

APPENDICES

Appendix I: TRANSLITERATION

No.	Name of Surah	English	Indonesia
1.	Ali imron verse 104: وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۗ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ	“And from among you there must be a party who invite people to all that is good and enjoin the doing of all that is right and forbid the doing of all that is wrong. It is they who will attain true success.”	“Dan hendaklah ada di antara kamu segolongan umat yang menyeru kepada kebajikan, menyuruh kepada yang ma'ruf dan mencegah dari yang munkar; merekalah orang-orang yang beruntung.”

Appendix II: Research instrument

TASK-BASED LANGUAGE TEACHING THROUGH DIGITAL STORYTELLING IN ENGLISH LEARNING

Observation Guideline

The file notes discuss the stages of implementation of task-based language teaching through Digital Storytelling in class activities. This interview guide was prepared based on the steps of implementing are design by Willis in Richard (2001) and Syafradin et al (2019).

Teacher:				
Class:				
Activities			Yes	Note
TBLT		DST		
Pre-task (including topic and task	The teacher: <ul style="list-style-type: none"> • Introduces and defines the topic • Make activities that will assist students in remembering and learning useful words and phrases. • Ensures students understand task instruction • play a recording of 	Brainstorming:		

	others doing the same or similar task with Digital Storytelling			
Task Cycle:				
Task	<p>The teacher:</p> <ul style="list-style-type: none"> • Act as a monitor and encourage students to discuss about student's task 	Storyboard		
Planning	<p>The teacher as a role of language consultant:</p> <ul style="list-style-type: none"> • Ensures the purpose of the report is clear • recommending available resources • Acts as a language advisor by suggesting suitable vocabulary • Helps students rehearse oral reports or organise written ones 	Storyboard and collecting the material		

Report	<ul style="list-style-type: none"> • Acts as a chairperson , including determining who will speak next ,or ensuring all students have read the majorly of the written report • May give brief feedback on content and form • May play a recording of other that were made when they were doing the same or similar task • summarize all the reports at the conclusion. 	Creating the digital storytelling		
The language focus				
Analysis	<p>The teacher facilitate student to analyse</p> <p>The students</p> <ul style="list-style-type: none"> • Students listen to a recording from DST or from other group of fluent speakers 	Giving feedback		

	<p>performing a similar task</p> <ul style="list-style-type: none"> • Do the consciousness raising activities to identify and process specific language • Note features for the task text and/or transcript 			
Practice	<p>The Teacher</p> <ul style="list-style-type: none"> • Conducts practices activities after analysis activities (repetition, games, sentence completion, and matching) using phrases and structures from the text where necessary, to build students' self-confidence 			

Interview protocol

The primary goal of this study is to find out how the teacher implemented task-based language teaching through digital storytelling in English learning and the difficulties. The participant in this research were a English teaching in grade 9 of junior high school. Researchers have conducted in-depth interviews and classroom observations following the observation checklish and interview protocol.

a. Interview Protocol

No	Interview Questions	Participant's response
1	The teacher perspective toward the students problem and challenges on the application of TBLT in English Learning	
	<ol style="list-style-type: none"> 1. What student's response at the first time when teacher gave them TBLT? 2. How the students response after they learned using TBLT for now? 3. What are the students' problem and challenges on the application of TBLT in English Learning, please give the example? 4. How do you overcome students' problems and challenges? 	
2	The teacher view on the application of the TBLT approach	
	<ol style="list-style-type: none"> 1. in your classroom using TBLT as a learning approach, how do you apply it? 2. does the TBLT approach help your student understanding the lesson more? 3. is there any challenges from implementing the approach? If yes tell the reason 4. do you have a solution to handle the challenges? 	

