



INVESTIGATION OF THE EFFECT OF TBLT-BASED DIGITAL STORYBOOK ON STUDENTS' ENGLISH LEARNING IN SMP N 2 SINGARAJA

I Dewa Made Prema Nareswara¹, Ni Luh Putu Eka Sulistia Dewi², Anak
Agung Gede Yudha Paramartha³

*prema.nareswara@undiksha.ac.id*¹

*sulistia.dewi@undiksha.ac.id*²

*yudha.paramartha@undiksha.ac.id*³

Universitas Pendidikan Ganesha, Bali

ABSTRACT

The aim of this research was to investigate the considerable effects of utilizing a TBLT-based digital storybook on students' English proficiency and four essential language skills. This study utilized a quasi-experimental design with a post-test control group. The population comprised 264 seventh-grade students from SMP N 2 Singaraja, with a sample of 63 students chosen through cluster random sampling from two classes deemed to be comparable. Data collection was conducted using three validated instruments: a lesson plan, a post-test, and an assessment rubric, all of which were confirmed for reliability by two experts. The study took place over five sessions, four of which were allocated to the treatment phase and one to post-testing. Following the post-test, data were analyzed using SPSS version 27. Both descriptive and inferential statistical analyses indicated significant differences in English proficiency and language skills between the Experimental and Control groups (Sig 0.14), with the exception of reading, which exhibited a moderate effect.

Keywords: Task-based Language Teaching, Digital Storybook, English Competence, Language Skill

INTRODUCTION

English has emerged as the global "Lingua Franca," extensively utilized across numerous sectors, including tourism, commerce, and education (Khan, 2011; Pustaka, 2021). Its popularity arises from being a contemporary language that encompasses a vast array of scientific, technological, and global knowledge (Khan, 2011). The British Council (2013) indicates that 1.75 billion individuals worldwide employ English for professional purposes, reflecting its function as a practical language. The ratio of native to non-native English speakers is approximately 1:2 or 1:3, emphasizing the predominance of second-language speakers globally (Harmer, 2007). This accentuates the significance of English proficiency as an

Copyright ©2026 JOEPALLT

Journal of English Pedagogy, Linguistics, Literature, and Teaching



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

essential skill in today's world, applicable to various professions such as business, academia, and governance (Hasibuan et al., 2013).

In the digital era, the advancement of technology and the internet has expedited the proliferation of English, reaching a greater number of developing nations, including Indonesia (Roza, 2013). In Indonesia, English is regarded as a foreign language and is not utilized in everyday conversations (Mandasari and Oktaviani, 2018). To address the global demand for English proficiency, the Indonesian government has established English instruction as a compulsory subject in schools (Mandasari and Oktaviani, 2018; Roza, 2013), commencing at the elementary level and continuing through to university.

The objective of English as a Foreign Language (EFL) learning in Indonesia is to equip students with the ability to communicate effectively with English speakers globally. According to Kepmendiknas No. 23 Tahun 2006, the primary aim of EFL instruction is for students to attain mastery of four fundamental competencies: listening, speaking, reading, and writing. Furthermore, students are anticipated to develop communicative competence, both orally and in writing, to achieve informational literacy, comprehend the relationship between language and culture, and become globally competitive (Misdi, 2013). Nevertheless, reaching these goals is a formidable challenge. Numerous students view English as a difficult subject and encounter obstacles in mastering it, resulting in subpar performance in English classes (Suryanto and Sari, 2021; To'ifah and Sari, 2022). This situation is partly due to English being predominantly taught within classroom settings and infrequently used beyond them, thereby restricting students' exposure to the language.

As a result, the teacher's role as the primary facilitator of EFL learning becomes crucial for achieving the learning objectives (Sulistiyo, 2016). Teaching is characterized as facilitating students' comprehension of concepts, providing guidance in the learning process, and assisting them in acquiring knowledge (Brown, 2007). English instructors must be proficient in teaching English and employ engaging teaching materials and strategies to enhance student learning (Kassing, 2011). At SMP N 2 Singaraja, initial observations indicated that more than half of the seventh-grade students were not achieving the anticipated learning outcomes.

