

Attitudinal Perspectives and Academic Implications of Peer-led Discussions in Grammar Learning

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Abstract

This study investigates the relationship between students' attitudes toward the use of peer-led discussions in grammar class and their academic performance. Peer-led discussions, recognized for promoting active participation and collaborative learning, have been increasingly integrated into language education. However, their effectiveness in enhancing grammar proficiency remains unclear. This research involves 35 students from an English Education Program in a grammar class, with attitudes assessed using a 4-point Likert scale. The findings indicate a generally neutral to slightly negative attitude, with an average score of 2.96. Correlation analysis reveals a very weak positive relationship ($r = 0.047$) between students' attitudes and their academic performance, which is statistically insignificant ($p = 0.788$). These results suggest that while the method may foster engagement, it does not significantly improve grammar learning outcomes. The study concludes that the current implementation of peer-led discussions may not effectively meet students' learning needs in grammar instruction. Recommendations for future research include exploring alternative formats that better align with grammar learning objectives and investigating factors that influence students' attitudes more comprehensively.

Keywords: *academic implications, grammar, peer-led discussion, , perspective,*

INTRODUCTION

In the realm of education, the efficacy of various teaching methodologies has been a subject of ongoing exploration and debate. Among these methodologies, peer-led discussion stands out as a promising approach that not only fosters collaborative learning but also cultivates a supportive classroom environment where students actively engage in the learning process (Cooray & Champion, 2023a; Lim et al., 2023; Shipps et al., 2023). Within the domain of language education, particularly in grammar teaching, the integration of peer-led discussion strategies has garnered considerable attention due to its potential to enhance students' understanding and application of grammatical concepts. This research delves into the intricate relationship between peer-led discussion in grammar classes, students' attitudes towards this instructional method, and its impact on their academic performance.

Grammar, often considered the backbone of language proficiency, plays a vital role in linguistic communication (Chouit, 2021; Keßler & Lenzing, 2022; Praise & Meenakshi, 2014). Mastery of grammar empowers individuals to express themselves accurately and effectively, thereby facilitating clearer communication and comprehension. However, traditional grammar instruction methods,

characterized by teacher-led lectures and rote memorization, have often been criticized for their lack of student engagement and effectiveness in promoting deep learning (Enesi et al., 2023). In response to these challenges, educators have increasingly turned to innovative pedagogical approaches, such as peer-led discussion, to revitalize grammar instruction and enrich students' learning experiences.

Peer-led discussion, broadly defined as students teaching their peers under the guidance of a teacher, encompasses a diverse range of collaborative activities, including peer tutoring, peer feedback, and peer assessment. Rooted in the principles of social constructivism, peer-led discussion capitalizes on the idea that students can learn effectively from each other through active participation, explanation, and discussion (Cooray & Champion, 2023b; Heidari Darani et al., 2023; Kaymak, 2020). By assuming the role of both teacher and learner, students reinforce their understanding of the subject matter and develop essential communication, critical thinking, and leadership skills.

The integration of peer-led discussion in grammar classes holds immense potential for transforming the traditional grammar instruction paradigm (Healey & Gardner, 2023; Odehova et al., 2022; Yong & Saad, 2023). By creating opportunities for students to interact with course material in a meaningful and interactive manner, peer-led discussion fosters a dynamic learning environment conducive to knowledge construction and retention. Moreover, the collaborative nature of peer-led discussion encourages students to take ownership of their learning process, promoting a sense of autonomy and self-efficacy.

Central to the success of peer-led discussion endeavours is students' attitude towards this instructional method. In the context of grammar instruction, where learners often face anxiety, low motivation, and perceptions of difficulty (Keßler & Lenzing, 2022), students' willingness to engage in non-traditional, collaborative approaches can be significantly influenced by their attitudes. Attitudes influence how students perceive peer-led discussion as either supportive or burdensome, which in turn shapes their level of engagement, effort, and persistence (Darwanto, 2022; Ernawati et al., 2022). Thus, exploring students' attitudes is essential for understanding whether such pedagogical interventions are likely to be effective in practice.

Furthermore, empirical studies in education have consistently shown that attitudes toward a teaching method can correlate with academic outcomes, particularly when the method relies on active participation (Lim et al., 2023; Heidari Darani et al., 2023). In grammar classes, where conceptual clarity and repeated application are necessary, students who are positively inclined toward peer-led activities may benefit more, as they are likely to engage more deeply with grammatical concepts through discussion, explanation, and feedback. By contrast, those with negative attitudes may disengage, thereby affecting their performance. Investigating this relationship allows educators to understand whether attitudes not only affect participation but also translate into measurable academic gains.

