

REFERENCES

- Abdulaziz Aldawood, A., & Almeshari, F. (2019). Effects of Learning Culture on English-Language Learning for Saudi EFL Students. *Arab World English Journal*, 10(3), 330–343. <https://doi.org/10.24093/awej/vol10no3.23>
- Adnyani, N. W. S. (2022). Overview of English Language Proficiency Index in Efl-Countries. *Yavana Bhasha : Journal of English Language Education*, 5(2), 186–199. <https://doi.org/10.25078/yb.v5i2.959>
- Afifah, N., & Devana, T. (2020). Speaking Skill through Task Based Learning in English Foreign Language Classroom. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 135. <https://doi.org/10.33394/jo-elt.v7i2.3109>
- Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal*, 10(3), 81–98. <https://doi.org/10.24093/awej/vol10no3.6>
- Ahmadsaraei, M. R., & Gilakjani, A. P. (2022). Exploring the Effect of Task-Based Language Teaching on Reading Comprehension: Evidence from Iranian Intermediate EFL Learners. *Research in English Language Pedagogy*, 10(3), 517–536. <https://doi.org/10.30486/RELP.2022.1953908.1368>
- Ahmed, S. T. S., & Qasem, B. T. A. (2019). Problems of Teaching and Learning English as a Foreign Language in South Yemen: A Case Study of Lahj Governorate. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 485–492. <https://doi.org/10.34050/els-jish.v2i4.7458>
- AIT HATTANI, H. (2018). Communicative Language Teaching in the Moroccan EFL Classroom. *Journal of English Language Teaching and Linguistics*, 3(2), 87. <https://doi.org/10.21462/jeltl.v3i2.108>
- AL-Garni, S. A., & Almuhammadi, A. H. (2019). The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah. *English Language Teaching*, 12(6), 72. <https://doi.org/10.5539/elt.v12n6p72>
- Al Asmari, A. A. (2015). Communicative Language Teaching in EFL University Context: Challenges for Teachers. *Journal of Language Teaching and Research*, 6(5), 976–984.
- Albino, G. (2017). Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. *SAGE Open*, 7(2). <https://doi.org/10.1177/2158244017691077>
- Alfarhan Ibrahim. (2016). *English as an instrument for economic success*. 2016, 1–6.

- Alharbi, A. (2021). Barriers in Implementing Communicative Language Teaching Approach: EFL Learners' Perspective. *Journal of Education and Practice*, January. <https://doi.org/10.7176/jep/12-9-01>
- Aliia, A. M., Alia, M. M., & Alghafow, H. H. (2019). The Effectiveness of Task-Based Instruction on the Reading Comprehension Ability of EFL Students at the University of Tabuk. *Journal of Literature, Languages and Linguistics*, 54(2014), 4–7. <https://doi.org/10.7176/jlll/54-02>
- Almustaflikhah, N., Kristanto, B., & Pujiani, T. (2023). *PENGEMBANGAN E-STORYBOOK UNTUK MENINGKATKAN (The Development Of E-Storybook To Improve Speaking Skills)*.
- Amankulova, Z. I., & Seisembieva, S. K. (2011). Teaching English as a foreign language. *Analele Universitatii Din Craiova, Seria Filozofie*, 33(1–2), 271–279. <https://doi.org/10.47408/jldhe.v0i1.14>
- Anggraini, D., Khumaedi, M., & Widowati, T. (2020). Validity and Reliability Contents of Independence Assessment Instruments of Basic Beauty Students for Class X SMK. *Journal of Educational Research and Evaluation*, 9(1), 40–46. <https://doi.org/10.15294/jere.v9i1.42558>
- Anjum, M. H., Kayani, M. M., & Jumani, N. B. (2019). The Effect of Task Based Language Learning (TBLL) on Developing Speaking Skills of Secondary School Learners in Pakistan. *International Journal of English Linguistics*, 9(2), 283. <https://doi.org/10.5539/ijel.v9n2p283>
- Arif Sariçoban, & Leyla Karakurt. (2016). The Use of Task-Based Activities to Improve Listening and Speaking Skills in EFL Context. *Sino-US English Teaching*, 13(6), 445–459. <https://doi.org/10.17265/1539-8072/2016.06.003>
- Ary, D., Jacobs, L. C., Sorenson, C., & Razavieh, A. (2010). *Introduction to Research in Education* (D. Hays (ed.); 8th ed.). Wadsworth Cengage Learning.
- Bao, R., & Du, X. (2015). Implementation of task-based language teaching in Chinese as a foreign language: benefits and challenges. *Language, Culture and Curriculum*, 28(3), 291–310. <https://doi.org/10.1080/07908318.2015.1058392>
- Barokah, N. (2018). The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay. In *Jakarta: FITK UIN Syarif Hidayatullah Jakarta: Vol. □ □ □ □ □ (Issue ثقافتی ثق)*. https://doi.org/10.1098/rspb.2014.1396%0Ahttps://www.uam.es/gruposinv/meva/publicaciones/jesus/capitulos_espanyol_jesus/2005_motivacion_para_el_aprendizaje
- Perspectiva