The observations demonstrated that student participation was minimal due to a teacher-centered instructional approach, wherein the teacher predominantly employed lecture methodologies. Although technological aids such as PowerPoint and videos were integrated, these resources did not sufficiently address all four language skills, resulting in limited student engagement with the English language (J. Helmie 2015). Furthermore, the assignments given by the teacher were derived from textbooks and lacked communicative or interactive components, which led to fewer opportunities for students to practice their communicative skills. A brief interview with the teacher validated that student encountered difficulties with



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

speaking and listening, primarily owing to inadequate practice and restricted access to appropriate facilities. Although the teacher utilized technology in the classroom, the teaching materials and methodologies were not entirely aligned with the objective of integrating all four language skills. This absence of a comprehensive plan resulted in a teaching approach that was not communicative, impeding students' exposure to the language. These challenges contributed to passive learning and diminished student interest in the subject matter (Liu, 2014).

Traditional language learning methods, which emphasize form and structure, are increasingly regarded as ineffective (Butler, 2017). Research indicates that optimal language acquisition should incorporate real-world contexts and prioritize communicative interaction to foster communicative competence (Hymes, 1972; Swan and Walter, 1990). The Communicative Language Teaching (CLT) approach is consistent with these perspectives, prioritizing interaction in language learning to improve communicative competence (Richards and Rodgers, 1986). The principal objective of CLT is for learners to communicate fluently and be understood by listeners, rather than concentrating on grammatical accuracy (Brown, 1994; Ratminingsih, 2021). This study aims to advance the teaching-learning process by concentrating on the integration of the four language skills. Building upon the principles of CLT, this research employs Task-Based Language Teaching (TBLT), a method that highlights meaningful tasks to facilitate language acquisition (Richards and Rodgers, 2001). TBLT encourages natural language use in the classroom by prioritizing communicative tasks over grammatical instruction (Barokah, 2018; Fakhira, 2021).

It is considered effective in enhancing academic performance, communication skills, and learner autonomy (Barokah, 2018). In addition to the TBLT approach, this study utilizes digital storybooks as innovative, technology-based learning materials. Digital storybooks, which transform traditional print textbooks into electronic formats, provide greater accessibility and can improve the learning process (Jones and Brown, 2011; Puspitasari et al., 2020). Digital storybooks promote language development by expanding vocabulary and enhancing comprehension (Sari, 2023). Previous studies have demonstrated that digital storytelling-based tasks enhance students' narrative reading, vocabulary, and listening skills (Fitri et al., 2021; Tabieh et al., 2021). This study aims to combine TBLT with digital storybooks to create a TBLT-based digital storybook that enhances students' English learning experience. While earlier research has explored digital storybooks and TBLT separately, no study has combined the two to examine their impact on English learning (Mulyana, Burki, and Helmie 2024). This research fills that gap by developing a TBLT-based digital storybook for English instruction at SMP N 2 Singaraja. By addressing the identified challenges, this study aims to create a more communicative and engaging learning environment that promotes active participation and comprehensive language skill development.



THEORITICAL FRAMEWORK

Task-Based Language Teaching (TBLT)

Task-based language teaching represents one of the pedagogical approaches employed in EFL education. The term "Task" is of significance in task-based language teaching as it highlights the content being taught. Prior to engaging in task-based language training, it is essential to comprehend the meaning of the term "task." TBLT serves as a methodology for addressing the myriad activities that students execute during their learning experience, enabling students to evaluate their perspectives.

TBLT fosters process-oriented learning and offers communicative activities to motivate learners to utilize the language (Barokah, 2018). As noted by Rodgers & Richards (2001, p. 223), TBLT is a form of language learning through the role of being the basis of a teaching unit within the educational environment. It can be posited that the tasks assigned to students form the cornerstone of TBLT. This instructional approach is distinctive in that the assignments are given prior to the initiation of the learning process, necessitating that students first grasp the subject matter that is to be conveyed. The teacher's role is confined to providing feedback, whether affirming or corrective, or simply offering enhancement. This arrangement will optimize instructors' roles as facilitators (Barokah, 2018, p. 25).

Learners assume distinct roles as they bear the responsibility for actively constructing their own learning. Students engage in TBLT as members of groups; assignments are generally completed in pairs or small groups. This naturally fosters socialization among students and encourages their adaptation to collaborative work as participants (Richards and Rodgers, 2001). Numerous TBLT assignments necessitate that learners create and develop messages that extend beyond their language proficiency. Learners are frequently expected to recall, paraphrase, sketch, employ body language and expressions, and enhance their ability to discern linguistic cues and context. These elements will motivate pupils to become active learners who take risks and generate their own learning (Wang, 2009). When students concentrate on constructing meaning, they may inadvertently neglect to focus on linguistic forms; at this juncture, it is imperative for both teachers and students to pay attention to linguistic forms in language acquisition (Richard and Rogers, 2001; Wang, 2009).

