Development of innovative digital storybook to increase high school student's English learning motivation

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan buku cerita digital berbasis Task-Based Learning Teaching (TBLT) untuk memfasilitasi kegiatan literasi siswa kelas 11 SMA N 1 Sawan. Penelitian ini menggunakan model penelitian Design and Development yang memiliki empat tahapan yaitu analisis, desain, pengembangan, dan evaluasi. Data penelitian dikumpulkan dengan menggunakan 4 instrumen yaitu: lembar observasi, pedoman wawancara, angket, dan ceklis. Hasil penilaian ahli mengungkapkan bahwa produk final buku cerita digital memperoleh nilai sangat baik dari segi kualitas, dianggap valid untuk digunakan sebagai media pembelajaran, dan diyakini mampu mendorong kegiatan literasi pada siswa kelas 11. Berdasarkan uji coba kelompok kecil kepada 10 orang siswa kelas 11 dan guru, diketahui bahwa buku cerita digital yang berbasis Task-Based Learning Teaching (TBLT) ini dapat menarik minat literasi siswa dan mampu mengembangkan kemampuan siswa dalam berbahasa Inggris. Buku cerita ini juga mendapatkan respons yang sangat baik dari guru maupun siswa. Produk buku cerita digital mampu membuat siswa antusias dalam belajar dan literasi dengan media baru yang dikembangkan.

ABSTRACT

This study aimed to develop a digital storybook based on Task-Based Learning Teaching (TBLT) stages to facilitate literacy activities for 11th-grade students of State Senior High School (SMA N) 1 Sawan. This research employed the four stages Design and Development research model, of which steps are analysis, design, development, and evaluation. Research data were collected using four instruments, namely: observation sheet, interview guides, questionnaires, and checklist. The results of the expert's judgment revealed that the digital storybook draft obtained excellent grades in terms of its quality, was considered valid to be used as a learning medium, and was believed to be able to encourage literacy activities in grade 11 students. Based on small group trials on grade 11 students and teachers, it was found that storybooks Task-Based Learning Teaching (TBLT)-based digital media attracted students' literacy interest and was able to develop students' abilities in English. This storybook also received a very good response from teachers and students. This digital storybook product showed that it made students enthusiastic about learning and literacy with the new media developed.

INTRODUCTION

According to several experts and researchers, students in Indonesia need literacy, one of the primary things students must do (Shintani, 2014). It is because by doing literacy, students also improve some skills outside of reading and writing (speaking and listening), increase their knowledge, and become able to think critically to solve problems later. Literacy is a person's ability to use technology to collect and communicate information. Purmadi et al. (2022) argued that digital literacy would have a good impact on the human development index (HDI).

A teacher must also be able to facilitate students to do literacy. According to Frankel et al., (2016), the principles of literacy are as follows: (1) literacy is a constructive, integrative, and critical process that lies in social practice; (2) fluent reading is shaped by language process and context; (3) literacy is strategic and disciplined; (4) literacy requires motivation and involvement; and (5) literacy is to continuously develop a set of practices. From these principles, it is hoped that literacy can build students' ability to think critically, be active, be disciplined, and develop abilities with several practices, one of which is being able to use technology. Nowadays, literacy can be done with anything; it does not have to use printed books. We can use digital books with developing technology and do literacy using this technology before or during learning (Hargrave & Sénéchal, 2000). Teachers can invite students to do literacy by assigning them to read digital storybooks relevant to the material or information they will learn in class (Bonces, 2010). In addition to reading, students with this digital storybook can also see pictures, write the desired story, and learn to speak English with the correct pronunciation.

Based on the results of preliminary observation and interview with English teachers at SMA N 1 Sawan, Buleleng Regency, task-based language teaching is an unfamiliar strategy for teachers. The English teacher at this school gave tasks to students only to fulfill grades, but failed to implement the correct TBLT because they had not yet understood how the TBLT stages are supposed to be applied in the classroom. The teacher also admitted that they often gave tasks to students without the TBLT process, which have to go through several stages. According to an interview with an English teacher, during the transition period at school, learning will be more controlled and effective by assessing the tasks given. However, the teachers did not provide varied tasks and had not understood how to apply this TBLT strategy, so later, it is likely that students will feel bored with learning methods that only provide tasks without variations in the learning media.

