

The Effectiveness of BBC Learning English to Teaching Reading for Eleventh Grade Students

Aprilian Paramita¹

Mutiara Ayu²

^{1*2}Prodi Pendidikan Bahasa Inggris, Universitas Teknokrat Indonesia, Bandar Lampung, Indonesia

anaaalien.prmt04@gmail.com^{1*)}

mutiara.ayu@teknokrat.ac.id²⁾

Abstract

The significance of English language acquisition within the Indonesian education system lies in its impact on students' futures, but they face many challenges in mastering it. It discusses the fundamental skills required for proficiency, including reading, listening, speaking, and writing, emphasizing enhancing listening abilities. The framework integrates English into education, and language centers collaborate with other departments. Furthermore, it emphasizes the importance of reading comprehension and the role of resources like BBC Learning English in improving this skill. A study was conducted at SMAN 14 Bandar Lampung, aiming to evaluate eleventh-grade students' reading proficiency and the impact of BBC Learning English on their language abilities. Additionally, it outlines the research methodology, which employs quantitative analysis with a one-group design to assess students' reading comprehension levels and the effectiveness of the intervention. The researcher used a pre-test and post-test to measure the students' capacity to read narrative text. The research found improved scores between the pre-test and post-test. The mean of the pre-test was 60.89 while the post-test was 78.54; the difference was 17.65 in the mean. The hypothesis table shows that the significance (2-tailed) value is 0.00, which is below the threshold of 0.05. Therefore, we reject the null hypothesis (H0) and accept the alternative hypothesis (H1), confirming the existence of a statistically significant difference between the pre-test and post-test scores.

Keywords: BBC Learning English, One-Group Design, Quasi-Experimental Reading.

Published by:



Copyright © 2024 The Author (s)

This article is licensed



The Effectiveness of BBC Learning English to Teaching Reading for Eleventh Grade Students

1. Introduction

English has emerged as the preeminent global language, predominantly utilized in international communication since the advent of the fourth industrial revolution (Uyun, 2021). Recognizing its paramount importance, The Indonesian education system has made English a compulsory adoption, acknowledging its paramount importance. Mastering English remains a challenging endeavor for many in Indonesia. Brown (2000) defines language as a structured system comprising vocal, written, or gestural symbols for interpersonal communication. Proficiency in English involves acquiring four essential skills: reading, listening, speaking, and writing. Among these, particular emphasis is placed on honing listening skills, which are crucial for students' overall language development.

Studying English within a department overseen by an external organization is crucial for gaining insight into its practical usage. English ranks among educational institutions' most widely taught subjects, with language learners being a prevalent demographic. Furthermore, there's a considerable interest among many individuals in dedicating time and effort to mastering English. While some may seek to enhance the existing knowledge acquired in school, others may approach English learning from a less familiar standpoint. Collaboration between language centers and departments remains paramount. Language centers typically offer language training, while departments often delve into teaching literature, culture, history, politics, and related subjects. Discussions surrounding linguistic skills and structures are commonplace in the context of language acquisition (Zein et al., 2020). These skills encompass reading, writing, speaking, and listening. The language system comprises various elements, such as vocabulary, phonology, and syntax, which collectively contribute to proficiency in the language (Perkins, 2019).

Reading involves carefully examining written material and understanding its content, whether by vocalizing it aloud or processing it silently. This process not only aids in interpreting the text but also allows for expressing creativity and imagination. By engaging with the material, readers connect with the ideas presented, which enhances their comprehension and resonates with the ideas presented, which enhances their comprehension and resonates with a broader audience; as a receptive skill, reading is crucial for acquiring new information, knowledge, and experiences. It enables individuals to explore new topics and expand their intellectual horizons. This personal process of making sense of the text is shaped by each

reader's unique perspective and background, making reading a distinct journey of deriving meaning from written words (Dalman, 2017).

