CHAPTER I

INTRODUCTION

1.1 Background of the Study

Tompkins, Campbell, Green, and Smith (2014); Winarni, Hambali, and Purwandi (2020); Sulistiyarini, and Sabirin (2020); Redhana (2019), as cited in Darmiyanti and Taufik (2021) said that in the 21st century, students need literacy activities to fulfill their own needs in learning English. Literacy is the basic foundation and tool in the 21st century so it is very important for students can improve language knowledge and language skills. Frankel et al. (2016), as cited in Darmiyanti and Taufik (2021) said that literacy is an activity of writing and reading to generate, unify, and analyze meaning in a text. In addition, Organization for Economic Cooperation and Development (OECD) (2010) as cited in Kennedy et al. (2012) said that literacy is an activity to realize, apply, and describe the meaning of the text to achieve learning objectives and develop self-knowledge. Literacy is a language skill that must be possessed by students in reading and writing (Reed, 2009, as cited in Dunbar & Cooper, 2020). Susanto (2013) as cited in Winarni, Hambali, and Purwandi (2020) stated that literacy skills in reading and writing, language learning also includes literacy skills in speaking and listening to develop and improve student literacy related to the 2013 curriculum principles listed in the 2016 National Education System Law. In carrying out literacy activities, several very important characteristics can be applied, including training students to think critically, and training and developing students' ideas and language (Metcalfe et al., 2013, as cited in Satriani, 2019).

Implementing literacy activities is certainly very beneficial for students because it has many benefits. Mudra (2020) said that the benefits of literacy include increasing students' skills in reading, writing, speaking, and listening, and can increase students' sense of collaboration in groups. This happens because by collaborating and collaborating in groups, students' language communication can be trained and developed, and students can also provide interesting ideas that make students think critically and logically which can be combined with the ideas of other students in the group (Metcalfe et al., 2013 as cited in Satriani, 2016). In addition, Abidin (2017), as cited in Winarni, Hambali, and Purwandari (2020) said that by improving and developing language skills, students can also improve their knowledge and thinking, because indirectly if there is a problem in language learning then students will be able to solve a problem by arguing according to the knowledge and thoughts of students. Not only that, Graff (2006) as cited in Sumiati and Wijonarko (2020) said that some of the benefits of literacy include being able to train the mind to think, be able to analyze a text, improve the mind in issuing ideas for writing, and can improve the ability to understand information. Because students' minds are trained to think continuously, students will understand the information they get without thinking long.

One example of the implementation of reading literacy in school in Buleleng is SMP Negeri 4 Singaraja. Before the Covid-19 pandemic, literacy activity was held every day, exactly 15 minutes before learning activities began. However, during the Covid-19 pandemic, learning activities were carried out online, so literacy activities had not been fully implemented. Based on a preliminary interview conducted with one of the English teachers, specifically

with 9th-grade English teacher at SMP Negeri 4 Singaraja stated that after the learning activities were carried out from online to offline transition, literacy activity began to be implemented again 15 minutes before the learning bell, students could borrow books that had been provided in the school reading corner and also in the school library. The focus of the literacy activity carried out at SMP Negeri 4 Singaraja is to increase the interest and reading culture of students and all school members so can increase students' insight and knowledge. From this literacy activity, students are given an individual task to make a summary of what students have read in a special notebook for literacy (literacy book) which contains the date, book title, author's name, page, summary, and also the teacher's signature. The purpose of this literacy book is to convey an understanding of reading skills so that it does not promote or facilitate other skills, namely speaking, writing, and listening skills. This is because students only practice their reading skills, even though grade 9 students use the 2013 curriculum where this literacy activity is very important so that students can communicate well with others.

In literacy activities, there are various kinds of books read by students including novels, story books, social books, cultural books, economics books, nature books, and so on. In addition, from time to time the class teacher will check the students' literacy books and ask questions regarding the summaries that have been made by students. Not only that, every two times a week the entire school community gathers in the school field and then about 4-5 students come to the front of the school field to convey the results of the literacy summary that has been made. Based on the preliminary interview conducted, there is a weakness in

this literacy activity, namely this is the reason why literacy activities need to be conducted by the school, instructed by the ministry of education.

