

CHAPTER 1

INTRODUCTION

1.1 Research Background

Literacy activities in schools for 21st century students are still very low in every secondary school. Literacy itself is a process of training four basic skills of students, namely reading, writing, listening, and speaking. Literacy is also learning that a person does to enable that person to achieve his goals, develop his knowledge and abilities, to communicate with the wider community (UNESCO 2017). Post-pandemic literacy activities in the last two years really need to be improved. Because learning during the pandemic takes place online at home, students cannot carry out literacy activities accompanied by teachers directly. Literacy really needs to be improved because literacy is a very important part of education (Risqiani 2017).

According to Sulaiman (2020) literacy is the ability that a person has to collect information using technology and communicate it. Today's literacy activities can not only be done using ordinary story books. Student literacy can also be improved by using digital-based learning media. We can use digital books in doing literacy. So that students will not feel bored while studying. Currently, there are many digital-based learning media that can be accessed by students to support learning at school. According to Moody (2010), digital story books can be used as an effective learning medium and can attract students' interest in learning. Digital storybooks can also display pictures, assignments, audio, and many other features to support student learning (Eksawati & Sanjaya, 2012; Putera, 2011; Seamolec, 2013; Smaldino, Deborah, & Lowther, 2008). With the various features provided in digital story books, it is hoped that students' reading and speaking interest can increase so that students' literacy skills increase.

At SMA N 1 Sawan, literacy activities carried out before the pandemic were still very low. Literacy activities carried out by teachers use Youtube videos, and use printed reading text, which will be read by students. Students' interest in reading is very low so that literacy activities cannot take place properly. During the pandemic, teachers cannot carry out literacy activities because of the limited learning technology used. And currently in the transition from online learning to

face-to-face learning, teachers are still experiencing problems in increasing student literacy interest. The obstacle experienced by the teacher is that the meetings in the class are very limited and the teacher must ensure whether the material given is understood by the students. In addition, students are also still adapting again after the last 2 years of studying online at their respective homes. Currently literacy activities at SMA N 1 Sawan have begun to be improved again by the teachers there to increase students' reading interest. Activities are carried out by providing readings such as story books that are in accordance with the interests of students.

Based on initial observations that have been made by interviewing English teachers at SMA N 1 Sawan. The learning strategy used is task-based learning. This strategy is also used by teachers to improve student literacy in the classroom. Giving assignments can be used to continue learning at home, because meetings at school are still very limited. In language learning the teacher said that he often gave assignments as material for student assessment during learning. The assignment is also in accordance with the material that has been given previously in class. The teacher at SMA Negeri 1 Sawan also said that if you give assignments continuously without variations, students will quickly feel bored while studying. In learning English the teacher gives freedom to students to find material from learning according to the learning media that students have. Learning media used by teachers to support learning in schools are in the form of power points, printouts, and videos related to the learning materials provided. However, there are still many students who find it difficult to access learning media. Constraints that are often experienced by students are internet network disturbances. The teacher hopes that this task-based learning can increase students' interest in literacy. In addition, teachers also hope that the use of technology is also expected to support and train students' literacy skills.

From the explanation above regarding students' literacy interest in schools, this study will use task-based language learning using digital story books to facilitate literacy for 12th grade high school students. Task-based learning is learning where assignments become learning materials. Task-Based Learning, as the name suggests, relies on communicative tasks in language learning methods

(Samuda & Bygate, 2008). The TBLT strategy is also used to improve student literacy. Because through digital story books students not only get material from learning, but students will be able to practice their skills in reading, writing, speaking, and listening through digital story books. Where this is expected to improve students' literacy skills in learning.

In giving assignments to students, teachers must give assignments according to the material being taught. In accordance with the government regulation of the Republic of Indonesia Number 74 of 2008 Article 37 paragraph 1 concerning Assessment, Rewards, and Sanctions by Teachers to Students, Teachers can give grades to students according to students' abilities. Teachers can reduce the provision of material to students and replace it with assignments that will later become the basis for assessment.

