REFERENCES

Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach.

Aliasin. (2019). The relationship between EFL Teachers' Perception of Task-Based Language Teaching and Their Dominant Teaching Style. *Cogent Education*.

Alkaromah, A. H. (2020). Students' perception of the Information and Communication Technology (ICT) Tools in English Language Teaching. *ELS Journal on Interdisciplinary Studies in Humanities*, 122-129.

Anand, P. S. (2020). Using a Digital Storybook as Assessment for Learning to Motivate Students in an Enabling and Pathways to University Program. *International Journal of Innovation and Research in Educational Sciences*.

Aqil, D. F. (2021). THE IMPORTANCE OF LITERACY IN THE INDUSTRIAL REVOLUTION 4.0.

Azizah, F. N. (2018). The Effectiveness of Task-Based Language Teaching to Teach Speaking Skills. *English Education Department Islamic Education and Teacher Training Faculty: IAIN Surakarta.*

Carless, D. (2009). Revisiting TBLT and P-P-P. *Asian Journal of English Language Teaching.*, 162-163.

CDC. (1999). *Syllabuses for Secondary Schools: English language secondary 1–5. Hong Kong: Curriculum Development Council, Education Department.*

Chien, Y.-T. C.-H.-Y. (2016). *Educational Research Review*.

Christie, A. R. (2017). *Play and Literacy in Early Childhood.* New York, London.

Davis S. L, C. P. (2005). Early readers and electronic texts: CD-ROM storybook features that influence reading behaviors. *International Reading Association*.

DBE), D. o. (2011). National curriculum statement (NCS): Curriculum and assessment policy statement (CAPS). Foundation Phase Grades 1–3: English Second Additional Language.

Dina Merris Maya Sari, Y. P. (2021). Project-Based-Learning on Critical Reading Course to Enhance Critical Thinking Skills. 443.

Dodi Mulyadi, T. D. (2021). Effects of Technology-enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance. *International Journal of Instruction*, 720.

Dogan, B. &. (2008). Dogan, B. &Implementation of digital storytelling in the classroom by teachers trained in a digital storytelling workshop.

Dogan, B. &. (2008). Implementation of Digital Storytelling in the Classroom by Teachers Trained in a Digital Storytelling Workshop.

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics*.

Ellis, R. (2018). *Reflections on Task-Based Language Teaching*.

Fibriasari, H. e. (2021). Developing Digital Storybook to Improve Children's Language Learning. *Advances in Social Science, Education, and Humanities Research, volume 591*.

Gils. (2005). Potential applications of digital storytelling in education.

Gils, F. v. (2005). Potential Applications of Digital Storytelling in Education.

Gray. (1990). Design for the General Class. *Oxford; Oxford University Press.*

Greenhill, V. &. (2010). lst century knowledge and skills in educator preparation.

Gusmuliana, P. A. (2020). Islamic Fefac as an Interesting Learning Media to Improve Student's English Ability and Develop Their Character Values in MAN Rejang Lebong. *urnal Inovasi Pengabdian Masyarakat Pendidikan UNIB*, 36-44.

Hamilton, E. R. (2016). The substitution augmentation modification redefinition (SAMR) model: A critical review and suggestions for its use.

Hamzeh, A. (2016). Investigating the washback effects of task-based instruction on the Iranian EFL learners' vocabulary learning. . *English Language Teaching*.

Hargrave, A. C. (2000). A book reading intervention with preschool children who have limited vocabularies: the benefits of regular reading and dialogic reading.

Hasim, D. E. (2021). LITERATURE ABILITY TO READ STUDENTS THROUGH THE MEDIA OF PICTURED CATCHERS IN ELEMENTARY SCHOOL. *INTERNATIONAL JOURNAL OF INNOVATIONS IN ENGINEERING RESEARCH AND TECHNOLOGY*.

Holzberger, D. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology*, 774-786.

Hunsu, N. J. (2016). A meta-analysis of the effects of audience response systems (clicker-based technologies) on cognition and affect.

I Putu Andre Suhardiana, N. L. (2020). Enhancing Students' Literacy Skills through the use of English Storybooks. *Journal of English Language Education*.

Irawati, T. (2018). Digital Storybook to Improve Writing Narrative: The TTW Strategy Presented and Tested. *Journal of English Language Teaching*.

Irawati, T. (2018). DIGITAL STORYBOOK TO IMPROVE WRITING NARRATIVE: THE TTW STRATEGY PRESENTED AND TESTED. *Journal of English Language Teaching*, Volume 5 Nomor 1, Page 49.

