CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study, covering the research background, problem identification, limitations, research questions, objectives and significances of the research.

1.1 Research Background

Over the years, English has grown as a language for international communication. This trend has led to development of English as a global language that is widely spoken by multilingual individuals across the world (Graddol, 2006). It serves as the language for education, commerce, healthcare, finance, travel, and international relations (Mohammed, 2018). English become the most widely internationally used language in many world countries. Therefore, English language proficiency has become an indispensable skill that is essential for effective communication and success in today's world. Consequently, it is necessary that individuals develop their mastery of the English language as part of their academic goals. Thus, most educational institutions across the world, included Indonesia, have included English as one of their core subjects to facilitate holistic development among students.

In Indonesia, national curriculum includes English as one of the subject in schools because of its greater international status (Lauder, 2020). One of the fundamental goals in teaching English across Indonesia, and likely within many

educational institutions worldwide, is to enhance academic proficiency among students by equipping them with the ability to communicate using all four essential language skills that must be developed in English language learning namely: listening, speaking, reading, and writing (Nopita, 2017). As part of the Merdeka Curriculum, learning English aims to help students acquire effective communication skills (Febriansyah et al., 2023). As an English language learner, they are expected to be a good communicator with equip themselves with all those four skills. All those skills are interconnected, and none is more important than others (Elttayef & Hussein, 2017). Thus, those skills should all be equally attentive to one another, so they are integrated.

However, English learner still faced many problems related to those four skills. Various studies indicate several problems faced by learners in English language learning. Each language skills brings different problems for learners. Many learners tend to struggle when it comes to speaking. Although some students may pass standardized tests, they still struggle to communicate effectively in everyday situations (Jusuf et al., 2021). Problem related to listening can also lead to the ineffective communication because learner must have consistent exposure to various forms of English to communicate effectively and convey meaningful messages. One of the problem faced by students in listening is difficulty to understand and infer the unknown words spoken (Diora & Rosa, 2020). English language learner also faced problem when it deals with writing competency. Those problems are related to composition error, grammatical error, punctuation, spelling, diction, and tone (Bora, 2023). Moreover, when it comes to written work, the focus mostly on grammar. Many students still have difficulties with it when expressing

themselves through written work (Toba et al., 2019). Whereas writing also allows learners to develop their ability to express themselves more structured compared to spoken words. This problem also can contribute to learner ineffective communication. Other than that, difficulty in understanding the meaning of the text is also a problem in English language learning (Nurmalasari & Haryudin, 2021). Insufficient mastery of the four essential English skills can result in ineffective communication, hindering the achievement of English language learning goals if not addressed.

Furthermore, based on the preliminary observation and interview with an English teacher at SMP Laboratorium Undiksha Singaraja, it was discovered that students' performance in mastering English was found to be below the expected level. Students still have not achieved the expected learning objectives. This is thought to be due to the challenges these students encounter while learning English. They posed limited exposure to English language. The limited exposure makes them lack familiarity with the language especially some of them did not have the opportunity to learn it during their primary school years. In addition, the teaching method employed in this school was using discovery learning. However, the focus was still on teaching grammar and vocabulary, neglecting the language skills. Besides that, the learning has not given students opportunity to apply their knowledge in practical communication, it leads to difficulty relating their language knowledge to real life, and their ability to communicate effectively in a variety of contexts. Thus, students still have several problems in their English learning that lead to the inability to communicate effectively. While as Indonesian language learners, they are expected to be a good communicator.

Several problems faced by students lead them to have inability to communicate effectively. The limitation of ability to communicate has become interest in English language teaching (Shabani & Ghasemi, 2014). Therefore, there is revolution in English language teaching to focus more on communicating meaning rather that adhering correct grammatical rules (Radosavlevikj, 2021; Vellanki & Bandu, 2021). This revolution leads to the Indonesian Curriculum prescribes English language learning as "communicative" learning, which aims at giving learners more opportunity to engage in English by enabling them to master all four essential skills: speaking, listening, reading and writing (Nopita, 2017). According to Elttayef & Hussein (2017) listening and reading are considered as the process of receiving information, so they are included as receptive skills. It is skills of how people understanding the meaning of information. Moreover, there are speaking and writing skills that are considered as the process of production, so they are included as productive skills. The skills that enable language learners to communicate meaning. Therefor to be a good communicator, all those skills should be integrated, none is important because they are interconnected (Elttayef & Hussein, 2017; Sulistianingsih & Aflahatun, 2020). Language learners must utilize a combination of those skills to communicate effectively (Wu & Alrabah, 2014). Therefore, to equip learners with the ability to communicate effectively, English language learning should integrate those all four skills.

