

CHAPTER I

INTRODUCTION

A. Research Background

Speaking skill is a pivotal aspect of language communication, allowing individuals to convey ideas, share information, and interact effectively with others. Experts have underscored the significance of this skill across various contexts. Brown and Yule (1983) argue that in practical situations, the skill most used to assess students is their capacity for verbal communication, which holds paramount importance in real-life situations.

Mastering speaking skills poses several challenges due to various issues prevalent in language learning environments. Firstly, the limited opportunities for students to engage in verbal communication within the classroom setting significantly hinder the development of their speaking proficiency. This limitation aligns with the framework proposed by sociocultural theorist (Vygotsky, 2006), who emphasizes the critical role of social interaction in language acquisition. When students lack sufficient chances to actively participate in spoken interactions, their ability to articulate thoughts and ideas in the target language becomes restricted, impacting their overall proficiency in speaking. Secondly, the lack of variation in teaching media utilized by educators in the classroom further compounds the challenges in developing speaking skills. Researchers such as Buzzani (2008) have highlighted the importance of employing diverse and innovative teaching methodologies to enhance language learning. When educators predominantly employ monotonous or limited teaching media, students may not receive exposure to various speaking scenarios or language contexts, impeding their capacity to adapt their communication skills to different situations effectively.

Moreover, the use of monotonous teaching media and strategies can lead to students' disengagement and a lack of interest in studying English. This observation is in line with the theory of intrinsic motivation in education by Deci and Ryan (1980), suggesting that when learning experiences lack variety and fail to stimulate curiosity

or engagement in the learning process. Consequently, a lack of varied teaching media and engaging activities negatively impacts students' enthusiasm for practicing and improving their speaking skills in the English language classroom.

Instructional media are the human and non-human devices, material or methodologies used by lecturers to overcome all learning problems, including noise factors. The use of instructional media enables teachers to explain, illustrate, disseminate and deliver their students more easily and effectively than when they depend on words only (Hindle, 1998). Heinich, Molenda, Russel and Smaldino (2002) state that properly designed instructional media can enhance and promote learning and support teacher-based instruction. Media is very useful in learning the English language. The teacher and students are helped by using media to achieve the learning goals. So, the teachers should apply the media in teaching - learning activities. According to Ruis et al (2009: 4) there are some advantages of using media in the teaching-learning process. Those are first to increase the learners' motivation, second to avoid the learners being bored, third to make the learners easy to understand the instructional material, fourth to make the teaching learning process more systematic, and fifth to achieve the learning goals. It can be asserted that media engage learners' interest and encourage them to think critically in order to grasp English more effectively and creatively. Vanderplank (2010) states that integrating video into language education can greatly improve students' speaking skills by offering visual and contextual cues that aid in language production and enhance communicative competence. Media can be categorized into three types: audio media, visual media, and audiovisual media.

The British Broadcasting Corporation (BBC)-related BBC Learning English provides a range of educational tools to assist learners in developing their English language proficiency. The website offers interactive courses, brief films, and quizzes that promote active involvement and reflection by utilizing concepts from several educational theories, including Jean Piaget's constructivist theory (1936).

Mayer (2009) in his *Cognitive Theory of Multimedia Learning* asserts that learning is enhanced when both visual and auditory channels are activated, allowing for better retention and understanding of information. This theory applies directly to the use of BBC Learning English videos, which combine native speaker audio with visual cues, helping learners grasp language in a more comprehensive and engaging way. Sherman (2003) and Brett (1995) add to this by stating that realistic and context-rich video material considerably enhances language learning, including pronunciation, fluency, and real-world communication skills. BBC Learning English videos have these essential components, making them a useful tool for boosting speaking abilities.

The reason for using BBC Learning English Video in speaking activity is to give more opportunities for students to practice speaking during the times allocated. During the field experience practicum in the eighth grade at a junior high school in East Bandung, the researcher encountered several significant challenges, particularly regarding students' lack of interest in learning English. A key issue identified was that students found it difficult to speak English due to limited engagement in the learning process. The teacher predominantly relied on textbooks as the primary instructional resource, which led to students concentrating solely on written materials without sufficient opportunities for practical application. To address this issue, the integration of video learning is proposed as a means to enhance student engagement and comprehension. As noted by Berk (2009), the incorporation of video can boost student motivation and aid in visualizing abstract concepts, thus improving their understanding of the subject matter. This experience highlights the critical role of multimedia resources in education, as Berk emphasizes that video can improve the effectiveness of the learning process and encourage critical thinking among students. teachers should use one effective method and media for teaching speaking that motivates the students to be active in learning speaking. The students can be driven to say something to make possible activities and giving an opportunity for them to practice their speech.

