



## **Developing TBLT-Based Digital Storybook For 9<sup>th</sup>-Grade Students at SMP Negeri 4 Singaraja**

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### **ABSTRACT**

This study aims to develop TBLT-based digital storybook to facilitate students' literacy activities for 9<sup>th</sup>-grade students at SMP Negeri 4 Singaraja. This research uses the Design and Development model by Richey and Klein (2014) as the basis of the methodology. Design and Development model has four stages, namely analysis, design, development, and evaluation. The data obtained from this study used instruments in the form of questionnaires, interviews, observations, and document analysis. The quality of TBLT-based digital storybook product received excellent product from two experts, and this product is valid to be applied in learning activities to facilitate literacy activities for 9<sup>th</sup>-grade students. The application of TBLT-based digital storybook was carried out through trial by small group as a formative assessment and get good responses from the teacher and students. The results of this study concluded that digital storybook-based TBLT with "Narrative Text" material for grade 9 students can help students to facilitate their English skills because it contains tasks according to the stages of TBLT which focus on developing students' English skills. In addition, this digital storybook also helps the teacher in determining learning media that are innovative and can motivate students in learning activities.

**Keywords: Task-Based Language Teaching, Digital Storybook, Students' Literacy**



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## **1. INTRODUCTION**

### *1.1. Introduction*

Literacy can be defined as a language skill that must be possessed by students in reading and writing (Reed, 2009, as cited in Dunbar & Cooper, 2020). Susanto (2013) as cited in Winarni, Hambali, and Purwandi (2020) stated that literacy skills in reading and writing, language learning

also includes literacy skills in speaking and listening to develop and improve student literacy related to the 2013 curriculum principles listed in the 2016 National Education System Law. In conducting literacy activities, the students have chance to train their critical thinking and developing their ideas and language (Metcalf et al., 2013, as cited in Satriani, 2019).

Implementing literacy activities is beneficial for students because it has a lot of benefits. The benefits of literacy includes improving students' skills in reading, writing, speaking, and listening (Mudra, 2020). Besides, the students can also increase their sense of collaboration because by conducting this activity, their language communication can be trained and developed, and providing their ideas in a group with each other (Metcalf et al., 2013 as cited in Satriani, 2016). In addition, Abidin (2017), as cited in Winarni, Hambali, and Purwandari (2020) stated that by improving and developing language skills, students can also improve their knowledge and way of thinking, because they will be able to solve a problem in the language learning by arguing their thoughts and knowledge.

One example of the implementation of reading literacy in school in Buleleng is SMP Negeri 4 Singaraja. Before the Covid-19 pandemic, literacy activity was held every day, exactly 15 minutes before learning activities began. However, during the Covid-19 pandemic, learning activities were carried out online, so literacy activities had not been fully implemented. Based on a preliminary interview conducted with one of the English teachers, specifically with 9<sup>th</sup>-grade English teacher at SMP Negeri 4 Singaraja stated that after the learning activities were carried out from online to offline transition, literacy activity began to be implemented again 15 minutes before the learning bell, students could borrow books that had been provided in the school reading corner and also in the school library. The focus of the literacy activity at SMP Negeri 4 Singaraja is to increase the interest and reading culture of students and all school members so can increase students' insight and knowledge. From this literacy activity, students are given an individual task to make a summary of what students have read in a special notebook for literacy (literacy book) which contains the date, book title, author's name, page, summary, and also the teacher's signature. The purpose of this literacy book is to convey an understanding of reading skills so that it does not promote or facilitate other skills, namely speaking, writing, and listening skills. This is because students only practice their reading skills, even though grade 9 students use the 2013 curriculum where this literacy activity is necessary for the pupil so that they can communicate properly with others.

Student literacy activities are a challenge for teachers both during face-to-face and online learning activities. In this case, the teacher must be able to confirm that students understand the

content and meaning of what students read, the teacher must know that students make summaries in literacy books, and also the teacher must be able to ensure that the books they read students returned to their places and neatly arranged. In line to this, not all students have the opportunity to convey the results of their literacy summary so that they cannot improve their reading skills. In addition, teachers also cannot be sure how they form literacy and give assessments. Hence, these case have to be considered properly so that the four students' English skills can be developed well.