From the explanation about students' literacy interests, researchers used task-based language teaching strategies combined with digital storybook to facilitate high school student literacy, as they did not know how to experience high quality reading during literacy activities (Darmiyanti 2021). According to Zakime in Afifah & Devana (2020), Task-Based Language Teaching (TBLT), also known as Task-Based Learning (TBL), is a method that makes various learning activities relevant for students. Task-Based Learning is learning where students are given and centered on tasks to understand the material. Hargrave & Sénéchal, (2000) teaching task-based practical lessons involve stages or components of lessons that have a task as its main components such as pre-task, during-task, and post-task. This TBLT strategy is used because it aims to make students understand the material by doing literacy through tasks and according to the TBLT stages given in digital storybooks.

According to Reviandari (2004) teachers here have the freedom to assess their students. That way, the teacher can use or give tasks to students to carry out their assessments. Yet, the task given must be by the material and not make it difficult for students (Rohaya et al., 2012). Teachers often give students material and directly assign them a task, where this learning method is less effective (Sudarsana et al., 2021). Tasks for students can be by utilizing technology-based learning media because technological advances at this time have grown very rapidly, and almost everyone across the world uses and needs technology for their daily activities (Barrot, 2017). One of the digital applications that can be used in teaching and learning activities is a digital storybook. Many experts claim that digital storybook can be used as an effective learning medium (Nunan, 2010). One example, Irawati (2018) applied this digital storybook to improve students' narrative writing skills and also succeeded in increasing student scores by using digital storybooks as a media to improve students' skills. In addition, Moody, in Irawati (2018) stated that several reasons why

educators can use digital storybook are: because it is very accessible, efficient, and cheap with many titles provided.

Previous research has reviewed and discussed how digital storybook systems are used in learning at preschool and elementary school levels where digital storybooks or digital storytelling are simple and accessible (Turayeva & Kholmurodova, 2022). Digital storybooks are online media that can convey a series of events in the form of words, which can contain pictures, sounds, and music by adding everything to it with one effective purpose. Irawati (2018) mentioned that the use of digital storybooks is highly recommended to improve narrative writing skills. This is in line with Heriyana & Maureen (2018) that proposed that the use of collaborative DST-based tasks significantly improves students' writing skills. The students who wrote felt that the instructional design could improve their English skills, engagement, motivation, and interpersonal relationships. Septiyana (2019) stated that using the TBLT approach in language learning is considerably effective for students. Other experts also stated that students who were taught using task-based language teaching methods were better than students who were taught using conventional methods (Putri & Ratmanida, 2021). Sholeh et al., (2021) also mentioned that this strategy will help educators and language teachers in Indonesia to be more aware of contextual differences when implementing Task-Based Learning in Indonesia. The learning outcomes and reading motivation of students were both greatly improved by electronic storybooks (Khotimah & Wahyu, 2020).

From the various studies and problems, no research on developing teaching media in digital storybooks using the stages of TBLT was found. Judging from the urgency and the teachers' condition that had not perfectly mastered the TBLT strategy, the low interest in literacy of the 11th graders, and TBLT that has not been implemented optimally in this school, the researchers willingly developed digital storybooks based on the TBLT stages. Yet, considering the needs of the students and the novelty of this research, it was necessary to develop a TBLT-based digital storybook to facilitate the literacy of 11th-grade students at SMA N 1 Sawan and investigate the quality of the products. In addition, this prototype has benefits for learning media that can be a new variation so that students do not get bored, facilitate student literacy in learning English in the classroom, and help teachers to maximize their learning strategies using the TBLT learning method. Therefore, this study attempted to discuss how the creation of a TBLT-based digital storybook that will aid students of SMA Negeri 1 Sawan in Buleleng, Bali, Indonesia develops their literacy skills. A questionnaire in the form of an expert judgment's assessment was used to gauge the quality of the prototype.

