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## INVESTIGATION OF THE EFEECT OF TBLT-BASED DIGITAL STORYBOOK ON STUDENTS' SPEAKING SKILL IN SMP LABORATORIUM UNDIKSHA SINGARAJA

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### ABSTRACT

This research aims to examine the significant difference on students' speaking skills between those taught using TBLT-based digital storybooks and those taught using teacher's method in SMP Laboratorium Undiksha Singaraja. The study utilized a quasi-experimental design with a post-test-only group, involving an experimental group of 18 students and a control group of 19 students. The experimental group received instruction through TBLT-based digital storybooks, while the control group was taught using the teacher's method. A speaking test in performance assessment was administered to assess speaking scores, which were then analyzed using the T-test. The results indicated that there was a significant difference on students' speaking skills between those taught using TBLT-based digital storybooks and those taught using the teacher's method with (Sig. value = 0.000). Furthermore, Cohen's d showed that TBLT-based digital storybooks had a large effect on students' speaking skill ( $d=1.291$ ). Therefore, it is suggested that TBLT-based digital storybook is potential for effective implementation in future teaching practices. Nevertheless, it is important to note that this study has some limitations; therefore, future studies conducting similar research are suggested to consider larger sample sizes, extending intervention durations, and utilizing diverse materials alongside TBLT-based digital storybooks for more comprehensive findings.

**Keywords:** *TBLT, digital storybook, speaking skill, English language learning, EFL*



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## INTRODUCTION

Over the years, English has increasingly become a widely used language for international communication (Graddol, 2016). It is used for the language in education, business, medicine, banking, tourism, and diplomacy (Mohammed, 2018). This growth has established English as a global language spoken by multilingual individuals worldwide. Therefore, it is crucial for individuals to master the English language as part of their academic goals. Consequently, many educational institutions globally have incorporated English into their core subjects to foster the development of English language proficiency. In Indonesia specifically, English is included in the national curriculum due to its prominent international status (Lauder, 2020). As a result of these development, it is essential for people around the world to develop their English proficiency to ensure effective communication and success in today's world.

In the context of teaching English in Indonesia, the main objective is to improve students' academic proficiency of English language by facilitate the learners with the ability to communicate effectively (Nopita, 2017). Additionally, within the Merdeka Curriculum, learning English aims to assist students in developing proficient communication skills (Febriansyah et al., 2023). In context of communication, speaking skill become one important skills as means to express ideas or thoughts during communication (Afifah & Devana, 2020). However, often face various challenges when it comes to speaking. Some students may pass standardized test but they still struggle to communicate effectively in everyday situations (Jusuf et al., 2021). Particularly. Indonesian learners are learning English in non-English speaking environment that they are consider as EFL leaners, there is not enough exposure to create a suitable linguistic setting (Hibatullah, 2019). Consequently, EFL learners frequently have limited chances for authentic conversations and interaction with native speakers (Alsalihi, 2020). Thus, acquiring necessary language skills for effective communication presents difficulties for EFL learners particularly when they are learning within a non-English-speaking environment. Therefore, these learners commonly encounter obstacles while express themselves using English to communicate with others.

The implementation of the teaching method has been identified as a key factor contributing to students' challenges in learning English (Jusuf et al., 2021). Mohammed (2018) suggested that it is recommended for teachers to utilize appropriate methods that enable learners to effectively use the language and achieve successful English language learning. Therefore, the teaching method plays a crucial role as an underlying issue in English language learning. Additionally, Wibawa et al. (2019) emphasized another important component in English language learning, the consideration of learning materials. In this context, authentic learning materials should be given attention when it comes to English language learning. Authentic materials give students

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Authors: Dewi P.M. Ayu Maha; Pamartha A.A.Gede Yuda; and Wahyuni, L. Gede Eka to experience the real use of the language (Mohammed 2018). In addition Clements and Sarama (2003) as cited in (Ahmadi, 2018) mentioned that the incorporation technological into the teaching and learning process can be beneficial as it provides access to authentic learning materials and facilitates better delivery of learning materials. So, apart from the teaching method, it is important to consider the use of authentic learning materials in English language learning, especially in an EFL environment. In this context, technology can play a valuable role in making authentic materials available to students. Furthermore, incorporating technology can facilitate the provision of authentic materials to students. Therefore, along with the teaching method, it is essential to also prioritize the use of authentic materials for learning English specifically in an EFL setting. Additionally, technology can be utilized to support the English language learning.