Justice, L. M. (2005). Learning New Words From Storybooks: An Efficacy Study With At-Risk Kindergartners.

Kapur, R. (2019). Types of Literacy.

Katherine Livan Kehing, M. M. (2021). A Systematic Review on Language Learning Strategies for Speaking Skills in a New Learning Environment. *European Journal of Educational Research*.

Keane, D. T. (2012). Leading with Technology. The Australian Educational Leader. 34(2), 44.

Kennedy, E. (2012). *Literacy in Early Childhood and Primary Education.*

Kennedy, E. (2012). *Literacy in Early Childhood and Primary Education (3-8 years).*

Kern, R. (2001). *Literacy & Language Teaching.* Oxford University Press.

Kewal Ramani, A. Z. (2018). Student Access to Digital Learning outside of the Classroom. *National Center for Education Statistic*.

Keyvanfar, A. &. (2009). The impact of task-based activities on the reading skill of Iranian EFL young learners at the beginner level. *The Journal of Applied Linguistics*, 81–102.

Khairunnisa, e. a. (2022). English Digital Literacy Practices Inside and Outside Class to Develop Students' Speaking Skills. *Journal of English Language Teaching*.

Khoram, A. &. (2019). The Impact of Task Type and Pre-task Planning. *Cogent Education*.

Khoram, A. (2019). The impact of task type and pre-task planning condition on the accuracy of intermediate EFL learners' oral performance.

Klein, R. &. (2014). *Design and Development Research.*

Klein, R. &. (2014). *Design and Development Research.* New York.

Lestari, T. M. (2020). An analysis of language learning strategies used by EFL student teachers at the English language education program Universitas Negeri Padang. *Journal of English Language Teaching*.

Liza, E. A. (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)*.

McLellan, H. (2006). Digital Storytelling in Higher Education. *Journal of Computing in Higher Education*, 65-79.

McLellan, H. (2006). Digital Storytelling in Higher Education.

Meri-Yilan, S. (2020). Task-based language learning through digital storytelling in a blended learning environment.

Michael Sailer, F. S. (2021). Contextual facilitators for learning activities involving technology in higher education: The C♭-model.

Mónica Rodríguez-Bonces, J. R.-B. (2010). Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn.

Nassim, S. (2018). DIGITAL STORYTELLING: AN ACTIVE LEARNING TOOL FOR IMPROVING STUDENTS' LANGUAGE SKILLS. *International Journal of Teaching, Education, and Learning*, 15.

Nassim, S. (2018). DIGITAL STORYTELLING: AN ACTIVE LEARNING TOOL FOR IMPROVING STUDENTS' LANGUAGE SKILLS. *International Journal of Teaching, Education, and Learning*, 25.

Nation, K. &. (1998). Semantic processing and the development of word recognition skills: Evidence from children with reading comprehension difficulties. . *Journal of Memory and Language*.

Nunan, D. (1989). The Learner-Centred Curriculum. *Cambridge: Cambridge University Press.*

Nunan, D. (2004). *Task-Based Language Teaching.*

Paratore, J. R. (2014). *Helping parents help children achieve the Common Core State Standards: Reaching out in different ways.*

Permatasari, Y. D. (2020). The Use of Task-Based Language Teaching (TBLT) in Designing English Material for College Students. *International Conference on The Teaching of English and Literatures (ICOTEL).*

Pickering, F. H. (2019). Literacy Advantages Beyond Reading: Prediction of Spoken Language.

Prabhu, N. (1987). *Second Language Pedagogy.* Oxford: Oxford University Press.

Pratolo, B. W. (2020). The implementation of digital literacy in Indonesian suburban EFL classes. *International Journal of Scientific and Technology Research.*

Puentedura, R. R. (2006). Transformation, technology, and education.

Puspitasari, I. e. (2020). Digital Storybook: Developing Students' Skills In Virtual Learning Environments.

Richards, J. C. (1986). Longman Dictionary of Applied Linguistics London. *RELC Journal.*

Richards, J. R. (2001). *Approaches and Methods in Language Teaching.* Cambridge University Press.

Ricketts, J. N. (2007). Vocabulary is Important for Some, But Not All Reading Skills. The *University of Oxford.*

Robin. (2016). The Power of Digital Storytelling to Support Teaching and Learning.

Robin, B. (2012). An Evolving Framework for Teaching and Learning with Digital Storytelling.