METHOD

The research conducted was a development study that used Design and Development (DnD) as the basis for the methodology in its implementation. The implementation of this research was based on the design of instructional media. Design in this study can be said to be the process of designing, developing, and evaluating carried out by the author in a systematic reference that aims to realize the basis for making instructional and non-instructional products and tools and new models or improvements for further development (Richey & Klein, 2014). In addition, there are two types of design in DnD research, namely, product research and research tools and models. This research was conducted using a product and tool development research design type, using a combination of quantitative and qualitative methods. The DnD research design used includes four stages: analysis, design, development, and evaluation (Richey & Klein, 2014). This research was conducted according to the stages proposed by Richey & Klein (2014). According to Figure 1, four stages were used in this research, namely, analysis, design, development, and evaluation (Richey & Klein, 2014).
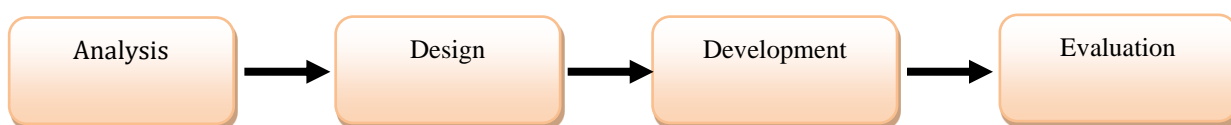

Figure 1. Four stages of the research design used.

Analysis

The first stage of this research was analysis. The focus of the analysis phase was analyzing the results of the student needs questionnaire, the results of interviewing the English teacher needs, and analyzing documents, namely the syllabus of this study. The researcher also designed an interview guide for the teacher to understand teachers' needs regarding the integration of TBLT in the storybook to promote students' literacy activity.

Design

At this design stage, the product was designed based on the needs analysis results of the previous step or the analysis stage. Product design considered several things, namely content, student achievement, and how to learn the material. The design carried out was in the form of a blueprint. This design was used as an initial stage in developing digital storybook. This blueprint was developed and refined at a later stage. In addition to the interviews, this media was designed based on class 11 syllabus and developed according to topics and learning models using TBLT.

Development

In this third stage of development, product design began to be developed. At this stage, the product framework design began to be developed into a product prototype. Products that have been developed and become prototypes are assessed for validity by experts. The experts chosen were those who have experience in the field of learning media and learning content. This aims to see whether the product meets the requirements.

Evaluation

The fourth stage of this research was evaluation. The evaluation was carried out to see the product quality that the researcher had developed. This development research was conducted through the evaluation step, which was completed using formative evaluation. Before analyzing the storybook, SMA N 1 Sawan students in the 11th grade were allowed to use it. Implementation refers to the process of utilizing or implementing a previously designed product. Since this study only required input from users of the generated digital storybook, the deployment step was carried out on a modest scale and only once by the teacher. After the implementation phase, students filled in a questionnaire to see feedback on the products provided and used as learning media. In addition, teachers were asked to assess the product developed using a user judgment form in the form of a rubric.

Observed and measured variables

The variable in this aspect of technology-based learning is the creation of a digital storybook based on TBLT, which is utilized to help 11th-grade students with their English literacy. An evaluation was done during the data collection process utilizing a rubric and an interview.

Data collection techniques and research instruments

In terms of data collection for this study that was limited due to the conditions of the learning process and limitations of socializing with many people, the data collection techniques and instruments used to collect data related to this research can be seen in detail in Table 1.

This research was based on the Design and Development research model, where the data obtained at each stage of this research is then analyzed quantitatively and qualitatively. In this first stage, there are two types of data collected during the analysis phase, namely, interview data and document study data that conducted. Then, the data obtained from the results of the first interview were analyzed qualitatively. This interview stage was also conducted to find out the knowledge of teachers and students regarding the use of technology-based learning media in the process of learning English in class, as well as to find out how prepared they are in applying learning media, especially for learning English.

Furthermore, the data obtained from the document study in analyzing the English syllabus using the checklist were also analyzed qualitatively to describe topics that need to be developed into learning media. The description of the data shows how the state of the implementation of this research. The results of the description or analysis of the data obtained during the analysis stage were used to create a blueprint for task-based language teaching-based digital storybooks for high school students.

