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IMPROVING STUDENTS LISTENING SKILLS USING BBC LEARNING ENGLISH WEBSITE

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Abstract
This classroom action research aims to investigate the improvement of students' listening skills using the BBC Learning English website. The participants of this research were the eleventh grade of an integrated Islamic high school in Pekanbaru in the academic year 2023/2024. The participants were selected purposively, that is XI IPA class consists of 27 students. An observation checklist and field notes were used to collect qualitative data. Meanwhile, the quantitative data were collected by conducting the listening test and the percentage of students' observations. The data was analyzed using Microsoft Excel to calculate the average score, percentage of students' achievements in listening tests, and percentage scores of students' observations. This study found that the students' average score in Cycle 1 (87.5%) was higher than the students' average score in the baseline data (12.5%). Based on the observation, the students were enthusiastic during the teaching and learning process. This means that BBC Learning English has proven to be effective in improving students' listening scores. These findings suggest that BBC Learning English is a recommended website to be used by English teachers for teaching English at senior high schools because BBC Learning English is a beneficial learning medium for increasing students' motivation to learn English, especially in motivating students to improve their listening skills.

Keywords— BBC Learning English, Classroom Action Research, Listening Skills

Introduction

Listening is a skill that can be trained, learned, and improved using various methods ranging from simple to high-level methods. Wolvin (2010) stated that more than 40% of our daily communication is on listening, 35% on speaking, 16% on reading, and only 9% on writing. So, most of the time students spend at school to learn a foreign language is for listening. Therefore, listening plays a vital role in learning a foreign language. To have listening skills, we must be able to focus on the speaker and something we are listening to for example, when we listen to songs, podcasts, and speeches (Syakur, 2020). One way to improve our listening skills is to focus on the speaker and the topic of discussion. Also, practice often from easy exercises such as listening to short audio conversations to challenging levels such as watching movies without subtitles.

The problem that commonly occurs at school is when students should listen to audio in English, they immediately say they need help understanding even though they have listened to it with focus once it finished. According to Mawaddah & Mustofa (2022) the obstacles faced by the learners in the listening class session were identified as difficulty in recalling memory and managing concentration during listening. Woottipong (2014) said that students in Thailand still have difficulty in listening skills, because listening requires effort and concentration, and it is difficult to determine whether someone is really listening to the speaker. As the English teacher

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at an integrated Islamic high school in Pekanbaru said, students' interest in learning English still needs to be higher. When the English lesson begins, many students are sleepy, lethargic, and not excited about the learning process. Based on his teaching experience, he sees that students' listening skills are still weak because they are not used to listening to conversations or podcasts in English directly spoken by native speakers so the students have problems in understanding the main idea and detailed information. The students' vocabulary is lacking, so they often need help understanding when the teacher speaks English.

Kavaliauskienė & Anusienė (2009) stated that students usually experience mental blocks, this is a big obstacle for students because when they are given instructions to listen to audio in English, they immediately decide that they do not understand. Finally, some students claim that they cannot understand spoken English well, and this creates problems for them. In addition, some of the problems that students face when they practice listening in the classroom are that most students are good at listening but cannot recognize the series of words spoken by the teacher. The lack of listening practice and the lack of vocabulary cause students to have difficulty listening effectively (Eka Putra & Dianti, 2022).

The problems above are a unique challenge for teachers in training students' listening skills. However, teachers do not worry about that because along with technological advances that occur nowadays, many innovations support the English learning process, which can help teachers find suitable methods to use in training students' listening skills. The supporting equipment for the learning process used at school are computers, smartphones, tablets/iPads, and laptops, which can be learning resources for teachers and students (NurIslami, 2022).

