



## **DEVELOPING TBLT-BASED DIGITAL STORYBOOK FOR 8<sup>TH</sup> GRADE STUDENTS AT SMP NEGERI 4 SINGARAJA**

**Ni Wayan Linda Maharani<sup>1</sup>, I Putu Ngurah Wage Myartawan<sup>2</sup>,  
Ni Putu Astiti Pratiwi<sup>3</sup>**

*linda.maharani@undiksha.ac.id*

**Universitas Pendidikan Ganesha, Bali**

### **ABSTRACT**

This study aims to develop a digital storybook based on the TBLT method as a facility for literacy activities for grade 8 students at SMP Negeri 4 Singaraja. The method used in this research is the methodology of Richey and Klein (2014), namely the Design and Development research model. The data obtained in this study were collected with data collection instruments in the form of questionnaire interviews, observation, and document analysis. The quality of the digital storybook has been assessed by two experts with very good results and is tend to be valid to be used for learning media and encouraging literacy activities of grade 8 students. This digital storybook has been trialed in small groups of grades 8 to get responses and conduct formative assessments. The results obtained from the trial of digital storybooks based on the TBLT method with "Recount Text" material for grade 8 can help teachers and students in creating innovative and communicative learning activities through the tasks contained in the storybook. This digital storybook product helps students in facilitate literacy activities.

***Keywords: Student Literacy, Task-Based Language Teaching, Digital Storybook, Secondary School, Digital Literacy***

### **INTRODUCTION**

Literacy can be defined as a person's ability to comprehend and interpret several contexts through digital visual, even audio (Durriyah & Zuhdi, 2018). There are six types of literacies must be mastered, including reading and writing literacy, numeracy literacy, digital literacy, scientific literacy, cultural and citizenship literacy, financial literacy (Shara et al., 2020). In line to this, it can be assumed that literacy does not only include reading and writing but the development of literacy has become broader covering the four English skills of writing, reading, listening and speaking.



In the learning process, literacy gives several benefits for students, especially secondary students. First, students will be better prepared to face problems in real life because in literacy students will understand and use forms of written language in communicating (Hassanzadeh & Nikkhoo, 2019). Second, literacy create student to think critically in the content of reading especially in real-life situations (Shara et al., 2020). Hence, it is very important because literacy skills will help student in their life to interact witch each other or in a community. An example of the application of reading literacy in the Northern Bali is students at SMP 4 Singaraja. Based on preliminary observation, literacy activities are routinely held in this school. The literacy activity is conducted both at the end of the last class and fifteen minutes before the learning activity starts. The teacher assigns textbook readings for English classes, and the students are expected to comprehend the content they read, discuss it with others, or read aloud if the textbook has language usage. Then, on Thursday and Saturday of each week, every student gathers on the school field. In the library, students have access to a variety of reading materials, including novels and picture books. Students can apply the moral lessons found in stories and novels to their everyday life. The teacher stated that one of the difficulties with literacy at SMP 4 Singaraja is that students do not fully understand the value of reading and still require teacher monitoring because not all students have a reading culture. Teachers also are unsure of how students develop their literacy and cannot be certain how to assess students. Furthermore, teaching literacy to students can be difficult, particularly when the new normal learning era has been established in a location due to the Covid-19 pandemic. According to the preliminary interview results, some of the difficulties faced by teachers in teaching literacy namely, classroom time is still limited, requiring teachers to ensure that students comprehend the material, students do not have access to resources that can help them become more literate, and student interest in reading is still low. As a result, students do not have the awareness necessary to read on their own without the teacher asking them to.

