

APPENDICES

Appendix I : Translation of Al-Qur'an

No	Surah/Verse	Translation	
		Indonesia	English
1	<i>Al-Baqarah</i> verse 31	"Dia mengajarkan kepada Adam nama-nama (benda) semuanya, kemudian mengumpulkannya di hadapan para malaikat lalu berfirman, "Sebutkanlah kepada-Ku nama-nama (benda) itu jika kamu benar!"	"And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."
2	<i>Al-Mulk</i> verse 15	"Dialah yang menjadikan bumi untuk kamu dalam keadaan mudah dimanfaatkan. Maka, jelajahilah segala penjurunya dan makanlah sebagian dari rezeki-Nya. Hanya kepada-Nya kamu (kembali setelah) dibangkitkan."	"It is He who made the earth tame for you - so walk among its slopes and eat of His provision - and to Him is the resurrection."

Appendix II : Research Instrument

Research Instrument for RQ 1 and RQ 2:

Interview Guideline

Based on the theories from Dony Efriza et al. (2023) and Muhammad Badrus Sholeh et al. (2021).

No.	Interview Guideline	Participant's Response
1.	Students' Experience with Task-Based Language Learning	
	a. Have you ever learned English using the Task-Based Language Learning (TBLT) method? b. If so, could you share your experience? c. How often do you engage in communication-based tasks in your English class?	
2.	The Impact of Task-Based Language Learning on Creativity	
	a. How do you think TBLT influences your creativity in using English? b. Can you give an example of how TBLT tasks encourage you to think more creatively? c. Do you feel more confident in speaking or writing after using this method?	
3.	Motivation and Engagement	
	a. Does this method make you more motivated to learn English? Why? b. Do you feel more comfortable learning in groups or individually during TBLT tasks? c. How does this method help reduce anxiety when speaking?	
4.	Impact on Language Skills	
	a. Has TBLT helped you improve your speaking,	

	<p>listening, reading, or writing skills? Please elaborate.</p> <p>b. Do you find it easier to understand and use new vocabulary and sentence structures through this method?</p>	
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Observation Guideline

Based on the theories from Dony Efriza et al. (2023) and Muhammad Badrus Sholeh et al. (2021)

No.	Observation Aspects	Indicators	Yes	No	Notes
1.	Student Participation	<p>a. Students actively participate in task-based activities</p> <p>b. Students ask and answer questions related to the task</p> <p>c. Students contribute ideas during group discussions</p> <p>d. Students participate voluntarily without teacher pressure</p>			

2.	Creative Expression	<ul style="list-style-type: none"> a. Students use varied vocabulary or sentence structures creatively b. Students use varied vocabulary or sentence structures creatively c. Students show flexibility in solving task-related problems d. Students generate original ideas during task completion e. Students modify or expand given task instructions creatively 			
3.	Motivation	<ul style="list-style-type: none"> a. Students show enthusiasm during TBLT activities b. Students stay focused until tasks are completed c. Student stay focus until tasks are completed 			
4.	Meaning-Focused Language Use	<ul style="list-style-type: none"> a. Students focus on conveying meaning rather than grammatical accuracy b. Students use English as the main medium to complete tasks 			

5.	Collaboration	<ul style="list-style-type: none"> a. Students work cooperatively with peers during tasks b. Students respect and respond to peers' ideas c. Students negotiate meaning during group discussion 			
6.	Teacher's Role	<ul style="list-style-type: none"> a. Teacher provides clear tasks instructions b. Teacher acts as facilitator rather than lecturer c. Teacher provides feedback after task completion 			

Research Instrument for RQ 3:

Interview Guideline

Based on the theories from Morita Panduwangi (2021) and Hasan Alisoy Huseyn Oglu (2023)

No.	Interview Guideline	Participant's Response
1.	TBLT Activities Students Have Experienced	
	<ul style="list-style-type: none"> a. What types of TBLT activities have you done in your English learning? b. Which activity do you find the most interesting and helpful? Why? 	
2.	Effectiveness of Different Activities	
	<ul style="list-style-type: none"> a. Do you feel more creative when using authentic materials (e.g., articles, videos, or news)? Can you give an example? 	

	b. How effective are problem-solving tasks in helping you think creatively in English? c. Do role-play tasks help you express yourself more creatively in speaking?	
3.	Projects and Creativity	
	a. Do project-based tasks make you more engaged and creative in learning English? b. If you could choose, what kind of task-based activities would you prefer to enhance creativity in English learning?	

