

CHAPTER I

INTRODUCTION

A. Background of Study

English is the most dominant used language in the world in various fields, such as business, technology, science and diplomacy and is recognized as an international language, so it is necessary for every citizen to learn English as a tool of international communication (Rohmah, 2019). The ability to communicate in English allows individuals to participate more actively in the global environment (Crystal, 2003), increasing career mobility, as well as increasing access to international information and resources. In Indonesia, English has become a foreign language taught in schools throughout the country since 1967. At that time, the Indonesian government understood that English had a crucial role in the education system in Indonesia (Widyastuti, 2019).

English teacher must have their own approach to achieve learning objective. One approach that teachers can use in learning English is task-based language teaching. Task-Based Language Teaching (TBLT) is a language teaching approach that focuses on using language in authentic and relevant task contexts (Nunan, 2004). TBLT allows students to develop language skills through practical experiences that involve active use of language. This approach is very effective in teaching English because it combines theory with

practice, encouraging students to use the language in real situations. Allah said in chapter Ali-Imron verse 104:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ
وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۗ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

The verse above explains the command to do good and encourage others towards goodness. From this command, teachers are expected to be able to take the necessary actions for the good of students, so that learning goals can be achieved. The aim of implementing TBLT is one of the approach used by teachers so that students can have good communication skills in English.

At MTsN 3 Banjarmasin, TBLT is needed as an effort to restore students' enthusiasm for competition. Before the Covid-19 pandemic, this school always sent students to take part in storytelling competitions and always won. However, after the pandemic, there was a setback where no students could be sent to compete. In fact, for many years, the teaching method used has been digital storytelling.

Digital storytelling is a digital multimedia tool combining text, images, audio and video to convey a strong and interesting narrative (Robin, 2008) Digital storytelling is a powerful tool in TBLT. By using technology, students can create stories that involve a variety of language skills, such as digital storytelling in speaking skills (Eissa, 2019; Yang, 2020). reading skills (Anggeraini & Afifah, 2017); listening skills (Tabieh, Al-Hileh, Afifa, &

Abuzagha, 2020); reading skills (Anggeraini & Afifah, 2017); writing skills (Sudarmaji, 2020; Riani, Husnawadi, & Syarifudin, 2021; Husnawadi & Aziz, 2020). This method not only teaches technical skills and creativity, but also improves English skills through creating authentic and meaningful content.

To overcome setbacks at MTsN 3 Banjarmasin, implementing TBLT through digital storytelling could be an effective solution. Teacher can design task that encourage students to create digital stories about a variety of interesting and relevant topics. This process involved research, manuscript writing, editing, and presentation, all in English. In this way, students not only learn the language but also develop critical and creative skills, and regain their enthusiasm and confidence to compete.

Since adapting task-based language teaching with digital storytelling is the main topic of this research. This research and previous research can be compared. Previous research used a mixed approach by implementing experimental classes and only involving one class. However, this research involved three different classes and combined observations and interviews with teachers. Apart from that, the main difference lies in the grade level studied. Previous research focused on class X SMA students, while this research focuses on class IX junior high school students.

Therefore, today technology is used in the world of education so that learning media also currently uses technology. one of which is digital-based

storytelling. Task-based language teaching is an effective approach in learning English

Based on the above background, this proposed study investigates the process of the implementation of digital storytelling for task-based language teaching and the challenges faced by teacher in its application. Data collected through in-depth interviews with an English teacher who has six years of experience using digital storytelling in teaching English at MTsN 03 Banjarmasin. As a result, the researcher is interested in conducting research entitled "Task-based Language Teaching through Digital Storytelling in English Learning."

B. Definition of Key Terms

1. Task-based Language Teaching

Task-based Language Teaching (TBLT) is the language learning approach in TBLT class involves students in real-world language usage and offers them with many chances to use language on their own. In this study TBLT is an approach used by teacher in class IX at MTsN 3 Banjarmasin.

2. Digital Storytelling

Digital Storytelling (DST) is the use of multimedia that combines multiple digital components to create a storytelling in the form of text, pictures, audio, and video. In this study, Digital storytelling in this research

is a learning media used by English teacher in class IX at MTsN 3 Banjarmasin.

3. English Learning

Learning English as a foreign language refers to a specific approach to language learning designed to facilitate learning for those who have a mother tongue that is different from English. English learning is English learning at MTsN 3 Banjarmasin.

C. Research Questions

The main question to be addressed in this research are:

1. How is Task-based Language Teaching be implemented by teacher through Digital Storytelling in English Learning?
2. What are the challenges of using task-based language teaching through digital storytelling in English Learning?

D. Objectives of Study

In connection with the research question, the objectives of this research are:

1. To find out how the teacher implemented Task-Based Language Teaching through Digital Storytelling in English Learning.
2. To find out the challenges of using Task-Based Language Teaching through Digital Storytelling in English Learning.

E. Significance of Study

This study will provide useful information for teacher, and researcher.

- 1) For the teacher, this research is hoped to be a reference for English teacher about the implementation of task-based-language teaching through digital storytelling as media for English learning
- 2) For the researchers, this research is expected to be used as a reference for other researcher in their future research in the field.