In light of the growing emphasis on student-centered learning and collaborative pedagogies, investigating the interplay between peer-led discussion, students' attitudes, and academic performance in grammar education is both timely and relevant. This study, therefore, addresses the following research questions:

1. What are students' attitudes towards peer-led discussion in grammar class?

2. What is the relationship between students' attitudes towards peer-led discussion and their academic performance in grammar class?

By addressing these research questions, this study aims to provide specific insights into how peer-led discussion strategies can be effectively integrated into grammar instruction in English language teaching. By identifying students' attitudes towards peer-led discussion and examining their potential impact on academic performance, the findings can help educators design more targeted peer-based activities that foster greater student engagement and learning outcomes. Furthermore, understanding attitudinal factors can guide teachers in creating supportive environments that encourage active participation, collaboration, and deeper grammatical understanding among learners. Thus, this study contributes practical recommendations for enhancing the effectiveness of student-centered approaches in grammar teaching within English language classrooms.

METHOD

This study employed a quantitative research design to investigate the relationship between students' attitudes toward peer-led discussion and academic performance in grammar classes. The quantitative approach allows for a comprehensive exploration of the research questions by integrating quantitative data collection and analysis methods (Battista & Torre, 2023; Cooper et al., 2023; Wallwey & Kajfez, 2023). The participants in this study consisted of 35 students enrolled in a grammar class in the English Education Program at a private university in Sidoarjo. A convenience sampling method was utilized to recruit participants, ensuring accessibility and feasibility. The sample size aimed for an adequate representation of prior experiences with peer-led discussion.

Quantitative data were collected through surveys administered to participants at the end of the academic semester. The surveys assessed students' attitudes towards peer-led discussion in the grammar class using Likert-scale items, as well as gathered the academic performance indicators. The questionnaire used a 4-point Likert scale consisting of strongly disagree (1), disagree (2), agree (3), and strongly agree (4). The dimensions in the questionnaire statements include 3 dimensions, namely students' understanding and learning outcomes, engagement, participation, and skill development, as well as satisfaction and support (shown in Figure 1).

Figure 1. The Survey Items

Item	Statement	Dimension
1	The student-led discussion method often helps me understand difficult grammar topics.	Understanding And Learning Outcomes
2	I feel my understanding of grammar has increased after participating in student-led discussions.	
11	I feel the student-led discussion method is more interesting than traditional teaching methods.	
12	I am more motivated to learn grammar using the student-led discussion method.	
3	I feel that I am often actively involved in discussions led by students.	Engagement, Participation, And Skill Development
4	I feel braver to speak and participate in class with this method.	
7	This method helps me improve my communication skills.	
8	I feel this method helps me to work better in groups.	
5	I am satisfied with the experience of using the student-led discussion method in grammar classes.	Satisfaction And Support
6	I would recommend the student-led discussion method for other classes.	
9	I do not experience difficulties when participating in student-led discussions.	
10	I feel there is enough support from the lecturer to overcome the difficulties in this method.	

The survey items were developed by the researchers, drawing on established educational theories and recent empirical studies related to peer-led learning,

student engagement, and collaborative instruction. Informed by the ICAP framework (Chi & Wylie, 2014), the survey categorized engagement levels from passive to interactive learning behaviors. Additionally, the dimensions of student engagement guided the development of items to comprehensively capture participants' experiences (Gözütok, 2024; Samsudin, 2024). The principles of social constructivism (Vygotsky, 1978) further supported the design of items assessing attitudes toward peer interaction and collaborative learning (Al Ghamari, 2024; Ahmed, 2024). The initial draft of the questionnaire was reviewed by two experts in English language teaching and assessment, and revisions were made to ensure the clarity, relevance, and validity of the items. This process ensured that the instrument accurately reflected the key constructs of interest and was appropriate for the target participant group.

Quantitative data analysis involved descriptive statistics using SPSS to examine the distribution of responses on the survey items and inferential statistics, such as correlation analysis and regression modeling, to explore the relationships between variables. The Pearson correlation coefficient was calculated to assess this relationship.

