

CHAPTER I

INTRODUCTION

1.1 Background of the study

As a “*Lingua Franca*” of the world, English is the International language that is widely spoken and preferred in many fields such as tourism, economics, education, and many others (Khan, 2011; Pustaka, 2021). English is preferred because it is a modern language, and primarily, various information about Science, technology, and common world knowledge are preserved in English (Khan, 2011). According to the British Council (2013), 1.75 billion people speak English professionally around the world, meaning that they are used English for some specific purpose. From all that English speakers, the comparison ratio between the Native speaker and Second-language speaker is about 1:2 or 1:3 which represented there's more second-language speaker than native speaker of English Language in this world (Harmer, 2007). Based on that, it shows that English language proficiency is crucial and one of the essential skills for people at this age to learn, whether they are businessmen, officers, lecturers, or students (Hasibuan et al., 2013). In this digital era, with the fast growth of technology and the internet, the English Language is increasingly widespread and continuously reaching more developing countries, including Indonesia (Roza, 2013).

In Indonesia, English is regarded as a foreign language, which implies English is not used frequently for daily life communication. (Mandasari & Oktaviani, 2018). Nowadays, more Indonesian people realize the importance of learning English, and to fulfill the world demand that requires people to master English, the government included English language learning as a subject to master by students at school (Mandasari & Oktaviani, 2018; Roza, 2013). In School, English as a foreign language is taught starting from elementary (as a local content) until the university level. EFL learning describes the situation in which students are studying English in order to communicate with other English speakers in the world. Based on the *Kepmendiknas No. 23 tahun 2006*, in general, the objective of EFL learning in school is that students must be able to show and master their 4 English competence skills: listening, speaking, writing, and reading. Students are also

encouraged to develop communicative skills, written and oral, in order to achieve informational literacy, improving the understanding of the relationship between language and culture and the awareness of characteristics of English as a foreign language to compete with other nations in the international scene (Misdi, 2013).

In reality, this objective is quite challenging to achieve. Students tend to think that English is a difficult subject, and they have some difficulties and challenges while learning the English language (Suryanto & Sari, 2021; To'ifah & Sari, 2022), which will influence their achievement in English learning. This can happen because the English language in Indonesia is only taught inside the classroom and is not mainly used in daily life. It means the student's exposure to the English language is limited, and to achieve the objective of four English skill mastery with limited exposure, the teacher's role is essential as a primary source and facilitating successful EFL learning (Sulistiyo, 2016). Teaching is defined as activities that exhibit or aid students in learning how to do a particular thing, give guidance in the study of something, provide language, and result in students having knowledge or comprehension (Brown, 2007). English teachers are expected to be highly competent in teaching English and make the learning process as interesting as possible to engage students in learning by using appropriate teaching materials and teaching methods (Kassing, 2011). Appropriate teaching materials and methods must be suited to the needs of the learners and adjusted to the school resources (Khalil et al., 2020).

In SMA N 1 Busungbiu, it was found that more than half of eleventh-grade students couldn't achieve the required competencies in the learning objective. To figure out this problem, preliminary observation and short interviews were conducted. Based on observation of the learning process, it was found that less student engagement in the learning process because learning still occurs in a teacher-centered manner. The teacher was still become the center of learning process by explaining the material with the lecturing method to students, and most of the students just listen to the explanation; only some of them take notes. In explaining the material, teacher has adapted technology learning media to support learning process such as using Power Point, infographics, and sometimes YouTube videos, however those learning media used can't cover and used to practicing the

four English language skills that lead to less student's exposure to English. After explaining the material, the teacher gives the tasks to students; the tasks given refer to the school textbook and made by the teacher himself; the tasks are created by students on paper and then collected to be assessed later by the teacher. This shows that the tasks given by the teacher are less communicative and less interactive, students have less chance to practice their communicative skills. It also indicated that the variety of tasks given by the teacher is less authentic and seems to refer only to the textbook.