3	The teacher view on the application of Digital Storytelling	
	<ol style="list-style-type: none"> 1. What kind of previous experience did you have with Digital Storytelling? 2. What are the things you have to make choices of when you create a digital story? 3. Is there any challenges of creating a digital storytelling? 4. Do you think the students are interested on the application digital storytelling teaching in learning process? 5. Is there any challenges from implementing the technique? If yes tell the reason 6. Do you have a solution to handle the challenges? 	
5	Interview questions to identify challenges faced by teachers when using Task-Based Language Teaching (TBLT) through digital storytelling in English language learning:	
	<ol style="list-style-type: none"> 1. What do you consider the biggest challenge in integrating Task-Based Language Teaching (TBLT) with digital storytelling in English language teaching? 2. How do you overcome these challenges? 3. Do you find it difficult to find or design digital stories suitable for supporting task-based English language learning? Could you elaborate further? 4. How do you handle differences in language proficiency levels among students when implementing TBLT 	

	<p>through digital stories? Are there any specific challenges you face in this regard?</p> <ol style="list-style-type: none">5. Have you encountered difficulties in evaluating students' progress in English language learning through digital storytelling? If yes, what are the main obstacles?6. How do you address technical issues or specific technology needs when using digital storytelling in English language classes?7. Are there challenges in managing lesson time to accommodate the integration of digital stories in the TBLT approach?8. How do you facilitate collaboration and interaction among students in the context of English language learning through digital stories? Are there any obstacles in this regard?9. Have you experienced difficulties in motivating students to actively participate in learning through digital storytelling?10. How do you address differences in students' interests or preferences for the digital stories used in English language learning?11. How do you overcome barriers in preparing students to apply English language skills learned through digital stories in real-life situations outside the classroom?12. How do you provide feedback to students in using digital stories for English language learning?	
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	<p>13. How do you balance creativity with a focus on effective English language learning in the context of digital storytelling?</p> <p>14. Do you have specific strategies to address particular challenges that arise in using TBLT through digital storytelling in English language teaching?</p>	
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Appendix III: Research Letter

SURAT PERSETUJUAN

Skripsi yang berjudul : TASK BASED LANGUAGE TEACHING THROUGH
DIGITAL STORYTELLING IN ENGLISH LEARNING

Ditulis oleh : Munawarah

NIM : 200101030644

Jurusan : TADRIS BAHASA INGGRIS

Semester : VIII (DELAPAN)

Alamat : Jl. Rajawali, RT.014, Kel. Melayu, Kec. Teweh Tengah, Kab.
Barito Utara, Kalimantan Tengah

Setelah diteliti dan diadakan perbaikan seperlunya, kami dapat menyetujuinya untuk dilakukan riset.

Banjarmasin, 1 Maret 2024

Pembimbing Skripsi



Hj. Nani Hizriani, S.Pd, MA

NIP.19771127200312200



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0506 /Un.14/III.1/PP.00.9/03/2024
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

04 Maret 2024

Yth. Kepala MTsN 3 Banjarmasin
Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Munawarah
NIM : 200101030644
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Rajawali, RT.014, Kel. Melayu, Kec. Teweh Tengah. Kab. Barito Utara
No HP : 081346372391

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH TSANAWIYAH NEGERI 3 KOTA BANJARMASIN
JL Bhakti RT. 32 No.4 Pemurus Dalam Telp. (0511) 3264322-6742533 Banjarmasin 70248

SURAT PERNYATAAN TERSEDIA TEMPAT RISET

Nomor : B.133 /MTs.17.01-3/PP.00.5/ 03/2024

Berdasarkan Surat dari Universitas Islam Negeri Antasari Fakultas Tarbiyah dan Keguruan Nomor : B-0506/Un.14/III.1/PP.00.9/03/2024 tanggal, 04 Maret 2024 Hal : Permohonan Izin Penelitian (Riset).