Based on the preceding discussion, this research aims to develop an engaging English learning environment that enhances spoken communication skills.

Consequently, this research will focus on “ENHANCING EFL STUDENT’S SPEAKING SKILL THROUGH BBC LEARNING ENGLISH VIDEO: A PRE-EXPERIMENTAL STUDY FOR EIGHT GRADES IN JUNIOR HIGH SCHOOL.”

B. Research Questions

Based on the background provided, the specific issues identified are outlined as follows:

- 1) What are the students' speaking skills before learning using BBC Learning English video as media?
- 2) What are the students' speaking skills after learning using BBC Learning English video as media?
- 3) How is the significant difference between students' speaking skills before and after learning using BBC Learning English video as media?

C. Research Purpose

The purposes of this research are:

- 1) To find the student’ speaking ability before using BBC Learning English video as media
- 2) To find the students’ speaking ability after using BBC Learning English video as media
- 3) To find the significant difference between students’ ability before and after improvement in speaking ability using BBC Learning English video as media.

D. Research Significant

The results of this study are intended to provide valuable insights for teachers and students:

- 1) Theoretical Significance:
To develop knowledge techniques about teaching speaking using BBC Learning English Video as media.

2) Practical Significance:

This research has two practical significances in teaching and learning speaking.

- a) Teachers, the result of this study is useful for English teachers. Teachers can use this method to be implemented in class for teaching speaking
- b) Students, the result of this study is to give an output to the students to improve their speaking ability using BBC Learning English Video as media.

E. Research Scope

This research aims to enhance the speaking skills of eighth-grade students at a junior high school in Cileunyi, East Bandung, Indonesia, through the use of BBC Learning English videos. Guided by Brown's (2004) theory, the study assesses pronunciation, grammar, fluency, vocabulary, and comprehensibility using a pre-experimental design with pre-test and post-test evaluations. While the previous research demonstrated improvements in pronunciation and vocabulary, this study addresses the gap by also examining the effects on grammar, fluency, and overall comprehensibility, providing a more comprehensive analysis of multimedia learning in EFL education.

F. Research Framework

Speaking is a process of creating sound by humans for producing and receiving information from each other. Speaking is one of the four English skills, including reading, writing, and listening. Zuhriyah (2017) states that speaking skills are the ability to express and communicate ideas orally, making it crucial for students learning English. Chaney and Burk (1998) said that speaking is the process of building and sharing the meaning through non-verbal and verbal symbols in various contexts. Someone has and uses speaking in their daily communication, whether at school or outside. Because speaking is used in daily activities, speaking is important to be learned and it cannot be separate during the teaching learning process.

Bailey (2000) states that speaking is an interactive process in which speakers create, receive, and analyze information with the goal of creating meaning.

These theories lead to the conclusion that communication and speaking ability are connected. Speaking is the ability to utilize language in a suitable way to convey one's thoughts, feelings, or ideas in order to exchange information and knowledge with other communicators.

Instructional media refers to various tools and resources used by educators to facilitate and enhance the teaching and learning process. The purpose of instructional media is to support the delivery of content, engage students, and serve different learning styles, thereby making learning more effective and enjoyable. Media, in the context of education, encompasses tools and platforms used to convey information and facilitate learning. Mayer (2020) asserts that multimedia resources enhance cognitive engagement and retention. Clark and Mayer (2016) emphasize the value of diverse media formats, such as videos and interactive platforms, in serving various learning styles. For instance, BBC Learning English videos offer a multimedia approach to language learning, incorporating authentic contexts and visual aids, aligning with contemporary pedagogical methods.

