

CHAPTER I

INTRODUCTION

A. Background of the Study

Is it common in almost all countries to learning foreign language and one of the languages that surely and very common to study is English (Sofyan, 2021). Society tries to let their children learn a second language in various ways. English is acknowledged as one of the famous foreign languages in the world and is used as a general language in many countries (Melitz, 2016). Therefore, learning English is often considered an essential skill for people who want to communicate effectively in a global context (Alfarhan Ibrahim, 2016). English learning means by the process of obtaining the ability to understand, speak, read, and write the English language. English learning can carried out in various settings, including formal schools, language institutes or academy, online platforms, and self-taught. The process typically involves enhancing a basic grammar and vocabulary basis, practicing pronunciation and listening skills, and gradually increasing proficiency through reading, writing, and conversation. One way to quickly learn a second language is when it is practiced through communication (Alfarhan Ibrahim, 2016).

When learning a language, people not only learn the vocabulary and how to speak, but also how to think, understand, and interpret something because learning a language cannot be separated from culture because language is part of the culture (Yaman & Bećirović, 2016). While in the English learning activity, students are hopefully be able to (a) establish a strong foundation in fundamental grammar and develop a strong basic vocabulary when they are studying grammar rules such as verb, tenses and sentence structure; (b) to be able to improve reading and writing skills, they are also expected to read and understand a wider scale of written materials in English, as well as write clearly and coherently in English. Creating meaning in a range of difficult texts among the topic areas will enhance reading ability and also boost knowledge and content learning due to students' better reading skill (Swanson et al., 2016); (c) students need to know how to understand English spoken, therefore they should be practiced listening, as well as develop the capacity to express themselves effectively in English.

However English learning remains difficult for the students. Problems in learning English can vary widely depending on the ability of each individual, but there are some common problems that occur most often; (a) English pronunciation can be difficult since there are numerous sounds and intonation patterns that the learner's native language does not have. This might make it harder for learners who is not native to be understood and can have a negative influence on their confidence while speaking (F. Zhang & Yin, 2009); (b) English grammar may be difficult to master since there are so many rules and exceptions to those norms . This might make it difficult for students to understand when to employ

specific verb tenses, prepositions, and other grammatical structures appropriately (Faiza, 2020); (c) Because English has a huge vocabulary and it is essential, learners may find it difficult to retain and utilize new terms properly. This might make it challenging for them to communicate effectively and precisely (Afzal, 2019); (d) Understanding spoken English can be difficult, especially when speakers employ colloquial terms, slang, or speak rapidly (Faiza, 2020); (e) It may be difficult to maintain motivation to continue learning and practicing English, especially if learners do not perceive rapid improvement or are disheartened by their mistakes. They won't have motivation if they are less interest in English learning (Khajlo, 2013).

Beside the general problems that have to faced, there are also problem roots which is the basis of the general problems that occur. Problem roots often occur in the external environment of the learners such as; (a) beside lack of sufficient material, schools also lack qualified English teacher, teacher who have not enough training in teaching English, or teacher who are not fluent in English as a second language and this makes ineffective instruction when learning process (Khajlo, 2013); (b) students can not practice their English skills due to lack of opportunities outside the school for example the using of English for communication purposes in environment outside the classroom (Ahmed & Qasem, 2019); (c) imbalance emphasis in communication skills when learning process held. Sometimes in English classes, students more emphasis on vocabulary and grammar but lack in speaking and listening (Faiza, 2020); (d) lack of enough facility such as class that should be comfortable so the students can learn properly and teacher also can focus to provide individualized attention to students (Ahmed & Qasem, 2019); (e) schools lack of sufficient resources and access to high-quality English learning material to provide students' needs like textbooks, audio and video resources, and language labs (Ahmed & Qasem, 2019).

