

**THE IMPLEMENTATION OF TASK-BASED DIGITAL STORYTELLING
TO ENHANCE STUDENTS' SPEAKING COMPETENCY IN SD NEGERI**

3 BANJAR JAWA

By

Ni Kadek Winda Hapsari Dewi NIM 2112021018

English Language Education

E-mail: winda.hapsari@undiksha.ac.id

ABSTRACT

This study investigates the effectiveness of implementing Task-Based Digital Storytelling (TBDS) within a Technology-Mediated Task-Based Language Teaching (TMTBLT) framework to enhance the speaking competency of sixth-grade students. Conducted with 36 students at SD Negeri 3 Banjar Jawa using a pre-experimental one-group pretest-posttest design, the research assessed speaking skills through structured performance tests. The results, analyzed with a Paired Sample T-Test, showed a significant improvement in students' mean scores from 59.44 (pretest) to 75.89 (posttest) with a significance value of $p = 0.000$ ($p < 0.05$). The findings confirm that integrating task-based principles with digital storytelling significantly enhances speaking competence by creating an engaging, authentic, and supportive learning environment. The study recommends targeted teacher training and adapted lesson planning to facilitate effective implementation in primary school settings.

Keywords: Task-Based Digital Storytelling, Technology-Mediated Task-Based Language Teaching (TMTBLT), Speaking Competency, Elementary School, Pre-Experimental Study.

THE IMPLEMENTATION OF TASK-BASED DIGITAL STORYTELLING TO ENHANCE STUDENTS' SPEAKING COMPETENCY IN SD NEGERI

3 BANJAR JAWA

Oleh

Ni Kadek Winda Hapsari Dewi NIM 2112021018

English Language Education

E-mail: winda.hapsari@undiksha.ac.id

ABSTRAK

Penelitian ini menginvestigasi efektivitas penerapan Task-Based Digital Storytelling (TBDS) dalam kerangka Technology-Mediated Task-Based Language Teaching (TMTBLT) untuk meningkatkan kompetensi berbicara siswa kelas enam. Dilaksanakan terhadap 36 siswa di SD Negeri 3 Banjar Jawa dengan desain pre-eksperimen one-group pretest-posttest, penelitian ini menilai keterampilan berbicara melalui tes performa terstruktur. Hasil analisis menggunakan Paired Sample T-Test menunjukkan peningkatan signifikan pada nilai rata-rata siswa dari 59,44 (pretest) menjadi 75,89 (posttest) dengan nilai signifikansi $p = 0,000$ ($p < 0,05$). Temuan ini mengonfirmasi bahwa integrasi prinsip pembelajaran berbasis tugas dengan digital storytelling secara signifikan meningkatkan kompetensi berbicara dengan menciptakan lingkungan pembelajaran yang menarik, autentik, dan mendukung. Studi ini merekomendasikan pelatihan guru yang terarah dan perencanaan pembelajaran yang diadaptasi untuk memfasilitasi implementasi yang efektif di setting sekolah dasar.

Kata kunci: Task-Based Digital Storytelling, Technology-Mediated Task-Based Language Teaching (TMTBLT), Kompetensi Berbicara, Sekolah Dasar, Studi Pre-Eksperimen.