

BBC APPLICATION EFFECTS ON STUDENTS LISTENING COMPREHENSION

Nurul Hasanah¹
Syahban Mada Ali²
Wisna³

¹State Islamic Institute of Parepare, Indonesia

²Institute of Social Science and Business Andi Sapada, Indonesia

³Tomaka University, Indonesia

Corresponding Author: nurulhasanah@iainpare.ac.id

ABSTRACT

This research aimed to find out the effectiveness of BBC Learning English application in teaching listening to students at Grade XI IPS of SMAN 1 Aralle, Mamasa, West of Sulawesi, and was carried out from January to March 2022. There were 25 students of XI IPS class of SMAN 1 Aralle in the academic year of 2021/2022 as the research participants. It was Class Action Research that had two procedures in collecting data, namely qualitative and quantitative data. The qualitative data was got by observing students in the class while the quantitative data was taken by the test of listening which given in diagnostic test, cycle I and cycle II. In the diagnostic test, the students' mean score was 58.8 out of 100. It increased to be 67.2 in cycle I. Then, it raised to be 78.6 in cycle II. The result of every cycle showed that implementing the BBC application affected the students' listening score, especially their vocabulary mastery. It also showed from the qualitative data that the students were motivated to follow the teaching-learning process by providing them with a lot of listening activities.

Keywords: Listening, BBC Learning English, Class Action Research

1) INTRODUCTION

English as a subject is being introduced to students when they are still in kindergarten in many countries, including in Indonesia. This is proof that English is a very important subject to be given and must be mastered at various levels of education. English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture (Ali, S. M., & Hasanah, N., 2022). In all aspects of life, English is also needed to socialize, communicate, and to use in the development of science. English lessons, especially listening skill, are often seen as a passive action and not important. In fact, listening is an active process and requires serious effort because the willingness and awareness to listen is quite hard to do. This listening skill is indispensable in the teaching and learning process.

Paper presented at The 3rd ICONELE on September 14th-15th, 2022

English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

To this day, the education is entering the era of the media world, where learning activities require the reduction of lecture methods and are replaced by the use of a lot of media. Especially in the current learning activities that emphasize process skills and active learning, the role of learning media is becoming increasingly important (Nurseto, 2011). This opinion is reinforced by Hadibin in Ariputri and Suprpto (2015) who states that learning media is a tool that serves to explain a part of the whole learning program that is difficult to explain verbally. The learning material will be easier and clearer if the learning uses the learning media.

Burely-Allen in Ariputri and Suprpto (2015) compared listening to other language skills, over 40% of our daily communication is focused on listening, 35% for speaking, 16% for reading, and only 9% for writing. Buck in Azmi (2017) states that listening is a complex process where listeners take incoming data, an acoustic signal, and interpret it based on various kinds of linguistic and non-linguistic knowledge. Here, linguistics includes phonology, lexis, and syntax, semantics, and discourse structure. Non-linguistic knowledge includes knowledge of topics, contexts, and general knowledge about the world and how it works. Buck (2017) also adds that understanding is an ongoing process of building interpretations of the text's content, and then continuing to change it as new information becomes available.

In language learning in schools, especially English, listening skills receive less attention from students. English learning to regard listening skills taught by schools is only teacher-centred without actively involving students. It is said so because the teacher uses the lecturing method only, so that students are less active during the learning process. The minimum completeness criteria (MCC) for English subject are 75 and only 5-10% student pass the MCC standard while the others are not pass or under the MCC standard.

Based on the results of interviews that the researcher conducted with several students at SMAN 1 Aralle Mamasa, the factor behind the low of students' motivation was the learning process in the classroom, which still uses the lecture method and conventional media, namely using sound. In addition, compared to learning to write, reading, and speaking, which can be learned both at home and at school using textbooks, students do not have the materials and media to study listening material outside of school. This low interest affects student learning outcomes.

Teachers have to be more creative in choosing the materials, teaching technique and media which can increase the students' ability in English (Hasanah, N., & Ali, S. M: 2020). Currently,

there are many learning media that can be used by teachers, one of which is e-learning media. E-learning media has many types that can be used in the learning process, one of which is mobile learning media. These media use smartphones to help the learning process so that students can be more focused and motivated to learn because they use media that can steal students' attention. One of the media that can be used in the listening learning process is the BBC learning English application, this is supported by previous research conducted by Ariputri and Suprpto (2015), namely: the Improvement Of English Listening Skill Learning by Using The Android- Based "Smarty Way" Application in Subjects English in Senior High School and The conclusions of this study is overall student can understand and use android application well and experienced a significant increase in learning outcomes after learning implemented.

By considering the problem, the researcher is interested in conducting research under the title "BBC Application Effects on Students Listening Comprehension."

2) METHOD

This research was class action research (CAR). The instrument used to collect the data were listening test, observation sheet, and documentation. The First instrument was used to find out the student's score after the learning process. It was a test developed to determine the level of the students' listening skill. It was carried out after each learning activity in each cycle. The form of the test was multiple choice and filled the blank. The second instrument was an observation sheet. Observation sheet was conducted to get information about the students' listening skill at the grade XI IPS in SMAN 1 Aralle Mamasa. The last was documentation. It aims to get an overview of student activities in the learning process. The subjects of this research were 25 students in class XI IPS of SMAN 1 Aralle Mamasa.