To ensure successful English language learning, it is important to implement appropriate methods that enable learners to effectively use the language (Mohammed, 2018). Task-Based Language Teaching believe as an effective teaching method that can be implemented. TBLT is a practical implementation of Communicative Language Teaching, focusing on syllabus design and teaching methodology (Nunan, 2004). It emphasizes the use of tasks as the central component of language learning, encouraging authentic communication in real-life situations (Sholeh, 2020). The use of tasks can encourage learners to communicate and use the language authentically in real-life situations. The implementation of TBLT is believed can enhance students' speaking skill. Various studies indicate that TBLT can enhance students' speaking skills (Díaz et al., 2023; Masuram & Sripada, 2020; Nopita, 2017; Sabaruddin & Melati, 2022). According to Nopita (2017) found that the implementation of TBLT can improve students' speaking skill as task provide learners to use language which reflect the use of language in real-life. TBLT also provide opportunity to actively involve in group task (Díaz et al., 2023). When they participate in the group task, it requires them to use language in conversation that is interaction in real world. Thus, it leads students can improve their speaking skill as well as their motivation and confidence (Masuram & Sripada, 2020). Moreover, TBLT also enhance students fluency, accuracy, as well as confidence (Sabaruddin & Melati, 2022).

To support the successful English language learning, it is important to use authentic learning materials (Mohammed, 2018). Digital story believe can be effective to use to enhance students' speaking skill. The popularity of digital storybooks is due to their accessibility and the support they provide in the teaching and learning process (Irawati, 2018). As digital natives, students have been exposed to technology in their daily lives. Digital storybooks offer various features enabled by digital technology, such as animation facilities, sound effects, and text overlays - all designed to enhance student learning (Fibriasari et al., 2021). Various studies indicate that it is effectively



Authors: Dewi P.M. Ayu Maha; Pamartha A.A.Gede Yuda; and Wahyuni, L. Gede Eka used to enhance students' speaking skill. Almustaflikhah et al. (2023) indicated that e-storybook effective to improve students' fluency and pronunciation. Additionally, James et al. (2019) found that e-storybooks could enhance students engagement that leads to students active participation in speaking class. In line with Astuti & Chakim (2023) indicated that digital stories can help students become more proficient speakers. Therefor digital storybook has been indicated by several studies that has positive impact on speaking skill. Therefore, to improve students' speaking skill, TBLT integrated with digital storybook believe can be effective. Teacher can implement TBLT-based digital storybook. From the problems and explanations above, it is believed that TBLT-based digital storybook has great influence on students' speaking skill. So that, this present study focuses to investigate the effect of TBLT-based digital storybook on students' speaking skill in SMP Laboratorium Undiksha Singaraja.

## THEORETICAL FRAMEWORKS

### Task-based Language Teaching (TBLT)

The focus on form approach has drawn criticism for giving more importance to grammar than to communication (Radosavlevikj, 2021; Vellanki & Bandu, 2021). Educators have observed that students' ability to communicate effectively in English is limited. In response to this issue, Prabhu introduced TBLT in the 1980s as a way to encourage language learning through meaningful participation and practical application (Ji & Li, 2021). Therefore, language learning should be viewed as more than just acquiring the grammatical structure of a language. The emphasis should be on effective communication of meaning rather than simply adhering to linguistic rules. TBLT is considered to improve language learning by making it more meaningful and natural (Ji & Li, 2021). It is seen as a more effective method in English language teaching because it provides them with meaningful and natural opportunities for learning.

