

**THE INFLUENCE OF USING BBC LEARNING ENGLISH
TOWARD STUDENTS' LISTENING COMPREHENSION AT THE
ELEVENTH GRADE OF SMA GAJAH MADA BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By :

NOVITA SARI

NPM. 1811040335

Study Program

: English Education

Advisor

: Rohmatillah, M.Pd.

Co-Advisor

: Sugeng Riyadi, M.Pd.



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

ABSTRACT

THE INFLUENCE OF USING BBC LEARNING ENGLISH TOWARD STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2022/2023

**BY
NOVITA SARI**

Listening skill is one of the problems in teaching learning English. Based on the preliminary research that the students still had difficulties in listening. To solve this problem, the researcher used BBC Learning English as media towards students` listening comprehension. The objective of this research is to find out whether there is a significant influence of using BBC Learning English towards students` listening comprehension at the eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023. There were two variables in this research, the independent variable was BBC Learning English and dependent variable was the students` listening comprehension ability.

In this research, the researcher used quasi-experimental design and dealt with two classes, they were an experimental and control class. The population of this research was the eleventh grade. The samples of this research were XI IPS 1 as experimental class consisted of 34 students and XI IPA 2 as a control class consisted of 35 students. In the experimental class, the researcher used BBC Learning English as media, afterwards in control class; the researcher used audio of song as media. The treatments were held in 3 meetings in which 1x45 minutes for each class. Each class received the same pre-test and post-test. After that the researcher analyzed the data by using independent sample T-test.

From the data analysis, the result can be seen from sig. (2-tailed) was 0.000 which is lower than $\alpha = 0.05$. It could be concluded that H_a was accepted and H_0 was rejected. Based on the result of data analysis, the researcher concluded that there is a significant influence of using BBC Learning English toward students` listening comprehension at eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023. This result gave ideas for teaching listening. The researcher suggested that the English teachers teach using BBC Learning English because it could be an alternative media to use in teaching listening in the classroom.

Key words: BBC Learning English, Listening, Quasi-experimental design



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Sucipto Sukarame 1 Bandar Lampung 35131 (0721) 703260

APPROVAL LETTER

This is to testify that the following thesis:

Title

: **The Influence of Using BBC Learning English
Toward Students' Listening Comprehension
at the Eleventh Grade of SMA Gajah Mada
Bandar Lampung in the Academic Year of
2022/2023**

Student's Name

: Novita Sari

Student's Number

: 1811040335

Departement

: English Education

Faculty

: Tarbiyah and Teacher Traning

Has been APPROVED

Was tested and defended at thesis Defense

Of the Faculty of Tarbiyah and Teacher Traning Raden Intan State
Islamic University of Lampung.

Supervisor

Rohmatullah, M.Pd.

NIP.198105082007102001

Co-Supervisor

Sugeng Riyadi, M.Pd.

NIP.

**The Chairperson of
English Education Study Program**

Mohammad Ridho Kholid, M.Pd.

NIP.198505122015031004

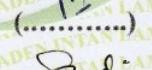
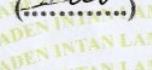

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RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarami I Bandar Lampung 35131 (0721) 703260

ADMISSION

A thesis entitled **The Influence of Using BBC Learning English Toward Students' Listening Comprehension at the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2022/2023.** Novita Sari, NPM:1811040335, Study Program: English Education, has been tested and defended in examination session held on: Wednesday, November 2nd 2023.

Board of Examiners:

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| First Co-Examiner | : Rohmatillah, M.Pd. | ( |
| Second Co-Examiner | : Sugeng Riyadi, M.Pd. | ( |

**The Dean of
Tarbiyah and Teacher Training Faculty**



DECLARATION

I hereby that this thesis entitled : The Influence of Using BBC Learning English toward students' listening comprehension at Eleventh Grade of SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, November 2023

Declared by



Novita Sari

NPM.1811040335

MOTTO

وَاللَّهُ أَخْرَجَكُم مِّنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْدَةَ لَعَلَّكُمْ شَكُرُونَ

*"And Allah brought you out of your mother's womb knowing nothing and gave you hearing, sight, and a heart so that you might be grateful." (Q.S An-Nahl: 78)*¹



¹ Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2021), p. 657-658

DEDICATION

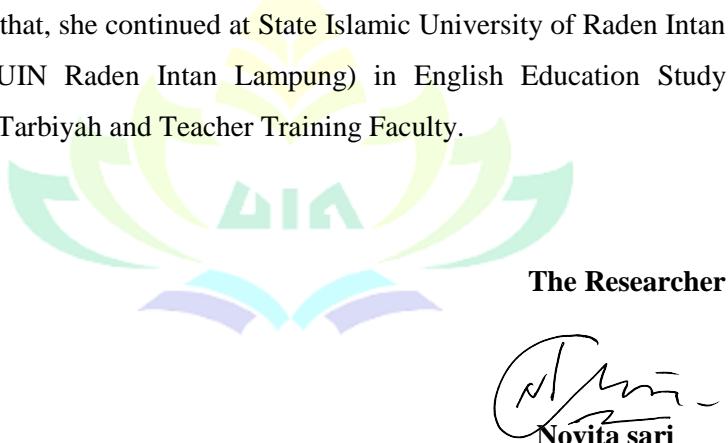
I dedicate this thesis to the followings:

1. My God Allah STW, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Misran and Mrs. Painah wati (Almh.) who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
3. My beloved sisters and brother, they are Nuryati, Haryanti and Budi Suwanto who have been very supportive, caring, and generous during many difficult stages of my study in the University.
4. All beloved lecturer, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.

CURRICULUM VITAE

The researcher name is Novita Sari, she was born in Rawajitu on Desember 17th, 1999. She is the youngest child of four children of Mr. Misran and Mrs. Painah Wati (Almh). She has two sisters named Nuryati and Haryanti. She also has brother named Budi Suwanto.

The researcher graduated from SD Negeri 01 Waypuji (Elementary School) in 2012, and then she continued her school to SMP Negeri 1 Rawajitu Selatan (Junior High School) and graduated in 2015, and she continued her study in SMA Negeri 1 Rawajitu Selatan (Senior High School), She took Science major (IPA) and graduated in 2018. After that, she continued at State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) in English Education Study Program of Tarbiyah and Teacher Training Faculty.



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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who sent to us to enlighten of the path of humanity and divide salvation.

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10. All friends of Ma'had Aljami'ah 2018 of Raden Intan State Islamic University Lampung.

Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

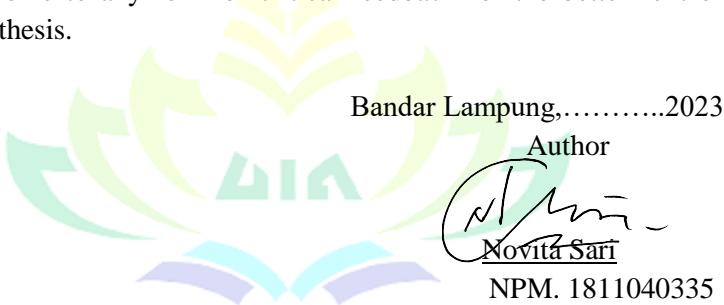


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CHAPTER 1

INTRODUCTION

A. Title Confirmation

The thesis is titled "The Influence of Using BBC Learning English Toward Students Listening Comprehension at the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2022/2023." The researcher must first define a few of the terms in the title and the following definitions in order to prevent misunderstandings about this study.