3) RESULTS

The Analysis of Students' Listening Score

Tabel 1. The Rate Percentage and Frequency of Students' Score

Category	Score	Diagnostic Test		Cycle 1		Cycle 2	
		F	%	Score	F	%	Score
Excelent	100–95	0	0%	0	0%	0	0%
Very Good	85–94	0	0%	0	0%	5	20%
Good	75–84	0	0%	6	24%	18	72%

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
 English Education Department, Faculty of Teacher Training and Education
 Universitas Islam Negeri Alauddin Makassar
 South Sulawesi-Indonesia

Fair	65–74	8	32%	9	36%	2	8%
Poor	< 64	17	68 %	10	40%	0	0%
Total		25	100%	25	100%	25	100%
Mean score		58.8		67.2		78.6	

It can be seen that the students' scores on the diagnostic test which was followed by 25 students of class XI IPS, there was no student got excellent, very good and good categories 0 (0%), students who got fair category was 8 (32%), and got the poor category was 17 (68%). Meanwhile, the mean score of the test was 58.8, and it was categorized as low. It indicates that the students were lacking in the listening comprehension.

After BBC application being applied in teaching and learning process, it was found that there was still no student got excellent and very good category, but some students' score (24%) climbed up to the good category. It made the average score raised up to 67.2. Although it is still in the poor category, there was a slight improvement in this first cycle.

Move to the next cycle, the students' average score increased into 78.6 by classification of: there were still no students who got excellent category (0%). Yet, the very good category has 5 (20%) students. Followed by the good category has 18 (72%) students, and there were 2 (8%) students that were in the fair category. This result indicated that students' understanding of the listening material had been categorized as good. Due to having reached the MCC target, the study was stopped in Cycle 2 which had been showed that the treatment had been given was successful.

Students Indicator Success

Table 2. Students Indicator Success

Indicator	Diagn. Test		Cycle 1		Cycle 2	
	Freq.	Perc.	Fr	Perc.	Freq.	Perc.
Success >75	0	0%	6	24%	23	92%
Unsuccess <75	2	100%	1	76%	2	8%

It was showed that the students who achieved the minimum completeness criteria (MCC) in first cycle was better than the diagnostic test. There were 6 (24%) students who reached the MCC while the other 19 (76%) students did not. This meant that the students' listening skills had not reached the standard. So, researcher continued to the next cycle.

In Cycle 2, the number of students hitting the CCM was 23 (92%) and the other 2 (8%) students did not. It can be concluded that the results of cycle II had reached the indicators of success. This indicated that the students' listening had also reached the standard. Related to the description, the researcher argued that the application of BBC learning English is effective for the students in listening comprehension of class XI IPS at SMAN 1 Aralle.

The Analysis of Observation Sheet

Table 3. The Result of Observation Sheets

Percentage	Activities		
	Diagnostic Test	Cycle 1	Cycle 2
	28%	52%	72%

The table compared the three-observation sheet results: the Diagnostic Test, Cycle 1, and Cycle 2. In the first place, some of the students had less attention to the researcher explanation, there were only few students who were active in the learning process, and they were mostly confused to do their assignment. This round result got percentage score of 28% that this activity considered as poor category.

Meanwhile when the learning activity in cycle I and cycle II the percentage of both are 52% and 72%. It showed that there were improvements of students' learning activities. In cycle I and cycle II the students' learning activities has more increased than in the diagnostic test. Especially, they were more active in the learning process, diligently did the task, discussed with their peers, and submitted their assignment on time.

There was a high percentage increase in the last cycle because students gradually showed seriousness in participating in the learning process. This started when researchers used the BBC learning English application to play various learning audio in each cycle that students felt enthusiastic of participating positively. Then, it can be concluded that the use of the BBC Learning English application in the listening learning process was very effective in improving the learning activities.

4) DISCUSSION

Before coming to the treatment, the researcher did diagnostic test to the students, there was no students reached success indicator that time. After applying the BBC Learning English

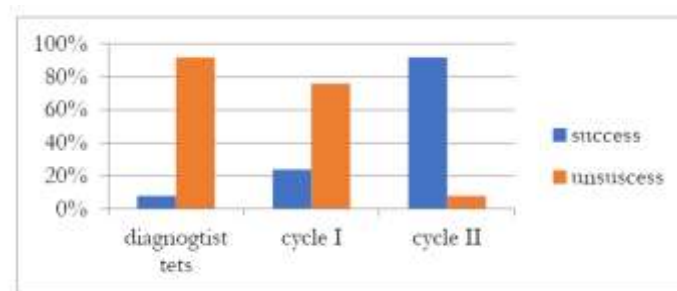
in Cycle I and Cycle II, there was a positive change from 24% became 92% students in success indicator. It was showed in following table:

