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IMPROVING ENGLISH GRAMMAR COMPETENCE THROUGH THE TASK-BASED LANGUAGE TEACHING: CLASSROOM ACTION RESEARCH AT MAN 1 PROBOLINGGO

Abstrak
Penelitian ini bertujuan untuk meningkatkan keterampilan tata bahasa siswa dengan pendekatan pengajaran bahasa berbasis tugas untuk Siswa Kelas XI di MAN 1 PROBOLINGGO. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) pada 8 siswa kelas sebelas yang dipilih secara purposive. Data dikumpulkan melalui tes tata bahasa yang diberikan sebelum dan sesudah intervensi, didukung oleh dokumentasi kelas. Temuan menunjukkan peningkatan yang substansial dalam kinerja tata bahasa siswa setelah perlakuan. Skor pretes rata-rata adalah 28,75, yang naik menjadi 46,25 pada postes. Peningkatan rata-rata sebesar 17,50 poin menunjukkan efek positif dari intervensi instruksional. Direkomendasikan agar pengajaran bahasa berbasis tugas da[at terus dikembangkan untuk meningkatkan pencapaian tata bahasa dan minat siswa dalam pembelajaran bahasa Inggris di MAN 1 Probolinggo.
Kata Kunci: Tata Bahasa, Pengajaran Bahasa berbasis Tugas, Penelitian Tindakan kelas

Abstract
This study aims to improve students' grammar skills the Task-Based Language Teaching Approach for Grade XI Students at MAN 1 PROBOLINGGO. This research employed a Classroom Action Research (CAR) with 8 eleventh-grade students. Data were collected through grammar tests administered before and after the intervention, supported by classroom documentation. The findings indicate a substantial increase in students' grammar performance after the treatment. The mean pretest score was 28,75, which rose to 46.25 on the posttest. The average improvement of 17.50 points demonstrates the positive effect of the instructional intervention. Therefore, Task-Based Language Teaching is proven to be an effective approach to improve students' grammar achievement and interest in English learning.
Keywords: Grammar, Task-Based Language Teaching, Classroom Action Research.

INTRODUCTION

Mastery of grammar is a fundamental element in learning English, as it serves as a framework that regulates word order, sentence structure, and the clarity of meaning of the message conveyed. Good grammar enables students to convey ideas logically and effectively, both orally and in writing. Without adequate mastery of grammar, students will struggle to develop optimal speaking, writing, reading, and listening skills (Improve & Grammar, 2014). At the Islamic senior high school level, this competency is crucial for supporting academic success, preparing students for national exams, and preparing them to compete in higher levels of the academic world.

Based on the results of initial observations in class XI MAN 1 Probolinggo, it was found that students' grammar mastery was still in the low category. Of the total of 36 students, 26 students (72%) obtained scores below the Minimum Completion Criteria (KKM) of 75 on the grammar test covering tenses, subject-verb agreement, and the use of prepositions (Sutiyatno, 2014). These results indicate that the majority of students have not mastered the grammar

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material targeted by the curriculum at that level, which can directly hinder their mastery of English language skills as a whole.

This problem is further complicated by students' low interest in learning grammar. Interviews with teachers revealed that most students find grammar learning boring because the methods used tend to be monotonous, rule-memorization-oriented, and lack practical activities. This finding aligns with the findings of Teaching (2022) who stated that the use of conventional methods tends to make grammar learning passive, less challenging, and does not encourage active student engagement (S. E. Teaching, 2022).

Furthermore, active student participation during the grammar learning process is also relatively low. Observations show that when teachers teach grammar, only around 30% of students actively ask or respond to questions. Most students tend to be passive recipients of information, taking notes without understanding how language rules are applied in real-life communication contexts. This lack of interaction not only hinders the learning process but also slows the overall development of language skills.

One cause of low motivation is the perception that grammar is simply a collection of rules that are difficult to memorize and irrelevant to everyday life. This view causes students to not see a direct connection between grammar mastery and the communication skills they need outside the classroom (Temko & Member, 2024) . However, contextualized grammar learning can help students understand the function of language more meaningfully, making its use more natural and effective.

Previous research has shown that TBLT can improve students' motivation, participation, and language skills. A study also found that TBLT provides an authentic learning experience, facilitates the natural use of grammar, and encourages more intensive interaction between students (González-lloret & Ortega, 2024). In Indonesia, research by proved that TBLT is effective not only in improving grammar skills but also speaking and writing skills simultaneously. Therefore, this classroom action research was conducted with the aim of testing the effectiveness of task-based learning in improving students' grammatical competence. The results of this study are expected to not only contribute to improving student learning outcomes in class XI MAN 1 Probolinggo but also provide practical references for English teachers in developing innovative, adaptive, and relevant learning methods to meet the needs of students in the 21st century.

METHOD

This research uses a Classroom Action Research approach with a spiral model from (Saswati & Arifin, 2024) , which includes four main stages in each cycle: (1) planning, (2) acting, (3) observing, and (4) reflecting. These four stages form a recurring cycle, where the results of reflection in the previous cycle are used as the basis for planning corrective actions in the next cycle. This model allows teachers to make continuous improvements based on empirical data obtained during the learning process.

The research was conducted at MAN 1 Probolinggo during the first semester of the 2025/2026 academic year. The participants consisted of 11 second-grade students selected through purposive sampling based on their low grammar achievement in the previous semester. The researcher took the role of the classroom teacher, while an English teacher from the school served as a collaborator to assist in validating the observation results and reflection process throughout the intervention.