alumnos.pdf%0Ahttps://www.researchgate.net/profile/Juan_Aparicio7/publication/253571379_L

- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Pearson Education.
- Bygate, M. (2016). Sources, developments and directions of task-based language teaching. *Language Learning Journal*, 44(4), 381–400.
<https://doi.org/10.1080/09571736.2015.1039566>
- Candidasa, I. M. (2004). *STATISTIK MULTIVARIAT*. Unit Penerbitan IKIP Negeri Singaraja.
- Chaiyasat, C., & Intakaew, A. (2023). Communicative language teaching for Thai EFL students and classroom silences in English medium instruction. *Issues in Educational Research*, 33(4), 1324–1341.
- Chen, K. T. C. (2021). The Effects of Technology-Mediated TBLT on Enhancing the Speaking Abilities of University Students in a Collaborative EFL Learning Environment. *Applied Linguistics Review*, 12(2), 331–352.
<https://doi.org/10.1515/applirev-2018-0126>
- Chen, T. H., & Lin, C. C. (2018). Enhancing l2 english learning through mobile-assisted TBLT: EFL learners' perspectives. *Journal of Asia TEFL*, 15(2), 453–461.
<https://doi.org/10.18823/asiatefl.2018.15.2.1.453>
- Chua, H. W., & Lin, C. Y. (2020). The Effect of Task-based Language Teaching in Learning Motivation. *International Journal of Educational Studies*, 3(1), 16–23.
<https://doi.org/10.53935/2641-533x.v3i1.134>
- Contreras, Y. S. (2019). *Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research*.
- Creswell, J. W. (2012a). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.
- Creswell, J. W. (2012b). Planning, Conducting, and Evaluating. *Quantitative and Qualitative Research*, 59–78.
- Elizabeth, M., & Ramírez, H. (2023). Communicative Language Teaching Strategies to Develop Senior High School Students' English Language Speaking Skill. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(35).
<https://doi.org/10.54850/jrspelt.7.35.006>
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings.

International Journal of Applied Linguistics, 19(3), 221–246.

<https://doi.org/10.1111/j.1473-4192.2009.00231.x>

Elyani, E. P., Al Arief, Y., Amelia, R., & Asrimawati, I. F. (2022). Enhancing Students' Speaking Skill Through Digital Storytelling. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(2), 105.

<https://doi.org/10.20527/jetall.v5i2.14330>

Faiza, D. (2020). The Problems of A Thai Student in Learning English (A Descriptive Study at English Education Department Student of UIN Prof. K.H. Saifuddin Zuhri). *Journal of Applied Linguistics*, 1(1), 75–91.

<https://doi.org/https://doi.org/10.36423/altics.v4i1.1089>

Fang, W. C., Yeh, H. C., Luo, B. R., & Chen, N. S. (2021). Effects of mobile-supported task-based language teaching on EFL students' linguistic achievement and conversational interaction. *ReCALL*, 33(1), 71–87. <https://doi.org/10.1017/S0958344020000208>

Fibriasari, H., Baharuddin, Gultom, S., Gultom, S., Restuati, M., Ritonga, W. P., Dalle, J., Putra, A. P., Biyatmoko, D., Mutalib, A. A., Azizah, C. N., & Andayani, W. (2022). Developing Digital Storybook to Improve Children's Language Learning. *Proceedings of the 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2021)*, 591(Aisteel), 967–977.

