

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literacy is a basic skill that must be mastered by students in English learning competencies (Winarni et al, 2020). Literacy has benefits that are closely related to the student's four skills, namely listening, speaking, reading, and writing (Robinson, 2002). With literacy, it will help students develop their opportunities to be creative, use language to exchange real information, and increase their confidence (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 (Winarni et al, 2020). 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 (Silvana & Darmawan, 2018). 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.

There are many literacy activities that can be developed in the learning process such as literacy activities that begin with students reading books, in this case it will train students' reading skills (Robinson, 2022). As in SMP Negeri 4 Singaraja, utilizing literacy culture by utilizing mobile service activities called reading corners and library use. So literacy in this school was carried out before the pandemic. So, finally, after the online to offline transition

period after the pandemic, literacy activities were again carried out with the reading corner with the hope that students who underwent literacy had an impact on the return of students' academic development after being online.

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. 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. 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.

To overcome these challenges, it is necessary to prepare the necessary strategies for the creation of literacy in schools (Laksono et al, 2016) such as seeking the environment as a literacy medium through programs that can be prepared by schools. In addition, for teachers to be able to adjust literacy for students, there are several things that teachers can do, such as giving task. Task-based language teaching is a strategy that can be used by teachers in this situation. TBLT, according to Madhkhan and Mousavi (2017), will provide activities to

increase student motivation in literacy activities. Based on the preliminary observation and interview with the English teachers in SMP Negeri 4 Singaraja, teachers who teach English for the 7th grade have been using learning task activities since the pandemic.

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 discussed 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 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. 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. Making digital storybook media applied in the English learning process, especially improving student literacy, is very useful because according to Prasetya & Hirashima, 2018 in 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.

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 Utomo & Maheasy (2021), 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. *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.

Few studies have discussed the benefits of TBLT in language learning. One of them, according to Lai & Li, who explain the benefits of TBLT for language learning, is to produce a process in which students can focus on their communicative language skills. 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 (Permatasari et al, 2021).

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 (Al Kannari & Al Qattan, 2019). In the study of Maulina et al, 2022, it is explained that media technology is very helpful in facilitating learning to be more relevant and reliable. 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 (Paciga, 2014). 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 (Rideout et al, 2010).

Regarding the utilization of technology in the student learning process, the results of observations and interviews in SMP Negeri 4 Singaraja, as explained above, show that the use of technology has been carried out well, although it has not been maximized during the learning process in assigning tasks, especially during on-site learning. So teachers who teach grade 7th have used technology that supports giving task, such as using the Website

or Youtube to find material before giving assignments and support literacy activities, or using platforms to make quizzes such as Quizzez or Kahoot. In addition to supporting student literacy activities and also providing media for giving task, the use of this technology will also indirectly introduce the benefits of using technology as a tool that supports learning.

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. 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. 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. Therefore, by implementing learning strategies that include student literacy and the use of technology as a teaching medium, teachers are working to develop teaching media that are in accordance with student characteristics, namely TBLT-based digital story books.

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 (Prasetya & Hirashima, 2018). 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.

Judging from The needs of students and the novelty of this study, it is very urgent to develop a TBLT-based digital story book to promote student literacy activities in 7th grade students in SMP Negeri 4 Singaraja. The resulting prototype will be useful for students and teachers. One of them is complementing technology-based teaching media by applying the TBLT learning method. And the questionnaire in the form of expert judges' evaluation will be done to see the quality of the prototype.

1.2 Problem Identification

Teachers and students have faced many challenges in the learning process since the introduction and implementation of distance learning due to the Covid-19 pandemic. However, because the new normal is currently being implemented, the learning process is trying to adapt back from online to offline. So, there are still many teachers and students, especially junior high schools in Singaraja who find it difficult in this transitional learning process because they are still in an online learning atmosphere. And one of them is in the development of literacy. In addition, there are still teachers and students who are not optimal in understanding media technology today due to several factors so that this also

affects the development of literacy. Therefore, the development of digital storybook products based on TBLT needs to be studied more deeply so that it can be understood by teachers and students as a medium that can develop literacy in English. Not many researchers want to examine this problem to see how the application of TBLT in technology-based learning media affects students' literacy skills. Therefore, this study aims to develop learning media in the form of digital storybooks that integrate the application of TBLT to support English literacy of students in junior high schools, namely SMP Negeri 4 Singaraja.

1.3 Limitation of the Study

This study focuses on the needs of seventh grade Junior High School students in improving students' literacy at SMP Negeri 4 Singaraja through digital storybooks based on TBLT. In addition, it also examines the role of a digital story book for students, and the quality of the digital story book based on TBLT for students' literacy.

1.4 Research Question

There are two research question for this study, as follows:

1. How is the development of TBLT based digital storybook in facilitating students' literacy in learning English at SMP Negeri 4 Singaraja?
2. How is the quality of TBLT based digital storybook in facilitating students' literacy in learning English at SMP Negeri 4 Singaraja?

1.5 Research Objective

This research was conducted with the aim of designing and developing digital storybooks based on TBLT for students' literacy, especially seventh grade students. These digital storybooks are equipped with interesting stories and contain English Story. And also equipped with pictures or visuals according to the story given so that students are more easily interested in improving students' literacy. The specific objectives of this study are:

- a. To develop TBLT based Digital storybook in facilitating students' literacy in learning English at SMP Negeri 4 Singaraja.
- b. To analyze the quality of TBLT based Digital storybook in facilitating students' literacy in learning English at SMP Negeri 4 Singaraja.

1.6 Research Significance

The research significance is expected to provide a benefit that helps assess theoretical and practical students' literacy, especially seventh grade students.

1.6.1 Theoretical Significance

This study is expected to have an impact on the literacy skills of junior high school students, particularly seventh graders, by utilizing interesting and useful media in mastering the literacy with digital storybooks based on Task-Based Language Teaching. By providing digital storybook, it is very effectively used to develop students' literacy and mastery of new vocabulary.

1.6.2 Practical Significance

After discussing the objectives of the study, below is given the practical significance which is expected to have benefits and a lot of information for:

a. For students

This research is expected to increase students' literacy for seventh grade students in junior high school through digital media storybooks and based on Task-Based Learning in learning English. By developing digital media storybooks, it is hoped that students can more easily learn English language and improve their literacy in learning English.

b. For teacher

This research is expected to help teachers make a contribution as a provider or source of material in teaching English language. Which is by developing a digital story book based on TBLT, which functions as a medium to help students' literacy.

c. For other researcher

For other researchers who want to research the similar topic about the digital story book based on TBLT for students' literacy, especially seventh grade students, it can be used as a source of information.