Especially for whom consider as EFL learners to acquiring the language, since there is no sufficient exposure to create an appropriate linguistic environment where the only way to learning English is from formal instruction (Hibatullah, 2019; Rudd, 2019). EFL learners lack real-life environmental environments to

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practice their language skills and often rely solely on school-based learning to learn English language. However, the opportunity for meaningful language use is limited inside the classroom, opportunities for using language for meaningful communication were limited in the classroom, so it was necessary integrated activities that promote authentic communication, allowing students to use the language for practical purposes (Richards, 2006). Additionally, in English language learning there is also needed to pay attention to the promoting the integration of four skills, focusing on communication and interaction (Elttayef & Hussein, 2017; Mohammed, 2018; Wu & Alrabah, 2014). Therefore, the need for the integration of four skills and the use of language in communication led to the evolution of TBLT (Elttayef & Hussein, 2017; Wu & Alrabah, 2014).

TBLT is a specific way of designing language courses and conducting language instruction that aligns with the Communicative Language Teaching (Nunan, 2004). Means that TBLT comes as the realization of Communicative Language Teaching CLT principles. Thus, TBLT considers as a method that consist of the plan of language teaching that developed from theories on the nature of CLT. TBLT does this by emphasizing the use of tasks as the central component of language learning (Sholeh, 2020). A task in the classroom is an activity that engages students in understanding, applying, creating, or communicating in the language being learned. During this process, their focus is on using their knowledge of grammar to convey meaning rather than solely focusing on grammatical accuracy. (Nunan, 2004). The use of tasks can encourage learners to communicate and use the language authentically in real-life situations. By integrating various skills such as listening, speaking, reading, and writing through task completion, it provides a

platform for comprehensive practice of all aspects related to language acquisition (Sholeh, 2020; Wu & Alrabah, 2014). As a result, this method encourages communicative development by promoting greater integration between those essential four English language skills.

As mentioned above, EFL learners lack real-life environmental environments to practice their language skills and often rely solely on school-based learning to learn English language. While, most EFL learners' textbooks do not offer enough opportunities for communicative English use or include sufficient tasks (Elttayef & Hussein, 2017). Consequently, EFL learners often have limited opportunities to engage in authentic conversations an interact with native speakers (Alsalihi, 2020). In this condition, teachers should pay attention to the use of authentic materials. There is needed authentic materials to give learners experience in using language for communication in the target language (Damayanti et al., 2018; Mohammed, 2018). Authentic materials will give students experience to use English in real-life situation (Rao, 2019). Carefully selected authentic materials is needed in English language learning to enhance the teaching and learning experience by experiencing communication in target language.

In the present technological world, the development of technology has an essential role in education today. It became a tool to assist teachers in facilitating English language learning. Clements & Sarama (2003) mentioned that the incorporation technological can be beneficial for students by providing access to the authentic learning materials. Additionally, it also can facilitate the delivery of learning materials (Fadhilah et al., 2021). So, besides teaching method, the use of real-life or authentic materials should be considered in English language learning,

particularly in an EFL environment. Technology can play a valuable role in making authentic materials available to students. Moreover, the incorporation of technology can facilitate the delivery of the materials.