TBLT is rooted in Communicative Language Teaching (CLT), which prioritizes effective communication and the practical use of language skills in real-world situations. (Ellis et al., 2019). The primary aim of CLT is to employ the target language meaningfully, acknowledging that language proficiency encompasses more than just grammatical correctness (Ellis et al., 2019). TBLT can be seen as a practical manifestation of the wider CLT philosophy, especially with regards to syllabus design (how language courses are organized) and teaching methodology (how language instruction is conducted). This implies that TBLT actualizes or implements the principles of CLT by highlighting the role of tasks as central elements in language



Authors: Dewi P.M. Ayu Maha; Pamarttha A.A.Gede Yuda; and Wahyuni, L. Gede Eka learning (Nunan, 2004). Therefore, TBLT considers as teaching method that emphasis on communication and the application of the language by using task.

A task in the classroom involves activities that enables students to understand, create, or use the target language with an emphasis on applying their grammar knowledge to convey meaning (Ellis et al., 2019). Tasks should demonstrate coherence and function as complete communicative acts with a clear beginning, middle, and end (Nunan, 2004). A task is an activity aimed at achieving a specific objective through language use that leads to real results (Willis, 1996). The design of tasks intends to enhance students' proficiency in effective communication (Mao, 2012; Sholeh, 2020). Although tasks prioritize meaning over grammar usage, it remains essential to teach learners how proper grammar facilitates conveying different meanings. This demonstrates the interconnected nature of meaning and form. Therefore, emphasizing that grammar facilitates in expressing various communicative meanings.

The utilization of tasks in the classroom proposed by several proponent. One of them is that framework proposed by Willis (1996) that used in this study. Willis (1996) proposed TBLT framework consisting of three stages: pre-task, task cycle, and language focus. In the pre-task phase, learners are initially introduced to the task's topic and purpose and given necessary vocabulary and language structures. Teachers may also provide an example of the task to further support understanding. The next phase is the task cycle, which includes three phases: task phase, planning phase, and report phase. During the planning phase, students develop strategies for presenting their tasks to other groups while in report phase, they report their task by communicating their findings orally or in writing. The final stage is known as the language focus phase with analysis discussions about linguistic aspects followed by oral written practice opportunities to enhance accuracy in using language skills.

### **Digital Storybook**

A digital storybook can be view as a integration of traditional storybook with the incorporation of digital technology (Normann, 2011). It combines with various multimedia elements such as images, sounds, music, and videos (Irawati, 2018). The digital storybook includes sophisticated animation features and supports sounds and text elements that can enhance the learning process effectively. By integrating these sophisticated components, it has the potential to boost student engagement and improve their learning experience. Employing multimedia elements like photos, animations, audio, or video clips can facilitate foreign language acquisition (Fibriasari et al., 2021). The utilization of these multimedia features in digital storybooks serves to highlight crucial elements within a narrative while offering explanations for meaning clarification.



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## Speaking Skill

Speaking skill entails using spoken language to communicate messages effectively (Mohammed, 2018). It involves the oral expression that is not just producing the right sounds in the right patterns of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning (Byagate, 1987 as cited in James et al., 2019). Brown (2004) proposed various aspects of speaking skills, including fluency, accuracy, pronunciation, and vocabulary. Fluency refers to the ability to communicate proficiently with minimal pauses, speaking quickly and automatically. Fluency entails speaking spontaneously and smoothly. Accuracy involves producing correct sentences with proper grammar and vocabulary during natural interaction. It emphasizes the correct usage of phonology, grammar, and discourse in spoken output. Additionally, Pronunciation plays a crucial role in communication as it contributes to intelligibility. Having good pronunciation enhances the clarity of one's speech and aids in effective communication. Vocabulary is essential for all language skills - listening, speaking, reading, and writing. Limited vocabulary can hinder comprehension and expression in spoken communication. Therefore, speaking skill refers to the ability to effectively communicate thoughts and ideas using spoken language in a given context.

