
THE EFFECT OF USING "BBC" YOUTUBE ON STUDENTS' LISTENING ABILITY AT SMA PAHLAWAN JEMBER IN 2023 / 2024 ACADEMIC YEAR

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Abstract: *This research specifically examines the impact of "BBC" YouTube videos on students' listening abilities. The data analysis technique involved grouping the data and presenting it in tabular form to facilitate observation and evaluation. Calculations were then performed to answer the problem formulation and test the hypotheses. The research utilized a nonequivalent control group design to compare the experimental group's performance before and after the treatment. This research confirms that using BBC Learning English videos significantly improves students' listening skills at SMA Pahlawan Jember. This finding aligns with previous studies that highlight the effectiveness of integrating multimedia tools into language learning*

INTRODUCTION

English, as a universal language, is used as a foreign language in many countries, including Indonesia. Language, a system of regularly patterned components, plays a central role in students' intellectual, social, and emotional development, supporting their overall academic success (Santoso et al., 2014; Parmawati, 2018).

Listening is the first language skill acquired and is fundamental to speaking. It involves maintaining and understanding auditory information, making it a crucial exercise and a necessary skill for facilitators (Orilina & Suryani, 2017; Nurpahmi, 2015).

YouTube has been shown to help students learn English by enhancing their pronunciation and motivating them to study outside the classroom. It improves comprehension, vocabulary acceptance, and overall English skills (Zaidi et al., 2018; Kabooha & Elyas, 2018; Khalid & Muhammad, 2012). Research by Damronglaopahan and Stevenson (2013) and More (2015) found that YouTube positively affects students' attitudes, motivation, and participation in class activities.

While previous studies focused on students' attitudes towards YouTube in the classroom, this research specifically examines the impact of "BBC" YouTube videos on students' listening abilities. This study aims to investigate "The Effect of Using 'BBC' YouTube on Students' Listening Ability at SMA Pahlawan Jember in the 2022/2023 Academic Year."

METHOD

An experimental research method was conducted using a pre-experimental design,

specifically a one-group pretest and posttest design. The researcher provided treatment by applying the BBC Learning English videos. After the treatment, a posttest was conducted to determine the effectiveness of BBC Learning English on students' listening ability.

The research was conducted with tenth-grade students at SMA Pahlawan Jember during the 2022/2023 academic year. Data collection methods included observation and tests. The tests were used to measure the learning outcomes of the experimental class before and after the treatment.

The data analysis technique involved grouping the data and presenting it in tabular form to facilitate observation and evaluation. Calculations were then performed to answer the problem formulation and test the hypotheses. The research utilized a nonequivalent control group design to compare the experimental group's performance before and after the treatment. The current study aimed at investigating how meaning-focused input and output activities affect active and passive vocabulary learning. The results showed that both meaning-focused output and meaning-focused input had positive and significant effect on the active and passive vocabulary learning. It was also found that there was no significant difference between the meaning-focused input and output in terms of their effects on active and passive vocabulary learning. The results of the study and its implications are discussed in the paper.

In this study, one class was divided into two groups: an experimental group of 8 students, who were taught using BBC Learning English videos, and a control group of 7 students, who were taught using authentic materials from textbooks by the original teacher. Both groups were given the same lesson material.

RESULTS AND DISCUSSION

Based on the statistical analysis, the use of BBC Learning English videos had a positive impact on the students in the experimental class, as evidenced by the increase in scores from pre-test to post-test. The average score improved from 68.79 in the pre-test to 76.68 in the post-test. Additionally, the lowest score increased from 55 to 63, and the highest score rose from 85 to 90. The mode of the post-test scores increased to 78, compared to 65 in the pre-test.

Data for this research was collected through observation and tests. The results indicated that using the BBC Learning English YouTube Channel as authentic material effectively improved students' listening skills. Observations also revealed that students had a positive perception of this approach, finding it motivating and helpful for identifying topics and improving listening comprehension. However, it typically focuses on teachers' interactions and instruction, with less attention to motivations/feelings. Specifically, almost no quantitative research has focused on teachers' caring for students, despite its potential importance.

Previous research supports these findings. Purba (2018) found that audio-visual teaching media, like videos, are more effective than traditional methods for improving listening comprehension. Kyaw and Hlaing (2020) demonstrated that various technologies, including BBC Learning English, significantly enhance students' listening skills. Their study showed that students were enthusiastic and willing to engage with new technologies for listening practice. Before administration, minor improvements were made to the

questionnaire's validity after obtaining opinions about questionnaire clarity and appropriateness from two academic colleagues who had expertise in quantitative methodologies, and piloting the questionnaire with six student volunteers. To measure the reliability of Parts 1 and 2 of the questionnaire, two types of questionnaires were designed, each with items written in the opposite order. The two form types were issued to students alternately. A comparison of the mean responses to items from the two types of forms provided a measure of reliability and also allowed the effects of survey fatigue to be checked.

CONCLUSION

This research confirms that using BBC Learning English videos significantly improves students' listening skills at SMA Pahlawan Jember. This finding aligns with previous studies that highlight the effectiveness of integrating multimedia tools into language learning.

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