Technology-Based Learning Media

A commendable learning method is one that can assist students in cultivating have his own logic and be critical based on his strength and will. In order to expand its scope, learning stages need to be unique, supported by obstacles, while also offering students greater flexibility in their learning (Kuntadi and Hidayat, 2023). Numerous elements influence the learning process, including learning media. The term media is the pluralized form of the Latin word "medium," which denotes something situated at the center of an instrument.



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

Arsyad (2019) describes media as a conduit that conveys information between sources and recipients. Moreover, when the term "media" is employed in an educational context, it pertains to individuals, resources, or events that create an environment where students can acquire information, skills, or attitudes. Thus, learning media is a tool that functions as an intermediary for transmitting messages or information throughout the learning process. Learning media aims to align the teacher's vision regarding the material to be delivered while also fostering positive outcomes such as creating a more conducive learning environment, facilitating teacher feedback during the learning process, and achieving optimal learning results (Kuntadi and Hidayat, 2023).

Digital Storybooks

Digital storybooks are electronic publications that encompass narrative storylines implemented in the design of phenomena including multimedia aspects such as videos, songs, images and sound, to construct a captivating and interactive storybook (Irawati, 2018). In the context of the teaching-learning process, digital storybooks offer a distinct advantage over printed storybooks, as they have the capability to incorporate multimedia aspects include images, videos, cartoons as well as interactive media such as text highlights, hot spots, text-to-speech, and others (Moody, 2010; Sari, 2023). From the multimedia theme (Mayer, 2009), students gain maximum knowledge when the data is displayed in various formats. (e. g., words, pictures, and audio) as opposed to a single format (e. g., pictures alone or text alone).

Digital storybooks represent a category of technology which refers to a variety of the most sophisticated ways to help teachers create material that connects each student to their learning activities (Liza et al, 2010). Digital storybooks are typically available in two formats: internet webpages and personal electronic devices (Jones and Brown, 2011). Numerous parents and educators favor digital storybooks because the cost will be different from the range and printed books because the range is flexible (Brown & Jones, 2011). Digital storybooks may be composed in an educational, persuasive, historical, or introspective manner.

Reading Comprehension

According to Duke (2003), as described in Musahrain et al. (2018), reading comprehension is defined as the process of deriving meaning from reading material by integrating prior knowledge, experience, and the reader's perspective with the information presented in the text. Furthermore, reading comprehension necessitates not only an understanding of the content of the book but also an awareness of the author's thoughts, concepts, and emotions expressed in the text (Cahyani, 2015).

Any understanding of reading comprehension must incorporate the formation of a mental representation of the information contained within a text (Kintsch, 1988). More specifically, reading comprehension is characterized as "the



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p. 11). Reading encompasses three interconnected components: the reader, the text, and the action or reading task, all of which exist within a broader sociocultural context (Jauhar Helmie 2022). To effectively comprehend a text, a reader must possess a diverse range of skills (e. g., attention, memory, inferencing), motivation (e. g., reading goals, interest), and knowledge (e. g., domain knowledge, linguistic knowledge), all of which are shaped by the specific texts utilized and the activities in which the reader participates (Snow, 2002).

TBLT-Based Digital Storybook

Over the past few decades, specialists in the utilization of TBLT have provided a diverse range of task types, and the educational media employed by instructors has progressed in alignment with these task varieties. One factor that has contributed to the advancement of educational media is technological innovation. Currently, educators are increasingly integrating a blend of technology and educational media or instructional strategies within the classroom to afford learners equitable learning opportunities (Rahiem, 2021); they incorporate technology into their pedagogical approach to enhance teaching effectiveness.

The integration of technology with the task-based language teaching (TBLT) method serves as a prime example of this. Various researchers have demonstrated that the amalgamation of technology and TBLT is advantageous; it notably enhances applied linguistics students' motivation to learn and their opportunities to practice spoken language abilities (K. T. C. Chen, 2021). Technology, when coupled with TBLT, has also exhibited a profound impact on students' listening comprehension, and the speaking proficiency of ESP learners has significantly improved (Mulyadi et al. , 2021).

Moreover, Chen and Lin's (2018) investigation of EFL learners revealed that TBLT supplemented by technology enhanced Linking foreign language activities also minimizes anxiety about using the language with teachers or colleagues. The combination has proven to be advantageous and can be applied across various educational media; one contemporary form of educational media that can be integrated with the TBLT approach is the digital storybook, which is referred to as a TBLT-based digital storybook.