In language learning, determining the learning strategies that can be implemented in face-to-face learning in the new normal era is very important. The right strategy to be implemented is Task-Based Language Teaching (TBLT). Based on the preliminary observation and also an interview with one of the teachers, specifically with a 9th-grade English teacher at SMP Negeri 4 Singaraja, task-based language learning strategies have not been widely applied by teachers during this new normal. Tasks are given to students just to find out students' abilities regarding the material. The teacher's goal in giving tasks is to measure students' abilities. The TBLT strategy used in language learning has many benefits that can be felt by teachers and students in this era of transitioning online to on-site learning. According to Permatasari et al. (2021) TBLT can make students more enthusiastic, innovative, and creative in making the tasks. In addition, Sholeh (2020) stated that the benefits of TBLT, namely students can think quickly and critically, they can express their ideas automatically without thinking longer, students can obtain new knowledge and language insight, students can increase their vocabulary knowledge more as well as able to adapt themselves in making tasks by thinking creatively.

Furthermore, in determining appropriate learning strategies that can be implemented, teachers must also use and utilize technology to support learning activities in schools. The use of technology in the learning process is very important for them. For teachers, technology is useful because it can facilitate students in learning activities, while for students, technology is beneficial in helping to attract interest in learning and motivate them to learn (Solanki & Shyamleel, 2012; Pourhosein, 2017, as cited in Ahmadi, 2018). Based on the use of technology in the process of student learning activities, the results of observations and interviews in SMP Negeri 4 Singaraja show that one of the English teachers, specifically a 9<sup>th</sup>-grade English teacher, has used technology to support students' literacy activities in the form of YouTube videos. In addition, teachers also use other sources, such as internet sources to support learning activities.

Nevertheless, there are problems experienced by teachers in implementing technology in giving tasks. The teacher did not know the kind of technological media that could be used in learning process. In addition, the 9th-grade teacher has never used digital storybooks as a medium

to support learning activities. The assessment carried out is only taken based on the results of student tasks that have been collected. Hence, the teachers are expected to be able in using innovative technology and implement learning media that are following the characteristics of students, namely TBLT-based digital storybooks.

Judging from the urgent needs of students, it is very necessary to develop a TBLT-based digital storybook to promote students' literacy activities in 9<sup>th</sup>-grade in SMP Negeri 4 Singaraja. The results of this prototype will be useful for teachers and students in learning activities to develop technology-based learning media on innovative and creative TBLT.

### *1.2. Research questions*

Based on the research background, the research questions are:

1. How is the development of TBLT-based digital storybook in facilitating students' literacy for ninth-grade at SMP Negeri 4 Singaraja?
2. How is the quality of TBLT-based digital storybook in facilitating students' literacy for ninth-grade at SMP Negeri 4 Singaraja?

### *1.3. Significance of the study*

This research aims to create both theoretical and practical contribution to English teachers, students, and future researchers. Theoretically, this research purposes to have an impact on developing students' literacy skills, especially in ninth-grade students at SMP Negeri 4 Singaraja through interesting and useful media in mastering English by using digital storybooks and based on Task-Based Learning Teaching. Meanwhile, the practical significance of this research are expected to improve the literacy of ninth-grade students at SMP Negeri 4 Singaraja through digital storybooks based on TBLT, assist teachers in facilitating learning by using digital storybooks based on TBLT, and expected to be used as a reference to help other researchers in getting information for further research on the same topic.

## **2. METHOD**

### *2.1. Research Design*

This study focused in developing TBLT-based digital storybook in Junior High School, especially for ninth-grade students at SMP Negeri 4 Singaraja using Design and Development (DnD) as the basis of the methodology in its implementation. This design can be defined as a study that involves the design, development, and evaluation processes that are carried out sequentially to create a basic foundation when making a product that will be further refined (Richey & Klein,

2014). Design and Development (DnD) was used to measure the extent to which the product developed can develop well and have a big impact on students at Junior High School, especially ninth-grade students at SMP Negeri 4 Singaraja. Furthermore, the illustration of DnD research design can be seen in the figure 1.



**Figure 1. Illustration DnD Research Design**

### *2.2. Samples/Participants*

The participant of this study were ninth-grade students at SMP Negeri 4 Singaraja. While the object of this study was the utilization of technology based on learning media in the development of TBLT-based digital storybook for ninth-grade students.