In this regard, digital storybooks have emerged as an appropriate learning material used in the English language learning. The popularity of digital storybooks comes from their accessibility and the support offered in the teaching and learning process (Irawati, 2018). Digital storybooks offer a range of features that have various functions and components enabled by digital technology, such as animation facilities, sound effects, and text overlays (Fibriasari et al., 2021). Using digital storybooks as learning materials is a highly recommended for English Language learners, it can improve language skills. Moreover, using the integration of technology in English language classroom also can motivate students and built their interest so they can more engage in learning English (Nassim, 2018). The incorporation of technology into teaching method especially with Task-Based Language Teaching provides several advantages. Technology-based TBLT involves effectively utilizing the capabilities of technology to establish a language classroom that prioritizes meaningful communication, reinforces the repetition of the language structures, and address learner needs and preferences (Uyar & Kartal, 2022). Therefore, to improve students' English language skills as well as students' engagement, teacher can employ TBLT-based digital storybook in their classes.

Several studies have examined the effectiveness of TBLT and digital storybooks in English language learning. TBLT-based digital storybook can support the literacy activities as well as the development of four language skills (Fridayanti et al., 2023; Maharani et al., 2023). In addition, Arnoi et al. (2018) stated

that the implementation of TBLT could enhance students' listening comprehension by providing an enjoyable learning experience. Additionally, Madhkhan & Mousavi (2017) confirmed that TBLT is effective for teaching reading comprehension, creating a more favorable learning environment through task-based lesson plans. Besides that, Gortaire Díaz et al. (2023) highlighted that TBLT encourages engagement and establishes a supportive learning environment by involving students actively in group work to improve their speaking competency. Furthermore, Inayanti & Halimi (2019) also stated that the implementation of TBLT in writing classes boosts students' confidence in expressing ideas. Thus, several studies indicate that TBLT has positive impact on several aspect of students' English language learning. TBLT effectively improves students' listening comprehension, establishes a supportive environment for enhancing reading comprehension and speaking competency, and fosters active participation in writing class. These results highlight effective effects of the implementation of TBLT on English language learning, leading to a more engaging and interesting learning experience for students.

Furthermore, numerous studies have indicated that the utilization of digital storybooks in the English language classroom has a positive impact. Rahayu et al. (2022) discovered that students who are taught using digital storybooks demonstrate better reading comprehension compared to those using print storybooks. Digital storybooks help students to improve their reading comprehension by offering pronunciations for unfamiliar words and facilitating vocabulary expansion for better text interpretation. Moreover, the visual elements in digital storybooks can stimulate students' imaginations and cultivate a greater

interest in reading. Additionally, Almustaflikhah et al. (2023) showed that students improve their interest and motivation when digital storybooks were used during speaking classes due to engaging animations and videos capturing student attention. These findings are further supported by James et al. (2019) stated that digital storybooks foster learner engagement, leading to enhance active participation. Thus, digital storybooks have been consistently found contribute to improving language skills and increasing students' engagement in learning the English language.

From the problems and explanations above, it is believed that TBLT and digital storybook has great influence on students' English learning. However, there remains limited use of TBLT methods combined with digital storybooks in English language learning. Consider to that, this present study aims to focus in investigating the effect of TBLT-based digital storybook on students' English learning simultaneously on all four language skills namely; listening, reading, speaking, and writing. This study also aims to investigate the effect of TBLT-based digital storybook on each of those skills in eighth grade students at SMP Laboratorium Undiksha Singaraja. The teacher's method in this context used was discovery learning in accordance with the teaching method employed in English language learning at SMP Laboratorium Undiksha Singaraja.