Reading is interpreting symbols, signs, or written text to derive meaning. This complex activity relies on schemata-mental structures formed from one's knowledge and experiences that help readers understand the text. Schemata enable readers to relate new information to what they already know. Reading involves more than just recognizing words; it encompasses a range of cognitive activities. Readers use their imagination to visualize and engage with the text, observe details, and recall relevant information. They then integrate these elements with their schemata, connecting new insights to their prior knowledge. This intricate process allows readers to grasp and interpret content effectively, making reading a deeply engaging cognitive task (Dalman, 2017).

Reading is an active cognitive process that involves examining written text to extract embedded information. It starts with converting letters into words, phrases, and sentences, which is crucial for comprehension. Beyond simple recognition, reading requires interpreting symbols and relating the content to one's knowledge and experiences. This engagement helps readers understand the literal meaning, broader context, and subtleties. Compelling reading integrates various cognitive skills, including visual processing, memory, and critical thinking, to achieve a deeper understanding. It combines the technical task of decoding text and the interpretive work necessary for meaningful communication (Ihwana, 2016).

Reading is a complex process individuals use to access and interpret messages conveyed through written language. It involves a range of cognitive activities, such as visually recognizing groups of words that form coherent units and understanding the meanings of individual words within the context of the text. As readers engage with written material, they interact dynamically with the text, extracting and interpreting meaning from the arrangement of words and symbols. This process is active rather than passive, requiring mental effort to decode and grasp the intended message. Additionally, reading encompasses skills and strategies such as phonemic awareness, vocabulary recognition, and syntactic understanding, all of which contribute to the reader's ability to derive meaning from the text. Thus, reading can be viewed as a sophisticated cognitive function that enables individuals to access their knowledge, comprehension, and communication skills (Cahyani & Hodijah, 2013).

The researcher opted for BBC Learning English as a resource to enhance students' reading proficiency in English and stimulate their interest in learning the language. In Indonesia, where English is not a native tongue, many students and individuals encounter challenges in advancing their English skills. Given that English is essential for effective

communication with a broader audience, students must attain proficiency in the language. Hence, the researcher employed BBC Learning English to cultivate students' motivation and enthusiasm for enhancing their reading comprehension skills in English ([Geria, 2022](#)).

In today's modern era of technology, achieving proficiency in English, especially in reading skills. It has become increasingly accessible through various simple methods and procedures for those keen on improving their English. Numerous websites and programs now offer a wide range of services. Among the most popular and widely used resources in BBC Learning English is a dedicated division of BBC World Service focusing on English language instruction. Through its program, BBC Learning English provides instructors and students with free tools and activities via websites and applications. Additionally, it hosts radio shows that are regularly broadcast on BBC World Service Language and partner stations. As a result of its contributions to English language education, BBC Learning English has received prestigious accolades, such as the Elton Award from the British Council and the Innovation in English Language Teaching Award from the English-Speaking Union ([BBC Learning, 2024](#)).

BBC Learning English provides many free videos and educational resources for individuals striving to expand their knowledge. Engaging with these resources can significantly enhance one's reading, speaking, and listening skills, making it an invaluable platform for those aiming to achieve proficiency in the English Language, with a diverse array of audio, video, and textual materials. BBC Learning English ensures that students worldwide can access educational resources without charge. Furthermore, BBC Learning English facilitates independent learning by offering sample self-study materials and empowering individuals to tailor their learning experience according to their needs. This approach allows learners to select their preferred learning methods, whether following a structured curriculum or utilizing resources that best suit their learning style ([BBC Learning, 2024](#)).

Accessing the diverse range of stories on BBC Learning English provides learners with an excellent opportunity to improve their reading skills. Learners can significantly enhance their comprehension and reading abilities through practice questions and interactive text engagement. The platform offers many resources, including instructional videos, detailed explanations, interactive exercises, and other educational materials, all available at no cost. This comprehensive resource pool eliminates the need for substantial funding for English language education. Additionally, the platform caters to our natural inclination to engage in reading activities, making the learning process more engaging and effective. For educators and instructors, BBC Learning English is a valuable tool that provides new references and insights to support and enhance their teaching practice ([BBC Learning, 2024](#)).

