

CHAPTER IV

FINDINGS AND DISCUSSION

This research aims to develop a prototype of a TBLT-based digital storybook as the learning media for 10th-grade secondary students at SMA Negeri 1 Sawan. It followed through all the steps of the DnD stages by Richey & Klein (2014), including four stages: *analysis, design, development, and evaluation.*

4.1 Findings

This research completed the prototype of developing a TBLT-based digital storybook for 10th-grade students at SMA Negeri 1 Sawan. The prototype of the digital storybook still needs to be revised and improved in the future. The analysis, design, development, and evaluation results are as follows.

4.1.1 Findings of Analysis Stage

The analysis phase aims to analyze the needs of teachers and students in learning activities before continuing further research. An interview guide for teachers, an interview guide for students, and a document analysis (syllabus) were used to collect the data. The results of the analysis stage can be described as follows:

4.1.1.1 Result of Questionnaire

The questionnaire was distributed to the 10th-grade students at SMA Negeri 1 Sawan. The questionnaire was given as an offline

questionnaire that consisted of several questions related to finding information about students' learning needs in literacy activities. The questionnaire was created using a sheet and shared with the 10th-grade students at SMA Negeri 1 Sawan through the offline meeting. There were 30 students answered the questionnaire with ten questions related to the student's learning needs in literacy activities. The questions were given code from Q1 to Q10. The result of each question was displayed in a chart as follows:

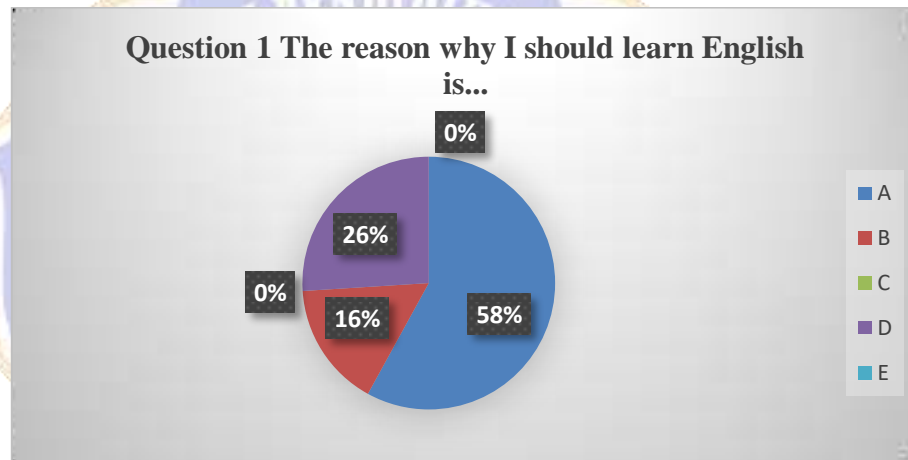


Chart 4. 1 Student' Reasons for Learning English

Q1 dealt with analyze of students' reasons for learning English. From the 31 responses the students gave, data showed that 58% of students answered why they learned English to understand English properly and correctly, orally and in writing in everyday life. Meanwhile, 16% of students responded that the reason for learning English used to communicate with foreign people in English communication. No students responded that English was one of the

subjects that students must learn. 26% responded that learning English prepared them for higher education. Then, there no students responded for other reasons.

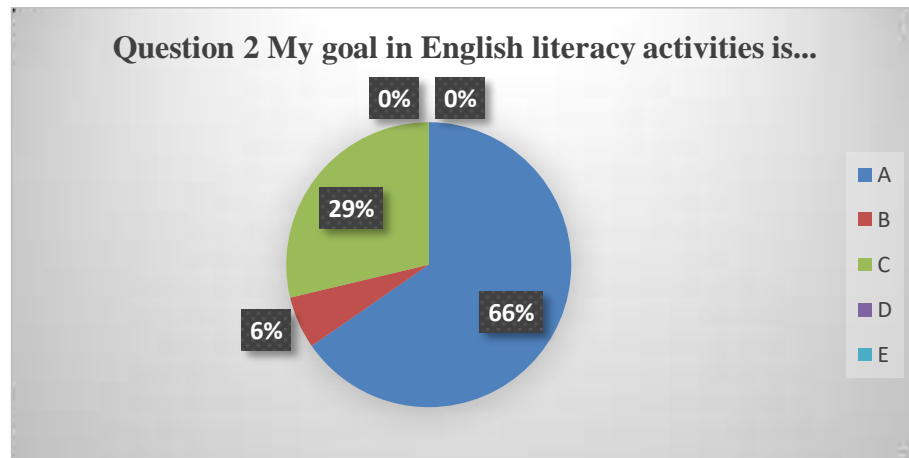


Chart 4.2 Chart 4. 2 The Goal in English Literacy Activities

Then, Q2 related to the goal of students in English literacy activities. Based on the chart above, 66% responded that the goal of English literacy activities is to enrich students' English vocabulary, and 6% of the students responded that the goal of English literacy activities is to understand a piece of English information that has been heard. 29% of the students said that English literacy activities aimed to understand English reading text correctly. Still, no students said that English literacy activities were to be able to express certain information in English verbally and to be able to disclose certain information in writing in English.

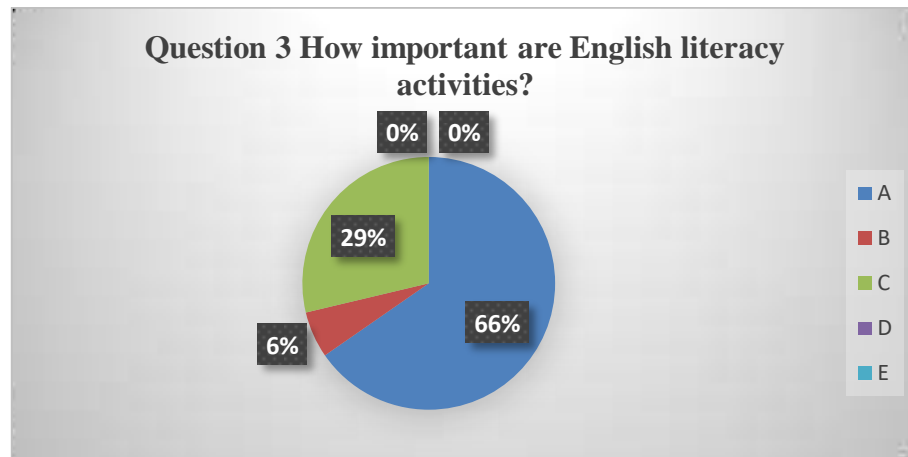


Chart 4. 3 How important is English Literacy Activities for Students

Q3 was about how was important English literacy activities for students. Based on the chart above, 66% of students mentioned that English literacy activities were highly important, and 6% of students said that English literacy activities were quite important. Meanwhile, 29% of students said that English literacy was less important, but no students responded that English literacy activities were unimportant.

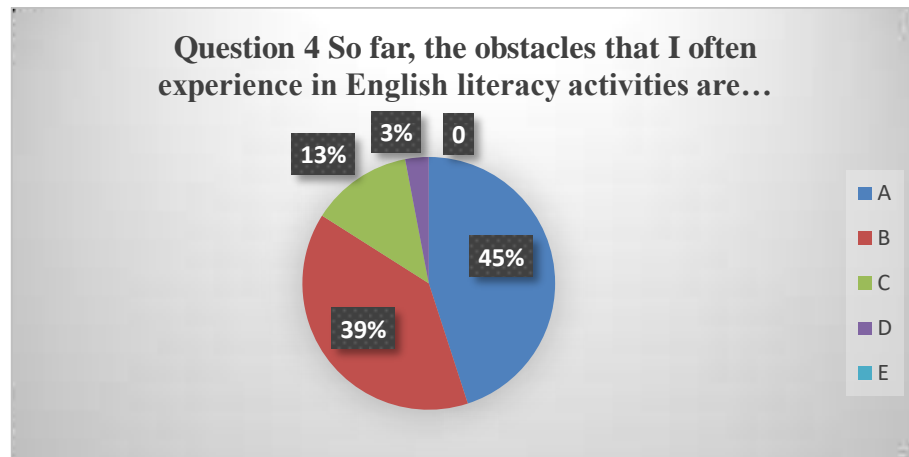


Chart 4. 4 Obstacles in English Literacy Activities

Based on the chart above, Q4 was about the obstacles that students experienced in English literacy activities. Based on the questions, 45% of students responded that they didn't know most words' meaning in English text. 39% of students also said it was difficult to understand English reading text, and 13% were too lazy to find the meaning of English words in their dictionaries. There were 3% of students who had another opinion that it is hard to understand the reading text.

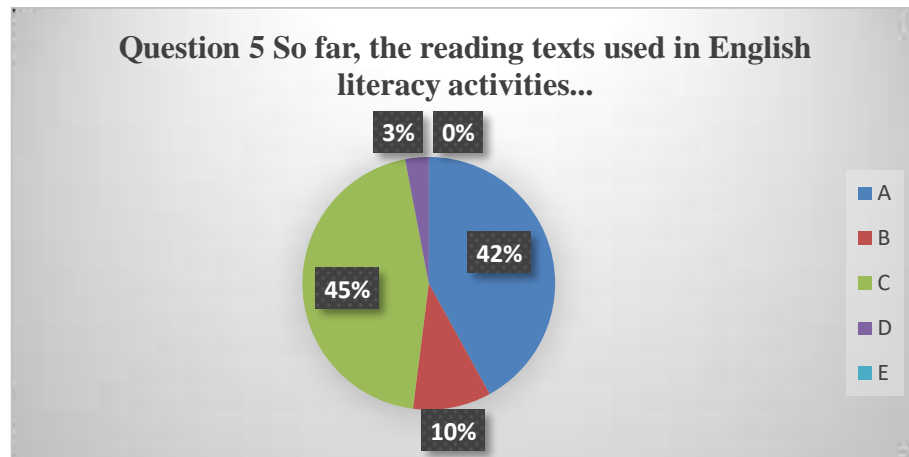


Chart 4. 5 Reading Book Used in English literacy activities

The Q5 was related to the reading book used in English literacy activities. There 42% of students responded that they already knew many reading books, but the language used in the text was hard to understand, so that was why it was not interesting for them. 10% of the students mentioned that there were entirely reading books that they already knew, but it was not attractive. 45% of students responded that there were some varied reading books, but they didn't relate to their learning material in the class. Then, 3% of students said there were few reading books, so they had to fight with other students.