Table 1. Data collection techniques and research instruments

No	Research stages	Data collection technique	Purposes	Data source	Instruments used
1	Analysis	• Interview • Observation • Document Study	In the analysis, the researcher was looking for data through interviews with 11th-grade English teachers about the needs of teachers and the researcher here done initial observations of literacy activities in schools.	• Teacher • Students	• Checklist • Interview guidelines
2	Design		This design stage was to make a blueprint where the data was obtained from the document study at the previous stage.		
3	Development	Questionnaire	The questionnaire was conducted in this study to determine how far the prototype quality in the form of a digital storybook was developed.	• Researcher • Experts	Rubric (expert judgment form)
4	Evaluation	• Interview • Questionnaire	The evaluation was carried out to evaluate the prototype of the digital book to improve the digital book story.	Teacher Students	• Rubric (user judgment form) • Interview guidelines

The making of a storybook blueprint based on task-based language teaching was continued with developing product prototypes. The prototype was later validated by experts. Experts use a scoring rubric to assess the content of the product. Then, the data were analyzed qualitatively to improve the quality of the content. Furthermore, when the product has been validated, it was tested in small groups. An English teacher and five students were involved in trying out the application. The English teacher was also given a questionnaire as a judgment rubric using a Likert Scale to assess the quality of products used as learning media. Furthermore, the mode value and median value were compared with the product criteria qualification table to determine the resulting product criteria. The product qualification criteria are shown in Table 2.

Table 2. Qualification criteria for products developed adapted by Sugiyono (2015)

No	Value interval	Mode value	General criteria
1	$X \geqq Mi + 1.5Sdi$	5	Excellent
2	$Mi + 0.5Sdi \leqq X \geqq Mi + 1.5Sdi$	4	Good
3	$Mi - 0.5Sdi \leqq X \geqq Mi + 0.5Sdi$	3	Average
4	$Mi - 1.5Sdi \leqq X \geqq Mi - 0.5Sdi$	2	Below average
5	$X < Mi - 1.5Sdi$	1	Poor

Information, X = The value obtained by the teacher, Mi = Ideal score obtained from 1/2 (maximum + minimum score) Sdi = Standard deviation obtained from 1/3 (Mi).

RESULT

With the construction of a prototype for TBLT-based digital storybooks, specifically for the 11th grade of SMA Negeri 1 Sawan, this research finished. The outcomes of the analysis, design, development, and evaluation can be summed up as follows.

Analysis

Finding out what teachers and students need is the goal of the analysis step. The data was then applied to the creation of TBLT-based digital storybook prototypes for grade 11 students of SMA N 1 Sawan. Interviews, questionnaires, and document analysis were used to gather the research data. The following is the description of the needs analysis findings.

Results of the students' questionnaire

This storybook can help students improve their English skills, according to the conclusions of the test results of a small group from the questionnaire. Based on the needs of students who need engaging learning media, this digital storybook is appropriate and can support learning activities. The results of student responses were also seen by using this digital storybook. They were interested in learning with reading because it was equipped with interesting audio and visuals. Engaging in learning media was very important for students because it made them interested in participating in learning, because engaging in learning media also made students want to be active in learning and improve their skills.

The created digital storybook intends to make numerous tasks that enhance English literacy exercises easier. The objectives of this digital storybook place an emphasis on students' writing abilities, listening comprehension, speaking practice, and literacy development. By reading a text story and listening to audio to strengthen their listening skills, students can develop their English literacy by using this digital storybook. This will help them comprehend the story's contents. They were also asked to be able to speak using various expressions of asking and giving opinions contained in the book and to write with correct grammar. After the trial, students were also interviewed about their biggest obstacle in learning English. Based on the results of the student interviews, all of them said that speaking was the most challenging skill for them to master. Because they lack confidence and are afraid of making mistakes in pronunciation, they said it was not easy to speak English, and the students were also worried that they were speaking incorrectly. Therefore, they still need the teacher's role to guide them to increase their self-confidence and practice speaking English. This digital storybook quite helped them to know how to pronounce a word.

Result of the teacher's interview

The researcher not only examined the syllabus but also consulted with the English teacher of the 11th grade. Face-to-face interviews were conducted to get information regarding the literacy activities taught in classes, particularly in 11th grade. Other questions, in addition to those about student literacy activities, also focus on the teacher's support of student literacy activities, the learning media the teacher used during the learning transition, the learning methods used, as well as the standards and frequency of assigning tasks to the students. The questions also concern the availability of instructional materials and the frequency with which teachers employ technology to assist with student literacy exercises. This interview was conducted using Indonesian to make it easier for researchers and teachers to communicate. During the interview session, the researcher recorded the answers given by the teacher, which would later be analyzed.