<https://doi.org/10.2991/assehr.k.211110.214>

Fridayanti, K. S., Myartawan, I. P. N. W., & Pratiwi, N. P. A. (2023). Developing TBLT-Based Digital Storybook For 9th-Grade Students at SMP Negeri 4 Singaraja. *Acitya: Journal of Teaching and Education*, 5(2), 319–341.

<https://doi.org/10.30650/ajte.v5i2.3712>

Fritz, C. O., Morris, P. E., & Richler, J. J. (2012). Effect size estimates: Current use, calculations, and interpretation. *Journal of Experimental Psychology: General*, 141(1), 2–18. <https://doi.org/10.1037/a0024338>

Ganie, R., . D., & Rangkuti, R. (2019). Reading Comprehension Problems on English Texts Faced By High School Students in Medan. *KnE Social Sciences*, 2019, 684–694.

<https://doi.org/10.18502/kss.v3i19.4896>

Gonzalez, L. E. M., & Pinzon, M. M. L. (2019). the Impact of Task-Based Language Teaching on Learners' Writing Skills. *Indonesian EFL Journal*, 5(2), 41.

<https://doi.org/10.25134/ieflj.v5i2.1820>

Hardani, Helmina Andriani, Jumari Ustiawaty, Evi Fatmi Utami, Ria Rahmatul Istiqomah, R. A. F. (2022). Buku Metode Penelitian Kualitatif & Kuantitatif. In *LP2M UST Jogja* (Issue March).

- Hargrave, A. C., & Sénéchal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*, 15(1), 75–90. [https://doi.org/10.1016/S0885-2006\(99\)00038-1](https://doi.org/10.1016/S0885-2006(99)00038-1)
- Harris, D. P. (1969). *Testing English as A Second Language*. Mc. Graw Hill.
- Hou, Z., & Aryadoust, V. (2021). A review of the methodological quality of quantitative mobile-assisted language learning research. *System*, 100(May), 102568. <https://doi.org/10.1016/j.system.2021.102568>
- Inayanti, I., & Halimi, S. S. (2019). the Use of Task Based Language Teaching (Tbtl) As To Improve Descriptive Writing Skills. *International Review of Humanities Studies*, 4(2). <https://doi.org/10.7454/irhs.v4i2.184>
- Irawati, T. (2018). Digital Storybook To Improve Writing Narrative: the Ttw Strategy Presented and Tested. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(1), 49. <https://doi.org/10.33394/jo-elt.v5i1.2297>
- Ismunarti, D. H., Zainuri, M., Sugianto, D. N., & Saputra, S. W. (2020). Pengujian Reliabilitas Instrumen Terhadap Variabel Kontinu Untuk Pengukuran Konsentrasi Klorofil- A Perairan. *Buletin Oseanografi Marina*, 9(1), 1–8. <https://doi.org/10.14710/buloma.v9i1.23924>
- Iswari, K. D., & Putrawan, G. E. (2017). *The Effect of Task- % DVHG / DQJXDJH 7HDFKLQJ RQ 6WXGHQWV ¶ Speaking Achievement at the First Grade of SMAN 1 Bandar Lampung*. 18(2), 113–121.
- Jiang, W. (2017). A storytelling sound file CALL task used in a tertiary CFL classroom. *International Journal of Applied Linguistics (United Kingdom)*, 27(2), 542–554. <https://doi.org/10.1111/ijal.12161>
- Kafipour, R., Mahmoudi, E., & Khojasteh, L. (2018). The effect of task-based language teaching on analytic writing in EFL classrooms. *Cogent Education*, 5(1), 1–16. <https://doi.org/10.1080/2331186X.2018.1496627>
- Kelley, E. S., & Kinney, K. (2017). Word Learning and Story Comprehension from Digital Storybooks: Does Interaction Make a Difference? *Journal of Educational Computing Research*, 55(3), 410–428. <https://doi.org/10.1177/0735633116669811>
- Kemalsyah, M., Solehuddin, M., Hariyadi, A., Jenuri, J., & Suwarna, D. M. (2022). An Analysis of Factors that Affectefl Students' Writing Skill. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 869–876.

