



Need Analysis in Developing TBLT-Based Digital Storybook for 7th Grade Students

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ABSTRAK

Pengajaran bahasa perlu menggunakan media dan model yang membantu aktivitas belajar siswa. Dan pembelajaran berbasis tugas merupakan model pembelajaran yang sudah banyak diterapkan di sekolah namun belum memiliki kriteria model tersebut yang sesuai dalam memfasilitasi kegiatan literasi. Peran media pembelajaran yang kreatif dan inovatif juga sangat penting dalam meningkatkan motivasi siswa dalam kegiatan literasi berbasis TBLT. Penelitian ini bertujuan untuk menganalisis kebutuhan siswa sebagai tahap awal pengembangan buku cerita digital berbasis TBLT untuk mendorong aktivitas literasi siswa pada siswa kelas 7. Penelitian ini menggunakan model Design & Development oleh Richey & Klein sebagai metodologi penelitian. Ada empat tahap dalam metode ini yang dilakukan peneliti yaitu, Analisis, Desain, Pengembangan, dan Evaluasi. Dalam pengumpulan data, beberapa instrumen yang digunakan adalah analisis silabus, pedoman wawancara, observasi, angket, cetak biru, dan rubrik penilaian. Hasil penelitian menunjukkan bahwa buku cerita digital berbasis TBLT membantu guru dan siswa dalam proses pembelajaran dan kegiatan literasi sebagai media inovatif dan memberikan motivasi agar tertarik literasi.

ABSTRACT

Language teaching needs to use media and models that help student learning activities. And task-based learning is a learning model that has been widely applied in schools but does not yet have the appropriate criteria for this model in facilitating literacy activities. The role of creative and innovative learning media is also very important in increasing student motivation in literacy activities based on TBLT. This research aims to analyze the needs of students as initial stage to develop a TBLT-based digital story book to promote student literacy activities in 7th grade students. This study uses the Design & Development model by Richey & Klein as a research methodology. There are four stages in this method carried out by researchers namely, Analysis, Design, Development, and Evaluation. In collecting data, several instruments used were syllabus analysis, interview guides, observations, questionnaires, blueprints, and assessment rubrics. The results show that TBLT-based digital storybooks help teachers and students in the learning process and literacy activities as innovative media and provide motivation to be interested in literacy.

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1. INTRODUCTION

Literacy is a basic skill that must be mastered by students in English learning competencies. Literacy has benefits that are closely related to the student's four skills, namely listening, speaking, reading, and writing (Cookson & Stirk, 2019; Dudu & Vhurumuku, 2012; Jawas, 2019). With literacy, it will help students develop their opportunities to be creative, use language to exchange real information, and increase their confidence (Hyppönen et al., 2019; Sadiku, 2015). In addition, another definition that explains language literacy is a stimulus that can provide students not only skills in a language but also increase their ability to understand knowledge (Chubko et al., 2020; Purwaningrum et al., 2021). In other words, literacy has many benefits that can be used to hone or develop students' knowledge in the academic field. Nowadays, the growth of technology also has the impact of helping students' literacy. Because now there are many that can be accessed, one of which is helping to find a book that students can use as a literacy resource (Carrington & Robinson, 2009; Rusydiyah et al., 2020). However, not many schools have implemented technology as a literacy tool, but there are still schools that still traditionally apply literacy in schools, especially during the on-site learning process. The main focus of this literacy is how students will be able to understand what they have read and this will have a very good effect on the development of their knowledge to other learning, one of which is English. And tasks related to literacy other than how individually can retell what has been read, but literacy during the learning process activities can be done in groups (Md-Ali et al., 2016; Tang, 2021). However, the demands of student literacy seem to be a