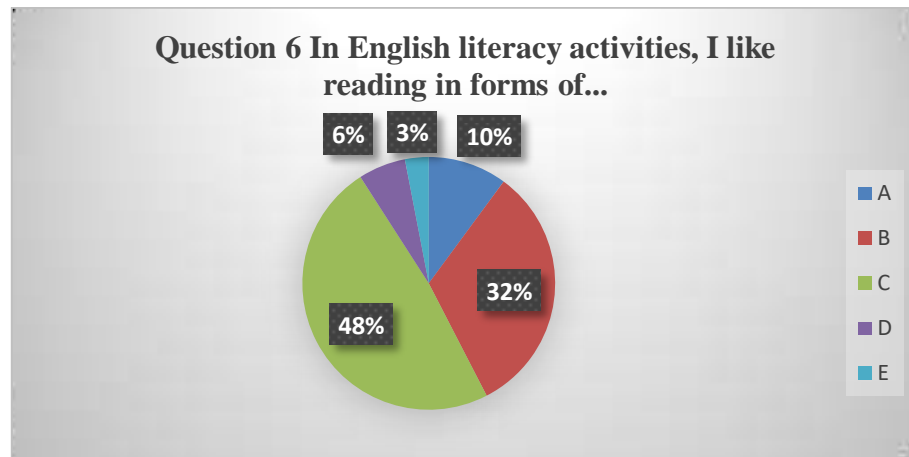


Chart 4. 6 Students' Favorite Book

The above chart revealed the result of Q6, which was about students' favorite books. There were 10% of students responded that they liked to read monologue text, and 32% wanted to read dialogue text. 48% said they liked reading storybooks, and 6% of students liked reading newspapers or magazines. 3% of students had other choices and wanted to read through a song.

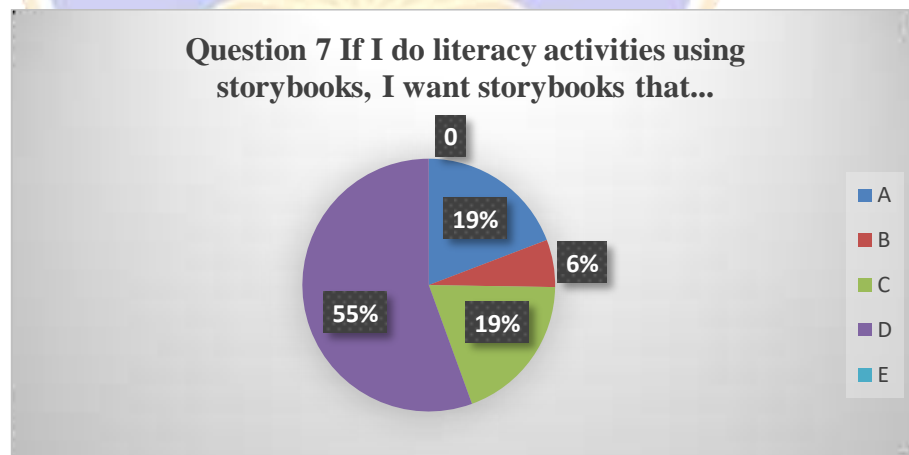


Chart 4. 7 Students' Favorite Types of Storybooks

The Q7 was about students' favorite types of storybooks that interested them. Based on the chart above, 19% of students liked picture storybooks, and 6% said they wanted colored storybooks. 19% of students responded that they liked the interesting story of storybooks. Then most students enjoyed storybooks that were easy to understand by them, around 55% of students. There were no students who responded with another opinion of storybooks.

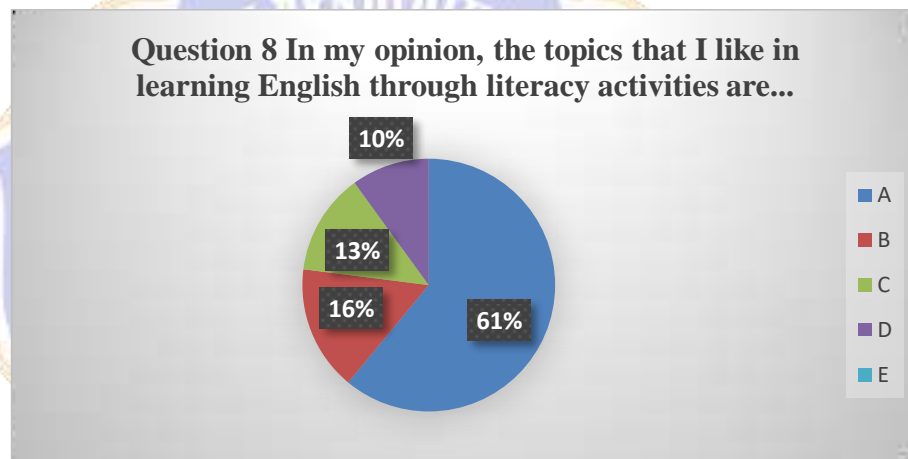


Chart 4. 8 Topics of Learning English through Literacy Activities

Q8 was the eighth question asked in the questionnaire related to the choices of topics students liked in learning English through literacy activities. Based on the chart above, 61% of the students chose to learn English literacy activities related to their everyday life, and 16% were interested in the topic related to the learning material in the classroom. Then, 13% of students liked the topic related to character development. 10% of the students were

interested in other topics related to the topic with the knowledge or strength gained from that character.

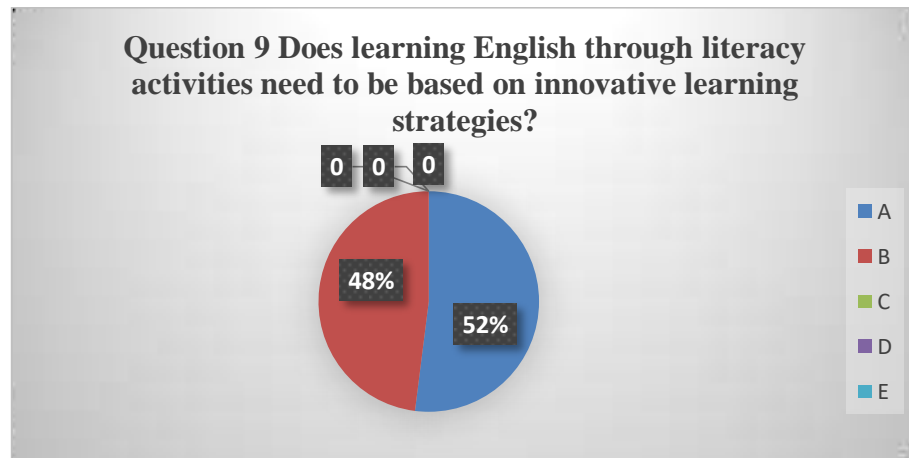


Chart 4. 9 The Importance of Innovative Learning Strategies that Support English Literacy Activities

The next was Q9, related to the importance of innovative strategies that supported English literacy activities. 53% of the students said innovative learning strategies could support English literacy activities. Meanwhile, 48% of students responded that innovative learning strategies did not support English literacy activities.

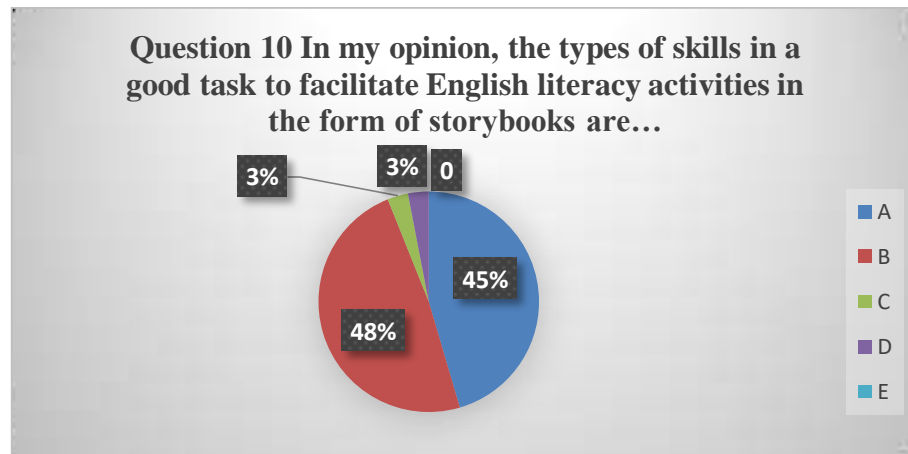


Chart 4. 10 Types of Skills in Good Tasks to facilitate English Literacy Activities in the Form of Storybooks

Q10 dealt with the types of skills in practical tasks to facilitate English literacy activities in the form of storybooks. There were 45% of the students responded that the kinds of practical skills that facilitate English literacy activities were listening skills, and 48% of the students said that speaking skills were one of the good tasks that enable literacy activities in the form of storybooks. Then, 3% of students said reading and writing skills were good tasks to encourage students in literacy activities.

Based on the students' questionnaire results, the students should learn English to understand English properly and correctly, orally and in writing in everyday life. One of the ways that students could do to improve their English skills was through English literacy. The students said that English literacy was highly important to enrich their vocabulary. However, the problem faced by

the students in mastering English was most of the students lacked vocabulary, so they had difficulty understanding an English text. The students did literacy activities by reading books. Still, they admitted that the books were not varied and did not relate to the learning material implemented in their class. They needed more varied and interesting learning mediums to facilitate their English literacy activities. Most of the students were interested to read storybooks that were easy to understand by the students. They liked the topic that had relation to their daily-activities life. The varied and exciting learning medium was supported by innovative learning strategies that could produce practical learning activities to achieve students' literacy, including reading, listening, speaking, and writing skills.

4.1.1.2 Result of the Interview

The interviews were face-to-face with the teacher to obtain data on literacy activities by 10th-grade students at SMA Negeri 1 Sawan. The interviews were conducted to know literacy activities implemented in schools. In addition to finding out about literacy activities, seven questions were asked to the 10th-grade English teacher that highlighted several points, what activities did teachers do to support students' literacy activities, the learning media used by teachers during the learning transition from online to offline learning, learning methods that applied for students, and types of assignments

that given to the students to support students' literacy activities. Moreover, the questions also related to what learning materials are challenging for teachers when implementing learning media that integrate technology to support students' English literacy activities. The questions were asked using Bahasa to ease communication between the researcher and the teacher. During the interview session, it recorded the answer given by the teacher using an electronic device which would later be analyzed. The result of the teacher's response in the interview session can be explained as follows.

The teacher asked whether English learning activities were carried out during the online and offline transitional learning. Based on the interview session, the 10th-grade English teacher responded that the learning activities experienced adaptation from the transition from online to offline learning. Online learning activities were done through several mediums like *WhatsApp* groups and *Google Classroom*. *WhatsApp* groups made by the teacher aimed to inform and share information related to the learning material, assignments, and other information with the students. Meanwhile, the *Google Classroom*, the teacher aimed to give assignments to the students, and then the students collected them through *Google Classroom*. So, during the on-site transitional learning process, the teacher rearranged the learning activities to be an offline learning process. During this transition of the

learning process, teachers applied to learning activities while still paying attention to health protocols, such as wearing masks, maintaining distance, and reducing crowds. It was done during the on-site transitional learning process to avoid spreading the Covid-19 virus. Classroom learning activities were still limited because teachers needed to prepare new learning activities after online learning. Teachers were required to prepare learning methods that followed the on-site transitional learning process conditions and learning mediums that were more varied for the students. So, the teacher must adapt to previous learning activities in the on-site transitional learning process.

The second question asked the 10th-grade English teacher was about the learning medium used by the teacher during learning activities. According to the 10th-grade English teacher, the learning medium used in the on-site transitional learning process were *PowerPoint, Online Handbook, and Printouts* learning medium. The teacher explained that the selection of learning media that integrated technology must be under students' condition to ease students accessing the learning medium without needing much of an internet network. Because this school did not provide an internet network that could be accessed by the students freely, the teacher should use the simplest and easiest learning medium. It sometimes confused teachers about providing varied and exciting learning media but easy to access

for the students, so teachers only used *PowerPoint* slides to display more exciting learning media through images displayed on the LCD projector.