The findings from the quantitative analysis were investigated to provide a comprehensive understanding of the research questions. Triangulation of data sources enhanced the validity and reliability of the study findings, allowing for a robust interpretation of the results.

This research adhered to ethical guidelines regarding informed consent, confidentiality, and voluntary participation. Although formal Institutional Review Board (IRB) approval was not required for this study, all necessary ethical procedures were carefully followed. Participants received clear and detailed information about the study's objectives, procedures, and their rights, including voluntary participation and the option to withdraw at any point. Written informed consent was obtained from all participants. Confidentiality and anonymity were rigorously ensured throughout the data collection, storage, and reporting processes.

RESULTS AND DISCUSSION

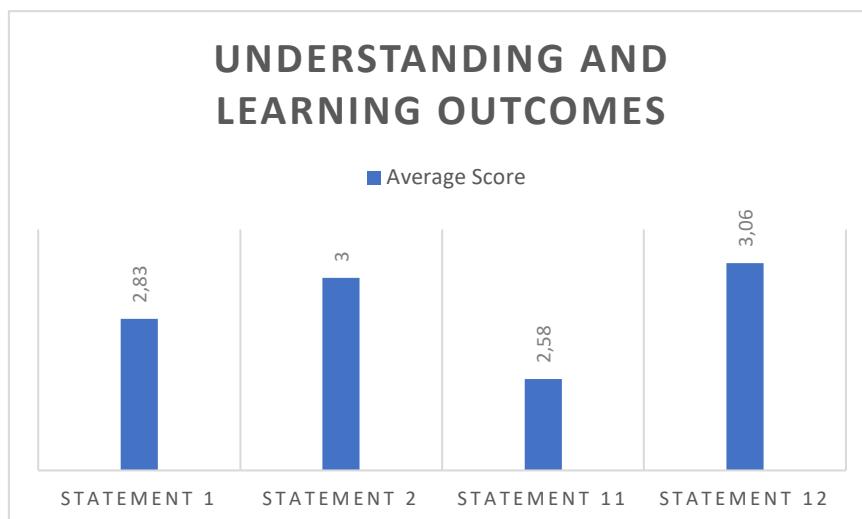
Results

This section presents the key findings from the research on peer-led discussions in grammar classes, focusing on students' attitudes toward this method and its relevance to their academic performance. The findings are organized into two parts: the first examines the students' attitudes toward the peer-led discussion method, while the second explores the correlation between these attitudes and their academic performance.

Students' Attitude

The first part of the findings highlights how students perceive the peer-led discussion approach. This includes the students' understanding and learning outcomes, engagement, participation, and skill development, as well as satisfaction and support in enhancing their understanding and skills in grammar. The results on the students' understanding and learning outcomes are shown in Figure 2.

Figure 2. Students' Understanding And Learning Outcomes



The analysis of the students' responses reveals mixed perceptions regarding the effectiveness of peer-led discussions in grammar classes. On a 4-point Likert scale, the statement "The peer-led discussion method often helps me understand difficult grammar topics" received an average score of 2.83. This indicates that while some students believe this method aids in understanding complex topics, there is a level of hesitation or inconsistency in their views. The implication is that although the approach is somewhat beneficial, it may not fully address the needs of all students when it comes to tackling more challenging grammar concepts. There may be room for improvement in how these discussions are structured or facilitated.

When asked if their understanding of grammar increased after participating in peer-led discussions, the average score was 3.00, showing general agreement among students. This suggests that the method is effective in enhancing grammar comprehension overall. However, the moderate agreement indicates that the benefits, while present, are not overwhelmingly strong. The findings suggest that while peer-led discussions are helpful, there may still be factors limiting their full potential in improving understanding.

