CHAPTER I

INTRODUCTION

1.1   Research Background

In the 21st century, learning in Indonesia is still developing and students need literacy activities to improve their skills and compete in this 21st-century that requires literacy activities. However, after the COVID-19 period, students began to get used to remote learning so it was difficult to do literacy before learning. Risqiani (2017) stated that literacy is an important part of education. Because literacy is very important for education, students and teachers in this era must support each other in implementing literacy in learning during the post-pandemic transition period. Literacy in general is the process of reading and writing effectively in various contexts (Darmiyanti & Taufik, 2021). Here literacy is needed because it can build students to have the ability to compete and develop their skills, especially in processing and obtaining information from reading a source.

But along with the times, literacy activities in the world and in Indonesia have developed and continue to experience changes. As Rizkiani (2017) said, literacy is more than just the ability to read and write. For this reason, the literacy needed today is not only reading and writing like traditional literacy before, because students also need speaking and listening skills and also how to process information after doing literacy. According to UNESCO (2018) as cited in Montoya (2018), literacy is a person's ability to be able to identify, understand, create, communicate, and calculate related to various contexts. Frankel et al. (2016) also stated that literacy is the process of using reading, writing, and

speaking to extract, construct, and criticize a meaning by interacting and interacting with multimodal texts in the context of practical social situations. According to several experts and researchers, students in Indonesia need literacy, which is one of the important things that students must do. Because by doing literacy, students can also improve some skills outside of reading and writing but also speaking, listening, increasing their knowledge, and being able to think critically to solve a problem later.

A teacher must also be able to facilitate students to do literacy. According to Frankel et al. (2016), the principles of updated literacy include: (1) literacy is a constructive, integrative, and critical process that lies in social practice; (2) fluent reading is shaped by the process and context of language; (3) literacy is strategic and disciplined; (4) literacy requires motivation and involvement, and (5) literacy is to continuously develop a set of practices. From these principles, it is hoped that literacy can build students' ability to think critically, be active and also have to be disciplined, and develop abilities with several practices, one of which is being able to use technology. Literacy is a person's ability to use technology to collect and communicate information (Sulaiman et al. (2020) in Darmiyanti & Taufik (2021)). Nowadays literacy can be done with anything, it doesn't have to use printed books. We can use digital books with developing technology and do literacy using this technology before or during learning. Teachers can invite students to do literacy by inviting them to read digital storybooks that are following the material or information they will learn in class. In addition to reading, students with this digital storybook can also see pictures and can also

write the desired story, and learn to speak English with the correct pronunciation of words.

Before the pandemic, SMA N 1 Sawan, Buleleng Regency had started to carry out literacy before learning English. However, the literacy activities in the classroom before learning started were still not optimal because the English teacher here said that the students here were less interested in reading. In addition, the teachers here carry out literacy using only YouTube videos, printed texts, or storybooks. But during the pandemic at that time, literacy activities were very difficult to do in online learning. And at this time the teachers have not held literacy again at school or before learning. The teacher here wants to start improving this activity because it aims to increase students' interest in reading, improving their skills and activities. Because this activity has not been carried out for a long time and there are limited media, the researcher here want to develop a digital storybooks for their literate media which can also be used for learning. Because in this school students still have to be facilitated to read and teachers here will be assisted by providing reading materials such as digital storybooks for students, increasing students' reading interest and facilitating literacy here.

Based on the results of preliminary observation and interview with English teachers at SMA N 1 Sawan, Buleleng Regency, task-based language teaching is a strategy that teachers still do not understand. The English teacher at this school is still just giving tasks to students, only to fulfill grades but has not implemented the correct TBLT because the English teacher in this school does not know clearly how the correct TBLT stages are to be applied in the classroom. Then, now this strategy is expected to be used when teachers want to involve their students in

literacy activities in the classroom. Considering that the current learning process meeting has not been maximized, the task given is a follow-up to activities that students can do at home. Teachers use tasks as one of their teaching strategies because teachers can help them when they want to assess their students. The teacher here also admitted that the teacher often gave tasks to students in learning but it was not by the TBLT process itself, which had to go through several stages. According to an interview with an English teacher at this school as well, during the transition period at the school as it is today, learning will be more controlled and effective by assessing the tasks given. However, the teachers here are still not too deep in giving varied tasks and how to apply this TBLT strategy, so later it is likely that students will feel bored with learning methods that only provide tasks but do not vary with learning media. So, the teacher hopes that literacy activities that will be combined with the TBLT method using this new media can increase students' interest in learning and literacy with new learning media and technology and support literacy.