Based on initial observations in tenth grade SMA Laboratorium Undiksha Singaraja and interviews with teacher, it was found that students' competence in English learning below the minimum criteria of value and relatively low which means most of them were not be able to achieve the competencies of the learning objectives. The most common obstacle found in tenth graders was that they were still afraid to speak and write to express opinions, doubtful in demonstrating the four language basic skills they have and all of that was caused by a lack of vocabulary and grammar mastery which still relatively low. According to the observation in the class, the researcher found that there were some students who could not actively involved in learning activity and preferred to stay without trying to speak or involved in interaction. Some of them also founded talk to their friend that were not about the study and having fun quietly by themselves. The teacher need to distract their activity to switch the focus back on study several times. In the interview with the teacher, the researcher know that students have interest in learning English but they

hard to show their ability because afraid they might do the mistake either in speaking or any other skills that is why they choose to do something else and could not focus on the learning activity. As for the four basic language skills, the teacher said the slowest skills to master for the students are writing and speaking, especially if the language or the words used is heavy and not easy to understand. From observations made in the learning activity, the approach taken was still teacher-centered where the teacher explaining the material while throwing questions at students to provoke a little activity and interaction. The media most often used by teachers other than textbooks was PowerPoint with the facilities such as speaker and LCD provided by the school, but the teacher still feel the need for other interactive media that could be support the learning activity in class other than powerpoint because the teacher said that the students still struggling if the material does not explained manually. It could be concluded that the strategy that the teacher used was still not fully help students achieve their competence and there were still a lack of students' language skills so that need solution to overcome that.

Based on the problems that occur as mentioned in the paragraph above, there are some factors that make English language learning to be ineffective. Let's just say the first is a teaching method that is less effective for students. There are many kinds of teaching methods, but few can find the right method to use. Less effective methods can reduce student enthusiasm in learning activities. This reduced enthusiasm can cause student achievement to not be optimal. Quoted from (Ait Hattani, 2018) to strengthen students' language skills, teachers must communicate well and provide a psychological environment that does not make students feel threatened and afraid. The second is learning media that is not suitable for student characteristics. There are many types of learning media, but it is difficult to find media that is suitable for use and suits the students' characteristics. Even though their characteristics are different, students in the same class will be more or less similar and this can be a reference for which dominant students prefer which learning media. According to them, interesting learning media can influence the way they learn and their enthusiasm. The teacher's role is to find learning media that able bring focus to students on learning but is not boring and makes the learning process fun.

Language learning, especially English, always prioritizes communication and emphasizes how someone can be communicative with the language they are learning. The communicative approach is take part on the language theory as a communication tool which emphasizes the language use is learned to communicate in various topics and focuses on the function of the language well (Al Asmari, 2015). Students need to use language to communicate daily as if they were speaking their native language, for this reason language learning requires students to be involved in authentic tasks related to situations in the real world. In this regard, learning media is needed that is innovative and can support students

to become more communicative. Nowadays, learning media is expanding due to technological developments to support the learning activity and because of that, teachers are required to create technology-based learning media so that it can be interesting for students who are also required to be technologically literate.

A very vital concept of CLT is communication knowledge which includes what to communicate, how to do it, and when to do it (Al Asmari, 2015). Language for communication is not only focused on rules like grammar structure and vocabulary, but also the function of language itself as a tool for communicating with others (AL-Garni & Almuhammadi, 2019). Quoted from AL-Garni & Almuhammadi (2019). The practice of language use is effective if it is real-life situations based. If simplified, the purpose of CLT is to grow students' communication competence (Alharbi, 2021). If explained, the aim of CLT is to obtain opportunities for students to practice the language they are learn effectively in daily communication and this also gives students the opportunity and encouragement to express opinions directly without having to worry about being judged and easing their fear so that they dare to speak in public (AL-Garni & Almuhammadi, 2019). The main element of CLT quoted from Alharbi (2021) is a method that is based on experience and is student-centered. The CLT approach little by little changes the role of students who were previously passive in learning activities to become more active and independent (Chaiyasat & Intakaew, 2023). One branch of CLT is task-based language teaching, which also has requirements that students should be more active and independent. Task based language teaching (TBLT) is a method that prioritizes practice through assigned tasks which aims to familiarize students with developing language skills, thinking, and overall use of language, in line with the ability to communicate and collaborate in the process of achieving goals in a task (L. Zhang & Lu, 2023). Rather than providing activities about grammar, structure, vocabulary, or the like, TBLT refers more to communicative tasks where activities must use language to communicate and complete tasks (Chaiyasat & Intakaew, 2023).