## METHOD

The aim of this research is to investigate if there is significant differences in students' speaking skills when they are taught using TBLT-based digital storybooks compared to those taught using the teacher's method. The teacher's method employed in this context is discovery learning, following the teaching approach used in eighth grade at SMP Laboratorium Undiksha Singaraja. To investigate this, a quasi-experimental research design with a post-test only control group was utilized. Two groups were involved: an experimental group and a control group. The experimental group received instruction through TBLT-based digital storybooks, while the control group received instruction through the teacher's method employing discovery learning. This study employed a posttest-only control group design where one group underwent the experimental treatment and both groups were then tested on their speaking skills as the dependent variable.

This study conducted at SMP Laboratorium Undiksha Singaraja, located in Buleleng Regency. The research population was eighth grade students. The number of populations was two classes which consisted of 37 students. From those two classes, the experimental and control group were selected randomly using cluster random sampling with a lottery system as the research sample. To determine that those two





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groups had no significant difference or had same level of proficiency before the treatment, the independent t-test was conducted. Before conducting that, normality and homogeneity test was conducted. From that test, it was found that there was no significant difference between those groups. Therefore, those two classes were appropriate as research samples. To collect the data, the researchers used a test as a method of data collection with lesson plan, speaking test, and rubric as the instruments. Aiken's V content validity was used to validate the research instruments. And the reliability used Intra-class correlation coefficient (ICC). From the instrument validity and reliability test conducted, it shown that the instruments were ready to use to collect the data. After treatment, the researcher gave a posttest which consisted of performance test. In analyzing the data of speaking test, the researcher used SPSS 27 version. Data analysis techniques used in this study included descriptive statistical data analysis including mean and standard deviation for describing the dataset. Additionally, inferential statistics was used to examine the hypotheses of the study and to indicate the practical significance by reporting the effect sizes. Before conducting inferential statistical analysis, this study conducted pre-requisite test consisted of normality and homogeneity test to decide whether the data could be analyzed by parametric or non-parametric test. In this research, normality testing was tested by Shapiro Wilk Test and the homogeneity test used was test of homogeneity of variance. From those tests, it was found that the data of students' speaking test were normal and has same variance. Therefore, the parametric t-test could be conducted. To test the hypothesis, the researcher used an independent sample t-test with significance alpha .05. In this research, there were two hypotheses including null hypothesis (H0) and alternative hypothesis (Ha). The hypotheses can be seen as follow:

H0: there is no significant difference on students' speaking skill between those who taught using TBLT-based digital storybook and those who taught using teacher's method.

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

## FINDINGS AND DISCUSSION

This study aims to investigate whether there is significance different on students' speaking skill between those who were taught using TBLT-based digital storybook and those who were taught using teacher's method. To collect the data, students were assessed on their speaking skill, with the total 4 meetings, and the test results were then analyzed using SPSS version 27.



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**Table 2.** Result of the descriptive statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	18	87.2222	7.27045	1.71366
	Control	19	75.0000	11.14924	2.55781

The mean scores obtained from the speaking test differed between the control and experimental groups. As shown in the table, the control group obtained a mean score of 75.0000, while the experimental group obtained a mean score of 87.2222. This indicates that the experimental group outperformed the control group in terms of speaking test performance, suggesting that TBLT-based digital storybook implementation is more effective than teacher's method. Moreover, the standard deviation for the speaking test was 11.14924 for the control group and 7.27045. The results revealed that the control group had a higher standard deviation than the experimental group. It indicates that students using TBLT-based digital storybooks were less widely dispersed from the average, indicating greater consistency in speaking test performance across students compared to the control group.

Before conducted hypothesis testing, a pre-requisite test was conducted to determine whether the test could be conducted using parametric or non-parametric test. Before that, the researcher carried out the normality and homogeneity test.