METHOD

This lesson was held to explore each contributing effect of each variable that was appointed as the core topic of discussion in this lesson using the quasi-trial method. A control group experiment will be held but cannot manage all aspects that influence the running of an experiment (Sugiyono, 2015, p. 77). Since the research subjects were high school students who had already been allocated into classes, quasi-experimental research was suitable for this study. Randomization of students



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

is unfeasible as it disrupts the school's educational process. This study implemented a form a post-test control set.

Creswell's (2014) assumption, this framework links the classification of samples into two areas of control and experiment, where action (X) is intended for experimentation and the control does not receive it. After that, the two sets were tested from the posttest to understand whether there was an optimal contribution from the action (O1:O2). Where the experimental group received the TBLT action, then the control group used the teacher's conventional method. The diagram can be illustrated in the form:

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

Experimental Group	R——X——O
Control Group	R—————O

This learning is carried out by SMPN 2 Singaraja in the Buleleng area. The study population is XI students for the 2023/2024 academic year, a total of 264 students from 8 classes. In total, only 63 students were determined from the 2 study sample classes from random selection. Assumptions by Ary et al. (2010), this method is considered probabilistic which will determine some clusters from the population. This indicates that the representative sample was randomly chosen from all the clusters. Table 2 illustrates that these two classes were categorized into experimental and control groups.

Table 2. Research Sample

Group	Student
Experimental Group	31
Control Group	32
Total	63

In this study, three instruments are utilized: a reading test, a lesson plan, and an assessment rubric. Prior to employing the instruments in the treatment, The test is carried out from the Aiken's V formula, as well as reliability through the Intraclass coefficient (ICC). Two experts or raters provided their evaluations, rating scores, and comments on the instrument.

The treatment procedure in this study extends over four sessions, and subsequent to the treatment, a post-test in the form of a performance examination is administered at the fifth meeting, necessitating that students perform what they have composed. Following the collection of data, the data was subjected to statistical examination employing various statistical methods. The data was analyzed in multiple ways, including descriptive analysis, hypothesis testing, prerequisites through effect sizes and sample tests. SPSS 27 for Windows was



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

employed to facilitate the analysis of the data in an effective and precise manner.

The initial phase involves from assumptions (Sugiyono, 2011, p. 199), descriptive analysis takes the form of statistics utilized to analyze data by presenting it as it exists and is gathered without making any generalizations or conclusions to the audience. In this lesson the standard deviation and mean are calculated. The next stage includes homogeneity and normality testing.

The normality test is used to guarantee model correlation and variables under study follow a normal distribution. Should the data fail to adhere to a normal distribution, the statistical tests conducted will be deemed invalid, then parametric testing is not applied (Anwar, 2017; Ghozali, 2012). To assess normality, a Kolmogorov-Smirnov test was carried out. The test will focus on the characteristics of equivalent data (Saputri, 2023); So the test plays a role in determining whether the sample variance is consistent or not. Levene's test is carried out to assess homogeneity information. Homogeneity and Normality tests display several interpretations based on sig values. When Sig. > 0.05, the data is assumed is considered to be normally distributed and homogeneous. Conversely, if the p falls below 0.05 (Sig). The assumptions are as follows:

H₀: Students taught from TBLT books and using teachers regular approach did not significantly differ in their reading comprehension. (Tailed Sig > 0.05)

H_a: Students who were taught using a digital storybook based on TBLT had a much higher reading comprehension rate than students who were taught using the teacher's standard approach. (2-tailed Sig < 0.05)

Effect Size measurement is addressed subsequently, following hypothesis testing. The extent to which the researcher's treatment influences the study samples is elucidated by the effect size (Ardiyasa, 2019). As stated by Ary et al. (2010) and Lawnsky (2021), effect size is regarded as the most effective statistical measure for evaluating the impact of the treatment of the sample or independent variable on the dependent variable. In this investigation, the effect size was calculated using Cohen's d measurement. The effect size was measured solely when the results of the hypothesis test indicated a significant effect.

FINDINGS AND DISCUSSION

The empirical findings about the impact of using a digital storybook based on TBLT on students' reading comprehension are presented in this section. Following therapy, the students' reading proficiency was evaluated. The results are presented in the section that follows.