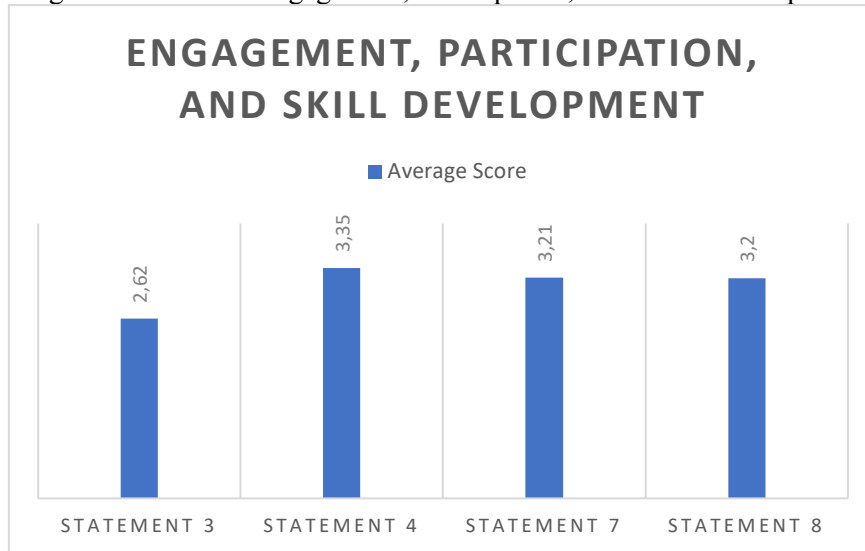
Interestingly, when it comes to whether students find the method more interesting than traditional teaching methods, the average score was only 2.58. This neutral stance, leaning slightly toward disagreement, suggests that many students do not find peer-led discussions significantly more engaging than traditional approaches. This could imply that the current implementation of these discussions might not fully capture students' interest. Enhancing the dynamics or variety of the discussions could help increase student engagement and interest.

The statement "I am more motivated to learn grammar using the peer-led discussion method" received an average score of 3.06, indicating that students generally feel motivated by this approach. While the score is positive, it is only slightly above the threshold for agreement, implying that while the method does encourage motivation, there is still room to enhance this aspect. Incorporating more interactive activities or varied content within the discussions could further boost motivation.

To summarize, the findings highlight that peer-led discussions positively impact students' understanding and motivation in grammar classes, but there are opportunities to make the approach more engaging and effective. Improving how

discussions are structured and exploring ways to make the sessions more interactive and supportive can lead to better learning outcomes and more satisfied students. Students' engagement, participation, and skill development are shown in Figure 3.

Figure 3. Students' Engagement, Participation, And Skill Development



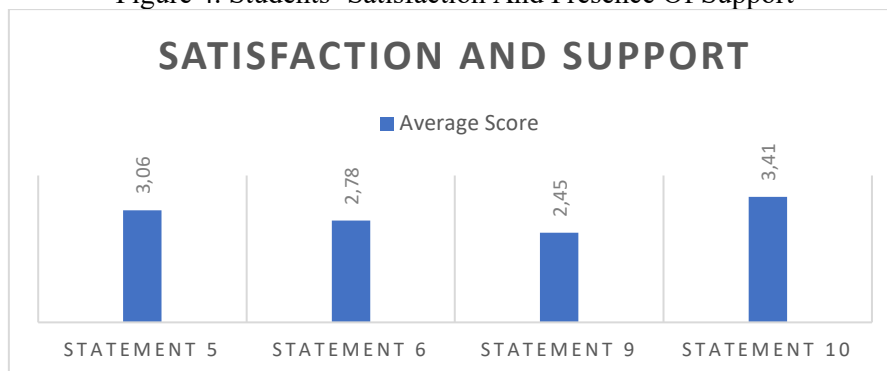
The average scores from the students' questionnaire indicate varied perceptions of the effectiveness of peer-led discussions in enhancing their learning experiences. For the statement, "I feel my understanding of grammar has increased after participating in peer-led discussions," the average score is 2.62. This relatively low score suggests that students do not feel significantly more knowledgeable about grammar as a result of these discussions. It implies that while peer-led discussions might engage students, they may not be as effective in improving specific knowledge areas such as grammar.

On the other hand, the statement "I feel that I am often actively involved in discussions led by students" received a higher average score of 3.35. This higher score reflects that students generally perceive themselves as being actively engaged in these discussions. It indicates a positive level of participation and suggests that peer-led discussions are successful in fostering active involvement among students. The statement "This method helps me improve my communication skills" received an average score of 3.21, indicating a moderate agreement that peer-led discussions contribute to the enhancement of communication skills. This suggests that while students see some benefit in terms of skill development, there is room for further improvement in how these discussions are structured to better support communication skills development.

Similarly, the average score of 3.20 for the statement "I feel this method helps me to work better in groups" implies that students recognize some value in peer-led discussions for improving group work. This score highlights that while the method supports collaborative efforts to some extent, there is potential for enhancing the effectiveness of these discussions in fostering better group work dynamics.