Observation Guideline

Based on the theories from Morita Panduwangi (2021) and Hasan Alisoy Huseyn Oglu (2023)

No.	Type of Activity	Indicators	Yes	No	Notes
1.	Using Authentic Materials	a. Students use real-life materials (videos, texts, articles) b. Students relate tasks to real-life experiences			
2.	Problem Solving Tasks	a. Students propose creative solutions to problems b. Students discuss alternative ideas or strategies			

3.	Role-Play Tasks	<ul style="list-style-type: none"> a. Students express ideas confidently through assigned roles b. Students improvise language creatively during role-play 			
4.	Project- Based Tasks	<ul style="list-style-type: none"> a. Students collaborate to produce original outputs b. Students show ownership of ideas in project work c. Students present results creatively (poster, story, dialogue, etc) 			

Appendix III : Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

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Nomor : B- 450 /Un.14/III.1/PP.00.9/02/2026 25 Februari 2026
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMKN 1 Tanjung
Kabupaten Tabalong

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Mariam
NIM : 220101030480
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Dharma Bakti VF, Blok 6, RT. 12, RW. 01 Kec. Banjarmasin Timur
No HP : 085828462829

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 25 Februari 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
NIP 197212112008011009

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix IV : Research Completion Letter



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 TANJUNG

Jl. Ir. P.H.M.Noor Pembataan – Tanjung 71571
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SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 400.3.8/337/SMKN.1.Tjg/Disdikbud/2026

Yang bertanda tangan dibawah ini :

Nama : Dra. Hj. Lis Sulastrini, M.Pd.
NIP : 196806022006042010
Pangkat / Golongan : Pembina Tk.I / IVb
Jabatan : Kepala Sekolah
Unit Kerja : SMKN 1 Tanjung

Dengan ini menerangkan bahwa :

Nama : Mariam
NIM : 220101030480
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Telah selesai melaksanakan penelitian di SMKN 1 Tanjung selama 2 (dua) bulan, terhitung mulai tanggal 26 Februari s.d. 26 April 2026 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "STUDENTS' CREATIVITY IN LEARNING ENGLISH THROUGH TASK-BASED LANGUAGE LEARNING WITHIN INDEPENDENT CURRICULUM IMPLEMENTATION".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.








Tanjung, 19 Mei 2026
Kepala,

[Signature]
Dra. Hj. Lis Sulastrini, M.Pd
NIP. 196806022006042010

Appendix V : Photographs



Appendix VI : Consultations Schedules and Notes

No	Date	Notes	Signature
1.	Friday 2 nd May 2025	Consultation on chapter I, II and III	
2.	Wednesday 21 st May 2025	<ul style="list-style-type: none"> • Provide special reason why SMKN 1 Tanjung was chosen as the research setting • The research design change to narrative inquiry • Change the observation guideline to observation check • Provide similarities and differences in previous study 	
3.	Thursday 15 th January 2026	<ul style="list-style-type: none"> • Don't use the word "influence" in the research question, as it implies a quantitative approach • Convert to a thesis format • Create the observation guideline based on the theory 	
4.	Friday 1 st May 2026	<ul style="list-style-type: none"> • Revise the title to "Students' of Developing Creativity in English Learning Through Task-Based Language Teaching in Merdeka Curriculum • Revise abstract • Revise Quranic verse • Revise research question, objectives and significance • Revise theory to students' creativity • Revise previous study • Revise research method change to qualitative descriptive • Revise finding, create table of the observation results to make it clearer • Revise discussion, align to the merdeka curriculum • Revise conclusion, make it simple to answer research question 1,2 and 3 	
5.	Monday 18 th May 2026	ACC	

CURRICULUM VITAE

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9. List of Scientific Works : -

Banjarmasin, 22nd May 2026



Author