**Tabel 3.** The result of normality test

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experimental	.191	18	.082	.903	18	.065
	Control	.147	19	.200*	.928	19	.159

According to Table 3 of the Shapiro-Wilk, the significant value of the speaking test on the control group was .159 and for the experimental group was .065. Both groups showed a significant value (Sig.) of more than .05, indicating that data distribution on students' speaking score in both groups were normally distributed.

**Table 4.** the result of test homogeneity of variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.957	1	35	.055





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Based on Median	4.041	1	35	.052
Based on Median and with adjusted df	4.041	1	31.337	.053
Based on trimmed mean	4.069	1	35	.051

Based on Table 4, both the control and experimental groups have achieved values exceeding .05 in terms of speaking scores. The significance value for the speaking score based on mean was .055, based on median it was .052, for median with adjusted df it was .053, and based on trimmed mean it stood at .051. According to these results from the test of homogeneity of variance, it can be inferred that the variances of speaking scores between two groups were similar. With normal distribution and homogeneous variance established, a parametric t-test could be carried out to examine the hypothesis about students' speaking skills in this study.

Furthermore, inferential statistics were utilized to make inferences about a population using sample data obtained from that population. The primary purpose of employing inferential statistical analysis in this study was to draw conclusions about a population based on information gathered from a sample. As the data exhibited normality and homogeneity, it met the requirements for conducting hypothesis testing using parametric t-tests. The results were computed using SPSS 27 at a significant level of 5%. There were two criteria for determining whether the null hypothesis should be failed to reject or should be rejected: if  $\text{Sig} < .05$ , then the null hypothesis would be rejected. The outcome of the t-test can be found in Table 5.

**Table 5.** The result of t-test

Levene's Test for Equality of Variance s		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



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Score	Equal variances assumed	3.957	.055	3.926	35	.000	12.22222	3.11350	5.90147	18.54297
	Equal variances not assumed			3.970	31.142	.000	12.22222	3.07880	5.94412	18.50032

From the table above, the Sig. (2-tailed) was .000. Thus, the significance value of the tests was less than .05. It indicates that the null hypothesis (H0) was rejected. It indicates that there is a significant difference on students' speaking skills between those taught using TBLT-based digital storybook and those taught using teacher's method. In addition, to measure the effect size of students' speaking skill, Cohen's d test was conducted. The result can be seen as follows.

**Table 6.** The result of speaking skill effect size

			Point Estimate	95% Confidence Interval	
		Standardizer <sup>a</sup>		Lower	Upper
Score	Cohen's d	9.46590	1.291	.572	1.995
	Hedges' correction	9.67496	1.263	.560	1.952
	Glass's delta	11.14924	1.096	.348	1.821

Tabel 6 shows that the point estimate of Cohen's d was 1.291. The effect interprets had large effect. Thus, it shows that TBLT-based digital storybook has large effect on students' speaking skill.

After the implementation of TBLT-based digital storybook, the data was obtained and calculated. From the descriptive statistical analysis, it was found that the mean score of experimental group was 87.2222 and control group was 75.0000. Moreover, the standard deviation for the speaking score was 11.14924 for the control group and 7.27045. The results revealed that the control group had a higher standard deviation than the experimental group. In addition, based on the independent sample t-test, it was found that Sig. (2-tailed) was .000. The value was less than .05. So, the null hypothesis (H0) was rejected. Moreover, the point estimate of Cohen's d was 1.291. Therefore, it indicates that there is a significant difference on students' speaking skills between those taught using TBLT-based digital storybook and those taught using



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teacher's method. Additionally, TBLT-based digital storybook has a significant effect on students' speaking skill.

Several studies have suggested that TBLT is effective in improving students' speaking skills. According to Díaz et al. (2023) using a task-based approach in language classrooms has successfully enhance students' spoken English abilities. Moreover, Sabaruddin & Melati (2022) noted that students' can enhance their speaking skill because various opportunities provided by TBLT for interacting in the target language that encourage learners to practice their English speaking skills. In line with Nita et al. (2020) through task activities, students could practice speaking within groups and engage in negotiating meaning during topic discussions. Therefore, TBLT is effective in improving students' speaking skills since it provides opportunity and practice to communicate and interact using the target language.