Task-based language instruction is one of the factors when conducting learning activities in small groups. According to preliminary interviews, when teachers want to engage pupils in literacy activities, they tend to lean more heavily toward task-based language teaching at SMP 4 Singaraja. The eight grade English teacher mentioned that she explained the material to students and then gave students assignments related to the material being taught. It has always been a practice for teachers to assign tasks to their students, and this practice continues with online learning. Assignments are distributed through Google Classroom during online learning. Students are required to complete quizzes, accomplish tasks that relate to the content, and create a short video as their final project. Students receive additional writing assignments. Following completion of the assignments, pupil achievement is evaluated using the task rubric that the teacher has created. In contrast, there are three



steps that must be completed in task-based language training (TBLT): the pre-task, the primary task, and the post-task (Ellis et al., 2019). Student literacy can be improved by assigning the assignment to them.

The preliminary interview at SMP 4 Singaraja's findings on the use of technology in learning activities demonstrate that teachers have utilized technology to support learning activities. PowerPoint and videos created by teachers using the Canva program are the technologies used. Because they may be customized to the subject matter and the needs of the students, teachers prefer to use their own PowerPoint presentations and films. Additionally, the school has set up additional technology like LCDs and projectors so that teachers may effectively incorporate powerpoints and movies into instructional activities.

Nevertheless, there are challenges that teachers face when implementing technology-based task-based language in improving students' literacy abilities. Teachers currently lack a firm understanding of how to conduct the task-based language instruction implementation stage. The teacher just assigns texts and follows them by asking some related questions. Then, teachers had never utilized digital storybooks to use in the learning activity. Hence, teachers require in creating teaching materials that reflect the characteristics of their pupils, namely digital storybooks based on TBLT.

There are several studies have discussed about the use of digital story books in learning process. The use of digital storybooks in educational activities has been covered in a number of research. E-books occasionally referred as digital books, are one of the mediums that can be used to teach English (Ma'arif & Sunniah, 2021). It has been demonstrated through the most recent study that employing digital storybooks in educational activities increases students' enthusiasm in reading. Digital storybooks with attractive themes and pictures, a large cast of compelling characters, and use of friendly font styles and sizes are some features that increase student interest in literacy (Tahta & Pusparini, 2022). Furthermore, the development of digital storybooks in the form of digital storytelling developed by Yussof et al., (2012) said that digital storytelling can provide experience to students when learning literacy because the products developed are following learning theory, good design, and matching syllabus.

According to the studies mentioned above, there is no research has been conducted regarding the development of digital storybooks based on the stages of TBLT implementation. In consideration of the novelty of this study and the needs of the students, it is essential to create a TBLT-based digital storybook to support eight grade students' literacy and to assess the efficacy of the product prototype that was created namely the digital storybook. The development of this prototype, which takes the shape of a digital storybook, will help them to improve their literacy skills. Additionally, the technology used to create this digital storybook will give students

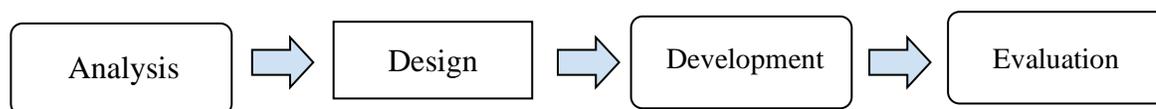


access to a new learning environment. Hence, the purpose of this study is to discuss how the development of digital storybooks based on TBLT. Additionally, a questionnaire in the form of an expert judge's assessment has been created to evaluate the quality of the prototype's development.

## METHOD

### Design

The design of this research was carried out by Design & Development, or D&D. Design and development are processes that concentrate on creating products through the process of reviewing and analyzing products (Ismail et al., 2020). Additionally, the researcher employed product and tool development, which is a study that employs both qualitative and quantitative methodologies, with the goal to design a digital storybook to support eighth-grade students' reading (Richey & Klein, 2014). The illustration of design and development can be seen in the figure 1.



**Figure 1.** Illustration research DnD

### Participant

The research's participants were eighth-graders from SMP Negeri 4 Singaraja. The objective of this study to examine how eighth-grade student might enhance their English literacy through the usage of a digital storybook that was based on task-based language instruction.

