

APPENDIX

Appendix 1 Application letter for research



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1072/UN48.7.1/DI/2025
Hal : Permohonan Izin Observasi

25 Maret 2025

Yth.
Kepala SD Negeri 3 Banjar Jawa
di Singaraja

Dalam rangka pengumpulan data untuk Observasi penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Kadek Winda Hapsari Dewi
NIM : 2112021018
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof. Dr. Ni Made Ratminingsih, M.A. (as the 1st prospective supervisor)

NIP 196609081991022002

Confirm that we approve to guide the thesis submitted by:

Name : Ni Kadek Winda Hapsari Dewi

NIM 2112021018

Class : 7 A

Thesis title : "The Implementation of Task-Based Digital Storytelling To Enhance Students' Speaking Competency in SD Negeri 3 Banjar Jawa"

1st Prospective supervisor,



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002

2nd Prospective supervisor



Luh Gede Eka Wahyuni, S.Pd., M.Pd.

NIP. 198812012015042003

Appendix 3 Expert Judgement Sheet

EXPERT JUDGEMENT SHEET

Name : Ni Kadek Winda Hapsari Dewi

NIM 2112021018

Title : “The Implementation of Task-Based Digital Storytelling to Enhance Students’ Speaking Competency in SD Negeri 3 Banjar Jawa”

Experts : Prof. Dr. Ni Made Ratminingsih, M. A. & Luh Gede Eka Wahyuni, S.Pd., M.Pd.

Institution : Universitas Pendidikan Ganesha



Judge 1: Prof. Dr. Ni Made Ratminingsih, M.A.

INSTRUMENT VALIDATION

The Implementation of Task-Based Digital Storytelling to Enhance Students' Speaking Competency in SD Negeri 3 Banjar Jawa

1. Speaking Competency

Speaking competency represents a fundamental aspects of English language proficiency, essential for effective communication. In the context of learning English as a foreign language, this competency demonstrates a students' ability to utilize the language in real-life situations, moving beyond structural knowledge to functional, interactive use (Brown, 2001). It is a complex skill that involves the integration of several sub-skills, including the ability to process information spontaneously and the confidence to perform verbally. For the purpose of this study, speaking competency is conceptualized and measured through five key aspects: pronunciation, grammar, vocabulary, fluency, and comprehension, which collectively provide a comprehensive profile of a learners' oral proficiency.

Grading speaking competency requires a clear and operational definition of each constituent aspect. Pronunciation is assessed based on the clarity and accuracy of word production. A student with good pronunciation articulates words clearly, making their speech easy for listeners to understand, even if minor errors or a non-native accent are present. Grammar refers to the accurate and appropriate use of syntactic structures. In the context of this study, which involves narrative tasks, particular attention is paid to the correct application of past tense verbs to maintain narrative coherence. Vocabulary is evaluated based on the range and precision of words used. A competent speaker employs a sufficient variety of lexical items to express ideas effectively, avoiding excessive repetition. Fluency pertains to the flow and pace of speech. A fluent speaker can maintain a reasonably

natural rhythm with minimal disruptive hesitation, pauses, or false starts, indicating a degree of automaticity in language production (Bygate, 2016). Finally, Comprehension measures the students' ability to understand the speaking prompt and provide a relevant and contextually appropriate response, demonstrating a successful integration of receptive and productive skills.

Based on the theoretical underpinnings and the operational definitions of the aspects outlined above, the accompanying rubric was developed. This instrument is designed to facilitate a systematic and objective assessment of students' speaking performance. The rubric provides explicit descriptors for each performance level across the five aspects, ensuring a consistent and reliable measurement of speaking competency throughout the pre-test and post-test phases of this research.



Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Speaking Competency	Pronunciation	√		
	Grammar	√		
	Vocabulary	√		
	Fluency	√		
	Comprehension	√		

Singaraja, 30 October 2025

1st Prospective Supervisor



Prof. Dr. Ni Made Ratminingsih, M.A.

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2. Speaking Test (Pre-test and Post-test)

The pre-test and post-test are performance-based speaking tests designed to capture students' speaking competency before and after the TMTBLT intervention. The tests are contextualized within meaningful, real-world tasks: describing a daily routine (pre-test) and recounting a past personal experience (post-test). This aligns with the task-based principle of using language for authentic communication. The tests are administered as video recordings to reduce performance anxiety and allow for careful assessment using the provided rubric.

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Speaking Test	Test format (video performance) is suitable for measuring speaking competency.	√		
	Instructions are clear and easy for 6 th – grade students to understand.	√		
	The topics (Daily Routine & Past Experience) are appropriate and	√		

	engaging for the students.			
	The task difficulty is suitable for the students' level.	√		
	The tasks effectively elicit language to assess all five rubric aspects	√		

Singaraja, 30 October 2025

1st Prospective Supervisor



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002



3. Pre-test and Post-test Assignments

The specific prompts for the pre-test and post-test are designed to be open-ended, allowing students to produce extended speech. The pre-test question focuses on present habitual actions, establishing a baseline. The post-test question requires the use of past tense, directly assessing the grammatical focus of the intervention lessons and the students' ability to narrate a past event.

Items	Question (s)	Judgement		Notes
		Relevant	Not Relevant	
Pre-test	Create a short video talking about your daily activities from morning until evening.	√		
Post-test	Create a short video telling a story about a past experience (e.g., your last weekend, a fun holiday, or a memorable day).	√		

Singaraja, 30 October 2025

1st Prospective Supervisor



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002

4. Lesson Plan (TMTBLT with Digital Storytelling)

The lesson plans are structured around the TMTBLT framework, using digital stories as the primary input for task-based speaking activities. The validation assesses whether the plans clearly outline this integration and provide a scaffolded learning process from comprehension to production.

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Lesson Plan	Learning objectives are clear and measurable.	√		Lesson plan 1 1. Objective no 2 retell atau tell? Karena kalau retell berarti menceritakan Kembali, artinya mereka sudah dikasikan cerita sebelumnya, jadi mereka menceritakan ulang. Tapi kalau membuat video dan disana mereka bercerita,

				berarti mereka tell the story. 2. Objective no. 3 kenapa khusus ada praktik fluency dan pronunciation? Sy piker dalam keg tell the story mrk pasti akan dicermati 5 aspek penilaian speaking skill. 3.Objective no 2 dan 3 kurang konsisten dalam penggunaan bahasa, mestinya dibuat parallel, students are able to... Lesson plan 2 3. Lesson plan 2 perhatikan paralelisme kalimat2 dlm tujuan pembelajaran. Utk no 3, apakah kamu
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				akan mengukur confidence juga? 5. lesson plan 3 dan 4 perhatikan paralelisme kalimat2 dlm tujuan pembelajaran
	Learning stages follow the TMTBLT framework (Pre-Task, Task Cycle, Language Focus).	√		
	Digital storytelling is integrated as a central input for the speaking tasks.	√		
	Activities (e.g., retelling, reconstruction, personal storytelling) are appropriate for the students' level and research objectives.	√		
	The plan includes scaffolding and	√		Saya belum melihat ada scaffolding

	language focus to support speaking development.			strategies yang dimasukkan dlm lesson plan Dimana tempatnya, bahkan kata tsb nda muncul.
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Singaraja, 30 October 2025

1st Prospective Supervisor



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002



Judge 2: Luh Gede Eka Wahyuni, S.Pd., M.Pd.

INSTRUMENT VALIDATION

The Implementation of Task-Based Digital Storytelling to Enhance Students' Speaking Competency in SD Negeri 3 Banjar Jawa

1. Speaking Competency

Speaking competency represents a fundamental aspects of English language proficiency, essential for effective communication. In the context of learning English as a foreign language, this competency demonstrates a students' ability to utilize the language in real-life situations, moving beyond structural knowledge to functional, interactive use (Brown, 2001). It is a complex skill that involves the integration of several sub-skills, including the ability to process information spontaneously and the confidence to perform verbally. For the purpose of this study, speaking competency is conceptualized and measured through five key aspects: pronunciation, grammar, vocabulary, fluency, and comprehension, which collectively provide a comprehensive profile of a learners' oral proficiency.

Grading speaking competency requires a clear and operational definition of each constituent aspect. Pronunciation is assessed based on the clarity and accuracy of word production. A student with good pronunciation articulates words clearly, making their speech easy for listeners to understand, even if minor errors or a non-native accent are present. Grammar refers to the accurate and appropriate use of syntactic structures. In the context of this study, which involves narrative tasks, particular attention is paid to the correct application of past tense verbs to maintain narrative coherence. Vocabulary is evaluated based on the range and precision of words used. A competent speaker employs a sufficient variety of lexical items to express ideas effectively, avoiding excessive repetition. Fluency pertains to the flow and pace of speech. A fluent speaker can maintain a reasonably

natural rhythm with minimal disruptive hesitation, pauses, or false starts, indicating a degree of automaticity in language production (Bygate, 2016). Finally, Comprehension measures the students' ability to understand the speaking prompt and provide a relevant and contextually appropriate response, demonstrating a successful integration of receptive and productive skills.

