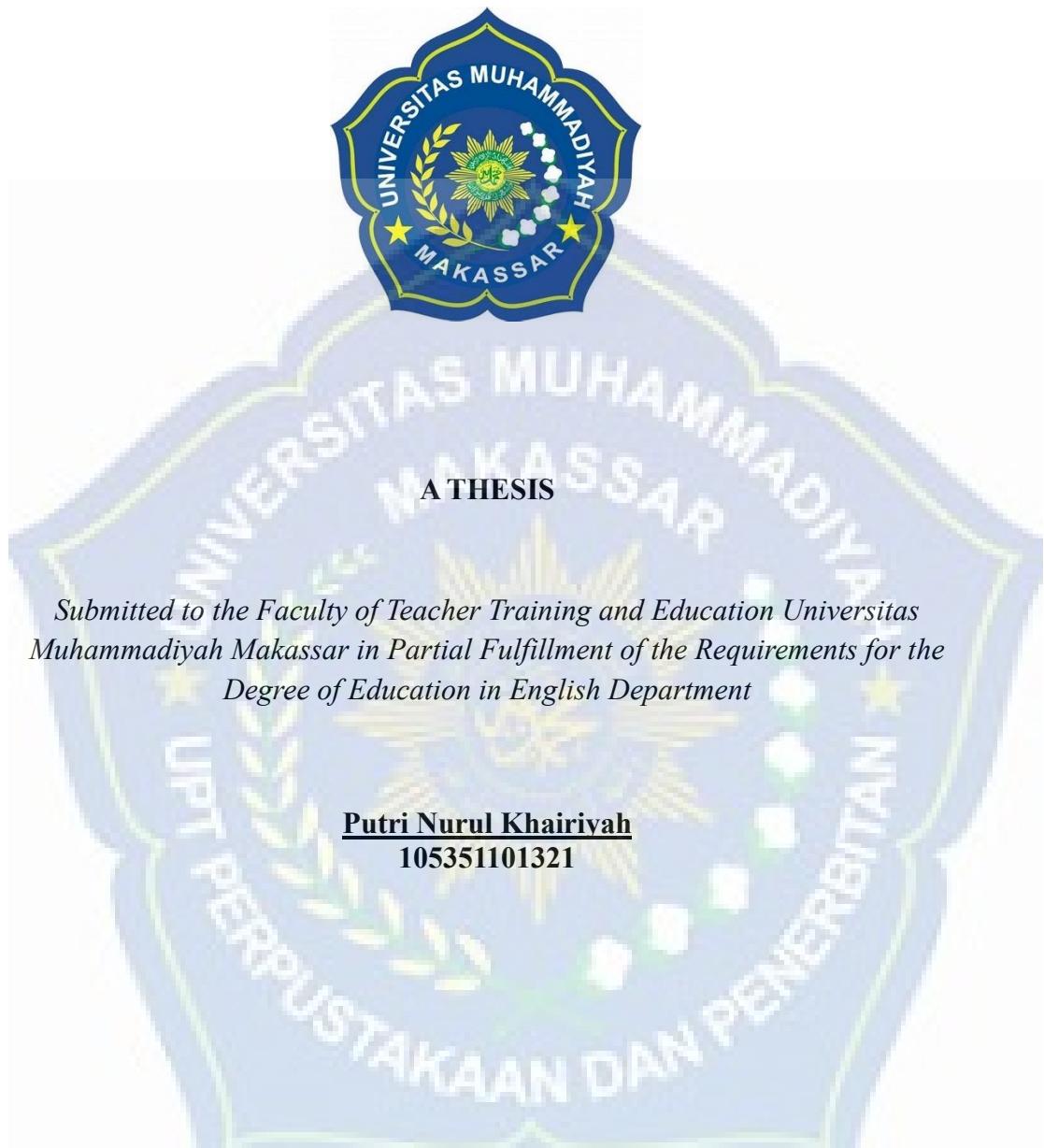


THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT) ON
STUDENT'S ENGLISH GRAMMAR AT SMP ISLAM TERPADU
DARUL FIKRI MAKASSAR



*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirements for the
Degree of Education in English Department*

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**ENGLISH EDUCATION DEPARTMENT FACULTY OF
TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2025**



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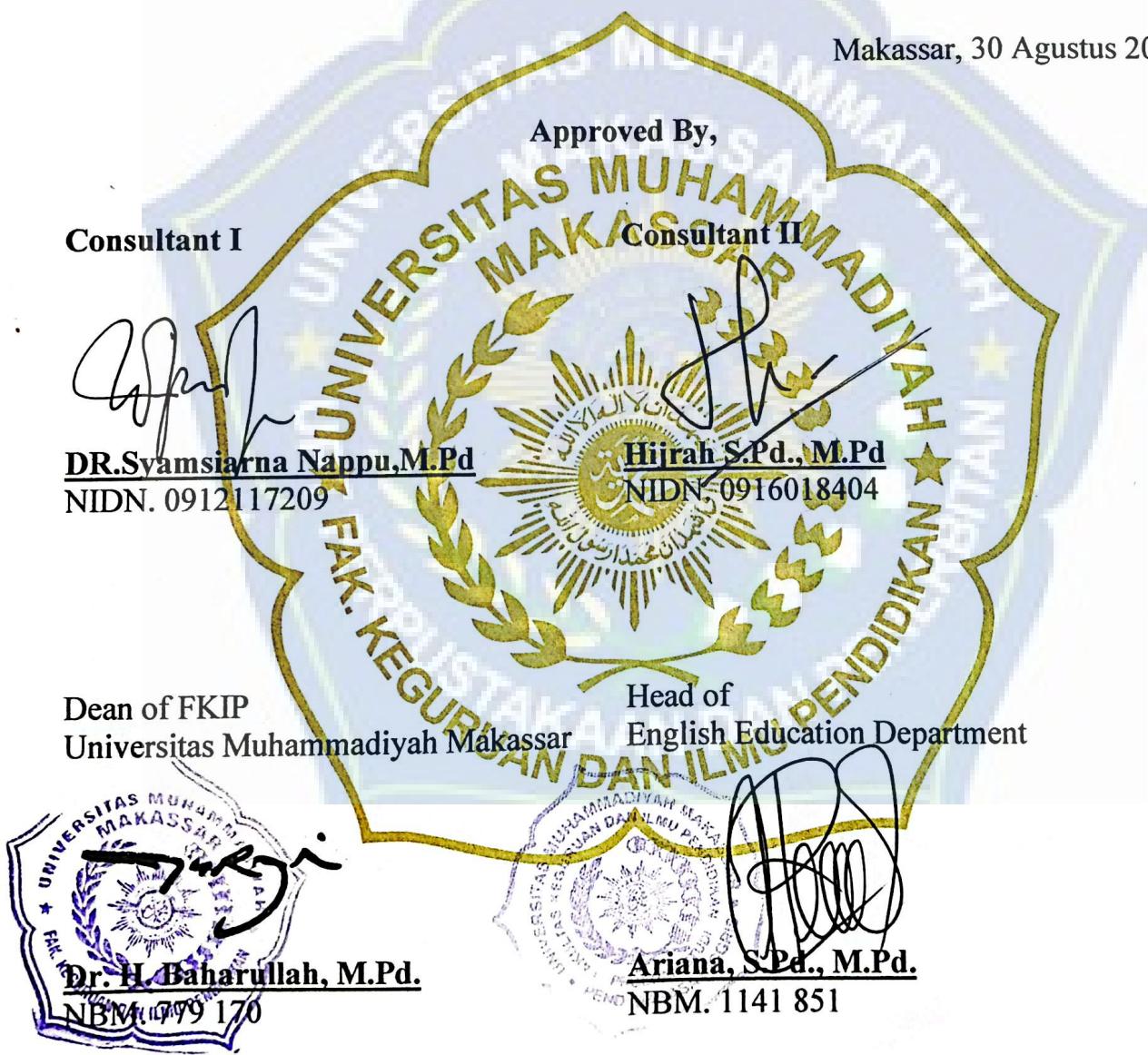


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Wednesday 13-8-2025		<ul style="list-style-type: none">- Revise the problems- Revise the findings- Revise the discussion- Revise the conclusion	
Friday 15-8-2025		<ul style="list-style-type: none">- Revise the discussion and conclusion- Revise the abstract	
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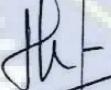
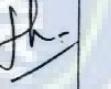
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Monday 11-08-25		→ Abstrac → Instrumen → the explanation of conceptual framework	
Wednesday 13-08-25		→ Revisi cover → cv (curriculum → Page Number	
Friday 15-08-25		→ Appendices → Revisi Documentation 2 Picture	
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3. Saya tidak akan melakukan penjiplakan (plagiasi) dalam menyusun skripsi.
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MOTTO AND DEDICATION

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupanya.”

(Q.S.AL – Baqarah 2:286)

“ it's not always easy. But that's life. Be Strong because there better days ahead”

(Mark Lee)

“ it's fine to fake until you make it, until you do, until it true”

(Taylor Swift)

“Every drop of my parents' sweat is my motivation to keep moving forward.”

DEDICATION

I dedicate this thesis to my parents. They are wonderful people who have always encouraged me and been my strongest support in this harsh world. Thank you for all your prayers and support that have brought me to this point.

To my beloved alma mater, Universitas Muhammadiyah Makassar, may Allah SWT always bestow His mercy and blessings.

ABSTRACT

Putri Nurul Khairiyah 2025. *The Effect of Task-Based Language Teaching (TBLT) on Students' English Grammar at SMP Islam Terpadu Darul Fikri Makassar.* Thesis English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. First Consultant DR.Syamsiarna Nappu,M.Pd and consultat Hijrah S.Pd.,M.Pd.

This study aims to examine the effect of Task-Based Language Teaching (TBLT) on students' English grammar in terms of Simple Present Tenses at SMP Islam Terpadu Darul Fikri Makassar. This study uses a quantitative approach with a pre-experimental design and a pre-test and post-test model on one group. The research sample consisted of 21 VII B students selected through total sampling Technique. Data were collected through grammar tests and questionnaires about students' attitudes toward TBLT. The treatment involved six teaching sessions using TBLT, with tasks designed to engage students in meaningful language use related to daily activities. The results showed that the average grammar scores of students increased from 35.42 on the pre-test to 77.19 on the post-test. The paired t-test showed a significant difference ($t = 14.489$, $p < 0.05$), indicating that TBLT had a significant positive effect on students' English grammar. Meanwhile Questionnaire results showed that students' attitudes toward TBLT were generally very positive, with 52.38% in the "very positive" category and 47.62% in the "positive" category. These findings suggest that TBLT effective on Student' English grammar and fostering positive attitudes toward English language learning at the junior high school level.

Keywords: *Task-Based Language Teaching, Students' English Grammar, ,Simple Present Tense,students' attitude.*

ABSTRAK

Putri Nurul Khairiyah, 2025. “The Effect Of Task-Based Language Teaching (TBLT) On Students’ English Grammar at SMP Islam Terpadu Darul Fikri Makassar” Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh DR.Syamsiarna Nappu,M.Pd dan Hijrah S.Pd.,M.Pd.

Penelitian ini bertujuan untuk mengkaji pengaruh Pengajaran Bahasa Berbasis Tugas (TBLT) terhadap tata bahasa siswa dalam mempelajari Tenses Present Sederhana di SMP Islam Terpadu Darul Fikri Makassar. Studi ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental dan model pre-test dan post-test pada satu kelompok. Sampel penelitian terdiri dari 21 siswa kelas tujuh yang dipilih melalui sampling total. Data dikumpulkan melalui tes tata bahasa dan kuesioner tentang sikap siswa terhadap TBLT. Perlakuan melibatkan enam sesi pengajaran menggunakan TBLT, dengan tugas-tugas yang dirancang untuk melibatkan siswa dalam penggunaan bahasa yang bermakna terkait aktivitas sehari-hari. Hasil menunjukkan bahwa skor rata-rata pencapaian tata bahasa siswa meningkat dari 35,42 pada pre-test menjadi 77,19 pada post-test. Uji t sampel berpasangan menunjukkan perbedaan yang signifikan ($t = 14,489$, $p < 0,05$), menunjukkan bahwa TBLT memiliki efek positif yang signifikan terhadap tata bahasa siswa. Hasil kuesioner menunjukkan bahwa sikap siswa terhadap TBLT secara umum sangat positif, dengan 52,38% berada dalam kategori “sangat positif” dan 47,62% dalam kategori “positif”. Temuan ini menyarankan bahwa TBLT merupakan pendekatan efektif untuk meningkatkan prestasi tata bahasa dan menumbuhkan sikap positif terhadap pembelajaran bahasa Inggris di tingkat sekolah menengah pertama.

Katakunci: *Task-Based Language Teaching, Tata Bahasa Siswa, Simple Present Tense, sikap siswa*

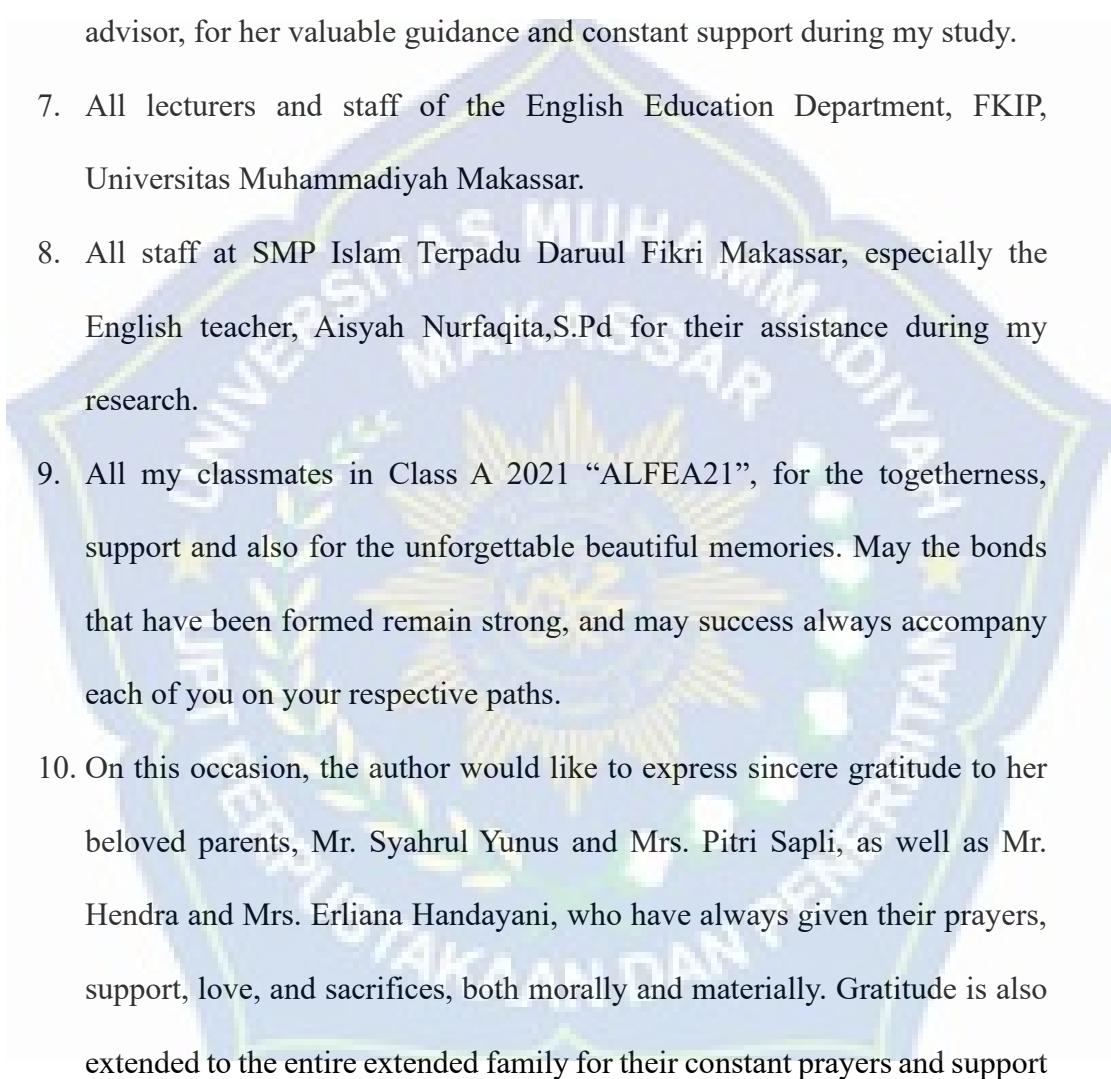
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In the name of Allah, the Most Gracious and Most Merciful, the Lord of the universe. Because of His blessings, the writer was able to complete this thesis as one of the requirements for the degree of Sarjana Pendidikan at the English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, in 2025. Secondly, peace and salutations are always extended to our Prophet Muhammad (SAW), who has guided us into the era of education.

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12. Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quiting , I wanna thank me for always being a giving and trying give more than I receive, I wanna thank me for trying to do more right than wrong , I wanna thnk me for just being me atall times.

Finally, by reciting Alhamdulillahi Robbil „Alamin, the researcher could finish his research successfully according to the target of time and also target of the research. Hopefully, there is nothing left or forgotten anymore to do. Aamiin.