Teaching English as a foreign language can be improved through technology. Teachers can utilize smartphones as a form of learning media because we can access learning videos and use a variety of learning apps and websites on smartphones. One of them is BBC Learning English. BBC (British Broadcasting Corporation) Learning English offers several programs for learning English. BBC Learning English is a learning media that has great benefits and influences in improving students' listening skills. BBC Learning English is effective in increasing vocabulary mastery and speaking and listening skills for students. In dealing with the same case, improving students' listening skills, several researchers have conducted research using different learning mediums, Perangin angin et al. (2021) in his classroom action research has used the TikTok platform to improve students' listening skills, he displays video content and English songs to students. The findings stated that the use of the TikTok application to improve students' listening skills was successful with satisfactory results in two trials, students were enthusiastic about learning better than before. Yuyun & Simamora (2021) have used videos from the TED Talks YouTube Channel as a learning medium in classroom observation to improve students' abilities in listening for main ideas, listening for details, and listening and making inferences. Their findings stated that YouTube can increase students' motivation to learn and focus more on listening sessions because students can watch videos while doing listening exercises. In their experimental research,Eka Putra & Dianti (2022) have used podcasts as learning tools to improve students' listening skills. Their research findings stated that the use of podcasts was effective in helping students enhance their listening achievement.

There are still people who do not know what BBC Learning English is. Even though the video content available on BBC Learning English can be used for English language learning. For this reason, this study is considered important to conduct as a researcher's contribution to the educational field to improve students' language skills. Based on the preliminary study and the review of previous research, the researcher decided to conduct classroom action research using the BBC Learning English website to improve students' listening skills. The research question is, "Is there any improvement on students' listening skills using BBC Learning English website?"

Literature Review

BBC Learning English

BBC Learning English is part of BBC World Service, which provides free audio, video, and text features for students and teachers who want to learn English worldwide. BBC stands

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for British Broadcasting Corporation. BBC Learning English has a lot of learning content that can help them improve their English skills, including listening skills (Munawarah, 2022). BBC Learning English is a website that can be used as a learning medium to improve several language skills in English. The website serves creatively and innovatively to attract learners worldwide to get excited about learning English independently, wherever and whenever they want. There is much attractive content and some great features available, and it can be used to learn English in a fun and less tedious way. Seitan Khashan & Farhan AbuSeileek (2023) also said that BBC English Learning is one of the best learning media and technological aids for learning and mastering English. This website can facilitate how students learn the language not only in the classroom but anywhere so that they can feel comfortable and not nervous or afraid of being wrong in learning English.

According to Rani K (2020), BBC Learning English is an exciting platform for teaching English and provides much content to improve English skills. One of the attractive features of this website is the audio and video podcasts, which provide several programs. The materials and lessons contained in this app are very authentic because there are always new and updated materials every day. BBC Learning English has provided several exciting programs and features. People can access it for free via smartphones, and the BBC Podcast app is easy to download from the Play Store and AppStore with the help of an internet connection, so students and people can use it easily.



Figure 1 The "Home" display of BBC Learning English website (BBC Learning English, 2024)

According to the official BBC Learning English website, several courses consist of several episodes, which can be followed and downloaded by teachers and students around the world. The course contains several learning materials to improve English language skills. For each video explanation contained in the course, a quiz is provided to determine the student's ability to understand the explanation of the material presented.

The presence of BBC Learning English will certainly make it easier for all of us who want to learn English. So, there is no more reason to pay for English courses or the hassle of language courses because you have to leave the house. This website helps you to learn at home with all the facilities and quality directly from the UK. The benefit of BBC Learning English is can be accessed by anyone around the world, they only need a good internet connection to be able to learn and practice English easily and be fun. Nur (2018) in Lizbeth Valeria (2022) said that besides some advantages of BBC Learning English, there are some disadvantages, that can cause learners to become passive listeners. Students can not ask many questions because they do not have a tutor and there are some parts that they cannot understand. Overuse of this website can lead to monotonous and boring learning. Despite these drawbacks, BBC English Learning can be used for various purposes in the teaching and learning process such as group discussions. Students can choose various courses according to their needs to develop their language skills.