Based on the theoretical underpinnings and the operational definitions of the aspects outlined above, the accompanying rubric was developed. This instrument is designed to facilitate a systematic and objective assessment of students' speaking performance. The rubric provides explicit descriptors for each performance level across the five aspects, ensuring a consistent and reliable measurement of speaking competency throughout the pre-test and post-test phases of this research.



Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Speaking Competency	Pronunciation	V		
	Grammar	V		
	Vocabulary	V		
	Fluency	V		
	Comprehension	V		

Singaraja, ... October 2025

2nd Prospective Supervisor



Luh Gede Eka Wahyuni, S.Pd., M.Pd

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2. Speaking Test (Pre-test and Post-test)

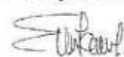
The pre-test and post-test are performance-based speaking tests designed to capture students' speaking competency before and after the TMIBLT intervention. The tests are contextualized within meaningful, real-world tasks: describing a daily routine (pre-test) and recounting a past personal experience (post-test). This aligns with the task-based principle of using language for authentic communication. The tests are administered as video recordings to reduce performance anxiety and allow for careful assessment using the provided rubric.

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Speaking Test	Test format (video performance) is suitable for measuring speaking competency.	V		
	Instructions are clear and easy for 6 th – grade students to understand.	V		
	The topics (Daily Routine & Past Experience) are appropriate and	V		

	engaging for the students.			
	The task difficulty is suitable for the students' level.	V		
	The tasks effectively elicit language to assess all five rubric aspects	V		

Singaraja, ... October 2025

2nd Prospective Supervisor



Luh Gede Eka Wahyuni, S.Pd., M.Pd

NIP. 198812012015042003



3. Pre-test and Post-test Assignments

The specific prompts for the pre-test and post-test are designed to be open-ended, allowing students to produce extended speech. The pre-test question focuses on present habitual actions, establishing a baseline. The post-test question requires the use of past tense, directly assessing the grammatical focus of the intervention lessons and the students' ability to narrate a past event.

Items	Question (s)	Judgement		Notes
		Relevant	Not Relevant	
Pre-test	Create a short video talking about your daily activities from morning until evening.	V		
Post-test	Create a short video telling a story about a past experience (e.g., your last weekend, a fun holiday, or a memorable day).	V		

Singaraja, ... October 2025

2nd Prospective Supervisor



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NIP. 198812012015042003



4. Lesson Plan (TMTBLT with Digital Storytelling)

The lesson plans are structured around the TMTBLT framework, using digital stories as the primary input for task-based speaking activities. The validation assesses whether the plans clearly outline this integration and provide a scaffolded learning process from comprehension to production.

Items	Criteria	Judgement		Notes
		Relevant	Not Relevant	
Lesson Plan	Learning objectives are clear and measurable.	V		
	Learning stages follow the TMTBLT framework (Pre-Task, Task Cycle, Language Focus).	V		
	Digital storytelling is integrated as a central input for the speaking tasks.	V		
	Activities (e.g., retelling, reconstruction, personal storytelling) are	V		

	appropriate for the students' level and research objectives.			
	The plan includes scaffolding and language focus to support speaking development.	V		

Singaraja, ... October 2025

2nd Prospective Supervisor



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NIP. 198812012015042003



Appendix 4 Instrument of Data Collection

1. Pre-Test

PRE-TEST INSTRUMENT

Test Identity

- **Subject** : English (Speaking)
- **Grade** : VI (Sixth Grade)
- **Test Type** : Pre-Test (Speaking Performance Test - Home Assignment)
- **Learning Objectives** :
Students will be able to orally describe their daily routines from morning to evening, demonstrating their current proficiency in fluency, pronunciation, grammar, and vocabulary.

Instruction

- Create a short video (max 3 minutes) of yourself talking about your daily activities from morning until evening.
- You may prepare a simple outline before recording, but do not read it while speaking.
- Tell your activities naturally and fluently, using correct grammar and vocabulary.
- Speak clearly and confidently as if you are sharing your story with your classmates.

Procedure

- a. Write a short outline of your daily activities (morning – afternoon – evening).
- b. Practice telling your activities orally without reading.
- c. Record a video (max 3 minutes) of yourself speaking.
- d. Make sure your voice is clear and easy to hear.
- e. Submit the video to your teacher before the deadline.

Scoring Rubric

Aspect	5 – Excellent	4 – Good	3 – Fair	2 – Poor	1 – Very Poor
Pronunciation	Words pronounced clearly and naturally, easy to understand.	Mostly clear pronunciation, minor errors.	Some unclear words, but still understandable.	Many mispronounced words, difficult to follow.	Very unclear, hard to understand.
Grammar	Consistently accurate sentence structures.	Few minor errors, meaning not affected.	Some errors that sometimes affect meaning.	Frequent errors, often unclear.	Cannot produce correct sentences.
Vocabulary	Wide range of words, appropriate usage.	Adequate vocabulary, limited repetition.	Simple vocabulary, some repetition.	Very limited vocabulary, struggles to express ideas.	Extremely limited vocabulary, unable to speak meaningfully.

Aspect	5 – Excellent	4 – Good	3 – Fair	2 – Poor	1 – Very Poor
Fluency	Speaks smoothly, natural pace, no long pauses.	Mostly smooth, occasional pauses.	Frequent pauses and repetitions.	Hesitant, long pauses, ideas hard to follow.	Very hesitant, speech extremely slow or broken.
Comprehension	Fully understands and responds appropriately.	Mostly understands with minor difficulties.	Sometimes needs help, partial understanding.	Frequently misunderstands, weak responses.	Does not understand, cannot respond.

Scoring Guidance:

- Each aspect is scored on a 1-5 scale.
- Maximum score: 25 points.
- Final score: Total score X 4
- Thus, scores are directly converted into a 0-100 scale.



2. Post-Test

POST-TEST INSTRUMENT

Test Identity

- **Subject** : English (Speaking)
- **Grade** : VI (Sixth Grade)
- **Test Type** : Post-Test (Speaking Performance Test - Home assignment)
- **Learning Objectives** :
Students will be able to deliver a fluent and detailed oral recount of a past personal experience, demonstrating improved use of past tense verbs, a wider range of vocabulary, and clearer pronunciation.

Instruction

- Create a short video (3-4 minutes) of yourself telling about your past experience.
- Use what you have learned during the lessons to make your story more detailed and interesting.
- Do not read directly from an outline or paper, speak naturally and confidently.
- Tell your past experience story orally in a fluent way, using appropriate grammar and vocabulary.

Procedure

- a. Prepare a simple outline of your past experience (simple recount text).
- b. Practice your story using the grammar and vocabulary learned during the treatments.
- c. Record a 3-4 minutes video of yourself speaking.
- d. Make sure your voice is loud and clear, and your face is visible in the video.
- e. Submit your video to your teacher before the given deadline.

Scoring Rubric

Aspect	5 – Excellent	4 – Good	3 – Fair	2 – Poor	1 – Very Poor
Pronunciation	Words pronounced clearly and naturally, easy to understand.	Mostly clear pronunciation, minor errors.	Some unclear words, but still understandable.	Many mispronounced words, difficult to follow.	Very unclear, hard to understand.
Grammar	Consistently accurate sentence structures.	Few minor errors, meaning not affected.	Some errors that sometimes affect meaning.	Frequent errors, often unclear.	Cannot produce correct sentences.
Vocabulary	Wide range of words, appropriate usage.	Adequate vocabulary, limited repetition.	Simple vocabulary, some repetition.	Very limited vocabulary, struggles to express ideas.	Extremely limited vocabulary, unable to speak meaningfully.

Aspect	5 – Excellent	4 – Good	3 – Fair	2 – Poor	1 – Very Poor
Fluency	Speaks smoothly, natural pace, no long pauses.	Mostly smooth, occasional pauses.	Frequent pauses and repetitions.	Hesitant, long pauses, ideas hard to follow.	Very hesitant, speech extremely slow or broken.
Comprehension	Fully understands and responds appropriately.	Mostly understands with minor difficulties.	Sometimes needs help, partial understanding.	Frequently misunderstands, weak responses.	Does not understand, cannot respond.

Scoring Guidance:

- Each aspect is scored on a 1-5 scale.
- Maximum score: 25 points.
- Final score: Total score X 4
- Thus, scores are directly converted into a 0-100 scale.



