



USING LEARNING PASSPORT PLATFORM TO TEACH SIMPLE PRESENT TENSE

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ABSTRACT

This study evaluates how the Learning Passport Platform enhances the students' understanding of the Simple Present Tense. 1) The objectives are to assess the impact of using the Learning Passport Platform to teach the Simple Present Tense. 2) To identify if there are some significant differences between before and after its implementation. It is employing a mixed-methods research approach through Classroom Action Research. The data was gathered through 40 pre-tests and post-tests of the Simple Present Tense to the 20 Students of Grade Seven of the Eskola EBC in Maubisse Aituto - Lequibau-Ulo in the school year 2024. The mean score of the pre-test was 4.3, less than the mean score of the post-test, which was 8.9. The difference in mean score between pre-and post-test was applied to the **T-test result, which was 7.02**, significantly higher than the **T-table value of 2.086**. It means there were significant improvements after using the Learning Passport platform to teach the Simple Present Tense. Therefore, the learning passport platform is considered a modern innovative strategy for teaching and learning English as a foreign language, as the classroom observation sheet shows that the teaching and learning of the simple present tense through the Learning passport in class was observed 81 times, classified at GOOD LEVEL. So, the researcher concludes that the Learning Passport is an effective teaching tool for improving English grammar skills and introducing students to essential digital learning environments. Based on the study's results, the English teachers and students are suggested to conduct further research to continue practicing using digital platforms like the **Learning Passport** in their classrooms. Every school, especially those in rural areas, should invest in improving **access to technological resources**, such as providing reliable internet connections and adequate devices for students. This will help to ensure that students can fully benefit from digital platforms. Learning Passport must be a complementary tool for teaching English and other subjects in the regular curriculum. By integrating these suggestions, educators and administrators can further optimize the learning experience for students and continue advancing the use of digital tools in education.

INTRODUCTION

In a globalized world, English language proficiency is a fundamental requirement for success in learning platform cross-digital interactions from diverse applications.

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The role of English as a lingua franca in academic institutions worldwide increasingly offers courses and research opportunities in English. Likewise, in the professional realm, English language skills are often required or highly valued, enabling every individual to engage in international business and diplomacy among the regional and multilateral countries' cooperation.

This is why English language learners demand innovative teaching strategies, which are particularly crucial for a tense like the Simple Present tense. Teaching and learning English as a foreign language in the classroom with the seventh-grade students is focused on the beginner level of English reading, vocabulary, and grammar. According to Raymond Murphy (as cited in Siswoyo, 2016, p. 4), grammar is an English form used to talk about things in general. He adds that the present simple is used to talk about things in general, not just about the present, but also to say that something happens all the time or repeatedly, or something is generally true. It does not matter whether the action occurred while talking. Another opinion is given by Murthy (2003, p. 76), who said that the verb is used to indicate that an action is happening now.

Here, the grammar, especially the simple present tense, is usually taught and learnt at the grade seven level. Unfortunately, at the end of the teaching and learning process, the students cannot actualize their speaking and writing skills in each habitual action. At the same time, the simple present tense could describe our habitual actions or the things happening now or regularly, which is considered always accurate.

In line with the opinion of Azar, B. (1989:2), the Simple Present Tense is used to express events or situations that exist always, usually, habitually; they exist now and probably will exist in the future, or repeated actions as permanent facts and routine.

Another statement was also added by Swan (2000, p. 145), who said that when talking about permanent situations or things that happen regularly or all the time (not there now), they usually use simple gifts. For instance, I go to Maliana about three times a week. From this grammatical definition, it is clear that the present tense is an activity or action carried out by the subject at all times.

This is why English grammar plays a vital role in being able to speak and write accurately among people throughout the world. The writer observed that the

EFL learners have had many years of learning English as a foreign language, but the students' difficulties are still grammar problems. The result of grammar teaching, especially simple present tense at the seventh-grade level, particularly in Aituto - Lequibau-Ulo, is still considered unsuccessful. It is considered that grammar, especially the simple present tense, plays a critical role in a language due to its practical purpose in the students' daily life and future study, so students' ability needs serious attention.