The teacher also said that before the pandemic hit Indonesia, literacy activities were held 15 minutes before class started, and read reading material students chose and discussed for 5 minutes together. However, when the pandemic hit and learning had to be done online, literacy activities stopped. This activity was no longer continued due to a lack of literacy media that could be used online. And until students return to school again, this activity has not been carried out effectively again because of a lack of interesting reading material. Students are also less interested in the existing media. So that the 11th grade English teacher here needs new and interesting reading material for students; this research was

conducted to assist teachers in providing reading material and attract students' interest in returning to literacy with new media.

From some of the explanations above that have been explained about students' literacy interests, researchers will use task-based language teaching strategies combined with the use of digital storybook media to facilitate high school student literacy because students here still do not know how to read quality to be used during literacy activities. According to Zakime (2018), as cited in Afifah & Devana (2020), Task-Based Learning (TBL) or task-based language teaching (TBLT) is an approach in which diverse learning on student tasks is meaningful. Task-Based Learning is learning that students are given and centered on tasks to understand the material. Task-based language teaching is a learning approach that uses tasks as the main component of language learning classes for them to carry out the process of learning a second or foreign language. Hashemi et al (2012), stated that teaching task-based practical lessons involve stages or components of lessons that have a task as its main components such as pre-task, during-task, and post-task. This TBLT strategy is used because it aims to make students understand the material by doing literacy through tasks and according to the TBLT stages given in digital storybooks. Students here are also not only reading but students will also be assigned to speak in learning English. In addition, TBLT is student-centered and by using this strategy students can be active in learning and doing literacy with the media provided.

According to *Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008 Pasal 37 ayat 1 tentang Penilaian, Penghargaan, dan Sanksi oleh Guru kepada Peserta Didik*, Teachers here have the freedom to assess their students.

That way, the teacher can use or give tasks to students to carry out their assessments. And the task given must be by the material and not make it difficult for students. Teachers still more often give students only material and directly give them a task where this learning method is less effective. Tasks for students here should be important because they become the basis for later assessments. Teachers here often apply the task-based language teaching method, where teachers here teach English based on the tasks given to students.

Tasks for students here can be given by utilizing technology-based learning media. Because technological advances at this time have grown very rapidly and almost everyone in this world uses and needs technology for their daily activities. Habits of using technology are also changing the way they see and do things. For example, it is now easier to use this technology and digital applications in teaching and learning activities. One of the digital applications that can be used in teaching and learning activities is a digital storybook. Many experts say that this digital storybook can be used as an effective learning medium (Moody, 2010; Troy and Carol, 2011; Irawati, 2018). One example, Irawati (2018) applied this digital storybook to improve students' narrative writing skills and also succeeded in increasing student scores by using digital storybooks as a media to improve students' skills. In addition, Moody (2010, in Irawati (2018)) stated that there are several reasons why educators can use this digital storybook it is very accessible, efficient, and cheap with many titles provided.

From the statements of several experts above, it can be concluded that digital storybooks are one of the media that can be used for learning to improve students' literacy skills and interests. By using this digital storybook, students are

expected to be able to improve their literacy which includes reading skills and also speaking skills in English. This digital storybook has the advantage that it is easily accessible and can make students excited to read. Moody (2010) said that digital storybooks have various features that are equipped with advanced technology. With so much that can be used when using this digital storybook as a learning medium and to improve students' skills and literacy. Digital storybooks have several features that can make students interested in reading books. For example, Vanessa (2012) states that digital storybooks also feature a spoken reading, which means that speakers in digital storybooks make sounds followed by text, sound effects, animations, word definition explanations, and also some games. That way, when students read a story and find difficult vocabulary or sentences, students can take advantage of this feature by pressing a button and this can be used to understand the story being read.

