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INVESTIGATION OF THE EFEECT OF TBLT-BASED DIGITAL STORYBOOK ON STUDENTS' READING SKILL IN SMP NEGERI 6 SINGARAJA

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ABSTRACT

The purpose of this study is to look at the major impact that TBLT-based digital storybooks have on the reading abilities of ninth-grade students at SMP Negeri 6 Singaraja. This study employed a quasi-experimental methodology and was quantitative in nature. Twoclasses were assigned to this study: a control class with 31 students and an experimental class with 33 students. The two classrooms received different treatments: the Experimental class used a digital storybook based on TBLT, while the Control class used the teacher's regular approach. The reading score was calculated using a reading test. The data was analyzed using the t-test formula. The outcome demonstrated that the TBLT-based digital storybook had a significant effect on the reading proficiency of the students. The Sig. (2-tailed) value of 0.036 demonstrated this. As a result, the tests' significance value was less than 0.05. This demonstrates that, as compared to students taught using the teacher's regular method, thereis a significant influence on the reading skills of students who are taught using TBLT-based digital storybooks. Furthermore, 0.537 was the effect size value as determined by Cohen's d. This significant impact indicates that, in comparison to the teacher's typical approach, the use of TBLT-based digital storybooks can have a very tangible impact on students' reading skill development.

Keywords: TBLT, digital storybook, reading skill

INTRODUCTION

It goes without saying that language is an integral part of human communication and cannot be isolated from human existence. For humans, language acquisition is a crucial component. Humansare social beings that can communicate with one another through language (Beaulieu et al., 2018;McKee et al., 2021). In order to express ideas and

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feelings, create deep social bonds, and shape human identity, language is a crucial instrument. Similar to this, learning a language is one of the crucial tasks that students must complete and become proficient in while seeking knowledge, suchas studying a foreign language. The most widely used international language in the world, Englishis learned by many people in order to take advantage of opportunities and obtain information in a global setting (Jenkins, 2015). The four language skills—speaking, listening, reading, and writing—will always be the primary emphasis for students studying English. In order for students to acquire comprehensive and integrated language abilities, all English language proficiency levelsmust be strengthened in an integrated manner throughout the learning process (Diane Larsen, 2017). The pupils' developed reading skills were the study's main focus. For the vast majority of people worldwide, reading is the most important language skill. Reading is not as natural as speaking and listening in one's own tongue, claims Alderson (2000). Without instruction (from a parent, teacher, or sibling, for example), a person cannot learn to read (Grabe & Stoller, 2002). Reading comprehension, according to Doff (1998), entails both deriving meaning from written language and contributing to it. The phrase "extracting and constructing meaning" is used by the writers to highlight the importance of text and its limitations in assessing reading comprehension.

It is true that every student who studies English has varying abilities when it comes to verbally and in writing expressing ideas, emotions, and feelings. But in learning English, not everystudent is equally able to take in and process material at the same level. As a result, a number of difficulties and issues emerge that are the subject of this study, and the conclusions drawn from them can then serve as the foundation for offering appropriate answers. A method of teaching languages that emphasizes language use in the context of meaningful tasks is called task-based learning (TBLT). Given that some of the concepts shared by the two approaches—actual communication, meaningful tasks, and the utilization of language at all times (Ellis, 2018). Task-Based Language Teaching, or TBLT, has gained popularity as a language teaching approach because it places a strong emphasis on using language in meaningful tasks and gives students the chance to articulate ideas and negotiate meaning (Willis, 2007). Students in TBLT are assigned projects that call on them to use language in order to create goods, solve problems, or engage in real-world activities. A digital storybook is the medium utilized in this study to facilitate the application of the TBLT technique.

Digital storybooks are interactive and digitally designed electronic storybooks, often in theform of an app or website. Digital storybooks often include various media such as images, audio, video, and animation, and may have interactions that draw the user into the story (Helmie et al., 2023). Digital storybooks provide rich and authentic contexts for language learning, opening up new possibilitiesfor language acquisition.