### Setting of the Study

This research was conducted at SMP Negeri 4 Singaraja, especially for eighth-grade students. This school is located on Srikandi Street, Sambangan village, Sukasada District, Buleleng Regency, Bali. The research was conducted at SMP Negeri 4 Singaraja because this school expected effectively implement a TBLT-based storybook for eighth-graders and create educational material that will benefit the students.



### **Instrument of Data Collection**

For this research, a variety of instruments were utilized to collect reliable data. Document checklists, observation sheets, questionnaires, interview guides, and blueprints were the instruments utilized.

a. Document Checklist

This instrument was used to compile subjects on language expression from the eighth-grade junior high school curriculum. The participant was evolved into the storybook's contents after being assigned the proper theme.

b. Observation Sheet

An observation sheet was used to obtain information from teachers and students related to teaching and learning activities and the media used.

c. Questionnaire

In this study, the questionnaire was used in this study to find out how the quality of the products developed. Teachers, students, and professionals were gave a questionnaire. The quality of the product was judged by the results of the questionnaire and the feedback provided. The questionnaire was in the form of a validation rubric.

d. Interview Guide

Teachers and students in the eighth grade at SMP 4 Singaraja were also interviewed. Researchers used interviews to gather a variety of important information that would be used to create a digital storybook.

e. Blueprint

One of the crucial tools utilized to plan the product's content was the blueprint. Digital storybooks based on task-based learning were created and planned using Blue Point throughout the design stage.

### **FINDINGS AND DISCUSSION**

#### **The Result of Document Analysis**

The researcher used a syllabus analysis to establish the substance of the digital stories that would help students learn the material. Analysis of the syllabus was helpful in creating the tasks that would be assigned to students through digital story books. In addition, the teacher participated in the analysis of the curriculum. The English teacher chose one of the materials in the second semester to be developed in a digital story book. The material chosen is Chapter 11 material, namely Recount Text.

In addition, the researcher examined the SMP Negeri 4 Singaraja students' literacy books. Students wrote information from the books they have read in the book. Title, author, synopsis, and teacher signature are included in the information. The literacy book was collected by students to the class in order get the teacher's signature. The four skills of students were not promoted by literacy activities, as can



be demonstrated. Furthermore, the established curriculum set a high priority on interaction between students. However, in this exercise, pupils have no ability to interact with each other.

### **The Result of Teacher Interview**

The study's initial interviews were performed to learn more about the usage of instructional media in the learning process and how it was implemented in improving student literacy in the research schools. Additionally, the objective of the initial interview was to learn the teacher's perspective on the strategies that used while handing students assignments. The initial question involved SMP Negeri 4 Singaraja's efforts to improve student literacy. According to the results of the interview, the literacy exercise was conducted both at the end of the last class and fifteen minutes before the learning activity starts. In English lessons, students were required to read textbooks. They were subsequently expected to comprehend the information they had read, and read aloud if the text had language expression. The entire student generally gathers at the school on Thursday and Saturday. Reading materials including novels and picture books were accessible for students to check from the library and reading nook.

The second question concerned the distribution of the assignment instructions to students. Google Classroom was used to distribute assignments during online learning. Based on the results of the interview, students were required to complete quizzes, accomplished tasks that relate to the content, and create a short video as their final project. Students received additional writing assignments while learning directly in accordance with the subject matter. For every English lesson, there were assignments. The tasks that the pupils have completed were evaluated using the task rubric that the teacher has created.

The third question concerned the regularity of assignments during the process of learning. According to the teacher, assigning homework to pupils was common practice. By providing an assignment, student would be understood about the material that have been taught. Assigned tasks must be completed in accordance with the given time limit.

The fourth question related to the transitional learning strategy applied to both offline and online assignments. In accordance with the results of the interview, the teacher gave an assignment to the student. Then, the teacher explained how she discussed the subject with the class before giving assignment that was related to the material being covered. The three steps that must be finished in TBLT are the pre-task, main-task, and post-task (Ellis et al., 2019).

According to the findings of the teacher's interview, it could be claimed that while literacy activities have been completed, the four English skills have not been covered. The teacher has given students homework tasks and incorporated technology



into instructional activities. However, teachers still struggle to understand how to apply TBLT in instructional activities in a meaningful manner.