The Challenge of teaching the Simple Present Tense is that traditional teaching methods that rely on memorization and rule-based learning may not fully engage students or inspire enthusiasm for language acquisition.

Harmer (2007): Harmer emphasizes that traditional grammar teaching, which often focuses on rote memorization and explicit rule instruction, tends to overlook the importance of engagement and communicative practice. He argues that language acquisition is more effective when students are involved in tasks requiring meaningful language use. Harmer suggests incorporating interactive activities and task-based learning, encouraging learners to use grammatical structures like the Simple Present Tense in real-world scenarios. This fosters better retention and helps learners understand the practical application of grammar in everyday communication.

Therefore, the writer wants to use the Learning Passport that reflects the government's vision of nurturing a well-educated population. This initiative is not confined to traditional classroom learning but recognizes the importance of a holistic education encompassing academic, technical, and life skills. The Learning Passport is designed to ensure that students are equipped with the knowledge and skills of the English language. The Learning Passport method can make the students learn best when they are actively engaged and motivated to explore and master the language.

The Learning Passport Approach is a unique, innovative teaching approach designed to create a dynamic and interactive learning environment. It blends modern pedagogical strategies with technology, offering students a personalized, context-rich learning experience. This method utilizes real-life examples and practical exercises to make learning enjoyable and memorable. Other words, the Learning Passport approach also could emphasize self-directed learning for the

students to be encouraged to take an active role in their language acquisition journey, exploring topics that interest them, and learning at their own pace. This approach aligns with student-centred learning because it can organise the student's self-study to know the use of English grammar spontaneously.

Each student using the Learning Passport could have a personalized learning path, and the platform may assess the student's current proficiency level in using the Simple Present Tense and then provide appropriate resources and exercises tailored to their needs.

The Learning Passport would be a digital platform or website that provides access to various educational materials and interactive resources related to the Simple Present Tense. This could include grammar lessons, exercises, quizzes, videos, and practice scenarios.

The Learning Passport would enable students to track their progress over time through their achievements, completed exercises, quiz scores, and other indicators of their understanding of the Simple Present Tense. Using a Learning Passport for teaching the Simple Present Tense can offer several advantages, including self-paced learning, access to a wealth of resources, and tracking and measuring progress. It can also benefit learners who prefer digital and interactive learning methods. Additionally, it can be an asset for teachers to monitor the students' progress through assessment.

To cater to different learning styles, the platform might offer multimedia resources, such as videos, audio, and visual aids, to explain the concept and provide real-life examples of using the Simple Present Tense. A well-designed Learning Passport should be accessible to students with various devices and internet connections, making it a versatile tool for learners in different settings.

Accordingly, the writer would need Escola EBC Lequibau-Ulo as the try-out of using Learning Passport as a method to teach Simple Present Tense for the seventh-grade students, which is entitled: "USING LEARNING PASSPORT PLATFORM TO TEACH SIMPLE PRESENT TENSE". (Online Teaching Classroom with the Seventh-Grade Students of Eskola EBC in Aituto - Lequibau-Ulo in 2024).

A research study is necessary to determine whether the Learning Passport is used effectively to teach the Simple Present Tense and whether there are significant differences before and after its implementation. Here is an outline of how you might

approach these questions: (1) Is the Learning Passport effective for teaching the Simple Present Tense to seventh-grade students? (2) Are there any significant differences before and after using the Learning Passport to teach the Simple Present Tense?

LITERATURE REVIEW

This chapter presents the theories related to the concept of the Simple Present Tense and the usage of the dice game.

Definition of Simple Present Tense

Here are fifteen definitions of the Simple Present Tense crafted in a style that aligns with Raymond Murphy's and other authors' approaches to teaching English grammar:

Azar, B. (2006; pp. 34-44) mentioned that the Simple Present Tense is used to reveal events or situations that are constantly and commonly used, such as repetitive actions, such as *routines, habits, jobs, hobbies, and things that always happen*. She also expressed that the Simple Present Tense expresses habitual action or routine.

Example: I eat breakfast every morning. Every Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.

