



INVESTIGATION OF THE EFEECT OF TBLT-BASED DIGITAL STORYBOOK ON STUDENTS' WRITING COMPETENCY IN SMA N 1 BUSUNGBIU

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ABSTRACT

This study aims to investigate the significant effect of TBLT-based digital storybook among eleventh-grade students' writing competency in SMA N 1 Busungbiu, Buleleng in academic year 2023/2024. This study was uses quasi-experimental research with Post-test only control group design. 63 eleventh-grade students are participated as sample in this study in which assigned into experimental group and control group. Three instruments were used for data collection, namely lesson plan, writing test and assessment rubric. The two classes were given different treatment and by the end of the treatment writing test was given. The data was analyzed by using Independent sample T-test. The finding showed that there was a significant effect of TBLT-based digital storybook on students' writing competency in SMA N 1 Busungbiu. Students that learn using TBLT-based digital storybook showed better result compared to students that learn using teacher' usual method; Sig (2-tailed) (0.001). Additionally, the effect size value measured using Cohen's d was 0.917. This large effect means that the integration of TBLT method with technology in form of TBLT-based digital storybook can provide a good influence to students' Writing competency.

Keywords: TBLT, Digital Storybook, Writing Competency, TBLT-based Digital Storybook, English language learning, EFL



INTRODUCTION

As a “*Lingua Franca*” of the world, English language is International language that most widely spoken. According to (British Council, 2013) There is 1.75 Billion people worldwide who was spoken English at useful level which mean they are used it for some reason, and from all of that English speaker the comparison ratio between the Native speaker and Second-language speaker is about 1:2 or 1:3 which represented there’s more second-language speaker than native speaker of English Language in this world (Harmer, 2007). English become the most widely international used language over the world and used in a lot of field, English is used in Education, Business, Medicine, Banking, Tourism, Diplomacy (Mohammed, 2018). Those explain that English language proficiency is crucial and one of an essential skill to learn for people in this digital era whether they are businessmen, officers, lecturer or students (Hasibuan et al., 2013).

In Indonesia, position of English language is considered as Foreign language and it means English is not used regularly for daily life communication (Mandasari & Oktaviani, 2018). The government have included English language as a subject to master by student at school (Mandasari & Oktaviani, 2018). In School, English as a foreign language are taught starting from elementary (as a local content) until university level. Based on the *Kepmendiknas No. 23 tahun 2006*, in general the objective of EFL learning in school is students must be able to show and master their 4 English competence skills that are listening, speaking, writing and reading. Students also expected to be able to developing communicative competence both in oral and written in order to reach the level of informational literacy, and raising awareness of the nature of English as a foreign (Misdi, 2013).

In the reality, this objective is quite difficult to achieve. Students tend to think that English is difficult subject and they have some difficulties and challenges while learning English language (Suryanto & Sari, 2021). This can happen because English language in Indonesia only taught inside the classroom and not mainly used in daily life, it means the students exposure to English language is limited, at this point the teacher role is essential as a main source and facilitating the successful EFL learning (Sulistiyo, 2018). English teachers are expected to have a high competence in teaching English and making the learning process as interesting as possible to engage students in learning by using appropriate teaching materials and teaching methods.

Based on the preliminary observation in SMA N 1 Busungbiu, it was found that the eleventh-grade students’ competence in English learning was low, more than half of them were not been able to achieve the competencies in the learning objectives. In the learning process, it was found that students' engagement in learning process was



low because learning still takes place in a teacher-centered manner. Where the teacher becomes the centre of learning by explaining the material with lecturing method to students and most of the students just listen to the explanation, just some of them take notes. Regarding the implementation of technology on learning process, in explaining the material the teacher has adapted the use of technology media to support learning by using Powerpoint, Infographic and YouTube videos. During interview teacher also said they already familiar using technology to support their learning and didn't have a problem with it. Despite adapting technology to support the learning process, it seems the students' exposure to English remains lacking. Furthermore, Teacher also state that students still struggle to master the four skills of English especially in writing skills, because the student's vocabulary and grammar mastery still considered low, they struggle to find the appropriate vocabulary, expression and in organizing the sentence they made. In term of exercise, the exercise given by teacher refer to the school textbook, the tasks are created by students on paper and then collected to be assessed later by the teacher. This shows that the tasks given by the teacher are less communicative, students learn less to communicate using English both in way of listening and speaking. It also indicated that variety of tasks given by the teacher is also less authentic.

