CHAPTER I

INTRODUCTION

1.1 Background of Study

In the 21st century, it is important to improve students' litecary because it focuses on developing students' abilities to use and understand language both orally or writing (Gindya, 2022). Literacy skills become one of the skills needed by students is to be able to compete in this century (Darmiyanti & Taufik, 2021). Along with the times, students must improve their literacy skills, especially English literacy. Literacy was introduced by UNESCO as the ability to understand, create, interpret, communicate, and calculate the use of content in various contexts and sitiation. The definition of literacy has been revised four times by UNESCO, and the following new definitions of literacy types have been added: Emotional, financial, educational, media, computer, health, racial and ethnic health, ecological, analytical, energy, and scientific (Ghasemi & Rasekh 2020). Literacy in the International Literacy Association (ILA) is a person's ability to understand, identify, and interpret various contexts through visual, audio, or digital materials (Durriyah & Zuhdi, 2018). In basic literacy 6 types of literacies must be mastered, namely reading and writing literacy,numeracy literacy, digital literacy, scientific literacy, cultural and citizenship literacy, financial literacy (Shara et al., 2020). Based on the definition of literacy, it can be seen that literacy does not only include reading and writing. Currently, the development of literacy has become broader, covering the four English skills of writing, reading, listening and speaking.

Teaching literacy provides benefits for students, especially secondary students. The benefit of literacy is students will be better prepared to face problems in real life because in literacy students will understand and use forms of written language in communicating (Hassanzadeh & Nikkhoo, 2019). In addition, literacy can help students to think critically and relate the content of reading to

real-life situations (Shara et al., 2020). Thus, students' literacy skills will help them in everyday life, especially to socialize with the community.

An example of the application of reading literacy is at SMP 4 Singaraja which is currently carrying out on-site learning activities where previously learning was carried out online due to the Covid-19 pandemic. Based on the results of the preliminary interviews in this school, literacy activities are routinely held every day. The literacy activity is carried out fifteen minutes before the learning activity begins and at the end of the last lesson. In English lessons, the teacher asks students to read the textbooks, and students are asked to understand the material they read, ask questions related to the material they have read, or read aloud if the material consists of language expression. Then twice a week, on Thursday and Saturday all students gather in the school field. Students are given access to borrow reading books such as story books and novels in the library and reading corner. Storybooks and novels have moral messages that students can implement in their daily lives. Then, the books that have been read are summarized in a special literacy notebook. Then 4-5 students are allowed to retell what they have read in English, Indonesian and Balinese. From the interview, it can be seen that literacy activity focuses on reading literacy and not all English skills are facilitated in these literacy activities. In addition, the books read by students tend to be storybooks and novels that are not aligned with the learning material provided in the learning activities. The teacher said the challenges of litecary at SMP 4 Singaraja is students do not have full awareness of the importance of reading, still need monitoring from the teacher because not all students have a reading culture and teachers cannot be sure how students form their literacy and give assessments to the students. Furthermore, teachers expect literacy activities to be aligned with the classroom learning process.

However, the demands of student literacy are part of a challenging teacher task, especially during the learning process in a place where the new normal learning era has been implemented after the Covid-19 pandemic. Based on the results of the preliminary interview, some of the challenges experienced by

teachers in teaching literacy are meetings at school are still limited so teachers must ensure that students understand the material, and not all students have facilities to improve their literacy such as novel books so they are allowed to borrow at school, and interest in students' reading is still low so that students do not have the awareness to read without being asked by the teacher.

One of the things that must be considered in carrying out learning activities is the method implemented in limited meetings, namely task-based language teaching. Based on the results of preliminary interviews, teachers at SMP 4 Singaraja are more dominant in using task-based language teaching when they want to involve students in literacy activities. The grade 8 English teacher mentioned that she explained the material to students and then gave students assignments related to the material being taught. Giving task to students has been carried out long ago, even when online learning the teacher still gives assignments. During online learning, assignments are given via Google Classroom. The task given are adjusted to the material, and students are asked to answer quizzes and make a short video for the final project. While on-site learning, students are given more writing tasks according to the material. Tasks are given for each English lesson. The tasks that have been done by students are then assessed according to the task rubric that has been prepared by the teacher. Whereas in Task-based Language Teachig (TBLT) there are three stages that must be carried out, namely pre-task, main-task and post-task (Ellis et al., 2019). Giving the task to students is an effective way to improve student literacy. Giving homework tasks is given to students as an effort so that students carry out learning activities actively, and better understand the material that has been delivered by the teacher (Songsirisak & Jitpranee, 2019). Thus, it can be concluded that teachers do not apply TBLT method and do not yet understand how to apply TBLT in proper way in learning activity.