challenging part of the teacher's task. Because this can also affect how the learning process will be in the classroom (Chen & Chuang, 2021; Cookson & Stirk, 2019). As expressed by a teacher at SMP Negeri 4 Singaraja, who said these challenges provide more effort to face an effective learning process. But she also said that challenges are not obstacles to literacy activities because what students get is insight. Students will know a lot of information from doing literacy, who initially did not understand the material, to know what information they got. However, teachers must also provide students with an awareness of the importance of literacy for academic development. Those are the basic challenges that teachers can face. An English teacher at SMP Negeri 4 Singaraja who teaches 7th grade students revealed that online learning was different after this transition. The difference is that when she is online she only used a Whatsapp group and it is offset by the use of ZOOM/Google Meet to discuss the material. Meanwhile, Whatsapp groups are currently only used to convey information and learning, giving materials or task directly face-to-face without using online platforms for collecting. She admitted that when online learning uses task-based learning, this method utilizes videos such as giving material, then the task will be in the form of exercises. The tasks given are also said to take various forms of activities such as answering worksheets, quizzes, Google forms, or even assessing speaking using WhatsApp voice notes or making videos which are then uploaded on Youtube. The task procedure is carried out by her before sending the task to be given. She will provide material that is in accordance with what will be assigned to her students. So the material prepared can also be in the form of a learning video or material from a book if you are in a transition period like this.

Based on the phenomena obtained from the preliminary interview results, it can be said that the use of TBLT is still not in accordance with the TBLT concept, where the task given does not meet the task criteria in the TBLT itself. This refers to the urgent situation that this is the need for teachers and students to use innovative media that can facilitate learning and provide the following learning activities for each stage in TBLT (Hima et al., 2021; Hismanoglu & Hismanoglu, 2011; Shintani, 2011). The users of based teaching technology are expected to be able to use a material that supports the learning process in accordance with the obstacles encountered during this one-site learning. With this, the use of technology will have a very important influence, such as in producing a product, for example a digital story book that is applied with TBLT and also media that integrates technology (Belda-Medina, 2021; Huang & Gandhioke, 2021; Kazemi & Zarei, 2015). Making digital storybook media applied in the English learning process, especially improving student literacy. It is very useful because according to previous study digital storybooks in addition to using ICT, it is also widely presented by utilizing multimedia elements such as text, images, videos or animations which can have a good impact in providing reinforcement to increase children's motivation (Prasetya & Hirashima, 2018). Teachers giving task have their own benefits for students. In addition to providing motivation for students' learning in language, the tasks given by the teacher can also improve a student's understanding of the material and skills. According to previous study it is very necessary for teachers to implement task so that students do not get bored while learning, but the ability of teachers to develop their own media is still low (Smaldino & Lowther, 2017). In Permendiknas No. 22 of 2006, mentions related to content standards, which consist of structured task. The structured task is used by the government of Indonesia as a material deepening activity for students and is also intended to achieve competency standards, so teachers are expected to properly utilize assignments for students (Purwaningrum et al., 2021; Wati & Widiensyah, 2020).

Few studies have discussed the benefits of TBLT in language learning. One of them, according to previous study who explain the benefits of TBLT for language learning, is to produce a process in which students can focus on their communicative language skills (Hismanoglu & Hismanoglu, 2011). According to his study, he explained the essence of the benefits of TBLT that communicative tasks serve as a basis for students to learn meaningfully and with the hope that the process that students receive in the form of experience will have an effect on their use of the target language. From the definition also, the task will be interpreted as an activity in which students use language to achieve results, so this method is believed to allow students to communicate actively in effective and meaningful activities in class, which is believed to be the answer to solving this problem (Marshall et al., 2017; Saifudin et al., 2020). With the development of the 21st century, there will be various media that will be produced to assist students in terms of literacy, competence, and academic results. In the study of previous study it is explained that media technology is very helpful in facilitating learning to be more relevant and reliable (Pilgrim & Martinez, 2013). In this study, he examines the influence of media technology on listening skills. And the media used are Podcast applications and Audio books. And to train reading skills through digital bilingual storybooks, which have been created to help encourage us to find meaningful ways for students (Istri Aryani & Rahayuni, 2016; Winarni et al., 2022). This is also an integration with how students can develop the four skills, with a combination of students being required to be experts in using technology in accordance with current developments. A study revealed that nowadays, children spend more time indoors with the media they have than on computers or cellphones. The report explains that children aged 8–18 years spend only 6% of their time playing or interacting with print-based media, while 45% are more focused on interacting with computers or mobile devices (Young et al., 2018). However, there are problems experienced by teachers in