Learning a language is most effective when it's connected to real-life situations. This is where using real-life examples and visuals becomes important. These elements align with modern teaching methods that focus on keeping students engaged and actively learning. For example, BBC Learning English videos offer a wealth of authentic content, including interviews, news reports, and documentaries, all presented in a natural conversational style. By incorporating these videos into the classroom, teachers can create a lively learning environment that exposes students to real-life language use. Mayer, R. E. (2009) stated the visual component further enhances the learning process. Images, animations, and demonstrations accompanying the audio provide helpful context clues, aiding comprehension and vocabulary acquisition. This multimodal approach caters to different learning styles, making BBC Learning English videos a powerful tool for developing speaking skills. Students gain exposure to natural pronunciation, intonation, and fluency patterns, allowing them to practice their own spoken communication in a safe and engaging environment. Ultimately, by using real-

life examples and visuals, BBC Learning English videos empower teachers to create a dynamic learning experience that fosters the development of effective speaking skills in their students (Thornbury & Littlemore, 2009).

BBC Learning English videos offer engaging activities and provide access to language experts, enabling English as a Foreign Language (EFL) students to enhance their language skills (Wallace & Dunn, 2013). Moreover, the availability of such resources has demonstrated a significant improvement in students' attitudes towards utilizing resources, such as BBC Learning English videos (Goldsmith, 2005).

BBC Learning English Video serves as an educational tool comprising videos offered by the BBC to facilitate the learning of the English language. These videos encompass a range of subjects, such as vocabulary, grammar, and everyday communication scenarios. Integrating BBC Learning English videos into assignments actively engages students in enhancing their speaking abilities (Willis and Willis, 2007).

In creating a speaking assessment, it is important to take into account various elements of speaking skills. According to Brown (2004), a comprehensive speaking assessment should include evaluation criteria for pronunciation, grammar, vocabulary, fluency, comprehension, and task performance.

G. Previous Study

The first previous study was conducted by Setiadi, M. A. (2021) who investigated the Effect of Utilizing British Broadcasting Corporation (BBC) Learning English to the Students' Speaking Accuracy. The participant is the eleventh-grade students at senior high school Muhammadiyah Sungguminasa. The research aimed to determine the impact of utilizing British Broadcasting Corporation (BBC) Learning English on improving students' speaking skills in English. Employing a pre-experimental method, the researcher used a speaking test as the primary assessment tool and recorded student performances by retelling stories from the movie. The study identified several factors influencing changes in students' speaking skills through movie-based learning,

particularly in teaching pronunciation and vocabulary. The research highlighted the positive influence of BBC Learning English, motivating students and fostering their interest in language learning through movies. Ultimately, it concluded that BBC Learning English was an effective and engaging tool, notably improving students' pronunciation and vocabulary.

The first study's limitation lies in its narrow focus on specific learning outcomes and pedagogical approaches. While Setiadi emphasized speaking accuracy, this study aims to evaluate the broader impact of BBC Learning English videos on junior high school students' speaking abilities, including authentic language contexts and a blended approach of traditional teaching and modern multimedia methods. Moreover, Setiadi used a speaking test and movie-based learning, whereas this study employs BBC Learning English videos as the primary learning media.

The second previous study was conducted by Khashan, H. S., & AbuSeileek, A. F. (2023) who investigated The Effect of Using British Council BBC Learning English Application on the Tenth Grade EFL Students' Listening and Speaking Skills and their Attitudes toward it. *Journal of Applied Linguistics and Language Research*. The study aimed to examine how using the BBC Learning English Application affected the development of listening and speaking skills among 46 10th-grade students at Al-Mashari Secondary School for Boys. Divided into experimental and control groups, the experimental group used the app while the control group received standard instruction. Using a quasi-experimental approach with pre/post-tests and a questionnaire for the experimental group, the analysis showed significant improvements in the experimental group's post-test scores compared to the control. Student responses indicated a predominantly positive attitude towards the app's impact. Consequently, the study recommends integrating the BBC Learning English Application into language teaching for its beneficial effects on enhancing listening and speaking skills.

While both studies explore the influence of BBC Learning English resources, a notable research gap exists between the two in terms of target grade level, instructional methods, and specific skills assessed. This study focuses on eighth-grade junior high

school students using multimedia methods, whereas Khashan and Abu Seileek focused on tenth-grade senior high school students employing a dedicated mobile application. Further research could provide a comprehensive understanding of how various BBC Learning English resources impact distinct student populations and language skills.