In brief, while peer-led discussions are effective in promoting student engagement and participation, as indicated by the higher scores related to active involvement and group work, their impact on specific skill development, such as grammar understanding, appears less significant. The implications suggest that while peer-led discussions can enhance engagement and collaboration, further refinement may be needed to improve their effectiveness in targeted skill development areas. The students' satisfaction and presence of support are shown in Figure 4.

Figure 4. Students' Satisfaction And Presence Of Support



The average scores from the students' questionnaire provide insight into their satisfaction with and the support they receive from the peer-led discussion method in grammar classes. For the statement, "I am satisfied with the experience of using the peer-led discussion method in grammar classes," the average score is 3.06. This score indicates a moderate level of satisfaction among students. While there is some positive feedback, it suggests that satisfaction is not overwhelmingly high and that there may be areas for improvement in how the method is implemented.

Regarding the statement, "I would recommend the peer-led discussion method for other classes," the average score is 2.78. This lower score reflects a less enthusiastic endorsement of the method for use in other classes. It implies that students may have reservations about the overall effectiveness or suitability of this approach across different subjects, indicating that their experience with the method may not be consistently positive or universally applicable.

The statement "I do not experience difficulties when participating in peer-led discussions" received an average score of 2.45, which is relatively low. This score suggests that students frequently encounter challenges when engaging in peer-led discussions. Such difficulties could be related to various factors, including the format of the discussions or the level of preparation required, indicating that the method may need adjustments to reduce these challenges and enhance the overall experience.

In contrast, the average score for "I feel there is enough support from the lecturer to overcome the difficulties in this method" is 3.41. This relatively higher score reflects that students generally feel well-supported by the lecturer in addressing issues related to the peer-led discussion method. This suggests that while students may face difficulties, they perceive the lecturer as providing adequate assistance to help them navigate these challenges. Overall, the scores reveal a mixed

level of satisfaction with the peer-led discussion method and highlight some areas of concern, particularly regarding students' overall satisfaction, willingness to recommend the method, and difficulties encountered. However, the perceived support from lecturers is viewed positively, indicating that while the method has its challenges, students appreciate the support provided to address these issues. Improvements to enhance student satisfaction and address the difficulties encountered could potentially lead to a more favorable perception of the method.

The average score for students' attitudes toward the implementation of peer-led discussions indicates a generally neutral to slightly negative perspective. This suggests that, on average, students neither strongly agree nor disagree with the effectiveness or satisfaction derived from the peer-led discussions. Since the score is slightly below the neutral midpoint, it implies that students' attitudes lean slightly towards the negative side. This means that while students do not have a strong aversion to the method, they also do not find it particularly satisfying or effective. The score reflects some level of dissatisfaction or reservations about the peer-led discussions. This average score indicates that there is considerable room for improvement. The near-neutral stance suggests that while the method is not perceived very negatively, it also does not receive strong positive feedback. There may be specific aspects of the method that are not meeting students' needs or expectations, and addressing these issues could enhance their overall perception. To improve the effectiveness and student satisfaction with the peer-led discussion method, it would be beneficial to explore and address the specific concerns or issues raised by students. Enhancements based on student feedback could lead to a more positive attitude and better outcomes.

Correlation Between Students' Attitudes and Their Academic Performance

In this section, we examine the relationship between students' attitudes toward peer-led discussions and their academic performance. Understanding this correlation is crucial as it provides insights into how students' perceptions and engagement with the peer-led discussion method may impact their academic outcomes. By analyzing these correlations, we aim to determine whether positive attitudes toward the method are associated with improved performance or if there are other factors influencing this relationship. The following Table 1 outlines the extent to which students' attitudes align with their academic achievements and offers implications for optimizing teaching strategies.

Table 1. Correlation Between Students' Attitudes and Their Academic Performance

		Persepsi	Nilai
Persepsi	Pearson Correlation	1	.047
	Sig. (2-tailed)		.788
	N	35	35
Nilai	Pearson Correlation	.047	1
	Sig. (2-tailed)	.788	
	N	35	35

The Pearson correlation coefficient (r) obtained is 0.047. This value indicates a very weak positive correlation between students' attitudes toward the peer-led discussion method and their final scores in grammar class. In practical

terms, this means that there is a negligible linear relationship between how students feel about the discussion method and their performance in the grammar class. The significance level (sig. 2-tailed) is 0.788. This p-value is significantly higher than the common alpha level of 0.05. The high p-value suggests that the correlation is not statistically significant. In other words, there is no evidence to suggest that students' attitudes toward the peer-led discussion method have a meaningful impact on their final scores in grammar class. The Pearson correlation analysis reveals that there is a very weak and statistically insignificant relationship between students' attitudes toward peer-led discussions and their final scores in grammar class. This suggests that the method's impact on academic performance may be minimal, and further investigation into other influencing factors or adjustments to the teaching method may be needed.