implementing technology-based task-based language teaching in developing literacy skills, namely the lack of interesting media and a lack of understanding of the implementation of TBLT in the classroom. Because, based on the analysis of interviews conducted for 7th grade teachers, the task was only done after giving the material without the stages described in the TBLT (Baralt, 2017; Cookson & Stirk, 2019). And task are only given, such as through WhatsApp groups or Youtube links, and then students are given assignments to answer some related questions. Therefore, the use of technology for assigning the task has not yet been implemented in schools. One of them is the provision of digital storybooks that cover the material being taught (Amira & Amri, 2022; Chen & Chuang, 2021). As a result, text-based task are typically distributed via a WhatsApp group or shared in Google Classroom. The assessment was also taken from the results of students' answers to the task that were collected. The previous study explained that digital storybooks provide the advantages that can later be applied in junior high schools in developing their literacy (Prasetya & Hirashima, 2018). In the study, it was explained that the advantages of digital storybooks provide a very high motivation for young children. The benefits will have an impact when they organize their thoughts, enrich the vocabulary, and the students use reflection in their critical thinking when following the learning process (Genlott & Grönlund, 2013; Wackerle-Hollman et al., 2020). However, the development of student literacy using digital storybooks for junior high school based on Task-Based Learning remains unclear. Most researchers have not applied the use of digital storybooks based on Task Based Learning. Therefore this study aims to analyze the needs of students as initial stage to develop a TBLT-based digital story book to promote student literacy activities in 7th grade students in SMP Negeri 4 Singaraja.

2. METHOD

This study used the Design & Development model as a research methodology. The focus of this study is developing a learning media in the form of a storybook based on Task Based Learning in Junior High School by using Design and Development (DnD) as the basic methodology in its implementation (Richey & Klein, 2007). In this Study, is a process of designing, developing, and evaluating which is carried out with procedures that have been used systematically as guidelines for the manufacture of further refined products. The illustration research of DnD can be seen in the Figure 1.

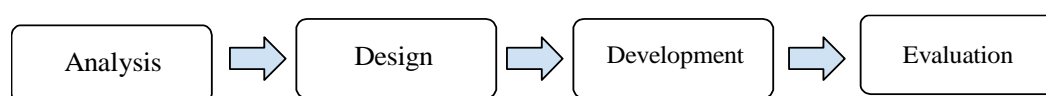


Figure 1. Illustration Research DnD

This research was conducted in SMP Negeri 4 Singaraja because this school is expected to be able to implement storybooks properly based on TBL products for the literacy of seventh grade students. The subject of this research are students of SMP Negeri 4 Singaraja in Buleleng sub-district. The data were collected using study document, interview, observation, and questionnaire. The data analyzed in qualitative and quantitative methods. The data collected in the analysis phase such as study documents (syllabus and lesson plan) and interview data were analyzed qualitatively to find out the needs of teachers and students regarding the use of learning media during the online learning process and serve as a guide for conducting research at a later stage. The description of the data obtained during the analysis phase used to create a blueprint for a digital storybook based on task-based language teaching. The blueprint produced at the design stage was followed by developing a research product prototype. With the prototype, validity tests carried out by experts and user tests. The scoring rubric that has been obtained used to assess the product. However, these datas were analyzed qualitatively to improve product quality after the test. After the product was validated, the product was tested in small groups of six English teachers along with the students of SMP Negeri 4 Singaraja.