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Teachers must have appropriate strategies or means to teach students (Annisa et al., 2018; Yusnidar, 2014). Strategies can make the teaching and learning process easier, faster, more interesting, and more effective (Lubis, 2018; Mulyanah et al., 2018). This provides a more interactive and engaging learning experience for students learning a language or reading stories. For students who have difficulty reading or learning a language, digital storybooks can bea useful tool to encourage literacy and language development. These students may benefit more from using interactive and multimedia features (Wilder and Piedmont, 2016).

Based on previous studies discussing the use of the TBLT method in the process of learningEnglish, it shows the effectiveness of this method. Task-based learning is also explored through listening skills. Arnoi (2018) conducted a study. This study aimed to determine the effects of task-based language teaching (TBLT) on the auditory abilities of first grade students at SMA Al-KautsarBandar Lampung. The study was conducted using a quantitative method using a unique pre-test design. A study by Sima Mora (2018) was also conducted. In this work, the author uses quantitativeresearch methods because TBLT will improve students' descriptive writing ability. The study wasdivided into two groups before the post-test phase. Furthermore, the results showed that there wasa significant difference between the pre-test and post-test methods and students' writing skills wereeffectively developed. Take a look at some of the research examples described above: The use of the TBLT method accompanied by interesting learning materials remains minimal among EFL students. Therefore, this study was conducted not only to investigate the effectiveness of the TBLT method in the classroom but also to support this method with interesting learning materials, specifically digital storybooks. Knowing the problems and obstacles that EFL students face in learning English, this study was conducted to explore the effects of digital storybooks based on TBLT on students' English reading skill in SMPN 6 Singaraja.

METHOD

The impact of employing TBLT-based digital storybooks in English language instruction for juniorhigh school students in grade 9 and the variations in test results resulting from different teaching strategies were assessed using a quantitative approach. This work is a quasi-experimental investigation. Experimental research, according to Sugiyono (2012:107), is a means of examiningthe impact of particular treatments on samples in a controlled environment. Moreover, quasi experimental research is characterized as such because the researcher conducts an actual experiment in which all external elements influencing the study process are under the researcher's control (Sugiyono, 2012:112). This effect was assessed in this study by administering a particulartherapy to one of the groups: the experimental group received digital

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storybooks based on TBLT, and the control group use teachers' learning methods. Then, determine what the final results wouldbe for both groups using the post-test only control group design. This research includes pragmatic trials with random assignment of subjects to treatment under certain conditions and quasi-trials with nonrandomized procedures (Keepel: 1991).

The study's sample will consist of ninth-grade students from SMPN 6 Singaraja. One class will be the experimental group and another class will be the control group. The sample will be chosen at random. The control group will solely employ the teachers' technique of instruction without the use of digital storybooks, whereas the experimental group will receive treatment using the TBLT-based digital storybook teaching approach. Following the treatment, a post-test will be administered. The scores from the experimental and control groups will then be compared in order to determine the influence of the treatment; this effect is represented by the symbol (O1: O2) (Cresswell, 2014). An example of a posttest-only control group might be as follows:

Table 3.1 Posttest-only Control Group Design adapted from (Cresswell, 2014)

Experimental Group ——————▶ Treatment (A1) ——————▶ Post-test (O1)
Control Group ——————▶ Treatment (A2) ——————▶ Post-test (O2)

Where:
A1: Treatment by using TBLT-based
digital storybookA2: Treatment by using
teachers' teaching method O1: Post-test
for experimental group
O2: Post-test for control group

This study was carried out in Buleleng Regency's SMP Negeri 6 Singaraja. The ninth-grade students made up the research population. Additionally, there are 354 students in total who are separated into 10 different classes; two of these classes were chosen at random to serve as the research sample. The lesson design, rubric, and reading post-test served as the research instruments. Following the course of treatment, the researcher administered a posttest that included a text and afew associated questions. Using SPSS 27 for Windows, the researcher examined the reading test

data. In this study, the Kolmogorov-Smirnov assess was used to assess for homogeneity and normalcy. The researcher employed an independent sample t-test with significance alpha 0.05 to evaluate the hypothesis. There were two hypotheses in this study: the alternative hypothesis (Ha) and the null hypothesis (H0). The hypotheses can be seen as follow:

H0: there is no significant effect on students' reading skill between who taught using TBLT-baseddigital storybook and those who taught using teacher' usual method.