Robin, B. R. (2006). The educational uses of digital storytelling.

Robin, B. R. (2006). The Educational Uses of Digital Storytelling. . *In C. Crawford et al. (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference.* , 709-716.

Robin, B. R. (2006). The Educational Uses of Digital Storytelling. . 709-716.

Robin, B. R. (2012). An Evolving Framework for Teaching and Learning with Digital Storytelling.

Robinson, M. M. (2002). *Teaching through text: reading and writing in the content areas.*

Rod Ellis, e. a. (2019). *Task-Based Language Teaching.* Cambridge University.

Rudd, M. (2019). EXAMINING THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON UNIVERSITY BUSINESS STUDENTS IN BANGKOK. *Indonesian Journal of English Education*.

Salam, U. (2020). The Students' Use of Google Classroom in Learning English. *Education of Indonesia Journal*.

Sarani, A. &. (2012). The impact of the task-based approach on vocabulary learning in ESP courses. *English Language Teaching*.

Sarıçoban, K. (2016). The Use of Task-Based Activities to Improve Listening and Speaking Skills in EFL Context. *Sino-US English Teaching*.

Sheen, R. (2006). Focus on forms as a means of improving accurate oral production. In A. Housen & M. Pierrad (Eds.), Investigations in instructed Language Acquisition.

Shelby-Caffey, C. Ú. (2014). Digital storytelling revisited: An Educator's use of innovative literacy practice. . *International Journal of Teaching, Education, and Learning*.

Shintani, N. (2011). Task-based language Teaching Versus Traditional Production-based Instruction: Do they Result in Different Classroom Processes? The *University of Sydney Papers in TESOL*.

Sholeh, M. B. (2021). IMPLEMENTATION OF TASK-BASED LEARNING IN TEACHING ENGLISH IN INDONESIA: BENEFITS AND PROBLEMS.

Sin Wang Chong, H. R. (2020). Technology-mediated task-based language teaching: A qualitative research synthesis. *Language Learning & Technology*.

Smeets, D. J. (2012). Smeets, DaiInteractive Electronic Storybooks for Kindergartners to Promote Vocabulary Growth.

Smeets, D. J. (2012). Smeets, Interactive Electronic Storybooks for Kindergartners to Promote Vocabulary Growth.

Sutanto, e. a. (2022). Utilization of Youtube Videos during Online Learning to Increase Literacy in English for Middle School Students. *ASEAN Journal of Educational Research and Technology*.

Syafryadin, H. S. (2019). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*.

Tachom, K. (2021). Enhancing Thai EFL Students' EFL Vocabulary Knowledge through the Use of Task-Based Language Teaching and Storytelling Technique Adopting Thai Folktales. *Asian Journal of Education and Training*.

Tahta, M. A. (2022). Students' Perceptions on Reading Digital Storybook "Let's Read": EFL Junior High School Context. *JOURNAL ON TEACHER EDUCATION*.

Tang, H. C.-S. (2012). Efficacy of task-based learning in a Chinese EFL classroom: A case study. *English Language Teaching*.

Turkey, G. T. (2019). Kartal.

Waldron, C. H. (2019). "Dream More, Learn More, Care More, and Be More": The Imagination Library Influencing Storybook Reading and Early Literacy. *Reading Psychology*.

Willis. (2007). *Doing Task-based Teaching*.

Willis, J. (1996). A Frame Work for Task-Based Learning. . *Harlow, U.K.: Longman Addison-Wesley.*

Willis, J. (1996). A Frame Work for Task-Based Learning.

Willis, J. (1996). A Framework for Task-Based Learning.

Xu, Y. P. (2011). A New Approach Toward Digital Storytelling: An Activity Focused on Writing Self-efficacy in a Virtual Learning Environment. Educational Technology & Society. *https://doi.org/10.4135/9781452277479.n3.*

Xu, Y. P. (2011). A New Approach Toward Digital Storytelling: An Activity Focused on Writing Self-efficacy in a Virtual Learning Environment. Educational Technology & Society.

Y D Permatasari, T. N. (2021). The Task-Based Language Teaching As Method In Google Classroom Application For English Learning Approach.

Yasmika, B. (2016). The Effectiveness of Using Task-Based Language Teaching (TBLT) in Teaching The Students' English Speaking Ability.

Yegani, H. &. (2017). The effect of task-based and topic-based speaking activities on the speaking ability of Iranian EFL learners.