

## **CHAPTER V**

### **CLOSURE**

This final chapter presents the conclusions derived from the analysis and discussion presented in the previous sections. Additionally, the researcher provides practical and academic suggestions for students, lecturers, and future researchers based on the findings of this study.

#### **A. Conclusion**

Based on the findings and discussion, the researcher draws two in conclusions corresponding to the research questions:

1. Students' experiences in learning academic listening are narrated through a multidimensional negotiation of internal states (emotions and physiology) and external task demands (British accent and IELTS pressure) across the TBLT stages.
2. Students navigate these challenges not through solitary effort, but through a resourceful blend of social scaffolding (peer collaboration), metacognitive habits (out-of-class exposure), and affective defenses (laughter or energy management).

## **B. Suggestions**

Based on the conclusions above, the researcher proposes several practical suggestions for the relevant parties as follows:

### **1. For Students**

Students are advised to be more aware of the importance of holistic physical readiness, such as maintaining sleep patterns and energy intake through breakfast before starting a listening class that demands high concentration. Additionally, habituating themselves to listening to English content outside the classroom should be increased to reduce barriers to unfamiliar accents, such as British English.

### **2. For Lecturers**

Lecturers are encouraged to enhance the learning experience by explicitly guiding students on how to monitor and evaluate their own comprehension during tasks. This approach addresses the self-doubt often faced by students when navigating complex academic audio. Additionally, incorporating more diverse academic content and vocabulary into earlier lessons could better prepare students for the linguistic demands and accents found in high-stakes simulations like the IELTS.

### **3. For Future Researchers**

Future researchers are expected to explore this phenomenon on a broader scale by using mixed-method approaches to examine the statistical correlation between specific physiological conditions and students' listening comprehension levels. Furthermore, subsequent studies could focus on a longer timeframe to observe the continuous development of student experiences and the long-term effectiveness of social scaffolding in TBLT contexts.