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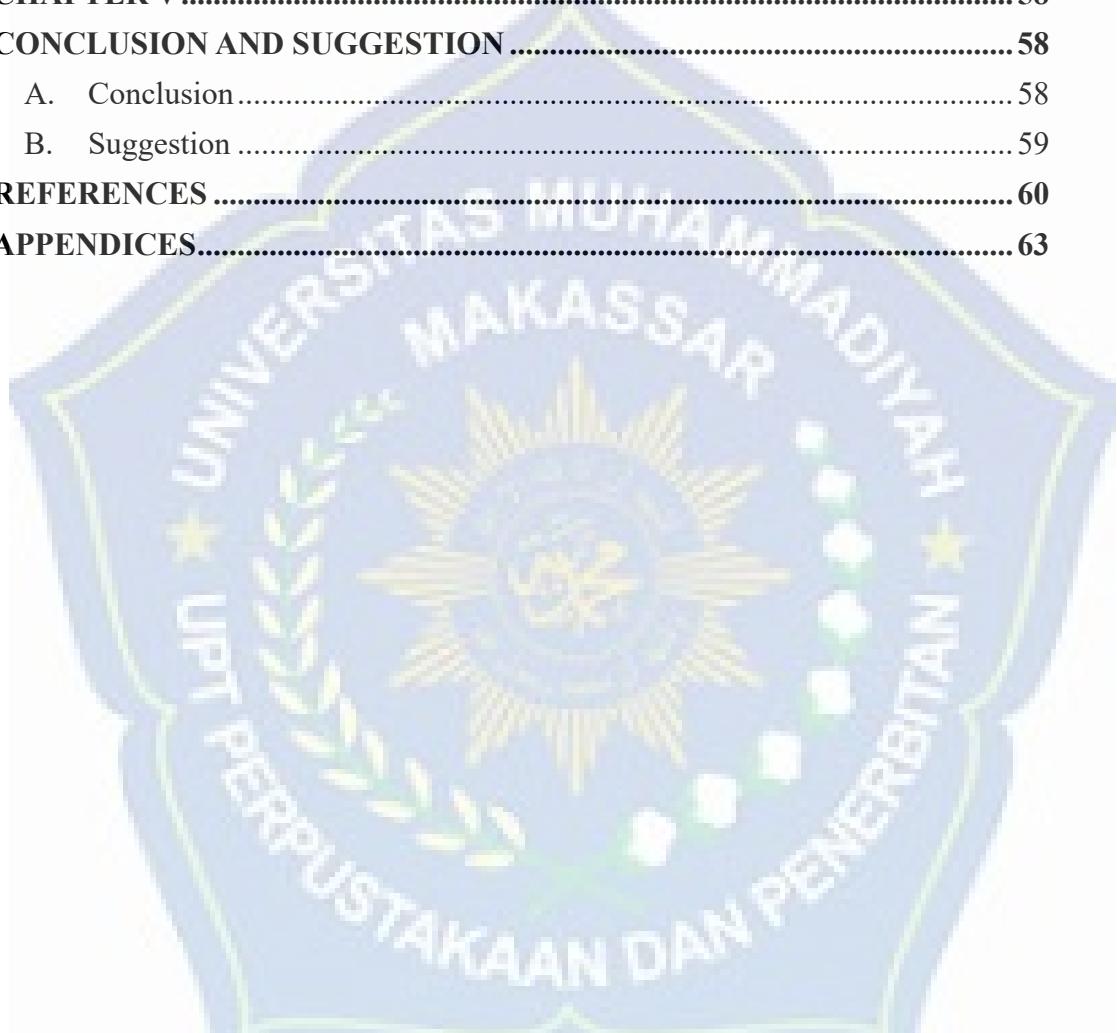
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Putri Nurul Khairiyah

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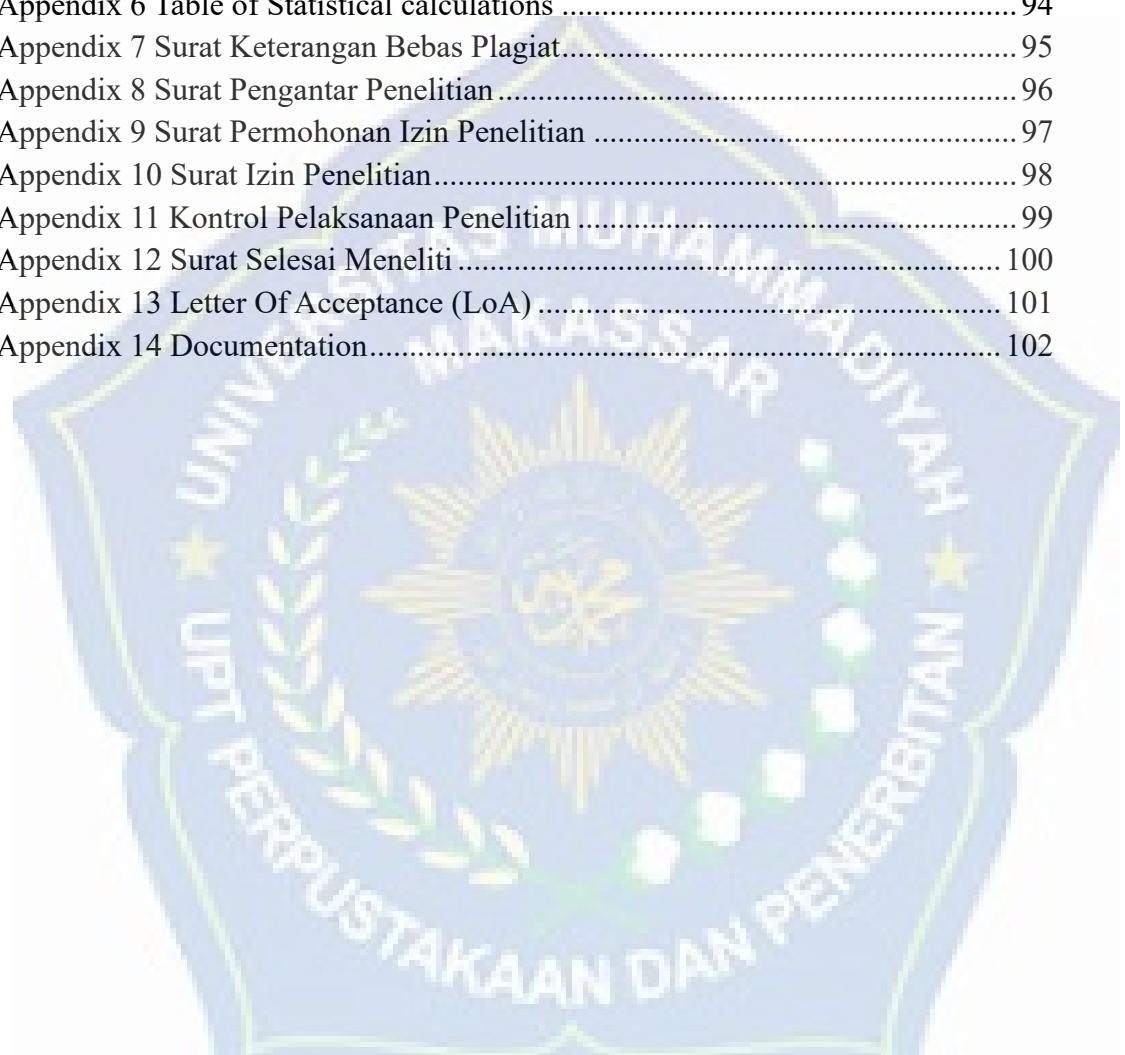
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CHAPTER I

INTRODUCTION

A. Background

One of the subjects taught in school is English, toward seeking to help students communicate effectively in education, business, along with international interaction contexts. Students have a need to master different components of language for Student' English Grammar of this. Grammar is also just one thing that they need to master. Grammar importantly helps students constructing correct meaningful sentences along. Grammar understanding deficits cause students to battle expressing ideas accurately in writing plus speaking.

The development of a satisfactory level of speaking and writing skills is accounted for by mastery of English grammar, according to Sacal & Potane (2023). Saengboon et al (2022) found that good overall grammar skills are essential for mastering English. Simple Present Tense is one of the most basic grammatical components in English, which is used to express habits, general facts, and fixed schedules. However, many students have difficulty understanding and using this component correctly. This failure can be caused by ineffective learning approaches, lack of contextualized exercises, and low student engagement.

Often, lecture methods that only focus on mastering grammar fail to improve students' understanding. Therefore, more inventive learning approaches are needed, such as task-based language learning (TBLT). TBLT

is a task-centered communicative approach that allows students to learn grammar by interacting with appropriate situations. According to Jin, S (2024) TBLT motivation model enhance junior high school English instruction by fostering critical thinking, student involvement, and language competency through authentic contexts. Compared to simply using English, teaching tasks can help students learn English because the activities use language and focus on the outcomes of the activities. For example, research by Zulianti (2019) found that TBLT significantly improved students' speaking ability. In addition, Suci (2022) research found that TBLT can also improve students' writing skills. However, few studies have specifically investigated the effect of TBLT on students' grammar skills, especially in Present Simple Tense.

Although various studies have revealed the benefits of TBLT in improving speaking and writing skills, there is still a void of research related to its effectiveness in improving grammar Students' English Grammar, especially in the context of Simple Present Tense learning at the junior high school level. Most of the previous studies prioritize the development of communication skills in general, while specific aspects such as grammar have not been studied in depth within the framework of task-based learning. This results aims to evaluate the impact of TBLT on students' English grammar in Simple Present Tense. successful learning. The results of this research are expected to help educators choose more effective learning approaches so that students not only understand grammar concepts but are

also able to use them in real life. In addition, this research can be the basis for developing a more comprehensive curriculum for English. This research aims to find out how well the TBLT method improves students' grammar skills at SMP Islam Terpadu Darul Makasar when they are taught Simple Present Tense. This research uses a quantitative approach. To address this gap, this study will examine the effectiveness of TBLT since it improves students' English grammar using a pre-experimental design since we use a one-group pre-test and post-test approach. Initially, the study will measure grammar skills of students. It is also going to measure those skills after the affect of TBLT. In order to support all of the findings, this research will additionally explore by way of a Likert-scale questionnaire the students' perceptions of the TBLT method.

Based on this background, it is important to conduct research entitled "*The effect of task-based language teaching (TBLT) on students' English grammar in learning the simple present tense at SMP Islam Terpadu Darul Fikri Makassar.*"

B. Problem statement

In line with the background of the research, The research questions are as follows:

1. Does the use of Task-Based Language Teaching (TBLT) affect students' English grammar in learning the Simple Present Tense?
2. Does the use of Task-Based Language Teaching (TBLT) affect students' attitude toward learning the Simple Present Tense?

C. Objective of The Research

Based on the problem formulation above, the objectives of this research are as follows :

1. To determine the effect of Task-Based Language Teaching (TBLT) on students' English grammar in learning the Simple Present Tense.
2. To find out the effect of Task-Based Language Teaching (TBLT) on students' attitude toward learning the Simple Present Tense

D. Significance of The Research

Theoretically, this research is expected to enrich the existing literature regarding the affect of Task-Based Language Teaching (TBLT), particularly in teaching present tense at the junior secondary school level in Indonesia. The research aims to support the development of English language teaching theory through a deeper understanding of the effectiveness of TBLT and the challenges in its affect. Practically, the study is anticipated to assist schools in formulating policies that promote the adoption of innovative task-based learning methods for teaching English. It will also provide teachers with a clearer understanding of how to effectively use TBLT for teaching the Present Tense, allowing them to implement context-based tasks that help students use the Present Tense more naturally in daily communication. By making grammar instruction more interactive, TBLT is expected to increase student motivation and boost their confidence in using English during conversations.

E. Scope of The Research

Based on the research questions, this study focuses on examining the effect of Task-Based Language Teaching (TBLT) on students' mastery of English grammar, particularly the Simple Present Tense in affirmative, negative, and interrogative forms, which are applied to describe daily routines. The research was conducted with the seventh-grade B students of SMP Islam Terpadu Darul Fikri Makassar.



CHAPTER II

LITERATURE REVIEW

A. Review of Previous Research

There are several research results regarding the application of Task-Based Language Teaching (TBLT) in teaching grammar, especially simple present tense, which are related to this study, including:

Zulianti (2019), research shows that Task-Based Language Teaching (TBLT) has a significant effect on the speaking ability of second grade students. Her data analysis revealed a positive impact, with an increase in students' average score from 59.979 (pre-test) to 107.181 (post-test), or an increase of 47.101 points. This difference was statistically significant at the 0.05 level, where the calculated t value exceeded the table t value, supporting the hypothesis that TBLT positively influenced students' speaking ability.

Azhari and Rizki (2023) found that Task-Based Language Teaching (TBLT) was effective in improving the speaking ability of non-major English students, especially in terms of accuracy, fluency, and confidence. Compared to traditional teaching methods, TBLT increases students' learning motivation, facilitates the application of learning strategies that suit individual differences, and supports the integration of more effective learning media in the learning process.

Research by Sirait et al. (2023) shows that the application of the Task-Based Language Teaching (TBLT) method has a significant effect on students' listening skills. The experimental group experienced a real increase in average score from 64.78 (pre-test) to 91.66 (post-test). In contrast, the control group only showed a slight increase, from 66.24 (pre-test) to 68.12 (post-test). The calculated t value (3.74) exceeded the t table value (1.66980) at the 0.05 significance level, indicating a statistically significant difference between the two groups.

Adam and Magfirah (2020) research showed that the application of Task-Based Language Teaching (TBLT) method combined with authentic materials was effective in improving motivation and learning outcomes of students' reading comprehension at SMAN 2 Kota Ternate. The results of the analysis showed a significance of 0.000, which indicated a significant difference between the experimental and control groups after the treatment. The experimental group's post-test score increased from 50 to 65.25, while the control group's score decreased from 50 to 46.75.

Dragobuzhda (2020) found that Task-Based Language Teaching (TBLT) was more effective than conventional methods in improving students' grammar comprehension and their learning motivation. This study is relevant to this thesis as both examined the effect of TBLT on students' grammar achievement. However, Dragobuzhda's research examines grammar teaching in general, while this thesis focuses more on Simple Present Tense.

The focus of this research, along with previous studies, is the affect of TBLT to improve students' language skills. While several studies have demonstrated that TBLT significantly enhances students' speaking, listening, and reading comprehension, they mainly concentrated on communication skills such as speaking, listening, and reading. These studies have contributed to our understanding of how TBLT fosters proficiency in practical language use in communication settings. This research, however, distinguishes itself by focusing specifically on grammar learning, with particular emphasis on the Simple Present Tense at the junior high school level. While TBLT has been widely applied to improve communicative skills, its impact on specific grammatical areas like verb tenses has not been extensively explored. Previous studies primarily addressed language skills such as speaking, listening, and reading comprehension but few have delved into its effect on the acquisition and understanding of specific grammatical structures, especially tenses like the Simple Present Tense.

Additionally, while research by Dragobuzhda (2020) examines TBLT effect on grammar in a general sense, it did not narrow its focus to a specific grammatical structure, such as the Simple Present Tense. In contrast to Dragobuzhda's research, this study aims to fill the gap by analyzing specifically how TBLT can improve students' mastery of Simple Present Tense, offering a focused examination of TBLT in the realm of grammar teaching. Therefore, this study provides a more targeted and specific approach to understanding how task-based methods can be applied to

grammar teaching, providing new insights into the practical application of TBLT for grammar teaching at the junior high school level. Through this focused approach, this research aims to provide a deeper understanding of TBLT potential in grammar instruction, specifically in enhancing students' comprehension and use of the Simple Present Tense, an area that has been relatively underexplored within the context of TBLT.

B. Teory Review

1. Task-Based Language Teaching (TBLT)

a. Definition of TBLT

Ellis (2003) defines Task-Based Language Teaching (TBLT) as a learning approach that places students as actors in a series of tasks, which encourage them to critically process their understanding. Dragobuzh (2020) found that Task-TBLT is an approach to language teaching that focuses on the use of tasks as a major component of language planning and teaching. In Task-Based Language Teaching (TBLT), learners engage in meaningful tasks and activities, where language serves as a means of communication, not an end in itself. This method encourages interaction, creative and spontaneous language use, and a focus on task outcomes. Through the affect of TBLT activities, the understanding of the adaptation of teaching approaches to increase student engagement in grammar learning has increased. which teaches language as a means of communication, not as an object of study. Michel (2023) emphasizes

that TBLT prioritizes communication skills and social integration as opposed to focusing on isolated language structures. TBLT is oriented towards second language acquisition with the aim of developing a curriculum that focuses on communicative processes and activities that encourage the use of English in students' daily lives. allows students to improve their communication skills through tasks that require them to use language in real situations East (2021).

TBLT can take advantage of students' natural abilities, as Rod Ellis emphasized. According to Patimah and Raharjo (2024), TBLT is an English language teaching method that focuses on comprehension rather than form, and significantly improves learners' language skills, especially in listening, reading, and speaking, with a positive attitude and various challenges based on contextual factors and instructor effectiveness. The Task-Based Language Teaching (TBLT) method emphasizes the use of educational activities in classroom tasks that demand comprehension, action, creation, or engagement with the target language. This task-based learning has the potential to improve learners' academic Students' English grammar and interpersonal skills, allowing them to use the target language through a variety of communicative tasks. According to Skehan (1998 as cited in Nunan,2021), a task has five main characteristics: a focus on meaning, rather than mere memorization or repetition, a link to real-

world activities, priority on task completion, and assessment based on results achieved.

As stated by Mukhriz (2020), task-based language teaching is an approach to language teaching that utilizes tasks as a fundamental component in lesson planning and affect. Collaborative tasks have the potential to improve fluency and accuracy of language use in communication contexts, especially when combined with tasks that aim to increase language awareness. TBLT, which is a process-oriented approach, is implemented to emphasize communicative language teaching as the main focus in the formulation of learning objectives and syllabus design. Consequently, in task-based language learning, teachers need to rely on their own linguistic abilities to evaluate student performance, either directly or indirectly. Student tasks at the beginning of the material or meeting, on the other hand, are a feature of the TBLT method. Based on the principles of the Task-Based Language Teaching (TBLT) approach, learning objectives and tasks in the language classroom should ideally be complementary and oriented towards improving communicative competence. There are six components that define the effectiveness of a task, namely: defined goals, relevant input data, appropriate task typology, the role of the teacher as a facilitator, the role of students as active participants, and the context of task affect. Tasks in TBLT are generally categorized as authentic,

holistic, communicative, and student-centered because of their emphasis on message substance rather than linguistic formality.

