent instructions and contact information for addressing any concerns about the research process. All participants were given pseudonyms at the beginning of the interview.

It should be noted that in phenomenological interviewing there is only one question, which takes the general form, "What is your experience of _____?" although the exact form of the question may vary somewhat. The intent of the question is to bring participants in order to refine the question that ultimately will be posed to participants. After the first question, subsequent interview questions are for clarification purposes and to elicit the thick, rich descriptions necessary to define ideas. Researchers should never introduce a follow-up question that has not been previously introduced by the participant in her dialogue. Interviews ended when data began to be repeated and after the participants were asked if they had anything else they wished to say, giving them the opportunity to provide a full response, and they refuse to continue.

Six participants were included in this study. Data saturation appeared as early as six interviews. While there is no consensus about data saturation within phenomenological research, the guidelines set forth in Titchen & Hobson (2005: 80) mention that data saturation has achieved when no new insights would be obtained from expanding the participant further. The participants recruitment was stopped after the conclusion of six interviews. It also means that no new themes are forthcoming from the data and already themes are being repeated. According to Smith & Osborn (2008), IPA is an idiographic approach, concerned with understanding particular phenomena in specific context, so a small sample size is acceptable.

One of the researchers conducted six semi-structures in-depth interviews, and they were conducted in convenient place, in the quiet lecturer office or in the faculty lobby near little park in the campus. A trial interview was conducted to test the form of question. This interview obtained satisfactory results in that it elicited appropriate responses containing thick and rich description, and it was included in the data analysis. Participant interviews were digitally recorded and then transcribed by another researcher. The other researcher reviewed each transcription and edited them for redundancies and context. This processes allow the researchers to start preliminary data analysis.

After transcribing interview results, the researchers read them for meaning units (participants' words) and themes (patterns of description that recur repetitively as primary aspects of participants description of their experiences). Quotations from the participants were placed below a broad theme heading in another document.

Once an initial analysis of the transcript was completed, the transcripts were taken to the discussion between the researchers and read for meaning units. Words or phrases that appeared important were highlighted, and thematic units were identified. Once participants interviews had been viewed by the group and read for thematic meanings, a thematic structure

was developed. This structure was discussed between the researchers which offered thoughts and suggestions. After a thematic structure was decided, the findings were presented to the participants who indicated their interest in knowing the outcomes of the research. Nevertheless, a complete reduction may be unachieved, continued dialogue about the lived experience may further refine the understanding of the experience and the essence that have been identified. However, none of the participants responded to the invitation to continue a dialogue on the subject.

RESEARCH RESULTS AND DISCUSSION

The students' experiences extracted from the interview data registered four major themes as the meaning of TBL, as implemented in the classroom tasks, to learn the selected course. The themes are constructive communication, helping others, learning strategy, and sense of responsibility.

Table 1 Details of the Themes

Themes	Sub-themes	Cited Responses
Constructive Communication	With group mates	To share learning understanding
		To discuss what group members have to do
		To exposure content of article
		To negotiate different perspectives
		To clarify ideas
	With the lecturer	To obtain feedback
		To know what to do in finishing the project
		To enrich sources of the course
		To discuss concepts
Helping Others	-	To understand theories in the course
	-	To share workloads
	-	To check contents of PowerPoint slides
Learning Strategy	-	To distinguish part of article
	-	To read different theories related to IRM
	-	To read learning materials before group discussions
	-	To find more sources
Sense of Responsibility	-	To finish assigned tasks
	-	To get the idea the content of article before lecture's enrichment

Theme 1. Constructive Communication

TBL reflects the basis of constructive communication among the students to finish their tasks. They communicated with their group mates to share information they got from article that their group had given from the lecture and discuss what each group member had to do to complete the task. Also, they discussed which parts of their academic paper that they had to write and asked each other to find supporting references for their tasks. One participant explained the constructive communication that happened among the group members.

We have discussed with all group members to find the answer of leading questions in the article. Each member answer all question based on their understanding. If we find difficult questions, we discuss more. Then, the final answers are presented in the powerpoint.

(Cici/Medium achiever)

To facilitate their communication, all the students also utilized supporting technologies, which can help to enhance students' learning motivation (Stanley, 2013), such as *Line* and *WhatsApp*. For instance, Ari informed that she utilized *Line* to communicate with their group members during the completion of the tasks. More specifically, she created a group *Line* in which their group members to discuss her group tasks and share any related material for their tasks.