Kepala MTsN 3 Kota Banjarmasin, dengan ini menyatakan bahwa di Madrasah kami tersedia tempat dan dapat menerima Permohonan Riset Mahasiswa yang tersebut :

Nama : Munawarah
NIM : 200101030644
Program Studi : S1 Tadris Bahasa Inggris
Fakultas/Jurusan : Tarbiyah dan Keguruan
Terhitung Mulai Tanggal : 4 Maret 2024 s/d 4 Mei 2024

Demikian Surat Pernyataan ini kami berikan , agar digunakan sebagaimana mestinya oleh yang bersangkutan.

Banjarmasin, 07 Maret 2024

Kepala MTsN 3 Kota

Banjarmasin,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH TSANAWIYAH NEGERI 3 KOTA BANJARMASIN
 Jl. Bhakti RT. 32 No.4 Pemurus Dalam Telp. (0511) 3264322-6742533 Banjarmasin 70248

SURAT KETERANGAN

Nomor :B. 250 /MTs. 17.01-3/ PP.00.5/05/2024

Yang bertanda tangan dibawah ini, Kepala MTsN 3 Kota Banjarmasin menerangkan dengan sebenarnya bahwa :

Nama	:	Munawarah
NIM	:	2001010330644
Fakultas/Jurusan	:	Tarbiyah dan Keguruan/Bahasa Inggris
Perguruan Tinggi	:	UIN Antasari Banjarmasin

Mahasiswa tersebut diatas, telah melakukan Riset / menyelesaikan Penelitian Ilmiah dalam rangka pengumpulan Data untuk penyusunan Skripsi di Madrasah Tsanawiyah Negeri 3 Kota Banjarmasin selama 2 (dua) Bulan mulai dari Tanggal, 04 Maret 2024 s/d 04 Mei 2024 , dengan judul :

“ TASK-BASED LANGUAGE TEACHING THROUGH DIGITAL STORYTELLING IN ENGLISH LEARNING “

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 06 Mei 2024
 Kepala MTsN 3 Kota
 Banjarmasin



Appendix IV: Photographs



Appendix V: Table observation in the classroom

a. First and fourth observation

Classroom Activities	Notes
<p>The teacher introduces a digital story about the story of the Prophet Yunus to students. These digital stories feature engaging animations and clear narration, better drawing students into the story. The story source comes from YouTube and is shown in class using a portable LCD. "Today we will explore an interesting story about one of the Prophets, namely the Prophet Jonah. I will introduce this story through an interesting digital story."</p> <p>"The aim of our assignment today is to rewrite the story of the Prophet Yunus in narrative text form. You will use English to retell the story you have watched in written form."</p> <p>"After watching the digital story, you will be asked to write a narrative text about the story of the Prophet Yunus. Make sure you pay attention to the plot, characters, conflict and moral message in your writing."</p> <p>"For example, when writing narrative text, you can start with an introduction to the main character, then develop the storyline by explaining the conflict faced, and end with the resolution or moral message of the story."</p>	Pre-task
<p>After watching the digital story, students are given the task of writing a narrative text about the story of the Prophet Yunus. They are asked to use the vocabulary and sentence structures they learn to create a coherent and engaging narrative.</p> <p>"The outline of our assignment today is to write a narrative text based on the story about the Prophet Yunus that we have watched. I want you to describe the story in good detail, paying attention to the plot, characters and moral message."</p> <p>Students work in small groups to plan the narrative of their text. They discuss how they will organize the story, choose the right words, and create a logical flow.</p> <p>"Now, let's start planning the narrative of our text. Discuss with your group how we can organize stories, develop characters, and resolve conflicts in writing."</p> <p>Students begin to write their narrative text based on the plan they have made. They pay attention to plot, characterization, conflict, and story resolution in their writing.</p>	Tasko Cycle

<p>After completing the assignment, the teacher carries out an analysis of the student's narrative text such as (explanation of appropriate vocabulary and phrases). They identify appropriate use of vocabulary and sentence structure, and provide relevant feedback.</p> <p>Teachers provide additional exercises or activities to help students strengthen the language skills learned during narrative text writing. This could be practicing using new vocabulary in different sentences or practicing sentence structure.</p> <p>At this stage, as an additional exercise to measure students' understanding, the teacher gives several incomplete sentences, and you can complete them with appropriate vocabulary and sentence structures.</p>	<p>Languaga Focus</p>
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b. Second and five observation