### The Result of Observation

An observation sheet served as a guide for the observation. At SMP Negeri 4 Singaraja, observation was conducted to get some information. The information covered the school's literacy programs, the eighth-grade curriculum, the course outline, the media used for learning activities, and the homework that students are required to complete. Furthermore, Observation was conducted with the 8th-grade English teacher. The results of the observation can be seen in the table 2.

**Table 2.** The Result of Observation

No.	Criteria	Yes	No
1	Does the school use the <i>Merdeka Curriculum</i> for 8 <sup>th</sup> -grade secondary students?		√
2	Are the English learning implementation plan designed under the syllabus and the curriculum used?	√	
3	Is the English learning implementation plan designed by the teacher using the TBLT-based learning method ( <i>Task-based Language Teaching</i> )?		√
4	Does the English learning implementation plan create assignments to determine students' understanding of certain learning materials?	√	
5	Are there literacy activities carried out outside of the learning activities in the classroom?	√	
6	Does the teacher integrate technology into learning media in learning activities?	√	

There was some information gained based on the observations conducted with the English teacher. In the beginning, *merdeka* curriculum was only used in grades 7. While the 2013 Curriculum was utilized in eighth grade. In order to create lesson plans, the English teacher used the syllabus. The TBLT approach, which consists of three stages—pre-task, main-task, and post-task—were not used by the English

teacher when giving assignments to the pupils. Additionally, on Tuesdays and Saturdays, the school conducts reading activities in the schoolyard. Power point presentations and LCD-displayed instructional videos were two examples of how teachers incorporate technology into their lesson plans.

### The Result of Questionnaire

The eighth-grade students of SMP Negeri 4 Singaraja were given the questionnaire in order to collect data. Only 10 students in one class were surveyed by the researcher. The researcher created the questionnaire that asked about the requirements for student learning in literacy-related activities. The following is a description of the questionnaire's specific results.

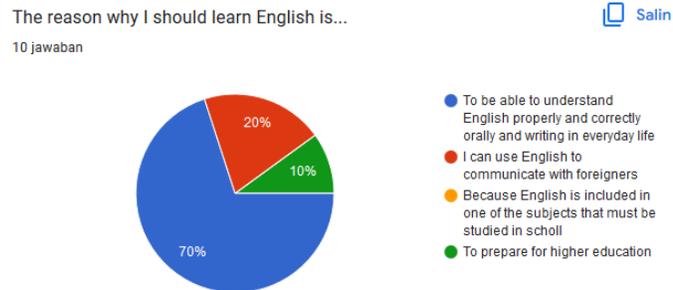
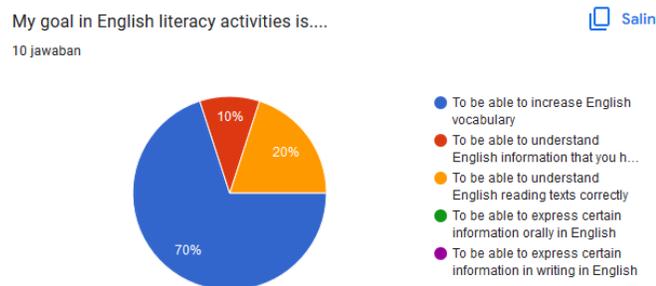


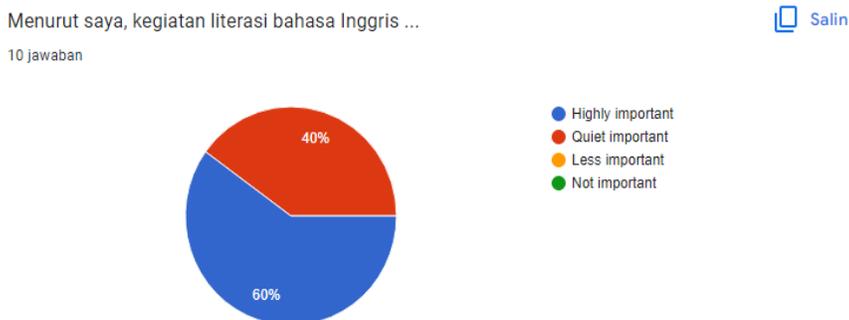
Figure 2. The Question about The Reason Students Learning English