However, pre and post or pedagogical tasks, based on the TBLT model, can focus on language Belda-Medina (2021).

Ellis (2009) states that for language teaching activities to be considered “tasks”, they must fulfill the following requirements:

- a) The main focus should be on meaning, where learners seek to understand the semantic and pragmatic aspects of communication.
- b) There must be some kind of 'gap', such as the need to convey information, express an opinion, or infer meaning.
- c) Learners should utilize their personal linguistic and non-linguistic resources as the main foundation in completing the assigned tasks.
- d) Tasks should have measurable outcomes that go beyond mere linguistic functions, implying that language acts as a medium to achieve these outcomes, not as a final goal.

Various studies have shown that Task-Based Language Teaching (TBLT) is an effective language pedagogy because it emphasizes how meaningful language learning activities, combined with diverse real-life tasks, can achieve communicative outcomes. The main goal of TBLT is to improve learners' target language proficiency through the completion of relevant tasks.

b. Principles for TBLT

The principles of Task-Based Language Teaching (TBLT) serve as essential guidelines for its effective affect. According to East (2021) there are seven key aspects to consider in task-based instruction:

- a) Task Relevance
- b) Student Autonomy
- c) Collaboration
- d) Task Variation
- e) Focus on Language Use
- f) Feedback and Reflection
- g) Develop an assessment system that evaluates both

At the start of the lesson, teachers are expected to establish the learning context. As students contribute their thoughts, teachers can build upon and deepen their instructional approach based on the learners' input. This aligns with the concept of scaffolding, which supports students in strengthening their foundational knowledge before advancing to more complex stages. When designing tasks, teachers should ensure task dependency each task should be independently meaningful yet part of a coherent sequence. Challenging tasks arranged pedagogically help structure learning effectively. Additionally, repeated exposure to language forms, or language recycling, enhances learners' comprehension by allowing them to encounter target language features across different contexts. These seven principles enable teachers to implement TBLT more

effectively by activating students' prior knowledge, encouraging active use of language in learner-centered activities, and guiding them from basic to more creative language production. Moreover, reflection on both the learning process and outcomes is essential to help students internalize what they have learned.

c. Application of TBLT

Since junior high school students have beginning or even advanced learning levels, TBLT can help them. Students take center stage in the teaching and learning process when using this method. They must complete a range of tasks in two-person groups. As a result, while participating in activities, people can deepen their friendships, which encourages them to talk more and move more.

Although Task-Based Language Teaching (TBLT) is a learner-centered approach, this does not mean that students work on tasks without direction, support or emphasis on developing their language skills. There are stages that outline expectations after task completion, making TBLT suitable for affect in English language learning at the junior high school level. In teaching, the teacher acts as a facilitator, not as a demonstrator or main explanation provider. The teacher provides the task through a real teaching process, and students then use their creativity to complete the task independently.

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Task-Based Language Teaching (TBLT) is one of the teaching strategies that aims to improve students' interlanguage skills through assignments and the use of language to complete these tasks. This strategy falls within the communicative category. It was initially developed in Bangladesh, South India, Prabu (1987, as cited in Thomas, 2025) In an effort to improve student learning, Prabhu (1987) defines tasks as "activities that challenge students to produce knowledge outcomes through specific thinking processes, while the teacher manages and organizes the process." Similarly, (Willis 2011) states that tasks become active when the target language is used to communicate in order to achieve a goal.

According to Willis (1996), TBLT tasks include the following:

a. Enumeration

A thorough list or a draft mind map is the end result of the listing process, which involves brainstorming and fact-finding. Students' comprehension and induction abilities can be strengthened by this kind of exercise.

b. Data Organization

This task includes data sequencing, grading and categorization activities that aim to produce a structured and organized collection

of information based on predefined parameters. This process has the potential to improve learners' comprehension, reasoning and logic skills.

c. Comparison

This task involves matching, identifying similarities and recognizing differences, aiming to improve learners' ability to differentiate. The end result of the task may be paired or matched components.

d. Problem-solving

This type of exercise involves thinking, evaluating, and analyzing real-life problems. The end result is a list of potential solutions to the problem that may be looked into. These activities improve students' reasoning and decision-making skills.

e. Experience Exchange

Experience-sharing tasks include narrating, characterizing, analyzing, and expressing attitudes, ideas, and feelings. The main outcome of this task is social, allowing students to interact and exchange knowledge and experiences.

f. Creative tasks

They include brainstorming, acquiring information, organizing and classifying, comparing, and many more tasks. The outcome will be a final product that appeals to a wider audience. Students develop their critical thinking, analytical, and problem-solving abilities.

d. Teaching Procedure of TBLT

The classroom procedures implemented by each teacher may vary depending on the availability of resources, the needs, interests, and learning levels of the students, as well as the specific competencies and training the teacher has. Nunan, (2004) explains that instructors design three phases-pre-task, task cycle, and language emphasis-based on the given task.

1. Pre-task

The instructor prepares students for the task at hand. The instructor may introduce the topic, provide context, or present relevant understandings and structures. The goal is to prepare students mentally and linguistically so that they are better prepared to face the challenges of the task ahead.

2. Task-Cycle

In the affect phase, students actively work on tasks in relevant contexts, which require them to use the target language as a tool to achieve the task goals. Interactions between students, such as in small groups or discussions, characterize this phase, facilitating communication and collaboration in task completion.

3. Language Focus

Once the task is completed, students are given the opportunity to think about the way they used their language.

The instructor can provide feedback, explain errors, or highlight important aspects of the language. Students can improve their language understanding and integrate learning from their experiences during the task cycle through this phase.

e. Teacher Roles in TBLT

Three main tasks that must be done by language instructors who want to implement task-based language learning in foreign language classes:

1. Task Selection and Sequencing

Educators have the responsibility to determine tasks that are relevant to the learning objectives and ability levels of learners, and arrange them in a systematic order to develop understanding and skills gradually.

2. Getting students ready for assignments

Educators need to prepare learners cognitively and affectively before they do the task. This can be done through providing a clear introduction, explaining the purpose of the task, or activities that trigger learners' prior knowledge related to the task topic.

3. Consciousness-raising

Educators need to facilitate a process where learners become more aware of aspects of the target language that are relevant to the task. This could include focusing on specific grammatical

features, important vocabulary, or effective communication strategies needed to complete the task well.

It should be emphasized that language teachers actively select, adapt and design tasks before developing them to align with learners' criteria, expectations, interests and language competence levels. This correlates with the teacher's function as task selector and sequencer. In relation to the second teacher role, language learners typically receive pre-task directions. In relation to the third teacher function, it is worth noting that instructors implement various tactics that focus on the formal aspects of language, such as pre-task activities aimed at focusing attention, analysis of the text provided, facilitation of learning or recalling terms and phrases that support task completion, and provision of a partial overview of the flow of the task. Referring to the role of the teacher in the language classroom context, Wang, (2024) argues that the relationship between teachers and students becomes more egalitarian when teachers actively interact with students and encourage the formation of positive teacher-student relationships. In the realm of task-based learning, the teacher's goal is to optimize students' learning process through engaging them in various projects.

f. Students Roles in TBLT

The language learner should perform three essential tasks when task-based language education is implemented in a foreign language classroom:

- a) A group member
- b) Monitor
- c) Pioneer and risk-taker

In relation to the first role of learners, it can be said that students participate in various activities in small groups or pairs. Pair or group work may require some adjustment for students who are more used to whole-class activities and/or independent learning. In task-based learning, which is linked to the second learner role, it is crucial to remember that tasks are a tool used to aid in the learning process.

Activities in the classroom should be created to demonstrate to pupils how language is used in conversation. Students should "pay attention" to the task's messages and how they are frequently presented. Regarding the third learner role, a lot of tasks would ask students to construct and interpret communications without having enough language resources or prior knowledge. This ought to be the task's goal. It can be necessary to communicate with other students, look for explanations, and infer meaning from verbal and contextual cues. Because TBLT employs learner-centered teaching methodologies, student participation in the curriculum's creation, delivery, and assessment is crucial. In task-based language training,

learners' main duty is to do tasks accurately. Other tasks involve risk-taking, exploration of novelty and active participation in groups. To learn the language through effective communication, students can work independently or actively engage in pair, group or whole-class activities. In addition to actively participating in the task, students also support and guide each other throughout the process. They generate and understand meaning even in the midst of uncertainty.

g. Benefits and Challenges of TBLT

Saputro et al, (2021) claim that teaching TBLT in Indonesia has a number of advantages, including:

1. TBLT is considered an 'appropriate' teaching method or approach.

In contrast to the way they now teach English to their students, teachers believe that TBLT is an effective and "appropriate" teaching method. They thought about the "right" approach or strategy to give their kids improved learning chances.

It is believed that TBLT can include students in engaging activities that allow them to provide feedback to both their peers and the teacher. In contrast to the way they now instruct their students in English, teachers think that TBLT is an effective and "appropriate" teaching method. They define "appropriate" as a strategy or approach that has improved learning chances for their students, and they think TBLT can include students in engaging

activities that allow them to provide feedback to their classmates and instructors. Teachers previously thought that their Presentation-Practice-Production (PPP) teaching method was not effective in triggering student engagement. They felt the need to constantly “watch” and pay attention to students in PPP classes. This dissatisfaction was one of the reasons why they then tried to implement TBLT in their teaching practice, which turned out to provide a different experience.

2. TBLT actively engages students in English language learning.

The characteristics of the activities and task sequence organization in TBLT allow students to be actively involved in the learning process. Teachers believe that the careful design of activities and task sequences can attract students' attention and provide many opportunities for learning. As a result, some teachers already had confidence in TBLT's ability to motivate students in their classrooms even before affect. They also realize the potential of tasks and task sequences in creating an engaging classroom where students become active learners after completing tasks.

3. TBLT is considered relevant to the current curriculum in Indonesia.

The instructors argued that the main elements of TBLT have similarities with Curriculum 2013, Indonesia's national curriculum for primary and secondary schools that came into effect in 2013.

This curriculum emphasizes Students' English grammar, student-centered learning, and a systematic "scientific" process based on these concepts. Some of the six task criteria in TBLT are also recognized in this curriculum, including a work plan, a focus on meaning, real-world processes, four language skills, cognitive processes, and a "scientific approach" as a communication outcome.

4. TBLT has the potential to increase students' motivation in learning English

It seems that TBLT improves teachers' perception of student motivation, which is largely based on the affect stage and how students feel afterwards. Educators agreed that TBLT could boost students' morale by integrating their interests into classroom activities. They observed that students liked and were interested in the class. Although engagement and enjoyment alone are not enough to determine the effectiveness of motivation, they are good indicators to measure the level of student engagement. Furthermore, the majority of teachers stated that their students were enthusiastic about the affect of TBLT, even reporting that English lessons became more fun and informative than before.

5. TBLT's scaffolding helps students to "use" the language and "accomplish" the tasks.

Everyone knows that scaffolding used to design task sequences helps students complete the target task. The concept of scaffolding is highly used by teachers when they create task sequences. Scaffolds are created to provide students with enough information to enable them to prepare for and complete the task sequence. In this situation, teachers argued that the scaffolding component was the main component that enabled TBLT to increase learning value. They also said that the scaffolding design of TBLT is difficult to create as it does not allow for learning in a clear format such as a scaffolding structure.

2. Grammar

In teaching and learning English as a foreign language, mastering correct grammar for speaking and writing is very important. Students need an understanding of grammar to construct good sentences. Grammar is one of the language components that students must master in learning English. Given the differences between Indonesian and English grammar rules, understanding English grammar is crucial for English teachers. According to H.Brown, (1994). grammar is a system of rules that governs the relationship and arrangement of conventional words in sentences. In other words, grammar is a component of language

that provides explanations or rules on how to combine words into sentences that are good and in accordance with grammatical rules.

The statement shows that grammar is a set of rules underlying a language, although most native speakers don't pay much attention to it. However, grammar allows them to communicate well and be easily understood. Unconsciously, they apply the language patterns that have been formed in writing and speaking, so that communication can take place systematically and be understood by the interlocutor. Since foreign language learners generally do not have much direct exposure to mastering the language, language components become one way to support the mastery of foreign language skills. Harmer, (2007) states that grammar is not only concerned with syntax, but also with the way words are formed and changed to express different meanings. Based on the three statements above, the author assumes that learners can complete sentences correctly by mastering grammar.

Another definition of grammar is a set of words used to express ideas or concepts in phrases. Each country has its own unique language and grammar system, therefore students should be proficient in both. Students who are competent in grammar will be able to communicate and write effectively in English. This also applies to translation; understanding the structure of the language is important to translate well. In English grammar, verb tenses are very important in sentence formation as they indicate the time of an action or event. Holiday (2001)

states that the term “grammar with systematic ambiguity” is an important grammatical term for functional grammar, while the term “grammar” refers to a clear theory developed by linguists and proposed as a description of speaker competence. of speaker competence. Rather, it is competence itself.

In addition, there are several other reasons that support the importance of grammar education:

- a. Students have to make inferences when the rules of the native language are applied because foreign grammar is different and new to them.
- b. Learners cannot remember all the foreign language sentences they have learned to use in communication. To communicate productively, they must understand grammar.

Based on the theories that have been discussed, grammar is a set of rules for constructing good and understandable sentences. Tense is an important element in English grammar, which indicates when an event or action occurs. Understanding tense is crucial for learners in constructing proper sentences.

3. Simpel Present Tense

a. The Definition Simpel Present Tense

Jack (2002) states that the present simple tense serves to convey general facts, express opinions, and describe daily routines and activities. This view is in line with Panuntun (2024), who states that

simple present tense is a pattern used to express habitual activities or daily activities that are general and repetitive. The same thing is also stated by Linda and Nasir (2022), that this tense is used to talk about things that are often done, general truths, or facts, and is the simplest and most common form in English. Furthermore, Rosyidah et al. (2023) adds that simple present tense expresses events that take place in the present, facts, habits, and repetitive activities. He also emphasizes the change of verb form with the addition of -s or -es to the third person singular subject (he, she, it), as well as its use for scheduled events and factual statements that are relevant in English learning in Indonesia.

to Weiner (1994) adds that the simple present tense, especially in many verbs (except be), indicates a condition that prevails or an event that is currently taking place. It should be noted that this verb form will change with the addition of the -s or -es ending when the subject is in the third person singular (he, she, it), as in the sentence 'He can speak three languages.' In addition to the rules for third-person subjects, the simple present tense can be used with the base form of the verb to express facts and customs. Furthermore, it is also used to describe scheduled future events or activities as well as to make factual statements and generalisations that are relevant to learners of English in Indonesia.

b. The Pattern of Simple Present Tense

The simple present tense has a different verb form between verbs used in the third singular subject (e.g., he, she, it, Jean, your friend, etc.) and verbs with other subjects (e.g., I, you, we, they, Jean and John, cows, etc.). It employs the simple verb and is added by -s or -es if the subject is the third singular person. The affirmative statement pattern of this tense is as follows:

S (He/She/It) + V -s or -es +

And

S (I, You, We, They) + V +

"From the examples and table above, it can be inferred that when forming affirmative sentences with third person singular subjects, we use verbs with an added 's' or 'es', whereas for other subjects, the base form of the verb is used."

example :

1. Shel (Anna/that girl) *lwatches* television every evening.
2. My brother *studies* Math at home every night.
3. They/my friends *eat* lunch together at school.

To form a positive statement sentence with the auxiliary verb "be", the formula is :

S + be (am, is, are) + adjective/adverb of place/noun

Positive statement sentences that use 'be' are formed by following the pattern: subject + 'am'/'is'/'are' + (adjective/place

qualifier/noun phrase). For example, ‘She is a teacher’ serves to identify her profession as a teacher.

The pattern of negative statement of this tense is:

S (He/She/It) + does not + V (simple form of verb) +

And

S (He/She/It) + does not + V (simple form of verb) +

In the mentioned pattern, for the third subject that makes a negative statement, add “neither...nor” after the subject. As for the other subjects, add “neither...nor” after the subject.

For example:

1. He doesn’t teach math very well.
2. She doesn’t like coffee.
3. They don’t know about you.
4. I don’t understand.

To use the negative statement pattern with be, add not after the subject and be. Then an adjective, adverb of place, or noun follows.

This formula is:

S + be (am, Is, are) + not + adjective/adverb of place/noun

To form an interrogative sentence in the simple present tense, start the sentence with the auxiliary verb do. If the subject is third person singular (he/she/it), use does, for other subjects (I, you, we, they), use do. After the subject, use the base form of the main verb. For example, the question Does Charles like milk? with the answer Yes, he does shows that Charles does like milk. According to Krohn

(1986), in short answers, does can replace the word milk. Here is the general formula for simple present tense questions:

Tabel 2.1 Verbs of be in interrogative sentence

Interrogative sentence			Short answer			
Am	I	late? a police? right?		I am.		I'm not
Is	He She It	handsome? beautiful? a book?	Yes	He She It } is.	No	He She It } isn't.
Are	We You They	wrong? Filson? Indonesian?		We You They } are.		We You They } aren't

Here are some spelling rules for the -s ending in simple present tense verbs:

- 1) In all cases other than plural subjects or the first and second forms, add the -s ending to the base form of the verb in the simple present tense.

Example:

- a. *Wear* → *wears*
I wear a hat.
He wears a hat.
- b. *Work* → *works*
We work in the office.
She works in the office.
- c. *Speak* → *speaks*

I speak in English.

