CHAPTER I

INTRODUCTION

In this chapter, the writer presents : (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1. Background

Interactive online platforms have become an integral part of modern education, particularly in enhancing language skills such as listening. Listening is a crucial component of language acquisition, as it fosters comprehension and communication abilities. In recent years, educators have sought innovative tools to address the challenges of teaching listening skills. Online platforms provide a dynamic and engaging environment where students can interact with multimedia content, facilitating the development of listening proficiency. According to (Mayer, 2021), the integration of interactive elements, such as quizzes and multimedia exercises, into online learning systems can significantly improve students' listening skills by keeping them actively engaged.

One of the key benefits of interactive online platforms is their capacity to provide authentic listening experiences. These platforms often incorporate audio materials such as podcasts, Tests, and dialogues from real-world contexts, which mirror natural language usage. These materials help students develop critical listening skills and adapt to various accents and speaking speeds. Richards (2008) emphasizes that exposing learners to authentic audio input enhances their ability to process spoken language effectively, a critical factor in achieving listening proficiency.

According to Orwig in (Hermina, 2011), listening is the first language skill. It is perhaps the most important skill of all, the basis for others. By developing the ability to listen well, students can develop and become more independent learners.

Listening comprehension is the ability to both hear and comprehend what is being said. According to, there are two primary forms of listening: passive, which happens when watching television or listening to the radio, and active, which happens during in-person or telephone interactions. It is necessary to acquire the following listening subskills: recognizing a new language's distinctive sounds; recognizing rhythms, stresses, and intonation; recognizing word boundaries and reduced forms; recognizing typical word-order patterns; recognizing vocabulary; spotting keywords, such as those that indicate topics and ideas; extrapolating meaning from context; recognizing grammatical word classes; recognizing fundamental syntactic patterns, etc. Understanding comes from listening. Based on the writer's experience microteaching at State Senior High School 7,of Palembang, It demonstrated that a variety of factors, such as inability to focus while listening, a lack of comprehension of English accents, trouble interpreting words, a lack of vocabulary, and an inability to differentiate between similar words and sounds, made it challenging for students to learn to listen. While regular, in-person learning involves a wide variety of listening activities, online listening classes offer a relatively small number of strategies. The phrase "interactive learning platforms" refers to computer-based digital products and services that display text, animations, moving images, Test, audio, and Test games in response to user input. It's common to use other terms like "e-learning" and "blended learning" alongside the word "online." The use of digital technology applications in the classroom is described by these terms. According to Christian, et al. (2020:483) in (Ahmadi & Hatim, 2022), students' difficulties in learning online due to limited internet costs and the ability and knowledge of each person are different, resulting in a lack of students' ability to access digital devices.

E-learning in higher education is the most widely used online learning platform. More recently, there are a number of apps that support online education, particularly those that let teachers administer tests in an interactive manner. A lot of educational apps incorporate gamification into their framework. A learning environment that is built on games can help people become more motivated (Ebrahimzadeh, 2017). According to Icard in (Fatin et al, 2019), the use of games in the classroom has been linked to improved student motivation and the creation of engaging learning environments. Digital learning platforms, such as Google Classroom, WhatsApp, email, YouTube, Zoom, modules, and others, are commonly used as study aids in online learning, particularly in English lessons. Giving students access to learning materials outside of class hours is one benefit of interactive online learning. For this, interactive online learning management systems could be employed. Furthermore, design principles are used to create interactive online learning materials that facilitate qualified interactions. According to research, the length of access time ought to be extended.

Listening is an action in which we apply our prior knowledge to decipher the speaker's meaning. When it comes to listening comprehension, we must comprehend and focus on the speaker's message. This is a talent that needs to be treated seriously. It is regarded as an important component of communication skills, and students actively participate in the learning process both intellectually and physically by using this media.

Based on the explanation above, the writer had an interest in conducting the research entitled "**THE EFFECT OF INTERACTIVE ONLINE PLATFORM TOWARD TENTH GRADE STUDENTS' LISTENING ACHIEVEMENT**"

1   **Problem of the Study**

In this part, the writer presents identification of the problem, limitation of the problem, and formulation of problem

1.2 Identification of the Problem

Based on the information received from interviews with teachers and students on 22 November 2022 at Muhammadiyah Senior High School 6 of Palembang, it was known that students were a lack in listening skills, and the writer found that students were less interested in the learning media used by teachers so students were bored of following the teaching and learning processes.

1.3 Limitation of the Problem

This study focuses on examining the effectiveness of **Wizer.me**, an interactive online learning platform, in improving tenth-grade students' listening comprehension skills. While the platform offers a range of tools for interactive learning, certain limitations must be acknowledged to provide a clearer scope for the research. The specific limitations are as follows:

1. **Scope of Listening Skills**:

   The study emphasizes listening comprehension as measured by the ability to understand and interpret spoken language. Other aspects of listening, such as note-taking, predicting, or critical listening, are not the primary focus.

2. **Sample Size and Demographics**:

The research is limited to a specific group of tenth-grade students from a single school or institution. The findings may not be generalizable to students from different age groups, educational levels, or cultural backgrounds.

3. **Platform-Specific Features**:

The study exclusively evaluates Wizer.me, which has unique features such as interactive worksheets and multimedia integration. Therefore, the results may not extend to other interactive platforms or tools with different functionalities.

4. **Technology Accessibility**:

The research assumes that all students have equal access to devices and stable internet connections required to use Wizer.me. Variability in access could affect student performance and engagement, which might not be fully captured in this study.

5. **Teacher's Role in Implementation**:

The effectiveness of Wizer.me may also depend on how teachers design and guide listening activities using the platform. Differences in teacher expertise and instructional strategies could influence the outcomes.

6. **Duration of the Intervention**:

The study is conducted over a specific timeframe, which may not be sufficient to observe long-term impacts of using Wizer.me on students' listening comprehension skills. Extended usage might yield different results that this study cannot account for.

By addressing these limitations, the research aims to provide a focused and realistic analysis of Wizer.me's impact on listening comprehension while acknowledging the constraints of its broader application.

1.4 Formulation of the Problem

Based on the identification and limitation of the problem above the research problem has been be formulated below **"Is the use of interactive online platform (wizer.me) affect the students' listening skills?"**

1.5 Objective of the Study

Based on the problem above, the writer formulates the objective of the study problem is to find out if the use of an interactive online platform affects the tenth-grade students' listening skills at Muhammadiyah Senior High School 6 of Palembang.

1.6 Significance of the Study

This research has been done with the hope of giving usefulness for teachers, students, other writers, and the writer himself:

1.6.1   Theoretically

The research results can make a useful contribution to future classroom studies with the same listening problem.

1.6.2   Practically

The writer hope the results of this research has been be expected to be useful for:

1.6.3   For Writer Himself

   After finishing the research, the writer might get a lot of experience in teaching listening and enhance his knowledge especially in using the interactive online application.

1.6.4 For Students

This study can upgrade the students' participation in the introduction to English so that it can help them to push their focus on listening. Students must pay attention and concentrate carefully even when the teacher gives explanations as a way to help their listening skills improve.

1.6.5 For English Teachers

This interactive online study can provide an extra contribution to English teachers to expand language learning techniques, however, additionally, teachers would be capable of teaching-learning activities by getting to know the process.

1.6.6 For Readers

The writer believes that this paper is away from being perfect, so the writer would give appropriate ideas and constructive complaints to make this paper perfect. The writer additionally hopes that this paper has been beneficial and make contributions to a few precious components of the writer himself and all readers in general.