Research Method

Research Design

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This classroom action research (CAR) was used to investigate the improvement of the eleventh-grade students' listening skills. This action research used is from the Kemmis and McTaggart model. Each cycle consists of four stages: planning, implementation (action), observation, and reflection. In this research, Cycle 1 was designed for four meetings so that the implementation of BBC Learning English would improve the students' listening skills intensively and make the data obtained more accurate.

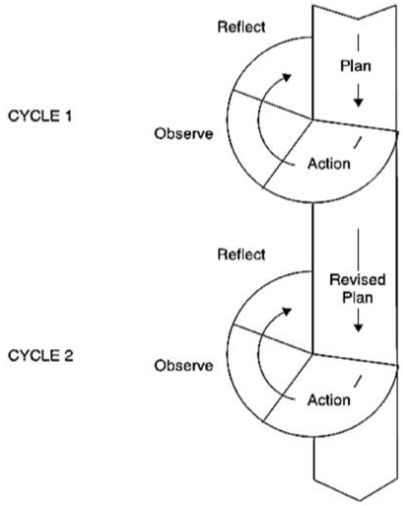


Figure 2 The CAR model based on Kemmis and McTaggart (1988), which was adopted from Burns (2010).

Setting and Participants

This research was conducted at an integrated Islamic high school in Pekanbaru, Riau. The participant of this research is the eleventh grade in the academic year 2023/2024. The research participants were selected purposively, that is, class XI IPA which consists of 27 students.

Instrument and Indicator of Success

An observation checklist, field notes, and a listening test were used to collect data. This research can be recognized as successful if the success criteria are achieved. The success criteria are that at least 80% of the students reach the passing grade (KKM) ≥ 72, students' listening skills improve, and they receive positive feedback on the learning process using BBC Learning English.

Procedure

Planning

Before entering the planning stage, information related to the problems faced by students in listening skills was collected as consideration to design a learning strategy. The research instruments, lesson plan, learning materials, and learning tools were prepared before taking the action stage. Then, the learning materials in the book were adjusted to match the content in BBC Learning English.

Implementing/Action

At this stage, an action is taken based on the lesson plan. The researcher explained the lesson material and then showed a video from BBC Learning English. After that, students had time to listen and record essential points from the video they had heard. Then, BBC Learning English's usefulness, features, and workings as a learning medium to improve listening skills were introduced and explained to students. In the last meeting, a listening test was conducted to determine the students' listening skills.

Observation

This stage aimed to supervise students' activities during the learning process and observe students' seriousness in learning. Full attention is needed to see the development of student

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learning, especially in improving their listening skills. Important things related to behavior, motivation, development, and obstacles encountered by students during the learning process are recorded as additional information. At this stage, an observation checklist is used to observe each student's activity during the learning process.

Reflection

This stage aimed to evaluate what happened in cycle 1. The data were gained from the implementation and observation stages. After that, the researcher discussed with the English teacher whether the indicators of success had been achieved and then determined whether this research needed to be continued in the second cycle. Finally, the researcher concluded from the findings in cycle 1.

Data Collection

An observation checklist, field notes, and listening test were used to collect data. In the teaching and learning process, students took a listening test, and the scores from this listening test served as quantitative data. Then, during the teaching process, the researcher observed the students' behavior while learning. When observing the teacher's activities while teaching in the classroom, the researcher was assisted by the English teacher using video recordings to observe each aspect.

Data Analysis

The data were analyzed based on the results of each research cycle. The data was gained from two techniques. For qualitative data, the researcher focused on the observation method. An observation checklist and field notes were used to analyze data and to describe the condition of the learning and teaching process using BBC Learning English. The progress in the first cycle would be successful if all criteria could be achieved. However, the researcher can report if the results in the first cycle were not successful due to several factors, so it became a consideration for the researcher to revise the lesson plan that would be applied in the next cycle.