<https://doi.org/10.37680/qalamuna.v14i2.3692>

- Khajlo, A. I. (2013). Problems in Teaching and Learning English for Students. *International Journal of Engineering Research*, 7(3), 56. www.ijerd.com
- Khasanah, F. R., Herlina, R., & Rustandi, A. (2023). The Use of Digital Storytelling to Stimulate Learners' Listening Comprehension. *Journal of English Education Program (JEEP)*, 10(2), 155. [https://doi.org/10.25157/\(jeep\).v10i2.11693](https://doi.org/10.25157/(jeep).v10i2.11693)
- Khotimah, K., & Wahyu, A. A. A. (2020). *Reading in The Digital Age: Electronic Storybook as a Teaching Tool for Beginning Readers*. 387(Icei), 202–205. <https://doi.org/10.2991/icei-19.2019.47>
- Köroğlu. (2020). Effects of digital short stories on the development of listening skills: An action research. *Gist Education and Learning Research Journal*, 20(20), 65–84.
- Lai, C., & Li, G. (2011). Technology and task-based language teaching: A critical review. *CALICO Journal*, 28(2), 498–521. <https://doi.org/10.11139/cj.28.2.498-521>
- Lai, C., Zhao, Y., & Wang, J. (2011). Task-Based Language Teaching in Online Ab Initio Foreign Language Classrooms. *Modern Language Journal*, 95(SUPPL. 1), 81–103. <https://doi.org/10.1111/j.1540-4781.2011.01271.x>
- Laurillard, D., Kennedy, E., Charlton, P., Wild, J., & Dimakopoulos, D. (2018). Using technology to develop teachers as designers of TEL: Evaluating the learning designer. *British Journal of Educational Technology*, 49(6), 1044–1058. <https://doi.org/10.1111/bjet.12697>
- Lee, L. (2010). Fostering reflective writing and interactive exchange through blogging in an advanced language course. *ReCALL*, 22(2), 212–227. <https://doi.org/10.1017/S095834401000008X>
- Levine, T. R., & Hullett, C. R. (2002). Eta Squared, Partial Eta Squared, and Misreporting of Effect Size in Communication Research. *Human Communication Research*, 28(4), 612–625. <https://doi.org/10.1111/j.1468-2958.2002.tb00828.x>
- Lin, M. H., Chen, H. C., & Liu, K. S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3553–3564. <https://doi.org/10.12973/eurasia.2017.00744a>
- López-Escribano, C., Valverde-Montesino, S., & García-Ortega, V. (2021). The impact of e-book reading on young children's emergent literacy skills: An analytical review. *International Journal of Environmental Research and Public Health*, 18(12). <https://doi.org/10.3390/ijerph18126510>

- Lustenberger, A. (2023). Promoting speaking in the young learner classroom through task-based digital storytelling via online technology: a case study. *Journal of China Computer-Assisted Language Learning*, 0(0), 1–36. <https://doi.org/10.1515/jccall-2023-0004>
- Maghsoudi, N., & Golshan, M. (2017). The impact of task-based language teaching on listening skill of Iranian EFL learners. *Journal of Applied Linguistics and Language Research*, 4(6), 241–253. www.jallr.com
- Maizarah, M., & Erma Purwanti, S. (2020). the Correlation Between Speaking Skill and Reading Comprehension (a Case Study on the Third Semester of English Study Programat Islamic University Ofindragiri Tembilahan). *English Journal of Indragiri*, 4(1), 145–156. <https://doi.org/10.32520/eji.v4i1.875>
- Mao, Z. (2012). The application of task-based language teaching to English reading classroom. *Theory and Practice in Language Studies*, 2(11), 2430–2438. <https://doi.org/10.4304/tpls.2.11.2430-2438>
- Marhaeni, A. A. I. N., Artini, L. P., Ratminingsih, N. M., Dewi, N. L. P. E. S., & Kusuma, I. P. I. (2017). *ASESMEN AUTENTIK DALAM PEMBELAJARAN BAHASA INGGRIS*. PT. RajaGrafindo Persada.
- Melitz, J. (2016). English as a Global Language. In S. Weber (Ed.), *The Palgrave Handbook of Economics and Language* (V, pp. 583–615). Palgrave Macmillan, London. https://doi.org/https://doi.org/10.1007/978-1-137-32505-1_21
- Meri-Yilan, S. (2020). Task-based language learning through digital storytelling in a blended learning environment. *Education 4.0 Revolution: Transformative Approaches to Language Teaching and Learning, Assessment and Campus Design, September*, 37–43. <https://doi.org/10.14705/rpnet.2020.42.1085>
- Mertens, W., Pugliese, A., & Recker, J. (2016). Quantitative data analysis: A companion for accounting and information systems research. In *Quantitative Data Analysis: A Companion for Accounting and Information Systems Research*. <https://doi.org/10.1007/978-3-319-42700-3>
- Moore, P. J. (2018). Task-Based Language Teaching (TBLT). *The TESOL Encyclopedia of English Language Teaching*, 1–7. <https://doi.org/10.1002/9781118784235.eelt0175>
- Moskal, B. M. (2000). Scoring rubrics: what, when and how?. Moskal, Barbara M. *Practical Assessment, Research & Evaluation*, 7(3), 3–7. <http://pareonline.net/getvn.asp?v=7&n=3>
- Mulyadi, D., Wijayatiningsih, T. D., Swaran Singh, C. K., & Prastikawati, E. F. (2021). Effects of technology enhanced task-based language teaching on learners' listening