Based on the Oxford learner's dictionary, "influence is the impact that anyone or something has on the manner in which a person thinks or behaves or on the manner in which something works or develops. "Influence is the power that has to make behave in a particular way influencey or someone or cornponent that affects the manner a person behaves and thinks, influence is the power to have an important effect on someone."¹ influence is the power to have an important effect on someone or something.² influence is the power or capacity of causing an effect in indirect or intangible ways.³ It means by influence in this research is the influence of using BBC Learning English toward student's listening comprehension.

In this research, the researcher was introduced BBC Learning English as the media for teaching and learning process. The media for teaching listening comprehension should be suitable to what is the students' need and want. The students would be interested to study if the media are interesting to them. Harndani and Puspitorini state that there

¹Victoria, Bull. *Oxford learner's Pocket Dictionary*, fourth edition (New York: oxford university press, 2008). p.228

²Vocabulary.com. Accessed on <https://www.vocabulary.com/dictionary/influence> July 6, 2022

³Merriam Webster. Accessed on <https://www.merriam-webster.com/dictionary/influence> July 12, 2022

are several applications on the smartphone that we can use for teaching and learning to learn English one of them is the BBC learning English. The application sits on top of the platform stack and is layer users interact with⁴. According to Kuning “BBC Learning English is the APP teaches learners English through simple English conversation. That is BBC learns English from BBC News Program: 6 minutes in English, English Work, the English we speak. All lessons Audio, transcript, Vocabulary to help you find your English grammar, speak English, Increase your English vocabulary”.⁵ Rachmiati et al. it was stated that the students can develop their listening skill, vocabularies and they would be familiar in listening to British accent when they using BBC (British Broadcasting Corporation) podcast.⁶ In addition, Indriyani et al. assumed that BBC learning English offers multimedia language teaching materials to suitable learner needs.⁷ According to Rachmiati et al., it was stated that “Listening skill is an important part of communication and the basis for second language learning. Listening plays an important role in touch and in avoiding misunderstandings during communication, listeners must have the ability to answer speaker questions”.⁸ Furthermore, Schultz was stated that listening is heavily involved. Understanding what someone is trying to say through words, gestures, and actions. In essence, listening is about building relationships and getting things done. This relationship encourages or facilitates change or

⁴ Ferawaty pusitorini Haris hamdani, “Applying BBC learning English Application in Students’ Vocabulary Mastery,” *Lexeme : Journal of Linguistics and Applied Linguistics* 3, no. 1 (2021): 10.

⁵Dewi Sri Kuning, ”Aplication of social media to learn speaking”, Jurnal Elsa, Volume 18, Nomor 1, April 2020, p.81-82

⁶ Desy Rachmiati, Imam Qalyubi, and Zaitun Qamariah, “The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students’ Listening Skill in IAIN Palangka Raya” no. 4 (2021): 738–43.

⁷ Safira Nur Indriyani, Semi Sukarni, and Juita Triana, “Segmental Features Contained in Bbc Learning English Video ; Word in the News” 8, no. 1 (2021): 1–7.

⁸Rachmiati, Qalyubi, and Qamariah, “The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students’ Listening Skill in IAIN Palangka Raya.”, no. 4 (2021): 738–43.

transformation. The listener is asked to respond by listening to others. The ability to listen effectively is an important component in the success or failure of any relationship with others.⁹ As stated by Kline, counselors and other experts in the study of interpersonal communication maintain that the ability to listen well is important in determining the success or failure of a relationship.¹⁰ Human beings commonly make interpersonal connections. Communication through messaging is the provided means through which we may obtain responses and receive information, so facilitating the generation of knowledge. According to Gilakjani and Sabouri, they have stated that “listening comprehension is an important part of language learning. learners want to understand native speakers and a lot of multimedia like DVDs and the Internet ”.¹¹ Diora and Rosa agree that listening comprehension is a complex process of recognizing and understanding dialogue and monolog what the speaker said while listening to an audio cassette or watching a VCD in English.¹² According to Hamoda of the Seyedeh Journal, listening comprehension is understanding what the listener has heard and the ability of the listener to repeat the text, but people who listen can repeat the sound without true, real comprehension.¹³ It means that listening comprehension refers to not only listening but also comprehending the information or anything in speech in order to improve communication skills. It is the ability to

⁹ Katherine Schultz, *Listening a Framework for Teaching across Differences* (New York: Columbia university, 2003).

¹⁰ John A. Kline, *Listening effectively* (1st ed)(air university press: Departement of defense school environment,1996),p.4

¹¹ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *The significance of Listening comprehension in English language teaching. Theory and Practice in Language Studies*, August 2016,p.2

¹² Lini Diora and Rusdi Noor Rosa, “An Analysis of Students’ Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP,” *Journal of English Language Teaching* 9, no. 1 (2020): 85, <https://doi.org/10.24036/jelt.v9i1.107957>.

¹³Seyedeh Masoumeh Ahmadi, *TheImportance of Listening Comprehension in Language learning* (Vo1.l, No.l) (University of Gui1an: International Journal of Research in English Education, 2016), p.8.

comprehend what is said in other languages and to become an effective listener. Based on those opinions of the experts, the influence of BBC learning English is interesting media because it would make students more motivated to learn and reduce stress in participating in activities in the learning process. Students can use English learning applications on their mobile phones, they can access them anywhere and anytime. The researcher states that BBC learning English is a kind of media that may be applied to teach students in the skill of listening comprehension because it is easily and suitable to learner needs.

SMA Gajah Mada Bandar Lampung referred to this research located on Jl. Soekarno Hatta No.1, Tanjung Senang, Kota Bandar Lampung. The researcher means by the titled of the research about "**The Influence of Using BBC Learning English Toward Students' Listening Comprehension at the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic year of 2022/2023.**



B. Background of the Problem

English has four learning skills such as reading, speaking, writing, and listening, which are essential in communication. Listening is one of the important parts of making successful communication because listening helps us understand the world around us, and indirectly learners would recognize English terms and can also learn English to understand what native speakers say when speaking in English.¹⁴ People cannot communicate without listening and communication would not be effective without listening comprehension.

In addition, Allah SWT explained in Holy Quran as:

الَّذِينَ يَسْتَمِعُونَ الْفُؤُلَ فَيَبْغُونَ أَخْسَنَهُ ۝ أُولَئِكَ الَّذِينَ هُدُّنَا لِمُّ اللَّهِ وَأُولَئِكَ هُنْ
أُولُوا الْأَلْبَابِ

“Who listen to speech and follow the best thereof. Such are those whom Allah guideth, and such are people of understanding.” (Q.S. Az Zumar [39]:18).

