

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of the Research**

In today's globalized context, English is a pivotal language, offering vast professional opportunities, empowers individuals to access a wealth of knowledge, communicate effectively across cultures, and participate actively in global discussions and collaborations. In Indonesia, English is included in the national education curriculum to help students prepare for these global challenges. According to Andrian and Ernati (2023), the Indonesian education system has experienced many changes in the English curriculum to strengthen its role across school levels. At the junior high school level, English learning focuses on developing the four main skills: reading, writing, speaking, and listening.

To support the achievement of these skills, the selection of effective teaching materials is crucial. Well-designed materials help students follow lessons more easily, support independent learning, and improve motivation. Updated and relevant content also connects students with the real world. However, when materials are not suitable, learning can become passive and teacher-centered, where students only listen without active participation. Magdalena et al. (2020) argue that teaching materials are important tools in the learning process, and if they are lacking, students may experience a conventional learning approach that limits interaction and engagement.

To address such problems, Task-Based Language Teaching (TBLT) offers a promising solution. TBLT focuses on using real-world tasks as the basis for learning. Prabhu (1987) defines a task as “task-based language teaching involving activities

where students engage with meaningful tasks that focus on understanding, expressing, or expanding on meaning.” In other words, students learn English more effectively when they are involved in activities that use language for real communication. According to Sukma et al. (2022), tasks are not just additional parts of language learning—they are functional and play a central role in helping learners understand and use the language in practical ways.

The benefits of TBLT have been proven in several previous studies. Sallem et al. (2016) developed English materials for vocational students in the field of business and found that needs-based materials helped students apply English in real situations. Similarly, Fridayanti et al. (2023) developed a digital storybook using TBLT for 9th-grade students. Their results showed that the storybook supported students’ English skills by providing structured tasks based on TBLT stages. In another study, Sirait et al. (2022) created a TBLT model for primary teacher education students and found that it improved their interest in learning. These findings suggest that TBLT is not only effective in improving language skills but also increases student engagement across different levels and learning contexts.

However, most of these studies were conducted in broader or different educational contexts and did not specifically address narrative texts rooted in local culture. Therefore, it is necessary to develop TBLT materials that are more contextualized and relevant to students' backgrounds, particularly in the region of Jambi.

In line with these findings, the current study focuses on developing task-based materials for narrative texts in the specific context of a junior high school in Batang

Hari. Under the *Kurikulum Merdeka*, students use the “English for Nusantara” textbook published by the Ministry of Education. This textbook includes various text types, such as recount, narrative, descriptive, procedure texts, and narrative text being the main focus for grade 8. Meyers (2005), as cited in Sinaga (2020), highlights that “narrative is one of the most powerful ways of communicating with others. A well-written story enables readers to respond to events in life as if they were their own.” However, the textbook is quite general and does not fully address the specific needs of students at the target school, especially those who had no formal English lessons in elementary school. This makes it harder for them to understand the narrative text structure and language features. As Thakur (2015) explains, “supplementary materials are needed because a single core textbook cannot always meet the specific needs of all students, so supplementary material is tailored to bridge learning gaps and accommodate individual classroom contexts.”

To help solve this issue, this study aims to develop supplementary materials based on the TBLT approach to support the teaching of narrative texts for grade 8. These materials are designed to be more contextual and suitable for students in Batang Hari. They are also expected to help teachers implement the curriculum and achieve the *Capaian Pembelajaran* (CP) more effectively. The final product is designed not only for use in class but also for self-study at home, helping students build a stronger understanding of narrative texts and improve their reading and writing skills.

## **1.2. Research Objectives**

The research objectives of this study are as follows. The first objective is to identify the students' needs for developing Task-Based Language Teaching (TBLT)

supplementary materials for grade 8 at a junior high school in Batang Hari. Second, to explain how is the design of these materials. Third, to develop the textbook through expert validation and revisions. Fourth, to implement the textbook by collecting responses from teachers and students. Finally, to evaluate the textbook continuously across each stage of development.