Eastwood, J. Oxford, (p. 1), describes that the simple present tense is one of several forms of present tense in English. It describes habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb:

Example: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end.

(He takes, she takes). Oxford (p. 3) adds that the Present Simple tense describes true things, actions that happen many times, and simple statements of fact.

In other words, we use the Present Simple to discuss fixed habits or routines, repeated actions, unchanging situations, emotions and wishes, likes and dislikes.

Murphy, M. (1997; p. 18) explains similarly the ideas that we use the Simple Present Tense for

things that are true in general, or we used to say that some things that happen all the time or repeatedly

action in routine activities or for things that happen sometimes or all the time.

Walter C. (2015, p. 24) expressed his idea that the simple present is used for things that are true in general, and we use the present simple to say how often we do things.

Example: I usually go on weekends,

I get up at 8 o'clock every morning,

I come from Canada.

Where do you come from?

Sargeant, H. (2027, p. 58) explains that we use the Simple Present Tense to tell the events of a story that is happening now and use the Simple Present Tense to talk about things that will happen in the future. At the same time, Kindersley D (2016, p. 8) describes that the Simple Present Tense is used to make simple statements of fact, to talk about things that happen repeatedly, and to describe things that are always true.

Huddleston, R. and Pullum, K. (2007, p. 31) illustrated that the central use of Simple Present Tense forms is to indicate present time.

For example, the door opens inwards, which describes a state of affairs that is now being obtained, at the moment of speaking. This explains why the present tense forms are so-called, but it must also be emphasised that they are not invariably used for referring to the present time. For example, we again have the same verb form in the exhibition that opens next week, but here the exhibition is claimed to open at some time in the future.

Definition of Learning Passport Platform

The Timor-Leste Learning Passport Platform is a digital platform developed to support and enhance students' educational experience in Timor-Leste. Based on my experience, I have outlined five essential definitions of the Timor-Leste Learning Passport Platform as follows:

The Timor-Leste Learning Passport Platform is an application available for Android and computer platforms. It functions as a comprehensive educational tool, providing access to a library of curriculum content to facilitate learning for students and teachers throughout Timor-Leste.

Users can install the Timor-Leste Learning Passport Platform on their devices and register to access its offline and online features. This dual functionality allows users to download lessons offline, ensuring uninterrupted learning even in areas with limited internet connectivity.

The platform is a curriculum content repository, offering various educational

materials aligned with Timor-Leste's national curriculum.

Users can browse the library to access lessons, resources, and interactive materials across various subjects and grade levels.

As an application that can be used offline, the Timor-Leste Learning Passport Platform is essential in facilitating distance learning initiatives, especially in rural or underserved communities and schools that still lack learning guidelines. From now on, Timor-Leste must also learn to enter the modern digital world. This empowers students and teachers to engage in self-directed learning, regardless of geographic location or access to traditional educational resources.

By providing a seamless online and offline learning experience, the platform increases the accessibility and effectiveness of education in Timor-Leste. Students can access lessons anytime, anywhere, while teachers can utilize the platform to complement classroom teaching and track student progress.

METHOD

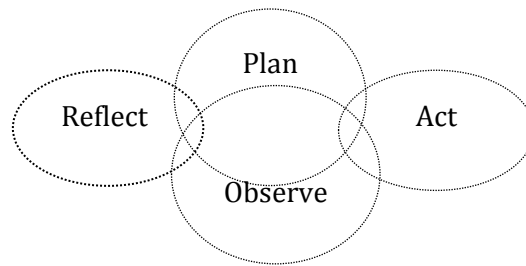
This chapter discusses the structure of how to conduct the research through research design, the subject of the study, the research instrument, the technique of data collection, and data analysis.

This research design describes the method used to conduct the research through the qualitative approach, mainly, Classroom Action Research, as well as the specific methods and procedures used. Here, the writer will elaborate on setting multiple-choice questions of the simple present tense for the pre-and post-test.

The study will be conducted with the 20 students of Grade Seven in Aituto - Maubisse in the school year 2024.