TBLT has received a lot of interests from researchers and educators in several instructional domains during the last few decades (NamazianDost et al., 2017). Task based language teaching (TBLT) is a teaching method that focuses on students in learning activity. In this language learning method, students become the center of the process, including planning, teaching, and evaluation (Prasad Bhandari, 2020). TBLT instruction engage in order to solve problems, complete tasks, and gain decisions, language learners involves in meaningful, goal-oriented communication activities (Xue, 2022). TBLT also aims to increase learners' existing knowledge and not only enable them gain new linguistic knowledge. Therefore Input-providing and output-pushing activities are utilized in TBLT, with basic input-based tasks first used to acquire competence in the target language (Chua

& Lin, 2020). This method looks for learner-centered conversational texts, separated activities that empower learners to actively shape and control discourse, and social behaviors that help them enable and solve societal issues. To perform these tasks, students must participate and utilize words. They assist one another in learning by watching one another's work and offering ways for other students to better, as well as interpreting communications with complete language understanding and past experience (Prasad Bhandari, 2020).

The author found several studies discussing TBLT in foreign language learning, based on study by Afifah & Devana (2020) it is known task-based learning method helps improve students' speaking ability in EFL classroom effectively. After using this method, students who get better scores and are adequate to speak in front of their friends using a varied vocabulary. The study held by Mao (2012) found that TBLT implementation receiving positive result in English reading classroom where is is also said it is necessary to switch to the TBLT method, in this case, learning plans based on TBLT and bring out positive results from the feasibility of its implementation. Another study conducted by Meri-Yilan (2020) showed the result that task-based language learning through digital storytelling getting better attention than storytelling in class and helps them improve students' speaking ability. Based on study conducted by Maghsoudi & Golshan (2017) about the effect of TBLT on students' listening skills, the results uttered that students in the experimental class showed better results in the post-test than in the pre-test. According to the study by Gonzalez & Pinzon (2019) it is revealed that students achieved better results in producing writing and students' confidence also increased. The findings show that Task-based Language Teaching can improve students' writing ability.

The studies emphasize that TBLT is best integrated with technology-mediated learning media as it fulfills the requirement of 21st century learning. In this case, TBLT can be integrated with digital storybook. In today's all-digital era, conventional printed storybooks are increasingly changing formats to become digital storybooks. Digital storybooks are able to accommodate content that cannot be found in ordinary printed storybooks (Smeets & Bus, 2012). At first glance, digital storybooks seem to have the same impact as storybooks in general. One of the things that makes digital books more beneficial is the addition of more interesting content other than text, such as images, animations, audio, video, and interactive features that can support learning (Kelley & Kinney, 2017). Digital storybooks are also much more accessible for students who are beginners in using technology. This convenience is one of the advantages because even beginners who are in a literacy emergency can look for it with the help of adults because nowadays, children tend to spend more time with their electronic devices (López-Escribano et al., 2021). In several studies regarding the use of storybooks especially digital storybooks, due to electronic features,

young children and struggling readers allow enjoying books independently through digital storybooks as one form of technology. Digital storybooks also allow them additional opportunities to explore reading and help develop literacy skills.

In a study by Irawati (2018), regarding the development of digital storybooks to improve young learner's language skills. The results of this study indicate that digital storybook products must be made with attention to enjoyment, efficiency, and also fun for children so that the product can get positive experiences from users and have long-term effects. In another study by Khotimah & Wahyu (2020) based on the post-test score, electronic storybook improve students' reading motivation and their learning results significantly. Based on the study by Yani et al. (2023) the post-test conduct in experimental class show better result so it conclude that e-storybook effective to improving learners' speaking ability. The study conducted by Pujiani et al. (2022) show the result that students' vocabulary mastery is increasing, as well as text comprehension, and retelling skills.