She speaks in English.

2) If the base form of a verb ends in -y and is preceded by a consonant letter, the y is changed to and then the -es ending is added (Jack 2002).

Example:

Study → *studies*

I study every night.

She studies every night.

However, verbs that have a vowel before the -y ending do not change from y to I and simply add -s instead of -es.

Example:

a. *Enjoy* → *enjoys*

We enjoy the show.

She enjoys the show.

b. *play* → *plays*

They *play* football.

He *plays* football.

3) If the base form of a verb ends in -s,-z,-sh,-x, or-o (which preceded by a consonant letter), then add the -es ending to the verb in simple present tense.

Example:

a) *Watch* → *watches*

I watch TV.

She watches TV.

b) *Go* → *goes*

They go to school.

He goes to school.

c) *Fix* → *fixes*

We fix the car.

He fixes the car.

Tabel 2 Pronunciation Note

Pronunciation Note
he –s ending is pronounced three ways, depending on the ending of the verb: 1. /iz/ after –ch, -sh, -s, -x, and –z endings. Example: teaches, washes, kisses, boxes, and buzzes. (Jack 2002)

c. The Function of Simple Present Tense

Simple present tense is generally used to express something that applies in general that is true in the past, present, and likely to remain true in the future. It is also used to describe habits or routines.

According to A.S. A.S Hornby (1975), the simple present tense has five main uses:

a. Expresses an action that is happening during the conversation, such as in a cooking demonstration, plantation, step-by-step instruction.

Example: I sifted the flour, salt, and baking powder into a bowl. I mixed them.

b. Used in commentary, for example during a broadcast of a soccer match.

c. Used in exclamation sentences that begin with here and there.

Example: Here he comes!

d. States general truths that apply in the past, present, and most likely in the future.

Example : The sun shines during the day.

C. Conceptual Framework

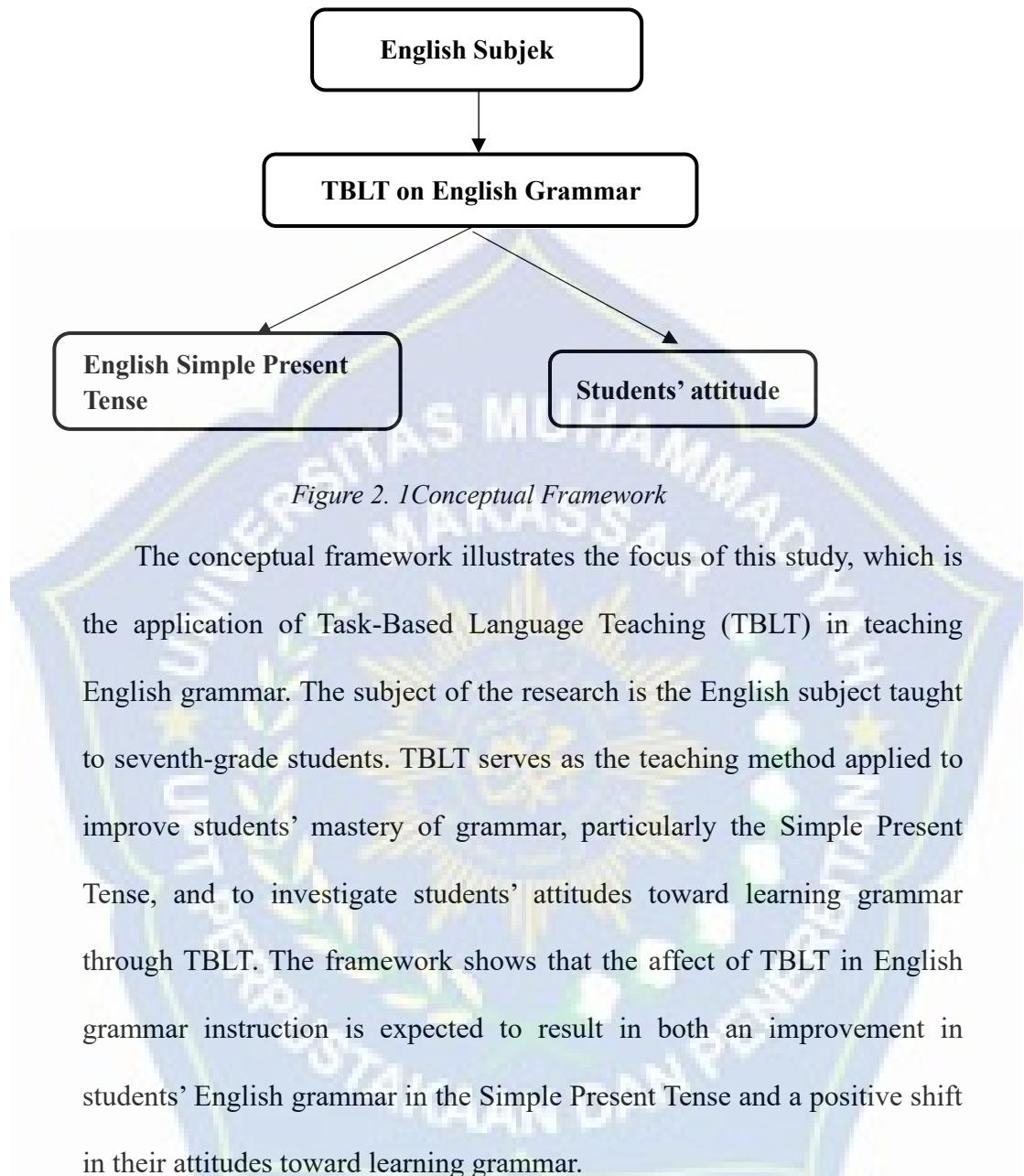


Figure 2. 1Conceptual Framework

The conceptual framework illustrates the focus of this study, which is the application of Task-Based Language Teaching (TBLT) in teaching English grammar. The subject of the research is the English subject taught to seventh-grade students. TBLT serves as the teaching method applied to improve students' mastery of grammar, particularly the Simple Present Tense, and to investigate students' attitudes toward learning grammar through TBLT. The framework shows that the affect of TBLT in English grammar instruction is expected to result in both an improvement in students' English grammar in the Simple Present Tense and a positive shift in their attitudes toward learning grammar.

D. Hypothesis

According to Creswell (2019) Hypothesis is a prediction held by research about the relationship between variables. relationship between variables. Based on the theoretical framework above, the authors formulate the hypothesis as follows:

H_0 : There is no significant difference in students' English grammar before and after being taught using the Task-Based Language Teaching (TBLT) method.

H_1 : There is a significant difference in students' English grammar before and after being taught using the Task-Based Language Teaching (TBLT) method.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher employed a quantitative approach using a pre-experimental design, in accordance with the previously identified problem formulation. According to Sugiyono (2018), research techniques are essentially systematic methods of collecting data for specific purposes and applications.

Quantitative research in the field has three main characteristics. First, the research report title remains consistent from the beginning to the end. Second, the issues addressed are developed based on observed problems. Lastly, problems encountered in the field may vary, as they are verified by the actual conditions found, as stated by Nurwulandari and Darwin (2020).

This study utilized a pre-experimental design as its experimental research method. It is termed “pre-experimental” because it does not yet meet the criteria of a true experimental design. In this type of design, the development of the dependent variable can still be influenced by external factors, meaning that the independent variable is not the sole factor affecting the outcome. Such influence may occur due to the absence of control variables and the use of non-random sampling, as explained by Sugiyono (2018).

Here is a table presenting the pre-test and post-test results of a single group. According to Sugiyono (2018):

Tabel 2 3 One group's pretest and posttest

Pre-test	Treatment	Post-test
O ₁	X	O ₂

(Sugiyono 2018)

Description:

O₁ : An initial test (pre-test) is conducted prior to the affect of the learning model.

X : Treatment in the experimental group, which involved using the Task Based Language Teaching

O₂ : The final test (post-test) is administered after the affect of the treatment.

B. Operational Definition of Variables

The operational definition of variables aimed to provide clear boundaries to the scope of the research in order to prevent misinterpretation. In addition, this definition served as the basis for measuring or observing the variables studied, as well as for compiling and developing the research instruments.

The variables in this study were divided into two categories, namely independent variable (X) and dependent variables (Y). The independent variable (X) was the variable that influenced, while the dependent variables (Y) were those that resulted from or responded to the independent variable, and were commonly known as the affected variables.

Independent variable (X) : Task-Based Language Teaching (TBLT)

Dependent variable (Y) : 1 Students' English grammar

2 Students' Attitude Toward TBLT

1. Independent Variable (X)

Task-Based Language Teaching (TBLT) was an approach to language learning that focused on providing communicative tasks as the core of the learning process. In TBLT, students learned the language through real and meaningful activities that used language as a tool to achieve specific goals, rather than merely memorizing grammatical rules (Ellis et al. 2019). As the independent variable, TBLT functioned as the learning model and served as the treatment or intervention administered to the students. It was not simply an ordinary teaching method but a structured approach consisting of specific steps or stages.

a. Pre-task stage

In the pre-task stage, the teacher introduced the topic of the task, such as the theme of daily routines. The teacher then explained the purpose of the task to ensure that students understood the direction of the learning activities. To facilitate students' comprehension, the teacher also provided example sentences and introduced key vocabulary relevant to the topic. This stage was intended to prepare students both mentally and linguistically before they proceeded to the main task.

b. Task cycle stage

In the while-task stage, students carried out the tasks assigned by the teacher, either individually, in pairs, or in groups. These tasks included writing about daily routines, conducting interviews, or composing dialogues related to the topics studied. After completing the tasks,

students prepared a report based on their work and then presented it, either orally or in writing, as part of the presentation activity.

c. Language focus stage

In the post-task stage, the teacher reviewed the language produced by students during the activities, identifying and addressing common grammar errors, particularly in subject-verb agreement within the Simple Present Tense. The teacher then provided corrective feedback and explicit explanations to clarify the relevant grammar rules. This stage also included reinforcing correct sentence patterns, providing additional examples, and guiding students in revising their work. The purpose of this stage was to consolidate students' understanding of language structures and to ensure their ability to apply grammar accurately in both oral and written communication.

C. Population and Sample

1. Population

According to Sidik (2021), the population is the entire area of generalization that includes objects or subjects with certain characteristics determined by the researcher as the focus of the study. Based on this definition, the population can be understood as a group of research subjects that share specific characteristics. In this study, the population consisted of all seventh-grade students of class VII B at SMP Islam Terpadu Darul Fikri Makassar, totaling 21 students.

Tabel 2 4 population of the Research

No	Class	Students
1	VII A	17
2	VII B	21
3	VII C	15
4	VII D	15
Total		68

(M. Sidik Priadana 2021)

2. Sample

In this study, the sample consisted of 21 students from class VII B of SMP Islam Terpadu Darul Fikri Makassar. This class was selected using purposive sampling, a sampling technique based on certain considerations or criteria set by the researcher. Class VII B was selected based on the recommendation of the English teacher, as this class was considered suitable and representative for the affect of the research in accordance with the objectives that had been set.

D. Procedure Of Collecting Data/Data Collection

The procedure of this research as following steps :

a. Pre-Test

Students were given a pre-test to assess their grammar ability prior to the affect of the treatment. This test aimed to evaluate their initial students' English grammar in using the Simple Present Tense. The pre-test was administered by the teacher to the entire class and conducted within a duration of thirty-five minutes before the instructional sessions began.

b. Treatment

The students completed the pre-test before receiving the treatment. The method the researcher followed was as follows:

1. In the first meeting, the teacher began the lesson by greeting the students and introducing the learning objectives.
2. The teacher introduced the topic of *Simple Present Tense* focusing on the Subject + Verb-1 pattern for expressing daily routines.
3. the teacher explained the purpose of the task, introduced key vocabulary, and provided example sentences related to daily activities.
4. students carried out communicative tasks such as matching daily activities with pictures, arranging scrambled words into correct sentences, and composing short dialogues about daily routines.
5. Students presented their work orally or in writing, either individually, in pairs, or in groups.
6. the teacher reviewed students' language use, corrected grammar errors (especially subject-verb agreement), and provided explicit explanations to strengthen understanding.
7. The session concluded with practice exercises to reinforce the lesson content.

c. Post-Test

The students' English grammar after the affect of Task-Based Language Teaching (TBLT) led to this stage. The researcher focused on the extent to which the students' grammar ability, particularly in using the Simple Present Tense, improved. Regarding the enhancement of grammar mastery after the application of TBLT, it was observed that the

students' accuracy and fluency in using the Simple Present Tense increased during the learning process.

E. Data collection technique

a. Test

According to Gede et al. (2023), a test is an instrument used to evaluate aspects such as knowledge, skills, talents, and abilities through various types of questions or prompts that participants must answer. Similarly Chamidah et al. (2021), explain that in quantitative research, tests function as tools to measure participants' attitudes, personalities, and potential traits. In this study, a written test was used to collect data on the grammar learning outcomes of seventh-grade students in class VII B. The test consisted of 10 multiple-choice items, 10 fill-in-the-blank items, and 5 essay questions. It was administered twice: as a pre-test before the instructional treatment and as a post-test afterward, to measure the improvement in students' grammar achievement.

b. Questionnaire

A questionnaire is a collection of questions distributed to respondents with the purpose of obtaining information about facts or attitudes. In this study, the questionnaire was used to collect factual data and insights regarding students' interest in learning the Simple Present Tense through the affect of the Task-Based Language Teaching (TBLT) method. A Likert scale was employed to measure the extent of students' responses to each statement.

F. Research Instruments

Research instruments are important tools used by researchers to observe, measure, and understand phenomena, both in natural and social contexts. Instruments enable researchers to systematically assess and examine the phenomena being observed, serving to collect, measure, and analyze data from subjects or samples related to a specific topic or issue in the research (Kurniawan, 2021). Thus, instruments play a crucial role in ensuring that the data obtained is relevant and valid for addressing the research problem statement.

1. Test

The test consists of multiple-choice, short-answer, and sentence construction items. For the multiple-choice section, the instrument will be analyzed based on 4 criteria: validity, reliability, item difficulty, and discriminating power. Meanwhile, the subjective items (short-answer and sentence construction items.) will be reviewed for content validity and scoring consistency.

Tabel 2 5 Test Question Grid

basic competencies	Question Indicator	Question Number	Question Form
Identifying the structure and linguistic elements of descriptive texts and simple conversations about daily routines.	Students can choose the verb form (verb 1/s/es) that matches the subject of the sentence.	1-10	Multiple choice
	Students can complete sentences with the correct verb form (positive, negative, interrogative).	1-10	Fill in the Blanks
	Students write sentences about their daily routine with the correct sentence structure.	1-5	Essay

(Arikunto 2013)

2. Questionnaire

a questionnaire was developed using a Likert scale as a tool to measure students' attitudes toward grammar learning using the Task-Based Language Teaching (TBLT) method. According to (Arikunto 2013), the Likert scale is used to determine individuals' attitudes, opinions, and perceptions toward a particular object. Sugiyono (2013) similarly states that the Likert scale is a tool for measuring attitudes expressed through positive or negative statements.

Each statement in the questionnaire uses four answer choices, namely:

Tabel 2 6 Likert Scale

Score	Response
1	Very Negatif
2	Negatif
3	Positive
4	Very Positive

(Sugiyono 2013)

G. Data Analysis

In quantitative research, data analysis is the process of managing and organizing the collected data by classifying it based on variables and types of respondents, presenting the data for each variable under study, and performing calculations to test the hypotheses (Sugiyono 2013).

The data analyzed in this study consisted of two types. First, grammar test data, which included pre-tests and post-tests. These tests were used to measure students' grammar skills before and after the affect of the Task-Based Language Teaching (TBLT) method on the Simple Present Tense material. Second, data obtained from a Likert scale questionnaire used to

determine students' attitudes toward grammar learning using the TBLT method. Before the analysis process was carried out, all collected data were first checked to ensure their completeness and accuracy. Raw scores from the grammar test results were calculated to obtain each student's final score. Meanwhile, questionnaire responses were scored according to the four-point Likert scale criteria.

The data analysis in this study employed two approaches descriptive statistics and inferential statistics. Descriptive statistics were used to provide an overview of the research findings, including the mean, standard deviation, maximum score, and minimum score. Meanwhile, inferential statistics were applied to test the research hypothesis using the paired sample t-test, preceded by a normality test through the ShapiroWilk method. All data processing and analysis were carried out using IBM SPSS V.22, ensuring that the results were presented accurately, systematically, and in accordance with statistical analysis standards in educational research.

H. Statistical Data Analysis

The statistical data analysis in this study was conducted to determine the effect of implementing the TBLT method on students' grammar skills in the Simple Present Tense. The analyzed data included grammar test scores (pre-test and post-test) and Likert-scale questionnaire data regarding students' attitudes toward learning grammar using the TBLT method. The analysis was carried out through several stages as follows:

1. Descriptive Statistics

Descriptive statistics were used in this study to provide an overview of the data obtained from both the grammar tests and the students' attitude questionnaires. According to Sugiyono (2018), descriptive statistics are statistical techniques employed to summarize or present data in a way that is easily understandable, without making generalizations to the population. The purpose of descriptive analysis is to examine the characteristics and distribution of the data before conducting inferential statistical analysis.

a) Grammar Test

The pre-test and post-test scores were analyzed using descriptive statistics to obtain the mean, standard deviation, maximum score, and minimum score. This analysis aimed to provide an overview of students' grammar abilities before and after the affect of the TBLT method. Additionally, the descriptive statistical results served as a basis for determining whether the data met the normality assumption prior to conducting hypothesis testing.

b) Likert Scale Questionnaire

The questionnaire data were analyzed using descriptive statistics to calculate the mean score for each item. The resulting mean scores were then interpreted based on the following criteria:

Tabel 2 7 Interpretation Criteria

Average Score Range	Category
3.26–4.00	Very Positive
2.51–3.25	Positive
1.76–2.50	Negative
1.00–1.75	Very Negative

This analysis was conducted to determine the students' tendencies in their attitudes toward learning grammar using the TBLT method. Thus, descriptive statistics provided clear information about the students' initial grammar abilities and their attitudes, which served as a basis for subsequent data analysis. All descriptive statistical processing and analysis were carried out using SPSS V.22, ensuring that the results were accurate, systematic, and in accordance with statistical analysis standards in educational research.