The Surah mentions the role of listening and explains that it can be understood by those who listen carefully to the speech. According to Saraswaty in Megasari journal, said that "listening comprehension is thought to be a complex, interactive process in which listeners participate in the dynamic construction of meaning. Listeners comprehend oral input based on sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, and other linguistic, paralinguistic, or even nonlinguistic cues in context utterance." listening comprehension more than just auditory perception; it needs knowing and understanding the speaker's words or everything of their topic in order to improve effective communicative skills. The capacity to comprehend and actively respond to conversation in a foreign language.

¹⁴ Desy Rachmiati, Imam Qalyubi, and Zaitun Qamariah. “The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students’ listening Skill in IAIN Palangka Raya” 4, no. 4 (2021): 738–43.

During the preliminary research conducted on May 23rd, 2022, at SMA Gajah Mada in Bandar Lampung, the researcher received data from the English teacher, focusing on listening skills in eleventh-grade students. The data was collected through an interview with Mr. Rizal. According to Mr. Rizal, several issues are related to teaching listening skills, including improvement in learning materials or media for learning.¹⁵ Sometimes, the teacher needs more media to teach listening in the classroom. The English teacher couldn't find the audio associated with the materials to teach because the teacher needed a handbook to guide listening. In addition, Mr. Rizal stated that the ideal environment for teaching and learning listening is based on media and facilities. He also said that every teaching listening used media such as a laptop and a speaker.¹⁶ To make the process of teaching and learning effective in the listening classroom, the teacher requires some facilities and media.

Preliminary findings from the research, the researcher discovered that some students have problems and difficulties when developing listening skills. They have difficulties with what the speaker says, did not concentrate when listening to the audio, unfamiliar with the English accent when listening to the audio.¹⁷ Most of them are, not understand with the meaning of words, they confuse about details of the topic. So, they are difficult to understanding the audio. They found it difficult to understand and did not really concentrate because of the noisy classes. The researcher collected the data and asked Mr. Rizal, as the listening English teacher, about listening topics such as asking and giving opinions, agreeing and disagreeing in the eleventh grade, which resulted in a listening scores as follows:

¹⁵ Muhamrnad Rizal, Interview with researcher, SMA Gajah Mada Bandar Lampung, Bandar Lampung, 23rd May 2022

¹⁶ Ibid.

¹⁷ Students in eleventh grade, questionnaire, SMA Gajah Mada Bandar lampung, 23 may 2022

Table 1.1
The Students` Score of Listening Test at the Eleventh Grade of
SMA Gajah Mada Bandar Lampung in Academic Year of
2021/2022

| No | Range | Qualification | Class | | | | Total of Students | Percentage (%) |
|-------|-----------|------------------------|----------|----------|----------|----------|-------------------|----------------|
| | | | XI IPA 1 | XI IPA 2 | XI IPS 1 | XI IPS 2 | | |
| 1. | 80-100 | Excellent to Very Good | 1 | 0 | 0 | 1 | 2 | 1.41% |
| 2. | 66-79 | Good to Average | 16 | 10 | 10 | 4 | 40 | 28.17 % |
| 3. | 56-65 | Fair to Poor | 18 | 15 | 13 | 11 | 57 | 40.14 % |
| 4. | ≤ 55 | Very Poor | 3 | 10 | 11 | 19 | 43 | 30.28 % |
| Total | | | 38 | 35 | 34 | 35 | 142 | 100% |

Source: Document of students` score for listening test at the eleventh grade students of SMA Gajah Mada Bandar Lampung In 2021/2022 Academic year

Following the aforementioned data, there are four classes and a total of 142 students in the eleventh grade at SMA Gajah Mada Bandar Lampung. There were 2 students (1.41%) who received scores in the excellent to very good criteria, 40 students (28.17%) who received scores in the good to average criteria, 57 students (40.14%) who received scores in the fair to poor criteria, and 43 students (30.28%) who received scores in the very poor criteria. It means that out of 142 students in the eleventh grade at SMA Gajah Mada Bandar Lampung, only 42 (29.58%) scored above criteria and 100 (70.42%) scored below criteria. It can be concluded that the majority of eleventh grade students at SMA Gajah Mada Bandar Lampung still found troubles in learning English especially in listening skill

The researcher saw some issues and difficulties in teaching learning and listening based on my preliminary

research. The teacher can use a variety of media to help students understand the lesson. Many different types of media can be used to teach listening comprehension, then the researcher intends to use BBC Learning English. Students can use this application in the mobile phone, they can access it anywhere and anytime. Kuning has described that "BBC Learning English is the APP teaches learners English Through simple English conversation. That is BBC learns English from BBC News Program: 6 minutes in English, English Work, the English we speak. All lessons Audio, transcript, Vocabulary to help you find you English grammar, speak English, Increase your English vocabulary".¹⁸ It means that BBC learning English is an application that can be used to learn English. BBC learning English has many very interesting programs because there are choices of native speaker conversation material and accompanied by videos, audio, transcripts, simplifying the process for students to learn English, especially listening skills.

A variety of media can be apply by the teacher when teaching listening and help students to understand with listening comprehension. There are variety different types of media that can be apply to teach listening comprehension for example is BBC learning English. Therefore, the researcher proposed BBC learning English as media for teaching listening comprehension. Thus, for the statement above, this study was authored by a researcher and titled "The influence of BBC Learning English Towards Students' Listening Comprehension at the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023."

¹⁸Dewi Sri Kuning, "*Aplication of social media to learn speaking*", Jurnal Elsa, Volume 18, Nomor 1, April 2020, p.81-82

C. Identification and Limitation of the Problem

1. Identification of the Problems

Based on the background above, the researcher knew about the problems:

1. The teacher needed help finding the media while teaching listening.
2. The students had difficulties with what the speaker said
3. The students did not concentrate when listening to the audio.
4. The students were unfamiliar with the English accent when listening to the audio.

2. Limitation of the Problem

The researcher concentrated on using BBC Learning English to determine the influence of using BBC Learning English toward students' listening comprehension in asking for opinions, giving opinion responses, and agreeing and disagreeing. The syllabus of the eleventh grade at SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023.

D. Formulation of the Problem

The researcher formulates the problems as follows, in view of the aforementioned problem identification and limitation: is there any significant influence of using BBC Learning English toward students listening comprehension at the eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is to know whether there is significant influence of using BBC Learning English toward students' listening comprehension at the eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2022/2023.

F. Significance of the Research

The following are some benefits that the researcher hopes to obtain from the research:

1. Theoretically, The findings might be used to improve or suggest new hypotheses about how students' listening comprehension skills can be developed by utilizing their use of BBC learning English.