3. Lesson Plan (Treatment 1)

Treatment Lesson Plan — Meeting 1

School : SD Negeri 3 Banjar Jawa
Subject : English — Speaking
Grade : VI (Sixth Grade)
Time Allocation : 1 x 60 minutes
Approach : Technology-Mediated Task-Based Language Teaching (TMTBLT)
Topic : Retelling Daily Activities (Digital Story Input)

A. Learning Objectives

- Students are able to comprehend a short digital story in English.
- Students retell the story orally in simple past tense (V2).
- Students practice fluency and pronunciation while narrating.

B. Materials & Media

- Digital story: "A Day at the Carnival" (from *LiteracyCloud*).
- LCD Projector, speakers, laptop.
- Worksheet: list of regular and irregular verbs (V1 > V2)

C. Learning Activities

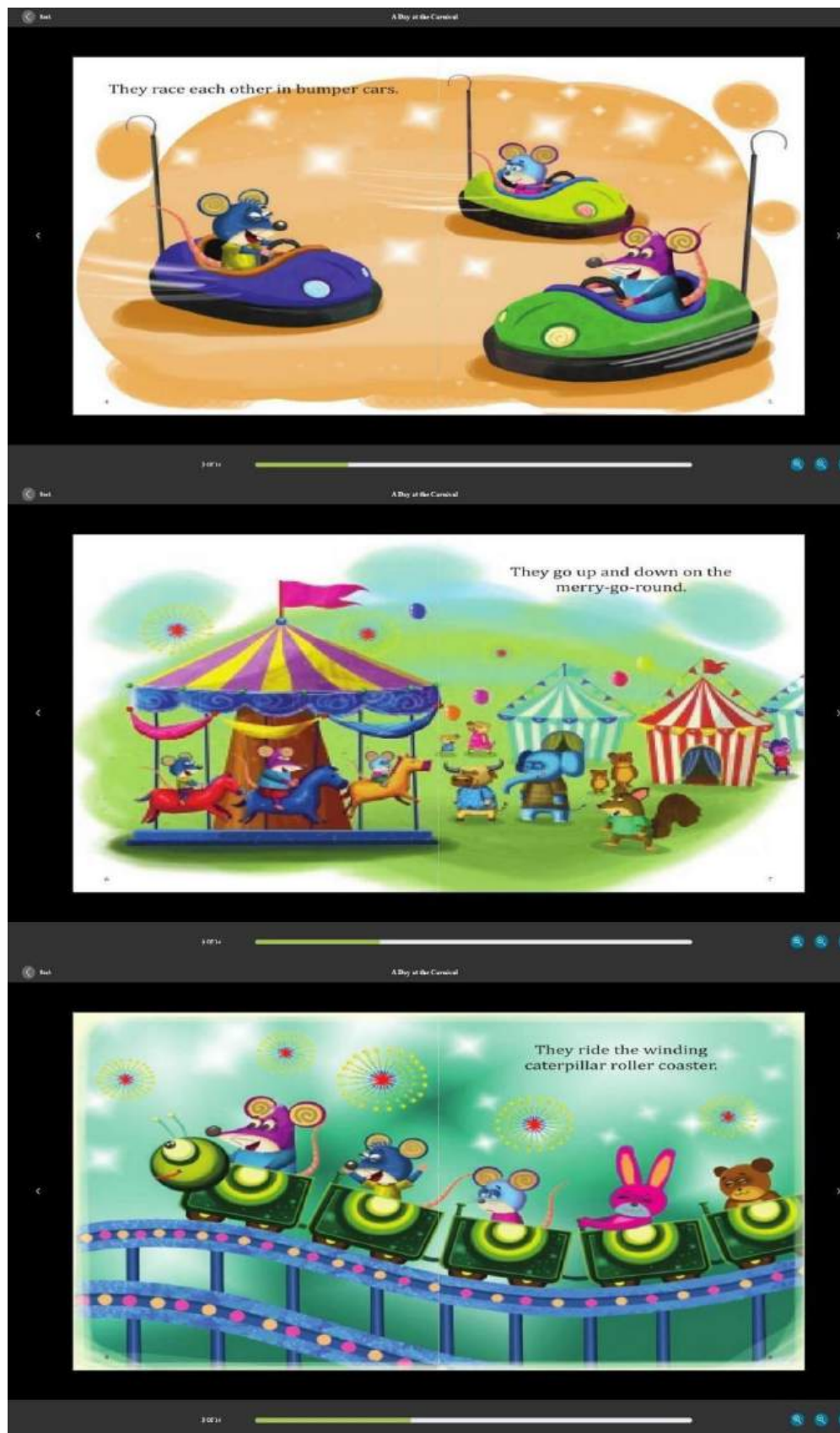
1. Pre-Task (10 minutes)
 - Teacher greets students.
 - Teacher introduces today's digital story.
 - Teacher highlights verbs in simple past form (V2) that will appear in the story (e.g., went, ate, played, saw, enjoyed)
 - Short drilling of pronunciation and examples in sentences.
2. Task Cycle (40 minutes)
 - Task (15'): Students watch/listen to the story twice.
 - Planning (10'): In groups of 5-6 students, they prepare a retelling of the story in their own words, focusing on using verbs in past tense (V2). Teacher circulates and supports
 - Report (15'): Each group (7 groups) presents their retelling (short, ~2 minutes per group), teacher notes use of V2 forms.
3. Language Focus (10 minutes)
 - Teacher reviews common verbs used in the retelling (e.g., "They went to the carnival. They ate ice cream. They played games.").
 - Pronunciation drilling for selected words.
 - Short correction and reinforcement of simple past tense.