Descriptive Statistical Analysis

This section presents the outcomes of a descriptive statistical analysis that computes the standard deviation and mean score. As demonstrated in the table below, the results revealed that there were notable differences in the reading comprehension scores among the students.



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

Table 3. Result of the descriptive statistical analysis

	Group	Std. Dev	Mean	N
Reading_Score	Experimental Group	82.93	8.35	33
	Control Group	76.54	9.31	28
	Total	80.00	9.30	62

The experimental group and the control group exhibited differing mean scores on the reading examination. As indicated in the aforementioned table, the mean score of the experimental group on the reading post-test was 81.03, whereas the mean score of the control group was 74.31. The comparison of these results demonstrated that the experimental group, which utilized a digital storybook grounded in Task-Based Language Teaching (TBLT), achieved a higher mean score on the reading post-test in comparison to the control group, which employed the teacher's conventional approach.

Moreover, the standard deviation of the experimental group's post-test reading results was 7.59, while the standard deviation of the control group's post-test reading results was not specified. This indicates that the standard deviation for the experimental group was greater than that of the control group. The findings indicated that the reading post-test results for the experimental group were more varied than those of the control group, which were relatively clustered around the mean.

Pre-requisite analysis

To decide what kind of test will be utilized for the data and if the researcher should employ a parametric or non-parametric test, prerequisite analysis is required prior to hypothesis testing. This section includes two prerequisite tests: the homogeneity and normality tests. The following section displays the results of the homogeneity and normality tests:

Table 4. The Result of Normality Test

Post-test	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Score	TBLT Method	.138	33	.096	.960	33	.265
	Teacher Method	.144	28	.124	.935	28	.078

The experimental group's significant value was 0.200, whereas the control



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

group's significant value was 0.078, according to the table above in the Kolmogorov-Smirnov column. According to this normality test, the reading skill scores were normally distributed and both groups' significant values (Sig.) were more than 0.05 (Sig. > 0.05).

Table 5. The Result of Homogeneity of Variance Test

		Levene Statistic	df1	df2	Sig.
Reading Score	Based on Mean	.911	1	61	.344
	Based on Median	.962	1	61	.331
	Based on Median and with adjusted df	.962	1	60.976	.331
	Based on trimmed mean	.928	1	61	.339

The significance value (Sig.) of the homogeneity test for reading comprehension is presented in the table above. The mean-based significant value was 0.543, followed by the median-based significant value of 0.528, the median-based significant value with adjusted degrees of freedom of 0.528, and the trimmed-mean-based significant value of 0.530. Considering this result, it was demonstrated that the significant value (Sig.) of the test was greater than 0.05 (Sig. > 0.05), indicating that the variation between the two groups in reading skill scores was homogeneous.

Hypotheses Testing

The parametric test, the independent sample T-test, was used to assess the hypotheses since the data were homogenous and normal. Two criteria were used to decide whether or not the hypothesis was rejected. The alternative hypothesis would be accepted and the null hypothesis would be rejected if Sig < 0.05. The following table displays the t-test result.

Table 5. The Result of Independent Sample T-test
 Independent Sample Test

Independent Sample Test	
Levene's Test for Equality of Variances	T-test for Equality of Means



Authors: Nareswara, I.D. Made Prema; Dewi, Ni Luh P. Eka; Paramartha, A.A. Gede Yudha

Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

95% Confidence Interval of the Difference										
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Reading	Equal variances assumed	.375	.543	3.628	61	.001	6.7191	1.8522	3.0154	10.4227
	Equal variance not assumed			3.651	60.599	.001	6.7191	1.8402	3.0388	10.3993

The table produces Sig. (2-tailed) is 0.001 below 0.05. Made $0.001 < 0.05$, it is assumed < 0.05 . then the value (tobs) of 3.628 and tcv df 61 of 1.67 resulted in H0 being rejected and Ha being accepted: there was a significant contribution to students' understanding of reading using the regular method and the TBLT-based digital story method.

Effect Size

The effect size of this study needed to be examined because the hypothesis testing result was significant. Cohen's d measurement was used to measure the effect size of students' reading skills, and the results are shown below.

Table 6. The Result of Reading comprehension Effect Size

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

Based on the table above, the column labeled Point estimate represents the outcome of the effect size. Upon examining the result of Cohen's d, it is evident that the effect size of the reading skill score is 0.917. This value indicates that the impact of the treatment employing TBLT-based digital storybooks on the students' reading comprehension within the experimental group is substantial. This study indicates that students' reading comprehension is considerably affected when technology-driven learning materials and the TBLT methodology are integrated to produce a digital storybook.