The third question was asked to the teacher related to the second question about how to apply the several learning media already mentioned above. The first learning medium was *PowerPoint*; the teacher showed a slide from *the projector* on the learning material that the teacher explained. *PowerPoint* was a learning medium that did not require an internet network but integrated technology with students. Through *PowerPoint*, teachers could display learning materials, English videos of conversations, and several pictures that could support the learning activities. Learning media with integrated technology could produce exciting and varied learning mediums like *PowerPoint*. So, teachers needed to prepare teaching media in *PowerPoint*, which was related to students' learning material and would be displayed on the LCD via a projector. Apart from using *PowerPoint*, the teacher also distributed an online *Handbook* to students in *PDF* form. This online *Handbook* was a supporting book under the learning material obtained by 10th-grade students. The teacher distributed the online *Handbook* in *PDF* form via the *WhatsApp* group. After downloading, students could download the book for free and accessed freely offline without an internet network.

In addition, the teacher also provided printouts to students, which were used as an assignment for evaluating students. These printouts were in the form of assignments given to students according to the learning material for each meeting. Through the assignments given through printouts, teachers could assess students on how well they understand the learning material.

The fourth question asked to the teacher was about the assignment learning method applied during online and offline transitional learning. Based on the interviews, the teacher said that the teacher used TBLT in evaluating the student's progress. The teacher explained the way how to teach the students and how to give the students the assignments. The teacher first shared and explained the learning material to the students and gave assignments and feedback. According to Ellis et al. (2019) in their book entitled *Task-based Language Teaching*, task-based language teaching has three stages: *pre-task*, *main-task*, and *post-task*. Based on the teaching activities conducted by the 10th-grade English teacher did not apply the TBLT method based on the stages mentioned above. Although TBLT was often involved in learning activities, teachers admitted that they did not yet understand how to do TBLT with the implementation stages that must be followed. Most teachers only focussed on giving assignments to students by involving problem-solving only. In

comparison, the task should be given after students understand the material and utilize the understanding discussed with the teacher.

The fifth question asked was how often the teacher gave assignments to students. Based on the interviews, the teacher said that the teacher often gave students assignments after doing the teaching activities. The teacher often gave students assignments to assess each student's progress. Giving students assignments frequently could increase their sense of responsibility regarding completing their obligations. The assignments were tasks to solve problems that would make students independent in completing their assignments.

The sixth question asked the teacher was about how the assignment procedure was given to students. The assignment procedures given to students differed; they depended on the learning material they got. One example of the teacher's assignment procedure was the *recount text* learning topic. The teacher said this material was very complex because this type of recount text contained several language features that students must be able to master, including mastery of grammar. In the procedure for giving assignments in recount text material, the teacher presented images on the LCD through a projector. They offered pictures to students to attract attention in practicing their speaking skills to explain the pictures shown. Then the teacher would direct students by explaining the

recount text material and giving students assignments. The teacher said that developing students' English language skills, including reading, listening, speaking, and writing, was very challenging, especially in speaking and writing skills. Most students were still unfamiliar with English and thought it was not easy. Thus, the teacher had a significant role in creating fun learning activities by integrating technology so that students would be interested in joining the learning activities.

The last question asked to the teacher was about the types of assignments given to students to support their literacy activities. According to the interviews, in conducting the assignments to practice students' reading comprehension, the teacher gave the text and then answered several questions based on the text. In practising listening comprehension, the teacher gave audio, and then the students listened to the audio. Meanwhile, in training students' speaking skills, the teacher made presentations, discussions, and questions and answers or conversations. Then, to practice students' writing skills, students began to compose sentences based on the appropriate grammar. This activity did not occur routinely in learning activities; that was because the teacher also adjusted to the needs and abilities of students. After all, the teacher was more dominant in training students in critical thinking

in solving problems, so the teacher carried out no special literacy activities outside of learning activities.

Regarding the result of the interview with the teacher, it could be concluded that literacy learning activities could not run effectively in this school due to the on-site transitional learning process. In conducted teaching activities, the teacher did not apply the TBLT method correctly based on the stages, and the teacher only focused on giving students assignments to solve the problems. In integrating digital learning mediums, the teacher only used monotonous learning mediums that were not varied. That's because the teacher adjusted to the internet network and media facilities that students did not maximally own. Teachers were sometimes confused about creating varied and exciting learning mediums for students. In this case, teachers needed learning mediums that integrated technology to create diverse and exciting learning mediums easily accessible to students. The learning media must support students' literacy activities, including the four English language skills.

4.1.1.3 Result of Observation

The observation was done with the support of an observation sheet performed as a guideline for doing the observation. The observation was done to gather information about the curriculum used in learning activities, syllabus or ATP (*Alur Tujuan Pembelajaran*),

the teacher's learning methods, assignments given to the students, literacy activities, and the learning medium used in the learning process. The questions provided in the observation sheet were designed by referring to some theories that became the background of the design of the questions. The observation sheet used in this research is displayed in table 4.1.

Table 4. 1 Observation Sheet Used for 10th-Grade Students at SMA Negeri 1 Sawan

No.	Criteria	Yes	No
1	Does the school use the <i>Merdeka Curriculum</i> for 10 th -grade secondary students?	✓	
3	Are the English learning implementation plan designed under the syllabus or ATP (<i>Alur Tujuan Pembelajaran</i>) and the curriculum used?	✓	
4	Is the English learning implementation plan designed by the teacher using the TBLT-based learning method (<i>Task-based Language Teaching</i>)?		✓
5	Does the English learning implementation plan create assignments to determine students' understanding of certain learning materials?	✓	
6	Are there literacy activities carried out outside of the learning activities in the classroom?		✓
7	Does the teacher integrate technology into learning media in learning activities?	✓	

Based on the observation at SMA Negeri 1 Sawan, information was found from the 10th-grade English teacher. First, the school applied *Merdeka Curriculum* for 10th-grade students and 2013 for eleventh and twelfth-grade students during the on-site transitional learning process. The teacher used the lesson plan in teaching

activities based on ATP (*Alur Tujuan Pembelajaran*) in *Merdeka Curriculum*. The teacher did not apply the TBLT method in the teaching process with pre-task, main-task, and post-task stages. The teaching process still involved teacher-centered, and the teacher explained the learning material before starting the learning process. There were no pre-tasks, main-task, or post-task in the learning activities. After finishing the teaching activities, the teacher gave assignments to evaluate students' progress in learning activities about how well students understand the learning material. Giving assignments could support the learning activities in finding students' understanding in every meeting. In addition, while the learning activities were being held, there were several learning activities towards developing students' literacy, but they did not apply routinely. This school did not have a literacy activities program for developing students' literacy. The teacher used several learning mediums for students in teaching activities, such as *YouTube*, *PowerPoint*, and an online HandBook.

4.1.1.4 Result of the Document Study

a) Syllabus Analysis

10th-grade students in SMA Negeri 1 Sawan applied *Merdeka Curriculum*, which differed from the previous curriculum. The teacher said that what distinguished *Merdeka*

Curriculum from the 2013 curriculum was the designation of several terms, such as syllabus, known as ATP (*Alur Tujuan Pembelajaran*), related to learning materials that were different from the previous curriculum, and how to assess students. ATP (*Alur Tujuan Pembelajaran*) was used as a guideline for developing student lesson plans. Regarding the ATP (*Alur Tujuan Pembelajaran*), it analyzed some items such as the essential competencies, learning indicators, topics of learning, and learning activities. It focused on the ATP (*Alur Tujuan Pembelajaran*) based on the teacher's needs in the first semester (odd semester). Based on the teacher's demand regarding the ATP (*Alur Tujuan Pembelajaran*), the teacher's learning topic was *personal recount text*. It was one of the challenging materials for students; in choosing this topic, the teacher hoped that the resulting learning mediums and learning activities would help teachers develop students' four English language skills, especially speaking and writing skills. This topic allowed the creation of varied and exciting learning mediums to develop students' literacy based on the appropriate learning method.

b) Lesson Plan Analysis

Analyzing the lesson plans teachers used in schools was necessary for analysis. The research found the strengths and weaknesses of the lesson plan implemented by the teacher, including the learning activities related to literacy activities supported by the learning methods applied by the teacher. Learning activities focused on developing English literacy were implemented in learning activities but had not yet obtained maximum results. The teacher said that literacy activities required learning mediums to support literacy activities, so the teacher needed learning mediums to support literacy activities and TBLT-based teaching methods appropriate to the stages. However, based on the lesson plan analysis, the learning activities were still teacher-centered, where the teacher explained the material before giving assignments to students. Assignments form given to students were only problem-solving, which did not include literacy activities. According to the lesson plans analysis, the 10th-grade English teacher said the teaching process used the TBLT method. Still, it did not appropriate to the stages of the TBLT method because, in the TBLT method, the teacher did not explain the learning material for starting the teaching activities. The learning activities were student-centered, allowing students to be active in the learning activities. The stages of learning activities should be followed by three phases: *pre-task*, *main-task*, and *post-task* (Ellis

R. , 2009). Considering this aspect would help the development of the appropriate learning mediums used in learning activities that would support literacy activities based on the proper stages of the TBLT method.

4.1.2 Findings of Design Stage

After making the analysis data collected during the analysis stage, it continued the following process of designing the prototype of the digital storybook. The design of the digital storybook was visualized through a blueprint. The data collected in the analysis stage through the interview with the teacher and analyzing the 10th-grade syllabus or ATP (*Alur Tujuan Pembelajaran*) was used as the base to develop the blueprint. In addition to collecting the data from the teacher's interview, it began to design the digital storybook. In making the blueprint, it considered several aspects in determining the prototype. Story Jumper was used as the tool to create the digital storybook. The students would access the prototype through their smartphones and computers. It was shared as a link share, and then the students could access it whenever they wanted. The process of developing the blueprint for the prototype of a digital storybook was described as follows.