"We met just once, it is before the class begin. Every member works on all questions by themselves. Then, we discuss more via Line chat. One of our member is creating slides for presentation. After we have all task results, we meet and fix them up. So, the group chat enables us to discuss assignments effectively by our dense activities."

(Ari/high acheiver).

Theme 2. Helping Others

Participants in this study apparently found out that experiencing TBL required cooperation among peers. All of the participants in this study indicated that their experiences of TBL activities involved important experience related to subject matter. For one participant, a class experience led to have motivation to cooperate by sharing tasks :

"I share the task. Each member has own role."

(Erie/ Low achiever)

For another participant, TBL activities appeared to motivate them to work together and share the load of group work. Besides, this TBL activities allow students to have opportunity to select a group leader so that the leader can help managing group members responsibilities:

"The group task eases us but sometimes group mates take it easy. They depend on the one who has responsible on task such as chief of the group"

(Beti/High achiever)

Another participant actually stated that TBL activities allow them to experience overwhelmed and continous activities. However, various tasks permit students to meet and study together more often so that some introvert students can share the obstacles or challenges to be solved:

"The task is overwhelmed us somehow because honestly I'm introvert person that I'm happier working individually than in a group. On the other hand, I can share my obstacles as I stuck and have not found any idea to finish the tasks. However, if my friends happened to face difficulties, I'm ready to solve the problems."

(Dani/Medium achiever)

These examples illustrate that, for these study, participants when involving into TBL activities they are motivated to finish the tasks together through helping one to another. They are allowed to gain information to answer the problems from peers as well as textbooks, not merely from the lecturer alone. These habitual actions are done repetitively, so that it can lead to the shaping of students' epistemic beliefs, beliefs about what to define learning in TBL and how to experience learning in TBL activities.

Theme 3. Learning strategy

In addition to a significant experience that triggered to cooperate and help one to another, the analysis of this study suggested another feature that students who experience TBL activities tell their learning strategies. Participants in this study indicated that in doing TBL various learning strategies are employed. Participants noted that they engage blended learning. They finish the task by reading a lot of various articles and they discuss with your friends the exercise on the worksheets online through various social media. They also need to prepare individual impromptu 7 to 10 minutes oral presentation with powerpoint presentation as the prepared medium:

“Every group member work for all leading questions. By answering the leading questions enable us to focus on the essential things that should be learnt in the article. Then, we discuss via social media what we have found and what we haven’t found. One mate creates slides for presentation. The fixed slides are distributed. Then, we met the day before class. Basically, I am audio visual learning. I read the article before class by doing this task and I pay attention on lecture’s explanation. Those things let me get more exposure.”

(Ari/ high achiever)

Participants also seemed to be active in sharing their opinion as well as negotiating their understanding upon the topic being discuss before they prepare to fill in the worksheet and the powerpoint presentation, as in:

“We have 11 points. We share the task to group mates. Everyone gets 3 points. If one has difficulty, we solve together. We discuss through chatting via Whatsapp more than meeting face to face.”

(Erie/ Low achiever)

One participant explained that the learning strategies that she used are learning from many resources, and she is not dependable on lecturer’s lectures.

“We meet face to face in one place. We divide job work for each member. Discussion among us always happen, because we learn from the lecturer’s previous explanation, reading journal articles, and textbooks. To answer all questions, we write on slides of powerpoint presenatation.”

(Cici /Medium achiever)

Another participant mentioned that learning strategies are more to students-active learning in TBL, where students learning process was not handed by the lecturer only, but it is acquired from logic experiences, like in:

“We are in a group of four, one member is responsible to content and another me especially is responsible to create slides. 2 of us is responsible on checking the content. So, all members involve in finishing the task. I distribute the slides as the class begin. We go through learning processes from observing, questioning, summarizing, presenting. In the class we have enrichments from the lecturer”

(Dani/Medium achiever)

The other participant added that TBL activities allow students to experience learning that can be done individually by everyone, not only exclusively comes the only one source, i.e. the lecturer. One participants noted,

“We work on all questions individually. Then a day before the class we meet to choose the best answers of the questions. Also, we arrange the slides for presentation. Personally, I am trigger to do tasks as the deadline is coming”

(Beti/High achiever)

TBL not only contributed to educational and enriching learning experiences, but students' learning strategies also tended to be perceived as rich data that led to discoveries during data analysis. Students' way of learning which tend to be students-centered, where learning comes from individual experience through logic experiences to acquire learning shape a particular belief in them.