3. RESULT AND DISCUSSION

Result

Document Study Result

Students in grade 7th at SMP Negeri 4 Singaraja have implemented a new curriculum, namely the *Kurikulum Merdeka* since the Indonesian Minister of Education made a change from the previous one. This curriculum has a very visible difference from the previous curriculum used by schools seen from the learning activities carried out by students and teachers. What makes the new curriculum different from the previous one is the change in the use of the syllabus as the learning activity plan for each lesson, and currently what is being used is ATP (Alur Tujuan Pembelajaran). This ATP has the same goal as the syllabus, namely to serve as a guideline or plan for conducting learning in class and to become the main reference for making a module to be

taught. And besides the change from the syllabus to the ATP, another change from the existence of this independent curriculum is student activities that are more project-oriented, related to material, as well as evaluations carried out during the learning process. The determination of Syllabus Analysis is based on the needs of teachers from ATP to determine topics in developing this storybook. Syllabus analysis was carried out to determine the content of learning that the teacher used to help the material being conveyed to students. So by analyzing the syllabus it is essential to determine the content of the digital storybook you want to make. In analyzing the syllabus, an English teacher of grade 7 students at SMP Negeri 4 Singaraja was involved. The English teacher chooses a topic from the second semester to be developed. So the teacher gave an ATP and after that the material suggested was Chapter 7 on Describing Part of Body with Sub-Chapter Descriptive Text.

Observation Result

In the analysis phase, observations were also carried out using observation sheets to obtain information related to the syllabus used by 7th grade teachers at SMP Negeri 4 Singaraja. In addition to the syllabus used, observations were also carried out to see how literacy activities were carried out, the implementation of TBLT in the learning process in English classes, and the use of media used to support learning. The result of observation sheet used for 7th grade at SMP Negeri 4 Singaraja is show in **Table 1**.

Table 1. Observation Sheet Used for 7th Grade at SMP Negeri 4 Singaraja

Score	Quality	Yes	No
1	Does the school use the <i>Merdeka Curriculum</i> for 7 th -grade secondary students?		√
2	Are the English learning implementation plan designed under the syllabus and the curriculum used?	√	
3	Is the English learning implementation plan designed by the teacher using the TBLT-based learning method?		√
4	Does the English learning implementation plan create assignments 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?	√	

Base on **Table 1**, it was explained that at SMP Negeri 4 Singaraja, regarding the syllabus used by grade 7 teachers that the school uses the *Merdeka Curriculum* so that the syllabus used as a reference for learning follows curriculum development, namely the use of ATP. The 7th grade English teacher then uses teaching modules for learning activities, all of which are taken from ATP. Then the second data related to the implementation of TBLT is used as a learning method, the teacher has not fully done this. The teacher gives assignments but does not meet the criteria of TBLT. Tasks given by the teacher are usually used for evaluation material after learning, so students will be given material then tasks are given at the end of learning. For literacy activities, the teacher only applies according to the program that has been carried out by the school and in the classroom sometimes the teacher gives time for literacy at the beginning of learning. Literacy that is still carried out by grade 7 English teachers still uses story books or textbooks. The use of media in the learning process, the teacher makes use of several media that help students such as PowerPoint, printout materials and online handbooks.

Teacher's Interview Result

The researcher conducted an Interview with English teacher of 7th-grade students at SMP Negeri 4 Singaraja. The purpose of conducting this initial interview at the analysis stage is concerned with how student literacy is implemented in schools, the use of learning media, and how it is implemented in promoting literacies. And the interview was also aimed at asking what the teacher's perspective is regarding the use of learning method while teaching English in the classroom, and whether this method has a good impact on students. The first and second questions were related to how English learning is carried out during the transition from online to offline and what media is often used in the learning process. Based on the interviewee's explanation, the teacher during the online to offline transition still uses an online group to provide information but learning is still carried out face to face. During the transition, she still used the WhatsApp group to give the material, and sometimes other applications like Youtube and Google she still used to find the material. But the teacher will conduct discussions regarding the material that has been previously shared in class offline to provide students with a deeper understanding. Then the third and fourth question concerns the application of the media used during class learning and literacy yang applied at school. Based on the teacher's explanation that the application of media that is often used during English learning is only a PowerPoint to provide material and sometimes using a learning video that has been prepared before starting learning. This is because the class taught by this teacher has

implemented student-centered, where students play more roles in the class in seeking information, and also during this lesson the teacher also applies the assignment method while in class. The task implemented are still at the basic level which is still not in accordance with the TBLT criteria. And this task while still online was carried out according to what material was provided at that time and collection was also carried out online. And for literacy that is applied teachers in schools, literacy has started to be carried out in schools since before the pandemic. But since the pandemic, literacy has not gone smoothly.