### *2.3. Instruments*

In this research, the researcher used five instruments in collecting the data, including document study, interview, observation, questionnaire, and blue print. Document study was one of the methods used in collecting data for this research. According to Bowen (2009), document analysis is an orderly way to analyze a document both in the printed and electronic form to gain meaning, understanding, and knowledge. In this study, the English syllabus at SMP Negeri 4 Singaraja was analyzed to determine the material to be used as a topic to be developed in this product. The checklist was used to collect the topics related to language expression which was developed to facilitate the creation of a blueprint.

The second instrument is the interview. Cohen et al. (2007), stated that the interview is an activity in which a person exchanges ideas or views on two or more topics related to research data. Interviews were conducted by providing related questions between interviewers and trusted sources to obtain information related to the study. Interviews were conducted face-to-face to get more valid information. In addition, interviews were also conducted at SMP Negeri 4 Singaraja to obtain information needed by teachers and students there regarding the use of technology-based learning media. After that, the result of the interviews was used to make a blueprint. The interview was also conducted after product implementation to find out how they respond to the quality of digital storybook developed.

The third instrument is observation. Sugiyono (2010) said that observation can be defined as a process of collecting information following the situation and conditions in the field biologically and psychologically. In this process, observations were made using an observation sheet to find out how the learning situation and conditions at SMP Negeri 4 Singaraja when using the product that has been developed.

The fourth instrument is questionnaire. Newby (2019) argued that the questionnaire is a technique for collecting data by giving several questions that are appropriate to the topic. In this research, the product assessed by two experts, namely a media expert and a content expert using an expert judgment rubric to test the validity of the content, while in the evaluation stage uses a user judgment rubric to test the quality of the product after a trial was carried out during learning media for English subject. The results of the responses obtained from the questionnaire were used as a basis for improving product quality so they were ready to be used as learning media in the next learning process.

In this study, the blueprint was also used to find an outline before developing a product. This blueprint was very important in product development to plan the content of the product. This blueprint was related to a TBLT-based digital storybook containing material obtained from the 9<sup>th</sup>-grade syllabus at SMP Negeri 4 Singaraja.

#### *2.4. Data analysis*

The data obtained from each stage were analyzed quantitatively and qualitatively. The data obtained from the interviews and document were analyzed qualitatively to determine the needs of teachers and students related to the use of technology-based learning media during the online learning process. Then, the description of the data obtained during this analysis stage was used to create a blueprint for a digital storybook based on task-based language teaching (TBLT).

On the other hand, the blueprint was used to a prototype of the research product. The data from the product content assessment rubric was analyzed qualitatively to improve the quality of the product content. After the product is validated, the product was tested in small groups. The 9<sup>th</sup>-grade English teacher and five students were involved in trying the learning media and the implementation process was observed and recorded. In addition, questionnaire in the form of a user assessment rubric was analyzed quantitatively. This instrument was used a Likert Scale to assess the quality of the products used as learning media. The data obtained from the questionnaire results were analyzed quantitatively by looking for the mode value and median value. Furthermore,

the average value is compared with the product criteria qualification table to determine the resulting product criteria. The product qualification criteria are shown in the following Table 1.

**Table 1. Qualification Criteria for Product Developed**

Score	Mode	
	Value	Quality
$X \geq Mi + 1.5Sdi$	5	Excellent
$Mi + 0.5Sdi \leq X \leq Mi + 1.5Sdi$	4	Good
$Mi - 0.5Sdi \leq X \leq Mi + 0.5Sdi$	3	Average
$Mi - 1.5Sdi \leq X \leq Mi - 0.5Sdi$	2	Below Average
$X < Mi - 1.5Sdi$	1	Poor

Description:

X = The value obtained by the teacher

Mi = The ideal score obtained from  $\frac{1}{2}$  (maximal score + minimum score)

Sdi = The standard deviation obtained from  $\frac{1}{3}$  (Mi)

In the expert judgment rubric, there were 45 statements. In the rubric, the maximum score for the product is 5 and the minimum score for the product is 1. After determining the maximum and minimum score of the product, followed by determining the results of the  $Mi$  and  $Sdi$  using the formula can be seen in Figure 1.