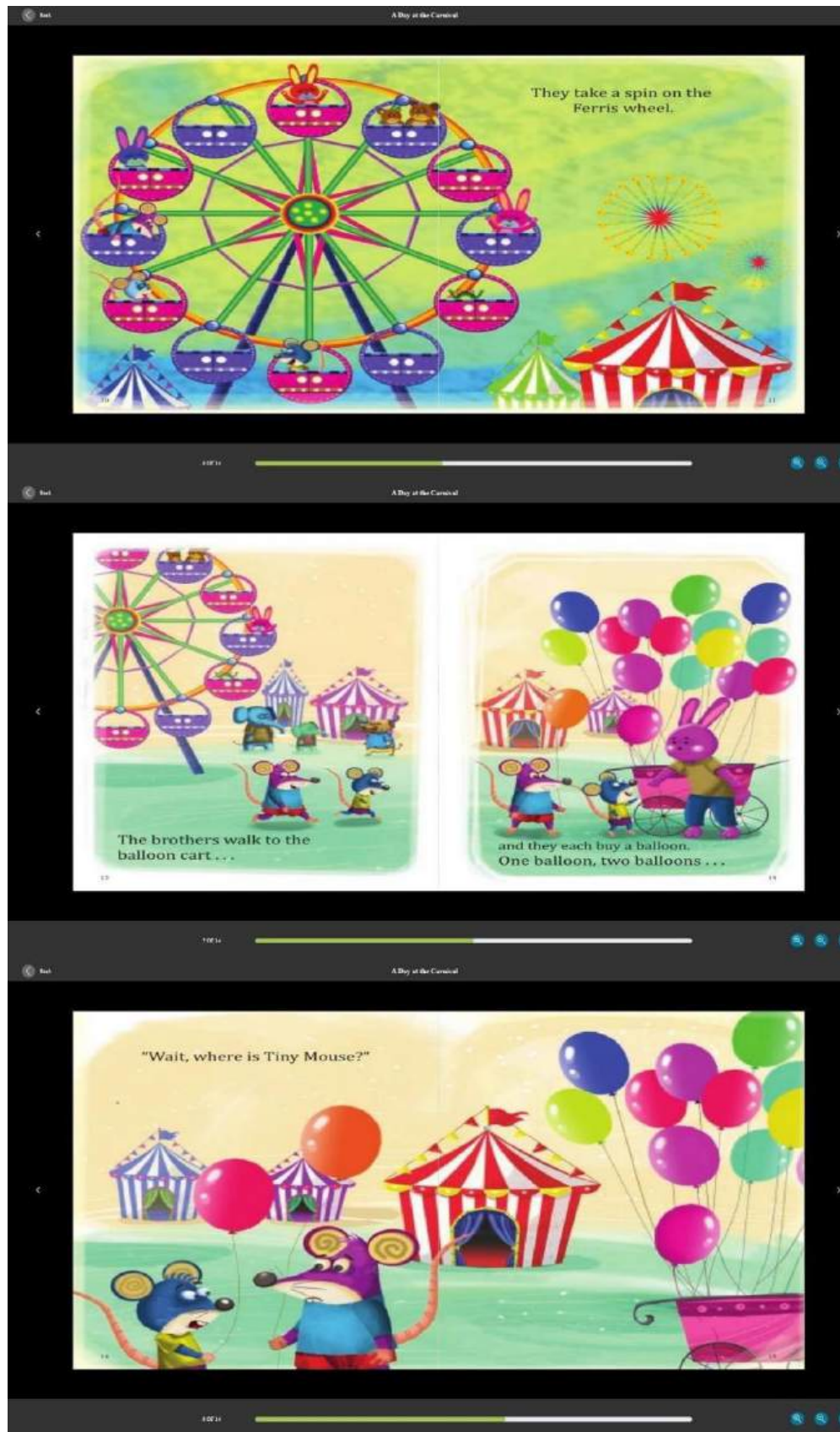
D. Assessment

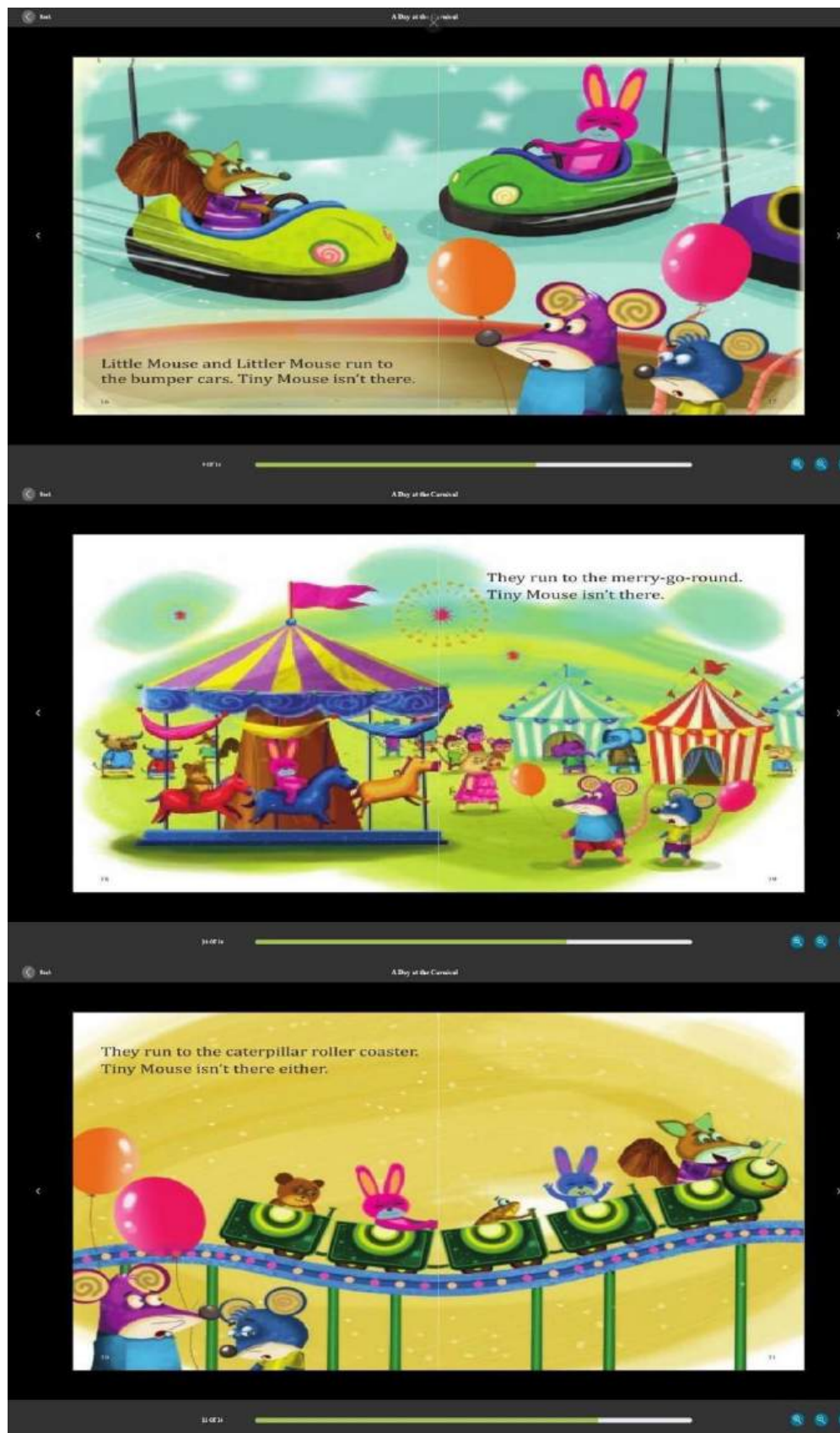
- Group speaking performance using rubric (focus: fluency & pronunciation, and accuracy in using V2 verbs).

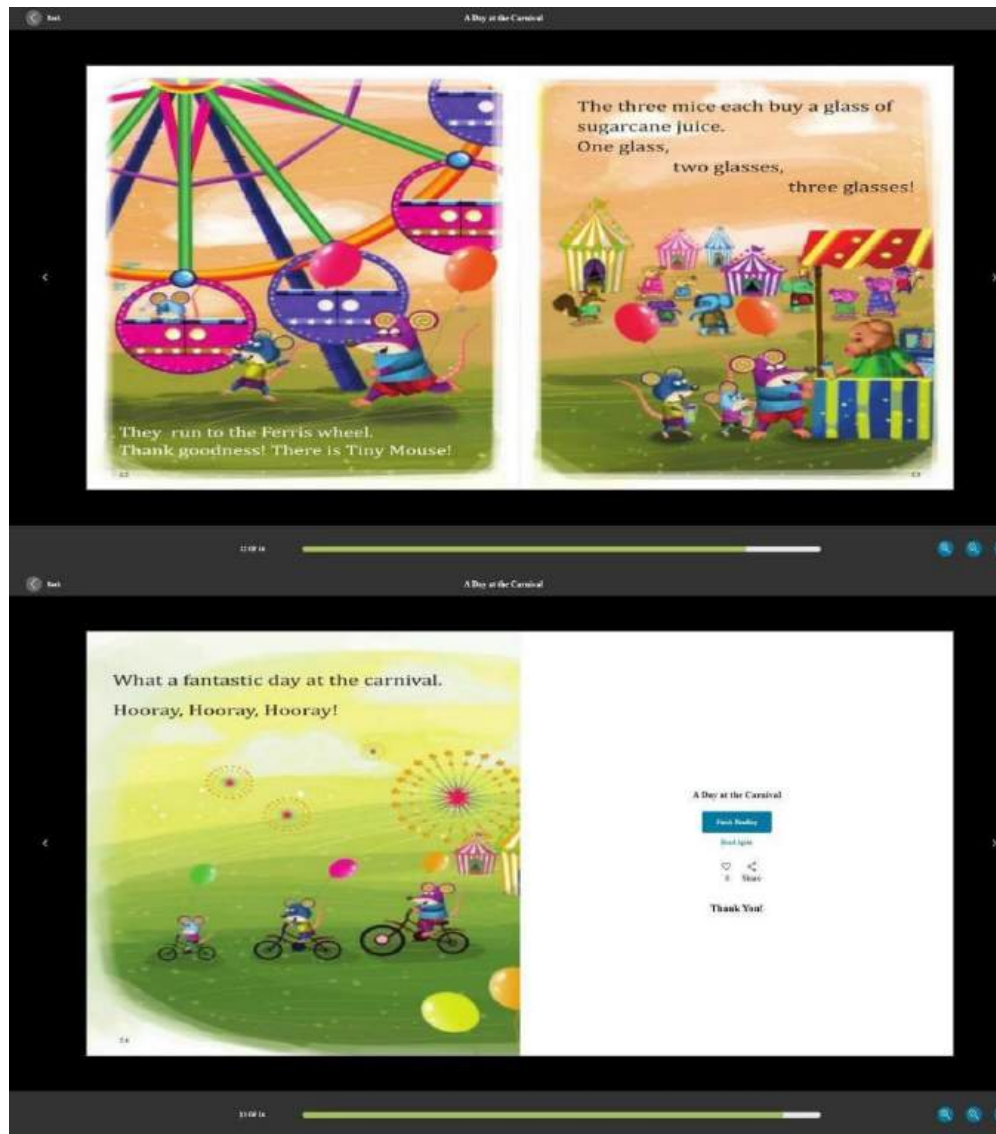
Digital Story as Learning Media for 1st Treatment











4. Lesson Plan (Treatment 2)

Treatment Lesson Plan — Meeting 2

School : SD Negeri 3 Banjar Jawa

Subject : English — Speaking

Grade : VI (Sixth Grade)

Time Allocation : 1 x 60 minutes

Approach : Technology-Mediated Task-Based Language Teaching (TMTBLT)

Topic : Sharing Personal Experiences — *My Last Weekend*

A. Learning Objectives

- Students can connect personal experiences to a story.
- Students use vocabulary related to past activities (went, played, visited, ate).
- Students build confidence in storytelling.

B. Materials & Media

- Digital story: "My Weekend with Grandma" (from *LiteracyCloud*).
- LCD, speakers.
- Guiding questions handout.