Based on that, the researcher concludes that the roots of the students' problem in learning English is the inappropriate of teaching method and teaching media used by the teacher. it is necessary to apply appropriate teaching method and use appropriate learning media that suits to students' abilities to create successful English language learning. TBLT-based digital storybook can be an appropriate solution to this problem. Task-Based language teaching is a method that utilize task as the primary unit of planning and instruction in teaching (Richards & Rodgers, 2001). This approach or method is chosen because TBLT is provide opportunity for natural context of learning when students using target language in the classroom by giving communicative task completion to students that oriented on meaning rather than form of grammar (Barokah, 2018; Fakhira, 2021).

Apart of implementing an appropriate teaching method, an interesting and innovative learning media is also needed. In this regard, technology-based learning media was appropriate to implement. One example of technology-based learning media is digital storybooks. Digital storybooks can be defined as one type of books that was transformation from the traditional printed textbook, then made in electronic form and equipped with some technological features (Irawati, 2018; Moody, 2010). Digital storybooks are widely used by people especially educator and parents due to their efficiency, cheaper cost compared to printed textbook, ease of accessibility and can support teaching learning process (Jones & Brown, 2011; Moody, 2010; Puspitasari,



Indah et al., 2020). In Language learning context, Digital storybook may can support emergent literacy, development through the use of scaffolding, vocabulary development, engagement and comprehension of the story (Sari, 2023). Later on, in this research TBLT as a method and digital storybook as a learning media are combined in form of a TBLT-based digital storybooks, which is basically a web-based digital storybook that arranged based on the principle and stages of TBLT method.

Many studies have discussed the use of Digital Storybooks and TBLT in Learning English such as the research conducted by Fitri et al (2021) about Implementing Digital Storytelling-Based Tasks for the Teaching of Narrative Writing Skills. Based on the findings, Digital storytelling-based task could significantly improve the students' narrative writing skills. The other previous research is by Sari (2023) about Developing TBLT-based Digital Storybook to promote 10th grade students' literacy in Buleleng Regency. This research showed that by applied digital storybook in learning process can help teacher and students in making learning activities that enjoyable and able to support innovative and exciting learning medium, helps students achieve their learning goal and also significantly improve student's literacy (Irawati, 2018; Sari, 2023). In Addition, study by Robillos (2023) that investigate technology-mediated TBLT on students writing achievement, found out technology-mediated TBLT significantly improved students writing scores. Students improved their written compositions in term of task response, coherence-cohesion, grammatical accuracy and lexical resources. However, from the previous studies that have been described, the previous study by Fitri et al (2021) is focused on students' writing skills in narrative material, then study by Sari (2023) is focusing on development of digital storybook to improve students' literacy. Lastly, study by Robillos (2023) is using type of technology-mediated TBLT in form of Flipgrid software of application.

Based on that, so far there's no research that have been implementing the integration digital storybook and TBLT method in form of TBLT-based digital storybook to investigate the effect to students' writing competency. Based on that, the novelty of this study_is the implementation of integration between digital storybook and TBLT method in form of TBLT-based digital storybook in students' writing competency, where the digital storybook is designed based on the TBLT principle. From the problems and explanations above, it is believed that TBLT-based digital storybook can improve students' writing competency. So that, this present study focused to investigate the effect of TBLT-Based digital storybook on students' writing competency in eleventh-grade students at SMA N 1 Busungbiu, Buleleng.