- comprehension and speaking performance. *International Journal of Instruction*, 14(3), 717–736. <https://doi.org/10.29333/iji.2021.14342a>
- NamazianDost, I., Bohloulzadeh, G., & Pazhakh, A. (2017). The Effect of Task-Based Language Teaching on Motivation and Grammatical Achievement of EFL Junior High School Students. *Advances in Language and Literary Studies*, 8(2), 243. <https://doi.org/10.7575/aiac.all.v.8n.2p.243>
- Naufal, M. F., & Kusuma, S. F. (2016). *Interactive Digital Storybook for Increasing Children*. 08(01), 29–34.
- Nita, A., Rozimela, Y., & Ratmanida. (2020). *The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students*. 463, 161–165. <https://doi.org/10.2991/assehr.k.200819.030>
- Nurjanah, S., Istiyono, E., Widihastuti, W., & Iqbal, M. (2023). *The Application of Aiken 's V Method for Evaluating the Content Validity of Instruments that Measure the Implementation of Formative Assessments*. 12(2).
- Nysed. (2022). *Sample Assessment Rubrics 101*. 101–114. <http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecassess.pdf>
- Panjaitan, K., Sihombing, E., Pasaribu, C. C., & Siregar, C. A. E. (2022). Students' Difficulties in Speaking Comprehension of Vocational High School Students. *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy*, 1(2), 69–74. <https://doi.org/10.55047/romeo.v1i2.94>
- Park, M. (2012). *Chapter 10. Implementing computer-assisted task-based language teaching in the Korean secondary EFL context*. January 2012, 215–240. <https://doi.org/10.1075/tblt.4.14par>
- Pitikornpuangpetch, C., & Suwanarak, K. (2021). Teachers' beliefs and teaching practices about communicative language teaching (clt) in a thai efl context. *LEARN Journal: Language Education and Acquisition Research Network*, 14(2), 1–27.
- Pradnyawati, K. R., Ngurah, I. P., Myartawan, W., Putu, N., & Pratiwi, A. (2023). *Need Analysis in Developing TBLT-Based Digital Storybook for 7 th Grade Students*. 11(2), 196–204.
- Prasad Bhandari, L. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11(1), 1. <https://doi.org/10.7575/aiac.all.v.11n.1p.1>
- Prasetyo, H. E. (2017). *Developing Authentic Assessment for Reading Competence*. 82(Conaplin 9), 99–103. <https://doi.org/10.2991/conaplin-16.2017.21>