C. Learning Activities

1. Pre-Task (10 minutes)
 - Brainstorming: "What do you usually do on weekends?"
 - Vocabulary practice (visited, cooked, helped, watched, played).
2. Task Cycle (40 minutes)
 - Task (15'): Students watch/listen to the story twice.
 - Planning (10'): In groups of 5-6 students, Students prepare their own "last weekend story".
 - Report (15'): Each group (7 groups) shares their version (students take turns speaking ~2 minutes per group).
3. Language Focus (10 minutes)
 - Teacher corrects common grammar errors (use of past tense verbs).
 - Teacher models 2-3 correct sentences.

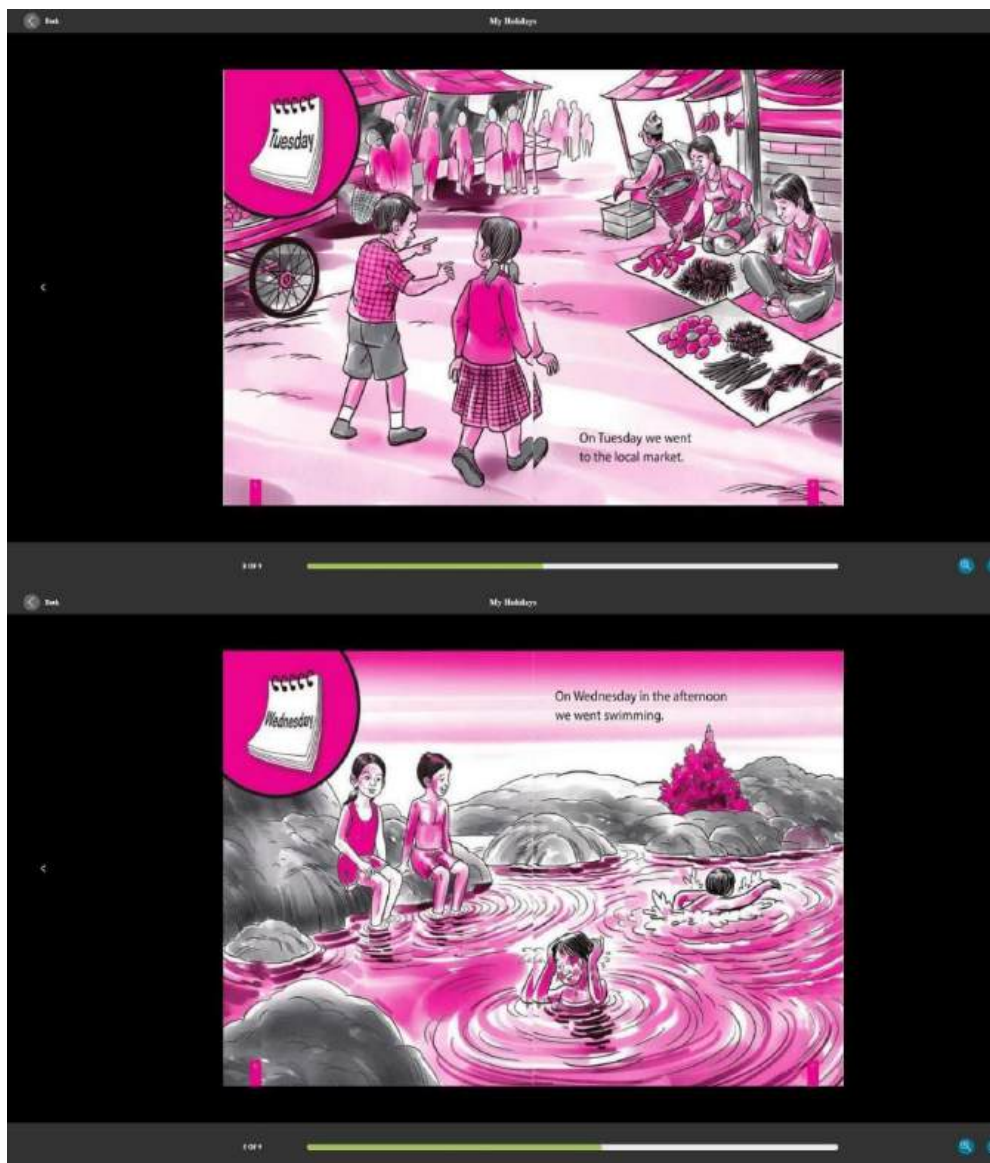
D. Assessment

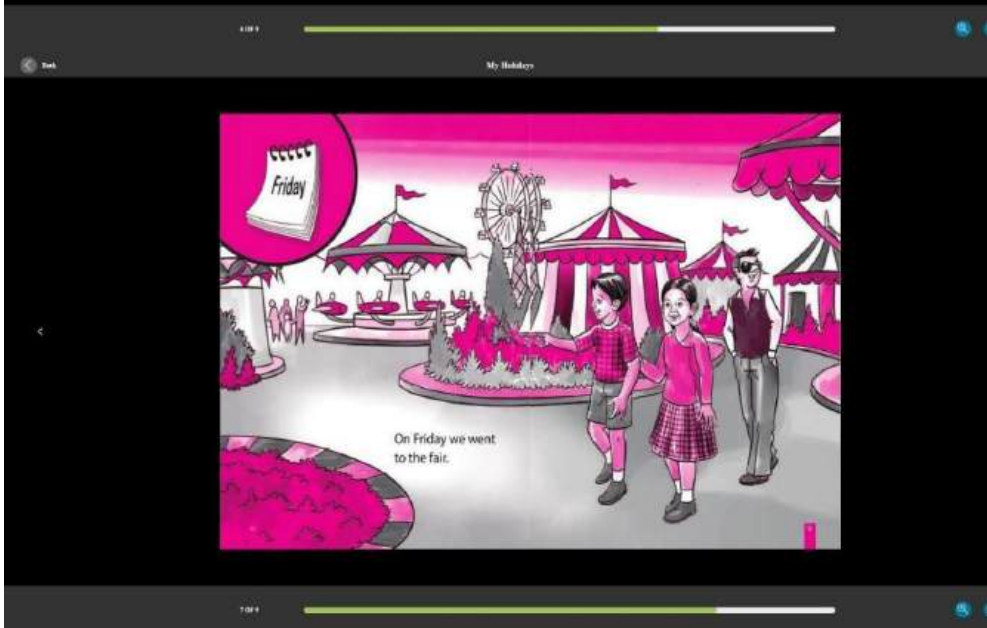
- Individual speaking within group storytelling (focus: grammar & vocabulary).