Ha: there is a significant effect on students' reading skill between who taught using TBLT-based digital storybook and those who taught using teacher' usual method.

The statistical hypothesis could be written as follow:

H0: $\mu A1 = \mu A2$

Ha: $\mu A1 \neq \mu A2$

FINDINGS AND DISCUSSION

This study aims to investigate the significant effect of TBLT-based digital storybook on students'reading skill. Students were assessed on their reading skill using authentic assesment, after the learning process, and the test results were then analyzed using SPSS version 27.

Table 2. Result of the descriptive statistics

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Reading	Experimental	33	83.106	8.4555	1.4719
	Control	31	78.710	7.8759	1.4146

The results of the reading post-test from the control and the experimental group obtained different mean scores. Based on the table above, the mean score obtained from the test was 78.710 for the control group, while the mean score obtained by the experimental group was 83.106. Thus,the mean score of reading test of the experimental group is higher than the mean score of the controlgroup. This means that the different treatments students get can make a significant difference of the mean score of the

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reading test.

Additionally, the standard deviation for the reading test of the control group was 7.8759, while for the experimental group was 8.4555. It showed that that the experimental group had greater standard deviation than the control group. It indicated that students who thought using TBLT-based digital storybook were less spread out from the mean compared to the control group,indicating more consistent performance on reading test across students.

Inferential statistical data analysis uses statistical models to make predictions and generalizations about populations based on sample data. Estimate population parameters and test hypotheses using probability theory and statistical inference. Inferential analytics are used when working with large amounts of data that can be very time and resource-consuming to analyze. Thepurpose of inferential statistical data analysis is to draw conclusions and make predictions about a population based on sample data. In this research, to determine the significance effect of the TBLT-based digital storybook on students' reading skill, t-test was conducted. Before that, the researchercarried out the normality and homogeneity test.

Tabel 3. The result of normality test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.
Reading	Experimental group	.135	33	.136	.961	33	.272
	Control group	.146	31	.092	.933	31	.051
a. Lilliefors Significance Correction							

According to the table of the Kolmogorov-Smirnov above, the significant value of the reading test on the control group was 0.92 and for the experimental group was 0.136. Both groupsshowed a significant value (Sig.) of more than 0.05, indicating that data distribution on students' reading tests in both groups were normal.

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Table 4. the result of test homogeneity of variance

Tests of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Reading	Based on Mean	.066	1	62	.798
	Based on Median	.092	1	62	.762
	Based on Median and with adjusted df	.092	1	61.741	.762
	Based on trimmed mean	.084	1	62	.773

Based on the table above, both the control and experimental groups have exceeded the valueof 0.05 on the reading scores. The significance value (Sig.) of the reading score based on mean was0.798, based on median it was 0.762, for median with adjusted df it was 0.762, and based on trimmed mean it stood at 0.773. From those results of test of homogeneity of variance, the variancesof reading scores between two groups were homogeneous. With normal distribution and homogenous variance established, a t-test could be conducted to test the hypothesis about students'reading skill of this study.

Since the data were normal and homogeneous it was qualified to conduct hypotheses testingusing parametric t-test. The results of the data were calculated by using SPSS 27 at 5% level of significance (Sig.). 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 t-test

Independent Samples Test			
	Levene's Test for Equality of Variances	t-test for Equality of Means	

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		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading	Equal variances assumed	.066	.798	2.149	62	.036	4.3964	2.0460	.3064	8.4864
	Equal variances not assumed			2.154	2.154	.035	4.3964	2.0414	.3156	8.4772

From the table above, the Sig. (2-tailed) was 0.036. Thus, the significance value of the testswas less than 0.05. It means that the null hypothesis was rejected (H0) and alternative hypothesis (Hα) was accepted. This shows that there is significant effect on students' reading skill who taughtusing TBLT-based digital storybook compared with student taught by using teacher usual method.