4.1.2.1 Designing the Blueprint

Blueprint was designed based on the data and information from the teacher and students collected in the analysis stage. The blueprint of the prototype of the digital storybook developed in this stage consisted of several aspects, such as the learning topic of a digital storybook, learning objectives, writing the content of the storybook, and designing learning activities based on the TBLT method.

a Learning Topic

The learning topic was determined based on the syllabus or ATP (*Alur Tujuan Pembelajaran*) used by the 10th-grade students. Learning topic was the essential aspect in deciding what the students learned and the kind of learning activities that had done by the students. Based on the interview with the 10th-grade English teacher, the learning topic that had been chosen was *Recount Text*. The selection of this topic was based on the teacher's need that the *Recount Text* learning topic was one of the complex materials the students should master. It contained many things of language features, especially grammar. Considering the selection of this topic, it was expected to create a learning medium supporting the *Recount Text* learning topic that could help students develop their four English language skills.

b Learning Objectives

Learning objectives in conducting a TBLT-based digital storybook implementation to facilitate students' literacy activities through an exciting learning medium. According to Kuder and Hasit (2002), literacy definition develops and includes the process of reading, listening, speaking, writing, imagining, and seeing. A TBLT-based digital storybook implementation was appropriate to promote students' literacy, followed by several meaningful tasks based on TBLT implementation related to students' real-life activities.

c Writing the Content of The Storybook

It continued designing the blueprint by writing the content of the digital storybook in the *Story Jumper*. The story's content was written based on the appropriate topic for students' real life. In writing the story, the topic was chosen about friendship because it was suitable for students at the senior high school level following their real life. The selection of words in the story was easy for the students; if there were several unfamiliar words, it would be supported by pictures that could help students understand the story's content. The end of the book contained a glossary that could enrich students' vocabulary. Creating exciting stories was followed by interesting pictures to encourage students. During the process of writing the

content of the storybook, it was improved based on the revision from the supervisors. Then, after completing the revision of the content of the storybook, it continued to create the final blueprint of the digital storybook under the topic of recount text.

d Designing Learning Activities based on the TBLT method

Designing the learning activities referred to several activities that would be done during the learning process. It continued designing learning activities based on the TBLT method. Referring to the stages of TBLT-method by Willis (1996) designed the lesson model, it was mentioned TBLT has three stages such as (1) *pre-task*, (2) *main-task*, and (3) *post-task*. Based on the task-based lesson plan model by Willis (1996), the pre-task contained the introduction of the topic and tasks, followed by a task cycle (*task, planning, and report*), then continued to language focus of *analyzing and practicing*. Learning achievement indicators were from the *Recount Text* topic. Based on this topic, it decided on the appropriate learning activities in the form of a TBLT-based digital storybook implementation in supporting students' literacy activities. The result of designing learning activities for a TBLT-based digital storybook implementation could be seen as follows.

Table 4. 2 Learning Activities by Bonces (2009)

<p>Lesson Topic: Recount Text</p> <p>Time: 6 meetings (<i>1 meeting consisted of 2 x 45 minutes</i>)</p> <p>Level: Grade: 10th-grade students</p> <p>Task Sequence: Task-based language teaching Learning activities aimed to develop students' literacy, including reading, listening, speaking, and writing skills through TBLT implementation in understanding information. Students work individually to complete tasks and work in groups to communicate with their friends.</p>
Pre-Task
<p>Introduction to topic and tasks Aim: To introduce the topic of recount text and to give the students exposure to language related to them. In the introduction, it is important to highlight new words and phrases.</p> <p>Priming: Show students several pictures of activities that highlight new words. For example, photographs of people eating or students studying. It encourages students to collect new vocabulary related to their daily activities. You share your previous personal experience based on the pictures shown to the students. They used images to provide as many details as possible and to ease students' memory of the new vocabulary and phrases. After sharing your previous personal experience, please provide the link to the digital storybook from Story Jumper and let the students practice their listening comprehension. They will fill in the blanks based on their listened audio. When the students finish filling in the blanks of the listening task, you will encourage students to train their speaking skills by asking several questions related to their past activities, and students will answer them: <i>What did you do yesterday?</i> <i>What didn't you do yesterday?</i></p> <p>The students collect five words based on yesterday's activities that they did and didn't do, and then they will start to arrange the phrase based on the words they already collected. Next, students will distribute four pictures of activities and answer those questions based on the grammar used in the experience (<i>Simple Past Tense</i>).</p>

Task Cycle

Task	Planning	Report
Tell students to read	Students will work	After finishing students'

<p>while listening to the digital storybook. Then, the students will listen to the audio based on the content of the previous story. They will discuss with their classmate what they have heard based on the conversation in the audio. There are three questions as follows:</p> <p><i>What happens to the new student?</i></p> <p><i>Why doesn't the new student go to the schoolyard?</i></p> <p><i>Where will they go?</i></p> <p>The audio will ensure the students' understanding of the story through true or false statements.</p> <p>Tell the students to discuss the content of the previous story with their classmates. It will be distributed with several pictures about what they have learned and determine the genetic structure of the <i>Recount Text</i> based on the story. They will present it in front of the class.</p> <p>Finally, students will work individually by making their recount text.</p>	<p>individually in creating their recount text. The selection of the topic of personal recount text is free; it depends on students' personal experiences that they have done. The students have displayed the table in the recount text starting from orientation, series of events, and reorientation. It will make it possible for students easier in compiling their recount text.</p>	<p>recount text, they will be picked randomly to present their results in front of the class. The other students will listen and ask some questions after the students finish presenting their recount. The teacher gives students feedback about the story's content and quickly comments.</p>
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Language Focus

Analysis	Practice
Write sentences given by students from their presentation of their recount. Highlight the language you want to	The teacher assigns homework to the students to practice new words or structures in the form of Simple Past

address. Then, the students will review the phrases related to the recount text material.	Tense towards the recount text material.
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Evaluation

Students complete the Self-Reflection about what they have done and how well they progressed in the digital storybook.
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4.1.2.2 Designing the Final Blueprint

The final design of the blueprint of the prototype of a digital storybook with the topic of recount text was ready to be developed into a TBLT-based digital storybook implementation. Based on some aspects that had been determined, these final blueprints consisted of (1) learning the topic of the story, (2) learning objectives, (3) writing the content of the digital storybook, (4) stages of the TBLT method, (5) learning activities. After finishing the blueprints, it continued to consult the outline to the experts for being judged. There were several suggestions from the experts, such as the story's content should be related to the students' real life, follow the moral value characteristics, and be related to the student's life. The task had been designed well, but make sure that the task referred to developing students' literacy activities. Another feedback was that the description of every task should be clear to avoid misunderstanding in completing the task.

4.1.3 Findings of Development Stage

The development stage included developing the digital storybook prototype based on the blueprint made in the design stage. After the

supervisors accepted the blueprint, the blueprint was used as a guideline to develop the prototype of a digital storybook. The digital storybook was developed using *Story Jumper* based on the TBLT method to support students' literacy activities. The development stage process comprised two main points; before and after revision. So, after the digital storybook was finished, it was revised by the supervisors until the media prototype was produced. Finally, the prototype was judged by the expert and the user. The process of developing the prototype of a digital storybook could be described as follows.

4.1.3.1 Developing the Digital Storybook

In developing the digital storybook, *Story Jumper* was used as a tool. Several features on *Story Jumper* could support the prototype of a digital storybook, including the audio feature. That was what distinguished it from a traditional book. *Story Jumper* contained audio features that could facilitate students' listening practice while reading the story. The process of developing the digital storybook by using *Story Jumper* could be described as follows.

- a Selecting the background and pictures from *Story Jumper* and *Freepik*



Figure 4. 1 Searching Background from *Story Jumper*

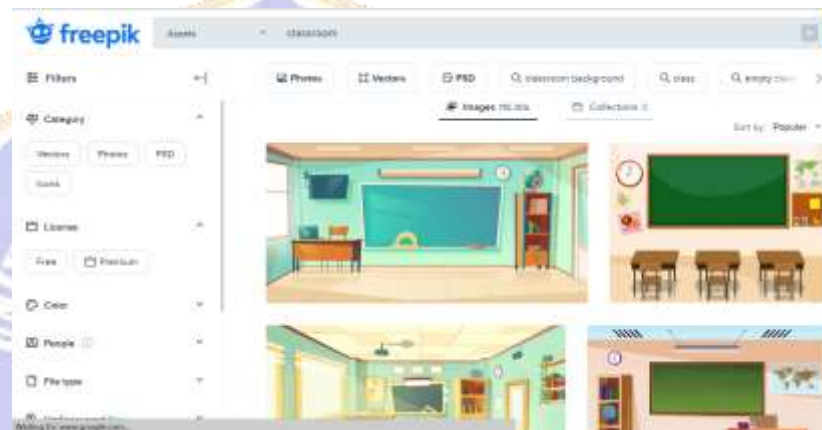


Figure 4. 2 Searching background from Freepik

Appropriate background based on the story's content had been found in the *Story Jumper*. To find the story's background, it needed to see through several keywords such as the background of the house, school environment, classroom, schoolyard, and canteen. But, in the *Story Jumper*, no complete background was needed in the story. So, *Freepik* provided other backgrounds and then moved them to the *Story Jumper*. In addition to the background, it also found several pictures to make the exciting story, such as a table, chair, food, drink, etc.

The selected background and images were saved to the *Story Jumper*.

b Creating the characters of the story by using *Story Jumper*



Figure 4. 3 Creating the Characters by using *Story Jumper*

The characters were created by using the features in *Story Jumper*. There were ten characters in the story that had been completed. The way in making the characters was easy that supported by several physical appearances and characteristics of the character. *Story Jumper* allowed them to create the characters by selecting the available options, such as *skin tone*, *hair*, *eyes*, *eyebrows*, *mouth*, *facial hair*, *glasses*, *clothes (top)*, *clothes (bottom)*, *clothes (outside)*, *socks*, and *shoes*.

c Inserting the text of the story by using *Story Jumper*



Figure 4. 4 Inserting the Text of the Story

After creating the characters, it continued to insert text based on the previous story that had been prepared. In adding the text used, features on *Story Jumper*, such as speech bubbles, select the text's available font. It used attractive and clear font to make it easy to read. In addition, it also added colored font, which could be enjoyable to read for the students.

d Recording the audio by using Story Jumper

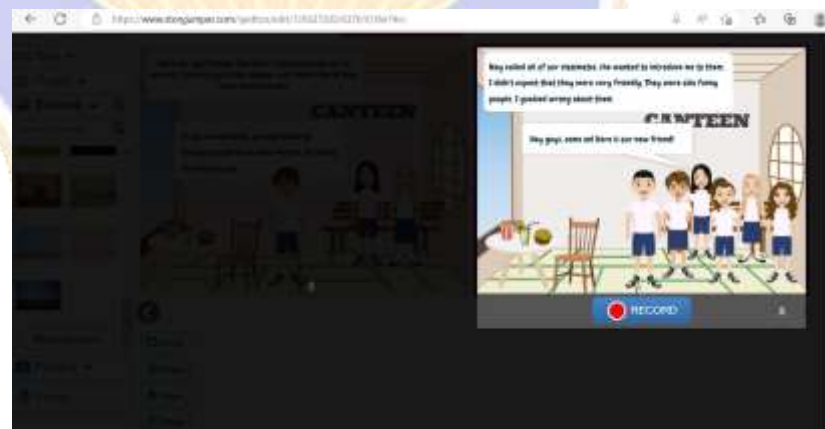


Figure 4. 5 Recording the audio by using Story Jumper

After adding the story's text, it continued recording the audio used features in the *Story Jumper*. The audio was recorded to

be exciting by using voice recording but emphasizing the differences in the voices of each character and giving voices that followed the character's expressions.

e Selecting the appropriate music by using *Story Jumper*



Figure 4. 6 Selecting the music by using *Story Jumper*

Creating an engaging digital storybook was supported by music that would build a real-life atmosphere. The music was used *Story Jumper* because more appropriate music could be chosen and related to the story.

After finishing developing the product of the digital storybook according to the supervisors' feedback and suggestions continued to judge the product by the educational experts. There were two educational expert judges involved in this research to give their evaluation of the product of the digital storybook that had been developed. Two educational expert judges were lectures from Ganesha University of Education, who had expertise on a TBLT-based digital storybook implementation for developing students'

literacy. They were (1) I Putu Ngurah Wage Myartawan, S.Pd., M.Pd., (2) Luh Gede Eka Wahyuni, S.Pd., M.Pd.