Here, the researcher collects the data through a set of pre- and post-tests of the Simple Present Tense, which is 40 number of optional tests. And another non-test is the classroom observation sheet, which will be used to observe the teaching and learning process of the simple present tense through the learning passport, as the treatment that the local English Teacher will observe.

The techniques the writer uses to collect the data through Kemmis, S. (2011) have developed a cyclical nature of the typical Classroom Action Research process, which is figured out in the following steps: *plan, Action, observation, and Reflection*.



3.4.1 Steps of the research cycle

Planning. The activities which has been planned. Preparing the pre-test and post-test items of the simple present tense for the seventh-grade students. Material teaching is integrated with the design of the lesson plan. Preparing the list of students' names. Preparing teaching facilities (*Computer/laptop, Projector, Videos, Audios, colour, pen, board, and markers*) with the types of learning Passport. Preparing the classroom observation sheet.

Action. The activities which will be conducted here. The researcher administers the pre-test. Teaching the Simple present tense through learning Passport as a strategy to motivate the students to learn the simple present tense. The researcher provides a short explanation and guides the students to learn based on the lesson plans. The researcher gives opportunities to the students to ask about difficulties or problems. The researcher asks the students to answer orally to check their understanding. The teacher administers the post-test at the last meeting. The researcher will get the declaration letter for the research.

Observation. Observation is one of the instruments to collect data, such as direct observation in the classroom. In this step, action research can be systematically used to observe and note all of the phenomena through investigation, like the students feeling, perception, and thinking, performance of teaching and learning process about simple present tense through learning Passport as a strategy that can be observed through the observation sheet which has been provided. The researcher observes all the activities in the teaching and learning process and creates a conducive atmosphere in the classroom observation to make collaborative efforts to explore teaching possibilities. It is proposed to create the students, motivation in learning. In Classroom Action Research, the researcher, as the English teacher, observes every action of the teaching and learning process, as follows:

The researcher will use the observation sheet to analyse the classroom conditions when the class runs. The local English teacher will observe the researcher's performance

of teaching Simple Present Tense to collect the data as shown in the following table.

Table 3.4.2 presents the Classroom Observation Sheet

Activities	Observation				
	Excellent	Very good	Good	Average	Sufficient
re-test	5	4	3	2	1
1. Opening/greetings					
2. Asking a condition (how are you?)					
3. Attendance					
4. Introduction of teaching material					
5. Motivation					
6. Explanation					
7. Simple Present Tense					
8. Learning Passport					
9. Exercise					
10. Checking the students' understanding/concluding					
Total					
Process of Teaching					
1. The teacher prepares the teaching material.					
2. Students' self-introduction					
3. Questions and answers					
4. Students pay attention to the teacher's explanation.					
5. Students feel happy to enjoy the class.					
6. Students have to be active in class.					
7. Students will be tested orally.					
8. Exercises					
9. Checking students understanding					
10. Post-test					

Reflection. Reflection is an activity in which the teacher expresses experience, which is done as self-evaluation. The teacher evaluates based on the observation to find the weaknesses of the activities carried out through the learning Passport as a strategy in teaching English grammar, especially the simple present tense.

Therefore, it could be determined how effective using the learning method Passport is in teaching simple present tense English grammar. The writer analyses the results of the mean scores of pre-tests and post-tests, and both are compared.

This data analysis will be collected from two types of research.

Non-test. The writer observes the class teaching and learning process activities as

shown in Table 3.4.2 Classroom Observation sheet above.

Test. The writer will administer the *pre-test* and *post-test* of simple present tense sentences, which will be presented as tabulated and compared. It is to know the significant differences between before and after the implementation of teaching English simple present tense sentences through the learning Passport. Therefore, the result of the mean score of pre- and post-test will be calculated with the ***t-test*** analysis.