Literacy is carried out 15 minutes before class time, so students will read a book, both story books, and textbooks that they are interested in. The purpose of literacy which is held before class time is to motivate students to read more and foster good habits for students. However, measuring the literacy activities carried out by students it is still not optimal where literacy has not yet targeted all the intended English skills. In the interview, the teacher only asked some students to make presentations about what students had read. This makes not all students can improve their skills. This is also related to the literacy goal which is the main focus in the Merdeka Curriculum, which refers to the abilities and skills of a person in reading, writing, numeric, and solving problems with certain skills needed in everyday life. And teachers also expect students to be able to perform skill literacy from the competencies shown by the new curriculum, so if this needs to be increased the teacher hopes to pay more attention to implementing it in class. The interviewee also explained regarding the application of task during learning to answer the fifth and sixth questions which explained how often task were used in learning and the task procedures carried out. So according to the teacher quite often task are made during learning both online and offline. Task are also usually made during learning or at the end of learning. According to the teacher, being given task during learning has a positive impact on students to better understand the material that has been captured by them. So task will also be adjusted to the 4 skills that are appropriate for learning English. Task procedures are carried out in accordance with the procedures set by the school and the school principal. Task must be done in every lesson, but task here are in the form of training. So giving the material first is done after that, a question exercise will be given which contains the material that has been explained. Even for that exercise, he did prepare a special book for students to prepare to see how students progressed in answering the task.

Student Questionnaire Result

Questionnaires were given to 7th-grade students at SMP Negeri 4 Singaraja to obtain information on students' learning needs in literacy activities. In this case, the questionnaire was distributed in class 7 Taruna Jaya and only assigned 10 student representatives to fill out the questionnaire. The questionnaire used is a printout containing 10 statements, which discuss how literacy is carried out by the teacher during offline learning and whether literacy is very important according to students in class. The details of the questionnaire results are described in the [Table 2](#).

Table 2. Students' Questionnaire Results

Statement	Percentages			
	A	B	C	D
Statement 1 (The reason why I should Learn English...)	100%	60%	30%	40%
Statement 2 (My goal in English literacy activities is...)	90%	60%	40%	10%
Statement 3 (In my opinion, English literacy activities...)	50%	50%	-	-
Statement 4 (So far, the obstacle that I often experience in literacy activities in English is...)	50%	30%	30%	20%
Statement 5 (So far, the reading texts used in English literacy activities...)	90%	40%	-	-
Statement 6 (In English literacy activities, I like ready in form of...)	-	30%	70%	-
Statement 7 (If I am literate using storybooks, I want books that ...)	30%	20%	50%	90%
Statement 8 (In my opinion, my favourite topics in English learning through literacy activities are...)	70%	60%	40%	-
Statement 9 (Is English learning through literacy activities complemented by task?...)	30%	30%	30%	30%
Statement 10 (In my opinion, storybooks related to English materials in class that come with task to help me improve my English literacy activities...)	50%	50%	-	-

Based on [Table 2](#), it can be concluded that according to the 7th graders of Taruna Jaya, English literacy is considered very important for them because, from the results obtained from English literacy, students want to understand English properly and correctly. And also the purpose of the activity is that they want to increase the

vocabulary of English itself through literacy activities. For the needs desired by grade 7 students to facilitate literacy activities for students at school, judging from the constraints that they do not know most of the meanings of the words in the text and also many books are provided but the language is difficult to understand, from the results of the questionnaire they want a reading book in the form of a storybook with dialogue, but this storybook must be equipped with pictures, colorful, with an interesting story, and easy to understand. And because they want an interesting story, the topic they want to raise in the story is a topic related to everyday life or related to class material. By this time, students also need English language material that is equipped with assignments to improve student literacy activities. Moreover, students have a high interest in carrying out English literacy activities in class with additional assignments in it.