The improvement in speaking skills can also be attributed to the students' motivation. Engaging in collaborative exercises where students interact and communicate in English with their peers significantly boosts their motivation (Díaz et al., 2023; Nita et al., 2020). Additionally Nita et al. (2020) using real-world or authentic tasks can enhance student motivation, especially when these tasks are relevant to their daily lives. Anjum et al. (2019) mentioned that task-based learning creates an anxiety-free environment for practicing English speaking skills, focusing on fluency and effective communication rather than errors. Supported by Sabaruddin & Melati (2022) supported this by stating that TBLT supports the development of speaking confidence through a safe and enjoyable learning process, promoting collaboration among learners which encourages them to confidently use the target language creatively while working together. Therefore, TBLT also provides classroom environment that can enhance students' motivation and confidence in speaking classes.

In the modern age of advanced technology, there are various benefits to integrating technology into education, specifically in teaching English. The utilization of digital storybooks can create a more engaging and captivating learning environment for students. Several studies have shown that digital storybooks not only increase students' interest in learning English but also improve their speaking skills. For instance, a study conducted by Almustaflikhah et al. (2023) demonstrated a significant enhancement in students' motivation and interest when e-storybooks were integrated into speaking classes. Interactive animations and videos capture student attention, leading to increased participation in speaking activities. James et al. (2019) also supported these findings by stating that digital stories promote learner engagement which encourages active participation from students. Additionally, according to Almustaflikhah et al. (2023) the use of e-storybooks has been proven to enhance fluency and sentence construction while sound features contribute to better understanding and pronunciation. Astuti & Chakim (2023) suggest that digital stories

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can assist learners in becoming more proficient speakers across various aspects such as grammar application, enriched vocabulary usage, fluency enhancement, and enhancing improving comprehension. Overall, digital storybook is highly effective for enhancing students' speaking skill.

This study discovered TBLT-based digital storybook has a significant effect on students' speaking skill. It indicates that using TBLT-based digital storybook helps students get better at speaking. Other research also supported the idea that TBLT is great for improving speaking skills. This teaching method not only provides students with opportunity in communicating and interacting with peers but also makes learning more enjoyable. When tasks are included in language classes, students get more excited and involved, which creates a supportive atmosphere for learning through group activities. As a result, students become more fluent and confident in speaking English. Additionally, using technology like digital storybooks makes learning English more interesting and helps students enhance their speaking skill. Therefore, using TBLT-based digital storybooks is a great way to improve students' speaking skills and make learning more enjoyable for them.

## CONCLUSION

The current investigation discovered that implementation of TBLT-based digital storybooks significantly affects students' speaking skills. Incorporating tasks into language classes enhances enthusiasm, promotes engagement, and fosters a supportive learning environment by providing opportunities for active participation in group activities. This ultimately results in enhanced fluency and heightened confidence when using spoken English among students. Additionally, integrating technology such as digital storybooks into English classes proves highly advantageous for teaching English as it makes the learning process more interesting while enhancing students' speaking skill. In conclusion, implementing TBLT-based digital storybooks is highly recommended for improving students' speaking skills and should be considered as part of the teaching and learning process due to its positive impact on student speaking skill. However, it is noted that this present study has some limitations that need to be acknowledged, primarily the small sample size which restricts the generalizability of findings to other contexts. Hence conducting similar studies with larger samples is suggested to improve overall applicability across diverse settings. Another limitation was the short duration of implementing TBLT-based digital storybook over only 4 meetings due to academic constraints resulting in limited scope for long-term goals. Therefore, extending intervention sessions may yield further insights. Moreover, this research solely focused on simple past tense material which limits broader implications. Thus, exploring effects on different materials is recommended for a comprehensive understanding.



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