Then, a short interview was conducted with the teacher regarding the English teaching-learning process in SMA N 1 Busungbiu. The teacher said that students still struggle to master the four skills of English, especially on communication in terms of speaking and listening because students rarely practice communicating; most of the time, they are not confident to speak and rarely learn to listen due to the facility of the school that cannot fully support it, the teacher needs to bring their speakers from home if students practice listening. Regarding the teaching materials and media, teachers are already familiar with the use of technology as aids in teaching-learning process. Teachers explained that in giving tasks, the teacher is usually giving an explanation first, followed by giving examples, and then gives a task near the end of the class as an assessment. If the time is not enough, students will use it as homework to assess in the next week. Looking at the preliminary observation and interview results, it seems the teacher has a lack plan of focus on teaching the four English language skills. The teacher didn't quite plan to integrate the four English skills in English learning. The technology learning media used also can't cover those four English language competencies. Lastly, activities given by the teacher in the classroom are less communicative and lead to less students' exposure to English. Those problems can cause students to become passive learners and start to lose interest in learning process (Liu, 2014)

In this current era, traditional language learning that focuses on form and structure faces many criticisms and is not relevant anymore due to lack of effectiveness (Butler, 2017). Many researchers suggested that appropriate language learning must include a real-life context and more focus on communicative

interaction to improve communicative proficiency (Hymes, 1972; Swan & Walter, 1990), because the fundamental function of language is for engagement and communication. (Richards & Rodgers, 1986, p. 71). Additionally, the activities must be created to help students use language for functional purposes, or to communicate in the target language. (Harmer, 2007; Alwazir & Shukri, 2016). These claims are consistent with the communicative language teaching (CLT) approach, which places a strong emphasis on interaction between language learners and language acquisition. According to Richards & Rodgers (1986), Communicate Language Teaching (CLT) approach aims to foster communicative competences in language learners and creates a framework for teaching four language skills that acknowledge the relationship between language and communication. Communicative competencies refer to what speakers should know to be able to communicate using the target language in social contexts (Ratminingsih, 2021). The fundamental focus of CLT is on communicating in the target language itself, speaking fluently in the target language, and being understood by the listener. Meanwhile, grammar and structure are not emphasized (Brown, 1994; Ratminingsih, 2021, p. 85).

In this case, the study seeks to put the effort to make the teaching learning process that cover the four English competencies skills. Considering the suggestion and the notion of CLT, this study implements the Task-based language teaching (TBLT) method, which is one of the recommended teaching methods that is essentially part of CLT and an extension of the CLT principles. Task-based language teaching is a method that employs tasks as the basic unit of instruction and planning in teaching (Richards & Rodgers, 2001). The basic concept of this method is the task that is given to students. The task is a component of classwork that requires students to comprehend, manipulate, produce, or interact with the target language to express meaning (Nunan, 2004). This approach or method is chosen because TBLT provides an opportunity for the natural context of learning when students use the target language in the classroom by giving communicative task completion to students that are oriented on meaning rather than a form of grammar (Barokah, 2018; Fakhira, 2021). Task-Based Language Teaching is believed to advance students' academic progress, communication skills, and learner autonomy (Barokah, 2018).

Apart from implementing TBLT teaching method, an exciting and innovative technology learning media is also needed to plan better learning process that cover four English competencies. This study is implementing technology-based learning media called digital storybook. Digital storybook can be defined as books that were transformed from traditional printed textbooks, then made into electronic form and equipped with some technological features (Irawati, 2018; Moody, 2010). Digital storybook are widely used by people, especially educators and parents, because they have several advantages related to efficiency, cheaper cost compared to printed textbooks, ease of accessibility, and can support the teaching-learning process (Jones & Brown, 2011; Moody, 2010; Puspitasari, Indah et al., 2020). In the context of language learning, a digital storybook can aid in the development of emergent literacy by providing scaffolding, expanding vocabulary, engaging users, and facilitating story comprehension. (Sari, 2023). Then, these two things which are TBLT as a teaching method and digital storybook as a technology-based learning media are integrated to form a TBLT-based digital storybook.

Many studies have discussed the use of Digital Storybooks and TBLT in Learning English, such as the research conducted by Fitri et al. (2021) about Implementing Digital Storytelling-Based Tasks for the Teaching of Narrative Writing Skills. Based on the findings, Digital storytelling-based tasks greatly enhance students' narrative writing abilities. Additionally, Digital Storytelling-based tasks can raise students' motivation to learn, expand their vocabulary, and enhance their listening abilities (Fitri et al., 2021; Sudarmaji et al., 2020; Tabieh et al., 2021). The other previous research is by Sari (2023) about Developing a TBLT-based Digital Storybook to promote 10th-grade students' literacy in Buleleng Regency. This research showed that applying digital storybooks in the learning process can help teachers and students make learning activities enjoyable, support innovative and exciting learning mediums, help students achieve their learning goals, and significantly improve their literacy (Irawati, 2018; Sari, 2023).