The assessment rubric used by educational experts to judge this prototype consists of six categories. These categories are (1) digital storybooks as learning media, (2) learning design attributes, (3) language attributes, (4) presentation attributes, (5) subject matter attributes, and (6) literacy education. The six categories are interpreted into 45 statements in the judgment rubric using the Linkert scale. The maximum value that can be given is five, which indicates an excellent product; the minimum value means a poor product. Details of the minimum and maximum scores that must be achieved for each category are describes in the Table 2.

**Tabel 2. The category in rating the quality of the digital story book**

Score	Quality
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$X \geq 4.5$	Excellent Product
$3.5 \leq X < 4.5$	Good Product
$2.5 \leq X < 3.5$	Average Product
$1.5 \leq X < 2.5$	Below Average Product
$X < 1.5$	Poor Product

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Data from the expert's and teachers' judgment was also supported by a description of the results of observations and interviews regarding the criteria for the product being developed. Data obtained through observation and interviews were analyzed qualitatively to explain the actual conditions when a product was tried out and to describe the response of an English teacher and student to its application.

### **3.FINDINGS AND DISCUSSION**

#### *3.1. Findings*

##### **The Result of Document Study**

A syllabus analysis was conducting to determine the learning content used by the teacher to help deliver material to students. The syllabus being analyzed was the syllabus for 9<sup>th</sup>-grade and the English teacher for 9<sup>th</sup>-grade was involved in determining the material to be used, so the material needed was Fairy Tales (Narrative Text) in the second-semester syllabus. In addition, the analysis carried out is an analysis of literacy books. The literacy book contains the date, book title, author's name, page, summary, and also the teacher's signature. The purpose of this literacy book is to convey an understanding of reading skills so that it does not promote or facilitate other skills, namely speaking, writing, and listening skills. This is because students only practice their reading skills, even though 9<sup>th</sup>-grade students use the 2013 Curriculum where this literacy activity is very important for them.

##### **The Result of Observation**

The observation was carried out using observation sheets to collect information about the syllabus used by the 9<sup>th</sup>-grade teacher at SMP Negeri 4 Singaraja, then about the implementation of TBLT in learning activities, literacy activities, and the learning media used. The questions provided in the observation sheet are designed from several theories. The observation sheet can be in the Table 3.



**Table 3. Observation Sheet Used for 9<sup>th</sup>-Grade Students at SMP Negeri 4 Singaraja**

No.	Criteria	Yes	No
1	Does the school use the <i>Merdeka Curriculum</i> for 9 <sup>th</sup> -grade secondary students?		√
2	Are the English learning implementation plan designed under the syllabus and curriculum used?	√	
3	Is the English learning implementation plan designed by the teacher using the TBLT-based learning method ( <i>Task-Based Language Teaching</i> )?		√
4	Does the English learning implementation plan create a task to determine students' understanding of certain learning materials?	√	
5	Are there literacy activities carried out outside of the learning activities in the classroom?	√	
6	Does the teacher integrate technology into learning media in learning activities?	√	

Based on the observations at SMP Negeri 4 Singaraja, the researcher found several important points namely, SMP Negeri 4 Singaraja does not use the *Merdeka Curriculum* for students in 9<sup>th</sup>-grade, and that only applies to students in 7<sup>th</sup>-grade. The English teacher in 9<sup>th</sup>-grade uses lesson plans in learning activities following the 9<sup>th</sup>-grade syllabus. English teachers have not applied the TBLT method to the fullest in learning activities, because the teacher only directly gives tasks that refer to one English skill, namely listening skill. In learning English, the teacher uses student-centered learning and the teacher also occasionally helps students when they have difficulties. The teacher gives tasks to students to find out students' abilities in learning activities.

