

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents research findings and discussion regarding the implementation of Task-Based Language Teaching through Digital Storytelling and the challenges faced in this process. The research took six observations at MTsN 3 in Banjarmasin involving 3 classes, namely, class IX D, class IX E and class IX A using observation and interview methods to answer research questions. The findings reveal the role of teacher in its implementation in the classroom, as well as the challenges teacher face in this process.

#### A. Findings

1. The teacher implements Task-Based Language Teaching through Digital Storytelling
  - a. Pre-task
    - 1) The Teacher Introduced and Defined the Topic

The teacher introduced the material about the story of the Prophet Yunus to students through digital storytelling. This digital story featured engaging animations and clear narration. The story source came from YouTube and was shown in class using a portable LCD. Based on the first observation in class IX E carried out by researcher, it was found that the first thing the teacher did

during learning was to explain and introduce topics containing material to students through digital storytelling. Meanwhile, in the first observation in classes IX D and IX A, the researcher found that the teacher did the same thing as the activities in class IX E, only that each class was given a different topic.

## 2) Made Activities that assisted Student to Understanding

The teacher brainstormed by asking students what they understood about the material that had been shown. As in the first observation in class IX E, the teacher asked the students to explain the conflict in the story of the Prophet Yunus. In the second observation in class IX D, the teacher asked students to name the characters in the story of Prophet Noah. In the third observation in class IX A, the teacher asked students to give a sentence example about activities in daily life. Students' activeness in answering the teacher's questions indicated that they understood the material that day.

## 3) The Teacher Provides Task Instructions

The teacher gave them task that they would do. During the first observation in class IX E, the teacher asked them to write in English the story of the Prophet Yunus, which they had watched, in the form of a narrative text. Then the teacher explained the steps they had to take to complete the assignment by giving examples.

"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." Before continuing to the next stage, the teacher ensured that students understood the assignment instructions that had been given by asking, "Does anyone have questions so far? Are you all ready to write the narrative text?"

The results of the second and third observations in classes IX D and IX A showed that teacher also carried out similar activities to those in class IX E; they were only given different tasks. For instance, in class IX D, the teacher gave the task to students to analyze the characters in the story of the Legend of Prophet Noah by making a mind map, and assigned class IX A to make a daily routine that contained details of the activities they did in a day, determined the time for each activity, and explained the reasons behind the timing.

b. Task Cycle

1) Task

At this stage, the teacher divided the class into small groups to complete certain tasks, which applied to all classes. The students completed the task that had been given while the teacher acted as a facilitator and motivator, monitoring student activities in a way that

supported everyone's efforts to communicate in the target language. The teacher allowed them to discuss with their group and expected them to discuss using English, and the teacher did not correct grammar errors even though all classes were given writing task. However, in reality, during the first, second, and third observations in classes IX A, IX E, and IX D, only a small number of students were able to express their thoughts in English; the rest of the students chose to remain silent or communicate in Banjarese.

At this stage, all classes spent more than 40 minutes, and not a single class completed their task. For instance, in class IX E, even though they knew the contents of the story of the Prophet Yunus well, they had difficulty completing the story using English. The teacher in class IX E wanted them to use technology in class by making a mind map using PPT. Even though every student was required to bring a laptop that day, the PPT mind map assignment was replaced with drawing a mind map on paper because the students complained about the assignment and expressed their inability to complete the project. Even the task of drawing a mind map could not be completed on time and became homework. Similarly, class IX A was unable to complete their task on time due to their lack of vocabulary and difficulty with writing and scheduling each activity at a certain time. They were also confused

about using the past tense, even though they had a dictionary and a teacher in the classroom ready to help them.

## 2) Planning

This stage was carried out during the second observation in all three classes. At this stage, all groups prepared to present the results of their task in front of the class. The teacher, acting as a language consultant, served as a language advisor by suggesting appropriate vocabulary to help students polish and improve their language. As happened in class IX A, the teacher went around and examined each group to 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, please ask me."

## 3) Report

At this stage, the entire group presented the results of their work. The teacher acted as a moderator to regulate the order of presentations and ensure that all groups had a turn. At this stage, all groups were able to present their task. Each group received feedback from the teacher regarding the content and language of their presentation, "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!'" Apart from that, the teacher also

encouraged class discussion by inviting other groups to provide comments and ask, "What is meant by 'morning person'?" Then another group gave suggestions such as, "Maybe it would be better for you to replace the words 'many people on the bus' with a 'crowded place'." At this stage, the three classes showed that there were at least one or two people from the group representatives who would ask questions or provide suggestions for each group of presenters. These activities were done during the fourth, fifth, and sixth observations.

c. Language Focus

1) Analysis

Based on these findings of the fourth, fifth, and sixth observations in three classes, it was known that at this stage the teacher led discussions regarding linguistic features by highlighting the linguistic elements used during the assignment. In class IX E, students had the assignment to create narrative text. During language analysis, the teacher led the discussion by asking students to identify time adverbs and place adverbs in the narrative text.

In class IX A, the teacher also helped students analyze the language they used when creating recount texts. The teacher mentioned the use of past tense verbs such as "woke up," "brushed," and "went." Then, the teacher showed common

mistakes made by students and discussed how to correct them, such as the group that wrote "wake up" instead of "woke up," and reminded them that they had to use the past tense to tell a story from the past.

During observations in class IX D, it was found that apart from leading discussions, the teacher also gave a task which focused on sentence structures related to the characters in the story "Prophet Noah." Finally, in each class, the teacher corrected the results of the students' analysis by providing direct answers. At this stage, the teacher helped students deepen their understanding of the language aspects that emerged during the task.

## 2) Practice

From the second and fourth observations, during this phase, the teacher provided exercises aimed at allowing students to practice the linguistic structures they had analyzed. Practical exercises included changing sentences from present tense to past tense, engaging in short dialogues about daily routines, and identifying grammar errors during the fourth, fifth, and sixth observations. Then, the teacher provided direct correction for each exercise given. However, during the practice session in class IX A observations, the teacher ran out of time, so the students submitted their task, and the teacher provided feedback through task.

## 2. The Challenges of using Task-Based Language Teaching through Digital Storytelling

The researcher conducted the data through interviews and observations. The first challenge that the teacher had to face of using task-based language teaching was time constraints. The second was the school's facilities. The third was the students' language ability.

### a. Time Constrains

English learning was carried out for 80 minutes in one learning meeting. The teacher had to manage their time wisely to introduce the material, distribute task for writing narrative texts, allow time for writing and revising, and provide feedback. However, 80 minutes was not enough to utilize TBLT through digital storytelling optimally. Based on my interview, the teacher said: "TBLT has many stages that must be carried out, but the time in one learning meeting is short, so that the implementation of TBLT in the classroom can be completed in 2 meetings." Therefore, two meetings or a total of 160 minutes (2 x 80 minutes) were required to cover all activities thoroughly.

### b. The School's Facilities

Teacher always used digital storytelling in delivering material in class. However, this practice addressed several problems, such as the school's unstable internet connection, which caused digital storytelling video playback to frequently stop. "Instability in the



school's internet connection often occurred, so when I wanted to use digital storytelling, there were often delays that annoyed me and forced me to use my personal internet." This disrupted learning, wasted time, and damaged students' concentration, so teachers were forced to use their personal internet. "This incident wasted study time because sometimes I had to go back to the office to get my cellphone to use hotspot." Additionally, the power outlet in one of the classrooms was broken, so the teacher had to take a power outlet from the office to be able to use digital storytelling in the classroom.

c. Student's Language Ability

Based on the results of observations from the fourth, fifth, and sixth sessions, it was evident that when implementing TBLT, variations in students' language abilities were one of the main challenges in the classroom. From interviews with the teacher, it was also mentioned, "Limited vocabulary and sentence structure often became a challenge in the task of writing narrative texts, especially when I wanted students to be able to describe stories with sufficient detail." This was also noticeable in the task-cycle phase where students could not complete task on time because students with limited vocabulary might have had difficulty describing events with sufficient detail.

The advantage that teachers get in implementing TBLT through digital storytelling in English language learning is the ability to present material contextually that is relevant and interesting for students. By using attractive digital media, teachers can increase student engagement in learning, which in turn increases participation and motivation to learn. In addition, TBLT allows teachers to adapt learning to student needs in accordance with the applicable curriculum.

Meanwhile, students also feel the benefits of implementing TBLT through digital storytelling. This approach provides students with opportunities to develop collaborative skills and adaptation in a variety of language situations. Furthermore, TBLT increases students' confidence in using the target language in various communicative contexts by encouraging active participation in language interactions. This makes students more active in the classroom because the TBLT approach inherently places students at the center of learning.