2. Practically, the findings of the study present new information to the teacher and students, as follows:

a. For the teacher

The teacher will discover different media to educate listening particularly using BBC learning English.

b. For the students

To facilitate students' English language learning by the use of audiovisual content, particularly listening.

c. For the other researcher

If you're interested in studying the role of media in the English classroom, you will find this study to be very helpful.

d. For the school

To assist ahead the school in order to be capable of enhance the scholars' ability and the teacher's capability in coaching to raise the excellent of the organization.

G. Relevant Research

There are several studies which will be used in strengthen this research :

First, the research, titled "The use of British Broadcasting Corporation (BBC) Podcast in EFL Students' listening Skill in Palangkaraya," was published by Desy Rachmiati et al. at IAIN Palangka Raya, this study was carried out. This method of data collection is qualitative. Interviews and documentation were used to collect data. Eight EFL students from IAIN

Palangka Raya and two instructors participated in this study. They are discovered by purposeful sampling. The research reveals that listening to a British Broadcasting Corporation (BBC) podcast enhances pupils' listening skills. According to studies, students' listening comprehension, vocabulary, and familiarity with the English accent may all be enhanced by utilizing the British Broadcasting Corporation (BBC) podcast.¹⁹

Second, the research was written by Aries Fachriza with the title "The Effect of Audio Podcast Application on Guessing Meaning Skill on Teaching listening Comprehension" This study analyzes whether students achieve a better understanding of the listening part by guessing the meaning of listening skills when using audio podcasts compared to traditional teaching media. According to the research findings, the use of audio podcast applications benefits students. The results of the data analysis showed that on the 1st-ever comprehension exam, the experimental group's pupils did better than those in the control group. Why oft on the fictitious equal variance equals 0.000 may be explained. Then, the t table distribution at = 5% is 2,018 with degrees of freedom (df) n-2 (44 -2 = 42) and a 2-tailed probability of 2.5%. This implies that there is a benefit for pupils who utilize the audio podcast application compared to those who do not.²⁰

Third, the study, "Using BBC Learning English Video to Improve Students' Simple Past Tense Mastery in Writing Recount Text of X Grade at SMA N 1 Nogosari in Academic Year 2020/2021," was authored by Dessy Megasari. The goal of this study was to determine how students' grammatical proficiency and classroom motivation would change when they watched a BBC Learning English video while writing

¹⁹ Desy Rachmiati, Imam Qalyubi, and Zaitun Qamariah, "The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students' Listening Skill in IAIN Palangka Raya" no. 4 (2021): 738–43.

²⁰ Aries Fachriza, "The Effect of Audio Podcast Application on Guessing Meaning Skill on Teaching listening Comprehension," *Educan : Jurnal Pendidikan Islam* 4, no. 1 (February 27, 2020): 96, <https://doi.org/10.21111/educan.v4i1.3993>.

recount narratives. It is believed that exposing pupils to BBC Learn English videos would improve their command of grammar while they are writing narratives. According to the preliminary inquiry, she reportedly made an effort to solve the problem using a new strategy. The BBC's Learning English program offers a solution to this problem, much as it has in the past for problems in related academic subjects like grammar.²¹

Fourth, the study paper, titled "The Influence of Using TED Talk on Students' listening Comprehension at the Eleventh Grade of SMA Yadika Bandar Lampung in the Academic Year of 2020/2021," was authored by Shobriyah Nikmah. This study employed a quasi-experimental approach and centered its investigation on two distinct classes, namely an experimental group and a control group. The study included eleventh-grade students from SMA Yadika Bandar Lampung as participants. The samples utilized in this investigation consisted of XI IPS 1, which served as the experimental class, and XI IPA 1, which served as the control class. The statistical significance of her data analysis in her research is shown by a two-tailed p-value of 0.07. The obtained p-value is less than the predetermined significance level of 0.05, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). The researcher's conclusion, based on the results of the data analysis, suggests that the utilization of TED Talks has a notable impact on the enhancement of students' listening comprehension at SMA Yadika Bandar Lampung during the academic year 2020/2021.²²

Fifth, "Applying BBC Learning English Application in Students Vocabulary Mastery" was authored by Haris

²¹ Dassy Megasari, Using BBC learning English video to improve students' simple past tense mastery in writing recount text of X Grade at SMA N 1 Nogosari in the academic year 2020/2021 (2021).

²² Shobriyah Nikmah, The 1nfluence of using TED Talk toward students 1listening comprehension at Eleventh grade of SMA Yadika Bandar Lampung in the academic year 2020/2021, Repository UIN Raden Intan Lampung (2020).

Hamdani and Ferawaty Puspitorini in 2021. According to the results, students who use the BBC Learning English app improve their vocabulary by 10 words every session. This tool helps students identify issues brought on by a language gap. When it comes to memorization, pupils may utilize the app to learn new words in English. The utilization of the videos in the app has also increased their motivation to learn the language. Because it is adaptable, simple, and engaging, they have no qualms about using it. The application has been well received. The program has several benefits for pupils. They are not restricted in terms of time or place while using the program.²³

Sixth, Authored by Dewi Sri Kuning, "Applications of Social Media to learn Speaking" is the study's official title. We mostly used libraries for our investigation. This research seeks to better understand how students are using social media platforms as a means of learning English, particularly in the area of oral communication. In general, there are a plethora of social networking apps that users may use to engage in conversations about any topic, at any time. However, there are specialized apps for learning to speak, such as learn to Speak English with Busuu, Hello English, BBC learning English, learn English with Aco, Memrise, Duolingo, HelloTalk, and Rosetta Stone.²⁴

Seventh, Iryna Humeniuk et al., published a study titled "Mastering listening Comprehension at ESP Classes Using TED Talks" The paper presents the results of experimental research conducted with students from Specialties 208 "Agrarian Engineering" and 141 "Electrical Engineering and Energy" in the first semester of the academic year 2020/21, including the remote learning period due to the Covid19 pandemic situation, in the English for Specific Purposes (ESP) classes at the State Agrarian and Engineering

²³ Haris hamdani, "Applying BBC learning English Application in Students' Vocabulary Mastery."

²⁴ Dewi Sri Kuning, "Aplication of social media to learn speaking", Jurnal Elsa, Volume 18, Nomor 1, April 2020, p.81-82

University in Podilia, Kamianets-Podilskyi, Ukraine. The study's sample size is equal to the number of students enrolled in the mandatory course ESP, which is 50 for both the agricultural engineering and electrical engineering and energy courses.. There were two groups created: an experimental group and a control group. The students undertook a pre-test at the commencement of the course to gauge their initial level, while a post-test was administered at the end of the semester to analyze the outcomes and possible benefits of TED Talks. The results of the trial indicated that improvement was observed in both groups. However, a detailed statistical analysis showed that the experimental group performed better in both speaking and listening skills.²⁵

Eighth, the research was written by Nur Hazima Bt. Massarappi with the title “The Effectiveness of Using VOA News Towards the listening Skill of the Second Grade Students of MAN 2 Makassar”. This research used Quasi-experimental design with non-equivalent controlled group design. The participants in this study were the second-graders in classes MIPA 6 and MIPA 7 at MAN 2 Makassar. 84 students' made up the research's sample. 20 students made up the sample for MIPA 6 and 20 students for MIPA 7. Purposive sampling was the method employed to collect the sample. Put MIPA 6 in the experimental group category and MIPA 7 in the controlled group category. Pre-test and post-test were the tools utilized to get the data. The SPSS program was used to examine the research's findings. The impact of VOA News can affect on students' listening comprehension. It can be backed up by the advantages of VOA News, which is accessible and offers a variety of fascinating topics with straightforward intonation that helps students comprehend the news' contents.²⁶

²⁵ Iryna Humeniuk et al., “Mastering Listening Comprehension At Esp Classes Using Ted Talks,” *Advanced Education* 8, no. 18 (2021): 27–34, <https://doi.org/10.20535/2410-8286.226733>.