Discussion

The findings indicate that peer-led discussions in grammar classes yield mixed responses from students, suggesting both benefits and limitations to this approach. The discussion below further analyzes the implications of these results, highlighting potential improvements and addressing key concerns.

The Role of Peer-led Discussions in Grammar Learning

One of the primary findings in this study is that peer-led discussions contribute positively to grammar comprehension but do not guarantee significant improvements. The average score of 3.00 for the statement about increased understanding indicates a general agreement but not a strong endorsement. This suggests that while discussions provide an opportunity for active learning (Odehova et al., 2022; Yong & Saad, 2023), they may not be structured effectively to ensure a deep understanding of complex grammar rules (Enesi et al., 2023). The effectiveness of peer-led discussions aligns with Vygotsky's (1978) concept of social constructivism, where learners develop understanding through interaction and collaboration. However, grammar, being a rule-based subject, may require more than just discussion; it may necessitate explicit instruction and practice, as Cooray & Champion (2023) and Heidari Darani et al. (2023) suggest. Peer discussions allow students to engage in collaborative learning, which can foster critical thinking, but students may still struggle with the technical aspects of grammar, which require more direct teaching interventions.

Student Engagement and Interest in Peer-led Discussions

A significant concern arising from the findings is the relatively low engagement levels. The score of 2.58 for the statement regarding interest in peer-led discussions suggests that students do not perceive this method as significantly more engaging than traditional teaching methods. These challenges could stem from several factors. First, a lack of structure in discussions may leave students feeling lost or unmotivated, particularly if there is no clear guidance or facilitation. Additionally, a repetitive discussion format that follows a predictable pattern without variation can lead to monotony, reducing students' enthusiasm and engagement. Lastly, if students do not perceive clear and immediate benefits of discussions about their grammar proficiency, they may struggle to see their relevance, which can further diminish their motivation to participate actively.

Self-determination theory (Deci & Ryan, 2000) suggests that motivation is enhanced when students feel a sense of autonomy, competence, and relatedness. Peer-led discussions may not tap into these needs if they lack a clear structure or variety. Csikszentmihalyi's (1990) theory of flow further supports this, as students may fail to enter a state of deep engagement if the discussions do not align with their skills or interests. To address these challenges, educators might consider incorporating multimedia elements, gamification, or real-world applications into discussions. For example, integrating role-play activities, where students apply grammar rules in simulated real-life scenarios, could increase engagement (Keßler & Lenzing, 2022; Praise & Meenakshi, 2014).

Motivation and Perceived Learning Gains

While motivation received an average score of 3.06, suggesting a moderate level of agreement, it is not strong enough to conclude that peer-led discussions significantly enhance students' enthusiasm for grammar learning. Motivation is a key factor in language acquisition, and the relatively neutral response implies that peer-led discussions, as currently implemented, do not fully tap into students' intrinsic motivation. One potential explanation is that students may lack confidence in their peers' ability to explain concepts accurately. Research suggests that students tend to trust authoritative sources, such as teachers, over peer explanations, particularly for complex subjects like grammar (Ernawati et al., 2022). Addressing this issue may involve implementing a hybrid model where peer-led discussions are complemented by teacher input or digital learning resources.

According to Bandura's (1997) self-efficacy theory, students' belief in their ability to succeed in grammar learning influences their motivation. A lack of confidence in peers' ability to explain grammar concepts accurately may hinder students' motivation. In line with Weiner's (1985) attribution theory, students who attribute their success or failure in grammar learning to external factors (e.g., peer explanations) may feel less motivated than those who believe in their abilities or trust the authority of the teacher. To address this issue, implementing a hybrid model where peer-led discussions are complemented by teacher input or digital learning resources might enhance both motivation and confidence.