THEORETICAL FRAMEWORK

Task-Based Language Teaching (TBLT)

Task-based language teaching (TBLT) has the root word “Task”, which is the thing that are really emphasized in this teaching method. According to (Nunan, 2004:4) task is “a piece of classroom work that requiring students to understand, manipulate, produce, or interact in the target language while concentrating on the using their grammatical knowledge to express meaning; intention of the task is to convey meaning rather than to manipulate form. Additionally, the task should also have a sense of completeness and able to function as a standalone communicative act with a beginning, middle, and end”.

According to (Richards & Rodgers, 2001, p. 223) states that Task-based language teaching (TBLT) is a method of language teaching that uses tasks as the primary units of planning and instruction inside classroom. Simply can be said the task that given to students are the fundamental notion of TBLT. that Task-Based Language Teaching (TBLT) is a “Logical development” and “Extension of the principles” from Communicative Language Teaching (CLT), because TBLT draws some principle that underlying the nature of CLT such as actual communication, meaningful task and meaningful language (Schmidt, 2002). Since the lesson is based on the completion of task, TBLT provides material that make students to actively participate in the process of learning and allowing them to freely explore their thoughts and using their own words without worrying about grammar, vocabulary and etc (Barokah, 2018, p. 28; Khairoh, 2017)

In the implementation of TBLT, there some principles or guidelines that should be follow. According to (Nunan, 2004, p. 35) there are 7 principles of TBLT, namely; (1) Scaffolding, (2) Task Dependency, (3) Recycling, (4) Active learning, (5) Integration, (6) Reproduction to creation, and (7) Reflection. In TBLT, the teachers have a primary role as selector and sequencer of task, teacher has responsibilities to selecting, adapt and create tasks, and then organize them to meet the needs, interests, and language competency of the students (Wang, 2009). While, As the one who need to active construct their own learning, students have a role as participant of a group, mostly tasks in TBLT are conducted in pair or small groups. It automatically makes students to socialize and adapt into group work as a participant (Richards & Rodgers, 2001)

Type of task to implement in Task-based Language Teaching (TBLT) can be vary and evolving over the time. task types in TBLT that proposed by Richard (2001:162), state that there are 5 types of pedagogical tasks, namely Jigsaw tasks,



information-gap tasks, problem-solving tasks, decision-making tasks and last is opinion exchange tasks.

Technology-Based Learning Media

Good learning process is a learning that are able to develop students creative thinking and independence based on their talents and interest. In order to create that environment, the learning process should include engaging, interesting, challenging and motivational aspects and give students more freedom in their learning (Kuntadi, 2023). From many factors that affecting the learning process, one of them is learning media. Learning media is defined as individuals, materials, or events that create a condition in which students can learn knowledge, skills, or attitudes (Arsyad, 2019).

Along with the development technology nowadays affects all aspects of life, including the educational field. One of which is technology can be used to make a learning media to support teacher and learners in the learning process inside the classroom (Khrismaswari, 2023). Learning media used by teachers and students that utilize technology are called technology-based learning media, type of technology-based learning media nowadays are varies greatly. According to (Hamdani, 2011, p. 248) state that learning media can be divided into three types, namely; Visual learning media, Audio learning media, and Audio-visual learning media.

Digital Storybooks

There are many types of technology-based learning media, the one example is Digital storybooks. Digital storybooks are a narrative story in the form of electronic books that are organized in a sequence of events which combined with multimedia components such as images, audio, music, and videos, that resulting an interesting and interactive storybook (Irawati, 2018). While, Digital storybooks also can be defined as a technology-based learning media that has a range of features packed with sophisticated technology to support teachers in developing learning media and learning materials that able to persuade students in learning activities (Liza & Andriyanti, 2020; Moody, 2010)

That statement is supported by cognitive theory of multimedia learning by (Mayer, 2009) that state students learn better when the information or material delivered in many formats (e.g., word, pictures, and audio) rather than the information or material delivered in single format (e.g., pictures only or word only).

Related to teaching learning process the one advantages of digital storybooks compared to printed storybooks is that the digital storybooks can include multimedia components such as additional photos, animations, audio, video clips, and interactive



features like hot spots, text-to-speech, text highlighting and others (Moody, 2010). In general, digital storybooks are made in two forms, that are online websites and personal electronic devices (Jones & Brown, 2011). Digital storybooks are preferred by many parents and educators due to its efficiency, cheaper than printed books, and very accessible where digital storybooks can be accessed 24 hours a day anywhere and anytime (Jones & Brown, 2011).

