CHAPTER I

INTRODUCTION

1.1 Research Background

English holds a vital position in today's global landscape. As an international language, proficiency in English is highly valued in various contexts, ranging from professional careers to access to global educational resources and information (Crystal, 2003; Graddol, 2006). As a global lingua franca, it enables the exchange of ideas and information internationally (Jenkins, 2003). Suwastini et al. (2021) indicated that English Language Learning (ELL) impacts the education system by acknowledging the characteristic differences between the native language and English. This enables them to participate in international conversations, expand study opportunities, and improve career prospects in an increasingly interconnected world. furthermore, In the era of information technology, English dominates the internet. Many online resources, learning platforms, and digital content use English as the primary medium (Crystal, 2001). Proficiency in English language skills will assist them in pursuing aspirations for further studies abroad, accessing global resources, and participating in an international workplace environment. Many multinational companies seek individuals with English communication skills to facilitate cross-border cooperation (Crystal, 2003). Many companies value employees who can communicate in English to participate in the international workforce (Graddol, 1997). Therefore, understanding English is not only important as a subject but also as a highly valued skill in facing an increasingly globally integrated world.

In a classroom teaching English as a foreign language (EFL), various common issues arise throughout the process of learning the English language. Research has identified significant challenges in different English language skills such as listening, speaking, reading, and writing. These skills are interconnected, and none holds greater importance than the others (Elttayef & Hussein, 2017). The listening aspect often presents a challenge as students frequently struggle to understand spoken English texts or conversations. Difficulty in comprehending different accents or dialects can impact students' understanding of English conversations from diverse sources (Brown, 2007). Additionally, the pace of speech and the use of unfamiliar terms or phrases can also act as obstacles (Goh, 2002). This challenge arises from insufficient knowledge of related readings and English vocabulary, affecting students' literacy skills, particularly in listening (Puspitasari et al., 2020). This difficulty extends to speaking, where students commonly lack confidence in expressing opinions or ideas in English. According to Afifah & Devana's (2020) research, students' limited vocabulary and lack of confidence cause them to struggle. Another major challenge is getting over shyness or anxiety when speaking English in front of classmates (MacIntyre et al., 1998). Furthermore, the development of speaking skills may be hampered by a lack of opportunities for practice speaking in authentic settings (Wong-Fillmore, 1991). When it comes to reading, problems occur when pupils come across difficult texts or foreign words. Difficulties in understanding reading texts and formulating ideas in writing may stem from a lack of literacy skills or an understanding of vocabulary and complex sentence structures (Grabe, 2009). Inappropriate media usage can decrease students' enthusiasm and impede their

vocabulary development (Fibriasari et al., 2021). Meanwhile, in writing, students encounter difficulties in forming correct sentences, organizing structured paragraphs, and mastering adequate vocabulary. Insufficient academic writing skills and confusion in constructing correct sentences can pose challenges in writing skills (Hyland, 2003). Furthermore, limitations in expressing ideas in writing can also be a hindrance (Reid, 2016). Irawati (2018) demonstrates that students face challenges in arranging words, leading to limited improvement in their narrative writing skills. Gonzalez and Pinzon (2019) also state that the lack of diction knowledge from students causes them to lack confidence. These studies conclude that the low achievement in English language skills significantly impacts students' communicative competence. The inability to effectively comprehend, speak, read, and write in English restricts students' abilities to communicate comprehensively, understand information effectively, and actively participate in real-world communication situations.

Based on the preliminary observation conducted, several challenges were identified in the English language learning process for students at SMA N 1 Gerokgak. Issues regarding students' limited engagement in learning emerged, indicating low enthusiasm and involvement in English language learning materials. Moreover, there is a noticeable lack of exposure to English in their surroundings, affecting students' deep understanding of the language. Difficulties in communicating in English, both in speaking and comprehension, also stand as primary hurdles. Furthermore, the absence of contextual learning in English teaching makes it challenging for students to relate English to real-life situations. Lastly, there is a limitation in students' access to authentic and relevant Due to

limited exposure, students may lack familiarity with the language, particularly if they did not have the opportunity to learn it during their primary school years. Furthermore, the instruction predominantly focused on teaching grammar and vocabulary without connecting them to everyday usage, resulting in less authentic learning. Consequently, students may face challenges in adapting to the language's use in various communicative situations. learning resources, hindering the development of their English language skills. All these challenges, if left unaddressed, could impede students' progress in acquiring comprehensive English language proficiency and hinder their optimal development of communicative competence.