The mean is the average division between the sum of students' scores and the Total number of respondents. The research applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

X = score

N = number of students

Σ = sum or add

1. The formula of the T-test dependent means is;

$$T\text{-test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

About the Suhararimi, A. (1987) presents the basics of education evaluation, including getting the average score. She compares the percentage with the criteria adopted to measure the classroom observation sheet, as shown in the table below:

Table 3.5.1 Standard measurements usually used in the local school are as follows;

No	Range	Level
01	70-80	Very good
02	60-70	Good
03	50-60	Average
04	40-50	Sufficient
05	30-40	Poor
06	20-30	Very poor

RESULT AND DISCUSSIONS

In this chapter, the writer presents a detailed analysis and discussion of the results obtained from the pre-test and post-test administered to the seventh-grade students of EBC Aitututu – Lequibau-Ulo during a month in the school year 2024. The test focused on the students' mastery of the Simple Present Tense through three different formats: multiple-choice questions, complete sentence exercises, and changing sentence exercises. A total of 40 questions were divided as follows: 20 multiple-choice questions, 10 complete-the-sentence exercises, and 10 sentence-changing exercises.

Table 4.1.1 provides the mean score of the pre-test results, conducted before students were exposed to lessons through the Learning Passport Platform. This baseline

measurement served as a reference point to assess any subsequent improvements in students' performance on the Simple Present Tense.

NU	NAME OF STUDENTS	Means score of Pre-test
1	AMM	2.8
2	AG	2.8
3	CDS	7.4
4	DLC	2.3
5	EVB	4.8
6	EDS	9.4
7	EB	2.5
8	EBM	3.5
9	IMB	4.3
10	JMDS	3
11	CMADA	3
12	LMS	3
13	MAL	6
14	NML	2
15	NDS	3.8
16	LMS	9.5
17	ZM	8
18	JCM	5.3
19	FB	3.3
20	EA	0
	Total Scores	85.4

1. Calculate the mean score of the pre-test.

$$\begin{aligned}
 \bar{X}_1 &= \frac{\sum X}{n} \\
 &= \frac{85.4}{20} \\
 &= 4.3
 \end{aligned}$$

The pre-test result, a mean score of 4.3, indicates that the students did not pass the grade based on the national curriculum measurement standard. This performance highlights the need for an intervention, which was addressed by incorporating the

The Learning Passport Platform was used to teach the Simple Present Tense, as outlined in the lesson plan. Following this intervention, the researcher administered a post-test to evaluate the effectiveness of the teaching method. The post-test results are

presented in the table below, offering insights into any improvements in student performance after the intervention.

Table 4.1.2 presents the mean score of the post-test, conducted after implementing the Learning Passport Platform for teaching the Simple Present Tense. This post-test score reflects the students' performance after the intervention and allows for a comparison with the pre-test results. By analyzing the differences between the two mean scores, we can evaluate the effectiveness of using the Learning Passport Platform in improving students' understanding of the Simple Present Tense.

NU	NAME OF STUDENTS	SCORE OF POST-TEST
1	AMM	10
2	AG	10
3	CDS	9.5
4	DLC	8.75
5	EVB	9.75
6	EDS	10
7	EB	6
8	EBM	10
9	IMB	4.5
10	JMDS	9.25
11	CMADA	8
12	LMS	8.75
13	MAL	10
14	NML	9.75
15	NDS	9.75
16	LMS	7.25
17	ZM	9.5
18	JCM	10
19	FB	7
20	EA	9.5
	Total Scores	177.3
	Mean	8.9

1. Calculating the mean of the post-test

$$\text{Mean } \bar{X}_2 = \frac{\sum X}{n} = \frac{177.3}{20} = 8.9$$

Based on the National Curriculum of Education Standards, the mean post-test score was 8.9, indicating that the students have achieved the passing grade, which is

classified as a **"VERY GOOD LEVEL"** of performance. This significant improvement demonstrates the effectiveness of the Learning Passport Platform in teaching the Simple Present Tense. As a result, there is no need for further intervention or additional teaching cycles using the platform for this particular topic, as the students have successfully met the required learning objectives.

Table 4.1.3 presents the differences between the mean scores of the pre-test and post-test for the seventh-grade students of Escola EBC – Lequibau-Ulo, Aitututu, in the school year 2024. This data directly compares student performance before and after implementing the Learning Passport Platform to teach the Simple Present Tense. A t-test formula was applied to determine whether the improvement in scores was statistically significant. The results from this test assess whether the use of the Learning Passport Platform made a meaningful impact on student learning outcomes.