2. Normality Test

Before conducting hypothesis testing, the researcher performed a normality test to determine whether the pre-test and post-test grammar scores were normally distributed. This test is essential because the assumption of normality is a prerequisite for using parametric statistical tests, such as the Paired Sample t-test. In this study, the ShapiroWilk test was applied because the sample size consisted of fewer than 50 students. Data were considered normally distributed if the significance value (Sig.) was greater than 0.05, and not normally distributed if Sig. was less than or equal to 0.05. By performing this test, the researcher ensured that the data met the required statistical assumptions, thereby guaranteeing that the results of the hypothesis testing were reliable and valid.

3. Hypothesis Testing

After the data were confirmed to be normally distributed through the Shapiro–Wilk test, the researcher conducted a Paired Sample t-test to examine the research hypothesis. This test was employed to determine whether there was a significant difference between the students' pre-test and post-test grammar scores following the affect of the TBLT method on the Simple Present Tense material.

The decision criteria for the t-test are as follows:

- a. If the significance value (p-value) < 0.05 , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating a significant difference between the pre-test and post-test scores.
- b. If the significance value (p-value) ≥ 0.05 , H_0 is accepted and H_1 is rejected, indicating no significant difference between the pre-test and post-test scores.

All t-test analyses were conducted using IBM SPSS V.22, ensuring that the results were presented accurately, systematically, and in accordance with statistical standards in educational research.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings and discussion of the study. It describes how the pre-test and post-test results demonstrate the impact of using the Task-Based Language Teaching (TBLT) method in teaching the Simple Present Tense, particularly in improving Students' English grammar. The explanations and interpretations of these results are elaborated in the discussion section. The students' English grammar of the learning objectives can be observed in the following presentation of results.

1. The Effect of TBLT on Students' English Grammar

a. Descriptive Analysis Results of Grammar Tests

The students' grammar test results were analyzed descriptively to provide an overview of their grammar abilities before and after the affect of the TBLT method on the Simple Present Tense material. This analysis included the mean, standard deviation, minimum score, and maximum score, as presented in Table 2.10. Prior to conducting inferential statistical tests, descriptive analysis of the pre-test and post-test scores was carried out to give a general picture of the students' grammar proficiency. The descriptive results revealed an increase in the average score from the pre-test to the post-test, indicating that students' grammar abilities improved following the affect of the TBLT method.

Tabel 2 8 Mean Score

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	35.38	21	18.39151
	POST TEST	77.1905	21	9.30387

Based on Table 4.1, the mean score increased from 35.38 in the pre-test to 77.19 in the post-test, reflecting an improvement of 41.81 points. The standard deviation declined from 18.39 to 9.30, indicating that students' scores became more consistent following the affect of the Task-Based Language Teaching (TBLT) method. This suggests that the students' performance not only improved in terms of students' English grammar but also demonstrated greater homogeneity after the intervention. Furthermore, the standard error of the mean decreased from 4.01 to 2.03, signifying reduced variability and greater precision in the mean scores after the treatment. These findings indicate that the TBLT method was effective in enhancing students' English grammar in the Simple Present Tense.

A visual comparison of the pre-test and post-test mean scores is illustrated in Figure 4.1 below.

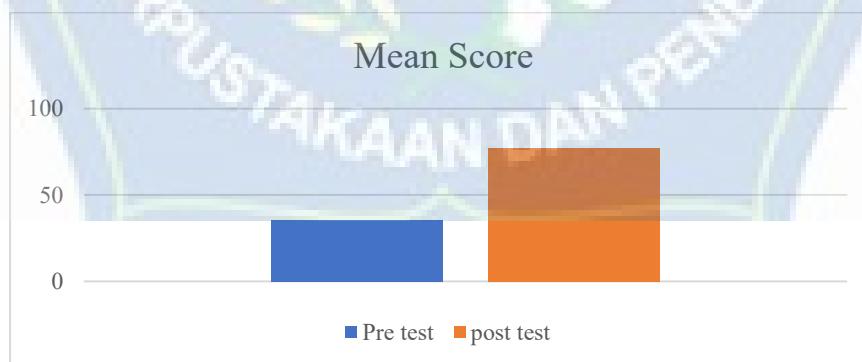


Figure 4. 1 Comparison of Students' Mean Scores

As shown in the figure above, there was a clear and significant improvement in the students' grammar abilities after being taught using the TBLT method. Before proceeding to test the significance of this improvement, it is essential to verify whether the data are normally distributed. Therefore, a normality test using the ShapiroWilk method was conducted on both the pre-test and post-test scores to determine if the assumption of normality was met."

b. Normality Test

The results of the normality test using the Shapiro–Wilk method showed significance values of 0.100 for the pre-test and 0.354 for the post-test. These results indicate that both the pre-test and post-test data are normally distributed, as the significance values are greater than 0.05. Therefore, the data meet the normality assumption required for conducting a paired sample t-test.

Tabel 2 9 Tests of Normality

Variable	N	Sig. (Shapiro–Wilk)	Conclusion
Pre-test Score	21	0.100	Normal
Post-test Score	21	0.354	Normal

c. T-Test

A paired sample t-test was conducted to examine the difference between students' pre-test and post-test scores following the affect of the TBLT method. The analysis results revealed that the mean pre-test score of 56.1 increased to 97.9 on the post-test, reflecting an average improvement of 41.81 points. The t-test yielded a

value of -14.48 with 20 degrees of freedom (df) and a Sig. (2-tailed) = 0.000, which is less than 0.05.

These results indicate a statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This finding demonstrates that the affect of TBLT is effective in improving students' grammar skills, particularly in the use of the Simple Present Tense. Complete statistical calculations, including Standard Deviation, Standard Error Mean, and Confidence Interval, are presented in Appendix.

2. Students' Attitudes toward TBLT

Based on the descriptive analysis of the questionnaire data, the mean scores of each respondent were obtained and categorized into four levels of attitude: Very Negatif, Negatif, Positive, and Very Positive. The questionnaire consists of 15 items that measure students'. To facilitate readers' understanding, the results were visualized in Figure 4.1, which illustrates the distribution of students' attitudes toward the affect of TBLT.

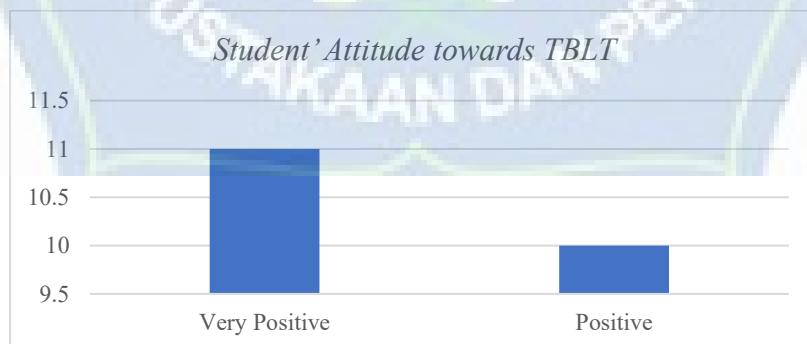


Figure 4. 2 Student' Attitude towards TBLT

Based on the distribution of average questionnaire scores regarding the affect of Task-Based Language Teaching (TBLT) in grammar learning, the majority of students demonstrated a positive attitude. Out of 21 students, 11 students fell into the Positive category with mean scores ranging from 3.00 to 3.25, while 10 students were classified as Very Positive with scores between 3.26 and 4.00. No students were placed in the Moderate or Less Positive categories. The overall mean score of 3.31 indicates that students' attitudes toward TBLT can be considered Very Positive.

These results show that most students were supportive and enthusiastic about learning grammar using TBLT. Their positive attitude is reflected in their motivation to actively engage in learning activities, participation in task-based assignments, and openness to interaction and collaboration throughout the learning process. This positive response aligns with the findings from the pre-test and post-test, which showed a significant improvement in students' grammar scores, indicating that TBLT is effective in enhancing grammar proficiency while being well-received by students.

B. Discussion

The results of this study suggest that implementing Task-Based Language Teaching (TBLT) positively affects seventh-grade students' grammar proficiency, particularly in mastering the Simple Present Tense, while also fostering more positive attitudes toward learning. This section will explore these two key outcomes in greater depth, connecting them to established

language learning theories, prior research findings, and the various factors that may have contributed to these results;

1. The Effect of TBLT on Students' English Grammar

The results indicate that the students' average scores increased from 35.38 in the pre-test to 77.19 in the post-test, with a difference of 41.81 points. The t-test results showed a significance value of $0.000 < 0.05$, indicating a significant difference between the scores before and after the treatment.

These results are consistent with Ellis et al. (2019), who emphasized that using language in meaningful communicative contexts naturally facilitates the internalization of grammar. When students engage in real-life tasks, their attention is directed not only toward grammatical rules but also toward the intended meaning, allowing grammar learning to occur implicitly and effectively. Willis (2011) further explained that involvement in authentic tasks enables students to focus on meaning while simultaneously practicing language structures. In this study, activities such as dialogues, group discussions, and daily assignments provided students with repeated opportunities to practice subject-verb agreement in the Simple Present Tense, promoting more natural internalization of grammatical rules. Moreover, Rodgers (2016) highlighted that practicing grammar in real communicative situations has a greater long-term impact than mechanical drills. Through meaningful grammar practice, students not

only memorize rules but also develop the ability to apply them in everyday conversations and writing.

Previous research supports these results. NamazianDost (2017) found that TBLT significantly improved both grammar skills and motivation among intermediate-level EFL students in Iran. Similarly, Lubis (2022) reported that TBLT enhanced Students' English grammar in writing procedural texts at the junior high school level, while Prastiwi (2018) observed improvements in students' ability to write recount texts through TBLT. Collectively, these studies highlight that tasks involving meaningful, real-life communication are highly effective in developing various language skills. These findings further reinforce the notion that engaging students in authentic, communicative tasks not only promotes linguistic accuracy but also encourages active participation, motivation, and a more positive attitude toward learning.

Furthermore, students' active engagement in task-based activities promotes more intensive interaction with the language, strengthening their understanding of grammar structures while maintaining a focus on meaning. Factors such as motivation, self-confidence, and active participation also play an important role in supporting the affect of learning outcomes. Therefore, the combination of authentic language practice, meaningful interaction, and students' emotional involvement is key to the success of TBLT in enhancing Students' English Grammar of the Simple Present Tense. This approach not only helps students

understand and apply grammatical rules accurately but also creates a more enjoyable, interactive, and contextually relevant learning experience.

2. Students' attitude toward TBLT

The results also show that the affect of TBLT positively affected students' grammar, while the questionnaire data revealed that most students held positive to very positive attitudes toward the method, with an average score of 3.31, categorized as very positive. This favorable attitude reflects high motivation, a sense of comfort, and active participation during the learning process. Such positive dispositions suggest that students were not only engaged cognitively but also emotionally, which likely contributed to their willingness to take risks, collaborate with peers, and persist in completing tasks. Overall, the findings highlight that TBLT fosters both language development and a supportive, motivating classroom environment.

These results are consistent with Zulianti (2019), who found that students demonstrated enthusiasm and cooperative attitudes during learning activities using Task-Based Language Teaching (TBLT). Students also reported positive perceptions of reading analytical texts, noting that they enjoyed the lessons and found it easier to understand the material when it was connected to real-life contexts. Similarly, Faisal (2025) reported that TBLT had a positive impact on teacher-student interaction and students' problem-solving skills. The method was also considered effective in

creating a more relaxed learning environment and promoting collaboration among students. Furthermore, many teachers recognized the benefits of TBLT in developing students' language skills more effectively. By engaging students in active and collaborative interactions, TBLT not only enhances communication skills but also encourages greater learner autonomy, improves problem-solving abilities, and facilitates deeper reflection on the learning experience.

The findings of this study demonstrate that the affect of Task-Based Language Teaching (TBLT) has a dual impact: it significantly enhances students' grammar proficiency and fosters positive attitudes toward learning. The improvement in grammar, particularly in mastering the Simple Present Tense, can be attributed to the authentic, meaningful tasks that encourage repeated practice, active engagement, and attention to both form and meaning. At the same time, the positive attitudes observed reflect increased motivation, comfort, collaboration, and willingness to participate, suggesting that TBLT creates a supportive and interactive learning environment.

These results, corroborated by previous research indicate that tasks integrating real-life communication not only affect linguistic accuracy but also promote student engagement, autonomy, and problem-solving skills. The synthesis of these outcomes suggests that TBLT is effective in simultaneously developing cognitive and affective aspects of language learning, bridging the gap between knowledge and practical application.

The implications of these findings are significant for teaching practice. Educators are encouraged to design learning activities that involve authentic, task-based interactions, providing opportunities for repeated practice, collaboration, and meaningful communication. By fostering both skill development and positive attitudes, TBLT can create a classroom environment that enhances learning outcomes, increases motivation, and encourages students to become more autonomous and reflective learners. Furthermore, integrating TBLT into language instruction may contribute to long-term retention of grammatical structures and the ability to apply them effectively in real-life contexts.

In conclusion, this study demonstrates that Task-Based Language Teaching (TBLT) has a significant positive effect on both students' grammar proficiency, particularly in mastering the Simple Present Tense, and their attitudes toward learning. The improvement in grammar can be attributed to authentic, meaningful tasks that encourage repeated practice and active engagement, while the positive attitudes reflect increased motivation, confidence, and collaboration. These findings are supported by previous research, indicating that TBLT effectively integrates cognitive and affective aspects of language learning. Overall, the results suggest that implementing TBLT creates a more interactive, enjoyable, and contextually relevant learning environment, highlighting its potential as an effective approach for language instruction in junior high schools.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the data analysis, the following conclusions can be drawn by the researcher:

1. The findings show that the use of Task-Based Language Teaching (TBLT) positively affects students' grammar proficiency in learning the Simple Present Tense. The results of the Paired Sample T-Test revealed a significance value of 0.000, which is below 0.05 ($0.000 < 0.05$). This confirms that TBLT effectively enhances the grammar skills of the seventh-grade students at SMP Islam Terpadu Darul Fikri Makassar.
2. The findings also indicate that the use of Task-Based Language Teaching (TBLT) positively affects students' attitudes toward learning. The questionnaire results showed that the majority of students had positive to very positive attitudes, with an average score of 3.31, categorized as very positive. This demonstrates that TBLT not only enhances students' language skills but also fosters motivation, active participation, and a supportive learning environment, encouraging students to engage more confidently and collaboratively in the learning process.

B. Suggestion

Based on the researcher's conclusions and experiences during the research, as well as several existing literature reviews and several suggestions for improving the quality of learning, the researcher suggests several points to consider:

1. The students, Students are expected to be active participants in the classroom because Task-Based Language Teaching (TBLT) encourages active involvement in the learning process. Through this approach, it is hoped that students can enhance their knowledge effectively.
2. The English teacher, English teachers at SMP Islam Terpadu Darul Fikri Makassar are advised to apply the Task-Based Language Teaching (TBLT) method in the English learning process to improve students' understanding. With the right strategies, students will find it easier to grasp the material and become more motivated to learn. Therefore, teachers should select teaching methods that are not only engaging but also relevant to the curriculum and students' needs. TBLT can serve as an effective active approach to implement in the classroom.
3. Other researchers, this study offers valuable insights into Students' English grammar and learning attitudes. It is recommended that subsequent researchers expand upon or replicate this study to explore deeper and more relevant findings aligned with their specific research interests

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Appendix 1 Lesson Plan

Sekolah	: SMP Islam Terpadu Darul Fikri Makassar
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: Fase D / VII A
Materi Pokok	: Introduction to Simple Present Tense in Daily Routine
Alokasi Waktu	: 2 x 35 menit
Pertemuan	: 1
Metode	: Task-Based Learning (TBLT)

A. Tujuan Pembelajaran

- 1) Mengidentifikasi penggunaan kalimat dalam bentuk Simple Present Tense terkait kegiatan sehari-hari dengan tepat
- 2) Menunjukkan kemampuan awal dalam tata bahasa (grammar) melalui pre-test
- 3) Memahami tujuan pembelajaran dan mengenali konsep dasar pembelajaran berbasis tugas (TBLT) yang akan diterapkan di pertemuan berikutnya.

B. Capaian Pembelajaran

Peserta didik memahami dan menghasilkan teks lisan dan tulisan pendek dengan kosakata dan struktur sederhana dalam konteks kehidupan sehari-hari.

C. Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan YME
- b. Mandiri
- c. Kreatif
- d. Bernalar kritis
- e. Bergotong royong

D. Materi Ajar

Simple Present Tense (struktur dan penggunaan) dan Kosakata kegiatan harian (wake up, eat, go, study, sleep, dll)

E. Sumber Belajar

- a. Video “A Day in the Life of a Student” (YouTube)
- b. Buku Bahasa Inggris Kelas VII Kurikulum Merdeka
- c. Lembar soal pre-test

F. Media Pembelajaran

- a. LCD/Proyektor
- b. Speaker/audio player

c. Kertas soal, papan tulis, alat tulis siswa

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> a. Guru memberikan salam berdoa dan mengecek kehadiran murid b. Guru memeriksa kesiapan siswa untuk belajar, mengarur posisi duduk, mengecek kebersihan kelas c. Guru Memberikan tanya jawab ringan tentang rutinitas harian. d. Menjelaskan pentingnya grammar dan menyampaikan bahwa pembelajaran akan menggunakan model TBLT 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> a. Guru menampilkan video pendek berjudul "<i>A Day in the Life of a Student</i>" (durasi 2–3 menit) yang menunjukkan aktivitas harian seperti <i>wake up, brush teeth, eat breakfast, go to school</i>, dll. b. Setelah menonton, guru mengajak siswa untuk menyebutkan beberapa aktivitas yang mereka lihat dan dengar dalam video. Guru menuliskan kata kerja yang disebut siswa di papan tulis. c. Guru kemudian menjelaskan secara singkat bahwa kata kerja-kata kerja ini adalah bentuk dasar (Verb-1) yang digunakan dalam Simple Present Tense, khususnya untuk menggambarkan kebiasaan atau rutinitas harian. d. Guru memberikan penjelasan struktur kalimat Simple Present Tense secara sederhana. e. Guru mengajukan pertanyaan sederhana secara lisan untuk melatih pemahaman. f. Setelah itu, guru membagikan lembar soal pre-test berisi pilihan ganda dan isian singkat yang menguji kemampuan siswa dalam mengenali dan menggunakan Simple Present Tense. g. Siswa mengerjakan test secara individu selama kurang lebih 30 menit. h. Setelah mengerjakan, guru mengajak beberapa siswa membacakan soal dan jawaban mereka lalu memberikan tanggapan dan koreksi ringan jika diperlukan. 	50 Menit

Kegiatan Akhir	<ul style="list-style-type: none"> a. Siswa menyampaikan kesan dan pendapat mengenai pembelajaran hari ini. b. Guru memberikan umpan balik umum terhadap aktivitas siswa selama pembelajaran. c. Guru menyimpulkan materi inti secara singkat. d. Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya melalui model Task-Based Language Teaching. 	
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H. Penilaian Pembelajaran

1. Tes Tertulis : Penilaian dilakukan melalui test berupa soal pilihan ganda dan isian singkat.
2. Tes Praktik : siswa menyampaikan atau menanggapi pertanyaan lisan sederhana yang berkaitan dengan rutinitas harian.



RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

Sekolah	: SMP Islam Terpadu Darul Fikri Makassar
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: Fase D / VII A
Materi Pokok	: Subject + Verb-1 dalam kalimat Simple Present Tense untuk menyatakan rutinitas harian
Alokasi Waktu	: 2 x 35 menit
Pertemuan	: 2
Metode	: Task-Based Learning (TBLT)

A. Tujuan Pembelajaran

1. Menggunakan kalimat Simple Present Tense dalam konteks rutinitas harian.
2. Berpartisipasi aktif dalam menyusun dan mendiskusikan tugas dalam kelompok kecil.
3. Menyusun dan mempresentasikan dialog pendek berdasarkan aktivitas harian menggunakan struktur kalimat yang tepat.

B. Capaian Pembelajaran

Peserta didik mampu memahami dan menghasilkan teks lisan dan tulisan pendek dengan kosakata dan struktur sederhana dalam konteks kehidupan sehari-hari.

C. Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan YME
- b. Mandiri
- c. Kreatif
- d. Bernalar kritis
- e. Bergotong royong
- f. Beriman dan bertakwa kepada Tuhan YME serta berakhlak mulia

D. Materi Ajar

- a. Struktur kalimat Simple Present Tense (Subject + Verb-1)
- b. Kosakata kegiatan sehari-hari
- c. Penyusunan dialog pendek berdasarkan rutinitas

E. Sumber Belajar

- a. Buku Bahasa Inggris Kelas VII Kurikulum Merdeka
- b. Lembar dialog contoh
- c. Lembar kerja siswa (LKS)
- d. Gambar aktivitas harian

F. Media Pembelajaran

- a. LCD/Proyektor
- b. Kartu gambar aktivitas harian
- c. papan tulis, alat tulis siswa
- d. Lembar tugas kelompok

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none">a. Guru menyapa siswa, mengucapkan salam, memeriksa kehadiran.b. Memberi apresiasi atas antusiasme di pertemuan sebelumnya.c. Menyampaikan tujuan pembelajaran hari ini dan menjelaskan bahwa siswa akan belajar menyusun dialog menggunakan Simple Present Tense.d. Guru menjelaskan kembali materi yang diajarkan pada pertemuan sebelumnya.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">a. Guru membagikan contoh dialog pendek tentang rutinitas harian. Siswa membaca dialog tersebut secara berpasangan dan mendiskusikan kosakata baru bersama guru.b. Guru menampilkan gambar aktivitas harian, lalu siswa menulis kalimat menggunakan Simple Present Tense berdasarkan gambar (misalnya: <i>She goes to school at 7 a.m.</i>)c. Siswa dibagi ke dalam kelompok kecil (2–3 orang) untuk menyusun dialog pendek tentang rutinitas harian secara tepat. Guru membimbing jika ada kesulitan.d. Beberapa kelompok secara sukarela membacakan isi dialognya di depan kelas. Guru memberikan umpan balik terhadap grammar dan pelafalan.e. Guru memberikan pertanyaan reflektif seperti “<i>What would your perfect daily routine look like?</i>	50 Menit

	<i>like?” untuk dijawab tertulis di rumah dengan menggunakan kalimat Simple Present Tense.</i>	
Kegiatan Akhir	a. Guru memberi umpan balik atas hasil kerja siswa dan menyimpulkan poin penting pembelajaran hari ini. b. Guru memberi arahan untuk menyelesaikan dialog sebagai tugas rumah c. Siswa mencatat tugas dan menyampaikan tanggapan terhadap pembelajaran hari ini.	10 Menit

H. Penilaian Pembelajaran

- 1) Tes Tertulis : Kalimat sederhana yang ditulis siswa berdasarkan gambar aktivitas harian.
- 2) Tes Praktik : Keterampilan menyusun dan membacakan dialog pendek tentang aktivitas harian dalam Simple Present Tense.



RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

Sekolah	: SMP Islam Terpadu Darul Fikri Makassar
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: Fase D / VII A
Materi Pokok	: Penggunaan Simple Present Tense Subject-Verb Agreement dalam Kalimat Harian
Alokasi Waktu	: 2 x 35 menit
Pertemuan	: 3
Metode	: Task-Based Learning (TBLT)

A. Tujuan Pembelajaran

1. Mengidentifikasi dan memperbaiki kesalahan grammar dalam tugas tertulis
2. Memahami aturan tata bahasa (*Subject-Verb Agreement*) secara eksplisit.
3. Mempresentasikan hasil tugas dengan lebih baik berdasarkan umpan balik guru.

B. Capaian Pembelajaran

Peserta didik memahami dan menggunakan struktur kalimat sederhana dalam teks lisan dan tulisan pendek untuk menyampaikan informasi tentang kegiatan sehari-hari.

C. Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan YME
- b. Mandiri
- c. Kreatif
- d. Bernalar kritis
- e. Bergotong royong
- f. Beriman dan bertakwa kepada Tuhan YME serta berakhlak mulia

D. Materi Ajar

aturan Subject-Verb Agreement (he/she/it + verb-s/es) serta pengenalan kesalahan umum dalam grammar dan cara memperbaikinya.

E. Sumber Belajar

- a. Buku Bahasa Inggris Kelas VII Kurikulum Merdeka
- b. Naskah dialog hasil tugas siswa
- c. Handout tentang Subject-Verb Agreement
- d. Lembar revisi tugas

F. Media Pembelajaran

- a. Papan tulis & spidol
- b. Lembar kerja siswa

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none">a. Guru menyapa siswa, mengucapkan salam, memeriksa kehadiran.b. Guru mengulas tugas yang dikumpulkan pada pertemuan sebelumnya secara umum.c. Menyampaikan tujuan pembelajaran hari ini: memperbaiki kesalahan grammar dan memperkuat pemahaman tentang <i>Subject-Verb Agreement</i>.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">a. Guru menampilkan beberapa contoh kalimat dari tugas siswa yang mengandung kesalahan Bersama siswa, guru menganalisis dan memperbaikinya secara klasikal.b. Guru menjelaskan aturan Subject-Verb Agreement secara eksplisit, terutama pada penggunaan <i>verb + s/es</i> untuk subjek <i>he/she/it</i>.c. Siswa mengidentifikasi kesalahan dalam naskah dialog masing-masing.d. Siswa bekerja dalam kelompok kecil untuk memperbaiki naskah tugas mereka berdasarkan umpan balik dan materi grammar.e. Beberapa kelompok membacakan ulang naskah dialog mereka di depan kelas. Guru memberikan umpan balik terhadap perbaikan yang telah dilakukan.f. Guru mengajak siswa menulis refleksi pribadi satu kesalahan grammar yang sering dilakukan dan versi yang sudah benar.	50 Menit

Kegiatan Akhir	<ul style="list-style-type: none"> a. Guru menyimpulkan aturan grammar utama yang telah dipelajari hari ini. b. Memberikan motivasi untuk lebih teliti dalam menulis kalimat dan menjanjikan latihan lanjutan pada pertemuan berikutnya. c. Siswa mencatat arahan guru dan menyampaikan tanggapan singkat tentang pembelajaran hari ini. 	10 Menit
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H. Penilaian Pembelajaran

- 1) Tes Tertulis : Siswa mengidentifikasi dan memperbaiki kesalahan grammar
- 2) Tes Praktik : Siswa menyampaikan hal yang dipelajari dan menyimpan naskah yang telah direvisi



RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

Sekolah	: SMP Islam Terpadu Darul Fikri Makassar
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: Fase D / VII A
Materi Pokok	: Penggunaan Simple Present Tense dalam Mendeskripsikan Aktivitas Harian melalui Proyek Kelompok.
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 4
Metode	: Task-Based Learning (TBLT)

A. Tujuan Pembelajaran

- a. Mengingat kembali konsep Simple Present Tense dan kesalahan grammar umum dari pertemuan sebelumnya
- b. Menggunakan Simple Present Tense dalam mendeskripsikan aktivitas harian melalui proyek kelompok
- c. Berkolaborasi dalam kelompok untuk menghasilkan proyek berupa poster/tulisan pendek, serta mempresentasikannya di depan kelas.

B. Capaian Pembelajaran

Peserta didik mampu memahami dan menyusun teks pendek secara lisan dan tulisan dengan struktur dan kosakata yang sesuai untuk menjelaskan kegiatan sehari-hari.

C. Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan YME
- b. Mandiri
- c. Kreatif
- d. Bernalar kritis
- e. Bergotong royong
- f. Beriman dan bertakwa kepada Tuhan YME serta berakhlak mulia

D. Materi Ajar

Materi ajar mencakup penguatan Simple Present Tense dalam kalimat deskriptif, kosakata aktivitas harian, struktur kalimat positif (Subject + Verb-1/s/es), serta contoh proyek poster deskriptif.

E. Sumber Belajar

- a. Buku Bahasa Inggris Kelas VII Kurikulum Merdeka
- b. Contoh poster/video aktivitas harian
- c. Lembar kerja kelompok
- d. Referensi visual/gambar aktivitas

F. Media Pembelajaran

- c. Poster contoh
- d. Kertas A3 / alat gambar (pensil warna/spidol)
- e. Papan tulis & spidol

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none">a. Guru menyapa siswa, mengucapkan salam, memeriksa kehadiran.b. Mengulang kembali hasil tugas sebelumnya dan mengapresiasi usaha siswac. Menjelaskan bahwa hari ini siswa akan membuat proyek kelompok dan menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">a. Guru menampilkan contoh proyek dalam bentuk poster atau video pendek yang berisi deskripsi rutinitas harian menggunakan Simple Present Tense. Siswa mengamati isi dan struktur kalimatnya.b. Guru menantang siswa untuk merancang deskripsi aktivitas harian mereka sendiri (diri sendiri/keluarga) dalam format visual sederhana.c. Siswa bekerja dalam kelompok kecil (3–4 orang) membuat mini poster yang berisi gambar dan kalimat dalam Simple Present Tense.d. Beberapa kelompok mempresentasikan hasil proyeknya secara singkat di depan kelas.e. Guru memberi umpan balik pada struktur kalimat, pelafalan, dan kreativitas isi proyek.f. Siswa yang belum sempat tampil diberi kesempatan menyempurnakan proyeknya di rumah sebagai tugas lanjutan.	50 Menit

Kegiatan Akhir	<ul style="list-style-type: none"> a. Guru memberikan refleksi, apresiasi terhadap hasil kerja siswa, dan menegaskan kembali penggunaan struktur b. Guru mengingatkan kelompok yang belum selesai untuk menyelesaikan tugasnya di rumah. c. Siswa menyampaikan hal yang mereka pelajari hari ini dan merespons pertanyaan guru secara aktif. 	10 Menit
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H. Penilaian Pembelajaran

1. Tes Tertulis : Observasi partisipasi dalam diskusi dan perencanaan proyek
2. Tes Praktik : Proyek poster dan presentasi kelompok.



RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

Sekolah	: SMP Islam Terpadu Darul Fikri Makassar
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: Fase D / VII A
Materi Pokok	: Simple Present Tense – Latihan Penguatan dan Review Grammar
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 5
Metode	: Task-Based Learning (TBLT)

A. Tujuan Pembelajaran

- a. Mengidentifikasi pola Simple Present Tense dalam berbagai bentuk kalimat.
- b. Menggunakan Simple Present Tense secara tepat dalam menyusun paragraf pendek.
- c. Berpartisipasi aktif dalam latihan, diskusi, dan refleksi untuk memperkuat pemahaman grammar.

B. Capaian Pembelajaran

Peserta didik memahami dan menerapkan struktur kalimat Simple Present Tense dalam teks lisan dan tulisan sederhana untuk menggambarkan kebiasaan dan rutinitas.

C. Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan YME
- b. Mandiri
- c. Kreatif
- d. Bernalar kritis
- e. Bergotong royong
- f. Beriman dan bertakwa kepada Tuhan YME serta berakhhlak mulia

D. Materi Ajar

Materi ajar mencakup penguatan pola Simple Present Tense (Subject + Verb-1/s/es), identifikasi kesalahan umum dalam struktur kalimat, dan penulisan deskripsi kegiatan secara berurutan.

E. Sumber Belajar

- a. Buku Bahasa Inggris Kelas VII Kurikulum Merdeka
- b. Teks pendek tentang daily routines
- c. Contoh meme/komik lucu yang relevan
- d. Lembar kerja latihan kalimat/paragraf

F. Media Pembelajaran

- a. Proyektor atau LCD
- b. Lembar kerja cetak
- c. Komik/meme bergambar tentang rutinitas
- d. Papan tulis & spidol

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none">a. Guru menyapa siswa, mengucapkan salam, memeriksa kehadiran.b. Guru mengulas proyek poster pada pertemuan sebelumnya secara singkat.c. Menjelaskan tujuan pembelajaran hari ini.d. Sebagai ice-breaking, guru menayangkan meme atau komik lucu tentang rutinitas harian dan mengajukan pertanyaan seperti: “What’s funny about this sentence?” untuk memancing siswa mengingat bentuk kalimat Simple Present Tense.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">a. Siswa membaca teks pendek tentang rutinitas harian seseorang, lalu menggarisbawahi kata kerja dalam Simple Present Tense dan mengidentifikasi subjek dari setiap kalimat.b. Guru menampilkan beberapa kalimat dengan struktur salah, dan siswa diminta memperbaiki kesalahan secara kelompok.c. Siswa berpasangan dan membuat paragraf pendek (5–6 kalimat) tentang rutinitas teman sebangkunya menggunakan Simple Present Tense, lalu saling memberi masukan.d. Beberapa pasangan membacakan hasil paragrafnya, lalu guru dan siswa lain memberikan komentar dan koreksi jika perlu.	60 Menit

	e. Siswa menjawab pertanyaan reflektif untuk mengevaluasi pemahaman grammar mereka.	
Kegiatan Akhir	a. Guru menyimpulkan materi utama hari ini dan memberikan motivasi b. Siswa mencatat hal penting dan menyiapkan diri dengan membaca ulang materi di rumah.	10 Menit

H. Penilaian Pembelajaran

- 1) Tes Tertulis : Isian, koreksi kalimat, menyusun paragraf
- 2) Penilaian Proses : Observasi partisipasi dan refleksi



RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

Sekolah	: SMP Islam Terpadu Darul Fikri Makassar
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: Fase D / VII A
Materi Pokok	: Evaluasi Penggunaan Simple Present Tense
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 6
Metode	: Task-Based Learning (TBLT)

A. Tujuan Pembelajaran

- a. Menunjukkan penguasaan mereka dalam memahami dan menggunakan Simple Present Tense melalui test grammar.
- b. Mengungkapkan sikap, persepsi, dan pengalaman belajar grammar menggunakan metode TBLT melalui angket refleksi pembelajaran.

B. Capaian Pembelajaran

Peserta didik mampu menggunakan struktur Simple Present Tense secara akurat dalam konteks yang bermakna, serta menunjukkan sikap positif terhadap pembelajaran kolaboratif berbasis tugas.

C. Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan YME
- b. Mandiri
- c. Kreatif
- d. Bernalar kritis
- e. Bergotong royong
- f. Beriman dan bertakwa kepada Tuhan YME serta berakhlak mulia

D. Materi Ajar review Simple Present Tense dengan pola Subject + Verb-1/s/es, contoh kalimat, paragraf, dan dialog harian, serta refleksi pembelajaran berbasis tugas.