Quantitative data was analyzed using Microsoft Excel to input and recap the percentage of students' observation and listening test scores. And then, determine the percentage score of student observations at each meeting and during one cycle. The formula are:

$$P = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

$$P = \frac{\text{Total percentage } M1 + M2 + M3 + M4}{\text{Total meeting}}$$

To find out the percentage classification of student observation results, the following is the percentage of observation scores used:

No.	Percentage of Observation Scores	Criteria
1.	85% - 100%	Very Good
2.	75% - 84%	Good
3.	60% - 74%	Poor
4.	≤59	Very Poor

After that, the average score, the percentage of students' achievement in listening test were calculated using the following formula:

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$$X = \sum \frac{fx}{N}$$

$$P = \frac{\sum The\ frequency\ of\ students\ achieved\ KKM}{The\ total\ number\ of\ students}$$

Adapted from Arikunto (2010:264) in Lengkoan (2017).

Results and Discussion

Baseline Data

This study was conducted based on the results of the listening test of students in XI IPA class, which was conducted by the English teacher before. From the results of the listening test, it can be seen that the students' listening skills are still not satisfactory, the average obtained is 46.08, which means that this score has not reached the minimum passing grade (KKM) of 72. The following is the baseline data that the researcher obtained from the English teacher:

Table 1 Baseline data of students' listening test scores

Total Score	**1106**
Mean	**46.08**
≥ 72	**3**
< 72	**21**
Percentage (%)	**12.5%**

(Source: English Teacher)

Table 1 shows that out of 27 students, only 24 students did the listening test and 3 students did not have baseline data. The results of the listening test scores carried out by English teachers that only 3 of 24 students reached the minimum passing grade (KKM) ≥ 72, while 21 students got scores < 72. The percentage scores of the listening test in the baseline data was 12.5%.

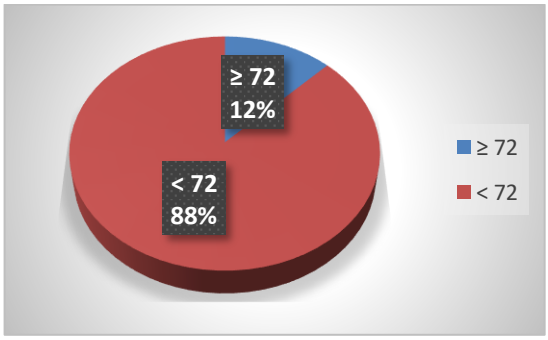


Figure 3 Percentage of Baseline Data Students' Listening Test Scores

Figure 3 shows that only 12% of students reached the minimum passing grade and passed the test, while 88% of students got scores under the minimum passing grade. This case showed that students' listening skills are still low. Therefore, the researcher conducted research intending to improve students' listening skills by using BBC Learning English.

Results

The following are the results of students' listening test scores that have been carried out in cycle 1:

Table 2 Listening test scores of students in class XI IPA after cycle 1

No.	Name	Score	Category

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1	A K S	95	Successful
2	A A H	100	Successful
3	A S H	65	Failed
4	A M	95	Successful
5	A S A	80	Successful
6	A W	90	Successful
7	H D T	95	Successful
8	I H R R	75	Successful
9	I A N S	90	Successful
10	M D	75	Successful
11	M A A	80	Successful
12	N D	75	Successful
13	N D Y	90	Successful
14	N S I	85	Successful
15	N F R	95	Successful
16	R A	95	Successful
17	R A Z	35	Failed
18	R A E S	80	Successful
19	S S	80	Successful
20	S P F	95	Successful
21	S A A	85	Successful
22	S D M	95	Successful
23	W A Z	80	Successful
24	Z A	30	Failed
Total:		**1960**	
Mean:		**81.67**	

Table 2 presented that out of 27 students, the researcher only took 24 students who had baseline data to be analyzed. The results of the student listening test in cycle 1 show that the total score obtained is 1960 with an average score of 81.67.

