

# CHAPTER I

## INTRODUCTION

This chapter introduced the research context, research focus, research objective, research significances, research scope and limitations. and Definition of keyterm,

### **1.1. Research Context**

English is one of the most important languages in the current era of globalization. This is because English has a huge impact on globalization and is commonly spoken around the world. (Abdalla & Mohammed, 2020; Gilakjani & Sabouri, 2016). According Statista, (2023) English is the most widely-spoken language in the world, sehingga bahasa inggris menjadi hal yang harus dipelajari. As an International English, English is critical to each student's professional future, as it is a necessity for many jobs in large corporations and multinational corporations (Andayani, 2022). The ability to speak English opens up wider opportunities, whether it's to study abroad, get a job in a multinational company, or access the latest information from around the world. Being good at English can be a viable advantage for learners of English because English opens new opportunities to help them learn better at school, earn more money and become more successful in their future careers (Menestrel & Takanishi, 2017). Therefore, mastering English is no longer just an option, but a necessity to adapt and compete in the modern era.

In indonesia, English learning at the high school level has an important role in equipping students with global communication skills. English is learning that focuses on four main skills that support each other, namely listening, speaking,

reading, and writing (Susilowati et al., 2021; Yuniar et al., 2021). These skills can be categorized into two types: receptive skills (listening and reading) and productive skills (speaking and writing) (Amal et al., 2019; Tipmontree & Tasanameelarp, 2020). In addition, the integration of digital technologies such as mobile applications and online platforms has helped students improve their English language skills through interactive and personalized learning experiences (Jamalova, 2024). This approach meets the needs of diverse students to prepare them for further education and global challenges and is also in line with the cognitive and social principles of learning.

Social and cognitive elements play an important role in Learning English in the classroom that requires integrating learning theories, where. In this context, the theory of constructivism is fundamental, with students actively constructing understanding through social interaction and teacher support as a facilitator. Piaget (1954 in Brown, 2014) emphasized the importance of learning as a process of self-construction based on experience, while Vygotsky (1978 in Brown, 2014) highlighted the role of the Zone of Proximal Development (ZPD) in helping students reach their full potential. In addition, Mursid (2023) also stated that collaboration-based learning is effective in improving English language acquisition. Mohammed & Kinyo, (2020) highlighted the role of technology in supporting the personalization of constructivism-based learning, while Hammond et al., (2020) emphasized the importance of emotional and social support to create an optimal learning environment. The application of these learning theories ensures that students can develop cognitively and socially in interactive and supportive English learning.

It has been mentioned that the role of technology is very important in learning, therefore web-based learning has become a popular method in various schools due to its flexibility and accessibility in supporting learning. The use of web-based platforms helps increase students' learning motivation and provides access to a variety of interactive and engaging learning resources (Mohammadi et al., 2015). In addition, this method also allows teachers to monitor students' progress in real-time and provide more personalized feedback (Kumar & Sharma, 2021). With these advantages, web-based learning has become a widely integrated learning model.

However, in reality, there are obstacles that occur in the field, many students face various obstacles in learning listening. One of the main challenges is the difficulty of understanding the varied accents and intonations of native speakers. This problem is further exacerbated by the low motivation of students in understanding listening material, so they find it difficult to achieve good understanding. Deci & Ryan, (2000) proposed a theory of motivation that emphasizes the importance of intrinsic motivation in the learning process. This theory states that individuals will be more motivated when their three basic psychological needs are met, namely autonomy, competence, and relatedness. Therefore, a more interactive and effective approach is needed to help students to develop their intrinsic motivation to overcome the problems and improve their listening skills. Thus challenges were found in SMAN 1 Srengat. The teacher says

*“The first obstacle is probably student motivation. He's like thinking, what will happen if I don't know what the native speaker means. Then, there are many accents, there are American, there are British, when he has a British accent, he must be confused, because it's very fast, like, 'what does this mean, Miss?' Like that. Whereas with American,*