Writing Competency

Writing competency according to (Hassan et al., 2019) is described as the knowledge or abilities required by a writer to support their capacity to convey textual meaning for performing academic and profession tasks. While, Ramelan (2003) as cited in (Wahyuni, 2018) state that writing competency is a continuous process of thinking and rethinking, then organizing and re-organizing. Many writers believe that English writing proficiency is critical for second-language learners. To achieve high competency in writing, writing must be practiced and learned through experience and require patient and consistency. Writing competency entails multiple considerations and choices involving "higher level competencies" such as content, structure, and organization, as well as "lower level competencies" such as punctuation, suitable vocabulary theme selection, and grammatical structure (Hassan et al., 2019).

According to (Wahyuni, 2018) there are five component that need to include writing namely; Content, form, grammar, vocabulary, and mechanic. First, content that written by the writer should be clear and easy to understand so the reader can gain the message and information inside the content. Simply, the content should be well unified and completed (Heaton, 1991). Second, form is the way writer organize and arrange the ideas or messages in the writing, either they put the ideas in the beginning, middle or end of the text (Wahyuni, 2018). Third, grammar have important roles in writing because bad grammar may lead into misunderstanding. There a lot of aspect that must be attention by the writer concerning grammar such as tenses, preposition, conjunction, articles, adverb and etc. Next, vocabulary selection is also crucial, different type of text is using different type of vocabularies and writer need to aware about that. It also clear that if writer don't have a wide vocabulary, wrier will struggle to express their ideas (Wahyuni, 2018). Last is mechanic, mechanic deal to the way writer use capitalization, punctuation, and word spelling properly. Good mechanic will make readers easy to group the conveying ideas or message inside the text (Heaton, 1991).

TBLT-Based Digital Storybook

TBLT-based Digital storybook is simply a digital storybook that integrated and arranged based on the TBLT principle. The integration of technology and TBLT has



been proved effective, it had a significant effect on improving applied linguistic students' learning motivation and opportunities to practice oral language skills (Chen, 2021). Furthermore, according to study conducted by (Chen & Lin, 2018) on EFL learners showed that TBLT that enhanced with technology has improved engaging English learning activities while decreasing learners concern about using their English with partners or either teachers.

The use of digital storybooks for learning process especially language learning is not a new thing, it has been used along with the technological advancement. There're many researches on the implementation of digital storybooks have been conducted. According to (Smeets & Bus, 2012) Digital storybooks let learners to learn significant amount of the vocabulary the found in a text. As a result, it can help learners grow, develop and improve their language skills and fluency such as vocabulary, reading and comprehension of story content. That study is supported by (Fibriasari et al., 2021) that stated digital storybooks can assist and useful for students in their language acquisition.

METHOD

This study aims to investigate the significant effect of TBLT-based digital storybook on students' writing competency. In order to investigate that, quasi-experimental research was employed. Quasi-Experimental research is a type of experimental research that has a control group, but it is unable to completely control the external variables that could influence how the experiment carried out (Sugiyono, 2015, p. 77) . Quasi-experimental research is appropriate to this research' subject because the research subject was high school students that already grouped into some classes. It is impossible to do randomization to students because it would disturb the learning process in the school.

The research design used in this study is Post-test only control group design. According to (Creswell, 2014) the scenario of this design is the sample assigned into two groups (**R**), which is control group and experimental group, then the treatment (**X**) are only given to experimental group and control group were not. In the end of treatment, both of groups are measured on the posttest to find out is there any significant effect from the treatment (**O₁:O₂**). Referring to this study, experimental group was given treatment by implementing TBLT-based digital storybook and control group was conducted teaching learning process using teacher' usual method. The diagram can be drawn as follows:

Table 1. Post-test only control group design (Creswell, 2014)



Experimental group	R	—————	X	—————	O
Control group	R	—————		—————	O

This study conducted at SMA N 1 Busungbiu, Buleleng Regency. The research population was eleventh-grade students in academic year 2023/2024 which consist of 264 students that divided into 8 class. Among all the population, 63 students from 2 classes were selected as the sample of the research by applying cluster random sampling. According to (Ary et al., 2010) cluster random sampling is a probability sampling method that selects some clusters from various clusters in a population. It means the representative sample were taken randomly among all the clusters. Those 2 classes were divided as Experimental group and Control group as can be seen in table 2.