The answers to the first question indicated that the majority of students study English in order to be able to understand it accurately and completely in both spoken and written contexts. From the total of 10 pupils, it can be seen that 70% of them were learning the language in order to comprehend it effectively and accurately in both oral and written communication. Only 10% of them are learning the language to be ready for further learning, while 20% of them could English to communicate with foreigners.



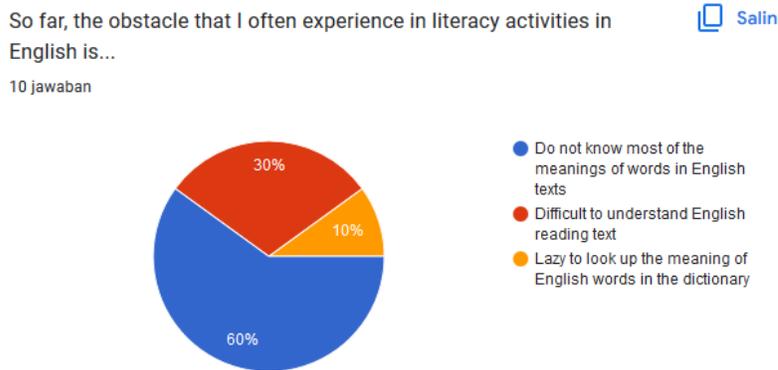
### Figure 3. The Question about The Goal in English Literacy.

The findings indicated that the majority of students in English literacy aim to enhance their vocabulary in the language by 70%. Only 10% of students had the goal of understanding what they heard, whereas 20% of students had the goal of accurately comprehending English content.



### Figure 4. The Question about How Important English Literacy.

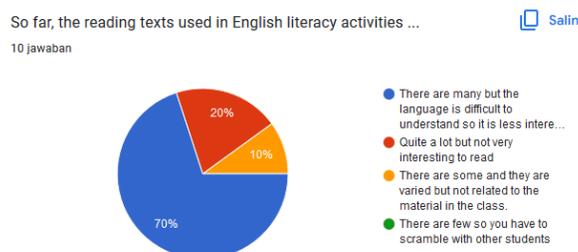
The third question's responses revealed that 60% of students believed that English literacy was very important. While only 40% of pupils believed that English literacy was essential.



### Figure 5. The Obstacles That I Often Experience In English Literacy Activities.

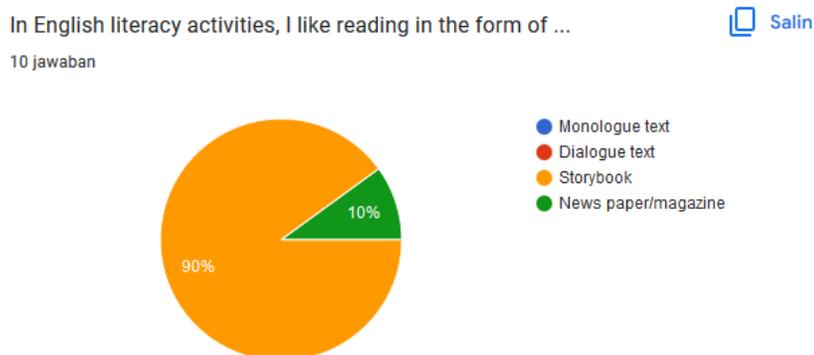
As shown in figure 5, 60% of students thought their lack of understanding of the meaning of the words in English text was the main barrier to their participation in literacy activities. Meanwhile, 30% of students believed that the difficulty in understanding English reading texts was the obstacle to English literacy activities,

and 10% of students believed that the obstacle was that they were too lazy to search for the definitions of words in the English language in a dictionary.