Student literacy activities are a challenge for teachers during face-to-face learning activities after previous learning activities were carried out online during the Covid-19 pandemic. The challenge that the teacher gets is that the teacher must ensure that all students take part in literacy activities, the teacher must be able to ensure that students understand the content and meaning of what students read, the teacher must know that students make summaries in literacy books, and also the teacher must be able to ensure that the books they read students returned to their places and neatly arranged. Not only that, not all students have the opportunity to convey the results of their literacy summary so not all students can improve their reading skills. In addition, teachers also cannot be sure how they form literacy and give assessments. The teacher also expects that literacy activities can be carried out in harmony with the learning process in class so that it is hoped that students' literacy skills are formed based on competence. This is what needs to be considered again so that the four students' English skills can be developed better

In language learning, what must be considered is determining the learning strategies that can be implemented in face-to-face learning in the new normal era. The right strategy to be implemented is Task-Based Language Teaching (TBLT). Based on the preliminary observation and also an interview with one of the teachers, specifically with a 9th-grade English teacher at SMP Negeri 4 Singaraja, task-based language learning strategies have not been widely applied by teachers during this new normal. Tasks are given to students just to find out students'

abilities regarding the material. The teacher's goal in giving tasks is to measure students' abilities.

The TBLT strategy used in language learning has many benefits that can be felt by both teachers and students in this era of transitioning online to on-site learning. Permatasari et al. (2021) said that using TBLT can make students more enthusiastic, innovative, and creative in making the tasks given because, in addition to making tasks that are given and then collected, students can also know and practice the process of making tasks. Sholeh (2020) said that the benefits of TBLT, namely (1) students can think quickly and critically, (2) students can express their ideas automatically without thinking longer, (3) students gain new knowledge and broader language insight, (4) students can increase their vocabulary knowledge more, (5) students can use their experience in working on and participating in making tasks, and (6) students can adapt themselves to making tasks by thinking creatively. Faizun (2018) as cited in Permatasari (2020) said that the benefits of using TBLT include (1) students can communicate with other students more meaningfully, (2) students can understand the language used as a tool to communicate rather than being used as a goal. specific, and (3) student-centered learning.

In addition to determining appropriate learning strategies that can be implemented, teachers must also use and utilize technology to support learning activities in schools. The use of technology in the teaching and learning process is very important for teachers and students. For teachers, technology is useful because it can facilitate students in learning activities, while for students, technology is useful in helping to attract interest in learning and motivate them to

learn (Solanki & Shyamleel, 2012; Pourhosein, 2017, as cited in Ahmadi, 2018). The use and utilization of technology in learning also integrate ICT in the learning process which aims to improve accessibility, quality, and efficiency, referring to the learning community network in facing the challenges of globalization (Albirini, 2006, as cited in Ghavifekr & Rosdy, 2015).

Based on the use of technology in the process of student learning activities, the results of observations and interviews in SMP Negeri 4 Singaraja show that one of the English teachers, specifically a 9th-grade English teacher, has used technology to support students' literacy activities in the form of YouTube videos. In addition, teachers also use other sources, such as internet sources to support learning activities. Based on this, the use of technology in the form of YouTube and internet sources can train and develop students' literacy activities, but not all English skills can be improved.

However, there are problems experienced by teachers in implementing technology in giving tasks that the teacher does not know very interesting technological media that can be used in learning. This is known based on the results of preliminary interviews conducted with 9th-grade teachers who only used YouTube and the internet to support learning activities. In addition, the 9th-grade teacher has never used digital storybooks as a medium to support learning activities. The assessment carried out is only taken based on the results of student tasks that have been collected. That way, so that the implementation of this strategy can run well, teachers are expected to be able to use innovative technology and implement learning media that are following the characteristics of students, namely TBLT-based digital storybooks.