Table 2. Research Sample

Group	Students
Experimental Group	34
Control Group	29
Total	63

There are 3 instruments in this study, namely lesson plan, writing test, and assessment rubric. Before using the instruments in the treatment, to make sure the instruments were able to measure what should be measured in this study, Validity test was conducted by using Aiken's V formula and the reliability test was conducted using Intra-class coefficient correlation (ICC). Two expert or rater are giving judgment, put their rating score and also give comment on the instruments. The result showed that the instrument was valid and reliable.

The treatment process in this study is lasting for 4 meetings and after treatment ended, in the fifth meeting post-test are given in form of performance test that require students to perform what they write. After the data are collected, the data was analyzed quantitatively by using statistic. There were some steps in analyzing the data namely; descriptive statistical analysis, pre-requisite test, hypotheses testing using Independent sample T-test and measuring the effect size. To make the process efficient and accurate, SPSS 27 for Windows was used to help analyzing the data.

The first step is descriptive statistical analysis. According to (Sugiyono, 2011, p. 199) descriptive statistical analysis is a statistic that used to evaluate the data by describing it as how it is exist and collected without making generalization or



inferences to the public. In this study, the mean and standard deviation of the data was measured. Second is pre-requisite analysis that consisted by Normality test and Homogeneity test.

Normality test is used to test whether the correlation model and variable of the research are normally distributed or not, if the data is not normally distributed the statistics test will be not valid and parametric test can't be used (Anwar, 2017; Ghozali, 2012). To check the normality, Kolmogorov-Smirnov test was used. While, Homogeneity term in related to research means the data that studied must have the same characteristics (Saputri, 2023), homogeneity test seeks to evaluate whether the samples drawn from the population have the same variance or not. In this study, Levene's test was used to check the homogeneity of the data. Normality test and Homogeneity test come with two interpretation based on the significance value (ρ) of the test result. If the significance value (ρ) is greater than 0.05 (Sig. > 0.05), it means data was normally distributed and homogenous. While, if the significance value is smaller than 0.05 (Sig. < 0.05), it means data was not distributed normally and not homogenous.

Next is hypotheses testing. to test the hypothesis, the researcher used independent sample T-test with significance alpha 0.05. This test is needed in order compared the means of the two sample and then determine the effect of TBLT-based digital storybook on students' writing competency. In this research, there were two hypotheses formulated that is null hypothesis (H0) and alternative hypothesis (Ha). The hypotheses can be seen as follow:

H0: there is no significant effect on students' writing competency between students' who taught using TBLT-based digital storybook and those who taught using teacher' usual method. (Sig 2-tailed > 0,05)

Ha: there is a significant effect on students' writing competency between students' who taught using TBLT-based digital storybook and those who taught using teacher' usual method. (Sig 2-tailed < 0,05)

Last, after hypotheses testing is Effect Size measurement. The effect size is the way to explain how much the treatment given by researcher affects the research samples (Ardiyasa, 2019). Effect size was believed as an ideal statistical calculation to determine the influence of treatment to the sample or independent variable on the dependent variable (Ary et al., 2010; Lawnsky, 2021). In this study, the effect size was calculated using Cohen's d measurement. Effect size only conducted if the result of hypothesis testing showed significant effect.



FINDINGS AND DISCUSSION

This part presents the empirical result concerning the implementation of TBLT-based digital storybook on students' writing competency. Students were assessed on their writing skill after the treatment. The results are reported in the following section.