²⁶ Nur Hazima Bt. Massarappi, “The Effectiveness of Using VOA News Towards the listening Skill of the Second Grade,” 2021, 1–87.

Ninth, the research was written by Besse Arma with the title “The Effect of Utilizing British Broadcasting Corporation (BBC) Learning English to the Students’ Speaking Accuracy at SMA Muhammadiyah Sungguminasa.” This study aimed to find out whether or not The Effect of Utilizing British Broadcasting Corporation (BBC) Learning English can improve the students`speaking skill in learning English at the eleventh grade students of SMA Muhammadiyah Sungguminasa. This study used quantitative statistics analyze the data. The result of analysis showed the use of British -Broadcasting Corporation (BBC) Learning English make the students more confidence, relax and very helpful in learning English.²⁷

The last, the research was written by Samaneh Abdinavokhi and Hossein Makiabadi with the title “Learning English listening and Speaking through BBC VOA podcasts :An App Review”. this study intends to present a detailed description of important feature of that app. this study concludes that BBC, VOA news is as an effective language learning tool despite its slight disadvantages to learn English listening and Speaking. It is a professionally designed app with a creative and scientific foundation. The wide range of podcasts from the most renowned, educated, and well-liked radio channels with their transcriptions and word lists may be quite efficient. However, this compilation of audio files need some reformatting. For instance, the English language's discussion section needs some changes due to the language's lack of grammatical details. The makers of this software had better fix the aforementioned issues, otherwise learners will not prioritize it as much as they should as a language learning tool. Creating an iPhone version of this software could also improve its popularity and visibility due to the rise in the

²⁷ Besse Arma, “The Effect of Utilizing British Broadcasting Corporation (BBC) learning English to the Students’ Speaking Accuracy at SMA Muhamnadiyah Sungguminasa,” no. 1996 (2021): 6.

number of iPhone users worldwide.²⁸ These findings also agreed with Davydenko, BBC Learning English podcasts with meaningful, helpful, and exciting activities engage students' attention, improve motivation, and improve listening comprehension.²⁹

According to the relevant researches above, BBC learning English can be used by the teacher to help in teach listening. In this occasion of research, the researcher will give novelty with using BBC learning English to teach with different material. The researcher will conduct a research with the title : The Influence of Using BBC Learning English Toward Students' Listening Comprehension at Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2022/2023.

H. Systematics of the Research

Systematics of the Research in this study are arranged in the following form:

The first part consists of cover and table of content.

CHAPTER 1

INTRODUCTION

This section includes : Title Confirmation, Background of the Problem, Identification and Limitation of the Problem, Formulation of the Problem, Objective of the Research, Significance of the Research, and Relevant Research.

²⁸ Samaneh Abdi and Hossein Makiabadi, "learning English listening and Speaking through BBC VOA Podcasts: An App Review," *Teaching English with Technology* 19, no. 2 (2019): 101–8.

²⁹ Olena Davydenko, "Using BBC Learning English Podcasts to Develop University Students' Listening Skills," *E-Mentor* 92, no. 5 (2021): 26–35, <https://doi.org/10.15219/em92.1545>.

CHAPTER II**FRAME OF THEORY AND HYPOTHESIS**

This section includes : Theory about Listening, Listening Comprehension, Media and BBC learning English.

CHAPTER III**RESEARCH METHOD**

This section includes : Place and Time of the Research, Research Design, Population, Sample and Data Collecting Technique, operational Definition of Variables, Research Instrument, Validity and Reliability of the Instrument, Fulfilment of the Assumption and Hypothesis Testing.

CHAPTER IV**RESULT AND DISCUSSION**

This section includes : Data Description, Discussion of Research Results and Analysis

CHAPTER V**CONCLUSION AND SUGGESTION**

This section includes : Conclusion and Suggestion.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theory

1. Concept of Listening

a. Definition of Listening

Listening is an important ability. Kurniawati's Journal explains that the ability to listen is a receptive skill and that receptive skills provide the foundation for productive abilities. The directions will be easier to understand if everyone contributes to an accepted topic.¹ The action of hearing includes Word-for-word reception, sentence for phrase, and consequently, familiarity with the subject topic. Following that, generate word-for-word, phrase-for-sentence, or respond to the topic. It indicates that listening is an effort as a means of comprehending the speech of others around you. The capacity to comprehend and make use of language is called "receiving" since it grows by interaction with language rather than output. As a result, the process not only absorbs the sound but also comprehends its meaning. Following the conclusion of all procedures, the listener can respond to the speaker. Rost supports this statement by defining listening as being receptive to what the speaker says. constructing and representing meaning of, talking about meaning and to the speaker in the process, planning the significance of meaning and empathy.² A key component of active listening is the ability to provide feedback on what has been heard. listening is to actively participate in a process

¹Dewi Kurniawati, *The Essence of Classroom Technique and Activities in Teaching listening as A Foundation Skills in The Early Acquisition of language*, (Vol. 9) (IAIN Raden Intan lampung: English Education, 2016),p.33

²Michael Rost, *Teaching and Researcher listening*, (2nded) (Harlow: Pearson Education Limited, 2011), p.2-4

of understanding speech or other audible signals.³ It refers to the purposeful process of inputting anything that contains oral components; it is the sound that enters people's ears. Consequently, the researcher concluded that listening is an understanding input process that includes linguistic components such as hearing, identifying, understanding, and remembering. listening is the process of hearing a sound and then processing it in the brain to find its meaning. Humans can talk, reading and writing because they are all related, and listening is a basic language ability. People cannot just talk to one other without listening, and there are many things one may learn by actively listening.

b. Concept of Listening Comprehension

Listening comprehension is a fundamental part of language learning. learners try to understand native speakers and have the opportunity to use a variety of multimedia resources such as DVDs and the Internet.⁴ According to Vandergrift and Goh, in comprehension, comprehended words were transmitted the process to the conceptualizer, based of the suitable knowledge sources along the way through the process of use.⁵ listeners conceptualize their understanding of the message and save it in long-term memory. Millestones stated in his book that his opinion thinks that in teaching listening comprehension, we need to go than just teaching lexis,

³Michael Rost, *Teaching and Researching listening*, (1st ed) (United Kingdom: Great Britain, 2002), p.330

⁴Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *The significance of listening comprehension in English language teaching. Theory and Practice in language Studies*, August 2016,p.2

⁵larry Vandergrift and Christine C. M. Goh, *Teaching and learninging Second language listening*, (1st ed) (New York: Routledge, 2012), p.44

morpho-syntactical aspects, and speech structure.⁶ In comprehension must catch about lexis, in morph-syntax and speech structure. Pupils must grasp all the nuances of speech that are important in language. We might be able to teach students more than understanding but reproduce the topic.

c. Types of Listening

According to Brown, there are some types of listening as follow:

1) Intensive Listening

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larnger stretch of language.