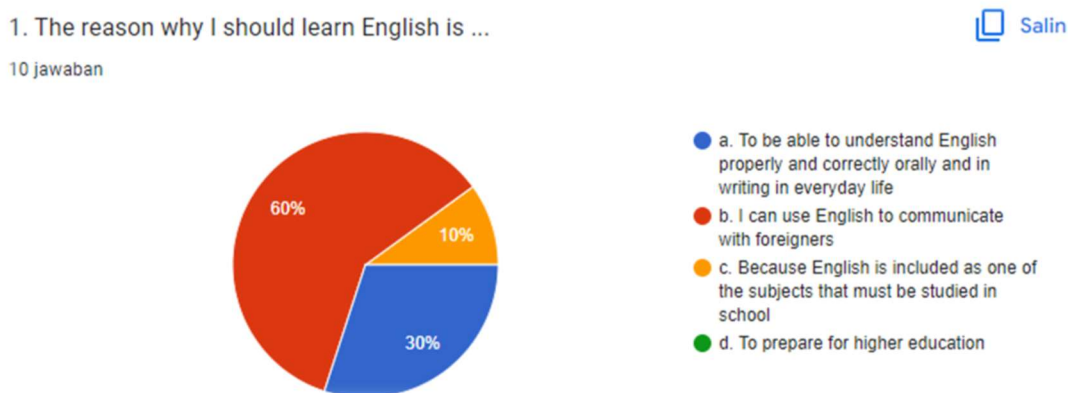
### **The Result of the Teacher's Interview**

After the learning activities have been carried out from online to offline, literacy activities begin to be realized again 15 minutes before the learning time begins, students can borrow books that have been provided in the school's reading corner and also in the school library. The focus of literacy activities at SMP Negeri 4 Singaraja is to increase students' desires in reading so that they can obtain a lot of insight and knowledge. From this literacy activity, students are given individual

tasks to make a summary of what students have read in a special literacy book (literacy book) which contains dates, book titles, author names, pages, summaries, and also the teacher's signature. The results of interviews shown that literacy activities have been conducted did not cover the four English skills because the skills trained were only reading skills. This is because the teacher gives non-specific tasks. The teacher only gives tasks to know students' understanding of the material and uses YouTube videos and also internet sources. The four English skills of students still need to be considered again so that they can improve and develop properly.

### The Result of the Students' Questionnaire

In this research, 9<sup>th</sup>-grade students of SMP Negeri 4 Singaraja were given the questionnaire to obtain some information regarding students' learning requirement in literacy activities. The questionnaire used discusses how students' learning needs are in literacy activities. The details of the results of the questionnaire are described in the Figure 3.



**Figure 3. The Results of the Reason Students Learning English**

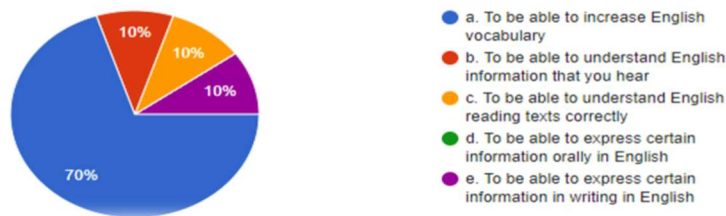
Based on figure 3, 60% of students learn English in order to be able to communicate with people from other countries. Then, 30% of students study English with the objective to be able to understand it accurately and fully in spoken and written language in daily life. Meanwhile, 10%

of pupils are learning English because it is one of the topics that are required in school.

2. My goal in English literacy activities is ...

Salin

10 jawaban



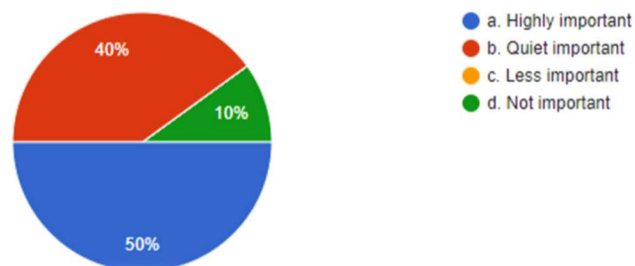
**Figure 4. The Results of the Goal in English Literacy activities**

Figure 4 showed that 70% of students stated that the aim of literacy exercises in English is to be able to expand their vocabulary. Then, 10% of students indicated that the goal in English literacy activities was to be able to understand the English information heard. 10% students said that the objective was to be able to understand English reading texts correctly, and 10% students claimed that the aim was to be able to express specific information in writing in English.

3. In my opinion, English literacy activities ...

Salin

10 jawaban



**Figure 5. The Result of the Important of English Literacy Activities**

The third question's findings showed that 50% of students believe that English literacy is very important. Following that, 40% of students said that English literacy is highly important, while 10% stated that it is not important.