In response to the identified issues, some studies suggests an approach to learning that not only focuses on the formal or structural aspects of language but also emphasizes meaningful and communicative learning. According to Puspitasari et al. (2020), using more communicative and appropriate learning materials improves students' proficiency in speaking, writing, listening, and reading. Additionally, Skehan (1998) highlights the cognitive advantages of communicatively challenging activities in language learning, contributing to a more holistic language development. Through the incorporation of more meaningful tasks and classroom activities, students exhibit positive outcomes, such as increased confidence and vocabulary (Putri, 2022). In this process, students are given more opportunities to engage in activities that support active interaction and communication. Students learn how to use the language effectively in everyday situations in addition to learning about it through meaningful and communicative learning scenarios.

The selection of appropriate language teaching methods that prioritize a more communicative classroom atmosphere can enhance learning motivation and increase involvement of students in the educational process (Hima & Farah, 2021). The choice of teaching methodology significantly influences students' proficiency in communicating effectively in the target language (Rabab'ah, 2005). Zhongde's assertion (2001), as cited in Si's work (2019), asserts that some instructional strategies impede students' ability to acquire all four language skills at the same time. This viewpoint is reinforced by Ahmadi (2018), who emphasizes that teaching methods constitute essential elements in students' language learning. Consequently, Mohammed (2018) recommends that educators employ appropriate teaching methods to empower learners in achieving successful English language acquisition. Recognizing its pivotal role as a fundamental aspect of English language learning, the implementation of effective teaching methods becomes crucial for promoting language instruction and fostering student engagement.

Certainly, the shift from Grammar Translation Methods to Communicative Language Teaching (CLT) represents a significant evolution in how language learning approaches are perceived (Richards & Rodgers, 2001). According to Littlewood (1981), CLT emphasizes the development of students' ability to use language for communication rather than solely concentrating on grammatical correctness. The main objective of the CLT paradigm is students' ability to communicate effectively in real-life situations rather than merely memorizing grammar rules. The required method should focus on communication and interaction (Elttayef & Hussein, 2017). It becomes clear that Task-Based Language Teaching (TBLT) is a useful strategy that can be used. TBLT serves as

the embodiment of Communicative Language Teaching (CLT), signifying its practical application of CLT principles. TBLT is a specific approach to designing language courses and conducting language instruction that aligns with CLT (Nunan, 2004). Therefore, TBLT is considered a method consisting of a language teaching plan developed from CLT theories. TBLT achieves this by emphasizing the use of tasks as the central component of language learning (Sholeh, 2020). Through the task-oriented approach of TBLT, students don't merely learn grammar rules but also apply language in real-life situations. This leads to more meaningful and applicable learning experiences, focusing more on tasks (Willis & Willis, 2007). According to Nunan (2004), a task is an activity in the classroom where students comprehend, manipulate, produce, or interact in the target language while concentrating on using their grammatical knowledge to convey meaning rather than obsessing over precise grammatical form. Task integration promotes genuine language use and communication among students in everyday contexts.

Furthermore, It provides a platform for thorough practice linked to language acquisition by integrating multiple skills like speaking, listening, reading, and writing through task completion (Sholeh, 2020). Consequently, this method promotes communicative development by fostering greater integration among these essential four English language skills. According to Arnoi et al. (2018), utilizing TBLT can enhance students' listening skills by creating an enjoyable learning experience. Additionally, Using task-based lesson plans, Madhkhan & Mousavi (2017) confirmed the efficacy of TBLT in teaching reading comprehension and creating a more positive learning environment.. Gortaire Díaz

et al. (2023) emphasized that TBLT promotes engagement and establishes a supportive learning atmosphere by actively involving students in group work, enhancing their speaking skills. Furthermore, Inayanti & Halimi (2019) also asserted that integrating TBLT in writing classes increases students' confidence in expressing ideas. Therefore, various studies suggest that TBLT positively impacts multiple aspects of students' English language learning. TBLT contributes to the improvement of listening skills, establishes a supportive environment for enhancing reading and speaking skills, and encourages active participation in writing classes. These findings underscore the effective outcomes of TBLT implementation in English language learning, resulting in a more captivating and engaging educational experience for pupils.