In judging the digital storybook's product, the storybook link was shared from *Story Jumper* with the experts. It could be accessed freely. After the experts read and checked the digital storybook, they gave their judgment through the rubric. All two experts had filled in the expert judgment rubrics, as seen in the appendices. Briefly present the total scores of the product of the digital storybook from all the experts presented in the following table.

Table 4. 3 Result of the Expert Judgments

No	Judges	Mode Value	Median Value	Conclusion
1	Expert 1	5	5	Excellent Digital Storybook
2	Expert 2	5	5	Excellent Digital Storybook

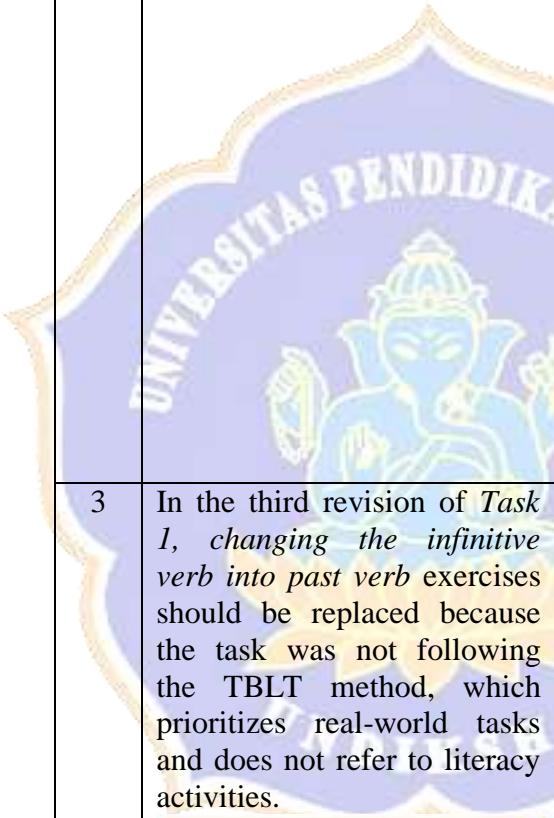



4.1.3.2 Revising the Digital Storybook


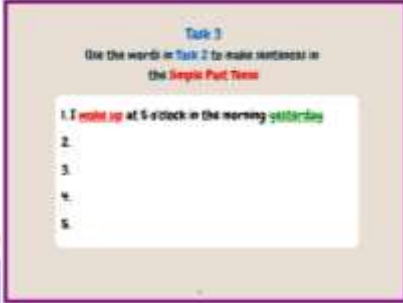

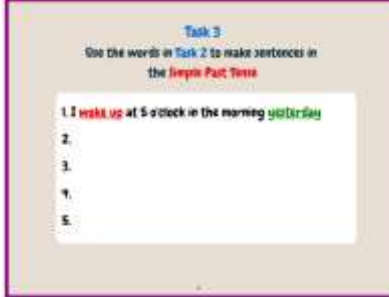



The digital story had been created from *Story Jumper* that could be accessed through link share. The digital storybook had 33 pages, including the front and back covers. To check the appropriateness of the digital storybook, it needed to show to the supervisors. The digital storybook was shared with the supervisors through a link share. Then, the supervisors gave feedback on the digital storybook that had been developed. To improve the quality of the digital storybook, the supervisors gave some comments, revisions,

and suggestions to the task that had been arranged, the story's content, the audio's pronunciation, and the grammar used. According to the supervisors' feedback of the comments, revisions, and suggestions, it continued developing the digital storybook by revising several aspects highlighted based on the supervisors' feedback using *Story Jumper*.





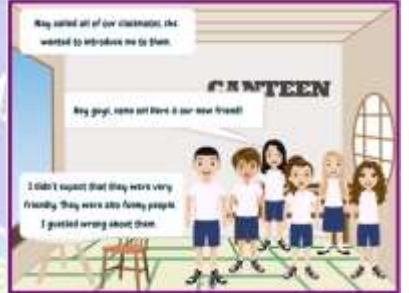

Table 4. 4 Revision of the Digital Storybook

Revision of The Digital Storybook		
No	Before Revision	After Revision
1	<p>In the first revision, the supervisor suggested revising the dedicated page. The learning expected was not specific; it should make it clear.</p>	<p>The learning expectations were revised to be specific and clear about the learning goals of this book.</p>
2	<p>In the second revision, the supervisor suggested making clear instructions easy to understand in every task.</p>	<p>The instructions were revised in every task to become straightforward for the students.</p>




		
<p>3</p>	<p>In the third revision of <i>Task 1</i>, <i>changing the infinitive verb into past verb</i> exercises should be replaced because the task was not following the TBLT method, which prioritizes real-world tasks and does not refer to literacy activities.</p> 	<p>It had changed into listing vocabulary followed by two questions, <i>What did you do yesterday?</i> <i>What didn't you do yesterday?</i> It aimed at students' real-world activities while they could list past verbs based on the activities that they have done.</p> 
<p>4</p>	<p>In the fourth revision, the supervisor suggested revising</p>	<p><i>Task 2</i> of making sentences based on the previous ten</p>

	<p>Task 2 to make sentences based on the previous ten words, changing the infinitive verb into a past verb. It was because the task was not following the TBLT method, which prioritizes real-world tasks and does not refer to literacy activities.</p> 	<p>words by changing the infinitive verb into a past verb. It changed into starting to share students' yesterday activities that they did or didn't do based on the previous listing vocabulary.</p> 
<p>5</p>	<p>In the fifth revision, the supervisor suggested removing the audio on Task 2, Task 3, and Task 4. It should be removed because it was writing practice, so it no longer needed audio.</p>  	<p>The audio on Task 2, Task 3, and Task 4 was removed.</p>   

		
6	<p>In the sixth revision, the supervisor suggested inserting a welcome part before going to the story.</p> 	<p>The welcome part was inserted before the story started.</p> 
7	<p>In the seventh revision, the supervisor revised the pronunciation in the audio voice-over in several words such as <i>honestly</i>, <i>lessons</i>, and <i>meant</i>.</p> 	<p>The audio voice-over revised the pronunciation of several words such as <i>honestly</i>, <i>lessons</i>, and <i>meant</i>. The voice-over was already re-recording.</p> 
8	<p>In the eighth revision, the supervisor corrected the grammar in the word “<i>earphone</i>”; it should be</p>	<p>It had changed the noun “<i>earphone</i>” became “<i>earphones.</i>”</p>

	<p>replaced with the plural noun “earphones.”</p> 	
<p>9</p>	<p>In the ninth revision, the supervisor suggested changing the speech bubble placement on pages 15 and 16. To avoid students’ confusion, it should be separated to make it under the audio.</p>  	<p>The placement of the speech bubble had changed to separate it.</p>  
<p>10</p>	<p>In the tenth revision, the supervisor revised the task after reading. It did not refer to the development of literacy yet. So, it needed to create tasks that refer to literacy development.</p>	<p>After revising the reading, the task referred to developing literacy activities.</p>

		<p>Task 5 LISTENING Listen to the audio!</p> <p>Part 1 Please answer these questions based on the audio that you have heard! What happened to the new student? Why doesn't the new student go to the schoolyard? Where will they go?</p> <p>Part 2 True or False</p> <table border="0"> <tr> <td>A new student likes to walk on her neighbors'...</td> <td>?</td> <td>?</td> </tr> <tr> <td>A new student doesn't have to do sports because...</td> <td>?</td> <td>?</td> </tr> <tr> <td>A new student isn't happy to meet her friend...</td> <td>?</td> <td>?</td> </tr> <tr> <td>A new student will be helped by her friends...</td> <td>?</td> <td>?</td> </tr> </table> <p>Task 6 Let's speak!</p> <p>Task 7 Please find the generic structure of the story based on the previous pictures by your own words!</p> <table border="1"> <tr> <td>Orientation</td> <td>Events</td> <td>Reorientation</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table> <p>Task 8 Make your own Personal Recount Text!</p> <p>Let's Write!</p>	A new student likes to walk on her neighbors'...	?	?	A new student doesn't have to do sports because...	?	?	A new student isn't happy to meet her friend...	?	?	A new student will be helped by her friends...	?	?	Orientation	Events	Reorientation			
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A new student isn't happy to meet her friend...	?	?																		
A new student will be helped by her friends...	?	?																		
Orientation	Events	Reorientation																		
<p>11</p>	<p>The supervisor suggested inserting clear instructions in the <i>Self-Reflection</i> in the eleventh revision. In addition, the <i>Self-Reflection</i> should be changed into four English language skills reflection. So, it included reading, listening, speaking, and writing skills.</p>	<p>Clear instructions were inserted in the <i>Self-Reflection</i>. Then, <i>Self-Reflection</i> had revised to cover four English language skills.</p>																		

	<table border="1"> <thead> <tr> <th rowspan="2">No</th> <th rowspan="2">Statement</th> <th colspan="2">Response</th> </tr> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Saya sudah membuat cerita atau drama sederhana tentang pengalaman pribadi (Personal Experience)</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Saya sudah menggunakan istilah pada Rencana Tesis (Research Plan)</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Saya sudah menggunakan konsep pada Rencana Tesis</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis (Discussion, Conclusion, Recommendation)</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Saya sudah menggunakan Personal Experience di akhir cerita</td> <td></td> <td></td> </tr> </tbody> </table>	No	Statement	Response		Yes	No	1	Saya sudah membuat cerita atau drama sederhana tentang pengalaman pribadi (Personal Experience)			2	Saya sudah menggunakan istilah pada Rencana Tesis (Research Plan)			3	Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis			4	Saya sudah menggunakan konsep pada Rencana Tesis			5	Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis (Discussion, Conclusion, Recommendation)			6	Saya sudah menggunakan Personal Experience di akhir cerita			<div style="border: 1px solid purple; padding: 5px;"> <p style="text-align: center;">SELF-REFLECTION</p> <p style="text-align: center;">Let's reflect on what you have done! How well you have progressed? Tell your teacher and friends!</p> <table border="1"> <thead> <tr> <th rowspan="2">No</th> <th rowspan="2">Statement</th> <th colspan="2">Response</th> </tr> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Saya sudah membuat cerita atau drama sederhana tentang pengalaman pribadi</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Saya sudah menggunakan istilah pada Rencana Tesis</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Saya sudah menggunakan konsep pada Rencana Tesis</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis (Discussion, Conclusion, Recommendation)</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Saya sudah menggunakan Personal Experience di akhir cerita</td> <td></td> <td></td> </tr> </tbody> </table> </div>	No	Statement	Response		Yes	No	1	Saya sudah membuat cerita atau drama sederhana tentang pengalaman pribadi			2	Saya sudah menggunakan istilah pada Rencana Tesis			3	Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis			4	Saya sudah menggunakan konsep pada Rencana Tesis			5	Saya sudah menggunakan kata-kata yang berkaitan dengan tema yang ditentukan dalam Rencana Tesis (Discussion, Conclusion, Recommendation)			6	Saya sudah menggunakan Personal Experience di akhir cerita		
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<p>12</p>	<p>In the twelfth revision, the supervisor suggested inserting a glossary at the book's end. It aimed to show difficult words with the meaning those words.</p> 	<p>The glossary was inserted at the end of the storybook.</p> 																																																												
<p>13</p>	<p>In the last revision, the supervisor suggested adding the post-task to see students' output of listening, reading, speaking, and writing skills as an assessment of learning.</p>	<p>The post-tasks were added to see students' outcomes of the assessment of the learning process.</p> 																																																												

Task 2
Let's Listen!
What have you heard?

