

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

5.1. Conclusion

This study provides an in-depth overview of the implementation of the British Council Website in teaching listening comprehension to 10th grade students at SMA Negeri 1 Srengat. Based on observation data, interviews, and documentation, it was found that the implementation of this media had a positive impact on improving students' ability to understand listening material, particularly through task-based and technology-based approaches. This approach also encouraged active student involvement and increased motivation to learn.

First, in the research focus related to the implementation of the British Council Website in listening comprehension learning, it was found that the processes of reception, processing and comprehension, as well as connectivity and interpretation, proceeded gradually and were adapted to the students' ability levels. Teachers provide adaptive scaffolding through pre-activities (pre-vocabulary and pre-exercises), audio repetition limits, and the integration of contextual material. This strategy has proven effective in helping students overcome challenges such as British accents, speaking speed, and new vocabulary. Peer support, the use of technology (such as digital dictionaries), and reflection after listening also strengthen students' understanding of the content.

Second, in the research focus related to students' impressions of the use of the British Council Website, it was found that the majority of students had positive impressions of this medium. They felt more motivated, helped in improving their vocabulary and pronunciation, and more confident in understanding the context of

conversations. Despite technical challenges and initial adaptation to the British accent, most students showed improvement in understanding and learning engagement. Interactive and contextual learning experiences were the main factors that reinforced positive impressions of this medium.

Overall, the researchers concluded that the implementation of the British Council Website in listening comprehension learning had a significant positive impact on improving students' understanding, engagement, and motivation. Therefore, this study produced a learning model called the “British Council Website Implementation Model Based on Neurological Listening Process and Task-based Learning,” which is attached in Appendix __. This model is designed to facilitate interactive, reflective, and adaptive technology-based listening learning in the context of secondary school students.

5.2. Implications

The results of this study provide a number of relevant implications, both theoretically and practically, in the context of digital-based listening comprehension learning, particularly through the use of the British Council website at the secondary school level.

5.2.1. Theoretical Implications

This study makes a significant contribution to academic research in the field of English language teaching, particularly in the area of listening comprehension using authentic digital media. The findings reveal that the implementation of the British Council platform effectively supports students in understanding authentic listening material, encourages the development of independent and collaborative learning strategies, and increases student motivation. This reinforces the

theoretical argument that technology-based instruction integrated with authentic input facilitates more effective auditory information processing, in line with Rost's (2016) Neurological Listening Process Theory, which highlights the cognitive stages involved in successful listening: reception, transmission coordination, attention, agency, comprehension connectivity, and interpretation.

Furthermore, the study aligns with Vygotsky's (1978) Zone of Proximal Development (ZPD), demonstrating how scaffolded learning and social interaction within the digital environment enable students to move from assisted to independent performance in listening tasks. Students benefit not only from teacher guidance but also from peer collaboration and adaptive use of tools (e.g., dictionaries, translators), reflecting social constructivist learning principles.

In addition, this study enriches the growing body of literature on the effectiveness of task-based and web-mediated learning, particularly in Indonesian classroom contexts, where the application of such approaches remains under-documented. As a qualitative case study, the research offers grounded insights into the pedagogical dynamics of integrating authentic digital media into listening instruction. It thus serves as a valuable reference for future research exploring constructivist and cognitive-based listening pedagogy through digital platforms.

5.2.2. Practical Implications

In practical terms, the results of this study have tangible benefits for teachers, students, and future researchers.

For teachers, these findings provide a concrete picture of effective strategies for implementing British Council digital media in the classroom. Teachers are expected to be more creative and adaptive in utilizing the features available on the

platform, as well as able to tailor materials to students' abilities and needs. This research also emphasizes the importance of the teacher's role as a facilitator who not only provides materials but also actively and reflectively guides the learning process.

For students, this research shows that the use of web-based media not only helps in understanding audio content but also increases confidence and independence in learning. Learning experiences supported by authentic and interactive materials have proven to stimulate higher engagement and expand exposure to English used in real-life contexts.

Meanwhile, for future researchers, the results of this study can serve as a starting point for developing further research evaluating the effectiveness of digital-based language learning platforms. Using a case study approach, this research opens up opportunities for broader exploration, whether through quantitative, mixed-method, or contextual approaches in different schools and educational levels. These findings are expected to encourage more contextual learning innovations that align with the challenges of English language learning in the current digital era.

5.3. Suggestion

This study certainly has several limitations that need to be considered. The limited scope, which is restricted to one class at SMA Negeri 1 Srengat, as well as the qualitative approach used, means that the findings cannot be generalized to other schools or contexts. Additionally, the relatively short duration of the study was insufficient to observe long-term developments in students' listening skills. Nevertheless, the researcher hopes that this study can serve as the starting point

for the development of more relevant listening instruction tailored to the needs of today's students, particularly through the use of technology-based media.

Based on the findings obtained, the researcher provides several suggestions that can be considered by relevant parties. For teachers and school principals, it is hoped that the use of media such as the British Council website will not be limited to audio, but will also involve in-depth learning strategies that are appropriate to students' abilities. Schools are also expected to support the use of this media.

Furthermore, for educational institutions, both at the school level and policy makers, the use of digital learning media such as the British Council needs to be seen as part of a long-term strategy in curriculum development. Efforts such as the development of digital-based learning modules and the equal distribution of technology access in schools are important so that this learning practice can be implemented evenly.

For future researchers, it is recommended to conduct research with a broader scope, both in terms of the number of students and the variety of school contexts. Mixed or quantitative methods can also be used to measure the effectiveness of this media in a more structured and in-depth manner. Additionally, the impact of this media on other skills such as speaking or vocabulary mastery could be an interesting focus for further research.

With these recommendations, it is hoped that the results of this study can contribute meaningfully to improving the quality of listening comprehension learning and encourage more adaptive and meaningful innovations in English language learning.