However, from the previous studies that have been described, the previous study by Fitri et al. (2021) is focused on students' writing skills, and the study by Sari (2023) focuses on the development of a digital storybook to improve students' literacy. So far, no research has been implementing the integration of digital

storybook and the TBLT method in students' English learning. Based on that, this study's novelty is the implementation of a digital storybook that is integrated with the TBLT method in the form of a TBLT-based digital storybook, where the digital storybook is designed based on the TBLT principle. Referring to the urgent problem of the transitional learning process of students where the learning process is teacher-centered, less students' engagement in learning process, less communicative and interactive activities, and less authentic task. Then, referring to the novelty of this study, the research regarding the investigation of the effect of TBLT-based Digital Storybook in EFL students' English Learning in SMA N 1 Busungbiu is necessary to conduct in order to find out the effectiveness of TBLT-based digital storybook in English learning. This research will be conducted using a quantitative research approach with a quasi-experimental research design, then the effect of the TBLT-based digital storybook on students' English learning in SMA N 1 Busungbiu will be investigated.

1.2 Problem Identification

In SMA N 1 Busungbiu, it was found that more than half of eleventh-grade students couldn't achieve the required competencies in the learning objective. After conducting preliminary research by observing the learning process in the classroom and figuring out the problem, it can be understood that the root of the problem is the teacher didn't quite plan to integrate the four English skills in English learning and activities given by the teacher in the classroom are less communicative. Those problems are affected other factor such as the learning process still takes place in a teacher-centered manner, which limits students' engagement in the learning process. Then, the task given is just a written task, after that collected to be assessed later by the teacher which mean the teaching-learning process was less communicative and students are less in practicing their communicative competencies; it also found that the variety of tasks the teacher gave was less authentic and seemed to only refer to the textbook. While, the technology learning media used also can't cover those 4 English language skills and lead to less students' exposure to English.

Based on that problem, the study seeks to put the effort to make the teaching learning process that cover the four English competencies skills by implementing

the extension of the CLT approach and principle that is the Task-based language teaching (TBLT) method. Apart from that, an interesting and innovative technology-based learning media was also applied, where this study is implementing technology-based learning media called digital storybook. Those two things are combined in the form of TBLT-based digital storybook, which are basically digital storybook that are arranged based on the principles and stages of the TBLT method.

1.3 Limitation of the Research

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

1. TBLT-based digital storybook is only implemented to 11th Grade students in SMA N 1 Busungbiu
2. The materials and digital storybook are developed based on the 11th Grade students English Syllabus

1.4 Research Question

Based on the background above, there are some problems formulated that will be discussed in this research as follows:

1. Is there any significant differences simultaneously in students' English competences between those who taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media?
2. Is there any significant differences in students' Listening comprehension between those who taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media?
3. Is there any significant differences in students' Reading comprehension between those who taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media?

4. Is there any significant differences in students' Writing competency between those who taught through TBLT-based digital storybook and those who are taught using teacher teacher's method and learning media?
5. Is there any significant differences in students' Speaking competency between those who taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media?

1.5 Objective of the study

Dealing with the problems above, the objectives of the study are as follows:

1. To investigate the significant differences simultaneously in students' English competences between those who are taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media.
2. To investigate the significant differences in students' Listening comprehension between those who are taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media.
3. To investigate the significant differences in students' Reading comprehension between those who are taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media.
4. To investigate the significant differences in students' Writing competency between those who are taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media.
5. To investigate the significant differences in students' Speaking competency between those who taught through TBLT-based digital storybook and those who are taught using teacher's method and learning media.

1.6 Significance of the research

The result of this study is expected to be valuable both theoretical and practical as follow:

1.6.1 Theoretical Significance

The results of the study are expected to contribute to providing additional insight into the theoretical concept of task-based language

teaching (TBLT) and the concept of digital storybook as a technology that is integrated with TBLT.

1.6.2 Practical Significance

a. For Students

This study is hopefully able to increase the students' performance and competencies in English learning by implementing a TBLT-based digital storybook. Also, hopefully, this study can increase their motivation and desire to learn English.

b. For Teacher

This study is hopefully to be beneficial for teachers in order to inspire them and support them in developing simple digital storybook and implementing TBLT as a method of teaching so that the process of teaching-learning in English is more authentic and meaningful in the classroom.

c. For Other Researchers

This study is hopefully as data and reference to conduct further research in the same field that is related to the implementation of TBLT as a teaching method and digital storybook as a technology-based learning media.