*it's slower, more pleasant to hear. Maybe it's the difference in accent."*

*(W01-G-S, Des 5, 2025, 09:00 a.m., Library)*

Listening is an active process that involves receiving what is actually said by the speaker, construction and representation of meaning, negotiation of meaning with the speaker, and response to what is said (Rost, 2016). This process includes engagement, imagination, and empathy in creating meaning. Thus, listening is not just hearing, but also a deep understanding of the message conveyed. Through listening, learners can capture the intonation, pronunciation, vocabulary, and sentence structure used by native speakers, which then becomes a reference for speaking skills (Sharif et al., 2024). Through listening, learners can capture the intonation, pronunciation, vocabulary, and sentence structure used by native speakers, which then becomes a reference for speaking skills. Thus, in line with Miss Shelley, a teacher at SMA Negeri 1 Srengat, who emphasizes the importance of listening, she states:

*"Well, in here listening can be used to enrich vocabulary, then improve pronunciation, and also get a clear understanding of the context and meaning of the conversation. The problem is, for example, children have friends talking, but they don't know what the meaning is. So, that's very important. You see, in English, different pronunciation means different things."*

*(W01-G-S, Des 5, 2025, 09:00 a.m., Library)*

This placed listening as an important basis in language learning because humans tend to listen more than they read, speak, or write, which arguably puts listening at the heart of the language learning process (Gönülal, 2020). If problems in listening learning are not addressed immediately, the impact can extend to various aspects of language acquisition. Difficulty understanding accents and intonation can limit students' understanding of vocabulary and

language structures, which in turn hinders their speaking and writing skills (Athena & Ulfa, 2024). In addition, low motivation to learn due to a lack of engaging and authentic approaches can reduce students' confidence in using the target language, especially when communicating directly. This also risks creating language anxiety, which hinders their engagement in social interactions (Johnson et al., 2024). In the long run, the inability to understand natural conversation can cause students to lose interest in language learning and affect their understanding of cultural context, which is crucial for relevant and effective language use (Suwardi & Sari, 2024). Therefore, interventions are needed through creative approaches, such as the integration of authentic media or interactive technology to encourage more effective and sustainable listening learning.

A creative approach that offers an effective solution to improve students' motivation and listening skills, especially in overcoming the difficulty of understanding accents, is the interactive and technology-based task-based learning model. This approach, as described by Rost (2016), incorporates the use of technology, diverse authentic input, and interactive methods such as listening circles to increase students' intrinsic engagement. In terms of neurological listening development, this model emphasizes key strategies such as receptivity, attention, engagement, and personal connection. These can be facilitated through positive learning environments, authentic audio materials, and the integration of interactive components like group discussions and personal reflection. Supporting this, Kanellopoulou & Giannakoulopoulos (2021) highlight that technology-based media, especially those involving local accent recordings, can broaden students' exposure to various English accents. Moreover, (Goh & Vandergrift, 2021)

emphasize the importance of metacognitive reflection post-listening to enhance comprehension. Web-based learning, in this context, emerges as a powerful medium: it is flexible, adaptive, and interactive, offering learners opportunities for self-paced learning and global exposure (El-Sabagh, 2021). It also provides features such as progress tracking and interactive exercises that help build learner confidence and motivation (Mahande et al., 2022).

This theoretical foundation aligns with the learning practice observed at SMA Negeri 1 Srengat, where the British Council website has been integrated as a listening learning media. The British Council platform is known for offering a wide array of English learning resources designed to support holistic language development (Rachmiati et al., 2021). In this study, the school made use of the British Council Teens section, which organizes content into CEFR levels (A1 to C1) and presents a range of topics adaptable to the existing curriculum. In the specific context of listening comprehension, the British Council provides authentic materials such as podcasts, audio clips, and videos featuring native speakers, aligning well with the strategies recommended by experts. Additionally, listening activities on the platform are followed by structured tasks that require students to process, reflect on, and apply what they have heard. This was also emphasized during teacher interviews, where it was noted that listening practice at SMA Negeri 1 Srengat leverages these tasks not only to improve comprehension but also to foster reflection and discussion, reinforcing the interactive and learner-centered approach supported by the theoretical framework above.