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

The findings also reveal a significant disparity between students who utilize a digital storybook based on TBLT and those who learn through the teacher's conventional method. The experimental group, which engages with a digital storybook based on TBLT, has a mean score of 81.03, in contrast to the control group, which follows the teacher's standard approach and has a mean score of 74.31. Numerous studies that also examined TBLT and digital storybooks support this conclusion.

For instance, a study conducted by González and Pinzon (2019) revealed that the application of the TBLT technique positively influenced students' reading capabilities. Students are enhancing their skills in organizing and revising their work, in addition to their grammatical accuracy and style of expression. TBLT provides students with increased opportunities to advance their reading skills and language acquisition. This is supported by the findings of Rudd (2019), which indicate that TBLT led to improved student performance outcomes when compared to conventional methods.

TBLT courses can contribute to increased fluency, affording students more chances to practice verbal expression and fostering their self-assurance. As technology continues to progress, it affects numerous aspects of life, including education. The incorporation of technology into education, especially in English language instruction, offers various benefits. The combination of technology and the TBLT method significantly enhanced the learning motivation of applied linguistics students and their opportunities to develop spoken language skills (Chen, 2021). This is supported by Chen and Lin (2018), who found that technology-augmented TBLT enriched engaging English learning activities while reducing learners' apprehensions about utilizing their English with peers or instructors. This research presents the fusion of technology with the TBLT approach in the form of a TBLT-based digital storybook. According to the study by Irawati (2018), students' reading scores improve when they engage with a digital storybook.

This has been substantiated by Fitri et al. (2021), who found that the implementation of digital storytelling may assist students in improving their narrative reading competencies. Digital storytelling may contribute to the enhancement of students' reading skills and language development, encompassing listening, vocabulary, and their motivation to learn in the classroom. In general, Naufal and Kusuma (2016) assert that interactive digital storybooks can elevate children's engagement in reading. Children exhibit a preference for reading digital storybooks compared to printed counterparts, as they are more user-friendly. Additional factors, such as recognizable, entertaining, and innovative illustrations, further enhance students' eagerness to learn through digital storybooks, along with their reading interest, vocabulary, and fluency (Tahta and Pusparini, 2022).



CONCLUSION

The present study revealed that the combination of technology-based learning materials with the Task-Based Language Teaching (TBLT) approach, manifested as a TBLT-based digital storybook, had a significant effect on students' reading proficiency. The amalgamation of technology and the TBLT methodology considerably enhanced the learning motivation and opportunities for applied linguistic students to develop their oral language skills. By engaging students in the educational process and emphasizing real-world contexts, TBLT-based digital storybooks have demonstrated an increase in students' reading capabilities regarding organizing, editing tasks, and broadening their grammatical knowledge and stylistic methods of idea expression. Based on the findings of this current investigation, several recommendations can be made.

The implementation of TBLT-based digital storybooks is anticipated to enhance students' confidence and language skills. However, to engage more effectively and achieve their full potential in English, students are encouraged to be more involved and enthusiastic throughout the learning process. The use of a TBLT-based digital storybook is strongly recommended for educators to incorporate as a pedagogical resource to foster English learning in the classroom. A TBLT-based digital storybook may assist students in improving both their performance and motivation while studying English. For researchers interested in conducting similar studies regarding the application of TBLT-based digital storybooks, it is suggested that the research be carried out with a larger sample size and over an extended duration of treatment to attain more precise results.

REFERENCES

- Anwar, A. R. (2017). The Correlation Between Students Vocabulary Mastery and Their Reading Comprehension for Eight Grade Students at SMP Muhammadiyah 4 Giri Kebomas Gresik [Undergraduate, Universitas Muhammadiyah Gresik].
- Ardiyasa, I. K. R. (2019). The Implementation of Flashcards as Teaching Media on Students' Vocabulary Mastery on the Fifth Grade Students Academic Year 2018/2019 [Undergraduate]. Universitas Pendidikan Ganesha.
- Arsyad, A. (2019). *Media Pembelajaran (Edisi Revisi) (Edisi Revisi)*. PT. Raja Grafindo Persada. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=968536>
- Ary, D., Jacobs, L. C., & Razavieh, A. (2010). *Introduction to research in education (8th ed)*. Wadsworth.
- Barokah, N. (2018). The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay [masterThesis, Jakarta: FITK UIN Syarif Hidayatullah <https://repository.uinjkt.ac.id/dspace/handle/123456789/41383>
- British Council. (2013). *The English Effect* (p. 24). Jakarta].
- Chen, K. T. C. (2021). The Effects of Technology-Mediated TBLT on Enhancing the Speaking Abilities of University Students in a Collaborative EFL Learning Environment. *Applied Linguistics* <https://doi.org/10.1515/applirev-2018-0126> Review, 12(2), 331–352.
- Chen, T.-H., & Lin, C.-C. (2018). Enhancing L2 English Learning through Mobile Assisted