The researcher decided to conduct their study at SMAN 14 Bandar Lampung after observing, during their field practice, that many students exhibited insufficient reading skills in English. Therefore, the researchers intend to implement their methodology with eleventh-grade students who are at an intermediate level in senior high school. The choice of SMAN 14 Bandar Lampung for this research was also influenced by interviews with the deputy of curriculum and the typical senior high school model, where students often transition directly into the workforce after graduation. Hence, the researchers conducted their research at SMAN 14 Bandar Lampung.

This study employs a quantitative approach, complemented by descriptive statistics, to systematically assess the reading comprehension levels of eleventh-grade students at SMAN 14 Bandar Lampung. The primary aim is to evaluate these students' proficiency in reading comprehension, determine their current capabilities, and identify any areas that need improvement. Additionally, the research examines the effectiveness of using BBC Learning English as a tool to enhance reading comprehension. The study aims to understand how effectively this resource improves the students' reading skills by analyzing its impact on their comprehension levels and evaluating its overall effectiveness as an educational tool. The methodology involves collecting and analyzing data through various quantitative measures, applying descriptive statistical techniques to interpret the results, and drawing conclusions about the overall effectiveness of the intervention. This comprehensive approach will provide valuable insights into the student's current state of reading comprehension and the potential benefits of integrating BBC Learning English into their learning process.

2. Research Method

The research methodology employed in this study adopts a quantitative approach, specifically utilizing a quasi-experimental design with a one-group design. Consequently, the research focuses solely on the experimental group, representing a deliberate choice to hone in on specific variables under study. The sample is 28 students of the XI 8 class. To collect accurate data, the researcher gave a test before and after the study, namely, Pre-Test and Post-Test. In addition to these assessments, the data is carefully analyzed. There are three types of analysis that the researcher used in analyzing the data. First, the researcher checks if the data follows a normal distribution to ensure it meets the requirements for statistical testing or normality tests. Next, a homogeneity test confirms that the data variances are comparable across different groups. Finally, a t-test is used to determine if there are significant differences between the pre-test and post-test results.

3. Result and Discussion

This section describes the data collection process and the tools used in the SMAN 14 Bandar Lampung research. The study employed two main assessment tools: the pre-test and post-test, administered to 28 students in class XI.8. The pre-test, given before the instructional intervention, aimed to measure the students' baseline knowledge and understanding of the intervention, sought to evaluate any changes in their comprehension and retention of the content. This systematic approach to administering the tests was designed to gather detailed data on the student's grasp of the subject. Comparing the pre-test and post-test results helped assess the effectiveness of the instructional methods and identify any improvements in reading comprehension.

Focusing on the specific cohort of class XI.8 allowed the study to provide targeted insights into the effectiveness of the instructional strategies within this particular academic context. The detailed analysis offered valuable information on how the intervention impacted this group of students and suggested how similar strategies might be adapted or applied in other educational settings. Overall, the study aimed to deliver a comprehensive understanding of the intervention's effects and its potential benefits for enhancing educational practices across various contexts.

a. Students' Score Distribution

Table 1. Students' Pre-Test Distribution.

No	Class Interval	Category	Frequency	Percent
1	81-100	Very High	4	14%
2	61-80	High	10	36%
3	41-60	Medium	6	21%
4	21-40	Low	8	29%
5	0-20	Very Low	0	0%

The data presented in Table 1 demonstrates varying levels of categorization perceived by students. Among the participants, eight students are classified into the low category (29%), six fall into the medium category (21%), ten are categorized as high (36%), and four students are classified under the very high category (14%). It can be inferred that the dominant category among students in the pre-test phase is high.