Research on the use of digital storybooks has been widely carried out. Previous research has reviewed and discussed how digital storybook systems are used in learning at preschool and elementary school levels where digital storybooks or digital storytelling are simple and accessible (Rambli et al., 2012; Campbell, 2012). Digital storybooks are online media that can convey a series of events in the form of words, which can contain pictures, sounds, and music by adding everything to it with one effective purpose. Learning using digital storybooks can be done offline or online. In addition to being easily accessible, when students get learning with interesting media such as digital storybooks, they will be more interested and can also improve student literacy, which in Indonesia is still very low. Currently, researchers focus on student literacy problems,

therefore digital learning media such as digital storybooks can be the teacher's choice to solve these problems. In digital media, this storybook has many features that can support learning. Irawati (2018) mentioned that digital storybooks have many benefits. Therefore, using this digital storybook can make students want to learn and do literacy.

However, the problem with this research is the English teacher experiences problems when they apply technology based TBLT to improve student literacy, especially in reading and speaking because the media used is less attractive. So far, teachers only understand how to give tasks to students but have not implemented the correct TBLT strategy according to the stages. What the teacher will do is only give them readings or videos to do literacy. Teachers also have never used digital storybooks containing material that is taught for them to do literacy as well as learning. In addition, the assessment carried out by the teacher was only through the results of the tasks given to students. In other words, to carry out this learning strategy optimally, the teacher expects assistance in creating the teaching resources the students will require. That's why the researchers here help teachers to design learning media that use technology and to achieve the goal of increasing their literacy interest, teachers must be able to support learning using task-based digital storybook learning media. Because using this media students become enthusiastic and interested in learning and working on tasks with non-monotonous media.

From the various studies and problems found, there has been no research that has developed teaching media in the form of digital storybooks that use the stages of implementing this TBLT. Judging from the urgency of the problem and

the teachers here are not perfect and know very well about the TBLT strategy and interest in literacy in 11th grade is still low and has not been implemented optimally in this school, the researchers here really want to develop digital storybooks based on the TBLT stages. And considering the needs of the students here and the novelty of this research, it is very necessary to develop a TBLT-based digital storybook to be able to facilitate the literacy of 11th grade students at SMA N 1 Sawan and investigate the quality of the products developed. And this prototype product has benefits for learning media that can be a new variation that students do not get bored, can facilitate student literacy in learning English in the classroom, and is expected to help teachers to maximize their learning strategies using the TBLT learning method. Therefore, this study will attempt to discuss how the development of a TBLT-based digital storybook can help high school students learn English at SMA Negeri 1 Sawan in Buleleng, Bali, Indonesia, and will use a questionnaire in the form of expert judges' assessment to determine the quality of the prototype developed.

1.2 Identification of The Problem

From the background of this research and the problems found in the school found, there are several problems found in the school for this research, as follows:

1.2.1   Teachers in schools are also still lacking in developing technology-based learning media like today which should be able to help learning English and interest in literacy. Students will be able to feel bored when studying and the learning media used is very monotonous.

1.2.2 Teachers in schools are also still just giving tasks without going deep into how to use the TBLT method in learning which should be able to improve students' language skills which can be assessed from the task.

1.3 Limitation of the Problem

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. This digital storybook is only developed for 11th-grade high school students.

2. This digital storybook is designed and developed based on the 11th-grade senior high school English syllabus.

1.4 Research Questions

Based on the research background described above, the research questions for this study are:

1. How is the development of TBLT-based digital storybooks in facilitating literacy for 11th-grade students of SMA N 1 Sawan?

2. How is the quality of the use of TBLT-based digital storybooks in facilitating literacy for 11th-grade students of SMA N 1 Sawan?

1.5 Research Objectives

This research has two interrelated research objectives. The following is an explanation of the research objectives of this study.

1. To develop this digital storybook to facilitate the literacy of senior high school students and what are the results of this digital storybook for language learning.

2. To investigate how the quality of this task-based digital storybook is to facilitate the literacy of senior high school students.

1.6 Significance of Research

The results can contribute to the following sections:

1.6.1 Theoretical significance

Theoretically, the results of this study will analyze how the quality of this digital storybook in developing and also facilitates the literacy interest of high school students, and also this can help teachers to provide interesting literacy media for students.

1.6.2 Practical significance

1. For Students

This research is expected to encourage the literacy interest of the rest of the high school students who use digital learning media, namely digital storybooks. And make students show and increase their interest in English literacy.

2. For Teacher

This research is expected to help senior high school English teachers to provide innovative learning media in teaching English and facilitate student literacy in the classroom to improve student literacy.

3. For Other Researchers

Further researchers can use this research as a reference in developing this task-based digital storybook to develop and attract students' literacy interests.