After four meetings using BBC Learning English in the learning process, there were some improvements in students' learning activities, and this was a factor that led to the improvement of students' listening skills. The following is a table of the percentage of students observation scores in cycle 1:

Table 3 Recapitulation of the Percentage of Student Observation Scores in Cycle 1

Result Observation	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Total
Scores	73	75	83	91	322
Percentage (%)	73%	75%	83%	91%	322%
Percentage of students' observations in Cycle 1					**80.5%**

Table 3 presents the results of students' observations during four meetings in the first cycle, from meeting 1 until meeting 4 there has been an improvement in the scores obtained start from 73, 75, 83, and 91 with percentage scores of 73% at the first meeting, 75% at the

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second meeting, 83% at the third meeting, and 91% at the fourth meeting. The percentage scores of student observation during the first cycle is 80.5%, which is included in the "Good" (75% - 84%) criteria.

The students' problems that the researcher found during the four meetings in the first cycle are as follows: first, students were sleepy during the learning process so sometimes they did not listen well to the instructions given by the teacher, therefore sometimes some students had the wrong instructions when doing the assignments given by the teacher. Second, students sometimes still have difficulties understanding the main idea and certain information from BBC Learning English videos because the accent used by the native speaker in the video is a British accent, and the way of speaking is too fast. Lastly, due to the English subject only 2 hours of lessons, and 1 hour of lessons is only 35 minutes therefore students were often late in completing the assignments given by the teacher.

Discussion

Analysis Listening Test

The use of BBC Learning English in the learning process can improve students' listening skills, it can be seen from the improvement of listening test scores. The following is a comparison between the percentage of students' listening test scores on baseline data and cycle 1:

Table 4 The Percentage of Students' Listening Test Scores on Baseline Data and Cycle 1

Listening Test	The number of students	The number of successful students	The number of failed students	Success percentage	Percentage improvement in listening test
Baseline Data	24	3	21	12.5%	75%
Cycle 1	24	21	3	87.5%	

Table 4 shows that in the baseline data, 3 students succeeded in achieving the minimum passing grade, getting a score of ≥ 72, while there were still 21 students who failed, who did not achieve the minimum passing grade, getting a score of < 72. Meanwhile, in cycle 1 there were 21 students succeeded in achieving the minimum passing grade, and there were 3 students who failed to achieve the minimum passing grade. The percentage of success achieved in the baseline data was only 12.5% while in cycle 1 it reached 87.5% there was a significant improvement between students' listening test scores in the baseline data and after cycle 1 it reached 75%.

The improvement in students' listening test scores was influenced by the implementation of BBC Learning English for four meetings. The content videos displayed during the learning process are the Lingohack and News Review programs. The Lingohack program contains news and there are vocabulary and phrases that can be learned, while the News Review program contains the latest news to learn the use of vocabulary and phrases from the main news headlines.