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

- TBLT: EFL Learners' Perspectives. *The Journal of Asia TEFL*, 15(2), 453–461.
<https://doi.org/10.18823/asiatefl.2018.15.2.13.453>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf
- Fakhira, V. L. (2021). Implementing task-based language teaching (tblt) to teach speaking in efl classes [Undergraduate, <https://eprints.walisongo.ac.id/id/eprint/14490/> UIN Walisongo].
- Fibriasari, H., Baharuddin, Gultom, S., Gultom, S., Restuati, M., Ritonga, W. P., Dalle, J., Putra, A. P., Biyatmoko, D., Mutalib, A. A., Azizah, C. N., & Andayani, W. (2021). Developing Digital Storybook to Improve Children's Language Learning: 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL <https://doi.org/10.2991/assehr.k.211110.2142021>), Medan, Indonesia.
- Fitri, H. A., Husnawadi, H., & Harianingih, I. (2021). Implementing Digital Storytelling-based Tasks for the Teaching of Narrative Writing Skills. *EDULANGUE*, 4(2), 168–190. <https://doi.org/10.20414/edulangue.v4i2.3980>
- Ghozali, I. (2012). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 20* (6th ed.). Badan Penerbit Universitas Diponegoro.
- Gonzalez, L. E. M., & Pinzon, M. M. L. (2019). The Impact of Task-Based Language Teaching on Learners' Writing Skills. *Indonesian EFL Journal*, 5(2), 41. <https://doi.org/10.25134/ieflj.v5i2.1820>
- Hamdani. (2011). *Strategi Belajar Mengajar* (Vol. 4). Bandung Pustaka Setia.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman.
- Hasibuan, V. P., Buan, S., & Bunau, E. (2013). An Analysis on the Factors Causing English Learning Difficulties. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 2(7). <https://doi.org/10.26418/jppk.v2i7.2681>
- Hassan, H. M. A., Akhtar, R. M. N., & Noorain, A. A. S. (2019). Investigating the Role of English Writing Competences in Promoting Students Academic Expressions. *International Journal of Linguistics, Literature and Translation*, 2(2), 290255.
- Heaton, J. B. (1991). *Writing English Language Test*. Longman.
- Helmie, J. 2015. "Verb Go (Back to , on , and out) in English for TEFL in the Novel of New Moon by Stephenie Meyer : The Syntactic and Semantic Analysis." *Educare* 7(February): 123–134.
- Helmie, Jauhar. 2022. "Virtual Reality-Supported Drilling Strategy In Teaching English Vocabulary To Young Learners." *Acitya: Journal of Teaching and Education* 4(1): 88–100.
- Mulyana, Sherly Saputri, Audrey Bianca Burki, and Jauhar Helmie. 2024. "EXPLORING STUDENTS' SPEAKING ANXIETY." 12(01): 59–72.
- Irawati, T. (2018). Digital Storybook to Improve Writing Narrative: the TTW Strategy Presented and Tested. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(1), 49. <https://doi.org/10.33394/jo-elt.v5i1.2297>
- Jones, T., & Brown, C. (2011). Reading Engagement: A Comparison between E-Books and Traditional Print Books in an Elementary Classroom. In *Online Submission* (Vol.