Several studies have discussed the benefits of TBLT in English learning. Active TBLT encourages students in learning activities because students have to do assignments (Hima et al., 2021). Another benefit provided is to increase

students' learning motivation because students are involved and enjoy the class which is a positive response of students to TBLT. In improving students' speaking skills, TBLT is proven to increase students' oral fluency and confidence because TBLT creates a fun learning atmosphere and provides students with opportunities to practice their abilities (Melati 2022).

In addition to having to use appropriate learning strategies, teachers are also required to use technology in the learning process. Technology provides opportunities for students to collaborate with other students by exchanging ideas, and experiences and solving problems together (Shatri, 2020). Technology has always been an important part of the field of education that is used to facilitate students (Ahmadi & Reza, 2018). The use of technology in learning activities also helps meet the visual and auditory requirements of students (Pourhossein, 2017). Thus, the use of technology gives students access to get more information other than the information provided by the teacher.

Based on the use of technology in learning activities, the results of the preliminary interview at SMP 4 Singaraja show that teachers have made use of technology to support learning activities. The technology used is PowerPoint and videos made by teachers using the Canva application. Teachers choose to use power points and videos that are made by themselves because they can be adapted to the material and students' learning needs. In addition, the school has prepared supporting facilities such as projectors and LCD so that teachers can use power points and videos in learning activities properly.

However, there are problems experienced by teachers in implementing technology-based task-based language teaching in developing students' literacy skills by providing a fun reading. So far, teachers have not understood with certainty how to implement the implementation stage of task-based language teaching. What the teacher does is only provide readings and then give some related questions. While the teacher has not integrated technology into these activities. Previously, teachers had never used digital storybooks to use in the learning activity. Thus, to maximize the use of this strategy, teachers expect

assistance in developing teaching media that are following the characteristics of students, namely TBLT-based digital storybooks.

Several studies have discussed the use of digital storybooks in learning activities. Digital books or often called e-books are one of the media that can be used in teaching English (Ma'arif & Sunniyah, 2021). Based on the latest study related to the use of digital storybooks in learning activities, it is proven that digital storybooks are effective in increasing students' reading interest. Some aspects that increase student interest are digital storybooks containing colorful illustrations and themes, many interesting story characters, and the use of comfortable font types and sizes (Tahta & Pusparini, 2022). The development of digital storybooks in the form of digital storytelling developed by Yussof et al., (2012) said that digital storytelling can provide experience to students when learning literacy because the products developed are following learning theory, good design, and matching syllabus.

Based on several studies described above, there has been no study on the development of digital storybooks based on the stages of TBLT implementation. Referring to the needs of students and the novelty of this study, it is urgent to develop a TBLT-based digital storybook to facilitate the literacy of grade 8 students and investigate the quality of the product prototype developed, namely the digital storybook. This prototype in the form of a digital storybook will be useful in facilitating the literacy of grade 8 students which are developed according to the syllabus. In addition, this digital storybook was developed with technology that will provide a new learning atmosphere for students. Thus, in this study will try to discuss how the development of digital storybooks based on TBLT in facilitating literacy of the first high school students, namely SMP Negeri 4 Singaraja in learning English class 8 and a questionnaire in the form of expert judges assessment aims to see the quality of the prototype developed.

1.2 Problem Identification

Based on the background of the problem described previously, there are the problem identification as follows:

1. Teachers are still confused about making variations of learning media with the integration of technology that supports 21st-century learning in improving students' literacies.

2. Teachers still do not have a good understanding of the development of TBLT at the appropriate stage.

1.3 Limitation of study

This research is focused on how to develop 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. Digital storybook is only developed for 8th-grade junior high school

2. Digital storybook is only developed based on the 8thgrade English syllabus.

1.4 Research Question

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

2. How is the quality of the use of digital storybook based on TBL in facilitating students' literacy in learning English at SMP Negeri 4 Singaraja?

1.5 Research Objectives

1. To develop digital storybook based on TBLT to promote students literacy for 8th-grade students.

2. To investigate the quality digital storybook based on TBLT to promote students literacy for 8th-grade students.

1.6 Significance of the Research

1.6.1   Theorical Significance

This study is expected to have an impact on the literacy skill of junior high school students esspecially eight grader, by ultilizing interesting and useful media in mastering the literacy with digital storybook based on TBLT. By providing English expression on storybook material, it is very effective used to develop students' literacy and mater their new vocabulary.

1.6.2   Practical Significance

a) For students

This research is expected to promote literacy in 8th-grade junior high school students through digital storybooks. It is expected to make students more motivated to improve their English language skills with the TBLT method.

b) For teacher

This research is expected to help teachers in implementing learning media based on technology through digital storybook to create a fun learning atmosphere, innovative learning, and teaching activity with the TBLT method.

c) For another researcher

This research is expected to be a source or reference for other future research which has similar topics being conducted.