Descriptive Statistical Analysis

This part presents the result of descriptive statistical analysis which measure the mean score and standard deviation. The result showed there was a significance differences on students' writing competency result as showed in table below.

Table 3. Result of the descriptive statistical analysis

Descriptive Statistics				
Group		N	Mean	Std. Dev
Writing Competency	Experimental Group	34	81.03	7.59
	Control Group	29	74.31	7.004

The results of the writing test from the Experiment group and control group obtained different mean scores. Based on the table above, the mean score for writing post-test of the experimental group was 81.03 and the mean score of the control group was 74.31. Those result are compared and it showed that the mean score of writing post-test from the experimental group that using TBLT-based digital storybook are higher than the mean score of writing post-test from the control group that using teacher' usual method.

Additionally, the standard deviation for writing post-test of experimental group was 7.59 and the standard deviation for writing post-test of control group was 7.00. It showed that that the experimental group had greater standard deviation than the control group. It indicated that the result of writing post-test on experimental group was more spread out, compared to the result of writing post-test in control group that was a little bit clustered around the mean.

Pre-requisite analysis

Pre-requisite analysis is needed before hypotheses testing to determine what type of test will be used for the data, whether the researcher should apply parametric test or non-parametric test. There are two pre-requisite tests conducted in this part



namely; Normality test and Homogeneity test. The result of Normality test and Homogeneity test can be seen in following section:

Table 4. The Result of Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Writing	Experiment Group	.111	34	.200*	.970	34	.468
	Control Group	.154	29	.078	.927	29	.045

Based on the table above in the column of Kolmogorov-Smirnov, it shows that the significant value of the experimental group was 0.200 and the significant value of the control group was 0.078. This normality test showed that the significance value (Sig.) of both groups were higher than 0.05 (Sig. > 0.05) and it indicated the writing skill score were normally distributed

Table 5. The Result of Homogeneity of Variance Test

		Homogeneity of Variance Test			
		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	.375	1	61	.543
	Based on Median	.403	1	61	.528
	Based on Median and with adjusted df	.403	1	60.942	.528
	Based on trimmed mean	.398	1	61	.530

Based on the table above, it can be seen the significance value (Sig.) of homogeneity test for writing competency. The significant value based on mean was 0.543, then significant value based on median was 0.528, next is significant value based on median and with adjusted df was also 0.528, and last is significant value based on trimmed mean was 0.530. Considering of that result, showed that the significance value



(Sig.) of the test were higher than 0.05 (Sig. > 0.05) and it indicated the variance between two groups in writing skill score were already homogenous.

Hypotheses Testing

Since the data were normal and homogeneous it was qualified to conduct hypotheses testing using parametric test which is independent sample T-test. There were two qualifications for determining whether the hypothesis was rejected or not. If Sig < 0.05, the null hypothesis would be rejected and alternative hypothesis would be accepted. The result of t-test can be seen in the following table.

Table 5. The Result of Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing	Equal variances assumed	.375	.543	3.628	61	.001	6.7191	1.8522	3.0154	10.4227
	Equal variances not assumed			3.651	60.599	.001	6.7191	1.8402	3.0388	10.3993

Based on table above, it can be seen that the significant value Sig.(2-tailed) obtained was 0.001. Which is lower than the α that is 0.05. The comparison between t-test significance value and the pre-determined significance value was $0.001 < 0.05$. So,



it can be concluded that $\text{Sig. (2-tailed)} < 0.05$. It could be seen also in the score of the (t_{obs}) is 3.628 and the score of (t_{cv}) at df 61 is 1.67. The comparison showed that the ($t_{\text{obs}} > t_{\text{cv}}$), where: $3.628 > 1.67$. Therefore, it means the null hypotheses (H_0) is rejected and alternative hypotheses (H_a) is accepted: There is a significant effect on students' writing competency between students' who taught using TBLT-based digital storybook and those who taught using teacher' usual method.

Effect Size

Since the result of hypothesis testing showed a significant result, it means the effect size of this study was need to measured. To measure the effect size of students' writing skill, Cohen's d measurement was conducted. The result can be seen as follows.

