

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In the globalized era, English had become one of the most essential languages for communication, academic development, and access to information. Because of its status as a lingua franca, learners needed strong mastery of the four language skills to participate fully in educational and professional contexts. Among these skills, listening had been regarded as the primary channel through which learners received comprehensible input before producing language in speaking or writing. Several experts had supported this view. Liu (2016) had stated that technology could help teachers provide visual and auditory stimulation that increased students' attention during lessons, while Zehra (2016) had noted that teachers' attitudes and classroom practices determined how effectively technology could enhance learning. These perspectives showed that listening instruction needed both meaningful input and appropriate instructional media to become effective.

However, despite the growing availability of digital tools, many Indonesian classrooms had still relied heavily on traditional worksheets, especially in listening lessons involving narrative texts. Teachers often used YouTube videos only as a warm-up to help students recall past events in the story, but the main learning activities continued to depend on paper-based workbook exercises. Chiu et al. (2022) had found that successful technology integration relied on the

teacher's readiness and ability to explore digital resources, while Maulina et al. (2022) had shown that technology-based media significantly improved students' listening comprehension when used consistently and interactively. This meant that using only videos without integrating technology into the actual task design made listening activities repetitive, predictable, and less engaging for students.

Recent studies from 2023 to 2025 also supported the importance of digital worksheets for enhancing engagement. Harun (2024) had concluded that Google Form-based worksheets increased student enthusiasm, and Nasution (2025) had reported that digital interactive worksheets improved engagement by offering more dynamic practice formats. These findings further emphasized that teachers needed to explore technology beyond traditional worksheets.

Many English teachers in Indonesia had faced various challenges in delivering effective listening instruction, and these challenges often influenced how well students could improve their listening skills. Several studies published in recent years supported this condition. For example, Suryani (2016) reported that many Indonesian teachers were still unfamiliar with technology-supported teaching, which limited their ability to design interactive listening activities. Sari and Wahyuni (2018) found that English teachers tended to rely on textbooks and printed worksheets because they felt more comfortable using conventional materials. In a broader EFL context, Lonka et al. (2022) showed that teachers' readiness and confidence played an important role in determining whether technology was successfully integrated into classroom practice. In Indonesia, Maulina et al. (2022) also demonstrated that digital media significantly improved

listening engagement, but teachers needed guidance before they could adopt these tools effectively. These studies suggested that teachers needed more opportunities and support to integrate technology so that listening lessons could become more varied, meaningful, and aligned with the demands of modern EFL classrooms.

Preliminary observations conducted at SMAS Budisatrya Medan revealed that the English teacher of grade tenth had not fully explored technological tools in listening instruction. Although the teacher occasionally played YouTube videos to introduce a narrative topic, the main tasks still relied on workbook-based worksheets. This limited exploration of technology resulted in monotonous lesson routines, causing students to lose interest because they repeatedly worked with the same paper-based task format. The lack of interactive and varied media meant that students did not experience listening as an enjoyable or meaningful skill, which reduced their motivation to participate actively in the lesson.

To clarify the classroom situation, the researcher conducted a short interview with the teacher regarding the use of technology in teaching listening, especially narrative texts:

Researcher: *“What kind of technology did you usually use when teaching listening for narrative texts?”*

Teacher: *“I usually played a YouTube video at the beginning, but after that we returned to the activities in the book.”*

Researcher: *“Did you use any digital or interactive worksheets during the lesson?”*

Teacher: *“Sometimes I did the teaching some lesson by using Power Point to catch the students attention, but after that I only used the worksheets from the textbook or sometimes we called it (LKS). Sometimes students did not complete the tasks because they felt the exercises were always the same.”*

Researcher: *“Do you think digital worksheets could help increase engagement?”* **Teacher:** *“Yes, I think using technology would make them more active, and I tried my best to explore many platforms and I think as a teacher I still need to explore more.”*

The interview supported the observation that the core problem did not lie in students' abilities but in the limited technological exploration by the teacher. Without interactive tools, the potential for creating meaningful and engaging listening activities was not fully realized. This gap between available digital resources and classroom practice highlighted the need for developing technology-based materials that could support teaching narrative listening more effectively.

In response to the identified listening comprehension problems, an innovative solution was proposed: the development and implementation of digital worksheets using the ISL-Collective platform. This intervention was expected to significantly improve students' listening comprehension skills, directly addressing the identified issues, and beyond skill enhancement, the interactive nature of these digital worksheets was anticipated to help teacher's improve the learning to become more interest, boost student motivation and engagement in English learning. A digital worksheet was a modern educational tool that combined the

practical aspects of traditional worksheets with the engaging attributes of educational games, creating a blend of direct lesson tie-ins and paperless assignments. Teachers used physical worksheets or workbooks for students to practice and internalize knowledge, but with technological advancements, worksheets evolved into digital formats accessible and compliant online.