2) Responsive Listening

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3) Selective Listening

Processing long periods of talk, such as simple monologues, over many minutes in order to "scan" for specific information. The goal of such performance is not necessarily to search for global or general meanings but to be able comprehend specific information in a setting of more extensive stretches of spoken language (such as classroom directives from a teacher, TV or radio news items, or tales). Students might be asked to listen for names, numbers, grammatical categories, directions (in a map exercise), or specific facts and events as part of their assessment assignments in selective listening.

⁶Milestones, *The Teaching of listening Comprehension*, (Paris: Goethe Institute Colloquium, 1979), p. 124.

4) Extensive Listening

The skill of listening in order to get a global, top-down comprehension of what is said. Extensive performance may be anything from listening through a long lecture to understanding the gist of a discussion. Extensive listening is doing more than just hearing words and trying to figure out what they mean.⁷

According to the theory mentioned above, the researcher only used one style of listening while developing lessons for use in the classroom, it was Extensive listening teaches people how to comprehend opinions, allowing them to understand the speaker's meaning. It's about being able to pick up on what's being said in a language you're not fluent in. The sound was explained in a way that students could comprehend.

d. Aspects of Listening

Listening is a skill to understand information by focusing on what the speaker is saying. There are various dimensions to comprehension. There are three components based on Brown's concept of teaching listening. They include :⁸

a. Listening for main ideas

The listening for the main ideas means that the listener is curious about the speaker's main points.

b. Listening for details

The listener needs detailed information like getting directions to someplace.

c. Listening and making inferences

Speakers do not always mention exactly what they mean. It is, an important aspect of meaning that is sometimes

⁷ H. Doughlas Brown, *language Assessment: Principle and Classroom Practice* (San fansisco: longman, 2004), p.120

⁸ Steven Brown, *Teaching listening*, (New York: Cambridge University Press, 2006), p.6.

implied rather than the state. To know what really meant is the listener has to “listen between the lines”.

It may be concluded that, in order to get the information from the speaker, the listener must show their ability to listen for main ideas, listen for details, and listen to make inferences.

e. **Concept of Student’s Listening Comprehension**

Diora and Rosa claimed that factors like the listening material, the listener, and the physical location all had a role in students' ability to understand what was being taught. Each category has distinct difficulty. Complex grammatical structure, difficulty understanding every single word of entering speech, difficulty interpreting the meaning of long spoken text, unfamiliar subject, and new vocabulary were all factors in the students' problems with listening comprehension related to the listening material. Problems related to the listener included students becoming nervous, unable to concentrate, mispronouncing words, forgetting what they heard, having trouble remembering, focusing, and falling asleep. Students also had issues with the physical environment, such as low-quality cassettes or disks, faulty machinery, an absence of pauses, an inability to have material replayed, background noise, a plethora of accents, and rapid delivery.⁹

From this statement it can be concluded that to improve student's listening comprehension, the teacher must find materials for teaching listening comprehension according to the needs and wants of students. then students would be interested in learning if interesting teaching materials for them.

⁹ Lini Diora and Rusdi Noor Rosa, “An Analysis of Students’ Difficulties in listening Comprehension: A Descriptive Study at English language and Literature Department FBS UNP,” *Journal of English language Teaching* 9, no. 1 (2020): 85, <https://doi.org/10.24036/jelt.v9i1.l07957>.

2. Concept of Media

Applying media as an instructional tool may be an effective approach to teaching. The use of media has the potential to enhance the interest and effectiveness of the teaching and learning process. Given that students typically keep up with global advancements, it is essential to have innovative educators. Educators have the ability to include media as an instructional tool inside the classroom, therefore providing a valuable supply of educational content that aids in the development of pupils' skills. Khozma states in De Gruyter Mouton's book that the media believe he can be defined by three characteristics its technology, symbol systems and processing capabilities.¹⁰ The use of media in the classroom is important. Communication between contexts is facilitated by the use of various media. There are a variety of media that may be utilized in the classroom to make learning enjoyable. Therefore, the process of teaching and learning may be made more efficient and profoundly significant. There are a wide variety of media available to teachers, each with its own strengths and weaknesses. Therefore, the educator is free to choose the most suitable forms of classroom media.¹¹

Teachers should use media in the classroom to engage students and increase their interest in learning. In this research, the researcher used BBC learning English as media in the experimental class, and use English song as media in the control class. The researcher applied this media to teaching and learning in the classroom.

¹⁰ De Gruyter Mouton, *Media in Foreign language Teaching and learning*, Germany:

Hubert & Co GmbH & Co.KG, Gottingen, 2011), p. 8.

¹¹Dewi Sri Kuning, "Aplication of social media to learning speaking", Jurnal Elsa, Volume 18, Nomor 1, April 2020, p.2

3. Listening Conversation Adopted from BBC Learning English

According to Hamdani and Puspitorini in their journal, applying the BBC Learning English application, students do not feel nervous using the application because the application is flexible, friendly use, and attractive. They are proud of using the application. There are many benefits that students can get from the application. They can access the application anywhere and anytime.¹² This statement support by Rachmiati et all., they said that the use of British Broadcasting Corporation (BBC) Podcast can give positive contribution to students' listening skill, vocabularies and they would be familiar with listening to British accent.¹³

a. Concept of BBC Learning English

According to Indriyani et al., BBC Learning English offers free audio, videos, and texts to students worldwide, teaching English to global audiences. BBC Learning English provides multimedia language teaching materials to suit learners' needs, ranging from our mobile English courses in Bangladesh and latin America to our millions of Chinese students' online offers. Many playlists featured in BBC learning English videos, one of which is news words. The students can practice phrases and pronunciations unknown in this.¹⁴

According to Ginting in Journal of linguistics and Applied linguistics BBC learning English is One of the

¹² Ferawaty puspitorini Haris hamdani, "Applying BBC learning English Application in Students' Vocabulary Mastery," *lexeme : Journal of Linguistics and Applied Linguistics* 3, no. 1 (2021): 10.(Vol.3) (*lexeme : journal of linguistics and applied linguistics*,2021).

¹³ Desy Rachmiati, Imam Oalyubi, and Zaitun Qamariah, "The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students' listening Skill in IaN Palangka Raya" 4, no. 4 (2021): 738–43.