Regarding the results of the interviews that were conducted with the 11th-grade teachers at SMA N 1 Sawan, it can be concluded that literacy activities in class were not carried out effectively and were not followed by meaningful tasks for students. In addition, teachers also did not fully understand how to apply TBLT in learning English, which can help students to learn English meaningfully. Because there are several obstacles, the teacher also still used some boring and monotonous media, which makes students bored with learning activities. So, the teacher needs varied and interesting learning medium to support students' literacy activities and to give students compelling assignments so students can use English correctly.

Table 3. Observation sheet

No	Criteria	Yes	No
1	Does the school offer the Merdeka Curriculum to secondary students in the 11th grade?		√
2	Are the syllabus and the used curriculum used in the construction of the English learning implementation plan?	√	
3	Is the teacher implementing the task-based language teaching (TBLT) learning methodology when creating the English learning implementation plan?		√
4	Does the English learning implementation plan give homework to students to gauge their comprehension of particular course materials?	√	
5	Besides from classroom learning activities, are there any other literacy-related activities?		√
6	Does the teacher incorporate technology into instructional materials during class?	√	

The result of observation

An observation sheet served as a guide for the observation process. In order to understand more about the curriculum utilized in 11th grade learning activities, the syllabus, the teaching methods used by the teachers, the assignments given to the students, the literacy exercises, and the learning media used in the learning process, observations were made. The observation sheet used in this study is shown in Table 3.

The English teacher for the 11th grade provided material based on findings from observations done at SMA Negeri 1 Sawan. Firstly, only students in the 10th grade received the Kurikulum Merdeka at the school. Lesson plans were employed by the teacher during learning activities in accordance with the class 11 syllabus. Additionally, teachers at the school have not incorporated the pre-task, main task, and post-task phases of the TBLT technique into the learning process. In learning English, students were less active, and learning was still teacher-centered when the teacher explained a material, making students less curious about the material being taught. The teacher only gave tasks after completing teaching activities to evaluate students' abilities towards learning. Giving tasks according to the stages of TBLT can make students more focused and interested in learning material. In addition, schools have not implemented literacy activities anymore after the pandemic due to limited media and student interest. However, teachers sometimes make learning English to do literacy even though it is rarely done. For the purpose of teaching, the teacher used a variety of learning resources, including YouTube, PowerPoint, printed documents, and online documents.

Design

After passing through the data analysis stage, the folowing procedure was to design a digital storybook prototype. The design of this digital storybook must conform to the blueprint. The data used to design the blueprint is data obtained at the analysis stage, namely interviews with 11th-grade English teachers and analysis of the 11th-grade syllabus. With the data obtained, several aspects determine the quality of the digital storybook prototype. In addition to making blueprints, researchers also have to design digital storybooks that match the blueprints. Story Jumper was used to create digital storybooks. Story Jumper is an application that can create a storybook that can be used as a tool for learning. The use of this application has a very clear purpose and can assist teachers in teaching language in the classroom with new media. Students in class can access this digital storybook with their smartphones or laptops. They got a sharing link that can go directly to the digital storybook they will use for English literacy.

Development

After carrying out the data analysis stage and designing a blueprint, the next procedure was to develop a digital storybook. At this stage, the researcher used Story Jumper as the main tool in making the digital storybook for 11th-grade students. By using Story Jumper, students can develop their language skills because they can read, see pictures, and listen to the audio, so they can understand the contents of the story. Apart from Story Jumper, the researcher also used the Freepik application to find some images and backgrounds and Pixton to create characters in the story. The further steps for using Story Jumper to create a storybook are listed below. The method for inserting text based on previously produced stories is shown in Figure 2. In adding story text,

researchers used "Text" feature for creating chat balloons and selecting available text fonts, story text background colors, clear font sizes, and attractive writing colors.

Figure 2. Inserting the text of the story

Evaluation

The final stage involved evaluating the creation of digital storybooks using the TBLT approach to improve student literacy. To do this, the researcher showed the digital storybook output to the English teacher of the 11th grade at SMA N 1 Sawan. Then at this stage aims to see how the quality of the product that has been developed. This evaluation stage was carried out by testing the product with the teacher and several 11th-grade students. After the teacher tried using digital storybook development, the researcher also collected responses from teachers and students. A questionnaire is distributed to students to get their opinions on the created digital storybook products, and the teacher provides an evaluation in the form of a judgment rubric. Students also shared their major challenge in learning English after the trial. Based on the results of the interviews, all of them said that speaking was the most challenging and difficult skill for them to master. They claimed that speaking English was difficult because they lacked confidence and were fearful of incorrect pronunciation. The students also concerned that they spoke incorrectly. They still require the teacher's guidance to boost their confidence and engage in English speaking practice. Knowing how to pronounce a word also helped them a little with this digital narrative.

