CHAPTER I
INTRODUCTION

This chapter provides an introduction to the study, including the background of the research, problem identification, and limitation of the research, research questions, research objectives and significance of the research.

1.1 Background of the Research

Language is a medium that plays a major role in the communication process that occurs between humans and of course cannot be separated from human life itself. Learning a language is a very important element for humans. With language, humans are able to communicate between one another as social creatures (Beaulieu et al., 2018; McKee et al., 2021). Language is a very important tool in the formation of human identity, expressing thoughts and emotions and building meaningful social relationships according to Wilce, 2009; Pritzker, 2020). Language can be categorized into three types based on the region, namely regional, national, and international languages (Fishman, 2017). Regional and national languages can only be used limited to particular region or country, but international languages themselves can be used globally as a means of communication throughout the world. English is the most dominant international language in the world, and many people learn this language to access information and opportunities in the global environment (Jenkins, 2015). Likewise with education, learning a language is one of the important parts that must be done and mastered by students in the process of pursuing knowledge, in this case is English as the international language.

In Indonesia, English is generally studied as an English as a Foreign Language (EFL) because Indonesian is the official and main language used in almost all aspects of daily life, such as in schools, government, and business. English is a foreign language that is taught in Indonesia at every level, from elementary school to university (Pratiwi et al., 2022). Language as the substance of culture contributes to its formation through vocabulary, greetings or humour, serves as important symbols of group belonging, and forms the people's cultural

identity (Mohammed, 2020). Languages are the essential medium of communication in which the ability to act across cultures develops. Its role as an international language makes English widely studied by countries around the world, in the form of a second language (ESL) or foreign language (EFL) including Indonesia. English as a foreign language is very important for students to learn because English is a language used by most of the world's population to communicate with each other without any restrictions (Szőcs, 2017; Atabekova et al., 2021). Learning English as ESL or EFL can provide many benefits, including improving communication skills, opening up access to international information and opportunities, and an understanding of different cultures and values (Jenkins, 2015).

In learning English, the four language skills namely listening, speaking, reading and writing will always be the main focus for students. Each English skill is interrelated and needs to be strengthened in an integrated manner in the learning process so that students can develop holistic and integrated language skills (Larsen, 2017). Good mastery of English language skills involves the ability to understand and produce appropriate language, with appropriate contexts and situations, and pay attention to correct grammar rules (Nunan, 2013). With the mastery of these four language skills, students are expected to have the ability to communicate effectively in various situations both academically and socially. Every student who learns English certainly has different capacities in communicating ideas, thoughts, and feelings in written and spoken form (Leong&Ahmadi, 2017). However, not all students have the same capacity to receive and process information at a certain level during English learning. Therefore, various challenges and problems arises that become the focus of this research and later the results obtained can become the basis for providing the right solutions.

Learning a new language, especially one that is very different from the mother tongue, is not an easy task. Learning English for students in Indonesia has its challenges and many shortcomings that must be corrected. This refers to the

fact that a learner must give thorough attention to every aspect of a new language such as grammar and culture (Brown, 2015). When learning a new language, it is important to hone speaking, reading, writing, and listening skills equally. In addition, deepening the understanding of the culture of the language being learned is also very important (Brown 2015). Many students are only motivated to learn a language at the beginning and become confused and lose interest during the learning process afterward for several reasons. Furthermore, motivation was described by Parsons, Hinson, and Brown (2001) as a crucial element or component of the learning process. To achieve something, motivation and learning are equally important. Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process (Nguyen, 2019).

Akbari (2015) said in his study that another big challenge for students in learning English is the environment that does not support them to be familiar with English. Instead, students become unfamiliar with using the target language due to laziness to use it in daily conversation. Another case is presented by Mohammed (2018) who argues that students face difficulties in learning a foreign language due to significant cultural differences. Although they know a lot of vocabulary, they do not understand the various expressions in English and are confused about using good and correct English. Therefore, having minimal interaction with native speakers and being unfamiliar with the use of English makes it difficult for students to use the target language due to low motivation in learning English. Environmental factors are considered one of the main obstacles to learning English as a second language. These include a lack of exposure to the language in daily life, inadequate language resources, and limited practice opportunities (Feng & Moskovsky, 2017). Some of these challenges certainly have a significant impact on students' outcome or achievement in mastering the target language.