**Figure 6.** Reading Text Used In English Literacy Activities.

According to the results of figure 6, 70% said that even though numerous reading texts were utilized in English literacy activities, the language was difficult to understand which consequently made them less enjoyable. 10% reported that there were some and they were varied but irrelevant to the content covered in class. While 20% claimed that there was a good amount of reading text utilized in English literacy activities but it was not extremely interesting to read.



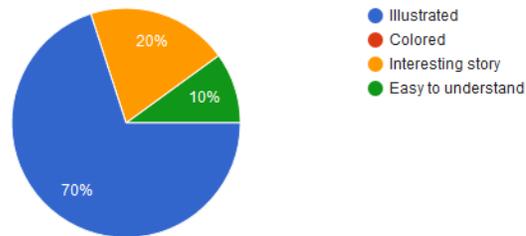
**Figure 7.** What Form Of Reading Do Students Like In English Literacy Activities.

It can be inferred from figure 7, 90% student prefer to read in the form of a tale book. 10% prefer to read newspapers or magazines, however.

If I'm literate using storybooks, I want books that...

 Salin

10 jawaban



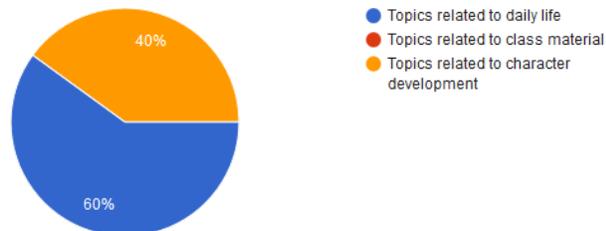
**Figure 8.** The Type of Storybook

According to the findings in figure 8, 70% of students thought that this kind of story book would have graphics. 20% of students expected the kind of tale book to have an exciting plot, while 10% of students expected the type of story book to be simple comprehend.

In my opinion, my favorite topics in English learning through literacy activities are...

 Salin

10 jawaban

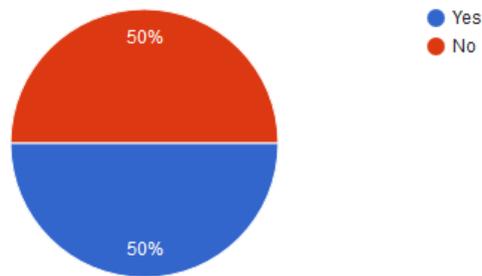


**Figure 9.** Topics of Learning English through Literacy Activities

As a result of figure 9, 60% student preferred topics related to daily life. Meanwhile, 40 % students preferred topic related to character development.

Is English learning through literacy activities complemented by tasks?  Salin

10 jawaban

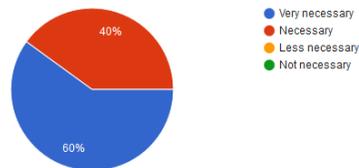


**Figure 10.** The Task in Literacy Activity

As the result of chart 4.9, it can be seen that 5 students (50%) claimed that the teacher gave tasks in literacy activity and 5 students (50%) claimed that the teacher did not give tasks in literacy activity.

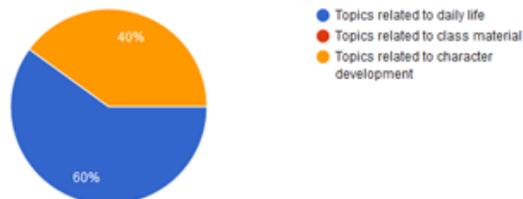
In my opinion, storybooks related to English materials in class that come with tasks to help me improve my English literacy activities... 

10 jawaban



In my opinion, my favorite topics in English learning through literacy activities are... 

10 jawaban





### **Figure 11.** The Need to Develop Storybook with English Material Accompanied by Tasks

From the result of figure 11, it can be seen that 60% of students claimed that very necessary and 40% claimed necessary to develop storybook with English material accompanied by tasks to help the students improve English literacy.