The third previous study was conducted by Benmaza, Z., Derrouiche, I., & Laouamri, M. E. B. A. R. E. K. (2023) who investigated The Role of BBC Educational Videos on Enhancing EFL Learners' Oral Performance. This study investigated the impact of integrating BBC Learning English educational videos on the speaking abilities and attitudes of second-year LMD students enrolled at Mohammed Seddik Ben Yahia University in Jijel. Given the challenge in acquiring oral proficiency, the utilization of multimedia tools such as educational videos have attracted attention for its potential to enhance language learning outcomes. The research encompassed 60 second-year English students and 7 oral expression teachers. Questionnaires are administered to both cohorts to obtain comprehensive insights. A comparative assessment of oral expression scores was conducted between students who utilized BBC videos and those who didn't. The study sought to establish a correlation between using BBC educational videos and advancements in students' oral proficiency. The results indicated a positive association between the frequency of employing BBC educational videos and students' oral expression skills and scores, underscoring their efficacy in improving the speaking abilities of second-year LMD students.

Benmaza, Derrouiche, and Laouamri's (2023) study delves into the specific role of BBC Educational Videos in enhancing the oral performance of second-year LMD (Licence-Master-Doctorat) students at Mohammed Seddik Ben Yahia University in Jijel. While both studies explore the influence of BBC Learning English resources, a notable research gap exists between the two in terms of target grade level, instructional methods, and specific skills assessed. This study focuses on junior high school students in Cileunyi, East Bandung, Indonesia, whereas Benmaza et al. focus on second-year LMD students in a university context. The exploration of these diverse contexts highlights the need for further investigation to understand how the effectiveness and

applicability of BBC Learning English materials may vary across different educational levels, student populations, and cultural environments.

The fourth previous study was conducted by Licenciado Carlos Eduardo Zurita Valencia (2019) who investigated British Broadcasting Corporation (BBC) Authentic Videos for Speaking Skill Development. The study aimed to assess the impact of using British Broadcasting Corporation (BBC) videos on eighth-grade students' speaking abilities in Ecuador's Unidad Educativa "Primicias de la Cultura de Quito" from 2018-2019. The study involved fifty students, with 25 in the experimental group and 25 in the control group. The study used pretest and posttest methods to assess the development of speaking skills in English classes. A survey was conducted on EGB students who received therapy, and the study was completed in six weeks. Twelve speaking exercises based on BBC authentic videos were used to teach fluency, syntax, pronunciation, and vocabulary. Posttest results showed an increase in students' speaking abilities.

Licenciado Carlos Eduardo Zurita Valencia (2019) used an experimental group design, while this research employs a pre-experimental study design. Additionally, the methods used differ, with Licenciado Carlos Eduardo Zurita Valencia (2019) utilizing a mixed method and this research focusing on a quantitative approach. The primary research gap lies in Licenciado Carlos Eduardo Zurita Valencia's (2019) aim of determining the effect of BBC authentic videos on speaking skill development, while this study evaluates the broader impact of BBC Learning English videos on junior high school students' speaking abilities, including authentic language contexts and a blended approach of traditional teaching and modern multimedia methods.

The last previous study was conducted by Abdul Azis, Murti Ayu Wijayanti, and Dina Rachmawati (2022) who investigated The Influence of 6 Minutes Bbc Radio Podcast towards Students' Speaking Skills (A Quasi-Experimental Research in One Public School in Cikeusal). The aim of this study was to investigate the impact of the 6-minute BBC Radio Podcast on the speaking abilities of eleventh-grade students at a senior public school in Cikeusal, Serang. The design of this quantitative study was

quasi-experimental. The tool for this study was an oral test, including a pre- and post-test. The experimental class and the control class were the two classes that took part in this study. Every class had thirty students. To sum up, podcasts may be a different kind of media that students may use to improve their speaking abilities when teaching and learning English.

The research conducted by Abdul Azis, Murti Ayu Wijayanti, and Dina Rachmawati (2022) identified a gap in the use of BBC radio podcasts as their research media, whereas this study utilizes BBC Learning English videos. Additionally, while their study employed a quantitative method with a quasi-experimental design, this research adopts a quantitative method with a pre-experimental design.

In conclusion, the identified research gaps across the previous studies highlight the need for further investigation into the impact of BBC Learning English videos on junior high school students' speaking abilities. While previous research has focused on high school and university students, different instructional methods, and various forms of BBC media such as applications and podcasts, there remains a significant gap in understanding how BBC Learning English videos specifically affect junior high school students. The upcoming study aims to fill this gap by employing a pre-experimental design and quantitative methods, focusing on providing authentic language contexts and blending traditional teaching with modern multimedia approaches to enhance students' speaking skills.