DISCUSSION

Based on the findings above, the developed digital storybook received a very good response from teachers and students, and it can be said that this digital storybook is valid. Teacher and students were also very supportive of using digital storybook as a learning medium in class because this is something new and exciting to use in learning English literacy. The digital storybook based on the TBLT method is an innovative learning media to facilitate students learning English. In this digital storybook, some tasks can improve students' reading, writing, listening, and speaking abilities. According to Inayanti & Halimi (2019), the TBLT approach is usually used in teaching foreign languages to improve speaking skills. However, digital storybook based on TBLT is not only used to improve speaking skills but also listening, writing, and reading skills (Barrot, 2017). To achieve all of this, students must focus on participating in learning using this student digital storybook (Thanavathi, 2020). Inayanti & Halimi (2019) stated that the TBLT method can also function as a lesson plan to maintain the students' focus. The students' responses

after the trial indicate they were very interested in using this TBLT-based digital storybook for learning because it is fun, and the tasks contained in this digital storybook can increase their curiosity in learning (Khotimah & Wahyu, 2020). According to Suci et al. (2022), task-based learning can provide space for students to think critically and make students active. That way, students can also improve their skills and want to participate in class, doing the exciting activities.

In addition to listening tasks, this digital storybook also facilitated students' speaking skills. Many tasks can improve students' ability to speak English. The listening task in this book is also related to students' speaking ability because listening to audio in books can increase students' knowledge of how to pronounce a word. Shaby & Joy (2020) argued that speaking is the most crucial language skill because in English, speaking skills are used more often than writing in everyday life. Speaking skills also have importance to see the language development of students. In class, students discussed and conveyed their thoughts with their friends using English to practice their speaking skills (Sarıçoban & Karakurt, 2016). According to the explanation by Shaby & Joy (2020), students who learn to speak English are expected to be able to communicate in English; students also need to practice many times and are not afraid of making mistakes. Using this TBLT-based digital storybook makes students practice speaking more often because it contains speaking tasks that can improve students' skills. Based on the activities provided in this digital storybook, it is said to be able to facilitate and train students' skills in speaking English.

Based on the findings and explanations above, this TBLT-based digital storybook can facilitate students in learning English and promote their literacy and improve their four English skills. This digital storybook has also been applied to students and received positive responses from students and teacher. In short, they said that this digital storybook was exciting for them to use in learning because it was a new medium for their learning. Students said that the appearance of this digital storybook attracted their interest to read and that the audio contained in it also added to the attractiveness of this digital storybook. Moreover, this digital storybook TBLT-based of which tasks can facilitate and improve students' English skills, such as listening, speaking, reading and writing skills. In other words, this digital storybook is valid and has been successfully used in learning and is ready for further trials in large groups to improve students' English skills according to the topics discussed in this digital storybook.

CONCLUSION

The digital storybook tested on a small group of 11th-grade students is said to be of excellent quality, is capable of facilitating student literacy activities, and can be used as a formative assessment. This digital storybook was made using the story jumper application, which contains views, images, audio, and music, adding to the digital storybook's attractiveness. This digital storybook consists of 34 pages, including the front cover, particular pages, story content, assignments, and the back cover of the book. This storybook is freely accessible for students, but they must have a link to access it and log in when they open Story Jumper for the first time. So, from the results of the analysis and discussion, it can be concluded that both teachers and students are satisfied with the digital storybook product developed using Story. Additionally, because of its narrow scope in terms of subject and data collection, this study cannot be generalized. Therefore, further research must be done to determine how teachers utilize the digital storybook in the classroom.

Author contributions

The authors made significant contributions to the study's conception and design. The authors were in charge of data analysis, interpretation, and discussion of results. The final manuscript was read and approved by the authors.

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     The authors declare that there is no potential conflict of interest.

Data availability statement
     All data are available from the author.

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