Based on the result of the questionnaire, the students should learn English because they want to understand English properly and correctly, orally and written in everyday life. Through English literacy, students hope they can increase their English vocabulary. Students realize that English Literacy is very important to implement. Students often face obstacles in carrying out English literacy activities where students do not know most of the meanings of words in English texts. The obstacles faced in carrying out students' English literacy activities are caused by the reading texts used that are difficult to understand so that, they make the reading texts unattractive to students. In carrying out English literacy activities, most students like reading in the form of story books with topics related to everyday life and completed tasks.

#### **Design**

The creation of designs for the development of digital storybook content was the second stage. To create a blueprint, the researcher conducts an analysis in the beginning. The creation of digital storybook prototypes by researchers could be assisted by blueprints. In addition, there were a number of preparations that must be made while creating a digital storybook, including planning the story's content, detailing the TBLT's stages of development, and deciding on learning activities. Furthermore, the story Jumper application was used to create digital picture books. The ability to integrate images, characters, and sounds were only one of the many features that allow the creation of digital storybooks and led to the selection of this application. This application is was simple to use, making it a useful tool for supporting educational activities. The idea for the digital storybook was created using the story jumper program, which uses content from a subject that was chosen in collaboration with the English teacher, namely Recount Text.

#### **DISCUSSION**

The tasks in this digital storybook, which id based on TBLT, assist pupils in understanding the subject material. The assignment served as the primary focus of the class's work and calls for pupils to organize their thoughts while they learn English (Bhandari, 2020). The different assignments in the digital storybooks correspond to



the four English language proficiency goals of the pupils. The exercises in the digital storybook were simple to complete and ought to be useful. Students who successfully complete the assignments would have learned the content, understood it, and been able to solve the problem. In line to this, language tasks were activities that call for students to obtain results after going through a number of processes Prabu (1987) and Bhandari (2020)

It can be said that the creation of digital storybooks will give pupils chances to use English and also enhance their language proficiency. Jiang (2017) found that students were more willing to practice their English through contextual and real-world exercises. There was a listening exercise in the digital storybook. The listening exercises offered in digital storybooks include listening to some brief news items in addition to storytelling. Students have the chance to identify the proper pronunciation of every English word through listening exercises. Additionally, for pupils to successfully complete the activity, they must comprehend the audio.

This digital storybook also includes reading assignments in addition to the listening job. Reading is a crucial component for increasing literacy. Reading activities extend beyond simply reading aloud; they also involve comprehending each word, sentence, and paragraph as well as how concepts relate to one another (Nadirah et al., 2020). Furthermore, Nadirah et al. (2020) stated that reading activities are an excellent approach to broaden our knowledge, besides providing us with the opportunity to learn new information and critique the author's viewpoints and writing style. Students were instructed to complete tasks after reading this storybook in order to learn knowledge and comprehend the reading's topic.

In this digital storybook, there are also speaking exercises. The ability to speak fluently in a foreign language is crucial for pupils in the twenty-first century, since it is the most significant of the four macro English abilities for communication (Hamouda, 2020). Based on their responses in the interview, students stated that speaking abilities are crucial, and as a result, they wish to develop these abilities by learning new words and listening to how words are pronounced. According to Hamouda (2020), citing Lui (2014), the ability of pupils to have conversations in the target language serves as a gauge of the progress of language learning.

The development of writing abilities is also necessary to raise pupils' English proficiency. Despite not receiving as much attention, writing is a crucial ability. Nhem (2020) contends that activities like reading, speaking, and listening help pupils develop their writing skills since they give them linguistic knowledge. The digital storybook's challenges also instruct pupils to write. English writing is more challenging than writing in one's mother tongue. According to Sukandi and Syafar (2018), learning to write in an EFL language requires more complexity in understanding linguistic modalities, syntax, and grammar, as well as writing complete and meaningful sentences and coherent, clear ideas. As a result, students must



comprehend the material and be highly motivated.