Table 6. The Result of Writing Competency Effect Size

		Independent Samples Effect Sizes			
		95% Confidence Interval			
		Standardizer ^a	Point Estimate	Lower	Upper
Writing	Cohen's d	7.3274	.917	.392	1.435
	Hedges' correction	7.4191	.906	.387	1.417
	Glass's delta	7.0044	.959	.397	1.507

Based on the table above, the column Point estimate is the result of effect size. By looking at the result of Cohen's d, it showed the effect size of writing skill score was 0.917. This value explains that the effect of treatment using TBLT-based digital storybook toward the students writing competency in experimental group is large.

This study found that the integration between technology-based learning media with TBLT method in form of TBLT-based digital storybook has a significant effect on students' writing competency. The findings also showed that there a significant difference between students' who learn through TBLT-based digital storybook and students who learn through teacher' usual method. It can be seen by looking at the mean score from both group, experimental group that learn through TBLT-based digital



storybook has a mean score **81.03**, while control group that learn through teacher' usual method has a mean score **74.31**. This finding was supported by Several studies that also related with TBLT and digital storybook. For example, a study conducted by (Gonzalez & Pinzon, 2019) found that implementation of TBLT approach has a good impact to improve students' writing skills, students are making improvement in organization and editing of the task and also expand their grammar and the way to expressing ideas. TBLT provide students more opportunities to enhance student's language learning and develop their writing skills. This is supported by the (Rudd, 2019) that state that TBLT proved to positively improve student's performance outcomes compared to the traditional method, TBLT lessons can help to promote fluency, creating more opportunities to practice verbal output that resulting to grown of confidence levels. Furthermore (Masuram & Sripada, 2020) state that tasks utilization can increase students excitement during language classes and led to increased oral communication within classrooms.

Along with the development technology nowadays affects all aspects of life, including the educational field. Integrating technology into the field of education, particularly in teaching English has several benefits. The integration of technology and TBLT method had a significant effect on improving applied linguistic students' learning motivation and opportunities to practice oral language skills (Chen, 2021). It supported by (Chen & Lin, 2018) that found TBLT that enhanced with technology has improved engaging English learning activities while decreasing learners concern about using their English with partners or either teachers. In this study the integration of technology with TBLT method are presented in form of TBLT-based digital storybook. The study by (Irawati, 2018) state that there's an improvement in writing score of students when learn through digital storybooks. This is supported by (Fitri et al, 2021) that found implementation digital storytelling could improve students' narrative writing skills. Digital storytelling could promote students writing skills and their language development such as listening and their vocabulary, also improve students learning motivations in class. In general, (Naufal & Kusuma, 2016) state that interactive digital storybook can increase children interest in reading, children prefer to read digital storybook rather than printed storybook because easy to use. The other aspect such as illustration that are familiar, enjoyable and unique are increases the student's motivation in learning using digital storybooks and also increases their reading interest, vocabulary and fluency (Tahta & Pusparini, 2022).



CONCLUSION

This present study found that the integration of technology-based learning media and TBLT method in form of TBLT-based digital storybook has a significant effect on students' writing competency. Integration of technology and TBLT method had a significant effect on improving applied linguistic students' learning motivation and opportunities to practice oral language skills. By involving students in learning process and focus on real-life context, TBLT-based digital storybook are proven to improve students' writing competency in term of making improvement in organization, editing the task and expand their grammar and the way to expressing ideas.

Based on the findings of this current study, there are some suggestion which could be proposed. For the students, it is expected that the use of TBLT-based digital storybook could help them to be more confidence and improve their language skill. However, at the same time to be able learn more effectively and reach the students maximum potential in learning English, the students were also expected to be more active and enthusiasm in every learning process. For the teacher, TBLT-based digital storybook are highly recommended to be used by the teacher as a learning support to support English learning in the classroom. TBLT-based digital storybook can improve students' performance and motivation in learning English. For other researcher who are interested in conducted the similar research regarding the implementation of TBLT-based digital storybook, the researcher is suggests to conduct the research in larger number of population and in longer time of treatment in order to get more accurate result.

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