Through the problems and challenges faced related to English learning that has been described above, research was carried out directly at SMPN 6 Singaraja to find out the problems and challenges faced by students at the school in the

process of learning English. Through interviews an observations conducted with the English teacher there, problems were found in the form of the lack of learning engagements in terms of motivation, enthusiasm, and active participation in learning English. Gardner (1983) proposed a socio-educational model that identified three dimensions of motivation: effort, desire, and effect. The effort refers to how much time the student devotes to learning a foreign language and how motivated the student is. The desire refers to the students' motivation to learn the language, while the effect refers to their emotional reactions to the learning process. And all aspects and dimensions of motivation are still very low when compared to the situation in the classroom. The learning methods and media currently used by teachers are often less authentic and contextualized for students. Too often, learning materials are not related to real life or communicative situations that students may encounter outside the classroom. This results in learning feeling disconnected from students' daily experiences, making it difficult for them to apply the language learned in real-life contexts. In addition, learning methods that are more oriented towards grammar and vocabulary knowledge tend to neglect the development of communication skills in accordance with the Communicative Language Teaching (CLT).

Furthermore, when it comes to students' achievement in mastering the four language skills and fulfil the learning objective, there are various challenges also found. There are uninterested in literacy, where students still find it difficult to understand the text provided due to low comprehension. Most of the students find it difficult to pronounce English words and hard to study independently. They also have difficulties understanding conversations they listen to in English and in expressing themselves in written texts. To effectively fulfil students' language acquisition needs, it is important for teachers to adopt more authentic and contextualized learning methods and media. This can be done by presenting materials that are relevant to students' daily lives, as well as encouraging language interaction in communicative situations that are similar to real-world situations. Through a more communication-centred approach, students will have more opportunities to use language in real contexts, which will help them develop their

speaking, listening, reading and writing skills more effectively. Thus, teachers need to prioritize the application of CLT principles in language learning to ensure that students not only understand language theoretically, but are also able to use it effectively in real communicative situations. It involves direct interaction, practicing speaking, listening, reading and writing skills, which are essential for a strong understanding and effective use of language in everyday life. In this case, the researcher tries to provide solutions related to the problems faced by students and teachers, so that English learning at the school can achieve the predetermined targets. And students in the process, still feel motivated in following the learning that takes place and the problems that arise can be minimized. One of the appropriate solutions related to cases that occur in English learning at SMPN 6 Singaraja is the use of learning methods that are up-to-date, engaging, and can fulfil the needs of all students in mastering the language. TBLT or better known as Task Based Language Teaching combine with digital storybook is the solution offered.

Task-based Learning (TBLT) is a method to language learning that focuses on language use in the context of tasks that have real meaning and purpose. TBLT emerged as a logical continuation of the CLT learning approach, given that some of the ideas shared by the two methods are comparable, namely actual communication, meaningful tasks, and the use of language at all times (Ellis, 2018). TBLT (Task-Based Language Teaching) has become a popular language teaching method because it emphasizes the use of language in meaningful tasks and provides opportunities for learners to negotiate meaning and communicate ideas (Willis, 2007). In TBLT, students are given tasks that require them to use language to solve problems, produce products, or participate in real-life situations. The definition of task is different in TBLT. But the same understanding is that a task is an activity or goal accomplished using language. Nunan (1989) viewed a task as a class assignment in which learners must understand, manipulate, produce, or interact using the target language while focusing primarily on meaning rather than form. The central concept of TBLT is that students learn language most effectively when they use language to perform

tasks that have meaning for them and are relevant to real life. In task-based learning, the teacher acts as a facilitator and assists students in completing their tasks, while students are responsible for their understanding and use of language in those tasks. In this research, the media used to support the application of the TBLT method is a digital storybook.

A digital storybook is an electronic storybook that is digitally designed and interactive, usually in the format of an app or website. Digital storybooks often include various media such as images, audio, video and animation, and can feature interactions that engage the user in the story. A context-rich and authentic setting for language learning is provided by digital storybooks, which open new possibilities for language acquisition. Teachers must have appropriate strategies or means to teach students (Yusnidar, 2014; Annisa et al., 2018). Strategies can make the teaching and learning process easier, faster, more interesting, and more effective (Lubis, 2018; Mulyanah et al., 2018). This provides a more interactive and engaging learning experience for students in learning a language or reading a storybook. For students who are having trouble reading or learning a language, a digital storybook can be a useful tool for encouraging literacy and language development. These students can benefit more from the usage of interactive features and multimedia (Wilder & Piedmont, 2016). Digital storybook has the potential to support children's development of 21st century skills, such as collaboration, communication, and digital literacy. The use of multimedia and interactive features can facilitate the development of these skills (Guernsey & Levine, 2014). Digital storybooks can be used as an effective and engaging learning tool for students, as their interactive and visual features can help increase their interest and motivation in reading and language learning.