NU	NAME OF STUDENTS	Means score of Pre-test	SCORE OF POST-TEST	D1	D2
1	AMM	2.8	10	7.3	52.6
2	AG	2.8	10	7.3	52.6
3	CDS	7.4	9.5	2.1	4.5
4	DLC	2.3	8.8	6.5	42.3
5	EVb	4.8	9.8	5.0	25.0
6	EDS	9.4	10	0.6	0.4
7	EB	2.5	6	3.5	12.3
8	EBM	3.5	10	6.5	42.3
9	IMB	4.3	4.5	0.3	0.1
10	JMDS	3	9.3	6.3	39.1
11	CMADA	3	8	5.0	25.0
12	LMS	3	8.8	6.3	39.1
13	MAL	6	10	4.4	19.4
14	NML	2	9.8	7.8	60.1
15	NDS	3.8	9.8	6.0	36.0
16	LMS	9.5	7.3	-2.3	5.1
17	ZM	8	9.5	1.5	2.3
18	JCM	5.3	10	4.8	22.6
19	FB	3.3	7	3.8	14.1
20	EA	0	9.5	9.5	90.3
	Total Scores	85.4	177.3	91.9	584.6
	Mean	4.3	8.9		

3. To know the significance differences, the writer applied the t-test.

$$T\text{-test} = \frac{\sum X}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

$$T\text{-test} = \frac{91,9}{\sqrt{\frac{20(584,6) - (91,9)^2}{20-1}}}$$

$$T\text{-test} = \frac{91,9}{13,1}$$

$$= 7.02$$

Df (Degrees of Freedom). The degrees of freedom are calculated as N-1, where N is the number of students involved in the study. In this case, N = 20, so the degrees of freedom are: $df = N-1=20-1=19$

Level of Significance. The significance level (denoted as α) is the threshold for determining whether the test result is statistically significant. In this case, the level of significance is: α (alpha) = 0.05. This means there is a 5% chance that the observed result occurred by random chance, and a 95% confidence level that the findings are accurate.

Criteria 1 (No Significant Differences). If the T-test score is less than the critical value from the T-table (based on the degrees of freedom and significance level), there is no statistically significant difference between the results before and after implementing the Learning Passport platform. In other words, any observed changes in students' mastery of the Simple Present Tense could be attributed to chance rather than the teaching method: If $t\text{-test} < t\text{-table}$, no significant difference exists.

Criteria 2 (Significant Differences). If the T-test score is greater than the critical value from the T-table, this means there is a statistically significant difference between the pre-test and post-test results. This implies that the Learning Passport platform had a measurable and meaningful impact on the students' ability to learn the Simple Present Tense: If $t\text{-test} > t\text{-table}$, there is a significant difference.

In the context, the T-test score of 7.02 and a T-table value of 2.086, the result is significant because $T\text{-test} > t\text{-table}$, indicating that the Learning Passport platform positively impacted the students' learning of the Simple Present Tense. In other words, it is a modern, sound strategy for teaching English Tenses to students.

The researcher used the observation sheet to analyse the classroom condition when the class runs as shown in the following table.

Table 4.1.4 presents the Classroom Observation Sheet

Activities	Observation				
	Excellent	Very good	Good	Average	Sufficient
Pre-test	5	4	3	2	1
1. Opening/greetings					
2. Asking condition (how are you?)					
3. Attendance					
1. Introduction of teaching material					
2. Motivation					
3. Explanation					
4. Simple Present Tense					
5. Learning Passport					
6. Exercise					
7. Checking the students' understanding/concluding					
Total					
P Process of Teaching					
8. The teacher prepares the teaching material.					
9. Students' self-introduction					
10. Questions and answers					
11. Students pay attention to the teacher's explanation.					
12. Students feel happy to enjoy the class.					
13. Students have to be active in class.					
14. Students will be tested orally.					
15. Exercises					
16. Checking students understanding					
17. Post-test					
Total	6x5	9x4	5x3		
	30	36	15		
Σ	81				

Based on the classroom observation sheet, the teaching and learning the Simple present tense using Learning Passport was 81, classified as the standard of measurement, **GOOD LEVEL**.