Based on the explanation above teachers have not used learning media in the form of digital storybooks, even though there are various benefits and advantages of using digital storybooks. Fibriasari (2021) argues that one of the advantages of using digital storybooks is that there are interesting and interactive features, such as video, photos, audio, music, and animation. In addition, Naufal and Kusuma (2016) said that besides students reading stories, students can also communicate with images or visuals contained in the stories in the digital storybook, which will increase students' reading interest. Not only that, Smeet and Bus (2012:15) as cited in Irawati (2018) said that using digital storybooks can improve and develop students' language skills, such as understanding story content and increasing vocabulary. Digital storybooks can be accessed easily because they can be accessed through electronic devices (downloaded) and can also be accessed through websites online (Moody, 2010; Troy & Carol, 2011, as cited in Irawati, 2018).

Judging from the urgent needs of students, it is very necessary to develop a TBLT-based digital storybook to promote students' literacy activities in 9th-grade in SMP Negeri 4 Singaraja. The results of this prototype will be useful for teachers and students in learning activities to develop technology-based learning media based on innovative and creative TBLT strategy, and the questionnaire in the form of expert judges' evaluation will be done to see the quality of the prototype.

1.2 Problem Identification

Based on the explanation of the background above, literacy is one of the important activities carried out in learning activities and outside learning activities

because literacy is the basic foundation, means, and tools in this 21ˢᵗ century. This is very important because literacy has many benefits, including being able to improve students' skills in reading, writing, speaking, and listening, and can increase students' sense of collaboration in groups, can improve and develop language skills, can improve students' knowledge, can train the mind to think, can analyze a text, improve the mind in issuing ideas for writing, and can improve the ability to understand information. After knowing the benefits of literacy, schools in Indonesia, especially in Buleleng, one of the schools in Buleleng that have carried out literacy at SMP Negeri 4 Singaraja, but there are challenges faced by teachers at that school, namely teachers must ensure that all students participate in literacy activities both before learning activities begin and during learning activities, teachers must be able to ensure that students understand the content and meaning of what students read, teachers must know that students make summaries of literacy books, and also teachers must be able to ensure that books read by students are returned to their place and neatly arranged. Based on this, it is important to develop digital storybooks based on TBLT to be able to integrate technology and be able to overcome the challenges experienced by teachers.

1.3 Limitation of the Problem

This research focuses on the development of TBLT-based digital storybook to facilitate students' literacy, especially for ninth-grade students at SMP Negeri 4 Singaraja and adapts it to the ninth-grade syllabus of SMP.

1.4 Research Question

Based on the research background, the research questions are:

1. How is the development of TBLT-based digital storybook in facilitating students' literacy for ninth-grade at SMP Negeri 4 Singaraja?

2. How is the quality of TBLT-based digital storybook in facilitating students' literacy for ninth-grade at SMP Negeri 4 Singaraja?

1.5 Research Objectives

Based on the research question, the objectives of this research are:

1. To develop TBLT-based digital storybook in facilitating students' literacy for ninth-grade at SMP Negeri 4 Singaraja.

2. To investigate the quality of TBLT-based digital storybook in facilitating students' literacy for ninth-grade at SMP Negeri 4 Singaraja.

1.6 Significance of the Research

1. Theoretical significance
This research is expected to have an impact on developing students' literacy skills, especially in ninth-grade students at SMP Negeri 4 Singaraja through interesting and useful media in mastering English by using digital storybooks and based on Task-Based Learning Teaching.

2. Practical significance

This research is also expected to provide advantages and benefits for:

a) For students

This research is expected to improve the literacy of ninth-grade students at SMP Negeri 4 Singaraja through digital storybooks based on TBLT.

b) For teachers

     This research is expected to assist teachers in facilitating learning by using digital storybooks based on TBLT.

c) For researcher

     This research is expected to be used as a reference to help other researchers get information for further research on the same topic.