E. Sumber Belajar

- a. Soal Post-Test
- b. Angket Skala Likert
- c. Lembar refleksi

F. Media Pembelajaran

- a. Kertas soal dan angket
- b. Alat tulis siswa

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> a. Guru menyapa siswa, mengucapkan salam, memeriksa kehadiran. b. Menjelaskan bahwa hari ini adalah pertemuan evaluasi akhir. c. Memberikan motivasi dan pentingnya menjawab post-test dan angket dengan jujur dan bertanggung jawab. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> a. Siswa mengerjakan soal pilihan ganda, isian singkat, dan menyusun kalimat Simple Present Tense untuk mengukur hasil belajar. b. Guru membagikan angket skala Likert. Siswa menjawab pertanyaan tentang pengalaman mereka belajar grammar menggunakan metode TBLT, termasuk minat belajar, kerja sama tim, dan pemahaman materi. 	60 Menit
Kegiatan Akhir	<ul style="list-style-type: none"> a. Guru mengapresiasi usaha dan partisipasi siswa selama proses pembelajaran dan saat mengerjakan post-test. b. Memberikan penghargaan sederhana bagi siswa dengan hasil tinggi. c. Guru menyampaikan motivasi bahwa grammar adalah alat untuk berkomunikasi, bukan hanya hafalan aturan. 	10 Menit

	d. Siswa menyampaikan kesan, pesan, dan refleksi atas pengalaman belajar dengan metode TBLT.	
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H. Penilaian Pembelajaran

- 1) Tes Tertulis : Menilai penguasaan siswa terhadap Simple Present Tense setelah perlakuan TBLT.
- 2) Angket : Menggambarkan sikap dan persepsi siswa terhadap penggunaan metode TBLT dalam pembelajaran grammar.



Appendix 2 Pre-Test, post-Test And Questioner

Subjects : Bahasa Inggris
Class : VII SMP
Material : Simple Present Tense
Questions : 25 Soal
Time : 30 Menit

Name :
Absence Number :
Class :
Date :

Instruksi :

1. Bacalah setiap soal dengan cermat.
2. Kerjakan dengan jujur sesuai kemampuanmu.
3. Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice Petunjuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. She ____ to school every day.
a. go
b. goes
c. going
d. gone
2. They ____ football every Sunday.
a. plays
b. play
c. played
d. playing
3. ____ he wake up early every morning?
a. Do
b. Did
c. Does
d. Done
4. My brother ____ not like vegetables.
a. do
b. does
is
c. are
5. We ____ in a small house near the beach. a. live
b. lives
c. lived
d. living
6. The sun ____ in the east.
a. rise
b. rises
7. c. rising
d. risen
7. She always ____ her homework on time.
a. do
b. does
c. did
d. doing
8. They ____ TV every evening.
a. watch
b. watches
c. watching
d. watched
9. My mother ____ delicious food every day.
a. cook
b. cooks
c. cooking
d. cooked
10. The baby ____ a lot at night.
a. cry
b. cries
c. crying
d. cried

B. Fill in the blanks

Lengkapilah kalimat berikut dengan bentuk kata kerja yang tepat!

1. My father ___ (wake) up at 5 a.m. every day.
2. The sun ___ (rise) in the east.
3. She ___ not ___ (like) coffee.
4. The students ___ (study) English every Monday.
5. My sister always ___ (watch) TV at night.
6. It _____ a sunny day.
7. You _____ my classmate.
8. The books _____ on the table.
9. My father _____ at home now.
10. I _____ ready to study.

C. Essay

Buatlah 5 kalimat tentang kegiatan sehari-harimu menggunakan Simple Present Tense!

1. _____
2. _____
3. _____
4. _____
5. _____

Post Test

Subjects : Bahasa Inggris
Class : VII SMP
Material : Simple Present Tense
Questions : 25 Soal
Time : 30 Menit

Name :
Absence Number :
Class :
Date :

Instruksi :

1. Bacalah setiap soal dengan cermat.
2. Kerjakan dengan jujur sesuai kemampuanmu.
3. Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Petunjuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. My father ____ to the office every morning.
A. Go
B. Goes
C. Going
D. Went
2. They usually ____ football after school.
A. Plays
B. Played
C. Playing
D. Play
3. I ____ a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
4. Lisa ____ her homework every day.
A. Do
B. Does
C. Doing
D. Did
5. We ____ lunch together at school.
A. Have
B. Has
C. Had
6. Does she ____ to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
7. She ____ out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
8. Students ____ drinks in the classroom.
A. Drinks
B. Drink
C. Drunk
D. Drank
9. My mother ____ vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
10. ____ your brother like to play games?
A. /
B. /
C. /
D. /

- A. Is
- B. Do
- C. Does
- D. Are

B. Fill in the blanks

Lengkapilah kalimat berikut dengan bentuk kata kerja yang tepat!

1. My sister _____ (go) to school by bike every day.
2. They _____ (not/watch) TV in the morning.
3. _____ your father _____ (work) in an office?
4. I usually _____ (drink) a glass of milk before bed.
5. She _____ (not/like) spicy food.
6. She _____ a new student in our class.
7. I _____ thirteen years old.
8. The dogs _____ very noisy.
9. You _____ in grade seven.
10. My brother and I _____ at the park.

C. Essay

Buatlah 5 kalimat tentang kegiatan sehari-harimu menggunakan Simple Present Tense!



1. _____
2. _____
3. _____
4. _____
5. _____

Questionnaire

Gunakan skala berikut:

Skor	Kategori
4	Sangat Setuju (SS)
3	Setuju (S)
2	Tidak Setuju (TS)
1	Sangat Tidak Setuju (STS)

Tabel Pernyataan dan Skor

No	Pernyataan	SS	S	TS	STS
1.	Saya tertarik belajar grammar bahasa Inggris melalui kegiatan tugas.				
2.	Saya senang mengerjakan tugas kelompok dalam pelajaran bahasa Inggris.				
3.	Tugas-tugas dalam pembelajaran membantu saya memahami grammar lebih baik				
4.	Saya merasa lebih terlibat saat belajar grammar dengan tugas nyata.				
5.	Metode TBLT membuat pembelajaran grammar menjadi lebih bermakna.				
6.	Saya lebih termotivasi belajar grammar dengan metode TBLT.				
7.	Saya lebih percaya diri menggunakan grammar setelah menyelesaikan tugas.				
8.	TBLT membantu saya berlatih grammar dalam situasi sehari-hari.				
9.	Saya lebih suka belajar grammar melalui tugas daripada ceramah biasa.				
10.	Saya lebih mudah belajar jika bekerja sama dengan teman.				
11.	Saya lebih paham aturan grammar setelah diskusi kelompok.				
12.	Saya senang jika mendapat tugas yang berkaitan dengan kehidupan saya.				
13.	Saya ingin metode TBLT digunakan juga dalam materi grammar lainnya.				
14.	Metode TBLT membuat pelajaran grammar tidak membosankan				
15.	Belajar grammar dengan TBLT meningkatkan kemampuan bahasa Inggris saya.				

Appendix 3 Key Answer

Pre-Test

A. Multiple Choice

1. b. goes	6. b. rises
2. b. play	7. b. does
3. c. Does	8. a. watch
4. b. does	9. b. cooks
5. a. live	10. b. cries

B. Fill in the blanks

1. My father wakes up at 5 a.m. every day.
2. The sun rises in the east.
3. She **does** not like coffee.
4. The students study English every Monday.
5. My sister always watches TV at night.
6. is
7. are
8. are
9. is
10. am

C. Essay

(example answer)

1. I brush my teeth after waking up.
2. My mother cooks breakfast every morning.
3. My friends and I play football after school.
4. I do my homework in the afternoon.
5. I sleep at 9 p.m. every night.

Post-Test

A. Multiple Choice

1. B. Goes	6. A. Listen
2. D. Play	7. A. Looks
3. B. Drink	8. B. Drink
4. B. Does	9. B. Cuts
5. A. Have	10. C. Does

B. Fill in the blanks

1. My sister **goes** to school by bike every day.
2. They **do not watch** TV in the morning. (*bisa juga: don't watch*)
3. **Does** your father **work** in an office?
4. I usually **drink** a glass of milk before bed.
5. She **does not like** spicy food. (*bisa juga: doesn't like*)
6. is
7. am
8. are
9. are
10. are

C. Essay

(example answer)

1. I wake up at 6 o'clock every morning.
2. I eat breakfast with my family.
3. I go to school by motorcycle.
4. I study English at school.
5. I watch TV in the evening.

Appendix 4 Students' Answers

Pre-test

Subjects	Bahasa Inggris	Name	Putri Surya Wijaya
Class	VII SMP	Absence Number	10
Material	Simple Present Tense	Class	7C
Questions	25 Soal	Date	Sept 20, 2017
Time	30 Menit		

SOAL PRE TEST

- Barulah setiap soal dengan ceritam.
- Kerjakan dengan pilihan ketiga paling pertama.

3. Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertanya: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

- She go to school every day.
 - A. goes
 - B. goes
 - C. going
 - D. gone
- They play football every Sunday.
 - A. play
 - B. plays
 - C. played
 - D. playing
- He wake up early every morning!
 - A. Do
 - B. Does
 - C. Does
 - D. Done
- My brother like not like vegetables.
 - A. like
 - B. does
 - C. is
 - D. are
- We is in a small house near the beach.
 - A. is
 - B. lives
 - C. live
 - D. living

B. Fill in the Blanks

Langkaplah kalimat berikut dengan bentuk kata kerja yang tepat!

✓ My father wake up at 5 a.m. every day.

✓ The sun rise in the east.

✓ She like like coffee.

✓ The students study English every Monday.

✓ My sister always watch TV at night.

6. It is a sunny day.

7. You are my classmate.

8. The books are on the table.

9. My father is at home now.

10. I am ready to study.

C. Essay

Buatlah kalimat tentang kegiatan sehari-hari menggunakan Simple Present Tense!

✓ I go visiting last yesterday.

✓ I like watching every day.

✓ My little brother eat a lot at night.

✓ We have breakfast now.

✓ I like climbing a coconut tree.

SOAL PRE TEST

Instruksi :

1. Barulah setiap soal dengan ceritam.

2. Kerjakan dengan pilihan ketiga paling pertama.

3. Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertanya: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

- She go to school every day.
 - A. goes
 - B. goes
 - C. going
 - D. gone
- They play football every Sunday.
 - A. play
 - B. plays
 - C. played
 - D. playing
- He wake up early every morning!
 - A. Do
 - B. Does
 - C. Does
 - D. Done
- My brother like not like vegetables.
 - A. like
 - B. does
 - C. is
 - D. are
- We is in a small house near the beach.
 - A. is
 - B. lives
 - C. live
 - D. living

B. Fill in the Blanks

Langkaplah kalimat berikut dengan bentuk kata kerja yang tepat!

✓ My father wake up at 5 a.m. every day.

✓ The sun rise in the east.

✓ She like like coffee.

✓ The students study English every Monday.

✓ My sister always watch TV at night.

6. It is a sunny day.

7. You are my classmate.

8. The books are on the table.

9. My father is at home now.

10. I am ready to study.

C. Essay

Buatlah kalimat tentang kegiatan sehari-hari menggunakan Simple Present Tense!

✓ I go visiting last yesterday.

✓ I like watching every day.

✓ My little brother eat a lot at night.

✓ We have breakfast now.

✓ I like climbing a coconut tree.

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Post-Test

Subjects	Bahasa Inggris
Class	VII SMP
Material	Simple Present Tense
Questions	25 Soal
Time	30 Menit

Name	Abdul
Absence Number	1
Class	7D
Date	10/01/2023

SOAL POST TEST

Instruksi :

- Bacalah setiap soal dengan cermat.
- Kerjakan dengan jujur sesuai kemampuanmu.
- Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertajuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

- My father to the office every morning.
A. Go
B. Goes
C. Going
D. Went
- They usually football after school.
A. Plays
B. Played
C. Playing
D. Play
- I a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
- Lisa her homework every day.
A. Do
B. Does
C. Doing
D. Did
- We lunch together at school.
A. Have
B. Has
C. Had
D. Having
- Does she to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
- She out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
- She in the classroom.
A. Drinks
B. Drink
C. Drank
D. Drinking
- My mother vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
- She (not like) spicy food.
A. Likes
B. Like
C. Likes
D. Like
- She a new student in our class.
A. Is
B. Are
C. Does
D. Are
10. Your brother like to play games?
A. Is
B. Are
C. Does
D. Are

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B. Fill in the Blanks

Lengkaplah kalimat berikut dengan bentuk kata kerja yang tepat!

1. My sister go to school by bike every day.
2. They do (not/watch) TV in the morning.
3. Does your father work (work) in an office?
4. I usually drink (drink) a glass of milk before bed.
5. She like (not like) spicy food.
6. She is a new student in our class.
7. I am thirteen years old.
8. The dogs are very noisy.
9. You are in grade seven.
10. My brother and I are at the park.

C. Essay

Buatlah 5 kalimat tentang kegiatan sehari-hari menggunakan Simple Present Tense!

1. I study English at school.
2. I go to school by motorcycle.
3. I eat breakfast with my family.
4. My Mom cooks dinner at 7 pm.
5. Brother and I cook.

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Subjects	Bahasa Inggris
Class	VII SMP
Material	Simple Present Tense
Questions	25 Soal
Time	30 Menit

Name	Abdul
Absence Number	1
Class	7D
Date	10/01/2023

SOAL POST TEST

Instruksi :

- Bacalah setiap soal dengan cermat.
- Kerjakan dengan jujur sesuai kemampuanmu.
- Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertajuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. My father to the office every morning.
A. Go
B. Goes
C. Going
D. Went
2. They usually football after school.
A. Plays
B. Played
C. Playing
D. Play
3. I a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
4. Lisa her homework every day.
A. Do
B. Does
C. Doing
D. Did
5. We lunch together at school.
A. Have
B. Has
C. Had
D. Having
6. Does she to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
7. She out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
8. Students drinks in the classroom.
A. Drinks
B. Drink
C. Drank
D. Drinking
9. My mother vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
10. Your brother like to play games?
A. Is
B. Do
C. Does
D. Are

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B. Fill in the Blanks

Lengkaplah kalimat berikut dengan bentuk kata kerja yang tepat!

1. My sister go to school by bike every day.
2. They do (not/watch) TV in the morning.
3. Does your father work (work) in an office?
4. I usually drink (drink) a glass of milk before bed.
5. She like (not like) spicy food.
6. She is a new student in our class.
7. I am thirteen years old.
8. The dogs are very noisy.
9. You are in grade seven.
10. My brother and I are at the park.

C. Essay

Buatlah 5 kalimat tentang kegiatan sehari-hari menggunakan Simple Present Tense!

1. I wake up at 6 o'clock every morning.
2. She goes to school by bike.
3. We study English every day.
4. They play football after school.
5. I watch TV in the evening.

Subjects	Bahasa Inggris
Class	VII SMP
Material	Simple Present Tense
Questions	25 Soal
Time	30 Menit

Name	Abdul
Absence Number	1
Class	7D
Date	10/01/2023

SOAL POST TEST

Instruksi :

- Bacalah setiap soal dengan cermat.
- Kerjakan dengan jujur sesuai kemampuanmu.
- Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertajuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. My father to the office every morning.
A. Go
B. Goes
C. Going
D. Went
2. They usually football after school.
A. Plays
B. Played
C. Playing
D. Play
3. I a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
4. Lisa her homework every day.
A. Do
B. Does
C. Doing
D. Did
5. We lunch together at school.
A. Have
B. Has
C. Had
D. Having
6. Does she to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
7. She out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
8. Students drinks in the classroom.
A. Drinks
B. Drink
C. Drank
D. Drinking
9. My mother vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
10. Your brother like to play games?
A. Is
B. Do
C. Does
D. Are

80

B. Fill in the Blanks

Lengkaplah kalimat berikut dengan bentuk kata kerja yang tepat!

1. My sister go to school by bike every day.
2. They do (not/watch) TV in the morning.
3. Does your father work (work) in an office?
4. I usually drink (drink) a glass of milk before bed.
5. She like (not like) spicy food.
6. She is a new student in our class.
7. I am thirteen years old.
8. The dogs are very noisy.
9. You are in grade seven.
10. My brother and I are at the park.

C. Essay

Buatlah 5 kalimat tentang kegiatan sehari-hari menggunakan Simple Present Tense!

1. I go to school every day.
2. My sister watching TV in morning.
3. I wake up at 7 o'clock.
4. I play with my younger brother every day.
5. I sleep at 10 a.m.

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Subjects	Bahasa Inggris
Class	VII SMP
Material	Simple Present Tense
Questions	25 Soal
Time	30 Menit

Name	Abdul
Absence Number	1
Class	7D
Date	10/01/2023

SOAL POST TEST

Instruksi :

- Bacalah setiap soal dengan cermat.
- Kerjakan dengan jujur sesuai kemampuanmu.
- Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertajuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. My father to the office every morning.
A. Go
B. Goes
C. Going
D. Went
2. They usually football after school.
A. Plays
B. Played
C. Playing
D. Play
3. I a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
4. Lisa her homework every day.
A. Do
B. Does
C. Doing
D. Did
5. We lunch together at school.
A. Have
B. Has
C. Had
D. Having
6. Does she to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
7. She out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
8. Students drinks in the classroom.
A. Drinks
B. Drink
C. Drank
D. Drinking
9. My mother vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
10. Your brother like to play games?
A. Is
B. Do
C. Does
D. Are

92

Subjects	Bahasa Inggris
Class	VII SMP
Material	Simple Present Tense
Questions	25 Soal
Time	30 Menit

Name	Abdul
Absence Number	1
Class	7D
Date	10/01/2023

SOAL POST TEST

Instruksi :

- Bacalah setiap soal dengan cermat.
- Kerjakan dengan jujur sesuai kemampuanmu.
- Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertajuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. My father to the office every morning.
A. Go
B. Goes
C. Going
D. Went
2. They usually football after school.
A. Plays
B. Played
C. Playing
D. Play
3. I a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
4. Lisa her homework every day.
A. Do
B. Does
C. Doing
D. Did
5. We lunch together at school.
A. Have
B. Has
C. Had
D. Having
6. Does she to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
7. She out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
8. Students drinks in the classroom.
A. Drinks
B. Drink
C. Drank
D. Drinking
9. My mother vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
10. Your brother like to play games?
A. Is
B. Do
C. Does
D. Are

Subjects	Bahasa Inggris
Class	VII SMP
Material	Simple Present Tense
Questions	25 Soal
Time	30 Menit

Name	Abdul
Absence Number	1
Class	7D
Date	10/01/2023

SOAL POST TEST

Instruksi :

- Bacalah setiap soal dengan cermat.
- Kerjakan dengan jujur sesuai kemampuanmu.
- Jawaban ditulis langsung di lembar jawaban yang tersedia.

