IMPROVING STUDENTS' LISTENING SKILLS THROUGH BBC LEARNING ENGLISH YOUTUBE CHANNEL

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Abstract

The use of teaching media as a tool to learn listening is one of the best ways to overcome problems or difficulties in students' listening skills which are influenced by several factors. The purpose of this research is to find out whether there is any significant difference in the students' listening skills before and after being taught by using BBC Learning English YouTube channel. The quantitative approach is used in this study, using a pre-experimental design with one group of pretest-posttest design. The population of this research involved all of the students of English department of Universitas Pancasakti Tegal in the academic year 2023/2024. Meanwhile, by using the purposive sampling technique, the sample for this research consists of 38 students of fourth semester. The instrument of this research was listening test with 40 multiple-choice items. The data collection in this research was analyzed using SPSS version 27. The results obtained that the mean pre-test score was 54.53, whereas the mean post-test score was 74.01. Furthermore, the sig. value showed 0,000, which is less than (<) 0.05, which means that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected at the 95% significance level. So, it may be stated that there is a significant difference in students' scores before and after being taught by using BBC Learning English YouTube channel. In conclusion, the use of BBC Learning English YouTube channel has a positive effect on students' listening skills. The researcher suggests that teachers should use appropriate methodology and technique in presenting the material to create interactive and up-to-date learning and attract students' attention. Teachers can encourage students to learn English not just in class, but also on any learning platform and resource that is easily accessible. Teachers can also encourage students to improve their listening skills in English regularly by watching interesting digital learning media on their cellphone, such as BBC Learning English YouTube channel.

Keywords: Listening, Learning media, BBC Learning English.

1   INTRODUCTION

One of the most important skills of English that is used for communication is listening skill. According to (Darti & Asmawati, 2017; Meiristiani et al., 2021; Setiyorini et al., 2021; Wulandari et al., 2021), listening is extremely important as it is the most used skill in daily life. In addition, listening skills can also increase speaking skill and help EFL learn more about other things such as grammar, vocabulary, pronunciation, etc. Listening skill is also the skill which most often used in communication. Our daily communication is estimated to be composed of only 9% writing, 16% reading, 35% speaking, and 40% listening (Ekawati et al., 2018; Kavaliauskienė, 2019; Nur Ekawati et al., 2018; Rosdiana & Sulistyawati, 2019; Sulistyawati et al., 2022; Taufiqulloh et al., 2018, 2021). Because of that, to meet the growing demands of worldwide communication, students must improve their listening skills in English .

However, according to (Gilakjani & Sabouri, 2016; Hapsari et al., 2019; Molla, 2019), students have a lot of difficulties comprehending when they listen to English language. There are many students complain about their difficulties in listening English. These difficulties might be caused by some factors. As (Hamouda, 2013; Meiristiani et al., 2023) stated that elements that lead to students' listening comprehension issues are divided into several categories, such as issues pertaining to the listening text, issues pertaining to tasks and activities, issues pertaining to the listener and the teacher's approach. Some of the challenges that the learner faces include a limited vocabulary, an inability to identify structures, an inability to understand naturally spoken language, a lack of confidence, poor focus, and poor recording quality (Darti & Asmawati, 2017). In addition, another difficulty faced by foreign language learners in developing their listening skills is that they do not have a supportive environment for listening to English .

Based on those factors that related to the learners themselves, the teacher's methodology, and the environment, the use of teaching media as a tool to learn listening is one of the best things that teachers

can do. This is because English teachers typically convey language through various methods, media techniques, assessments, and classroom activities (Molla, 2018). In this digital era, there are many supportive learning tools that can be used in listening classroom. YouTube is one of the applications that contain a lot of videos, including language learning videos. YouTube has gained attention for its potential educational applications (- et al., 2023; Diningrat et al., 2020; Snelson, 2011; Sulistianingsih, D Hartati, et al., 2018; Sulistianingsih et al., 2020; Sulistianingsih, Jamaludin, et al., 2018; Taufiqulloh et al., 2023). One of the channels on YouTube that is used for language learning is BBC Learning English. It contains contents that inform, entertain, and of course educate the viewers. The researcher is interested in carrying out research under the title "Improving Students' Listening Skills through BBC Learning English YouTube Channel" considering the background information mentioned above. The researcher expects that the research results will be evidence that BBC Learning English YouTube channel can be an appropriate medium for improving students' listening skills.