*“If we use the British Council, it means it has to be specifically British first. If we get out of the context of the British website, we go back to other accents, such as American. If he already understands British, it means he already understands what is spoken by American Accent.”*

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Numerous studies have assessed that various digital platforms such as the British Council for Teens Website and BBC Learning English Website have contributed significantly to English language learning. Syafutra et al., (2023) revealed that the use of British Council for Teens Website is effective in improving students' vocabulary through engaging technology-based activities. On the other hand, Khashan & AbuSeileek, (2023) showed that BBC Learning English Website positively influenced students' listening and speaking skills, with an emphasis on authentic and relevant listening activities. A similar finding was also reported by Fitria et al. (2021), who found that the use of British Council Podcast Apps significantly improved students' listening comprehension in a senior high school setting. Their research highlighted that the integration of podcast-based listening materials enhanced student motivation and provided access to authentic English input through mobile technology. In addition, Harahap (2020) emphasized that students positively perceived podcasts as effective media that not only increased their listening engagement but also helped them acquire new vocabulary and understand authentic native English input with greater ease.

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The British Council offers a comprehensive listening learning approach by providing preparation, listening materials, transcripts, as well as two types of task evaluation in each material, which allows students to measure their progress directly. Unlike competitors that do not have a dedicated section for listening and do not provide task-based evaluation, this model provides significant advantages in helping students understand the material and evaluate their learning outcomes.

Although the British Council provides advantages to address problems in the field, the implementation of its program in learning listening comprehension at SMA Negeri 1 Srengat is still rarely explored in academic research in Indonesia. Especially when listening ability is an essential basic skill in English language learning, yet it often receives insufficient attention in classroom teaching. This makes research into technologies that can provide a more interactive, relevant and effective learning experience necessary. Unfortunately, previous studies such as those conducted by (Syafutra et al., 2023) tend to focus more on vocabulary acquisition and accent recognition in listening activities, without deeply examining how platforms like the British Council impact students' listening comprehension in local classroom settings such as SMA Negeri 1 Srengat. Therefore, this study aims to fill this gap by examining the implementation of the British Council and students' responses to their listening learning experience, which provides a new in-depth perspective compared to previous studies that focus more on the quantitative impact of use. In addition, the use of a case study approach at SMA Negeri 1 Srengat, contributes to the enrichment of the literature on the implementation of the British Council, which often has not received much attention in previous research.

Consequently, this study aims to fill the gap of previous research by narrating the implementation of the British Council Website in the listening comprehension in a high school environment, potentially providing a new perspective on the influence of technology in English listening learning. This study proposes an investigation of the implementation of British Council Website in Listening Comprehension, using SMA Negeri 1 Srengat as a case study.

## **1.2. Research Focus**

Based on what has been limited above, the focus can be formulated into the following questions:

- 1) How is the implementation of the British Council in listening comprehension of the 10th-grade students of SMA Negeri 1 Srengat in the academic year 2024/2025?
- 2) How is the impression of implementation of British Council in listening comprehension to the 10th-grade students of SMA Negeri 1 Srengat in the academic year 2024/2025?

## **1.3. Research Objectives**

This study is aimed at investigating The implementation of British Council Website in Listening Comprehension: A Case Study in SMA Negeri 1 Srengat, Indonesia.

- 1) To narate the the implementation of the British Council in listening comprehension of the 10th-grade students of SMA Negeri 1 Srengat in the academic year 2024/2025?
- 2) To explore the 10th-grade students' impression of British Council in listening comprehension of SMA Negeri 1 Srengat in the academic year 2024/2025?

## **1.4. Research Significance**

This research is aimed to find out several key benefits:

- 1) Theoretical Contributions

The research is necessary to present support for the academic statement that the British Council effectively enhances students' listening comprehension. That this research contributes to science that will enrich academic literature.

2) Practical Contributions:

a) For Teachers

The results of the study were expected to provide educators with insightful information that would enable them to create more captivating instructional materials and increase their efficacy when teaching English.

b) For Students

The results of the research should help students improve their comprehension abilities and increase their motivation to learn.

c) For Future Researchers

The results are intended to serve as a baseline for evaluating whether a particular technique in listening lessons is effective. Also, as a case study, this research allowed researchers to adapt and refine their teaching methods for future applications.