## **B. Discussion**

The data that has been found above was analyzed in this section. Researcher connected the findings with theories to provide answers the research question of this research.

1. The Teacher Implements Task-Based Language Teaching through Digital Storytelling in English Learning

- a. Pre-task

In the pre-task stage, there were several activities that could be carried out related to the TBLT concept. The first activity the teacher introduced the topic by playing video about stories of the prophets. Next, the teacher brainstormed with students by asking trigger questions. This finding was in line with (Willis, 1996; Richard, 2001) that pre-task teacher introduces the topic and help students understand the topic and task objectives. then, the teacher explained. Finally, the teacher gave instructions about the tasks they would do, the teacher outlines the primary activities students will undertake, which may involve explaining the task, giving an example, or demonstrating the desired final outcome as the teacher said: “The aim of our assignment today is to rewrite the story of the Prophet Yunus in the form of a narrative text. You will use English to retell the story you have watched in written form.” These activities also supported by Rod Ellis’s approach on pre-task phase the teacher sets Outcomes, determine clearly what students are expected to produce at the end of the task (Ellis, 2003; Villalobos & Miranda, 2019).

- b. Task Cycle

- 1) Task

The teacher split the class into multiple small groups to work on the assigned tasks. During this stage, the teacher went around to support students in communicating between groups and asking questions to the teacher using English. Sometimes, teacher also gave formulas for making sentences but did not correct them if they made grammar mistakes when speaking. This was in line with the TBLT stages by (Willis, 1996; Richard, 2001) with the role of the teacher acts as a facilitator and motivator, overseeing student activities to support their efforts in communicating in the target language with minimal intervention. In this phase the teacher also provides a time limit for the task as teacher said: “Please pay attention my students, you have 40 minutes to complete this task. Remember to focus on a clear structure with a beginning, middle, and end. I’ll be here to answer any questions you might have. Good luck!” These activities also supported by Rod Ellis’s approach on during-task phase, the teacher’s role is time pressure to impose time constraints to simulate real-life situations and encourage spontaneous language use (Ellis, 2003; Villalobos & Miranda, 2019).

## 2) Planning

At that stage, each group prepared to present the results of their work in front of the class. The teacher went around and

checked each group's work to make suggestions about more appropriate vocabulary and grammar. This activity was in line with TBLT by (Willis, 1996; Richard, 2001) about students strategizing their approach to presenting their work to the class, focusing on planning their presentations effectively and the teacher as language consultants acts as language advisors by suggesting appropriate vocabulary that helps students polish and improve their language.

### 3) Report

The teacher acted as a moderator to regulate the order of presentations and ensure that all groups had a turn. Each group received feedback from the teacher regarding the content and language of their presentation. The results of this observation were in line with the TBLT theory by (Willis, 1996; Richard, 2001) The teacher acts as a moderator, making sure each group gets a chance to put together their work so students can compare their work and note down anything important. The teacher also ensures that the presentation runs smoothly and in accordance with the allocated time. In addition, teacher provided brief feedback on the content of their reports. These activities also supported by Rod Ellis's approach on post-task phase that the teacher gives a serial number to each group to present the results of their task use (Ellis, 2003; Villalobos & Miranda, 2019).

c. Language Focus

1) Analysis

In that stage, the teacher led discussions regarding linguistic features, by highlighting the linguistic elements used during the assignment. The teacher gave several tasks aimed at helping students deepen their understanding of the language aspects that emerged during the task. This activity was in accordance with the TBLT procedure by (Willis, 1996; Richard, 2001) The teacher leads a discussion regarding relevant language features, such as grammar, vocabulary, idiomatic expressions, and sentence structures used during the assignment. Next teacher set These language-focused task come from texts or transcripts of recordings they listen to, as well as from assignments they have completed.

2) Practice

In that phase, the teacher provided exercises aimed at enabling students to practice the linguistic structures they had analyzed. The exercises included changing sentences from present tense to past tense, engaging in short dialogues about daily routines, and identifying grammatical errors. Finally, the teacher provided direct feedback to provide the correct answer. This activity was related to TBLT by (Willis, 1996; Richard, 2001) approach, namely, the teacher provides exercises that focus on analyzing

language features that are already on the board or use examples from the text or transcript designed to increase students' fluency and confidence in using the target language. Then the teacher provides specific and constructive feedback during and after the practice activity. In this phase the teacher also gives reflection to the students, the teacher begins the reflection session by asking open-ended questions to prompt students to think about their experience. as the teacher said: "Let's take some time to reflect on how we planned our task. What do you think went well, and what were some of the challenges you faced?". These activities also supported by Rod Ellis's approach on post-task phase that the teacher give student reflection by encourages students to reflect on their performance, focusing on what was learned, challenges faced, and areas for improvement.