Listen to the audio. Pay attention to hear the words are pronounced. Practice pronunciation. Then, fill in the blanks below!

It was Tom and Janet's holiday in Europe. They _____ about their holiday to their friends. First, they _____ to London before going to Paris for an day. Second, they _____ the Louvre Museum. Then, they _____ to see the Eiffel Tower in Paris. Tom and Janet's friends asked them if they had been to Paris before. Janet _____ that she had been to Paris three times before this trip when she was young. Tom said that he had never been to Europe before.

Task 3
Let's Practice Your Speaking!

Please tell your holiday on the beach based on the series of pictures below according to Readout Text material!

Happy Weekend!

You can record your voice and share in your social media!

Task 5
Write your Personal Account Story!

Let's Write!

Personal Account Story

Write your story in 100 words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

From all the two experts in the first judgment, several general comments and suggestions were given by the experts to create a perfect product that could be described as follow. The product of the digital storybook should be followed by explicit instruction of TBLT stages in every task, instance of, *Pre-Task*, *Main-Task*, and *Post-Task*. In addition, it should show clear information about the aim of the task to make students able to learn independently. It needed to check whether the structure and grammar were correct or required to be revised. In the post-task, more tasks should be added, which were outcomes used after students understood the learning

material to assess the learning process. The last was about the appearance of the digital storybook; the main thing about the storybook was an attractive appearance that could attract students' interest and was supported by clear audio for listening comprehension. After revising the TBLT-based digital storybook on the comments and suggestions of two experts, the product was reassessed to see if the quality of the product had improved. Product improvement indicated that the product was considered to have fulfilled the assessment and was ready for use by the students. The final result of the expert judgments is as follows.

Table 4. 5 Result of the Expert Judgments after Revised

No	Judges	Mode Value	Median Value	Conclusion
1	Expert 1	5	5	Excellent Digital Storybook
2	Expert 2	5	5	Excellent Digital Storybook

4.1.3.3 The Final Prototype Product of Digital Storybook



The design and development stage's final result was a digital storybook prototype product. The researcher revised the prototype of the digital product storybook based on the supervisors' feedback and suggestions during the revising process. In addition, the two experts judged the digital storybook using an expert judgment rubric. Finally, the final prototype product of the digital storybook can be seen in the table as follows.

Table 4. 6 Final Product of Digital Storybook

Digital Storybook entitled “What a Lucky New Student.”

Link:

<https://www.storyjumper.com/book/read/135637202>

<p>“Opening”</p> <p>The opening activities present the cover of the digital storybook with the exciting title “What a Lucky New Student.” Then, the second page shows the learning goal expected from this storybook.</p>	 <p>The image shows two screenshots of the StoryJumper website. The top screenshot displays the book cover for 'WHAT A LUCKY NEW STUDENT' with a 'BUY THIS BOOK' button for \$3.99. Below the cover are icons for 'CUT', 'REORDERING', 'COMMENT', 'SHARE', and 'SAVE'. The bottom screenshot shows the first page of the story, which contains text and a 'BUY THIS BOOK' button.</p>
<p>“Pre-Task Activities”</p> <p>In the pre-task activities, several tasks can be used as brainstorming for the students before going to the main tasks. It encourages students to prepare the learning activities of the recount text material. The several tasks in the pre-task activities give the students an understanding of the recount text material by themselves while</p>	 <p>The image shows two screenshots of the StoryJumper website. The top screenshot is titled 'Recount Text' and 'PRE-TASK'. It includes a goal: 'The goal is to write an and only in the results about past events'. Below this are three speech bubbles with instructions: 'Underline the first sentence', 'Write the first sentence', and 'Write the second sentence'. The bottom screenshot shows 'Task 1' and 'Task 2' with writing prompts and a 'BUY THIS BOOK' button for \$3.99.</p>

they finish the tasks.



“Main-Task Activities”
 In the main-task activities, the students are asked to read or listen to the story while understanding the story’s contents. The students are given several tasks related to the story they have read. It is used to see their understanding after they read the story and practice other English language skills.





“Post-Task Activities”

Post-task activities are used as an assessment of learning. The students are asked to finish the tasks, including



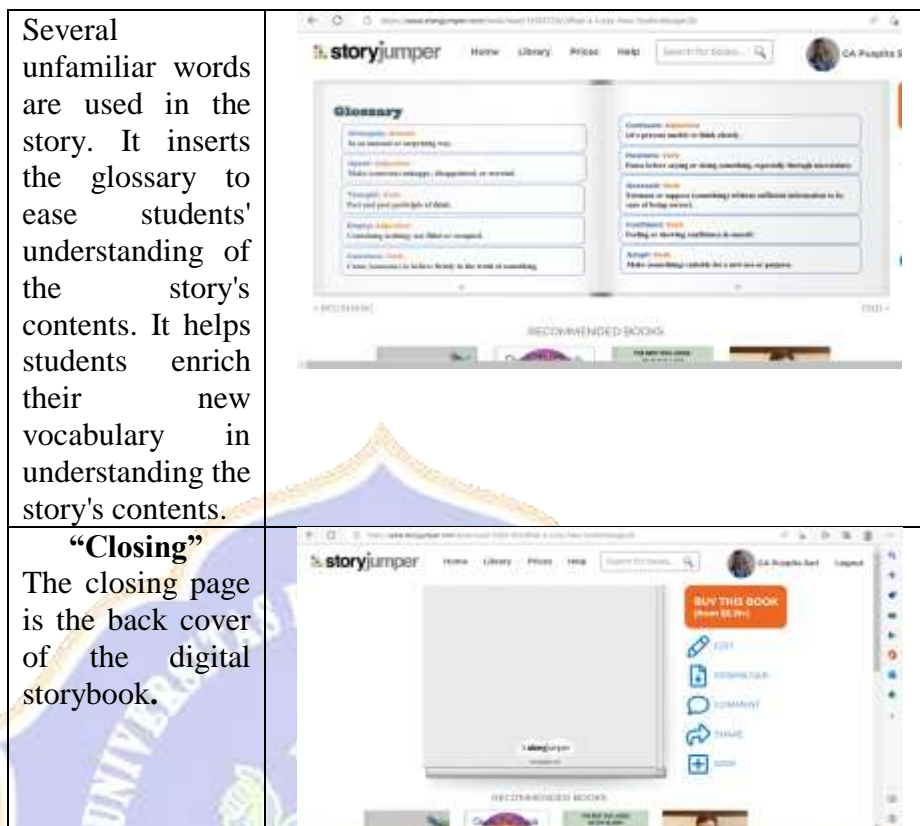
practicing their reading comprehension by reading the text. Second, listening practice by filling in the blanks based on their understanding of the audio. Third, training their speaking skills by telling their holiday on the beach based on the pictures. The last, the students write their recount text and present it in front of the class. Then, the teacher gives feedback to the students through discussion, comments, and suggestions.



“Self-Reflection”
 After the learning activities, the students reflected on their progress in the recount text material. Self-reflection is used to evaluate students’ understanding of recount text material.



“Glossary”



4.1.4 Findings of Evaluation Stage

The evaluation stage was the last in developing the TBLT-based digital storybook implementation in supporting students' literacy by integrating technology learning mediums. This stage covered evaluating the digital storybook's product after the researcher had revised it. To evaluate the product of a digital storybook, the researcher showed the product to the 10th-grade English teacher and several 10th-grade students at SMA Negeri 1 Sawan. The evaluation stage was formative evaluation to see the quality of the product of the developed digital storybook. The formative evaluation was carried out once a tryout of the results of the prototype development in the

form of digital storybooks to find out how practically it was produced by applying TBLT-based digital storybooks in developing students' literacy. The teacher tried the product of a digital storybook to use for several 10th-grade students. After the teacher applied the development of a digital storybook, it gathered the response from the teacher and the students. A judgment rubric was given to the teacher, and a questionnaire to the students to collect their answers about the product of the digital storybook that had been developed. The results of this analysis would become the basis for determining the quality of the product of a digital storybook, and it could be elaborated as follows.

4.1.4.1. The Result of Teacher Judgement

The 10th-grade English teacher judged the product of a developed digital storybook. The teacher judgment rubric was provided to the teacher to evaluate the quality of the product. There were 45 statements in the rubric divided into six categories: digital storybooks as learning mediums in the learning process, instructional design attributes, language attributes, presentation attributes, subject matter attributes, and literacy education. The teacher rated each statement using a five-scale Likert scale based on the teacher judgment rubric. The result of the teacher judgment rubric, which the teacher had filled, showed in the appendices. Based on the teacher rubric

judgment, the development of evaluating the quality of the product digital storybook on its score could be shown in the table below.

Table 4. 7 Result of the Teacher Judgments

Num.	Digital Storybook	Mode Value	Median Value	Conclusion
1	Digital storybook Recount Text entitled " <i>What a Lucky New Student.</i> "	5	5	Excellent Digital Storybook

4.1.4.2 Result of Students' Questionnaire

Finding the data related to the quality of a digital storybook applied in learning activities based on students' points of view of the product, the trial had done with a small group of three students at SMA Negeri 1 Sawan. The product was explained to the teacher before conducting the trial. The trial was done once by the teacher. The result of the questionnaire could be elaborated as follows.



Chart 4. 11 Students' perception of a fun digital storybook

The first statement asked the students how helpful a digital storybook was in facilitating students' fun English learning activities. Based on the questionnaire result, all students responded that the digital storybook "*What a Lucky New Student*" helped them learn English interestingly. They said it was the first time they used a digital storybook in learning activities, so they were interested to read a digital storybook. The combination of audio and visuals encouraged students' interest in learning English.

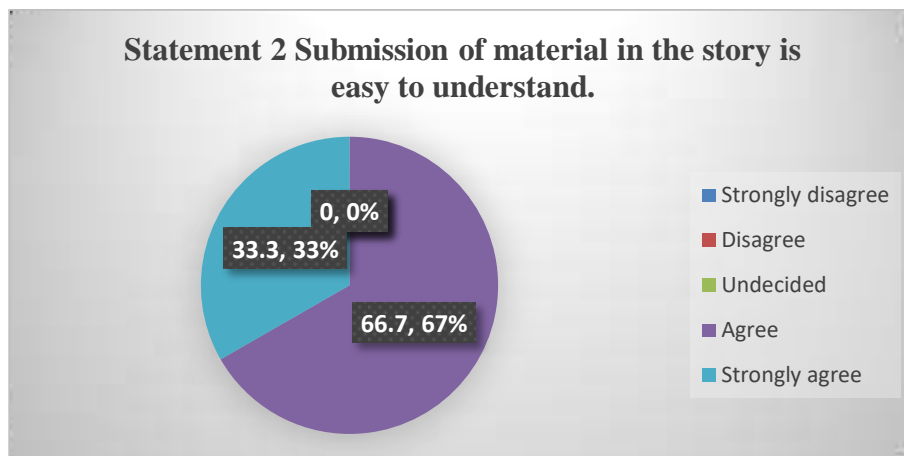


Chart 4. 12 Students' responses about how to deliver the material

The second statement was about how the digital storybook delivered learning material that was easy to understand by the students. 33,3% of the students responded that they agreed it was easy to understand the material through a digital storybook, and 66,7% of the students answered that they strongly agreed that it was easier to understand the material through a digital storybook the most straightforward way. Based on the trial result from the questionnaire, the students could easily understand the learning topic of the *recount text* through several tasks they had finished. It could be proved that in the trial process, they could answer several questions from the teacher based on the recount text learning topic.