4. So far, the obstacle that I often experience in literacy activities in English is ...

Salin

10 jawaban



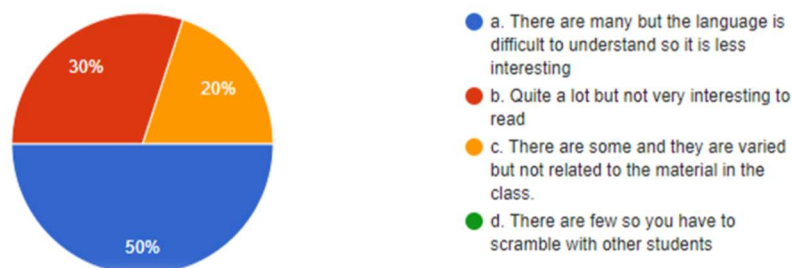
**Figure 6. The Obstacle Experienced in English Literacy Activities**

Based on the figure 6 showed that 4.4, 80% of students indicated that the obstacle experienced in English literacy activities is that they do not know most of the meanings of words in English texts. And as many as 20% indicated that they are lazy to look up the meaning of English words in English in the dictionary.

5. So far, the reading texts used in English literacy activities ...

Salin

10 jawaban



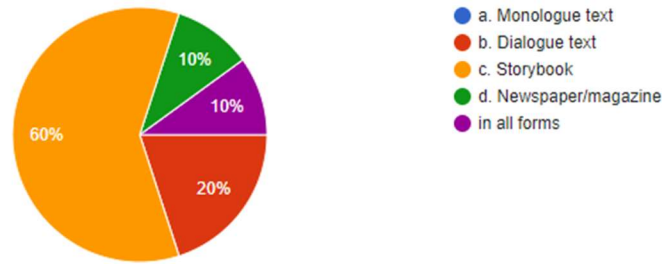
**Figure 7. Reading Text Used in English Literacy Activities**

Based on figure 7 showed that 4.5, 50% of students indicated that reading text used in English literacy activities is that there are a lot of reading texts used in English literacy activities but the language is difficult to understand so it is less interesting. Then as much as 30% indicated that the reading texts used in English literacy activities were quite a lot but not very interesting to read, and 20% indicated that the reading texts used in English literacy activities were several and varied but not related to the material in class.

6. In English literacy activities, I like reading in the form of ...

Salin

10 jawaban



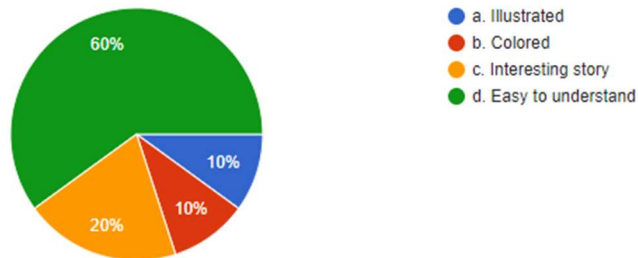
**Figure 8. What Form of Reading Do Students Like in English Literacy Activities**

Figure 8 showed that 60% of students indicated that they liked reading in the form of storybooks. Then 20% indicated students liked reading in the form of dialog texts, then 10% indicated students liked reading in the form of newspapers or magazines. And another 10% show students like reading in the form of monologue texts, dialogue texts, storybooks, and newspapers or magazines.

7. If I'm literate using storybooks, I want books that ...

Salin

10 jawaban



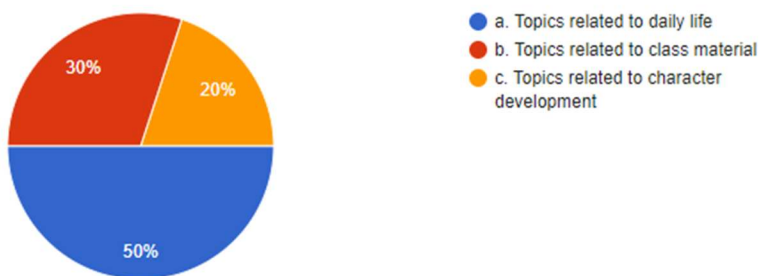
**Figure 8. The Type of Storybook**

According to the data, 60% of pupils prefer types of books that are easy to understand. Following that, 20% of students stated that they like a good tale, followed by 10% who prefer

books with illustrations and another 10% who choose books with vibrant colors.