The teaching approach and materials need to be aligned. In this context, digital storybooks have emerged as suitable learning materials for TBLT purposes. The popularity of digital storybooks is attributed to their accessibility and the support they provide in the teaching and learning process (Irawati, 2018). These digital resources come equipped with various features facilitated by digital technology, such as animation facilities, sound effects, and text overlays (Fibriasari et al., 2021). Utilizing digital storybooks as learning materials is highly recommended for English language learners as it can enhance language skills. Integrating technology into the English language classroom can also motivate students and cultivate their interest, thereby fostering greater engagement in learning language especially English (Nassim, 2018). The use of Digital Storybooks as teaching materials has received positive attention in research. Digital Storybooks can enhance students' interest and provide visual support that

aids comprehension (Rahayu et al., 2022; Fibriasari et al., 2021). Therefore, using TBLT-based digital storybooks in the classroom can be a useful tactic for raising student engagement and English language proficiency. Digital storybooks have the potential to improve emergent literacy development in language learning contexts by offering scaffolding, supporting vocabulary development, encouraging engagement, and facilitating story comprehension (Sari, 2019).

The integration of TBLT with digital storybooks offers a deeper, more relevant, and interactive learning experience for students. Through the use of enjoyable interactive media, students not only learn about language but also apply it in real-life contexts in a more engaging and enjoyable manner. Several studies support the integration of TBLT with Digital Storybooks in the context of English language learning. Rahayu et al. (2022) found that students instructed with digital storybooks exhibit enhanced reading skills compared to those using traditional print storybooks. According to Willis and Willis (2013), using stories as a basis for language tasks can strengthen the learning experience. Digital storybooks can be integrated with TBLT by creating tasks involving story comprehension, retelling, or even creating new stories using the target language. TBLT demands real task contexts, and Digital Storybooks can be designed to reflect real-life situations. Relevant and contextual material helps students connect language learning with practical use (Irawati, 2018; Willis & Willis, 2007). Furthermore, Almustaflikhah et al. (2023) demonstrated that students showed increased interest and motivation during speaking classes when digital storybooks were employed, attributed to engaging animations and videos that captured students' attention .moreover, Integrating TBLT with Digital Storybooks has the potential to develop

various language skills. Through completing tasks in digital storybooks, students can enhance their reading, writing, listening, and speaking skills (Rahayu et al., 2022) TBLT emphasizes authentic tasks, while the use of Digital Storybooks presents material in an engaging format and facilitates student understanding (Irawati, 2018).

Considering the challenges and details outlined earlier, it is posited that TBLT and digital storybooks significantly impact students' English learning. Until now, there hasn't been any research that has integrated digital storybooks and the TBLT method into students' English learning. The unique aspect of this study lies in the Investigation of the integration between a digital storybook and the TBLT method , manifested as a TBLT-based digital storybook. This digital storybook is intricately designed based on the principles of TBLT. Recognizing the pressing issue of the traditional teacher-centered learning process, inappropriate use of teaching methods, and teaching materials leading to students' passivity, along with the distinctive nature of this study, it becomes imperative to investigate the impact of TBLT-based Digital Storybooks on EFL students' English learning at SMA N 1 Gerokgak. This research, adopting a quantitative research approach through a quasi-experimental design, delved into the effects of the TBLT-based digital storybook on English learning among students at SMA N 1 Gerokgak.