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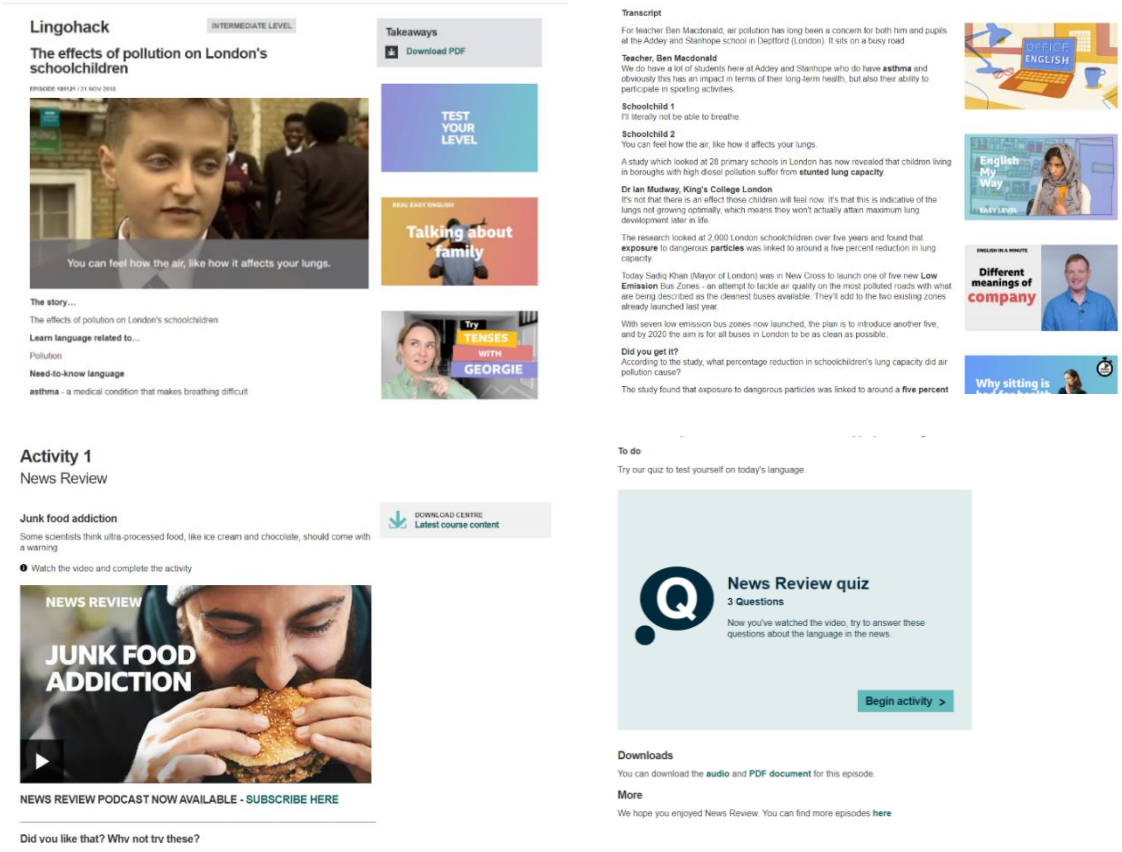


Figure 4 The Attractive Features on the BBC Learning English website

Figure 4 shows that BBC Learning English has features that can attract students' attention so they can access this website on their smartphones. Each program has its own objectives, and each video provides explanations of the material, transcripts, new vocabulary and phrases to be learned, and quizzes to test students' comprehension. Every video and transcript available can be downloaded for free without a subscription. Therefore, this feature makes students enthusiastic when learning English in the classroom and students are also motivated to learn independently to improve English language skills, especially listening skills, because students can easily access videos and programs from BBC Learning English anywhere and at any time by connecting to the internet network.

The features on BBC Learning English make it easier for students to improve their listening skills. Explanation of the material can help students understand the main idea of the video shown. Video transcripts make it easier for students to listen while reading the transcript so that students can understand and know every word that is conveyed. Having a list of new vocabulary and phrases allows students to learn the use of vocabulary and phrases correctly and students can enrich their vocabulary. The quizzes provided help students improve their listening comprehension. Therefore, students began to get used to listening to English videos spoken directly by native speakers, this is very good for students' development in improving their listening skills. The more often students practice, the faster their listening skills will improve. This was proven by students when taking the listening test in cycle 1, it was seen that students' listening scores had increased compared to the scores in the baseline data.

Analysis student observation

The improvement of students' listening skills can be seen from student learning activities and the results of student observations in the classroom during the learning process. Data from students' observations during cycle 1 can be presented as follows:

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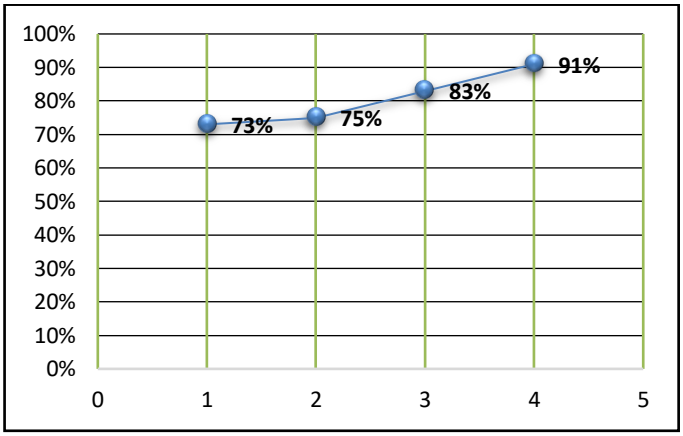