¹⁴ Safira Nur Indriyani, Semi Sukarni, and Juita Triana, "Segmental Features Contained in Bbc learning English Video ; Word in the News" 8, no. 1 (2021): 1–7., English Department Journal, Vol 8 No.1 May 2021, p.3

applications. Students can master English vocabularies in that application. They can learn new vocabularies from the videos that they watch. There are some students who feel difficult in mastering English vocabularies. They are confused how to understand the English vocabularies. The difficulty in understanding and memorizing English vocabularies is often to be one of the reasons causing students' lack of vocabulary. They mentioned that the difference between writing and pronouncing vocabulary are making it difficult to master. So, BBC learning English application can help them enrich their vocabularies¹⁵ This statement support by Kuning, she describes that "BBC Learning English is the APP teaches learners English through simple English conversation. that is BBC learns English from BBC News Program: 6 minutes in English, English Work, the English we speak. All lessons Audio, transcript vocabulary to help you find you English grammar, speak English, increase your English vocabulary".¹⁶

Thus, BBC learning English is the media that people can access by phone or laptop. BBC learning English is one of the applications that offer free audio, video, and text to students worldwide. It aims to provide information about vocabulary, grammar, pronunciation, and cultural information in English. The playlist featured in the online video is many topic which is BBC News Programme: 6 minutes in English, English Work, the English we speak.

¹⁵ Haris hamdani, "Applying BBC learning English Application in Students' Vocabulary Mastery."

¹⁶Dewi Sri Kuning, "*Application of social media to learning speaking*", Jurnal Elsa, Volume 18, Nomor 1, April 2020, p.81-82

b. Activities of Using Media BBC Learning English

According to Abdi and Makiabadi, Activities of using media BBC learning English are: As soon as one installs and opens the app, an extensive list of podcasts is displayed. In order to play them, they have to be downloaded of course. The podcasts are among the most popular channels of BBC news including: Words in the News, 6 Minute English, lingo Hack, The English We Speak, News Report, English at University, and so on. This tool is designed specifically to learn English listening and speaking with daily conversations and the latest news from BBC, VOA, and many other podcast programs comprising a wide array of topics such as education, technology, daily life, world news, etc.¹⁷

c. Procedure of Teaching Listening By Using BBC Learning English

1) Pre-Activities

- a) The teacher asked to the students to prepared their self to installs and opens the BBC learning English Application.
- b) The teacher introduced BBC Learning English.

2) While-Activities

- a) The teacher showed the topic to the students.
- b) The teacher explained aspects of listening which include listening for main ideas, listening for details and listening for making inferences
- c) The teacher gave one audio from BBC learning English
- d) The teacher asked to the students to write unknown word while listening
- e) The teacher made 5-6 group in the class

¹⁷ Samaneh Abdi and Hossein Makiabadi, “learninging English listening and Speaking through BBC VOA Podcasts: An App Review,” *Teaching English with Technology* 19, no. 2 (2019): 101–8.

- f) The next step is for students to share their thoughts and reactions to the video with their classmates while discussing the content, the speaker, and the effectiveness of the presentation.

3) Post-Activities

- a) Each group would have one member give the presentation on behalf of the group..
- b) The teacher and the students made conclusion about the materials and the audio from BBC learning English.

d. The Advantage and Disadvantage of BBC Learning English

There are some advantages and disadvantages of using BBC (British Broadcasting Corporation) learning English in listening comprehension of teaching English in teaching learning process. They are as follows :

1) The Advantages of Using BBC Learning English

Megasari said in her research that BBC learning English video has an easy access for students either by their cell phones or laptops, they can watch videos anytime outside or inside the classroom which make them more motivated and eager to learn.¹⁸ This statement is supported by Abdi and Makiabadi, they said that In this application, a collection of more than 10,000 lessons and a large number of vocabulary items related to lessons is provided. That's why this app is recommended to improve one's vocabulary, listening, speaking and

¹⁸ Dessy Megasari, Using BBC learning English video to improve students' simple past tense mastery in writing recount text of X Grade at SMA N 1 Nogosari in the academic year 2020/2021 (2021).

reading skills. One of the interesting features of this app is that it allows learners to learn to listen to English in both online and offline modes.¹⁹

2) The Disadvantages of BBC Learning English

The Software haven't high level interaction, Not yet supports comprehensive upgrading of 4 skills, the software is strong in listening and speaking skills, but does not support the reading and writing skills group sufficiently.²⁰ in addition, the collection of audio files needs to be improved in several aspects. For example, The lack of detail in English grammar and its conversational parts requires a certain amount modification.²¹

4. Concept of Song

a. Definition of Song

Song is media to teach listening that contains of music and lyric. Suprihatin said “teaching using songs is very fun because music and song suggestions can bring students to a place of rest, relax and free from pressure. All humans have musical intelligence and that the use of music is very positive in language learning because it can open opportunities for students who have a strong right brain to orientate.”²² Hornby mentions in language education journal song is a piece of music with words that is sung. Song is also a great language package that

¹⁹ Abdi & Makiabdi, *Op. Cit.*, p.103

²⁰ Risko Mardianto. Accessed on <https://www.abadikini.com/tag/bbc-learning-english/> August 28,2023

²¹ Abdi & Makiabdi, *Op. Cit.*, p.108

²² Suprihatin Suprihatin, “The Effectiveness of Songs to Teach English Vocabulary The Effectiveness of Songs to Teach English Vocabulary,” no. November (2021).

bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

Songs can also provide a relaxed lesson on a hot boring day.²³ song can be used as media to teach listening skills because singing is the medium that people listen to every day. Songs are an easier way to teach listening skills to people of all ages because they are more easily assimilated. A conscious person learns to hear by listening to songs. Because when we hear a song, we want to know the meaning of the song we are listening to.

Thus, from explanation above song is enjoying media that easy to access and have a good potential to teach listening. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

b. Activities of Using Media Song

Activities to teach listening by using song by Carolyn Graham :

1. Preview

Talking about the title of the chant, what the students think about, explain connection to cultural context.

2. Listen

Familiarizing students with the chant, singing it or playing on a CD player, stressing the rhythm of the chant by using different rhythmic instruments.

3. Choral chanting

The students either access their textbooks or see the instructor transcribing the chant onto the blackboard, enabling them to engage in the process of reading and then echoing the chant under the guidance of the teacher or a pre-recorded audio. In the event that students have challenges in pronouncing certain

²³ Karolina Feni Kolin Nurteteng, Doni Sudibyo, "The Effectiveness of Using Songs in Teaching listening Skill at the Second Grade of Smp n II Kabupaten Sorong" 5, no. 2 (2018).

words or phrases, the instructor can choose to exclude them from the larger context and engage in focused practice only with the learners, using a smaller segment of the text.

