

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

The result of this study led to several conclusions about utilizing Randall's ESL Cyber Listening Lab in teaching listening comprehension. This study was conducted to explore how RECLL website utilized in teaching listening comprehension and to identify the challenges faced by the teacher at SMAN 1 Medan. The research employed observation and interview methods within a qualitative descriptive design. The conclusions from the study are as follows:

1. The findings of this research showed that the teacher utilized Randall's ESL Cyber Listening Lab (RECLL) systematically in the listening classroom. The implementation followed Vandergrift and Goh's (2012) metacognitive pedagogical sequence, beginning with-listening activities to prepare students for the topic, continuing with while-listening tasks that involved predicting, verifying, and re-listening, and ending with post-listening reflection and discussion. This sequence helped students engage more actively in the process and provided them with opportunities to check their understanding step by step. The data analysis also revealed that the interactive nature of RECLL supported student participation by combining authentic materials with structured exercises.
2. Regarding the second problem of the study, the analysis highlighted two main challenges in using RECLL for listening instruction: pedagogical and technological. Pedagogically, the teacher faced difficulties in managing

students with varied proficiency levels. While some students engaged actively, others remained passive and hesitant, often due to a lack of confidence in their English ability. Technologically, the lesson was hindered by weak speaker output, projector connection problems, and unstable internet access, which interrupted the learning flow and limited the effectiveness of the activities. In terms of content, however, RECLL was found to be well-aligned with the students' proficiency and the curriculum. The material matched the topics in the textbook, the vocabulary and speech rate were appropriate, and features such as repetition and transcript display helped students process the listening tasks effectively. As a result, students were able to follow the lessons without confusion and remained engaged with the activities. These findings indicate that while RECLL provides valuable content and instructional support, its overall effectiveness depends not only on the suitability of the material but also on the teacher's ability to manage diverse learner needs and overcome technological limitations. Therefore, addressing pedagogical and technological challenges is essential to fully maximize the benefits of RECLL in listening instruction. Overall, the study concludes that the websites can significantly support listening lesson if paired with appropriate teacher methods. It promotes listening practice and learner engagement through interactive learning process. However, to maximize its effectiveness, the website must be used with careful planning and technological readiness.

5.2 Suggestions

Improving the integration of technology in English language instruction requires continuous effort from students, schools, and developers. The following suggestions are offered to teachers, students and future researchers:

1. For teachers: It is suggested that teachers make the most of RECLL or similar online listening resources by integrating them into lessons with careful planning. Since students have varied proficiency levels, teachers should provide additional scaffolding, such as vocabulary pre-teaching, guided predictions, and opportunities for pair or group discussions, to ensure that both active and passive learners can participate. Teachers are also encouraged to prepare backup strategies for technical issues, for example, by having audio files downloaded in advance or by using portable speakers if classroom equipment is unreliable. By combining the use of technology with flexible classroom management strategies, teachers can maximize student engagement and minimize distractions caused by technical or pedagogical challenges.
2. For students: Students are encouraged to take a more active role in the listening process, especially when using RECLL. Since some students tended to remain passive due to a lack of confidence, it is important that they build self-awareness and recognize listening as a skill that improves with consistent practice. Students can make use of the website independently outside the classroom, practicing with exercises that match their own pace and proficiency level. They are also advised to collaborate

with peers by sharing strategies, discussing answers, and learning from each other's strengths. In this way, students not only develop their listening comprehension but also foster a supportive learning environment that can help them overcome fear of making mistakes.

3. For future researchers: Future researchers are recommended to explore the integration of RECLL or similar technological tools in broader contexts and with larger groups of participants. This study was limited to one class and one school, so further studies could compare different schools, proficiency levels, or types of online listening platforms to provide more generalizable results. Researchers may also focus on specific variables, such as the impact of students' motivation, learning styles, or access to technology, on their engagement and comprehension. Additionally, future studies could employ a mixed-method approach, combining observation, interviews, and pre- and post-tests to capture both qualitative and quantitative insights. Such research would contribute to a deeper understanding of how technology-assisted listening activities can be optimized in diverse educational settings.