Submitted: 13 February 2026	Revised: 12 March 2026	Accepted: 17 March 2026
-----------------------------	------------------------	-------------------------

- 4, Issue 2, pp. 5–22). <https://eric.ed.gov/?id=ED522678>
- Khairoh, A. F. (2017). The Effectiveness of Task Based Language Teaching to Teach Writing (An Experimental Research at First Grade of MAN 2 Boy-lali in the Academic Year 2016/ 2017) [Undergraduate]. IAIN Surakarta.
- Khrismaswari, A. A. S. S. (2023). Developing TBLT-Based Digital Storybook for 11th Grade Students at SMA N 1 Sawan [Undergraduate, Universitas Pendidikan Ganesha]. <https://doi.org/10.1912021200-COVER.pdf>
- Lawnsky, T., Aurelia. (2021). The Effect of Quizizz on English Achievement of Tenth Grade EFL Students [Undergraduate]. Universitas Pendidikan Ganesha.
- Liza, K., & Andriyanti, E. (2020). Digital literacy scale of English pre-service teachers and their perceived readiness toward the application of digital technologies. *Journal of Education and Learning (EduLearn)*, 14(1), 74–79. <https://doi.org/10.11591/edulearn.v14i1.13925>
- Mandasari, B., & Oktaviani, L. (2018). English Language Learning Strategies: An Exploratory Study of Management and Engineering Students. *Premise: Journal of English Education*, 7(2), 61. <https://doi.org/10.24127/pj.v7i2.1581>
- Masuram, J., & Sripada, P. N. (2020). Developing Spoken Fluency through Task-Based Teaching. *Procedia Computer Science* <https://doi.org/10.1016/j.procs.2020.05.080>, 172, 623–630.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed). Cambridge University Press.
- Misdi. (2013). *English Curriculum In Indonesia: Highlight*. Misdi Institute. https://misdi.weebly.com/uploads/1/2/8/6/12862925/english_curriculum_in_in_donesia_highlight.pdf.
- Mohammed, H. M. (2018). Challenges of Learning English as a Foreign Language (Efl) By Non-Native Learners. 3(4), 1381–1400.
- Moody, A. (2010). Using electronic books in the classroom to enhance emergent literacy skills in young children'. *Journal of Literacy and Technology*, 11(4), 22–52.
- Nunan, D. (2004). *Task-Based Language Teaching* (1st ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667336>
- Puspitasari, Indah, Wahfani, Galuh, Asdinar, & Dewi, Novita, Ristia. (2020). Digital Storybook: Developing Students' Skills in Virtual Learning Environments. 1, 14–22.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2. ed.). Cambridge Univ. Press.
- Robillos, R. J., & Bustos, I. G. (2023). Unfolding the Potential of Technology Enhanced Task-Based Language Teaching for Improving EFL Students' Descriptive Writing Skill. *International Journal of Instruction*, 16(3), 951–970. <https://doi.org/10.29333/iji.2023.16351a>
- Rudd, M. (2019). Examining the Effect of Task-Based Language Teaching on University Business Students in Bangkok. *IJEE (Indonesian Journal of English Education)*, 6(1), 30–47. <https://doi.org/10.15408/ijee.v6i1.11564>
- Saputri, A. R. (2023). Pengaruh Penggunaan Video Animasi Berbahasa Inggris Terhadap Perbendaharaan Kosakata Bahasa Inggris Anak Usia 5-6 Tahun Di TK IT Taruna Teladan Delanggu Klaten Tahun Ajaran 2022/2023 [Skripsi, UIN Raden Mas Said]. <http://eprints.iain-surakarta.ac.id/6784/>
- Sari, G. A. K. P. (2023). Developing a TBLT-Based Digital Storybook to Promote 10th



- Grade Students' Literacy In Buleleng Regency [Undergraduate, Universitas Pendidikan Ganesha]. <https://repo.undiksha.ac.id/14589/> Smeets, D. J. H., & Bus, A. G. (2012). Interactive electronic storybooks for kindergartners to promote vocabulary growth. *Journal of Experimental Child Psychology*, 112(1), 36–55. <https://doi.org/10.1016/j.jecp.2011.12.003>
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.
- Sulistiyo, U. (2018). Factors Affecting English Language Learning in English as a Foreign Language (EFL) Context: A Literature Review Study. *IJER (Indonesian Journal of Educational* <https://doi.org/10.30631/ijer.v3i1.54>
- Suryanto, S., & Sari, Z. (2021, January 1). Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia. <https://doi.org/10.2991/assehr.k.210120.140>.
- Tahta, M. A. F., & Pusparini, R. (2022). Students' Perceptions on Reading Digital Storybook "Let's Read": Efl Junior High School Context. *Journal on Teacher Education*, 3(3), Article 3. <https://doi.org/10.31004/jote.v3i3.4405>
- Wahyuni, S. (2018). An Analysis of The Students' Writing Competence In Predicting Information by Describing Picture (A Descriptive Research at the Eighth Grade of SMP Negeri 26 Makassar) [Undergraduate]. Universitas Muhammadiyah Makassar.