Figure 5 The Improvement of the Result of Students' Observations in Cycle 1

Figure 5 shows that students' learning activities have increased every meeting, starting from the cognitive, affective, and psychomotor aspects. The observation results showed that at the first meeting, the score was 73%, at the second meeting, 75%, at the third meeting, it increased to 83%, and at the fourth meeting, it increased to 91%. The average percentage obtained during the four meetings was 80.5%. At the first meeting, there were many obstacles found in the learning and teaching process, including students having difficulty understanding the explanations and instructions given using English, students still having difficulty mentioning detailed information from the video shown, students not paying attention during the learning process, students being embarrassed to express their opinions, and students also not actively participating in class discussions. However, after several meetings, students look enthusiastic when learning using BBC Learning English. Students have begun to show significant improvements in learning activities, which of course has a big influence on improving their listening skills.

Another improvement felt by students is that students feel excited to learn using BBC Learning English. Students are motivated to improve their listening skills by using BBC Learning English. Besides that, students are also happy because from the BBC Learning English videos they watched, they got new general knowledge. In addition, every time students watch a video from BBC Learning English, they learn new vocabulary or specialized terms that can improve their vocabulary mastery.

Based on the results of the analysis above, the researcher and the English teacher decided to stop the research only in cycle 1, because the success indicator had been achieved and the problem of students' listening skills that occurred had been overcome by the researcher by using BBC Learning English as a learning media that could improve students' listening skills.

The implementation of the use of BBC Learning English in class XI IPA has worked well. The researcher found good progress in students' listening skills during the learning process using BBC Learning English. The researcher successfully did this by increasing the students' listening scores, the average listening test score of students before was 46.08 and after taking action using BBC Learning English for four meetings in cycle 1 the average listening test score of students increased to 81.67 with a percentage of success reached 87.5%.

Finally, the researcher summarized that the use of BBC Learning English as a learning media is very beneficial for students to increase student motivation in learning English, especially to improve students' listening skills. There are many benefits obtained by students during the learning process using BBC Learning English, namely increasing students' listening skills, increasing students' vocabulary mastery, increasing students' general knowledge, students become more enthusiastic in learning English, and students become confident to express their opinions. Therefore, the action research from the implementation of BBC Learning English to improve students' listening skills in class XI IPA was successful.

Conclusion

Based on the result of the research, it can be concluded that: firstly, there is a significant

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improvement in students' listening skills after being taught using BBC Learning English. The improvement can be seen from the increased average score of students in the baseline data and after conducting the listening test in cycle 1. The average score on the baseline listening test was 46.08 which increased to 81.67 on the listening test in cycle 1. The increase that occurred between the results of the listening test scores on the baseline data and in cycle 1 was 35.59. The percentage of success of students' listening test scores in cycle 1 was 87.5%. This showed a significant improvement in the students' listening skills of class XI IPA after using BBC Learning English in the learning process. Secondly, students have positive feedback on using BBC Learning English in the learning process. Students were enthusiastic and motivated to learn English when using BBC Learning English. It can be seen from the percentage score of students' observations which increased every meeting. The students' observation scores showed that in the first, second, third, and fourth meetings continued to increase, starting from 73%, 75%, 83%, and 91% with the average percentage for four meetings being 80.5% and was included in the "Good" category.

Based on the research findings, improving students' listening skills using BBC Learning English is very influential. In this digital era, students are required to have the ability to learn independently and the presence of BBC Learning English is very helpful for the needs of students in improving English language skills, especially listening skills. It is hoped that English teachers will be able to explore more deeply and take advantage of the features and programs on the BBC Learning English website as interactive learning media that make it easier for teachers in the learning process. It will be a challenge for schools to find more information about learning platforms, websites, and applications that can improve teacher performance in teaching English.

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