According to the research and analysis discussed above, digital storybooks based on the TBLT approach can help students learn English, notably by fostering students' English literacy. In short, this research claimed that storybook is really special and appropriate in utilizing digital storybooks as a teaching tool. Student may concentrate on listening and reading the story and complete both jobs proficiently. They also praised the digital storybook's animation, sounds, and visuals. Furthermore, the assignments help students develop their skills in reading, writing, listening, and speaking.

## CONCLUSION

Several things can be summed up based on the answers to the research question, the findings of the analysis, and the conclusions of the discussion. The initial objective of this project was to create a digital storybook using the TBLT method to encourage reading among SMP 4 Singaraja's 8th grade pupils. The design and development technique from Richey and Klein (2014) was used in this study. It involves four stages: analysis, design, development, and evaluation. Second, the constructed digital storybooks' high quality produced good outcomes and assisted in the facilitation of the literacy activities for student. At SMP 4 Singaraja, a test of this digital storybook was carried out with a small sample of eighth grade students. There are 33 pages in the entire digital storybook. This storybook received favorable feedback from both teachers and students, who were pleased and generally regarded it as a top-notch product to be used in instructional activities to support student literacy.

## REFERENCES

- Davut Nhem. (2020). Using Task-Based Language Teaching in English Writing Classrooms: Students' Perception of Motivation, Writing Behavior, and Challenges. *Journal of Foreign Language Teaching and Translation Studies*, 5(3), 47–66. <https://doi.org/10.22034/efl.2020.246165.1054>
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246. <https://doi.org/10.1111/j.1473-4192.2009.00231.x>
- Hassanzadeh, S., & Nikkhoo, F. (2019). Reading literacy development of deaf students in special schools in Iran. *International Journal of Special Education*, 34(1), 245–254.
- Jiang, W. (2017). A storytelling sound file CALL task used in a tertiary CFL classroom. *International Journal of Applied Linguistics (United Kingdom)*, 27(2), 542–554. <https://doi.org/10.1111/ijal.12161>



- Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Lathipatud Durriyah, T., & Zuhdi, M. (2018). Digital Literacy With EFL Student Teachers: Exploring Indonesian Student Teachers' Initial Perception About Integrating Digital Technologies Into a Teaching Unit. *International Journal of Education and Literacy Studies*, 6(3), 53. <https://doi.org/10.7575/aiac.ijels.v.6n.3p.53>
- Nadirah, N., Asrifan, A., Vargheese, K. J., & Haedar, H. (2020). Interactive Multimedia in Efl Classroom: a Study of Teaching Reading Comprehension At Junior High School in Indonesia. *Journal of Advanced English Studies*, 3(2), 131. <https://doi.org/10.47354/jaes.v3i2.92>
- Prasad Bhandari, L. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11(1), 1. <https://doi.org/10.7575/aiac.all.v.11n.1p.1>
- Richey, R., & Klein, J. (2014). Design and development research. In M. Sector, D. Merrill, J. Elen & M. Bishop, *Handbook of Research on Educational Communications and Technology* (4th ed., pp. 141-150). London: Springer.
- Sholeh, M. B., Salija, K., & Nur, S. (2021). Task-Based Learning in English As a Foreign Language (Efl) Classroom: What, How and Why? *Getsempena English Education Journal*, 8(1), 134–146. <https://doi.org/10.46244/geej.v8i1.1295>
- Sunnayah, I. B. M. and I. (2021). Developing English digital book as learning media for X1 grade students. *Journal of Education and Management Studies*, 4(3), 37–44.
- Tahta, M, A, F., & Pusparini, R. (2022). Students' Perceptions on Reading Digital Storybook "Let's Read": Efl Junior High School Context. *On Teacher Education*, 3(3), 115-127.
- Yussof, R. L., Abas. H., & Paris, T., N., S., T. (2012). Affective Engineering of Background Colour in Digital Storytelling for Remedial Students. *Social and Behavioral Sciences*, 68, 202-212.