2   METHODOLOGY

This study was conducted using quantitative research. As stated by (Creswell, 2009), quantitative research is an approach of testing objective ideas by analyzing the relationship among variables. This research used an experimental design to find out whether or not the use of BBC Learning English YouTube channel affects students' listening skills in the fourth semester students of English department of Universitas Pancasakti Tegal. An experimental study is used to determine whether a specific treatment has an impact on a result (Creswell, 2009). Pre-experimental design was employed in this study, with one group using a pretest-posttest design. Pre-experimental design is commonly known as before and after or pre- and post-test design.

According to (Paramita, 2015), population is a combination of all elements in the form of items, events, objects, or individuals that share the same characteristics which are the focus of a researcher's attention. The research population consists of English department students of Universitas Pancasakti Tegal. A sample is an element of a population that includes multiple individuals from the population (Paramita, 2015). The sample of this research was 38 students of fourth semester of English department of Universitas Pancasakti Tegal. Purposive sampling is the technique of sampling that was employed in this study.

In this study, there were two variables, namely dependent and independent variable. Dependent variable depends on or is impacted by the independent variable. Students' listening skill (Y) is the dependent variable in this study. And the independent variable is the use of BBC Learning English YouTube channel (X). There are several steps for the researcher to gather data. Prior to providing treatment, the researcher measures the student's abilities with a pre-test. In the following phase, the researcher used the BBC Learning English YouTube channel to administer treatment. In the final phase, the researcher administers the post-test to measure the students' ability following treatment. The instrument of this research is 40 multiple choice questions of listening test. SPSS version 27 is used by the researcher to analyze the data. The researcher analyzes the various test, there are descriptive analysis, normality test, and paired t-test.

3   RESULTS

This study began from May 16th to June 12th, 2024 at Universitas Pancasakti Tegal. The researcher conducted research in eight meetings. Prior to receiving treatment, the students' abilities were assessed during their initial encounter by the researcher using a pre-test. Using the BBC Learning English YouTube channel, the researcher provided treatment from the second to the seventh meeting. Additionally, the researcher provided the post-test used to measure the students' ability following treatment during the most recent meeting.

3.1   Data Analysis

In this section, the researcher discusses the research results that the data has obtained as follows:

3.1.1 Descriptive Statistic

Table 1. *Descriptive Statistic Result*

Descriptive Statistics

		Pretest	Posttest
N	Valid	38	38
Mean		54.5395	74.0132
Minimum		30.00	40.00
Maximum		85.00	95.00

According to the table above, the information is obtained that the mean pre-test score is 54.53, with the minimum score is 30 and the maximum score is 85. While, on the post-test, the information obtained that the mean score is 74.01 with the minimum score is 40 and the maximum score is 95. It can be concluded that the mean post-test score is greater than the mean pre-test scores.

3.1.2 Normality Test

Table 2. *Normality Test Result*

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.078	38	.200[*]	.981	38	.745
Posttest	.140	38	.059	.949	38	.080

According to the table above, the value of Sig. the pre-test was 0.745 and the post-test was 0.080. Both have significance value more than (>) 0.05, showing that the data is normally distributed.

3.1.3 Paired Sample T-test

Table 3. *Paired Test Result*

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	-19.47368	10.78284	1.74921	-23.017	-15.929	-11.133	37	.000

Based on the table above, there is an average increase between pre-test and post-test scores of 19,473. It can be seen from the mean score of -19,473. It is because the mean score of listening before getting treatment is 54,539, and after getting treatment is 74,013. In addition, the value of Sig. 0.000<0.05, thus it can be decided that there is a difference in the pre-test and post-test averages. Because the value of Sig. is less than 0.05 (<0.05), so H_1 is accepted and H_0 is rejected, which means that BBC Learning English YouTube channel works effectively in improving students' listening skills.

4   CONCLUSIONS

The researcher makes the conclusion based on the research findings and discussion. The goal of this study is to clarify the influence of BBC Learning English YouTube channel on the students' listening skills. After being taught by using BBC Learning English YouTube channel, there has been an increase in the students' listening skills. The mean post-test score is 74.013, while the mean pre-test score is 54,539 obtained from 38 students as the research subject of this study. The result of paired test determined that H_1 is accepted and H_0 is rejected at the 95% significance level. Thus, BBC Learning English YouTube channel as a digital learning media is effective in enhancing students' listening skills. This is because learning with BBC Learning English YouTube channel achieved higher scores on the students' listening test. Before being given treatment, students reported often feeling clueless when answering the listening test. They struggled to comprehend the meaning of listening to audio or spoken dialog. However, it can be resolved by using proper teaching materials, media, and methods by the teachers.

ACKNOWLEDGEMENTS

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