Discussion

Based on the findings above, the digital storybook is really needed by grade 7 junior high school students in learning English. Digital story books based on the TBLT method are said to be learning media that can help teachers and students in the learning process. This is a creative and innovative learning media that contains a storybook but is also equipped with a task based (Putri et al., 2022; Razmi et al., 2014). The task given has its own purpose, namely besides can be said to increasing student literacy, but how does this task have an impact on improving the ability of the 4 English skills, namely listening, reading, speaking and writing. According to previous study explains that the TBLT method is the main unit that will be focused on is the language program, but the language here is related to these four skills and also this TBLT must cover grammatical and lexical structures, learners are given 'meaningful' assignments for students (Shintani, 2011). And for students to be able to achieve all of that, it can be done by understanding the digital storybook that has been developed. Other study stated that TBLT is a method which later in the process of learning English students can focus more on learning English (Hismanoglu & Hismanoglu, 2011). And after being combined with this digital storybook, it can be used as a medium that can facilitate the learning process. We can see this from the student data answering the questionnaire and interviews. In general, the students said that this TBLT based digital storybook, the assignments given were sufficient to give students focus and concentration on English skills, as the tasks in this storybook already covered the skills to be achieved (Hamimah et al., 2020; Putri et al., 2022). And also from the students' responses, they have an interest in using this digital storybook because this is something they just encountered during the learning process. Actually, there are still many benefits or advantages that can be obtained by applying learning with the TBLT method, especially for the students themselves.

TBLT which is integrated in this book will indirectly provide a good experience for students, because the tasks given in this storybook have tasks that are appropriate to their real world so that this experience can be carried over into the learning process (Uscianowski et al., 2018; Yulistia, 2019). Indirectly, students will be involved with what they want to be trained through the task, as the teacher expects that students in learning English are able to communicate with their friends both individually and in groups. When they are able to communicate, they will learn to master the basics of English such as vocabulary mastery, structure, and student confidence (Jeharu & Juliari, 2020; Pebriawan et al., 2015). And according to previous study task-based approach aims to provide opportunities for students to master the language and be able to think critically naturally, practically and functionally for meaningful purposes (Saifudin et al., 2020). By Digital storybooks integrated with TBLT it is said to be an innovative medium with many goals for students, especially providing opportunities in the learning process, according to other study students will indirectly be involved because the TBLT method is applied in digital storybooks then students when working on a given task, you have to be creative and see how they are problem solving (Hima et al., 2021; Huang & Gandhioke, 2021). Giving tasks in TBLT must also pay attention to how well the students themselves are able to answer the task and how effective the task is for students so that they can answer all the tasks given (Günster & Weigand, 2020; Sholeh et al., 2021). So therefore, TBLT based digital storybooks are very suitable to be used to facilitate students in providing media that supports students' language learning recommendations for language teachers concerning the effective implementation of task-based language teaching. Based on the findings and explanations above, TBLT based digital storybooks can facilitate students to translate and also can improve four English skills. With the tasks provided in the digital storybook then supported by stories, it has a positive effect that students can get while accessing it. TBLT which is implemented in the digital storybook gets a positive response from students or teachers because what is desired is that students need interesting media, so this digital storybook is still feasible to use in the learning process. The thing that gives students interest is the display in which the storybook is equipped with animation so that the appearance of this digital storybook attracts their interest in reading. In other words, this digital storybook is valid and has been successful in trials. As a follow-up, the TBLT based digital storybook is ready to be implemented to help teachers to teach English and students can be used to improving their English skills according to the topics given.

4. CONCLUSION

The digital storybook is really needed by grade 7 junior high school students in learning English. Digital story books based on the TBLT method are said to be learning media that can help teachers and students in the learning process. This is a creative and innovative learning media that contains a storybook but is also equipped with a task based. TBLT based digital storybooks can facilitate students to translate and also can improve four English skills.

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