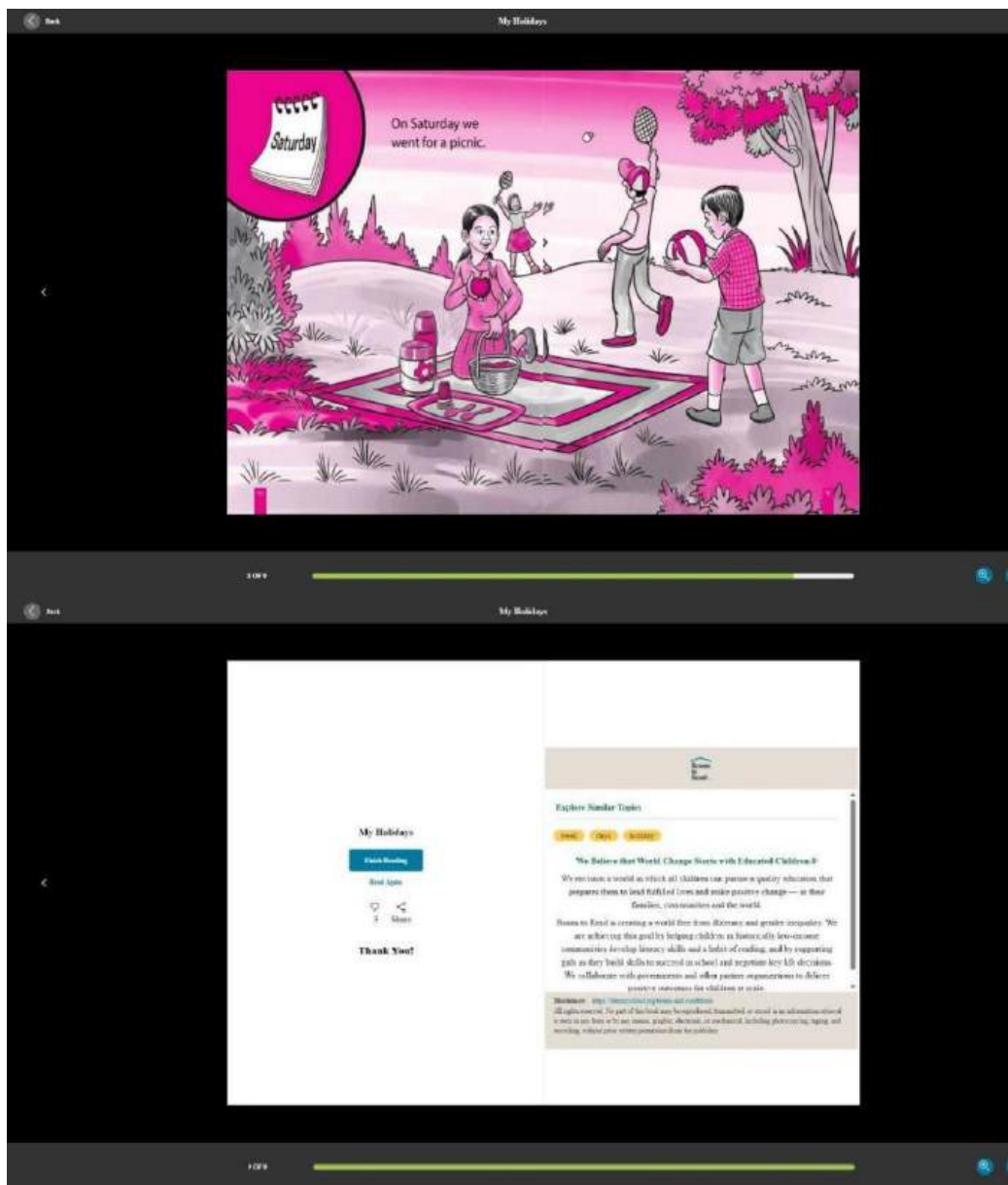


Digital Story for Learning Media for 2nd Treatment









1. 5.

5. Lesson Plan (Treatment 3)

Treatment Lesson Plan — Meeting 3

School : SD Negeri 3 Banjar Jawa

Subject : English — Speaking

Grade : VI (Sixth Grade)

Time Allocation : 1 x 60 minutes

Approach : Technology-Mediated Task-Based Language Teaching (TMTBLT)

Topic : Story Reconstruction — *The Lost Puppy*

A. Learning Objectives

- Students can reconstruct a story after listening to it.
- Students practice sequencing events (first, then, after that, finally).
- Students improve coherence in speaking.

B. Materials & Media

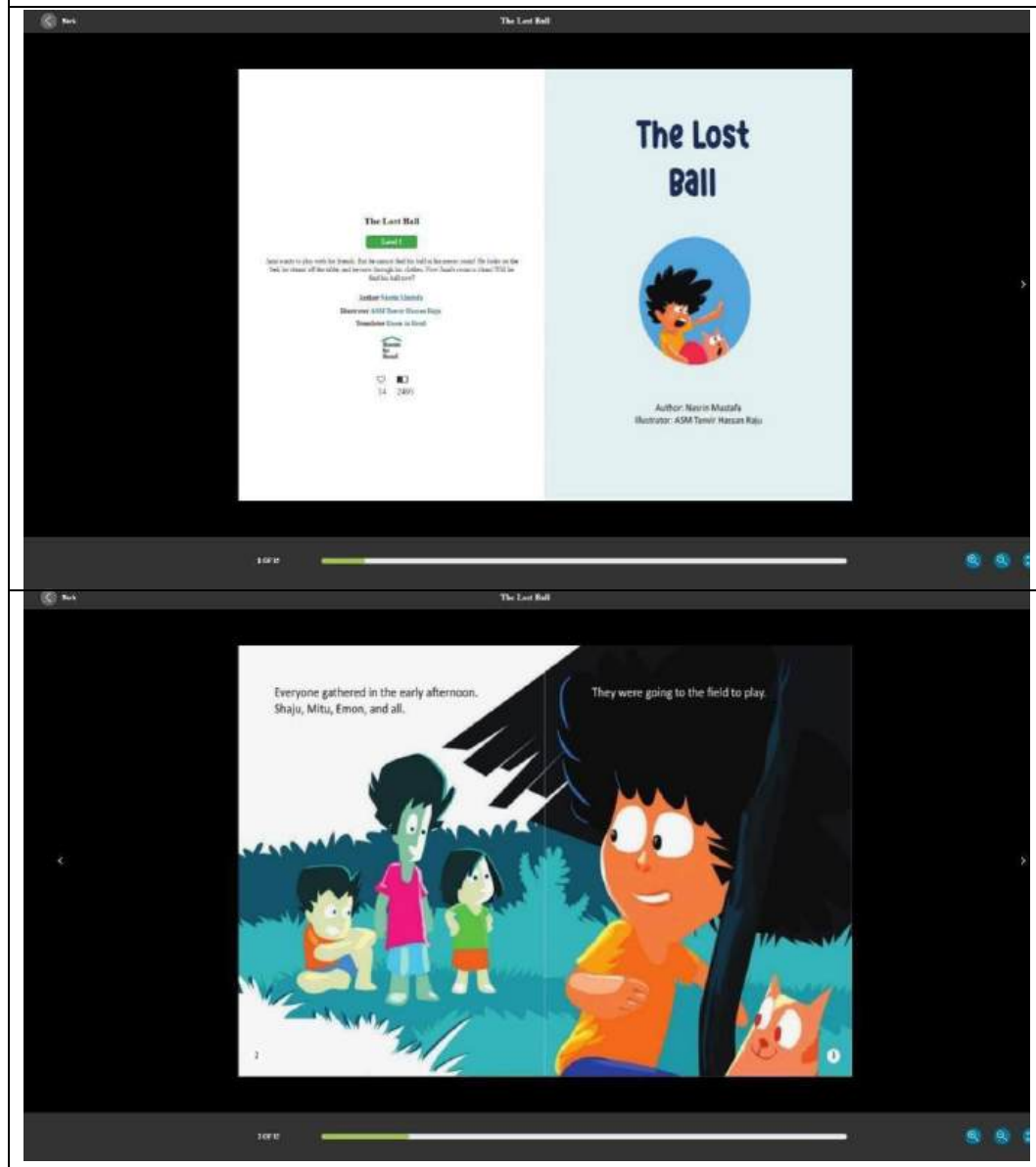
- Digital story: "The Lost Puppy" (from *LiteracyCloud*).
- LCD, speakers.
- Picture cards (story sequence).