There have been many empirical studies that discuss the effectiveness of this method in its application in the classroom. Task-based learning is explored through various language skills. Arnoi (2018) conducted a study that has the aim to determine the effect of task-based language teaching (TBLT) on auditory performance in first grade at SMA Al-Kautsar Bandar Lampung. The study was

conducted with quantitative method using a single pre-test design. And the results showed the significant impact of TBLT on students' listening score. A study by Sima Mora (2018) was also carried out. In this work, the researchers used quantitative research methods to investigate the effect of TBLT on students' writing competence in creating descriptive texts. The study was divided into two groups before the post-test phase. Furthermore, the results showed that there was a significant difference between the pre-test and post-test methods and that students' writing skills were effectively developed. These studies show that TBLT has a significant impact on students' language learning. Combined with the use of technology in the form of digital storybook, it can certainly make the learning process more innovative, increasing its overall effectiveness.

The novelty of this research is the combination of TBLT (Task-Based Language Teaching) method with Digital Storybook media, which is an integration that has not been explored much before in the context of language learning. This combination promises a unique integration of task-centered learning method with digital technology to enhance the effectiveness of language learning in the classroom. In addition, the study was conducted in a specific setting, namely SMPN 6 Singaraja, providing relevant insights into the implementation of such methods in the context of secondary education in a specific area. Furthermore, the use of a quasi-experimental research design with MANOVA analysis provides a strong framework for comprehensively evaluating the impact of the method and media combination on students' language acquisition. As such, this study makes a significant contribution to the literature in the field of language learning by exploring new ways of integrating digital technology with proven effective learning methods.

1.2 Problem Identification

Based on the background of the research described above, it can be seen that in the process of learning English there are several challenges and difficulties were found. The learning methods and media currently used by teachers are often less authentic and contextualized for students. Too often, learning materials are

not related to real life or communicative situations that students may encounter outside the classroom. This results in learning feeling disconnected from students' daily experiences, making it difficult for them to apply the language learned in real-life contexts. Later on, those problems become the focus of this research and the TBLT-based Digital Storybook will be implement to find out whether the method is effective to address the problems.

1.3 Limitation of the Research

Based on the problem which were identified above, this study focused on investigation of the effect of TBLT-based digital storybook in EFL students' English Learning in SMPN 6 Singaraja. However, there are some limitations in conducting this research.

1. TBLT-based Digital Storybook is only implemented to 9th grade studentsin SMPN 6 Singaraja.
2. This research only focus to justify the use of TBLT-based Digital Storybook on students' English language learning.

1.4 Research Questions

1.4.1 Is there any significant effect simultaneously on the use of TBLT-based Digital Storybook as a teaching medium toward students' English speaking, listening, reading and writing skills in SMPN 6 Singaraja?

1.4.2 Is there any significant effect on students' English speaking competence between those who taught using TBLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja?

1.4.3 Is there any significant effect on students' English listening comprehension between those who taught using TBLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja?

1.4.4 Is there any significant effect on students' English reading comprehension between those who taught using TBLT-based Digital

Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja?

1.4.5 Is there any significant effect on students' English writing competence between those who taught using TBLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja?

1.5   Research Objective

1.5.1   To investigate the significant effect on the use of TBLT-based Digital Storybook as a teaching medium toward students' English speaking, listening, reading and writing skills in SMPN 6 Singaraja.

1.5.2   To investigate the significant effect on students' English speaking competence between those who taught using TBLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja.

1.5.3   To investigate the significant effect on students' English listening comprehension between those who taught using T BLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja.

1.5.4   To investigate the significant effect on students' English reading comprehension between those who taught using TBLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja.

1.5.5   To investigate the significant effect on students' English writing competence between those who taught using TBLT-based Digital Storybook and those taught using teachers' usual method and media in SMPN 6 Singaraja.

1.6 Research Significance

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

1.6.1 Theoretical Significance

The implementation of digital storybooks in TBLT not only provides an innovative and engaging method to language learning, but also enables the integration of technology in the classroom, which can increase students' motivation, interest and engagement in the learning process. It provides an alternative methodto traditional language teaching and offers a task-based, student-centred and technology-enhanced method that can be adapted and tailored to the needs of different students and contexts.

1.6.2 Practical Significance

Research on the Implementation of TBLT-Based Digital Storybooks in English Learning for SMPN 6 Singaraja has several practical significances for several parties, namely:

a. English Teachers

English teachers in junior/senior high schools can use TBLT-based digital storybooks as a tool in teaching English. By using the TBLT method, teachers can design activities that motivate students to learn English actively and interactively.

b. EFL Students

EFL students who take part in English learning by using TBLT-based digital storybooks can improve their English skills effectively. By using digital storybooks, students can learn English contextually and authentically, thus expanding their understanding of English. In addition, learning with the TBLT method can strengthen students' ability to speak, listen, read and write in English.

c. Researchers and Developers

Researchers or developers can use the results of the study on the implementation of TBLT-based digital storybooks in English language

learning as a reference in designing more innovative and effective English language learning.