8. In my opinion, my favorite topics in English learning through literacy activities are ... [Salin](#)

10 jawaban

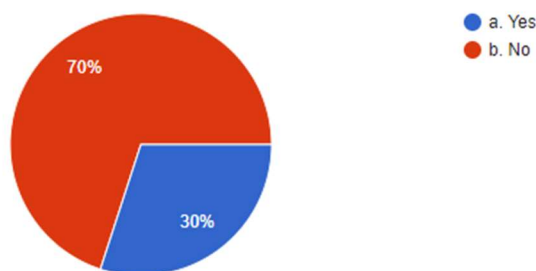


**Figure 9. Topics That Students Like in Learning English Through Literacy Activities**

Figure 9 shown that 4.8, 50% students prefer topics related to daily life. Then 30% indicated that students liked topics related to the material in class, and 20% indicated that students liked topics related to character development.

9. Is English learning through literacy activities complemented by tasks? [Salin](#)

10 jawaban

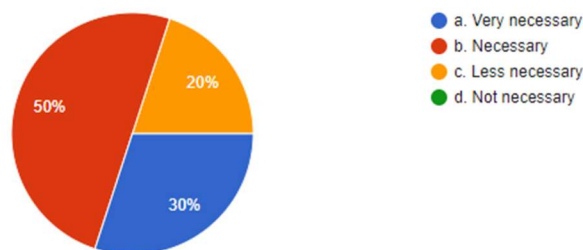


**Figure 10. Tasks Through Literacy Activities in Learning English**

Based on figure 10 shown that 4.9, 70% show that the teacher doesn't give tasks in learning English through literacy activities, but 30% show the teacher does give tasks in learning English through literacy activities.

10. In my opinion, storybooks related to English materials in class that come with tasks to help me improve my English literacy activities ...

10 jawaban



**Figure 11. Storybook Related to English Material with Tasks to Improve Students' English Literacy Activities.**

Figure 11 shown that 4.10, 50% shows that storybooks related to English material in class which are equipped with tasks are very necessary to help students to improve their English literacy activities. Then 30% indicated very necessary, and 20% indicated less needed.

Based on the students' questionnaire above, it can be concluded that their English skills can be developed, but in carrying out English literacy activities they often experience obstacles, namely not knowing most of the meanings of words in English texts. This is because there are many reading texts used in English literacy activities but the language is difficult to understand so it is less interesting. Although pupils prefer to read stories which are simple to understand and cover issues that are relevant to their daily life.

## Design

The design of this digital storybook must comply with the blueprint. The data used to design the blueprint is data obtained at the analysis stage, namely the analysis of the 9<sup>th</sup>-grade syllabus and interviews with the 9<sup>th</sup>-grade English teacher. In addition to making blueprints, the researcher must also design a digital storybook according to the blueprint that has been made. The application used in making digital storybooks is the Story Jumper application. This application can be accessed by students via computers/laptops and smartphones, but students must have an account to read in full. The concept of a digital storybook made from Story Jumper will contain content taken from topics needed by the teacher, namely Fairytales (Narrative Text) which are presented in the form of stories and dialogues.

## Development

In developing digital storybooks, the main tool used as digital storybook media is Story Jumper. In Story Jumper, various features can support digital storybook prototypes, one of which is the audio feature. The audio feature can help students to practice their listening skills when reading stories.

### *3.2. Discussion*

The TBLT-based digital storybook that has been developed and tested is valid and has received a very good response from the teacher and students. Based on the opinions of the teacher and students alike, this digital storybook is very good for use in learning activities as a learning medium so students don't get bored easily and can improve and develop students' English skills. It is inline with Nugrahaeni, (2022) who stated that TBLT method in learning activities helps students when learning English orally. Besides, Permatasari et al. (2021) also argued that the TBLT method encourages students to communicate actively in class with meaningful and effective activities that are used as answers to solve problems. In addition, this method can also combine various ideas in communication so that students can prioritize processes when doing tasks and not focus on doing tasks and then submitting tasks (Hismanoglu & Hismanoglu, 2011).