1.2 Problem Identification

From the background of this research, there are several problems have been identified that faced by English language learner. They still have inadequate
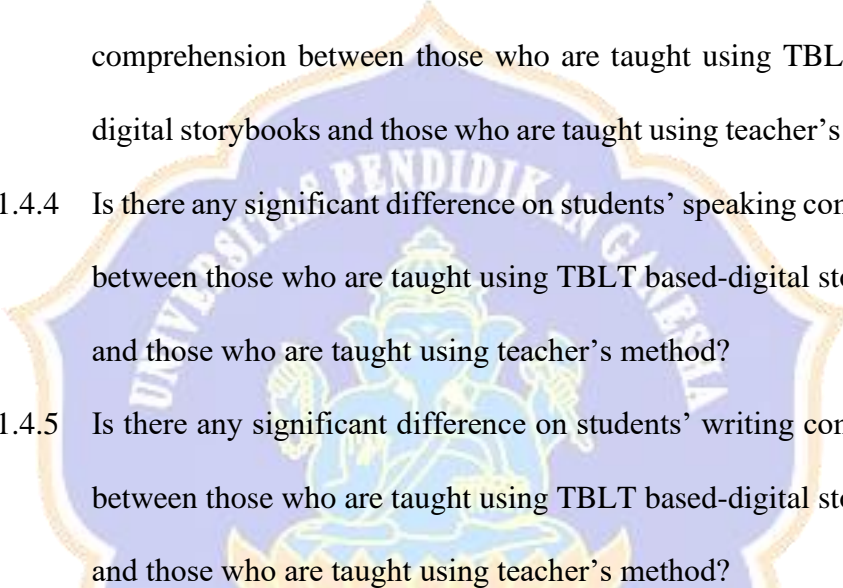
mastery of the four English skill that make them faced difficulty to communicate. Additionally, students still have lack of English language familiarity due to posed limited exposure. The focus of the learning is also still on grammar rules and vocabulary, not giving students the opportunity to apply their knowledge in practical communication also leads to difficulty relating their language knowledge to real life. Therefore, besides just have insufficient mastery of the four English skills, those problems lead to the disengaged of students in English language classroom learning. Those problems arise due to the inappropriate teaching method and the lack of the use of real-life materials. Therefore, to address those problems, this present study implemented TBLT-based digital storybook on students' English learning.

1.3 Limitations of the Research

This research was focused to investigate the effect of TBLT-Based digital storybook on students' English learning in eighth grade students at SMP Laboratorium Undiksha Singaraja.

1.4 Research Question

Based on the research background above, the formulated research questions are as follows:

1.4.1   Is there any significant difference simultaneously on students'
English learning between those who are taught using TBLT based-
digital storybooks and those who are taught using teacher's method?

1.4.2   Is there any significant difference on students' listening
comprehension between those who are taught using TBLT based-
digital storybooks and those who are taught using teacher's method?

1.4.3   Is there any significant difference on students' reading
comprehension between those who are taught using TBLT based-
digital storybooks and those who are taught using teacher's method?

1.4.4   Is there any significant difference on students' speaking competency
between those who are taught using TBLT based-digital storybooks
and those who are taught using teacher's method?

1.4.5   Is there any significant difference on students' writing competency
between those who are taught using TBLT based-digital storybooks
and those who are taught using teacher's method?

1.5 Research Objective

Based on the research questions outlined above, the research objectives of
this research are as follows:

1.5.1   To investigate the significant difference on students' English
learning between those who are taught using TBLT based-digital
storybooks and those who are taught using teacher's method.

1.5.2 To investigate the significant difference on students' listening comprehension between those who are taught using TBLT based-digital storybooks and those who are taught using teacher's method.

1.5.3 To investigate the significant difference on students' reading comprehension between those who are taught using TBLT based-digital storybooks and those who are taught using teacher's method.

1.5.4 To investigate the significant difference on students' speaking competency between those who are taught using TBLT based-digital storybooks and those who are taught using teacher's method.

1.5.5 To investigate the significant difference on students' writing competency between those who are taught using TBLT based-digital storybooks and those who are taught using teacher's method.

1.6 Research Significance

This study has two significances: theoretical and practical significance. The researcher expects that this study would be able to give advantages as follow:

1.6.1 Theoretical significance

This research is expected can give contribution to the field of English language teaching and learning. It aims to enhance the existing knowledge of TBLT-based digital storybook implementation. This study is expected to be used as a valuable resource for other researchers.

1.6.2 Practical significances

a. For Teacher

This research is expected to support English teacher by assisting them in implementing TBLT-based digital storybook. By incorporating well-defined stages, this practice can enhance teachers teaching practices while students' engagement towards learning is encouraged through an effective and interactive teaching method and materials.

b. For Students

This research is expected to improve students' learning experience through TBLT-based digital storybook. Through tasks, students are expected to enhance their English language skills and increase their engagement in English language learning.

c. For Other Researchers

This research is expected to be a reference for future researchers who want to investigate the effect of TBLT-based digital storybook on students' English learning by providing thorough empirical evidence. This study can prove a reference or source of information for future researchers seeking to strengthen their own researchers on the topic.