In addition, to measure the effect size of students' reading skill, Cohen's d test wasconducted. The result can be seen as follows.

Table 6. The result of reading skill effect size

Independent Samples Effect Sizes				
	Standardizer[a]	Point Estimate	ConfidenceInterval	
			Lower	Upper

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Read ing	Cohen's d	8.1802	.537	.036	1.035
	Hedges' correction	8.2808	.531	.036	1.022
	Glass's delta	7.8759	.558	.044	1.064
a. The denominator used in estimating the effect sizes.Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control group.					

The point estimate was 0.537 It shows that the value categorized the effect of treatment toward the students in experimental group had large effect. Thus, it shows that TBLT-based digitalstorybook has large effect on students' reading skill.

The experimental group outperformed the students in the control group in terms of results.After post-test analysis, the results indicated that students who were taught using a TBLT-based Digital Storybook had higher reading skills compared to the students in the control group. While students taught using the teacher's typical method scored 78.710 with a standard deviation of 7.8759, the students taught using the TBLT-based digital storybook had a mean score of 83.106 and a standard deviation of 8.4555. The difference between these two groups was statistically significant, with a significant value of 0.036, according to the results of the inferential statistical analysis. Furthermore, a substantial effect size of 0.537 suggests that the difference has a large practical impact. Stated differently, the experimental group's use of a TBLT-based digital storybookresulted in a statistically significant difference as well as a noticeable effect on their reading proficiency within the parameters of this investigation.

Reading is one of the skills that students must master when learning a language. One of thefour language skills that students need to acquire is reading. Proficiency in reading is widely considered an essential component of knowledge acquisition and the fundamentals of academic success (Ratminingsih et al, 2020). According to the study conducted by Shijun Chen et al (2019)with the title "Effect of Task-based Language Teaching (TBLT) Approach and Language Assessment on Students' Competences in Intensive Reading Course", All of the results of this empirical study point to the great effectiveness and advantages of using TBLT in Chinese Englishteaching classes for the improvement of the reading comprehension. Story book that are accompanied by

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text and illustrations can help readers develop a stronger mental model. Students will visualize terminology through their senses, but images also aid in giving them a good understanding of it (Ratminingsih et al, 2020). Digital storybooks that are equipped with visuals and audio are able to provide deep understanding to students. In addition, the tasks that are a reference for the implementation of TBLT also provide opportunities for students to explore their reasoning skills. Apart from the media and approach used in learning, positive emotions from teachers also play an important role. To encourage students to participate and take responsibility for their education, teachers should be aware of the benefits of fostering positive emotions during the learning process. Meng and Wang (in Ebrahimi, et al. 2018) contend that positive moods can help with language acquisition and enhance language proficiency.

An approach to assist teachers in helping students become proficient readers is the TBLT-based Digital Storybook, which has been made possible by technological advancements. Because the TBLT-based Digital Storybook program has visuals in the form of engaging images and illustrations, it facilitates students' comprehension of what they are reading. Furthermore, audio aids in improving students' pronunciation. Students' reading competency was significantly impacted by the use of the TBLT-based Digital Storybook, according to the results of the score analysis. Unfortunately, because of the short treatment period, the effect only reached the medium level. If the application is optimized, significant results will be attained.

CONCLUSION

The current study discovered that the use of digital storybooks based on TBLT significantly improves students reading abilities. Students' literacy increased and their learning was made more fun with this strategy. Assignments in language lessons provide possibilities for active participation in group activities, which in turn stimulate excitement, foster engagement, and generate a supportive learning atmosphere. Students benefit from this by being more fluent and having a better knowledge of written content. Furthermore, using digital storybooks and other forms of technology in English lessons helps improve student reading comprehension and make learning more engaging. In conclusion, using TBLT-based digital storybooks is a great way to help students become better readers.

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