Based on the research described previously regarding the TBLT method usage and the development of digital storybooks, it can be concluded that many studies have proven the effectiveness of using TBLT and digital storybooks separately in learning, but not many studies have combined these two things as interventions in the learning process. Not much has been discussed about the use of TBLT integrated with digital storybooks as learning media in EFL classes. Referring to these problems, teacher-centered learning is deemed ineffective for improving students' language skills and later students will become passive learners because in order to become active learners who master language skills, interaction and communication are needed and for that, Implementation of TBLT-based Digital Storybooks in EFL students' English learning at SMA Lab Undiksha Singaraja research was structured to make learning English in class becomes more active and interactive. This research will be structured using.

B. Problem Identification

Tenth grade of SMA Laboratorium Undiksha Singaraja, it was found that students' competence in English learning below the minimum criteria of value and relatively low which means most of them were not be able to achieve the competencies of the learning objectives. After doing observation of the learning process in classroom as a part of preliminary research and discovered the problems, it can be known that the caused of students' low learning competencies is innacurate implementation by the teacher and innapropriate of learning media used in learning process. The learning process still using teacher-centered that make the interaction in the classroom very limited. In giving task, the teacher was only instruct students to do something without assessing or giving written task to assessed later. The teacher did adapting technology to the media learning, but still very limited such as powerpoint and video,

and the teacher also said that it was still not enough and need to have another innovative media for the students' four language skills and giving more English exposure to the students.

Based on the existing problems, there a solution offered to change the teaching method in learning English to be more appropriate by applying one branch of the CLT approach and still shares the same principle with CLT, that is the task-based language teaching (TBLT) method. Moreover, innovative and interesting learning media are also needed, for this reason ther researcher use technology-based media, namely digital storybooks. These two things are intergrated as TBLT-based digital storybook, which is a digital storybook product developed based on the principles and phases of the TBLT method.

C. Limitation of the Research

This study aims to know and to analyze about the implementation of TBLT-based digital storybook in students' English learning process. This study use quasi experimental method that involved two group, one for experimental group, and one for control group. The treatment of applying TBLT-based digital storybook will given to experimental group for six (6) meeting. The research take place in SMA Lab Undiksha Singaraja and will used tenth-grade students as population.

D. Research Questions

- A) Is there any significant difference on students' English competence for language skills simultaneously between those who are taught by TBLT-based digital storybook and those who are taught by the teacher's conventional method?
- B) Is there any significant difference on students' listening skill between those who are taught by TBLT-based digital storybook and those who are taught by teacher's conventional method?
- C) Is there any significant difference on students' reading skill between those who are taught by TBLT-based digital storybook and those who are taught by teacher's conventional method?
- D) Is there any significant difference on students' writing skill between those who are taught by TBLT-based digital storybook and those who are taught by teacher's conventional method?
- E) Is there any significant difference on students' speaking skill between those who are taught by TBLT-based digital storybook and those who are taught by teacher's conventional method?

F) Research Objectives

- A) To investigate any significant difference on students' English language learning achievement simultaneously between those who are taught by TBLT-based digital storybook and those who are taught conventionally.

- B) To investigate any significant difference on students' listening skill between those who are taught by TBLT-based digital storybook and those who are taught conventionally.
- C) To investigate any significant difference on students' reading skill between those who are taught by TBLT-based digital storybook and those who are taught conventionally.
- D) To investigate any significant difference on students' writing skill between those who are taught by TBLT-based digital storybook and those who are taught conventionally.
- E) To investigate any significant difference on students' speaking skill between those who are taught by TBLT-based digital storybook and those who are taught conventionally

G) Research Significance

A) Theoretical Significance

Theoretically, this study's result will contribute to be a reference on the development of TBLT implementation and technology-mediated learning media especially in English language learning. This result also expected can be empirical related to the Implementation of TBLT-based Digital Storybook in EFL Students' English Learning.

B) Practical Significance

1. For Students

Hopefully this research able to develop high school students' English literacy who nowadays mostly stick to their digital media everywhere and everytime so that they can increase their English skill in the future.

2. For Teacher

Hopefully this research able to help high school teacher using this digital literacy media to be learning media in English learning so that the learning activities can be more interesting to students.

3. For Other Researchers

Hopefully this research can be references to further researchers in developing task-based digital storybook to increasing students English skills.