The study followed three main stages: pretest, treatment, and posttest. In the pretest stage, students were assessed on their initial understanding and ability in applying grammatical structures, particularly the simple present, simple past, and present continuous tenses. The treatment phase was conducted using Task-Based Language Teaching were utilized as learning materials (Improve & Grammar, 2014)

RESULT AND DISCUSSION
A. RESULT

This research aimed to find out how the application of task based learning can improve the grammar competence og class XI students at MAN 1 Probolinggo .Data were obtained

through pretest and posttest scores from 8 students of the eleventh grade. The results are presented in the following table.

Tabel 1 Mean

No	Variabel	Total	Mean (Rata-rata)
1	Pretest	230	28.75
2	Posttest	370	46.25
3	Improvement	140	17.50

The findings indicate a substantial increase in students' grammar performance after the treatment. The mean pretest score was 28,75, which rose to 46.25 on the posttest. The average improvement of 17.50 points demonstrates the positive effect of the instructional intervention. These results suggest that the applied learning srategy successfully enhanced students' understanding and mastery of grammar, as reflected in the consistent increase across all participants.
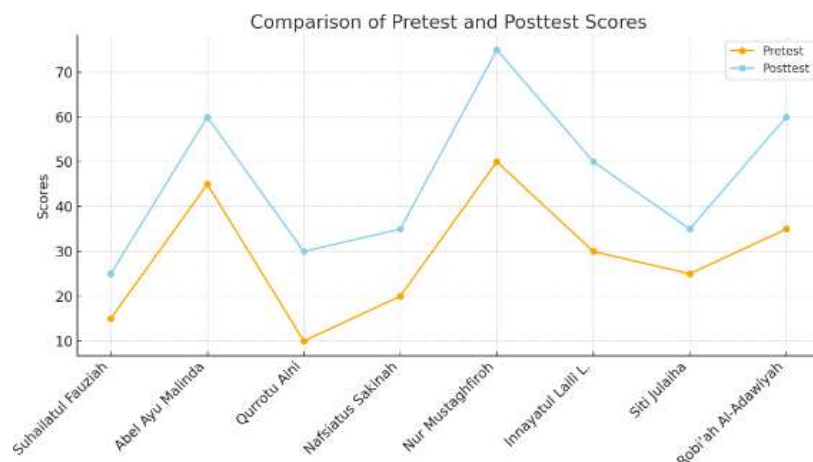

Figure 1. Graphic picture

The comparison between pretest and posttest results is visualized in Figure 1. The figure clearly shows an upward trend across all participants, where posttest scores consistently exceed pretest results, reflecting overall learning progress.

B. DISCUSSION

The findings of this study reveal a clear improvement in students' grammar achievement after the implementation of the instructional intervention. As shown in the data, the mean pretest score was 28.75, which increased to 46.25 on the posttest. This rise of 17.50 points on average indicates that the applied teaching strategy had a positive impact on students' learning outcomes.

All students demonstrated progress, with the highest improvement achieved by Nur Mustaghfiroh and Robi'ah Al-Adawiyah, who gained 25 points each, while the lowest gain of 10 points was recorded by Suhailatul Fauziah and Siti Julaiha. This consistent upward trend suggests that the learning approach successfully supported students across varying ability levels. The graph also visually confirms this trend, showing a clear upward shift in posttest scores for every participant.

The increase in scores may be attributed to the use of engaging and student-centered learning activities that encouraged active participation, collaboration, and practice. These strategies likely enhanced students' understanding and retention of grammar concepts. In line with previous studies, active involvement and contextual learning help learners internalize grammatical structures more effectively than traditional, lecture-based methods (Tahsinia et al., n.d.).

Moreover, the improvement in lower-performing students demonstrates the inclusiveness of the intervention, as even those who initially struggled showed measurable progress. This finding supports the idea that differentiated instruction and continuous feedback can promote learning equity among students. (N. Kala Nadesan, 2020) .

In summary, the posttest results clearly indicate that the instructional method employed in this study was effective in improving students' grammar performance. The consistent score improvement across all participants highlights the potential of interactive, task-based, or context-based teaching strategies to enhance grammar mastery in EFL classrooms. (Hotimah, 1907)

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CONCLUSION

Based on the Classroom Action Research (CAR) conducted, it can be concluded that the implementation of Task-Based Language Teaching (TBLT) significantly improved the grammar competence of eleventh-grade students at MAN 1 Probolinggo. Pre-test results indicated a relatively low level of grammar mastery, with many students struggling to apply grammar rules in real-life communication contexts. After implementing TBLT, post-test scores showed significant improvement, although some weaknesses persisted in mastering complex sentence structures. (Robertson & Jung, 2006).

Furthermore, improvements in the implementation of these measures, such as adjusting the difficulty level of the tasks and providing more intensive feedback, resulted in a greater improvement in the post-test scores. Furthermore, student engagement in learning also increased, as evidenced by their active participation in group discussions, assignment presentations, and their ability to use grammar more accurately in both speaking and writing.

Overall, the actions taken in this study were effective in addressing the problem of students' low grammar competence. The implementation of TBLT not only improved structural grammar skills but also integrated them with communication skills, making learning more meaningful and contextual. (Dinh et al., 2021)

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