Classroom Activities	Notes
<p>Students are asked to do brief research on the legend of Prophet Noah, focusing on the main characters who appear in the story. they discussed with their classmates</p> <p>Students learn vocabulary related to the characters in the story, such as "Prophet Noah", " Prophet Noah, wife of Prophet Noah, children of Prophet Noah, people of Prophet Noah and believers of Prophet Noah", "society", and "devil".</p> <p>Students discuss characters who might appear in the story, sharing what they know or suspect about their personalities, roles, and conflicts they might face.</p>	<p>Pre-task</p>
<p>Task: Students watch a digital story about the legend of Prophet Noah. The teacher displays Prophet Noah's story in the classroom through digital storytelling using an LCD projector from the You Tube source.</p> <p>Mind Map Planning: After watching the story, students work in small groups to plan to create a mind map about the</p>	<p>Task cycle</p>

<p>characters in the story. They choose the main characters they want to analyze.</p> <p>Character Analysis Mind Map (Character Analysis Mind Map): Students create a mind map using an application or paper and pencil. They wrote the character's name in the middle of the mind map and added branches that included physical descriptions, personalities, roles in the story, relationships with other characters, and conflicts they faced.</p> <p>- note: initially they were asked to bring a laptop and make a mind map in PPT form but in the end the PPT mind map was replaced with the task of drawing a mind map because the students complained about the assignment given and expressed their inability to make the project.</p> <p>Presentation: Each group presents their mind map to the class. They use English to describe the characters they choose, provide descriptions, and explain the relationships between the characters.</p>	
<p>Students expand their vocabulary by using words related to the characters in Prophet Noah's story.</p> <p>Grammar and Sentence Structure (Grammar and Sentence Structure): The teacher provides training on how to use appropriate grammar and sentence structure to explain characters in English. (by giving assignments in the form of fill the blank)</p>	Language Analysis

c. Third and six observation

Classroom activities	Notes
<p>Introduction to Digital Storytelling:</p> <ul style="list-style-type: none"> - The teacher introduces material about daily routines by playing a digital story that shows a student who plans their daily routine well. The teacher plays a video about Daily Life entitled My Day <p>Brainstorming:</p> <ul style="list-style-type: none"> - Students discuss the activities they usually do in a day and how they can plan an effective daily routine. such as waking up in the morning, having breakfast, going to school, studying, eating lunch, etc. Who can give me an example about activities that we do every day? Great! Now, let's make a list of activities that we typically do in the morning, afternoon, and evening <p>provide task instructions:</p> <p>The teacher explains that students are expected to detail the activities they do in a day, set a time for each activity, and explain the reasons behind the timing. Think about what activities you want to include in your daily routine and how you can schedule them throughout the day. our task is to write a recount of your daily routine for the week. Be sure to include details about the activities you'll do each day." "Make sure to plan your daily routines carefully and think about why you're scheduling each activity at a certain time." "Feel free to ask me if you need any help or have any questions along the way</p>	<p>Pre-task</p>
<p>Task Assignments:</p> <ul style="list-style-type: none"> - Students are given the task of planning their own daily routine for a week based on the activities they have discussed. The teacher organizes the class by dividing students into small groups. The teacher also monitors the class by going around 	<p>Task cycle</p>

the class to accompany groups, providing assistance if needed, and making sure all students are involved.

2. Planning Stage:

- Students use time to plan each of their daily activities, calculating the time required for each activity and organizing their sequence. The teacher directs students to compose a draft recount text based on their discussion. Providing Language Assistance: Teachers help students correct language errors and provide suggestions on more appropriate vocabulary and grammar. "Pay attention to the use of past tense in your recount text. If there is anything that needs to be corrected, ask me."