4. Group/ individual chanting

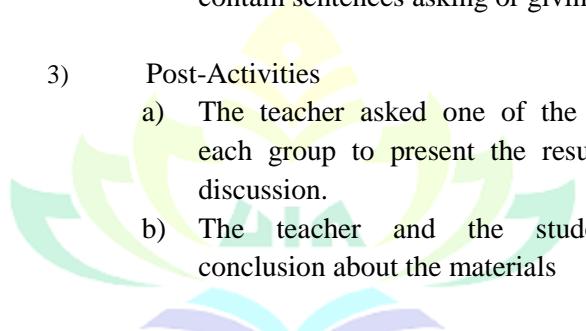
Students should first try out the chant as a whole class before being broken up into smaller groups to work on certain sections with the teacher. (for example question and answer). Students may also act out the chants in pantomime or mime while singing them. After that, they might form couples and take turns performing songs and chants for the class. Once student has learned the chants by memory, making them their own is a great way to help them pick up the language more naturally. There are several methods to do this. For example, when a name, place, or pronoun is changed, the language structure also changes. Role-playing, or inserting the chant language into natural conversation, is another approach.²⁴

Therefore, with the procedure of using a song, students may learn to understand what is being sung by going through the following steps: having them brainstorm, playing the song, writing the lyrics down in a book or on the board, and finally doing the activity together, either individually or in small groups.

c. Procedure of Teaching Listening By Using Song

- 1) Pre-Activities
 - a) Students brainstormed about types of songs.
 - b) Students described one of their favorite songs and what they liked about it.
 - c) The teacher explained about the title of the song.

²⁴ Rizal Julioe, "Improving the students pronunciation in dental sounds/θ/θand labiodental sounds/f/v/by using jaz chant",no. 3 (2017): 1576–80.

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- d) The teacher gave the audio of the song.
 - 2) While-Activities
 - a) Students listened to the audio of the song.
 - b) The teacher wrote the lyrics of the song on the blackboard then the teacher asks the students to write the lyrics of the song in the book
 - c) The teacher gave instructions to practice singing songs together
 - d) The teacher divided the class into 5-6 groups
 - e) The teacher asked students with their groups to discuss unfamiliar words and words that contain sentences asking or giving opinions.
 - 3) Post-Activities
 - a) The teacher asked one of the students in each group to present the results of their discussion.
 - b) The teacher and the students made conclusion about the materials
- d. The Advantages and Disadvantages of Song**
- 1) The Advantages of Using Song**
- Wilson explained that Songs can be enjoyable, memorable and stimulating for the students. Teenagers, in particular, who may feel shy when pronouncing words in a foreign language in front of their peers, often feel less intimidated when the words are those of a famous singer. Another advantage is that songs are often familiar, particularly when teachers give students the opportunity to bring songs of their choice to work with in class. Songs help students focus on aspects of pronunciation such as stress patterns. Also, songs tend to contain some usefully predictable elements:

the use of rhyme, for example, often helps the listener to predict vocabulary. Choruses mean we hear the same phrases with the same emphasis several times, giving students multiple opportunities to understand the lyrics.²⁵

2) The Disadvantages of Using Song

Besides, The Disadvantages of song in teaching learning process according to Suprihatin in her journal, There are no strict rules that teachers must adhere to when selecting songs for language works for students, but there are several factors that teachers should take into account, such as age. Young learners may not be able to understand songs that contain deep ideas such as envy, suffering or forgiveness. In addition, each age group has its own favorite music and dislikes. Some learners are tired at night and music may give them energy, while other classes may need to have their energy a little more disciplined. In addition, it is not wise to use music that teachers and students do not like.²⁶

5. Concept of Dictogloss Technique

a. Definition of Dictogloss Technique

One of the techniques offered in listening comprehension is the Dictogloss technique. According to Handajani, The Dictogloss technique is a classic teaching technique where listeners are required to reconstruct a text by listening and noting key words. As explained that the biggest problem faced by students is their inability to determine the keywords that must be used noticed in

²⁵ JJ Wilson, *How to Teach listening* (New Mexico, USA: Stenton Associates, Saffron walden, Essex, UK, 2008).

²⁶ Suprihatin, “The Effectiveness of Songs to Teach English Vocabulary The Effectiveness of Songs to Teach English Vocabulary.”

listening.²⁷ It means that In applying the Dictogloss technique, listeners are required to capture keywords from the audio they are listening. This research focused on giving treatment to the experimental class and control class by applying dictogloss technique in teaching listening comprehension. Dictogloss techniques can be used as an alternative for students who have problems with listening skills. This technique makes it easier for teachers to correct student mistakes.

b. Activities of Applying Dictogloss Technique

Wajnryb said there are some stages of teaching listening through dictogloss technique as follows: *preparation, dictation, reconstruction, and analysis and correction.*²⁸

1) Preparation

The first activity, preparation or warm-up is an activity that teaches students vocabulary related to a specific topic.

2) Dictation

The second activity, the teacher played the audio repeatedly at normal speed. formerly given to students The audio replay occurred twice for her because the student listened only the first time it was played and used her notes to perform the listening the second time it was played.

3) Reconstruction

The third activity, students were divided into groups and reconstructed the texts they heard.

²⁷ Elly Handajani, “Penggunaan Teknik Dictogloss Untuk Meningkatkan Kemampuan Mendengarkan Siswa,” *Jurnal Pendidikan* 6, no. 1 (2018): 31–35, <https://doi.org/10.36232/pendidikan.v6i1.99>.

²⁸ Lucky Rahayu Nurjamin, “DICTOGLOSS TECHNIQUE TO TEACH STUDENTS’ LITERAL LISTENING IN EFL CONTEXT” 2, no. 1 (2019): 10–14.

They were given the opportunity to share the resources they gained from the dictation stage.

4) Analysis and correction.

The last activity, analyzed and revised their work by comparing it with that of other students and the original text.

c. Procedure of Teaching By Using BBC Learning English and Dictogloss Technique

1) Pre-Activities

- a) Each student opened the BBC Learning English application first, on their own smartphone.
- b) The teacher introduced BBC Learning English.
- c) The teacher gave an example audio from BBC Learning English.

2) While-Activities

- a) The teacher showed the topic to the students.
- b) The teacher explained aspects of listening which include listening for main ideas, listening for details and listening for making inferences.
- c) The teacher gave one audio from BBC learning English.
- d) The teacher played the audio repeatedly at normal speed and the audio replay occurred twice.
- e) The teacher asked to the students to write unknown word while listening.
- f) The teacher made 5-6 group in the class
The teacher asked to the students to discuss about what they listen, who is the

presenter, why they give the speech, how effective is it and they were given the opportunity to share the resources they gained from the dictation stage from using BBC Learning English.

3) Post-Activities

- a) The student present their results of their discussion, every group choose one person to deliver.
- b) The students Analyzed and revised their work by comparing it with that of other students and the original text .
- c) The teacher and the students made conclusion about the materials and the audio from BBC Learning English.

B. Hypothesis

Based on the theories and explanation above, The hypothesis in this research would be :

H_a : There is a significant Influence of using BBC Learning English Toward Students Listening comprehension at the eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year 2022/2023?”

H₀ : There is no significance Influence of using BBC Learning English Toward Students Listening Comprehension at the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year 2022/2023?”

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