Table 4. Comparison of Students Indicator Success and Unsuccess

No	Cycle	Indicator	
		Success	Un-success
1.	Diagnostic Test	0%	100%
2.	Cycle I	24%	76%
3.	Cycle II	92%	8%

For more understanding about the students' indicator success in diagnostic test, cycle I and cycle II, it would be explained in the following figure:

Figure 1. Students' Indicator Success



Based on the observation of the learning process, there were several point assessments of students' behaviour, the indicator description about the students' attention in learning which consist of two aspects namely: focus in learning and carry out the material immediately, students' activities namely: interacting with friends, promptly replied when asked and when they asked for the materials have not been clear, the condition of the class was conducive and crowded. Students' condition in learning process after entering to the room immediately and forgetting the time and still do the duty.

In the first cycle, the students had changed their attention or focuses in learning than diagnostic test but it was still not submitting the assignment immediately. When students being asked whether the material was not clear, no students was promptly replied when asked. The condition of students in learning showed that students were entered the room but students sometimes forgot coming on time. However, the condition in the class was conducive but crowded.

The second cycle showed that the students' situation was being better. The students' attention in learning and submit the assignment sooner than in the first cycle. The students were brave enough to ask if the material was not clear, they were promptly replied when being asked and started sharing the listening material with the friends. However, students' condition in the class was still conducive and but not noise anymore.

The data also showed positive effects after given test in each cycle. The students succeeded improving their ability in listening skill from the diagnostic test that stood at mean score 58.8 raised at 67.2 in the cycle 1 then rocketed at 78.6 in cycle 2. In the same line, it gave result that the rate percentage of students' indicator success ($MCC/score > 75$) increased in each cycle. It was proved by the data from diagnostic test, no students hit the MCC. In the first cycle, there was 24% of the students who did it even though there were still 76% of the students who cannot reach the score. Then, in the cycle 2, there was 92% of the students who reached it and only 8% students who did not pass the MCC score. From the discussion, it could be concluded that the use of the BBC English Learning application had a very good effect on the listening comprehension of the grade XI IPS Students of SMAN 1 Aralle Mamasa.

5) CONCLUSION

Based on the findings and previous discussion, it can be concluded that the use of application BBC English Learning affected the listening comprehension of the grade XI IPS Students of SMAN 1 Aralle, Mamasa in a positive way. The result was based on the data which were taken from observation sheet and listening test that had been given to the students in the process of teaching learning. Both data showed good effects of using the application in increasing students' learning activities as well as their score in listening skill.

The results of this research are expected to be a reference for readers, especially for educators and researchers in the field of English. It is recommended for them to make the BBC English Learning application as one of the media choices in teaching, especially listening comprehension.

REFERENCES

- Ali, S. M., & Hasanah, N. (2022). Applying High Order Thinking Skill (HOTS) on Teaching Reading Skills for The X Grade Students of SMAN 2 Kalukku. *Inspiring: English Education Journal*, 5(1), 11-21.

- Ariputri, G. P., & Suprpto, E. (2015). Peningkatan Hasil Belajar English Listening Skill Dengan Menggunakan Aplikasi Smarty Way Berbasis Android. *Edu Komputika Journal*, 2(1).
- Arsyad, A. (2011). Media pembelajaran.
- Azmi, F. (2017). The Effectiveness of Using Animation Video Towards Students' Listening Skill at the Seventh Grade Students of SMP Al-Kamal Kunir in Academic Year 2015/2016.
- Daryanto, F. (2011). Penelitian Tindakan Kelas Dan Penelitian Tindakan Sekolah. *Yogyakarta: Gava Media Departemen Pendidikan dan Kebudayaan*.
- Dwinalida, K., Naning, Z. A., & Jaya, H. P. (2014). Teaching Listening Comprehension Through Picture Dictation to the Tenth Grade Students of SMA Islam Az Zahra Palembang. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 1(1), 76-87.
- Hasanah, N., & Ali, S. M. (2020). The Students' Motivation in Writing Through Mind Mapping at Tomakaka University of Mamuju. *Edumaspul: Jurnal Pendidikan*, 4(2), 341-346.
- Mandarani, V. (2016). Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top- Down dan Bottom-Up. *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 189-196.
- Nurseto, T. (2011). Membuat Media Pembelajaran yang Menarik. *Jurnal Ekonomi dan pendidikan*, 8(1).
- Pratama, Z. (2018). *Improving Students' Listening Skill Through Watching English Movies (A Classroom Action Research at the Eleventh Grade of SMA Negeri 1 Manggar 2017/2018 Academic Year)* (Bachelor's Thesis, UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan, 2018).
- Pratiwi, K., & Andriyanti, E. (2019). External Factors Causing Students' Difficulties in Listening. *Journal of English Language Teaching and Linguistics*, 4(2), 227.
- Sofiana, N. (2015). Implementasi Blended Learning pada Mata Kuliah Extensive Listening. *Tarbiyah: Jurnal Pendidikan Islam*, 12(1).
- Sugiyono. 2016. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta.