CHAPTER I

INTRODUCTION

1.1 Research Background

In the 21st century learning, literacy skills are helpful to support students in mastering English language skills (Sutanto, 2022). Students can improve their ability to understand English language skills more easily through literacy. UNESCO said, "*Literacy is a fundamental human right and the foundation for lifelong learning.*" Literacies are the basis for humans mastering various skills, especially in learning English. According to the Department of Basicliter Education, basic literacy is the ability to identify, understand, interpret, create, and communicate (DBE), 2011). Literacy is also the ability to read, write, speak, and listen, which is very useful in communicating effectively with others (DBE), 2011). Through the definition related to basic literacy, it can be seen that literacy not only covers reading and writing skills, but currently, the development of literacy is comprehensive and involves 4 English language skills, such as reading, writing, speaking, and listening (Kennedy, 2012). English literacy skills can potentially develop the four English language skills that students are expected to be able to communicate and expand their knowledge skills. According to Radhika Kapur (2019), several types of literacy are mentioned in his research, including digital literacy. Digital literacy is a literacy activity that utilizes technology to find, use, and disseminate information in digital media (Kapur, 2019).

Developing digital literacies in learning activities provides more effective learning in supporting students' contribution to improving literacy.

Many literacy activities can be applied in learning activities, one of which is the literacy activity by Michael McKenna and Richard D. Robinson (2002), which provides examples of literacy activities that begin with students reading books; in this case, it will train students' reading skills. Then, students can answer questions after reading, conclude what they have read, determine the correct statements, guess the missing words, retell the information they have found, and apply and communicate what they have read from reading. The examples of these literacy activities can train students to develop their reading skills, which include mastery of vocabulary, grammar, and language structure in compiling sentences summarizing information and developing their speaking skills. Students can communicate with others about what they have read from reading. The examples of these literacy activities provide opportunities for students to be more active and critical (Robinson, 2002).

Literacy benefits students in learning English (Robinson, 2002). The development of students' literacy is the basis of daily learning of English (Christie, 2017). If the foundation of student learning with literacies is intense, students will find it easier to follow the next lesson. Literacy has benefits for secondary-level students (Pickering, 2019). Literacy can improve students' memory in remembering vocabulary and grammar in English. Students' stronger memory in remembering vocabulary will make developing their English language skills easier. Literacy influences the prediction of spoken language processing. Spoken language processing

can be done through literacy with an introduction, vocabulary knowledge, word reading, reading habits, and weekly reading time (Pickering, 2019). Another research also mentions some benefits of literacy that can enrich students' vocabulary, and students can string words into sentences with the appropriate grammar (Aqil, 2021). Literacy can increase insight and add new information that is useful for students. Students can also increase their ability to analyze and think critically when finding information through literacies (Aqil, 2021). Some of the benefits of literacy are very supportive that students at the secondary level need literacy to improve their ability to learn English.

The teacher's role is significant in facilitating learning activities in developing students' English literacy skills to create learning activities that can achieve learning goals for students, especially for the 10th grade at the secondary level during the on-site transitional learning process. On-site learning has been applied after the Covid-19 pandemic, which transitioned from online learning to on-site learning. This transition requires adjustments for teachers and students in carrying out learning activities. The demand for students' literacy skills seems to be a challenging part of the teacher's task during the learning process, especially for the secondary level during the on-site transitional learning process. Several things were hard for teachers during the on-site transitional learning process in learning activities to improve students' literacy, such as (1) meetings in learning activities conducted after the Covid-19 pandemic were limited, but the teacher must be able to ensure students can understand the learning material, (2) students should be given reading materials through various learning

media to facilitate enjoyable student literacy activities, (3) teachers should ensure that students can progress in learning activities that can improve students' literacies. So that the teacher's role in meeting these requirements, there are several adjustments that the teacher must make.

One thing that teachers must consider before carrying out teaching activities to students is to identify and adjust learning strategies that can be implemented in supporting learning activities that meet the conditions and needs of students (Katherine Livan Kehing, 2021). The selection of teaching strategies appropriate to the conditions and needs of students is significant because the proper method will help increase teaching preferences and produce suitable learning activities (Lestari, 2020). Teachers can use several learning strategies in English learning activities to achieve students' English literacy. One of the teaching strategies that can be applied by teachers in developing students' literacies is task-based language teaching ((Rudd, 2019). Task-based language teaching holds the principle of implementing task-based learning. According to Richards, Platt & Weber, *"a task is an activity or action which is carried out as the result of processing or understanding the language."* TBLT is an approach to teaching the language that prioritizes meaning but does not neglect necessary forms for students in encouraging learning activities involving natural abilities (Rod Ellis, 2019). Task-based language teaching can help students in learning activities by doing tasks given by the teacher to obtain results from students related to students' understanding of learning and developing students' knowledge. Assigning tasks to students is very important; this is regulated in government

regulations in *Chapter XI Article 39 Paragraph (2) of Law No. 20 of the 2003 National Education System*. Teachers carry out the learning process as well as learning outcomes. In the task results, the teacher needs to give the task to the students so that the teacher can assess the student's performance.

Based on preliminary interviews conducted with an English teacher at SMA Negeri 1 Sawan in Buleleng, Bali, Indonesia, it does not have activities that focus on developing students' literacy outside of learning activities, even though we know that literacy activities are significant to be applied to students so that students are accustomed to literacy. An English teacher at SMA Negeri 1 Sawan, Buleleng, Bali, Indonesia, at the secondary school level in 10th grade, said that the learning activities started by explaining the learning material first by the teacher. After the teacher explains the learning material, the teacher gives tasks to students in the form of an assignment related to the learning material that has been presented. Students are free to do tasks as an assignment by finding them from various sources. The teacher said that she did teaching activities by giving tasks to students who are used as a following-up activity that can be done at each student's home. The tasks are given in the form of individual and group tasks. An English teacher in SMA Negeri 1 Sawan gives assignments to the students to make it easier for teachers to assess and evaluate students' work through their tasks. The teacher hopes that giving tasks in the form of assignments to students can make students more active in finding information their way through reading and listening to information so that it can improve students' literacy.

Judging from the implementation of teaching activities by an English teacher at SMA Negeri 1 Sawan, most language teaching is still teacher-centred. The teacher is more active in explaining the material first than the students find and discuss it themselves. The teacher has not implemented TBLT and followed the appropriate stages and criteria based on TBLT. The teacher does not understand well in TBLT-based. Still, the teacher is interested in TBLT-based, and they will implement TBLT-based activities followed by the stages in TBLT. Still, they do not understand the appropriate criteria based on TBLT and how to implement it in teaching activities. It can be assumed that it is a need for teachers and students to have supplementary learning material that could meet and support their literacy activities based on the criteria of TBLT.

Task-based language teaching provides many benefits in learning activities (Ellis R. , 2009). TBLT supports opportunities for natural learning that emphasizes meaning over form in achieving the learning objectives of the target language in improving communicative fluency without compromising accuracy in learning activities (Ellis R. , 2009). Implementing TBLT in teaching activities prioritizes learning activities that prioritize the learning process in which students are actively involved in achieving learning objectives. Faizun's (2018) study showed that TBLT could be applied to online and offline learning activities. Because TBLT is very effectively used in the learning process that comes from teachers to students, it can give students the freedom to understand language so that TBLT can be applied in urgent needs in the on-site transitional learning process. TBLT provides meaningful

learning that collects tasks and prioritizes the student's approach to completing tasks (Permatasari, 2020). Students will finish the task by themselves, making them responsible for completing it. According to Keyvanfar & Modarresi (2009), through the TBLT, students' learning outcomes appear better in reading skills that involve students' creativity. It can encourage students to improve their literacies because they will be more creative by reading the information they get to complete their tasks. Some researchers also emphasize using TBLT in language learning activities closely related to real life in solving problems and sharing personal experiences for students that make them have meaningful learning activities through TBLT. (Khoram A. &., 2019) In doing tasks, students are expected to be able to complete all of the tasks based on the abilities and information that they already have. The application of TBLT in language learning activities focuses on increasing the target language or English use through meaningful tasks for students (Dodi Mulyadi, 2021). So that in achieving the learning goal of developing English literacy for the secondary level, it is appropriate to use TBLT in these learning activities.

In addition to adjusting the use of appropriate learning strategies in learning activities, teachers must also use and utilize technology that can support and improve learning activities in the classroom (Chien et al., 2016; Hunsu et al., 2016). Integrating technology into learning activities can promote new ways of learning that are more varied and effective in achieving knowledge and skills, especially in today's needs. (Hamilton et al., 2016; Puentedura, 2006). The government regulation that requires teachers to integrate technology into their learning is stated by *"Regulation*

of the Minister of Education and Culture (PERMENDIKBUD) Number 68 of 2014 concerning the Role of Information and Communication Technology Teachers and Computer Skills and Information Management Teachers in the Implementation of the 2013 Curriculum." So, from these regulations, a teacher must be able to integrate technology as a learning media that support 21st-century learning in improving students' literacy. In conducting on-site learning transitional, teachers and students need facilities to support learning activities through technology (Michael Sailer, 2021). The role of technology as a learning tool that helps to learn exercises (Alkaromah, 2020). In addition, it can also develop students' language literacy (Gusmuliana, 2020). The role of technology in supporting online learning activities during on-site learning and learning strategies is also significant in considering understanding activities to develop students' English literacy. In this case, teachers are essential in facilitating learning activities related to students' English literacy at the secondary level.

Regarding the use of technology in supporting the student learning process, based on the results of observations and interviews conducted by the 10th-grade English teacher at SMA Negeri 1 Sawan, teachers have utilized technology integration to support students' literacy activities. Learning media with technology integration teachers use in the teaching process are *YouTube* and *PowerPoint*. The teacher used *YouTube* learning media by providing students with videos of learning materials from the material to be taught and videos in the form of dialogues in English. During the use of *PowerPoint* learning media, the teacher shows a slide from

the projector on the learning material that the teacher will explain. In addition, the teacher also provides printouts given to students, which are used as an assignment for evaluating students. The teacher used several learning media because all of the learning media were simple and could be applied to students' conditions.

However, there were problems experienced by the teacher in implementing technology-based TBLT in developing students' literacy skills by providing exciting and fun reading books for students. Although TBLT was often applied in learning activities, the teacher admitted that they did not yet understand how to do TBLT with the implementation stages that must be followed. Most of the teachers only focused on giving assignments to students by involving problem-solving only. In comparison, the task should be given after students understand the material and can utilize the understanding discussed with the teacher. The application of TBLT in 21st-century learning has integrated with technology in learning activities. Teachers were still confused about implementing various learning based on task-based language teaching with the demands of 21st-century learning. Some teachers feel that designing TBLT is complex and includes various stages (Charles, 2009; Sheen, 2006; Shintani, 2011). Many researchers discuss the application of TBLT in learning activities that seem monotonous because learning activities only focus on giving and discussing tasks. This is because teachers do not yet understand task-based language teaching applied to the stages that must be followed. Besides, technological demands in 21st-century learning also confuse teachers in changing learning activities. They are too monotonous, and no technology integration drives students toward 21st-century

learning. The assessment process that the teacher carries out is only based on the results of the assignments. To implement this strategy well, the teacher expects assistance to develop teaching media that are by the characteristics of students, namely through TBLT-based digital storybooks.