A. Multiple Choice

Pertajuk: Pilih jawaban yang benar dengan menandai (X) pada opsi A, B, C, atau D.

1. My father to the office every morning.
A. Go
B. Goes
C. Going
D. Went
2. They usually football after school.
A. Plays
B. Played
C. Playing
D. Play
3. I a glass of milk before bed.
A. Drinks
B. Drink
C. Drank
D. Drinking
4. Lisa her homework every day.
A. Do
B. Does
C. Doing
D. Did
5. We lunch together at school.
A. Have
B. Has
C. Had
D. Having
6. Does she to music every day?
A. Listen
B. Listens
C. Listening
D. Listened
7. She out of the window every morning.
A. Looks
B. Looked
C. Had looked
D. Look
8. Students drinks in the classroom.
A. Drinks
B. Drink
C. Drank
D. Drinking
9. My mother vegetables in the kitchen.
A. Cutting
B. Cuts
C. Cut
D. Cuted
10. Your brother like to play games?
A. Is
B. Do
C. Does
D. Are

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Questionnaire

Parish Nur Amilia,

Angket Sikap Siswa terhadap Pembelajaran Grammar Menggunakan Metode TBLT

Pertanyaan:
Bacalah setiap pernyataan dengan cermat, kemudian berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda.

Gunakan skala berikut:

Skor	Kategori
4	Sangat Setuju (SS)
3	Setuju (S)
2	Tidak Setuju (TS)
1	Sangat Tidak Setuju (STS)

Tabel Pernyataan dan Skor		2	13		
No	Pernyataan	SS	S	TS	STS
1	Saya tertarik belajar grammar bahasa Inggris melalui kegiatan tugas.	✓			
2	Saya senang mengerjakan tugas kelompok dalam pelajaran bahasa Inggris.				
3	Tugas-tugas dalam pembelajaran membantu saya memahami grammar lebih baik	✓			
4	Saya merasa lebih terlibat saat belajar grammar dengan tugas ini.	✓	✓		
5	Metode TBLT membuat pembelajaran grammar menjadi lebih bermakna	✓			
6	Saya lebih termotivasi belajar grammar dengan metode TBLT.	✓			
7	Saya lebih percaya diri menggunakan grammar setelah mengerjakan tugas.	✓			
8	TBLT membantu saya berlatih grammar dalam situasi sehari-hari	✓			
9	Saya lebih suka belajar grammar melalui tugas daripada ceramah biasa.	✓			
10	Saya lebih mudah belajar jika bekerja sama dengan teman.	✓			
11	Saya lebih paham aturan grammar setelah diskusi kelompok.	✓			

No	Pernyataan	✓	✓	✓	✓
12	Saya senang jika mendapat tugas yang berkaitan dengan kehidupan saya				
13	Saya ingin metode TBLT digunakan juga dalam materi grammar lainnya				
14	Metode TBLT membuat pelajaran grammar tidak membosankan				
15	Belajar grammar dengan TBLT meningkatkan kemampuan bahasa Inggris saya				

12. Saya senang jika mendapat tugas yang berkaitan dengan kehidupan saya	✓		
13. Saya ingin metode TBLT digunakan juga dalam materi grammar lainnya	✓		
14. Metode TBLT membuat pelajaran grammar tidak membosankan	✓		
15. Belajar grammar dengan TBLT meningkatkan kemampuan bahasa Inggris saya	✓		

Angket Sikap Siswa terhadap Pembelajaran Grammar Menggunakan Metode TBLT

Akifah Qisya 7B

Pertanyaan:
Bacalah setiap pernyataan dengan cermat, kemudian berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda.

Gunakan skala berikut:

Skor	Kategori
4	Sangat Setuju (SS)
3	Setuju (S)
2	Tidak Setuju (TS)
1	Sangat Tidak Setuju (STS)

Tabel Pernyataan dan Skor

No	Pernyataan	SS	S	TS	STS
1	Saya tertarik belajar grammar bahasa Inggris melalui kegiatan tugas.	✓			
2	Saya senang mengerjakan tugas kelompok dalam pelajaran bahasa Inggris.	✓			
3	Tugas-tugas dalam pembelajaran membantu saya memahami grammar lebih baik	✓			
4	Saya merasa lebih terlibat saat belajar grammar dengan tugas ini.	✓			
5	Metode TBLT membuat pembelajaran grammar menjadi lebih bermakna	✓			
6	Saya lebih termotivasi belajar grammar dengan metode TBLT.	✓			
7	Saya lebih percaya diri menggunakan grammar setelah mengerjakan tugas.	✓			
8	TBLT membantu saya berlatih grammar dalam situasi sehari-hari	✓			
9	Saya lebih suka belajar grammar melalui tugas daripada ceramah biasa.	✓			
10	Saya lebih mudah belajar jika bekerja sama dengan teman.	✓			
11	Saya lebih paham aturan grammar setelah diskusi kelompok.	✓			

Angket Sikap Siswa terhadap Pembelajaran Grammar Menggunakan Metode TBLT

Pertanyaan:
Bacalah setiap pernyataan dengan cermat, kemudian berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda.

Gunakan skala berikut:

Skor	Kategori
4	Sangat Setuju (SS)
3	Setuju (S)
2	Tidak Setuju (TS)
1	Sangat Tidak Setuju (STS)

No	Pernyataan	SS	S	TS	STS
1	Saya tertarik belajar grammar bahasa Inggris melalui kegiatan tugas.	✓			
2	Saya senang mengerjakan tugas kelompok dalam pelajaran bahasa Inggris.	✓			
3	Tugas-tugas dalam pembelajaran membantu saya memahami grammar lebih baik	✓			
4	Saya merasa lebih terlibat saat belajar grammar dengan tugas ini.	✓			
5	Metode TBLT membuat pembelajaran grammar menjadi lebih bermakna	✓			
6	Saya lebih termotivasi belajar grammar dengan metode TBLT.	✓			
7	Saya lebih percaya diri menggunakan grammar setelah mengerjakan tugas.	✓			
8	TBLT membantu saya berlatih grammar dalam situasi sehari-hari	✓			
9	Saya lebih suka belajar grammar melalui tugas daripada ceramah biasa.	✓			
10	Saya lebih mudah belajar jika bekerja sama dengan teman.	✓			
11	Saya lebih paham aturan grammar setelah diskusi kelompok.	✓			

12. Saya senang jika mendapat tugas yang berkaitan dengan kehidupan saya	✓		
13. Saya ingin metode TBLT digunakan juga dalam materi grammar lainnya	✓		
14. Metode TBLT membuat pelajaran grammar tidak membosankan	✓		
15. Belajar grammar dengan TBLT meningkatkan kemampuan bahasa Inggris saya	✓		

Angket Sikap Siswa terhadap Pembelajaran Grammar Menggunakan Metode TBLT

Kayla Zhafrina Rafiqah F. No Absen : 5

Pertanyaan:
Bacalah setiap pernyataan dengan cermat, kemudian berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda.

Gunakan skala berikut:

Skor	Kategori
4	Sangat Setuju (SS)
3	Setuju (S)
2	Tidak Setuju (TS)
1	Sangat Tidak Setuju (STS)

No	Pernyataan	SS	S	TS	STS
1	Saya tertarik belajar grammar bahasa Inggris melalui kegiatan tugas.	✓			
2	Saya senang mengerjakan tugas kelompok dalam pelajaran bahasa Inggris.	✓			
3	Tugas-tugas dalam pembelajaran membantu saya memahami grammar lebih baik	✓			
4	Saya merasa lebih terlibat saat belajar grammar dengan tugas ini.	✓			
5	Metode TBLT membuat pembelajaran grammar menjadi lebih bermakna	✓			
6	Saya lebih termotivasi belajar grammar dengan metode TBLT.	✓			
7	Saya lebih percaya diri menggunakan grammar setelah mengerjakan tugas.	✓			
8	TBLT membantu saya berlatih grammar dalam situasi sehari-hari	✓			
9	Saya lebih suka belajar grammar melalui tugas daripada ceramah biasa.	✓			
10	Saya lebih mudah belajar jika bekerja sama dengan teman.	✓			
11	Saya lebih paham aturan grammar setelah diskusi kelompok.	✓			

12. Saya senang jika mendapat tugas yang berkaitan dengan kehidupan saya	✓		
13. Saya ingin metode TBLT digunakan juga dalam materi grammar lainnya	✓		
14. Metode TBLT membuat pelajaran grammar tidak membosankan	✓		
15. Belajar grammar dengan TBLT meningkatkan kemampuan bahasa Inggris saya	✓		

Angket Sikap Siswa terhadap Pembelajaran Grammar Menggunakan Metode TBLT

Feehla Rizqa Amilia 7B

(Absen 6/7)

Pertanyaan:
Bacalah setiap pernyataan dengan cermat, kemudian berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda.

Gunakan skala berikut:

Skor	Kategori
4	Sangat Setuju (SS) 20
3	Setuju (S) 30
2	Tidak Setuju (TS) 2
1	Sangat Tidak Setuju (STS) 1

No	Pernyataan	SS	S	TS	STS
1	Saya tertarik belajar grammar bahasa Inggris melalui kegiatan tugas.	✓			
2	Saya senang mengerjakan tugas kelompok dalam pelajaran bahasa Inggris.	✓			
3	Tugas-tugas dalam pembelajaran membantu saya memahami grammar lebih baik	✓			
4	Saya merasa lebih terlibat saat belajar grammar dengan tugas ini.	✓			
5	Metode TBLT membuat pembelajaran grammar menjadi lebih bermakna	✓			
6	Saya lebih termotivasi belajar grammar dengan metode TBLT.	✓			
7	Saya lebih percaya diri menggunakan grammar setelah mengerjakan tugas.	✓			
8	TBLT membantu saya berlatih grammar dalam situasi sehari-hari	✓			
9	Saya lebih suka belajar grammar melalui tugas daripada ceramah biasa.	✓			
10	Saya lebih mudah belajar jika bekerja sama dengan teman.	✓			
11	Saya lebih paham aturan grammar setelah diskusi kelompok.	✓			

Appendix 5 Research result

The name and score of students at SMP Islam Fikri Darul Terpadu Makassar

No.	Name	Pretest	posttest
1.	Afiqah Marsya Dayana Rum	20	58
2.	Aisyah Yumna Anandita Ilham	72	92
3.	Aisyah Hana Syafitri	20	80
4.	Aliyah Lathifa Setiawan	48	90
5.	ANDI BESSETASI LOMPENGENG ISHAK	45	80
6.	Andi ST Akifa Naila Putri Dakhlan	16	65
7.	AQIFA QISHA HAMDI	72	90
8.	Aqila Syifa Harahap	36	80
9.	Daliilah Kaisaa	12	80
10.	Danish Nur Amanina	36	68
11.	Destri Aqilah Putri	12	66
12.	Fayza Rajwa Assyifa	20	80
13.	Feealah Rizqa Ameera	52	84
14.	Gulzani Balqis	12	66
15.	Hasanah Aqila	40	76
16.	Kayla Annisa Al Qarima	46	86
17.	Kayla Zhafira Rafani Fadly	24	72
18.	Khadijah Nur Aini	24	68
19.	Maulidya Khoirotun Nisak	52	80
20.	Nur Alya Izzatunnisa	48	76
21.	Salwa Humaira Abidin	36	84
Total Score		744	1621
Highest Score		72	92
Lowest Score		12	58
Average Score		35.38	77.19
Number of Students Who Mastered		2	15
Number of Students Who Did Not Master		19	6
Mastery Rate		9,5%	71.43%

Description of Data Questionnaire results of attitudes

No	Student Name	Total Score	Average Score	Attitude Category
1.	AMDR	45	3	Positive
2.	AYAI	51	3.4	Very Positive
3.	AHS	56	3.73	Very Positive
4.	ALS	56	3.73	Very Positive
5.	ABLI	45	3	Positive
6.	ASAN	46	3.07	Positive
7.	AQH	60	4	Very Positive
8.	ASH	45	3	Positive
9.	DK	45	3	Positive
10.	DNA	47	3.13	Positive
11.	DAP	57	3.8	Very Positive
12.	FRAS	47	3.13	Positive
13.	FRAM	50	3.33	Very Positive
14.	GB	45	3	Positive
15.	HA	46	3.07	Positive
16.	KAA	55	3.67	Very Positive
17.	KZ	50	3.33	Very Positive
18.	KNA	45	3	Positive
19.	MKN	50	3.33	Very Positive
20.	NAI	55	3.67	Very Positive
	SHA	49	3.26	Positive
Average		1.045	3.31	Very Positive

Appendix 6 Table of Statistical calculations

UJI NORMALITAS

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestScore	.161	21	.166	.923	21	.100
PosttestScore	.190	21	.046	.951	21	.354

PAIRED SAMPLES TEST

	Paired Differences						t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
				Lower	Upper							
Pair 1	PRE TEST - POST TEST	-41.8095	13.223	2.885	-47.82	-35.79	-14.48	20	.000			

Appendix 7 Surat Keterangan Bebas Plagiat



Appendix 8 Surat Pengantar Penelitian



Appendix 9 Surat Permohonan Izin Penelitian



Appendix 10 Surat Izin Penelitian



Appendix 11 Kontrol Pelaksanaan Penelitian

	MAJELIS DIKTILITBANG PP MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS	Jalan Sultan Alauddin No. 259 Makassar Telp : 0811 1732101 (Secretary) Email : prodby@unismuh.ac.id Web : bg.fkip.unismuh.ac.id																														
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ																																
KONTROL PELAKSANAAN PENELITIAN																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Nama Mahasiswa</td> <td style="width: 85%;">: Putri Nurul Khairiyah</td> </tr> <tr> <td>NIM</td> <td>: 105351101321</td> </tr> <tr> <td>Judul Penelitian</td> <td>: The Effect of Task-Based Language Teaching (TBLT) on Students' English Grammar at SMP Islam Terpadu Darul Fikri Makassar</td> </tr> <tr> <td>Tanggal Ujian Proposal</td> <td>: Sabtu, 17 Mei 2025</td> </tr> <tr> <td>Tempat/Lokasi Penelitian</td> <td>: SMP Islam Terpadu Darul Fikri Makassar.</td> </tr> </table>			Nama Mahasiswa	: Putri Nurul Khairiyah	NIM	: 105351101321	Judul Penelitian	: The Effect of Task-Based Language Teaching (TBLT) on Students' English Grammar at SMP Islam Terpadu Darul Fikri Makassar	Tanggal Ujian Proposal	: Sabtu, 17 Mei 2025	Tempat/Lokasi Penelitian	: SMP Islam Terpadu Darul Fikri Makassar.																				
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Pimpinan Kepala sekolah/Instansi  Putri Nurul Khairiyah, S.Pd., Gr. N.Y. 201309199102062014																																
																																

Appendix 12 Surat Selesai Meneliti



Appendix 13 Letter Of Acceptance (LoA)

 **UNIVERSITAS PENDIDIKAN PGRI**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDAS : JURNAL ILMIAH PENDIDIKAN DASAR
Jl. Tamansari No. 4 s.d. 8 Kota Bandung,
e-mail : jurnallilmahpenddas@unpas.ac.id
Web OJS 3.0: <http://jurnal.unpas.ac.id/index.php/penddas> HP (085223970654)



SURAT KETERANGAN PENERBITAN ARTIKEL (LOA)

Nomor Surat : 14533 / DR / Pendas / VIII / 2025

Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT) ON STUDENT'S ENGLISH GRAMMAR AT SMP ISLAM TERPADU DARUL FIKRI MAKASSAR dan identitas penulis sebagai berikut.

Nama Penulis : Putri Nurul Khairiyah, Syamelarna Nappu, Hijrah
Asal Institusi : Universitas Muhammadiyah Makassar
Penerbitan : Volume 10 No. 3, September 2025

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat Awal September Tahun 2025.
Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 17 Agustus 2025

Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar



Acap Roni Hamdani, M.Pd.
NIDN. 0418048903

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Appendix 14 Documentation

Giving Pre-Test



Giving Post-Test



CURRICULUM VITAE



Putri Nurul Khairiyah. She was born in Jakarta on April 16, 2002. She is the daughter of Mr. Syahrul Yunus and Mrs. Erliana Handayani. She began her formal education at SDN 20 Petang Jakarta in 2009 and graduated in 2015. In the same year, she continued her studies at SMP Muhammadiyah Yogyakarta, where she studied from 2015 to 2018. After completing junior high school, she pursued her senior high school education at SMA Muhammadiyah Lempangang Makassar and graduated in 2021. She then continued her higher education at Universitas Muhammadiyah Makassar as a student of the English Education Department, Faculty of Teacher Training and Education. In 2025, she successfully completed her undergraduate studies by writing a thesis entitled "*The Effect of Task-Based Language Teaching (TBLT) on Student's English Grammar at SMP Islam Terpadu Darul Fikri Makassar.*"