1.2 Problem Identification

Regarding the study of English at SMA N 1 Gerokgak, a number of significant concerns have been noted by the students. One of them was a lack of confidence in speaking English, hindering their ability to communicate fluently. Students also exhibited minimal interest in reading due to a lack of illustrations and relevance in the materials provided, along with difficulties in recalling

vocabulary while writing, limiting their ability to convey ideas or engage in language discussions.

Furthermore, another obstacle was the monotonous and less engaging learning materials, leading to a loss of interest and learning motivation. Limited access to authentic learning resources and insufficient relevant context in language instruction also posed barriers to understanding and applying language knowledge in real-life situations.

To address these challenges, the proposed solution is the implementation of TBLT-Based Digital Story Book. This instructional approach allows students to engage in TBLT-based digital stories, facilitating interactive and contextual learning experiences, while boosting confidence and English communication skills by presenting relevant and motivating materials. Through the application of this method, a significant impact in the English language proficiency of students at SMA N 1 Gerokgak is anticipated

1.3 Limitations of the Research

Based on the problems identified above and in order to make this research manageable, this research is focused on investigating the implementation and find out the effect of TBLT-based Digital Storybook on EFL Students' English learning in SMA N 1 Gerokgak. However, there are some limitations in implementation of this research.:

1.3.1 TBLT-based digital storybook is only implemented to 12th Grade at SMA N 1 Gerokgak

1.3.2 The materials and digital storybook are developed based on the 12th Grade at SMA N 1 Gerokgak English Syllabus

1.4 Research Question

1.4.1 Is there any significant effect simultaneously on the use of TBLT-Based Digital Story Book as a teaching Media toward students' English Competence in SMA N 1 Gerokgak ?

1.4.2 Is there any significant effect on student's English Listening Skill between those who taught using TBLT-Based Digital Storybook and those who are taught using teacher strategies ?

1.4.3 Is there any significant effect on student's English Reading Skill between those who taught using TBLT-Based Digital Storybook and those who are taught using teacher strategies ?

1.4.4 Is there any significant effect on student's English Speaking Skill between those who taught using TBLT-Based Digital Storybook and those who are taught using teacher strategies ?

1.4.5 Is there any significant effect on student's English Writing Skill between those who taught using TBLT-Based Digital Storybook and those who are taught using teacher strategies ?

1.5 Research objective

1.5.1 To investigate the significant difference simultaneously on Student's English Competence between those who learn using TBLT-Based Digital Storybook and those who are taught using teacher strategies in SMA N 1 Gerokgak

1.5.2 To investigate the significant difference on Student's English Listening skill between those who learn using TBLT-Based Digital Storybook and those who are taught using teacher strategies.

1.5.3 To investigate the significant difference on Student's English Reading skill between those who learn using TBLT-Based Digital Storybook and those who are taught using teacher strategies.

1.5.4 To investigate the significant difference on Student's English Speaking skill between those who learn using TBLT-Based Digital Storybook and those who are taught using teacher strategies.

1.5.5 To investigate the significant difference on Student's English Writing skill between those who learn using TBLT-Based Digital Storybook and those who are taught using teacher strategies.

1.6 Research Significance

1.6.1 Theoretical significance

This study is expected to contribute significantly to the field of English language instruction. By offering thorough insights into how digital storybooks can be used to enhance students' language proficiency, this study seeks to advance our understanding of the application of TBLT-based digital storybooks. Furthermore, this study aims to broaden scholarly horizons by creating a priceless resource for other researchers investigating the application of TBLT-based digital storybooks.

1.6.1 Practical significances

a. For Teacher

This research aims to support English teachers by helping them implement TBLT-based digital picture books. By incorporating well-defined measures, this practice can improve teachers' classroom

practice by encouraging student engagement in learning through interactive methods.

b. For Students

Through the use of TBLT-based digital picture books, the study aims to enhance students' English proficiency, thereby broadening their horizons academically. The purpose of this study is to give a thorough understanding of the creative ways in which technology can be used in education to enhance student learning outcomes.

c. For Other Researchers

The purpose of this study was to provide future researchers with a reference for when they want to use TBLT-based digital picture books to help students become better readers. The study can be used as a reference by future researchers who wish to support their own research on the subject because it offers a wealth of empirical evidence