### **1.5. Research Scope and Limitations**

This study explores the implementation of the British Council Website in the listening comprehension for 10th-grade students at SMA Negeri 1 Srengat, Indonesia. The research focuses on how the British Council can be integrated into the current English curriculum in the listening comprehension and how students' impression of the implementation of the British Council in the listening comprehension. The study involves one English teacher and a single class of students, aiming to provide insights into the practical implementation of the

British Council in this specific educational setting conducted over six months, from January to July 2025.

The scope of this research is purposefully limited to one class and one teacher in order to enable for an extensive investigation of the British Council's implementation in an actual classroom environment. This research use Qualitative methods, such as classroom observations and interviews, to gather in-depth information about teaching and learning experiences. However, the research has several limitations. The limited number of participants and focus on a single school may limit the ability to generalize of the findings to other schools or regions. The six-month duration may not obtain long-term developments in students' comprehension abilities. Furthermore, reliance on qualitative methods refers to the findings may be influenced by researcher bias. The variables such as students' prior knowledge are not controlled for, which could affect the outcomes.

Although this research presents helpful insights into using British Council Website in Listening Comprehension, these limitations should be regarded when applying the results. Future research could explore British Council in different educational environments and with larger numbers of participants to gain a more comprehensive understanding of its effects.

### **1.6. Definition of Keyterm**

There are the definition of keyterms that used in the reasearch;

#### 1) British Council

The British Council is an international organization of cultural relations and educational opportunities, founded in 1934 and based in London, UK. The organization operates globally to encourage cross-cultural understanding and

promote the English language as a means of international communication. British Council Learning for Teens is a digital platform specifically designed by the British Council to support English language learning for teenagers. The platform offers a variety of interactive learning materials, including language skills exercises such as listening, speaking, reading, and writing, as well as quizzes relevant to students' interests and needs. More specifically, the British Council used in this research is the British Council For Teens Listening section.

## 2) Listening Comprehension

Listening comprehension in this study refers to students' ability to understand and interpret spoken information delivered in English. This ability includes aspects of recognizing vocabulary, understanding sentence structure, recognizing intonation and tone, and capturing the overall meaning of the text or oral conversation. Listening comprehension also involves active listening skills to understand messages in various contexts, both formal and informal, to support effective English learning. In this research, Listening Comprehension referred to Neurological Processing from the book *Teaching and Researching Listening* by Rost (2016), which has 8 stages, namely; Reception, Transmission, Coordination, Attention, Agency, Comprehension (Understanding), Connectivity (Memory Integration), Interpretation (Inference and Reasoning).

## 3) SMA Negeri 1 Srengat

SMA Negeri 1 Srengat is a public high school located in Srengat District, Blitar Regency, East Java. In this research, SMA Negeri 1 Srengat became the main location of the case study to explore the Website of British Council website in improving students' listening skills. The research subjects consisted of students

of grade X-11 enrolled in this school and teachers using the British Council website as a learning medium.

#### 4) Case Study

A case study in this research refers to a qualitative research method used to explore in depth the experiences and learning processes of students related to the application of the British Council Website in improving English listening skills. This case study focuses on one location, namely SMA Negeri 1 Srengat, by observing, analyzing, and understanding the phenomena that occur in that specific context. This method allowed the researcher to gain a deep insight into how the website was used and its impact on students' learning experience.

#### 5) Implementation

Implementation in this research refers to the process of applying a planned teaching strategy into real classroom practice, specifically in the use of the British Council Website to support listening comprehension learning. It includes the teacher's efforts in designing lessons, selecting digital materials, organizing classroom activities, and guiding students in using the platform. This term also encompasses how the digital resource is integrated into the curriculum and how students respond and engage with the learning process. Through this implementation, the researcher observed how technology was utilized to enhance students' listening skills in the specific context of SMA Negeri 1 Srengat.

#### 6) Impression

Impression in this research refers to the students' subjective responses, feelings, and perceptions after engaging with the British Council Website during

listening comprehension activities. This term includes how students evaluate their experiences, the perceived usefulness of the platform, the level of enjoyment or difficulty, and the overall impact on their motivation and confidence in learning English. The impression formed by students serves as an important indicator of how effective and engaging the digital learning experience was in the context of SMA Negeri 1 Srengat.