### **1.3. Research Questions**

Based on the background of the problem, the researcher formulated the research question below:

1. What are the students' needs for developing task-based language teaching supplementary materials for grade 8 at a junior high school in Batang Hari?
2. How is the design of the task-based language teaching supplementary materials for grade 8 at a junior high school in Batang Hari?
3. What are the results of expert validation of the task-based language teaching supplementary materials for grade 8 at a junior high school in Batang Hari?
4. How do the teacher and students respond to the developed textbook during the implementation stage?
5. How are the developed materials revised and evaluated based on feedback from experts and users?

### **1.4. Research Specification**

The developed product is teaching materials in the form of a task-based language teaching textbook. The expected specifications of the product in this research and development include the following characteristics.

a. Target Audience:

The product is a textbook designed for Junior High School students in phase D (Grade 8), focusing on English language learning with a specific emphasis on narrative texts. The textbook aligns with the current curriculum, *Kurikulum Merdeka*, ensuring relevance and coherence with educational standards.

b. Content Focus:

The textbook comprises task-based language teaching materials that prioritize the development of reading and writing skills. The narrative texts featured in the textbook are Indonesian legends, with a specific focus on stories from Jambi, making the material more contextual and culturally relevant for the students. This local context helps students connect with the content while learning language skills.

c. Accessibility and Usability:

Designed to be used as supplementary teaching material, the textbook is accessible both at school and at home, facilitating independent learning. It is structured to be used over one semester, allowing for progressive learning. The tasks and activities are designed to engage students independently, making the book an effective tool for self-study.

d. Task-Based Learning Structure:

Each unit in the textbook features task-based activities, including:

- Pre-task
- Task cycle

- Language focus

Example activities include listing, ordering, sorting, classifying, comparing or matching, problem-solving, creative tasks, and sharing personal experiences. These activities are designed to actively engage students in learning through interaction and application of the target language.

e. Systematic Language Features Instruction:

The textbook is enriched with language features systematically organized and introduced progressively. Each chapter covers specific language elements such as action verbs, adjectives, simple past tense, and other grammatical structures essential for narrative texts. These features are taught in a step-by-step manner to ensure a clear understanding and gradual mastery by the students.

f. Supporting Cognitive and Affective Learning:

The textbook not only focuses on linguistic competence but also incorporates activities that promote critical thinking and creativity. Additionally, the tasks encourage personal reflection and sharing, fostering both intellectual and emotional involvement in the learning process.

### **1.5. Research Significance**

The product of this research, a task-based language teaching (TBLT) material for narrative text, is expected to create a better learning environment for eighth-grade students to enhance their understanding of narrative texts. It is also hoped that this study will provide new ideas for teachers, helping them use teaching materials that

foster engaging and interactive learning experiences to deepen students' comprehension. Additionally, this research aims to serve as a consideration for other researchers, contributing ideas for developing similar materials in different educational settings.

### **1.6. Research Limitation**

This research will be conducted with eighth-grade students at a Junior High School in Batang Hari during the 2024-2025 academic year, which may limit the generalizability of the findings to other schools or educational contexts. Additionally, the research is focus on narrative texts within the framework of task-based language teaching, particularly targeting reading and writing skills restricts the applicability of the results to other genres of texts or teaching methodologies.

### **1.7. The Definition of Key Terms**

#### **1. Task-Based Language Teaching**

A teaching approach that focuses on the use of meaningful tasks or activities, is used in this research to develop a textbook aimed at improving students' understanding of narrative texts.

#### **2. Textbook**

An educational resource designed to provide structured lessons and activities focused on narrative texts to provide structured lessons, exercises, and activities for students, often used for teaching a particular subject in a classroom setting.

### 3. Narrative Text

A narrative text is a type of written content that recounts a story based on events or experiences. In this research, narrative text refers specifically to narrative stories from Jambi.