Pre-Test Results (Table 4.1.1). The mean score of the pre-test was **4.3**, which is below the passing grade according to (a) The National Standard of Measurement; (b) Due to this low performance, the researcher implemented the Learning Passport Platform to improve the students' understanding of the Simple Present Tense.

Post-Test Results (Table 4.1.2). After the intervention using the Learning Passport platform to teach simple Present Tense, the mean score of the post-test was **8.8**. This score indicates the students passed, so no further intervention is needed for the subsequent cycles.

Difference Between Pre-Test and Post-Test (Table 4.1.3). The difference between the pre-test and post-test scores was calculated using the T-test formula, with a significance difference of 4.54.

With 20 degrees of freedom, the T-test result was 7.02, greater than the T-table value of 2.086. This confirms a significant improvement in students' performance after the intervention. Therefore, the significant difference between the pre-test and post-test results indicates the effectiveness of the Learning Passport platform in improving students' understanding of the Simple Present Tense. The use of the Learning Passport is considered an effective and innovative teaching strategy, particularly for teaching foreign languages like English grammar, as demonstrated by the improved performance of the students.

Assessment based on the Classroom Observation Sheet. The result of teaching the simple present tense through the Learning Passport was observed; it was 81, which is classified based on the National standard of measurement, classified as GOOD LEVEL.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the result of the Data Analysis, the effectiveness of using the Learning Passport, a digital educational platform, in teaching the Simple Present Tense to seventh-grade students at EBC Aitututu-Lequibau-Ulo could answer the problems. The learning passport to the Simple present tense was very effective, and there were some significant differences between before and after using the learning passport to teach simple present tense. The research employed a mixed-methods approach, combining quantitative data from pre-tests and post-tests with classroom observations.

The findings revealed a significant improvement in the students' ability to understand and use the Simple Present Tense because the mean score of pre-test was 4.3, which was below the national standard however, after the intervention using the Learning Passport, the post-test mean score rose to 8.9, reflecting a significant improvement in researcher performance. This improvement was statistically supported by the T-test, where the calculated T-test score of 8.8 exceeded the T-table value of 2.086 at a significance level of 0.05.

The Learning Passport platform's interactive and engaging features proved to be effective in enhancing students' understanding of English grammar. In conclusion, the Learning Passport is a highly effective method for teaching English grammar in rural schools. Its successful implementation in this study highlights the potential for digital platforms to transform language instruction, particularly in resource-limited environments. This research underscores the importance of incorporating digital tools into the curriculum to improve students' outcomes and bridge educational gaps.

Suggestions

The following suggestions are made based on the results and experiences from this research.

For Teachers. Teachers are encouraged to use digital platforms like the Learning Passport in their classrooms. These platforms can supplement traditional teaching methods, offering students an interactive and engaging learning method. Teachers should receive adequate training in digital literacy to maximize the effectiveness of these tools. This will ensure they are well-equipped to guide students through learning and troubleshoot technical issues.

For Students. Students should be encouraged to use digital learning platforms inside and outside the classroom. They should use the self-paced learning features to review lessons and practice grammar exercises regularly. Regular exposure to English outside the school environment, such as through online resources or English-speaking environments, should be encouraged to reinforce learning.

For Educational Institutions. Schools, especially those in rural areas, should invest in improving access to technological resources, such as providing reliable internet connections and adequate devices for students. This will help ensure that students can fully benefit from digital platforms. Administrators should also consider integrating digital platforms like the Learning Passport into the regular curriculum as a complementary tool for teaching English and other subjects.

For Future Research. Further research could explore the long-term effects of digital platforms like the Learning Passport on students' language development. Additionally, studies could investigate how these platforms can be applied to teach other grammatical structures or subjects. It would be beneficial to expand this study to larger populations and more diverse educational settings to confirm the generalizability of the results.

By integrating these suggestions, educators and administrators can further optimize the learning experience for students and continue advancing the use of digital tools in education.

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