In giving assignments, teachers can use technology-based learning media in giving assignments to students. Today's technology has developed very rapidly and there are many technologies that can help students' learning process. Through technology-based learning media students will feel more enthusiastic in doing the tasks given. One example of technology-based learning media is digital story books. In addition, digital-based storybooks are very accessible and many titles are provided. So that students will not feel bored while reading. According to Wiseman (2011), reading can provide opportunities for students to make meaning through conversation and interaction in developing their knowledge. The use of digital story books can also train students' literacy skills in the classroom.

From the statement above, digital story books are one of the media that can be used to improve students' literacy skills. Digital storybooks have many features that are easily accessible to everyone that can increase one's interest in learning. Digital storybooks can also display pictures, assignments, audio, and many other features to support student learning (Eksawati & Sanjaya, 2012; Putera, 2011; Seamolec, 2013; Smaldino, Deborah, & Lowther, 2008). With the various features provided in it, it is hoped that students' reading interest can increase so that students' literacy skills are increasing. Moody (2010) also stated that digital storybooks have many advanced features to increase students' learning desire. Using this digital storybook can also improve students' reading and

speaking skills in learning English. According to Smaldino, Deborah, and Lowther (2008) digital story books also have two features from an educational point of view. First, tasks in digital storybooks are hypermedia which can be used to search for related topics, and tasks that are based on audio and images. Second, the contents of digital story books are easy to change according to the interests and materials obtained by students in class.

There has been a lot of research on the use of digital storybooks before. Previous research has discussed the use of digital story books in learning. Previous research examined the use of digital storybooks to improve narrative writing (Irawati, 2018). Digital storybooks provide opportunities for students to learn to use technology. Through digital story books, students can practice their ability to write narratives. When accessing digital storybooks, students will have no difficulty because digital storybooks can be accessed at any time. Therefore, by using digital story books, it is hoped that students' interest in learning will increase and also increase student literacy interest.

However, no research has been conducted that has resulted in the development of a digital storybook based on the implementation of TBLT. Refers to students' immediate needs. As a result, the creation of TBLT-based digital storybooks to aid in the literacy of grade 12 students in high school. This study will create a TBLT-based digital storybook to help 12th grade high school students improve their literacy skills. This research will be extremely beneficial to teachers who are having difficulty finding learning media to develop their students' literacy interests.

1.2 Problem Identification

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

1.2.1 Teachers at school are still confused about developing technology-based learning media that can support the process of learning English and student literacy. The teacher is also worried that using the same learning media will make students feel bored while studying.

1.2.2 Teachers at school still don't understand how to give assignments using the appropriate TBLT method.

1.3 Limitation of the Problem

This study focuses on creating a TBLT-based digital storybook to promote literacy among twelfth grade students. However, there are some constraints in developing this product.

1.3.1 Digital storybook created only developed for 12th grade high school students.

1.3.2 This digital storybook is designed and developed according to the 12th grade of high school English syllabus.

1.4 Research Questions

Based on the research background above, The research questions from this study are:

1.4.1 How is the development of TBLT-based digital storybooks in facilitating literacy activities for 12th– grade students of SMA 1 Sawan?

1.4.2 How is the quality of use TBLT-based digital storybooks in facilitating literacy for 12th–grade students of SMA 1 Sawan?

1.5 Research Objectives

This research has 2 objectives that are related to each other. the following are the objectives of this research:

1. To developing digital storybooks to facilitate literacy for 12th-grade high school students at SMA Negeri 1 Sawan.
2. To investigate the quality of TBLT-based digital storybooks to facilitate 12th-grade students' literacy.

1.6 Significance of Research

The results in this study can be seen as follows:

1.6.1 Theoretocal Significance

The results of this study theoretically assess how the role of digital-based story books in increasing the interest of high school students in doing literacy activities.

1.6.1 Practical Significance

1. For Students

This research is expected to increase high school students' literacy interest in English using digital storybook learning media.

2. For Teacher

This research is expected to help teachers in learning English in the classroom and help increase students' interest in literacy.

3. For Other Researchers

Future research can use this research as a reference in developing task-based digital storybooks to developing student literacy.