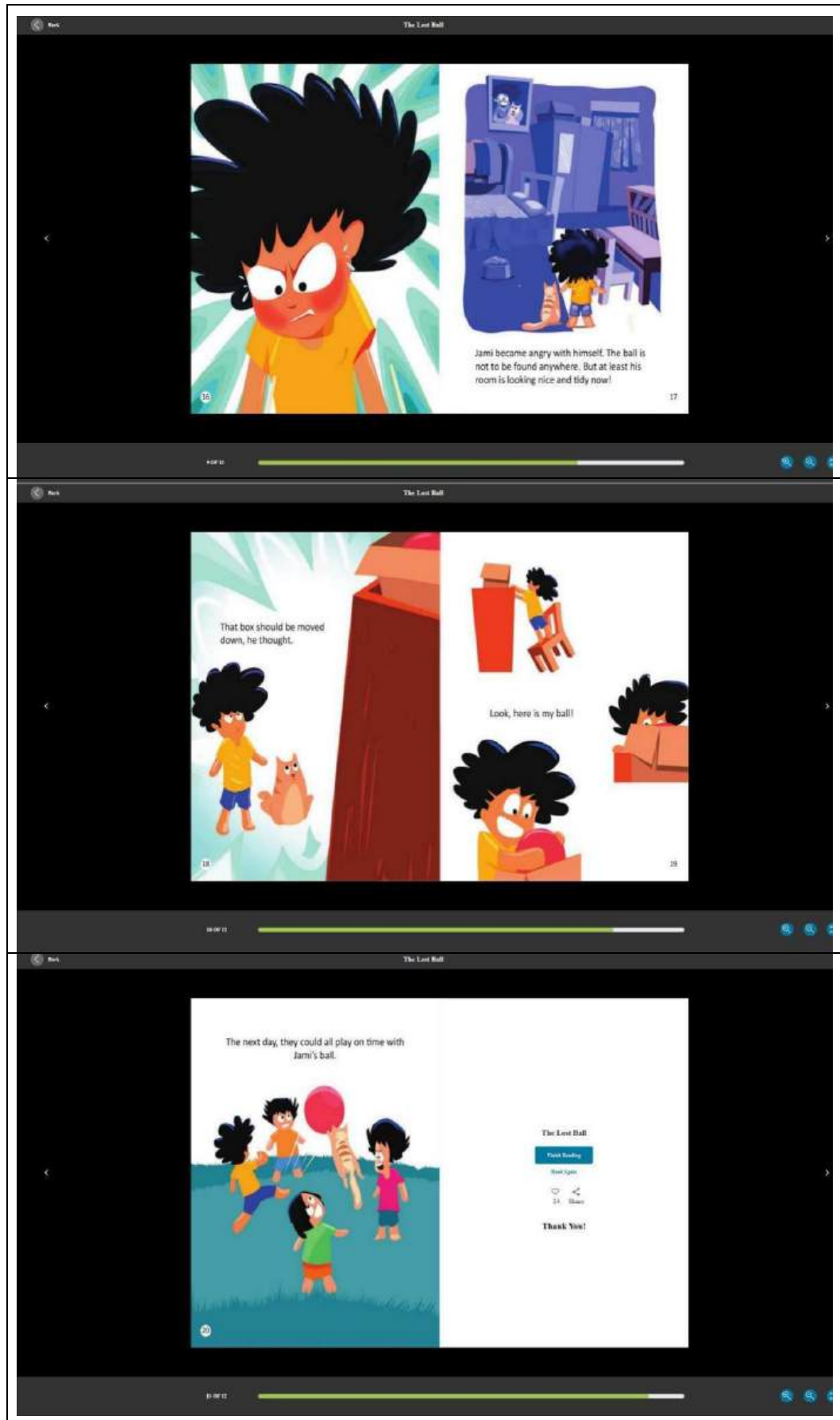
C. Learning Activities

1. Pre-Task (10 minutes)
 - Teacher introduces story characters.
 - Vocabulary pre-teaches: puppy, street, shop, policeman, found.
 2. Task Cycle (40 minutes)
 - Task (15'): Students watch/listen to the story twice.
 - Planning (10'): In groups of 5-6 students, arrange picture cards in the correct order, then prepare story retelling.
 - Report (15'): 7 groups retell story using sequencing words (~2 minutes per group).
 3. Language Focus (10 minutes)
 - Teacher emphasizes connectors (First, then, after that, finally).
 - Pronunciation correction.
- #### D. Assessment
- Speaking performance (focus fluency & coherence using sequencing).



Digital Story as Learning Media for 3rd Treatment





6. Lesson Plan (Treatment 4)

Treatment Lesson Plan — Meeting 4

School : SD Negeri 3 Banjar Jawa

Subject : English — Speaking

Grade : VI (Sixth Grade)

Time Allocation : 1 x 60 minutes

Approach : Technology-Mediated Task-Based Language Teaching (TMTBLT)

Topic : Creative Digital Storytelling — *Making Our Own Story*

A. Learning Objectives

- Students can create and perform a short story based on pictures.
- Students use vocabulary and grammar learned in previous lessons.
- Students present confidently in front of the class.

B. Materials & Media

- Set of 4-6 picture prompts (daily activities, adventure, friendship).
- LCD, speakers.
- Optional: simple background music.

C. Learning Activities

1. Pre-Task (10 minutes)
 - Teacher explains activity: students will create their own short digital story orally.
 - Review of vocabulary and past tense forms.
2. Task Cycle (40 minutes)
 - Task (15'): In groups of 5-6 students, students receive a set of pictures. They arrange them into a logical story.
 - Planning (10'): Groups prepare short oral narration (1-2 minutes).
 - Report (15'): All 7 groups present their story to the class (~2 minutes per group).
3. Language Focus (10 minutes)
 - Teacher gives general feedback on fluency, grammar, and pronunciation.
 - Encouragement to use more vocabulary.

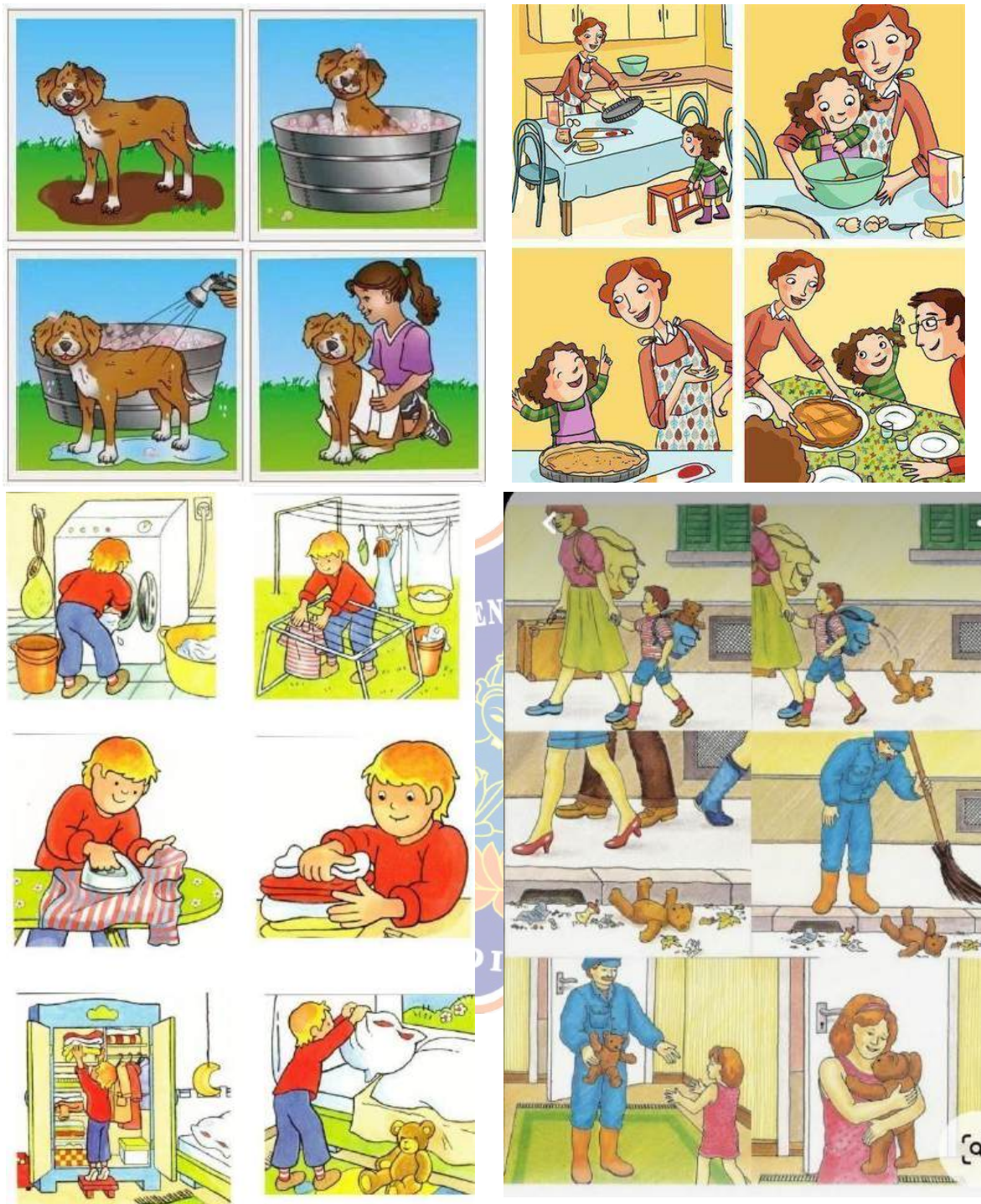
E. Assessment

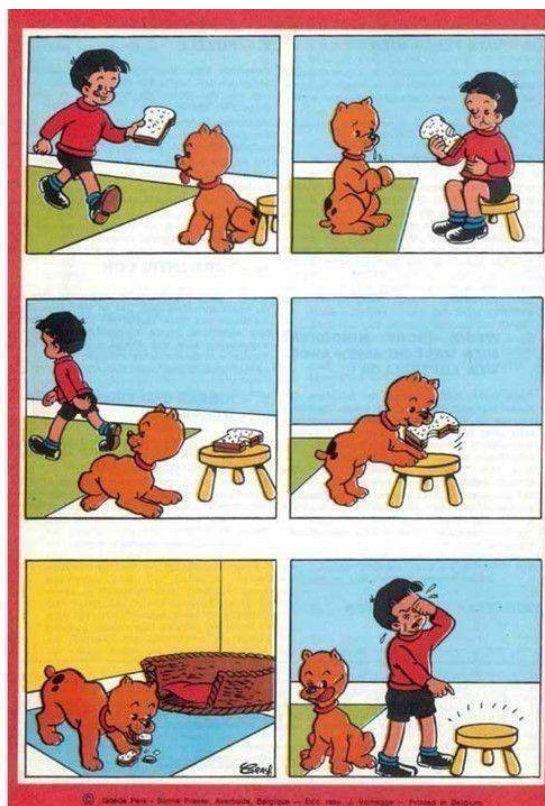
- Speaking performance (focus overall fluency, pronunciation, grammar, vocabulary, comprehension).