TBLT-based digital storybook can motivate students to develop their four English skills. Karabacak (2014) as cited in Suhardiana and Lestari (2020) said that using stories in learning will make students understand some information easily and students will become interested in reading. In addition, Harrasi (2012: 51) as cited in Irawati (2018) stated that by using stories in learning, students can improve their language skills, develop their imaginations, and increase student understanding. That way, to develop students' skills, in TBLT-based digital storybook, besides stories, tasks are also needed, such as task listening, task speaking, task reading, and task writing.

Richards and Rodgers (2001) as cited in Sholeh (2020), stated that TBLT is a method that focuses on tasks as the main part of language teaching and learning plans. In the TBLT-based digital storybook, there is a speaking task where speaking skills are needed in learning English to communicate well with others. Nugrahaeni (2022) states that there are still students who do not have good speaking skills. Nurfitriani and Rahmawati (2021) as cited in Nugrahaeni (2022) said that when students speak English, there are several challenges experienced by students including a lack of confidence, lack of knowledge of vocabulary, fear of wrong grammar, and wrong pronunciation.



After going through the speaking task, then proceed with the listening task where students must comprehend the body of the story. According to Shaby and Joy (2022), in doing the listening task, students must understand the contents of the story so that students can make their interpretation of the contents of the story they are listening to. As in this TBLT-based digital storybook that has been developed, students are asked to listen to audio stories so they understand the contents of the story and know the correct pronunciation of words. After that, they were asked to respond with their interpretations aimed at checking their listening comprehension.

In writing skills are also important to be developed in learning activities. Good writing is difficult for students. In developing students' writing skills, this is where the teacher plays an important role by designing appropriate tasks, motivating students to continue practicing, and helping students write. The teacher must be able to determine the appropriate learning media to avoid the obstacles experienced by students. Using Digital storybooks based on the TBLT are useful in teaching and learning, particularly in the development of students' writing abilities. The abilities that are most crucial for learning are reading skills, which are distinct from speaking, listening, and writing abilities. Brown (2001) as cited in Mubarok and Sofiana (2017) said that reading skills can develop well if they are not separated from speaking, writing, and listening skills. Shaby and Joy (2020) say that reading is a process of sorting out information obtained from previous knowledge to get something new. In the developing TBLT-based digital storybook, there is a reading task to facilitate students' literacy activities in developing students' reading skills. Not just reading, but continuing with the available reading tasks to check students' reading comprehension.

Hence, TBLT-based digital storybooks can facilitate students in learning activities and student literacy activities, as well as develop students' four English skills. This TBLT-based digital storybook has been tested on students and teachers and received a good response. After the trial, students said that this digital storybook was very good and made them interested in learning to use this digital storybook as a learning medium. Furthermore, this book contains which can add to their understanding of word pronunciation through. In addition, the features in this digital storybook make them excited when participating in the learning activities.

## **4. CONCLUSIONS**

### *4.1. Conclusion*

The quality of the digital storybook product that has been developed has obtained excellent results and can facilitate student literacy activities. In addition, this digital storybook has been

tested on a small group of 9<sup>th</sup>-grade students at SMP Negeri 4 Singaraja This digital storybook was created using Story Jumper and developed with a total of 27 pages, including the front cover, special page, pre-task, story content, main task, post-task, self-reflection, glossary, and back cover. Based on the findings and discussion above, it can be stated that both teachers and students responded favorably to this digital storybook and were satisfied, classifying it as an excellent product to be used in learning activities to enhance reading activities for ninth-grade students.

#### 4.2. Suggestions

There are several suggestions for audience after the digital storybook development research was completed. First, Students have tried using this TBLT-based digital storybook through the Story Jumper application. In developing their ability to understand learning material, students are also advised to study more diligently and practice their four English skills. Second, the teacher who has tried using this TBLT-based digital storybook are expected to be able to implement the TBLT method well in their learning activities. The teachers must also provide tasks that facilitate students to improve and develop their four English skills. Third, for other researchers who will conduct similar research, it is suggested to develop several other different learning topics to be developed. Other researchers also have to make digital storybooks for different classes and semesters as well.

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