- Pujiani, T., Zuhrufillah, I., Sukmawati, I. D., & Listiani. (2023). The Effectiveness of E-Storybook in Improving Young Learners' Vocabulary Mastery. *Proceedings of the 69th TEFLIN International Conference in Conjunction with the 3rd English Education International Conference (EEIC)*, 330–338.
- Pujiani, T., Zuhrufillah, I., Sukmawati, I. D., & Yani, R. F. (2022). *The Proceedings of the English Language Teaching, Literature, and Translation (ELTLT) Engaging Young Learners to Study English Through Storytelling Using E-Storybook*. 11(1), 2580–7528.
- Ranta, R., & Harmawati, D. (2017). Analyzing Teacher'S Instructional and Nonverbal Communication in Efl Classroom. *Lingual: Journal of Language and Culture*, 4(2), 26. <https://doi.org/10.24843/ljlc.2017.v04.i02.p05>
- Retnawati, H. (2016). PROVING CONTENT VALIDITY OF SELF-REGULATED LEARNING SCALE(THE COMPARISON OF AIKEN INDEX AND EXPANDED GREGORY INDEX). *Research and Evaluation in Education*, 2(2), 155–164. <https://doi.org/http://dx.doi.org/10.21831/reid.v2i2.11029>
- Richards, J. C. (2006). Communicative Language Teaching Paradigm. In *Cambridge University Press* (Vol. 1, Issue 1).
- Riyadi, S., & Marfuah, L. (2022). Designing Authentic Assessment for Writing Skill at The Tenth Grade of SMAN Unggul Dharmasraya. *Journal of English Language Teaching in Indonesia*, 10(1), 65–79.
- Robillos, R. J., & Bustos, I. G. (2023). Unfolding the Potential of Technology-Enhanced Task-Based Language Teaching for Improving EFL Students' Descriptive Writing Skill. *International Journal of Instruction*, 16(3), 951–970. <https://doi.org/10.29333/iji.2023.16351a>
- Rodríguez-Bonces, M., & Rodríguez-Bonces, J. (2010). Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn. *Profile*, 12(2), 165–178. <http://www.scielo.org.co/pdf/prf/v12n2/v12n2a11.pdf>
- Rosa, R. A. W., Tasnim, Z., & Fitriyah, S. M. (2021). Using Task-Based Language Teaching (TBLT) to Improve Junior High School Students' Participation and Reading Comprehension Achievement. *EFL Education Journal*, 8(3), 190–200. <https://doi.org/https://doi.org/10.19184/eej.v8i3.28390>
- Rudd, M. (2019). Examining the Effect of Task-Based Language Teaching on University Business Students in Bangkok. *IJEE (Indonesian Journal of English Education)*, 6(1), 30–47. <https://doi.org/10.15408/ijee.v6i1.11564>
- Safar Wadi, A., Wathoni, H., & Bin Sulaiman, A. A. (2021). The Influence of Theme-Based

Language Teaching toward Indonesian Students' Reading Comprehension. *International Journal of English and Applied Linguistics (IJEAL)*, 1(3), 169–177.

<https://doi.org/10.47709/ijeal.v1i3.1191>

Saputra, M. W. (2018). IMPROVING STUDENTS' LISTENING COMPREHENSION USING CLOZE DICTATION TECHNIQUE (A Pre-Experimental Research at the Tenth Grade of SMA Nurkarya Tidung Makassar). *Makassar Muhammadiyah University*, 7.

Sari, G. A. K. P. (2023). *DEVELOPING A TBLT-BASED DIGITAL STORYBOOK TO PROMOTE 10TH-GRADE STUDENTS' LITERACY IN BULELENG REGENCY* [Universitas Pendidikan Ganesha]. <https://repo.undiksha.ac.id/14589/%0D>

Sheard, J. (2018). Quantitative data analysis. *Research Methods: Information, Systems, and Contexts: Second Edition*, 429–452. <https://doi.org/10.1016/B978-0-08-102220-7.00018-2>

Sholeh, M. B. (2020). Implementation of Task-based Learning in Teaching English in Indonesia: Benefits and Problems. *Language Circle: Journal of Language and Literature*, 15(1), 1–9. <https://doi.org/10.15294/lc.v15i1.26004>

Sholeh, M. B., Salija, K., & Nur, S. (2021). Task-Based Learning in English As a Foreign Language (Efl) Classroom: What, How and Why? *Getsempena English Education Journal*, 8(1), 134–146. <https://doi.org/10.46244/geej.v8i1.1295>

Silva-Valencia, J. C. (2022). *Speaking Skills Development through Communicative Language Teaching Techniques*. 2006, 53–64. <https://doi.org/10.33422/3rd.iacetl.2021.05.05>

Siregar, R. A., & Nazliah, R. (2022). The Effect of Problem Based Instruction on Students' Learning Outcomes in Respiratory System. *Jurnal Pendidikan MIPA*, 23(2), 448–458. <https://doi.org/10.23960/jpmipa/v23i2.pp448-458>

Siyanova-Chanturia, A., & Webb, S. (2016). Teaching Vocabulary in the EFL Context. *English Language Education*, 5, 227–239. https://doi.org/10.1007/978-3-319-38834-2_16

Smeets, D. J. H., & Bus, A. G. (2012). Interactive electronic storybooks for kindergartners to promote vocabulary growth. *Journal of Experimental Child Psychology*, 112(1), 36–55. <https://doi.org/10.1016/j.jecp.2011.12.003>

Sofyan, N. (2021). the Role of English As Global Language. *Edukasi*, 19(1), 21. <https://doi.org/10.33387/j.edu.v19i1.3200>

Srichote, P. (2023). *Enhancing English Reading Comprehension of Thai Secondary School Students through the Integration of Technology into Task-based Language Teaching*

[[Undergraduate, Srinakharinwirot University].