Learning Media for 4th Treatment







Appendix 5 Pre-Test and Post-Test Result

1. Pre-Test

No.	Nama	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total x 4
1.	ANAK AGUNG NGURAH RAADKERTHA PANDJI	3	3	3	2	2	13 = 52
2.	ANGELINE BELLVANIA EFFENDI	3	4	3	3	3	16 = 64
3.	DEWA PUTU GIAN PRAMA ADITYA	3	2	2	2	2	11 = 44
4.	GEDE ARKA PRADITYA MARDIKA	3	3	3	2	2	13 = 52
5.	GEDE KRISNA WIJAYA	3	3	2	2	2	12 = 48
6.	I DEWA AGUNG OKA NATHAN TANAYA	3	3	3	3	2	14 = 56
7.	I DEWA GEDE GIO SATRYA BRAMASTA	2	2	2	2	2	10 = 40
8.	I GUSTI AYU ARTININDYA NING KAWI	4	3	3	3	3	16 = 64
9.	I GUSTI BAGUS HARRY ASKA WARDANA	3	3	3	3	3	15 = 60
10.	I GUSTI NGURAH PUTU KRISNANDA ADITYA PUTRA	3	3	3	3	3	15 = 60
11.	IDA BAGUS ERLANGGA KRISHNA TRAYA	3	3	3	2	3	14 = 56
12.	IDA BAGUS MEITHA KISHORAA	3	3	3	3	3	15 = 60
13.	IDA BAGUS WIRAGA SATYA KARTANEGARA	4	4	3	4	4	19 = 76
14.	KADEK ADELINA	3	3	3	3	3	15 = 60

	PUTRI PRASETYA						
15.	KADEK AGUS CAHYA PRABAWA	4	4	3	3	3	17 = 68
16.	KADEK AGUS PRADNYANA	1	1	2	2	2	8 = 32
17.	KADEK CHIKO PRABASWARA FANTASIA PUTRA	3	3	2	3	3	14 = 56
18.	KAYLA FEDORA SANJAYA	4	4	3	4	4	19 = 76
19.	KETUT DEVANANTA DARSANA ADI PUTRA	3	3	3	2	3	14 = 56
20.	KETUT ELING STYA BIANCA GITANJANI	4	3	3	4	4	18 = 72
21.	KETUT FELLIN GITA PRAJNANDYA	2	3	2	3	2	12 = 48
22.	KETUT PANDYAMAHI NSA HARJAYA UTTAMA	3	3	3	2	3	14 = 56
23.	KOMANG MELATI PURNAMA DEWI	4	4	4	4	5	21 = 84
24.	KOMANG ULAN SEPTIYANI	3	3	3	2	3	14 = 56
25.	KOMANG VARENDRA SHAKTI ARYA WEDANGGA	4	4	3	3	5	19 = 76
26.	LUH GEDE WIDYA GITA ISWARI	2	1	2	1	3	9 = 36
27.	MADE KENZORA MAHAYAGNY SUKIADA	3	3	3	3	3	15 = 60
28.	MADE KIARA ALITYA SURYANTARA	4	4	4	4	4	20 = 80

29.	NI LUH DHINA AVRIEL PUTRI MANUABA	3	3	3	3	3	15 = 60
30.	NI PUTU SAVITA IKA SUARDANA	3	3	3	2	3	14 = 56
31.	NYOMAN WISNU WIDYA WIKANANDA	3	3	3	3	3	15 = 60
32.	PUTU AMODINI PUTRI	3	4	3	3	4	17 = 68
33.	PUTU MAHARANI ARYA PUTRI	4	4	4	4	5	21 = 84
34.	PUTU MELODIA ARUNA CHANDANI	4	4	3	3	4	18 = 72
35.	PUTU NITYA MANIKA SARI	4	4	3	3	4	18 = 72
36.	IDA AYU OKA YANAARSISA PUTRI	1	1	1	1	1	5 = 20



2. Post-Test

No.	Nama	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total x 4
1.	ANAK AGUNG NGURAH RAADKERTHA PANDJI	3	3	3	3	3	15 = 60
2.	ANGELINE BELLVANIA EFFENDI	3	4	4	4	4	19 = 76
3.	DEWA PUTU GIAN PRAMA ADITYA	4	3	3	4	4	18 = 72
4.	GEDE ARKA PRADITYA MARDIKA	4	5	4	3	4	20 = 80
5.	GEDE KRISNA WIJAYA	4	4	4	3	4	19 = 76
6.	I DEWA AGUNG OKA NATHAN TANAYA	3	3	3	4	3	16 = 64
7.	I DEWA GEDE GIO SATRYA BRAMASTA	3	4	3	3	4	17 = 68
8.	I GUSTI AYU ARTININDYA NING KAWI	5	4	4	4	5	22 = 88
9.	I GUSTI BAGUS HARRY ASKA WARDANA	4	4	3	3	4	18 = 72
10.	I GUSTI NGURAH PUTU KRISNANDA ADITYA PUTRA	3	4	3	4	4	17 = 68
11.	IDA BAGUS ERLANGGA KRISHNA TRAYA	4	4	3	3	4	18 = 72
12.	IDA BAGUS MEITHA KISHORAA	3	4	3	3	4	17 = 68
13.	IDA BAGUS WIRAGA SATYA KARTANEGARA	5	4	4	4	5	22 = 88
14.	KADEK ADELINA	5	4	4	4	5	22 = 88

	PUTRI PRASETYA						
15.	KADEK AGUS CAHYA PRABAWA	4	4	3	4	4	19 = 76
16.	KADEK AGUS PRADNYANA	3	3	3	4	3	16 = 64
17.	KADEK CHIKO PRABASWARA FANTASIA PUTRA	3	4	3	4	4	18 = 72
18.	KAYLA FEDORA SANJAYA	4	4	4	4	4	20 = 80
19.	KETUT DEVANANTA DARSANA ADI PUTRA	4	3	3	2	3	15 = 60
20.	KETUT ELING STYA BIANCA GITANJANI	5	5	4	5	5	24 = 96
21.	KETUT FELLIN GITA PRAJNANDYA	3	3	3	4	3	16 = 64
22.	KETUT PANDYAMAHI NSA HARJAYA UTTAMA	4	4	4	3	4	19 = 76
23.	KOMANG MELATI PURNAMA DEWI	5	4	5	5	5	24 = 96
24.	KOMANG ULAN SEPTIYANI	4	3	3	3	3	16 = 64
25.	KOMANG VARENDRA SHAKTI ARYA WEDANGGA	4	4	3	4	5	20 = 80
26.	LUH GEDE WIDYA GITA ISWARI	3	4	3	4	4	18 = 72
27.	MADE KENZORA MAHAYAGNY SUKIADA	4	4	4	4	4	20 = 80
28.	MADE KIARA ALITYA SURYANTARA	5	5	4	4	5	23 = 92

29.	NI LUH DHINA AVRIEL PUTRI MANUABA	3	4	3	3	4	17 = 68
30.	NI PUTU SAVITA IKA SUARDANA	5	4	5	4	5	23 = 92
31.	NYOMAN WISNU WIDYA WIKANANDA	3	3	4	4	4	18 = 72
32.	PUTU AMODINI PUTRI	3	4	3	4	5	19 = 76
33.	PUTU MAHARANI ARYA PUTRI	4	5	4	4	5	22 = 88
34.	PUTU MELODIA ARUNA CHANDANI	5	4	4	4	5	22 = 88
35.	PUTU NITYA MANIKA SARI	4	4	4	4	4	20 = 80
36.	IDA AYU OKA YANAARSISA PUTRI	2	3	3	3	3	14 = 56



Appendix 6 Documentation

No	Documentation	Description
1.		Pre-Test
2.		1 st Treatment meeting

3.	  	2nd Treatment meeting
4.	  	3rd Treatment meeting

5.		4 th Treatment meeting
6.		Post-Test

RIWAYAT HIDUP



Ni Kadek Winda Hapsari Dewi lahir di Seririt pada tanggal 12 Desember 2002. Penulis lahir dari pasangan suami istri, yakni bapak Nengah Dauh Aryawan dan Ni Made Sri Ratmini Dewi. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Perumahan Tukad Mungga Lestari, Banjar Dinas Dharma Semadhi, Desa Tukad Mungga, Kecamatan Buleleng, Kabupaten

Buleleng, Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD Negeri 1, 2, 5 Banyuasri dan lulus pada tahun 2015. Kemudian, penulis melanjutkan pendidikannya ke SMP Negeri 2 Singaraja dan lulus pada tahun 2018. Pada tahun 2021, penulis lulus dari SMA Negeri 1 Singaraja, jurusan Ilmu Bahasa dan Budaya. Penulis lalu melanjutkan studi ke jenjang S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada tahun 2026, penulis berhasil menyelesaikan skripsi dengan judul **“THE IMPLEMENTATION OF TASK-BASED DIGITAL STORYTELLING TO ENHANCE STUDENTS’ SPEAKING COMPETENCY IN SD NEGERI 3 BANJAR JAWA”**.