Several previous studies had explored the effectiveness of digital worksheets and platforms like ISL-Collective in language learning; for instance, Ayunda and Nuran (2023) found that students enjoyed and easily understood ISLCollective Video Quizzes, which helped improve their listening skills for narrative texts. Shofi and Masruroh (2024) showed that video media created with AVS Video Editor successfully grabbed students' attention and improved their listening skills, moving away from old teaching methods. Additionally, Nasution, et al. (2020) developed a digital worksheet for vocational school students and found it to be a valid, practical, and effective tool for teaching listening. Although these relevant studies demonstrated the potential and effectiveness of digital tools for listening skills, the identified phenomena gap at SMAS Budisatrya Medan highlighted a disconnect between the potential of digital tools and their actual implementation.

Practically teacher used traditional paper worksheet, but nowadays in the real classroom application aligned with curriculum Merdeka. The teacher has to improve their pedagogy elements which one of it is digital worksheet and the relevant studies showed that it might have some different between students' interest of the media used, therefore teacher should use any kind of media in

teaching and learning process. That's why to fill this gap, the researcher will explore the media of ISL-Collective to find out if there is any kind of media in teaching process of listening to narrative in tenth grade at SMAS Budisatrya Medan especially in social class.

This research expects to contribute significantly to improving the quality of English language education, especially in listening skills, through the application of effective and contextual digital pedagogy using ISL-Collective for teaching listening narrative text to tenth-grade students at SMAS Budisatrya Medan. This intervention was predicted to greatly improve students' listening comprehension skills, directly addressing the initial problems that were found. Therefore, this research became highly important and urgent, aiming to bridge this gap by developing ISL-Collective-based digital worksheets as a targeted innovative solution.

1.2 The Problem of the Study

Creswell (2018) stated that, a research problem is a clear, focused, and researchable issue that becomes the foundation of a study and guides the direction of the investigation. In general, the problem of the study refers to a gap between the ideal condition expected in a learning process and the actual situation observed in the classroom. When this gap affects learning outcomes, researchers formulate it as a problem that needs to be addressed through systematic inquiry. The problem in this study are:

- a) How is the ISL-Collective digital worksheet developed for teaching listening on narrative texts to the tenth-grade students at SMAS Budisatrya Medan?
- b) What are the teacher's challenges in the use of worksheet for teaching listening on narrative text for tenth grade students at SMAS Budisatrya Medan?

1.3 The Objectives of the Study

Airasian et al. (2019) stated that research objectives should clearly describe the researcher's intentions and guide every stage of the study so that the results are systematic and measurable. Based on this view, the objectives of this study are formulated to align with the development and evaluation process of the ISL-Collective digital worksheet. This helps define the scope and focus of the study, providing clear direction for all research activities. For this reason, the author presents the objective of the study:

- a) To describe the process of developing an ISL-Collective digital worksheet for teaching listening to narrative texts to the tenth-grade students at SMAS Budisatrya Medan.
- b) To analyze the English teacher's challenges in the use of traditional worksheet for teaching listening on narrative text for tenth grade students at SMAS Budisatrya Medan.

1.4 The Scope of the Study

This study was limited to the designed of a digital worksheet using the ISL-Collective platform to support the teaching of listening to fairy tale narrative texts. Mertens (2015) stated that the scope of a study functions to limit the boundaries of research so that the investigation remains focused on specific variables, participants, and instructional contexts. The designed focused on addressing the teacher's lack of technological exploration in the classroom and the variation of listening activities. The study involved only one English teacher and one class of tenth-grade students academic year 2025 semester two at SMAS Budisatrya Medan as the source of preliminary data.

1.5 The Significances of The Study

Mertens (2015) explained that the significance of a study lies in its potential to contribute meaningful benefits to both educational practice and learning improvement, as follows:

1.6.1 Theoretical Significance

The findings of this study are anticipated to enrich the existing literature concerning the development of technology-based learning materials, particularly in the context of English listening skill instruction. This research can provide insights into the application and potential of online platforms like ISLCollective as educational resources, also to the academic discourse on digital media in language teaching and learning.

1.6.2 Practical Significance

a. To the students

The designed digital worksheets are expected to enhance students' motivation and engagement in listening to narrative texts. They may also facilitate a deeper comprehension of story content and overall improvement in their listening skills.

b. To the teachers

This study can serve as a practical reference and an innovative alternative for English teachers in designing interactive and engaging teaching materials, especially for teaching listening on narrative texts using digital tools.

c. To the school

This study can provide valuable input for the school in formulating policies related to the integration of technology into the learning process, supporting the school's efforts to create a learning environment that adapts to contemporary advancements.

d. To the researchers

This study can serve as a foundation or initial reference for subsequent researchers interested in designing similar digital learning materials or conducting further research on the effectiveness of ISL Collective in other English language learning contexts.