2. The challenges of using Task-Based Language Teaching through Digital Storytelling
  - a. Time Constrains

Implementing Task-Based Language Teaching (TBLT) in the classroom is a challenge because it takes a lot of time. Each stage in this method, from detailed task planning to implementation and evaluation, requires significant time allocation. Teacher need to design task that are authentic and appropriate to students' abilities, which

require complex material preparation and coordination. In addition, the implementation of TBLT in class must be adjusted to the learning speed of each student, which requires differentiation and individual support. Evaluation and providing feedback also require extra time to ensure students understand and correct their mistakes. All of these factors make implementing TBLT a time-consuming process, but it is essential to creating deep and meaningful learning experiences for students. The teacher said:” TBLT has many stages that must be carried out, but the time in one learning meeting is short, so that the implementation of TBLT in the classroom can be completed in 2 meetings.” These activities are in line with research from Rui and Xiang Yun (2015) that there is a lack of adequate learning time support, this can be seen from the hours of English language learning in class a week. In the interview, the teacher explained that “adapting Task-Based Language Teaching (TBLT) in the classroom requires quite a lot of time. Each stage in this method requires significant time and must be adjusted to the student's ability to complete the given task.” This difficulty is in line with what Nunan (2004) explained that teacher often face limited time and adequate resources to design, implement, and assess TBLT-based task.

Because TBLT could not be completed in one meeting, teacher overcame this by dividing the process into two meetings, as the teacher



said: "Based on the students' abilities, I divided the class into two sessions. In the first meeting, students completed the task given, while in the second meeting, they presented the results of their task and analyzed the use of the language they had used." So, in the first meeting, the teacher can implement the pre-task and task-cycle stages to complete the assignment. The task was then given as homework, which was continued at the next meeting by implementing the planning, reporting, and language analysis phase.

b. The School's Facilities

MTsN 3 Banjarmasin school is a school with complete facilities. However, in applying digital storytelling in the classroom, there were several obstacles such as unstable internet networks and damaged sockets. The teacher said: "The problematic socket in class IX D seemed to have just been damaged, so the students had not reported it to the office. However, this incident still took time in taking the socket to the office and installing the LCD to play digital storytelling." This incident had been explained by Robin (2018) that the school lacks the required technological infrastructure, such as computers, LCD screens, and internet, to facilitate digital storytelling.

What teacher can do to overcome existing obstacles is to prepare the necessary media. As the teacher said: "I try to make the best use of existing devices. For example, I use a personal laptop and

a portable projector that I bring to class. The teacher also downloads video materials before learning as the teacher said: "I also try to download materials and videos beforehand so as not to depend on an unstable internet connection."

c. Student's Language Ability

In the task-cycle phase, it was observed that most students were scared to speak in the target language, even though the teacher had given them the opportunity to use English freely without the need to teach grammar. The teacher said: "Many students were afraid of making mistakes and felt embarrassed in front of their friends, which made them tend to be passive in class. Apart from that, students' ability to compose sentences in English also made it difficult for them to complete task on time." As the teacher said: "limited vocabulary and difficulty in constructing sentences well made it difficult for them to complete task, such as writing task." These events were consistent with Rui and Xiang Yun (2015) explained about TBLT approach has emphasized the importance of student activity in communication skills, but in practice students tend to be silent a lot because they have to think about the vocabulary that must be spoken in English. Carless (2007) also states that variations in students' language abilities are one of the main challenges in implementing TBLT in the classroom.

Seeing the difficulties that occur, the teacher tries to provide assistance to students by dividing them into groups (can be seen in the task cycle phase) so that it makes it easier for them to complete the task with many people, providing examples of vocabulary that is relevant to the task and also providing constructive feedback. so that they are confident in using English. The teacher said: “I try to provide additional support to students who need it. For example, I provide vocabulary lists and example sentences to help them get started. I also encourage group work, where students with higher language skills can help friends who are struggling. Additionally, I provide constructive feedback and encourage them to keep trying and not be afraid to make mistakes.”