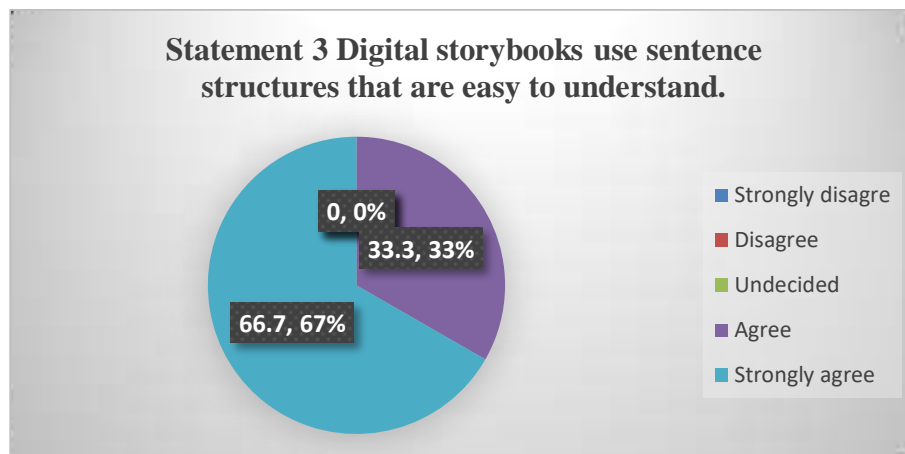


Chart 4. 13 Students' views regarding sentence structures used

The third statement dealt with the sentence structures used in the digital storybook. Based on the trial result from the questionnaire above, 33,3% of students agree that the sentence structure was easy to understand, and 66,7% of students strongly agree that the story was easy to understand, supported by simple and straightforward sentence structures used. They could understand the content of the story only for one trial.

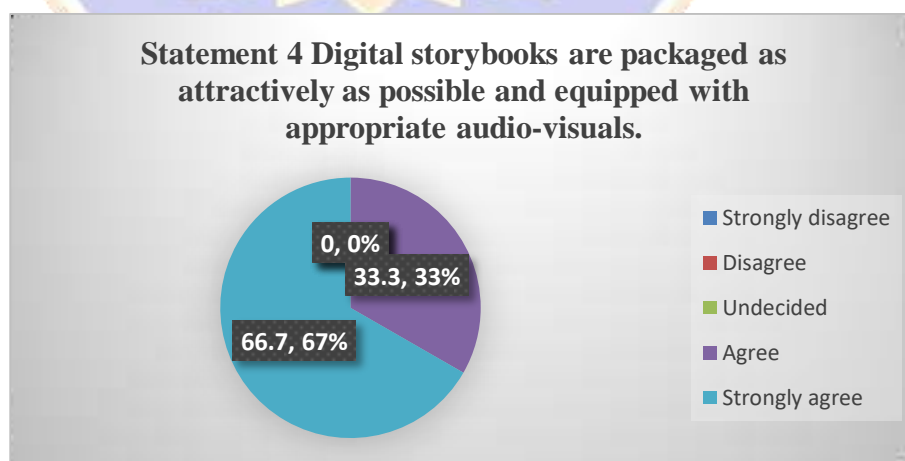


Chart 4. 14 Students' views regarding attractive digital storybook

The fourth statement regarded the quality of a digital storybook about how interesting the book was supported by engaging audio and visuals. The digital storybook was developed by first giving strength to the pleasing appearance to attract students' attention to read the book. Based on the questionnaire result, all the students agreed that the digital storybook was exciting, and they did not get bored quickly when reading it.

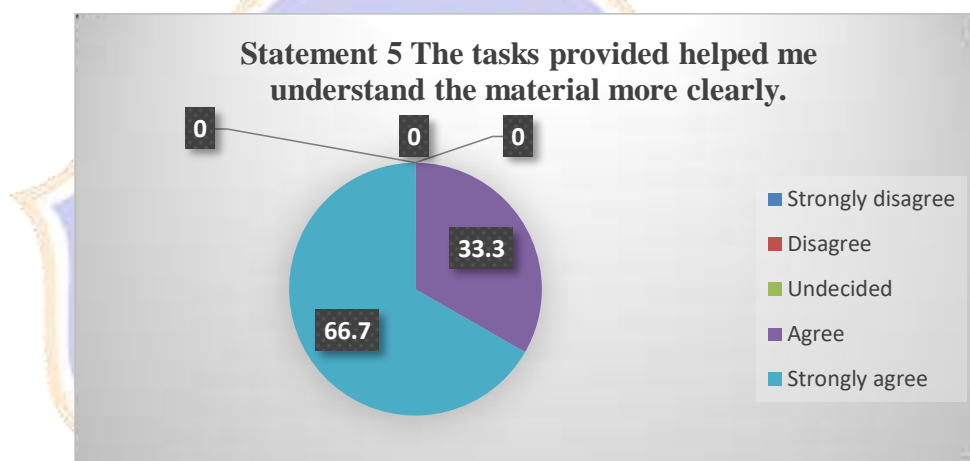


Chart 4. 15 Students' opinions about the tasks

The fifth statement dealt with the tasks' aim of helping students understand the learning material easier. 33,3% of the students agreed that the tasks enabled them to understand the material clearly, and 66,7% of students answered strongly disagreed that the tasks led them to be easier understand the *recount text* material. The tasks developed in the digital storybook contained material indirectly to make students

think critically in compiling the tasks while understanding the material.

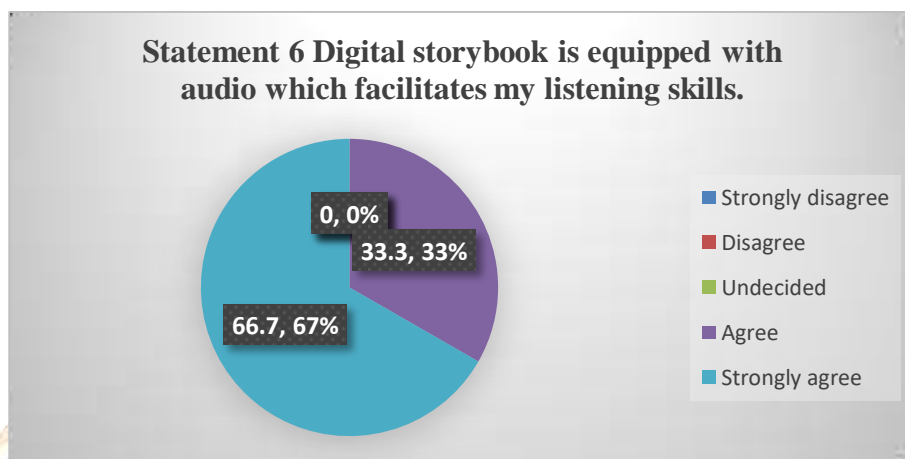


Chart 4. 16 Students' perception regarding the audio

The sixth statement regarded listening practice through the audio from a digital storybook. The existence of audio in the storybook gave innovations to the students in reading a book while listening. They could practice their listening comprehension by compiling several listening practices there. So, based on the questionnaire result, 33% of students agreed, and 66,7 strongly agreed that the digital storybook completed with audio could facilitate students' listening comprehension skills.

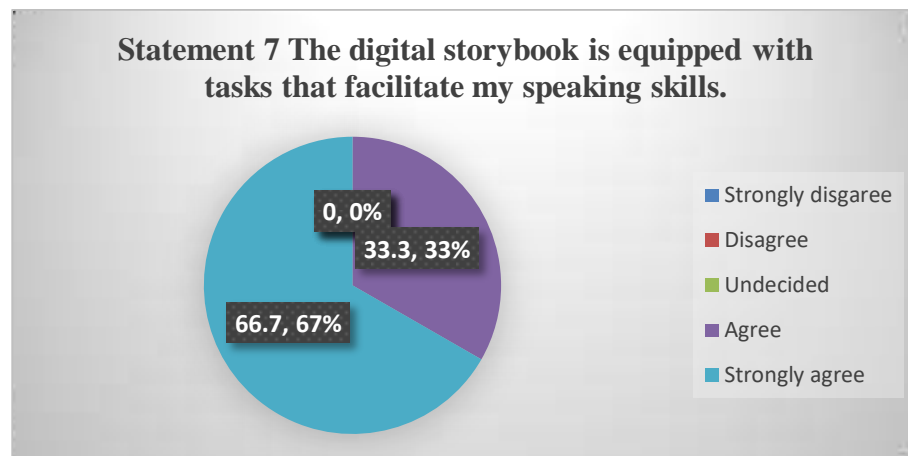


Chart 4. 17 Students' responses about speaking tasks

The seventh statement dealt with students' speaking practice through a digital storybook. To achieve students practice their speaking skills, a digital storybook supported by tasks encouraging students to speak in English. According to the questionnaire result, 33% of students agreed, and 66,7 strongly agreed that the book was supported by tasks encouraging students to speak. But, some students did not gain confidence in English speaking. They could speak in English, but some worried they used the wrong grammar. So, the teacher had to encourage students' confidence in speaking and convince them that it was okay if there were grammar mistakes in English speaking because that was the learning process.

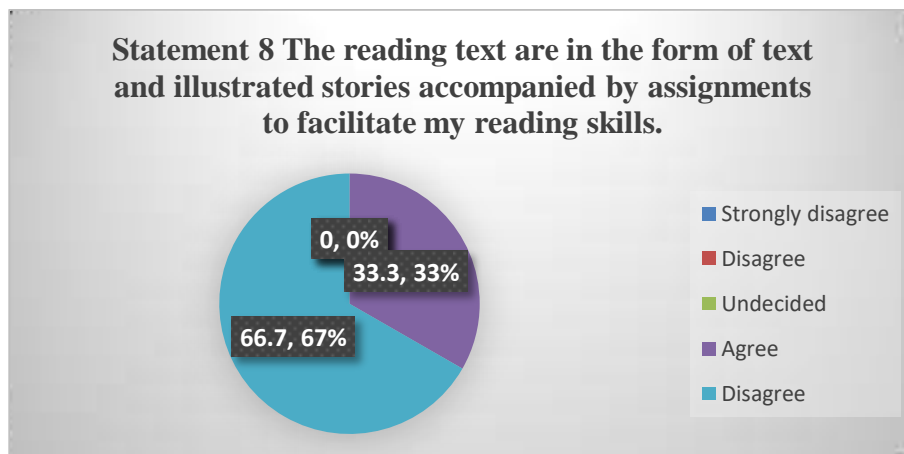


Chart 4. 18 Students' views about reading tasks

The eighth statement was about reading text and stories that had visuals to facilitate students' reading comprehension. Based on the questionnaire result, 33% of students agreed, and 66,7 strongly agreed that the storybook was completed with several tasks that could practice their reading skills. They were able to understand the content of the story and answered several questions related to the storybook.