Challenges Faced by Students in Peer-led Discussions

The low score of 2.45 for the statement "I do not experience difficulties when participating in peer-led discussions" indicates that students frequently encounter challenges. These challenges could be related to a lack of clarity in discussion objectives, insufficient preparation or background knowledge, and dominance of certain students in discussions. This finding can be explained by Sweller's (1988) cognitive load theory, which posits that poorly structured discussions may lead to cognitive overload, preventing effective learning. Moreover, Long's (1983) interaction hypothesis suggests that language learning is enhanced through meaningful communication. If peer discussions are not structured to promote these interactions, students may not gain the intended benefit. Addressing these issues requires a more structured approach, such as providing students with discussion guides, scaffolding participation, and ensuring equal speaking opportunities. Additionally, implementing peer feedback mechanisms can help students refine their understanding and participation skills.

Support from Lecturers and Its Role in Peer-led Discussions

One of the more positive findings is the 3.41 score for "I feel there is enough support from the lecturer to overcome the difficulties in this method." This indicates that while students face difficulties, they recognize and appreciate the support provided by lecturers. Effective instructor guidance is crucial in peer-led learning environments, as it helps address misconceptions and ensures that discussions remain productive. According to Wood, Bruner, and Ross (1976), scaffolding refers to the support provided by instructors to help learners achieve tasks they cannot complete independently. In this context, lecturers who provide feedback and guidance during peer-led discussions help students overcome challenges and deepen their understanding. Further, Hattie & Timperley (2007) emphasize the importance of feedback in improving student performance. To enhance support, lecturers might consider using formative assessments to gauge students' comprehension before discussions and provide targeted interventions where necessary. Additionally, creating a repository of grammar resources, such as videos or interactive exercises, could supplement discussions and offer additional learning opportunities (Keßler & Lenzing, 2022; Praise & Meenakshi, 2014).

Weak Correlation Between Attitudes and Academic Performance

The Pearson correlation coefficient ($r = 0.047$) and the non-significant p-value (0.788) suggest that students' attitudes toward peer-led discussions have little to no impact on their final grammar scores. This finding challenges the assumption that positive perceptions of a teaching method directly translate to better academic performance (Healey & Gardner, 2023; Kaymak, 2020). One possible explanation is that grammar proficiency relies heavily on individual practice and exposure rather than peer discussions alone. Students who perform well in grammar may do so due to factors such as independent study, past learning experiences, or external support rather than their engagement with discussions. Bandura's (2001) social cognitive theory suggests that while attitudes may influence behavior, learning outcomes are also affected by individual factors such as study habits and external support. Mayer's (2009) multimedia learning theory indicates that while peer-led discussions may offer certain benefits, grammar learning may also require additional resources such as teacher-led instruction or multimedia tools for deeper comprehension. Students who perform well in grammar may do so due to factors like independent study, previous learning experiences, or external support, rather than their engagement with peer-led discussions alone.

Recommendations for Enhancing Peer-led Discussions

Given the findings, several recommendations can be made to enhance the effectiveness of peer-led discussions in grammar classes. First, introducing a blended learning approach that combines discussions with online quizzes, video tutorials, and teacher-led mini-lectures can create a more balanced and comprehensive learning experience. Additionally, ensuring structured discussions through the use of discussion prompts, role assignments, and guiding questions can improve organization and effectiveness. Incorporating peer review and feedback can further enhance engagement by encouraging students to provide constructive input to their peers, ultimately improving the quality of discussions. Lastly, using

data-driven adjustments by regularly assessing student feedback and modifying discussion formats accordingly can help maintain student interest and ensure the continued effectiveness of this instructional approach.

CONCLUSION

The results of this study reveal that while students have a generally neutral to slightly negative attitude toward peer-led discussions in grammar classes (average score: 2.96 on a 4-point Likert scale), the correlation between their attitudes and academic performance was very weak ($r = 0.047$), with a statistically insignificant p-value ($p = 0.788$). These findings suggest that although students may not strongly oppose the method, they do not perceive it as significantly improving their academic outcomes in grammar.

Given these results, it appears that peer-led discussions, as currently implemented, may not effectively align with students' learning needs or expectations. While they may foster some engagement, the method does not seem to enhance grammar understanding or academic achievement. Educators may need to refine the structure of these discussions, integrating more focused activities to directly address grammar objectives. Future research should explore alternative instructional strategies that combine peer-led discussions with direct grammar instruction, as well as examine factors influencing student attitudes and learning outcomes in different classroom contexts.

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