Managing Time: Teachers allow enough time for students to complete their drafts and ensure they are ready for the presentation. You have 20 minutes to complete your draft. Make sure all group members contribute."

3. Reports:

- After completing planning, students present a written report about their daily routine, explaining each activity and the reasons behind the timing.









Organizing the Presentation: The teacher organizes the order of the presentation and ensures that all groups have a turn. "Now, each group will present their recount text about their daily routine. Who wants to start first?"

Providing Feedback: Teachers provide constructive feedback on the content and language of student presentations. "Your presentation was very good! However, pay attention to the use of verbs in the past tense. For example, 'I woke up' not 'I woke up'."

<p>Encourage Class Discussion: The teacher encourages other students to provide comments and ask questions about the presentation given.</p>	
<p>Analysis: Students analyze the language they have used during the task cycle to understand relevant grammar rules, vocabulary, and sentence structures. The teacher gives error correction tasks to students by collecting sentences or phrases that students have used during the task cycle. "Pay attention to the use of past tense in recount text. What do you notice about these verbs: 'woke up', 'brushed', 'went'?" Then the teacher facilitates a discussion in class: Why do we use the past tense in recount text? What about the use of conjunctions like 'then', 'after that', and 'finally'?" The teacher points out common mistakes made by students and discusses how to correct them. "Some of you use 'wake up' instead of 'woke up'. Remember, we use the past tense to talk about events in the past.</p> <p>Language Practice: - Students practice using past tense verbs and time-related vocabulary in planning and reporting their daily routines. The teacher provides exercises that focus on the use of grammar, vocabulary, and sentence structures that have been analyzed. let's do some practice. Try changing these sentences into the past tense: 'I woke up at 7 AM', 'I brushed my teeth'. The teacher designs activities that allow students to use language in a communicative context."Create a short dialogue with your partner about your daily routine yesterday. Use past tense in your dialogue."Providing Feedback: The</p>	<p>Language focus</p>

teacher provides immediate feedback about the student's performance during the exercise. "Good, but don't forget to use the past tense. Try again: 'Yesterday, I went to school at 8 AM', not 'go to school'."	
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Appendix VI: Thesis Consultation Notes

No	Day/Date	Note	Signature
1	Thursday, 13 April 2023	Revise theory in chapter II to answer research question	
2	Wednesday, 31 May 2023	Revised chapter II	
3	Friday, 26 January 2024	Create an instrument based on theory	
4	Monday, 26 February 2024	revision of observation and interview instruments	
5	Friday, 1 March 2024	permission to conduct the data in schools	
6	Friday, 17 May 2024	consultation on the data obtained and the lecturer teaches how to process the data	
7	Wednesday, 22 May 2024	consultation about finding and discussion	
8	Monday, 27 May 2024	checking the all of content (draft of thesis) finish	

CURRICULUM VITAE

1. Full Name : Munawarah
2. SRN : 200101030644
3. Place and Date of Birth : Amuntai, 13 May 2002
4. Nationality : Indonesia
5. Address : Jl. Rajawali, RT.014, Kel. Melayu, Kec, Teweh Tengah, Kab. Barito Utara
6. Phone Number : 081346372391
7. Email : munawrh130@gmail.com
8. Organization/Work experience :
 - a. The Private Teacher (2017-2021)
 - b. English Student Association (Intellectual and Talent Development) (2020-2021)
 - c. English Student Association (Public Relations And Entrepreneurship) (2021-2022)
 - d. LiDS EDUCIA (2022-2024)
9. Academic Achievement :
 - a.
 - b.
10. Non-Academic Achievement :
 - a.
 - b.
11. List of Scientific Works :
 - a. Task-based Language Teaching through Digital Storytelling in English Learning
 - b.

Banjarmasin, 30 May 2024



Munawarah