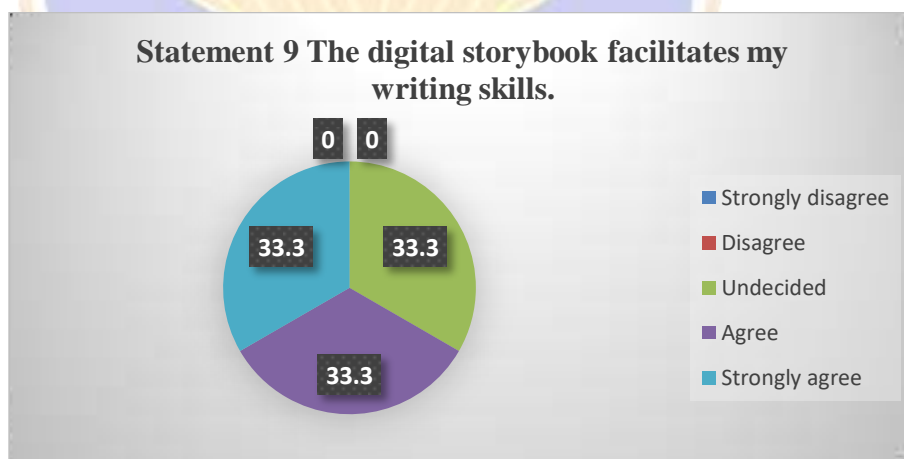


Chart 4. 19 Students' perception regarding writing skill tasks

The ninth statement dealt with the storybook could facilitate students' writing skills. Based on the questionnaire result, 33% of students were undecided, 33,3% agreed, and 33,3% strongly agreed. The book's end asked the students to write a personal recount text based on their experience to practice their writing skills.

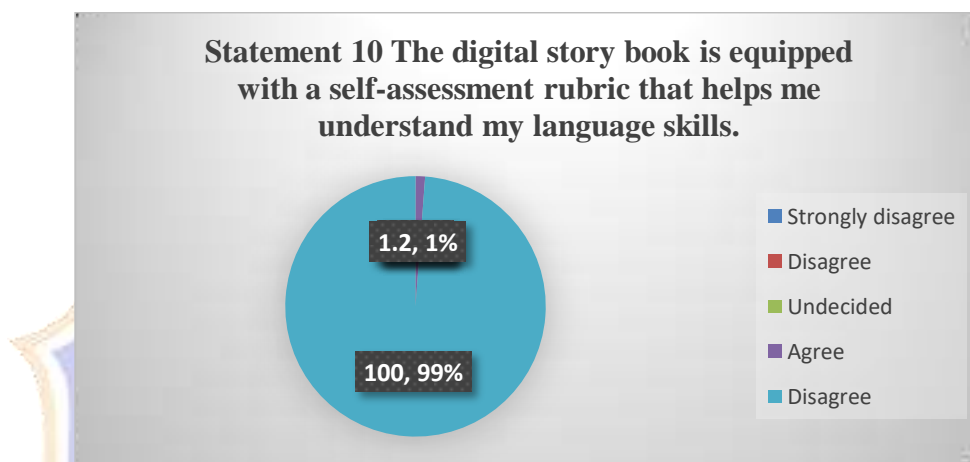


Chart 4. 20 Students' perception of self-assessment

The last statement dealt with self-assessment, which helped students to evaluate themselves in mastering English. All the students agreed that the book contained self-assessment. Before ending the trial, the students assessed how well they progressed. Most of the students said that practicing English speaking was a challenge for them. It was because they did not use to speak English in their life. They only needed to practice their English speaking daily to be fluent in English.

Based on the findings above in the trial process of a small group of students at SMA Negeri 1 Sawan from the questionnaire, the data could be concluded as follows. Appropriate learning medium should support the quality of learning activities based on the students' needs and conditions. Learning mediums that could be applied to the students strengthened an attractive appearance, followed by interesting ways to deliver the material as interesting as possible. The more attractive the learning mediums, the more students enjoyed the learning activities.

A developed digital storybook dealt with English literacy activities supported by several tasks. The tasks focused on developing students' literacy, including reading comprehension, listening comprehension, speaking practice, and writing skills. When the students applied the digital storybook supported by the tasks, they could develop their English literacy by filling in the blanks of the listening practice, making sentences using the simple past tense, understanding the story content, practicing their speaking in explaining what they had gotten, and they wrote a simple personal recount text.

Based on the students' interview, speaking skill was a challenging aspect that was a bit hard to master by them. It was because they worried about speaking with wrong grammar and never tried to practice their English speaking, making them less confident. So, the students needed the teacher role to be a facilitator in the learning process to produce a quality learning process, especially in conducting speaking practice by starting a simple daily conversation.

4.2 Discussion

Based on the findings above, it can be said that digital storybooks based on TBLT implementation are valid and get good responses from teachers and students. According to teachers' and students' opinions, the digital storybook that has been developed can be used as an innovative and exciting learning medium in facilitating student learning activities.

A digital storybook applied to learning activities can help teachers and students produce enjoyable learning activities that support an innovative and exciting learning medium (Irawati T. , 2018). It helps the students to achieve their learning goals in mastering the recount text learning topics. It is followed by TBLT implementation, which contains learning activities based on tasks given to the students that prioritize meaningful activities (Prabhu, 1987). According to Sariçoban & Karakurt (2016), the learning process is based on task implementation that focuses on forming meaning in communication and allowing students to learn freely. Through task-based implementation, the students minimize their anxiety about time and errors will further help students to gain confidence in learning activities (Sariçoban, 2016). Giving tasks in the form of meaningful tasks can help students to achieve their learning goals optimally through the exciting learning medium of digital storybooks (Willis J. , 1996). Criteria of practical tasks applied to students should provide exciting learning activities in solving problems; the more engaging learning activities are provided, the easier for the students to achieve their learning goals (Willis J. , 1996) (Permatasari, 2020). Based on students' points of view about the digital

storybooks they had tried on the trial, they admit that it is the first time they are using a digital storybook that integrates several tasks that are different from books in general. The audio features attract students' interest in reading the story through the digital storybook, distinguishing it from the general book. That is why the students like to read the story while listening to the audio. The tasks are supported by meaningful real-life activities that attract the students to solve the problem in every task. TBLT implementation integrated into the digital storybook can develop students' motivation in learning activities because a meaningful variety of tasks follow it that relate to real-life activities (Willis J. , 1996).

A TBLT-based digital storybook implementation supports independent or group learning activities. Richards and Rogers (2001) identify TBLT as an approach in language learning that focuses on using tasks central to supporting learning activities. Learning that is carried out centered on giving tasks can make students responsible for completing their obligations, so through TBLT, students can train students independence. It is followed by several independent tasks based on a digital storybook that can facilitate students to work independently and in a group. The TBLT based on digital storybook implementation allows students to communicate more actively in supporting effective and meaningful classroom learning activities, which are believed to be answers to solving problems by the students (Yasmika, 2016). So, the students can complete the tasks through digital storybooks related to real-life activities that can facilitate independent and group learning.

Digital storybooks provide innovations for students in developing these 4 English language skills. By combining it with technology, learning media produced through digital storybooks can be more varied in developing 4 English language skills through reading stories. Digital storybooks can help students develop literacy skills, including reading and writing skills. Students reading and understanding stories in digital storybooks will train their reading skills to understand the content and events in stories by finding the new vocabulary to enrich students' vocabulary (Smeets D. J., 2012). Students can also train themselves by compiling stories and writing stories through references from digital storybooks that can practice their writing skills (Irawati T. , 2018). Digital storybooks in audio-visual form can train students' listening and speaking skills. Students can practice listening skills by listening to the audio on the type of digital storybooks. In this case, students can recognize each vocabulary through listening skills. Students also practice their speaking skills through digital storybooks by knowing how to pronounce each vocabulary correctly, making students fluent in speaking through correct pronunciation. Thus, the role of digital storybooks in developing students' literacy is influential in the 4 English language skills (Davis S. L, 2005).

Based on the mode value of expert judgments result, the product tends to be an excellent digital storybook. The quality of a digital storybook tends to be the quality of an excellent learning media because the product can be fulfilled as a criterion in every aspect. The digital storybook can fulfill the criteria of the first aspect, which is about the impact of digital storybooks as learning media in the

learning process that can help the teacher explain learning material clearly. It is also motivated students to learn independently. Digital storybook fulfills the second criterion of instructional design attributes that digital storybook provides learning material based on students' need and curriculum that is applied in the school, followed by meaningful tasks. While in the third aspect is that digital storybook fulfills language attributes about the complexity of sentence structure and vocabulary. Digital storybook fulfills the fourth aspect of presentation attributes that provides an exciting appearance to motivate students to read the digital storybook. Digital storybook fulfills the fifth aspect of the criteria: straightforward tasks and procedures to achieve learning objectives. Finally, the product of a digital storybook fulfills the sixth aspect of the criteria in literacy education that TBLT based on a digital storybook facilitates students' literacy activities.

Based on the explanation above, it can be concluded that the digital storybook can facilitate students' literacy activities based on TBLT implementation. It helps students develop their literacy interestingly related to their real-life activities. The digital storybook implementation provides positive responses from the teacher and students. They admit that using a digital storybook in learning activities leads students to build their motivation to study, especially in English-speaking communication. The technology integration in a digital storybook creates an engaging learning medium followed by an exciting appearance and can attract students to read the story. The tasks given in the TBLT-based digital storybook implementation can facilitate students to train their reading and listening comprehension from what

information they have, be fluent in English speaking to communicate with their friends, and practice their writing skills. They can be more creative in completing the *recount text* that they have written. So, the digital storybook is considered valid for learning activities to facilitate students' literacy activities.

4.3 Implication

Explaining the implication of the study is considered essential to complete this research. This research produces a prototype of digital storybooks by applying TBLT-based in developing students' literacy as the learning medium that integrates technology in 21st-century learning for 10th-grade students. The implications of this study can be concluded that using a TBLT-based digital storybook implementation can help students develop their English literacy skills supported by meaningful tasks related to real-world activities. The digital storybook is developed according to the teacher's and student's needs based on the observation that it can be a learning medium that supports students' literacy activities. The product of a digital storybook attracts students' motivation in the learning process because the new variations of learning mediums that integrate technology in the form of a digital storybook make students interested when it is applied to the students.

A digital storybook contributes to interestingly facilitating students' literacy activities. A digital storybook provides innovations in the variation of learning mediums supported by several tasks based on the TBLT implementation related to students' real-world activities to facilitate students' literacy making it easier to understand the students with meaningful tasks through the TBLT implementation.

The tasks that have been developed can assist students in practicing their listening comprehension, reading comprehension, fluency in English speaking, and writing skills. In addition, this digital storybook also involves students working in an individual and group setting.

The product of a digital storybook still requires improvement in its application in learning activities during trials. Based on implementing digital storybook trials in small groups, students still lacked confidence in expressing their opinions using English. Sometimes they are still shy to express their opinion. Students are more active in written tasks than in speaking tasks. Thus, the teacher's role is to encourage students to be more confident in speaking English. Teachers are expected to encourage students' speaking skills through short daily conversations to train them to speak so they are used to communicating in English.