Many studies have discussed the use of learning media through digital storybooks. Digital storybooks support 21st-century learning because there is technology integration and the ability to present material technically by approaching student learning content. It can improve students' literacy skills in understanding content from digital storybooks (Shelby-Caffey, 2014). A digital narrative tells a short story that contains imagination about particular problems and combines multimedia tools such as visuals (Robin B. , 2012). Narrative stories in the form of digital that combine visual media can provide innovations for teachers that can be used in learning activities. Incorporating narrative in digital form also provides a change in integrating previously traditional stories through multimedia technology to align with the demands of 21st-century learning (Nassim, 2018). Developing the application of TBLT in digital storybooks is very much needed by teachers considering the needs of teachers in using variations of learning media that will be applied to students. Based on previous research on digital storybooks in learning activities, students can improve their English language skills through digital storybooks. English Language skills covered are reading and writing skills. Reading and writing skills are included in the scope of 4 English language skills to help students improve literacy. Digital storybooks significantly impact students'

perceptions of increasing student motivation during learning activities with fun learning media (Anand, 2020). Most students consider using digital storybook media in learning activities beneficial and help students during learning activities because, through digital storybooks, they can get fun and exciting learning activities (Anand, 2020)**.**

However, from the previous studies that have been described, there has been no study that refers to the development of digital storybooks based on the proper stages of TBLT implementation in developing students' literacy. Thus, referring to the urgent needs in the on-site transitional learning process of students and the novelty of this study, this research regarding the development of a TBLT-based digital storybook is critical to developing for 10th-grade students to help teachers in developing students' literacy. Thus, this study will try to discuss how the development of digital storybooks based on TBLT in facilitating secondary students' literacy in learning English in SMA Negeri 1 Sawan in Buleleng, Bali, Indonesia, and a questionnaire in the form of expert judges evaluation will be done to see the quality of the prototype is developed to the 10th-grade in secondary students.

1.2 Problem Identification

Based on the background of the problem described previously, there are some problems can be identified as follows:

1.2.1. Teachers are still confused about making variations of learning media with integrating technology that supports 21st-century learning in improving students' literacy.

1.2.2. Teachers do not yet have a good understanding of developing TBLT methods with appropriate stages.

1.3 Limitations of the Research

This research is focused on developing a TBLT-based digital storybook to facilitate the literacy of high school students in learning English. However, there are some limitations in the development of this product:

1.3.1. Digital storybook is only developed for 10th-grade secondary students.

1.3.2. Digital storybook is designed and developed based on the 10th-grade senior high school English syllabus.

1.4 Research Question

Based on the description and background of the problems that have been described previously, there are two research questions can be identified as follows:

1.4.1 How is developing a TBLT-based digital storybook facilitating 10th-grade students' literacy in learning English in SMA Negeri 1 Sawan?

1.4.2 How is the quality of digital storybooks in applying to 10th-grade secondary students?

1.5 Research Objective

1.5.1 To develop digital storybooks based on TBLT to facilitate 10th-grade students' literacy in secondary-level students learning English at SMA Negeri 1 Sawan.

1.5.2 To investigate the quality of using digital storybooks in applying to 10th-grade secondary students in facilitating literacy.

1.6 Significance of this Study

There will be signed as a result of conducting this research; in general, this study has two significance which is as follows:

1.6.1. Theoretical Significance

Theoretically, this study will analyze the development of learning media with digital storybooks to facilitate students' literacy at the secondary level using the TBLT method. This research is expected to produce how using digital storybook learning media with the TBLT method can support learning activities by providing various teaching media to teachers.

1.6.2. Practical Significance

    a. For Students

       This research is expected to facilitate students at the secondary level, especially 10th-grade students, to improve their literacy and English language skills for reading and speaking skills through developing digital storybooks with the TBLT method.

    b. For English Teacher

       This research is expected to support English teachers in developing and implementing engaging learning media for teachers and students by

integrating technology into 21st-century learning through developing digital storybooks and applying the TBLT method with appropriate stages.

c. For Other Researchers

This research is expected to be a reference for other researchers who will research in the same field using digital storybooks to improve students' literacy supported by the TBLT method. This research is expected to be empirical evidence that can be used to strengthen research that other researchers will carry out.