Theme 4. A Sense of Responsibility

A final theme that the researchers identified in their analysis related to how students who join TBL activities make sense of responsibility on their learning experience. Participants in this study noted that experience in joining TBL raised their awareness about personal responsibility, one such participant noted.

“It is a group task but we have to present individually which will be appointed randomly by the lecturer. It challenges us to be more responsible to deepen materials which are provided through the tasks before having oral presentation. I do the tasks by trying to understand the articles with group members before getting enrichment from lecturer. If we are not encouraged by reading first, the lecture will be more challenging to explain to the students with blank mind. Moreover, with blank mind, we'll get less exposure as we do not pay attention by the lecture's explanation”

(Beti/ high achiever)

Other students, appeared to relate their individual responsibility into group responsibility in order to finish the last task in the class.

“Each of member has their own roles in completing tasks but all members have to understand whole materials before presenting it. Especially in jigsaw group, individual responsibility will form group responsibility, which impacts to individual performance in the end of the class”

(Dani/medium achiever)

They thought that everyone had responsibility to inform the results of the tasks related to article reviews correctly, and they needed to negotiate meaning through discussion while they were having jigsaw activities.

“The teaching strategies are challenging. It demands my responsibility. The individual presentation has big responsibility even though we did a lot of group work. Students are experts in answering questions and respond comments from other members in jigsaw activities”

(Erie/ Low achiever)

The other student noted that he needed to push his effort to finish the given tasks:

“The workload is too heavy for me but I know to get through this course, I have to finish the given tasks.”

(Feri/ Low achiever)

The participants admitted that TBL activities occupy students' attempts to get through the course, by having responsibility, they try hard to finish the assigned tasks.

Accordingly, participants' comments suggest that these students' experience of learning research method by having TBL activities involved making sense of responsibility of the tasks they are assigned to.

The results of this study appear to support several findings of previous research on TBL, while also contributing some new findings in this area. The findings of this study suggest that TBL activities are experienced and understood as a process of building students' epistemic beliefs (Schraw, et al., 2002; Schommer, 1998). In a relatively long time, one semester, students appear to experience a range of beliefs which make them define learning English and how they acquire the learning process.

Similar to previous research conducted by Campo (2016), in this present study, TBL activities impose students to experience constructive communication in order to complete their tasks. Students are encouraged to communicate with peers as well as their lecturers to negotiate meaning about the topic being discussed or to communicate consult or compromise tasks.

The results of this study also indicate that TBL activities provide students opportunity to cooperate and help one to another to achieve the tasks accomplishment. When learning, they undergo activities to exchange information about their knowledge about research methodologies with other students so that this enlarges students' learning sources. Similar to Hismanoglu & Hismanoglu (2011) in this present research, students learn not only from the authority-lecturers but also with their peers, as confirmed by Lee (2017) when students experience TBL activities. They can trust their friends' source of information for learning, as well as they question it by asking for verification. In addition, students' sense of responsibility is accommodated by experiencing TBL activities. This benefits of experiencing TBL is also confirmed by Moore & Lorenzo (2015).

Finally, more importantly, TBL activities reinforce students to own learning strategies which are learning can be done individually by everyone, learning is not only handed down by authority but it acquires through reason or logic experiences; therefore, ability to learning can improve over time, and it makes knowledge is indefinite. These criteria of epistemic beliefs indicate the sophisticated level, which means students who have concepts of English language teaching that learning language is based on communication have purpose and the use of discourse competences, like socio-culture, linguistics, pragmatics, and strategic competences (Emaliana, 2017). These students believed that communicative language teaching was the best approach to learn English. Therefore, negotiating meaning, learning from various sources and resources, and learning ability is improving over time are inevitable beliefs owned the students.

CONCLUSION

Based on the results and discussion of the research that had been described in the previous chapter, there were some conclusions that can be drawn from the research. This study reveals students' experiences in having TBL activities in a research methodology course for undergraduate students. By using semi-structures in-depth interviews, six participants across different achievement levels shared their experiences under four themes, namely, constructive communication, helping others, learning strategies, and sense of responsibility. Using interpretative phenomenological analysis, it shows that students who join TBL activities have sophisticated epistemic beliefs which are withdrawn from particular characteristics of their doing tasks.

There are some limitations to this study that should be considered in evaluating these findings. Based on a number of conclusions presented above, the following was several

suggestions from this research. Comparative studies that look at the lived experiences of students working with task-based learning may provide information about the similarities and differences among students working with TBL and allow us to reexamine pedagogical assumption in education.

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