<http://irithesis.swu.ac.th/dspace/bitstream/123456789/2038/1/g631130263.pdf>

Subrahmanyam Vellanki, S., & Bandu, S. (2021). Engaging Students Online with Technology-Mediated Task-Based Language Teaching. *Arab World English Journal*, 1, 107–126. <https://doi.org/10.24093/awej/covid.8>

Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.

Supriyadi, A., Mayuni, I., & Lustyantje, N. (2019). The Effects of Learning Model and Cognitive Style on Students' English Listening Skill. *International Online Journal of Education and Teaching*, 6(3), 545–561.

Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., Fogarty, M., & Hairrell, A. (2016). Literacy and Text Reading in Middle and High School Social Studies and English Language Arts Classrooms. *Reading and Writing Quarterly*, 32(3), 199–222. <https://doi.org/10.1080/10573569.2014.910718>

Tabieh, A. A. S., Al-Hileh, M. M., Abu Afifa, H. M. J., & Abuzagha, H. Y. (2020). The effect of using digital storytelling on developing active listening and creative thinking skills. *European Journal of Educational Research*, 10(1), 13–21. <https://doi.org/10.12973/EU-JER.10.1.13>

Taherdoost, H. (2018). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*, 5(3), 28–36. <https://doi.org/10.2139/ssrn.3205040>

TFU, L. (2023). *TFU Foreign Language Assessment Rubrics*. https://www.tfu.ac.jp/students/arn890000001rch-att/rubric_languages_english.pdf

Trassi, A. P., de Oliveira, K. L., & Monteiro Inácio, A. L. (2019). Reading comprehension, learning strategies and verbal reasoning: Possible relationships [Comprensión Lectora, Estrategias de Aprendizaje e raciocinio verbal: Posibles Relaciones]. *Psico-USF*, 24(4), 615–624. <https://n9.cl/b7ojx>

Willis, D., & Willis, J. (2007). *Doing Task-based Teaching*. Oxford University Press.

Xue, S. (2022). A conceptual model for integrating affordances of mobile technologies into task-based language teaching. *Interactive Learning Environments*, 30(6), 1131–1144. <https://doi.org/10.1080/10494820.2019.1711132>

Yaman, A., & Bećirović, S. (2016). Learning English and Media Literacy. *Imperial Journal of Interdisciplinary Research (IJIR)*, 2(6).

Yani, R. F., Pujiani, T., & Soali, M. (2023). *ENHANCING STUDENTS' SPEAKING SKILLS*

USING AN INTERACTIVE (An Experimental Research at English Club of SMK N 1 Purwokerto Academic Year 2022 / 2023).

Yıldırım, S., & Yıldırım, Ö. (2016). the Importance of Listening in Language Learning and Listening Comprehension Problems Experienced By Language Learners: a Literature Review. *DergiPark*, 16(4), 2094–2110. <https://dergipark.org.tr/en/download/article-file/291967>

Zaki, R. (2017). Validation of Instrument Measuring Continuous Variable in Medicine. *Advances in Statistical Methodologies and Their Application to Real Problems*. <https://doi.org/10.5772/66151>

Zarrabi, F. (2018). English in an EFL Context: Teachers' and Learners' Motivations for English Language Learning. *English Language Teaching*, 11(9), 17. <https://doi.org/10.5539/elt.v11n9p17>

Zhang, F., & Yin, P. (2009). A Study of Pronunciation Problems of English Learners in China. *Asian Social Science*, 5(6), 141–146. <https://doi.org/10.5539/ass.v5n6p141>

Zhang, L., & Lu, J. (2023). On the Appropriateness of CLT And TBLT in The Chinese Foreign Language Teaching Environment. *International Journal of Education and Humanities*, 10(3), 44–47. <https://doi.org/10.54097/ijeh.v10i3.11854>