Table 2. Students' Post-Test Distribution.

No	Class Interval	Category	Frequency	Percent
1	81-100	Very High	8	29%
2	61-80	High	18	64%

No	Class Interval	Category	Frequency	Percent
3	41-60	Medium	2	7%
4	21-40	Low	0	0%
5	0-20	Very Low	0	0%

From Table 2 above, it becomes apparent that the distribution of scores markedly differs from that of the pre-test. Notably, no students fall within the low category, and merely 2 students are categorized as medium (7%). Meanwhile, a significant shift is observed, with 18 students classified as high (64%) and 8 students falling into the very high category (29%). Although the dominant category remains high, the post-test results indicate a noteworthy trend where most students are situated in the high to very high categories, suggesting the efficacy of the treatment administered.

Table 3. Students' Pre-Test and Post-Test Descriptive Statistics.

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	28	23	95	60.89	20.814
Post-Test Experimental	28	55	100	78.54	11.250
Valid N (listwise)	28				

Table 3 provides an overview of the scores obtained in both the pre-test and post-test. In the Pre-Test, the scores range from a minimum of 23 to a maximum of 95, with a mean score of 60.89. Conversely, in the post-test, the scores vary from a minimum of 55 to a maximum of 100, with a mean score of 78.54. This reveals a difference in the mean score of 17.65, indicating an improvement from the pre-test to the post-test phase.

b. Normality Test

The normality test determines whether the data follow a normal distribution pattern. In this study, the researcher opted for Shapiro-Wilk's normality test because the sample size was less than 50. The interpretation of the normality test hinges on the significance value. If it surpasses 0.05, it signifies that the data conforms to a normal distribution. Conversely, if the significance value falls below 0.05, it indicates that the data deviates from a normal distribution.

Table 4. Results of the Normality test.

	Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Pre-Test Experimental	.134	28	.200*	.948	28	.177	
Post-Test Experimental	.163	28	.056	.963	28	.401	
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the normality test result table, the significance levels for the pre-test and post-test scores are 0.177 and 0.401, respectively. Since both significance values are greater than 0.05, it indicates that the data for each variable exhibit a normal distribution.

c. Homogeneity Test

The homogeneity test serves to examine whether the data exhibit similarity or disparity when compared with other datasets. In this particular scenario, the researcher aimed to discern the variance between the pre-test and post-test scores. Typically, a standard significance level of 0.05 is assigned for educational analyses. Should the significance value exceed 0.05, it indicates homogeneity within the data; conversely, if it falls below 0.05, it suggests heterogeneity.

Table 5. Results of the Homogeneity test.

Test of Homogeneity of Variance		Levene			
		Statistic	df1	df2	Sig.
Students' Learning Outcomes	Based on Mean	13.805	1	54	.000
	Based on Median	13.092	1	54	.001
	Based on Median and with adjusted df	13.092	1	47.294	.001
	Based on trimmed mean	13.791	1	54	.000

Table 5 shows the outcomes produced by SPSS, offering insights into the test's determination of homogeneity. If the significance score falls below 0.050, the test is deemed heterogeneous. As per the provided table, the significance is recorded as 0.00, demonstrating a value smaller than 0.05.

d. Hypothesis Test

After the researcher obtained the outcomes of both the normality and homogeneity tests, the subsequent stage involved hypothesis testing using a t-test. Specifically, the t-test was employed to scrutinize the research hypothesis, which aimed to ascertain whether BBC Learning English significantly impacted students' reading abilities. IBM Statistics SPSS 27 facilitated the computation of the paired sample test, utilizing data derived from both the pre-test and post-test administered to the experimental class.

Table 6. Results of Paired Samples Test.

Paired Samples Test									
Paired Differences									
95% Confidence									
Interval of the									
Difference									
	Mean	Std. Deviation	Std. Error	Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 Pretest - Posttest	-17.643	11.096	2.097	-21.946	-13.340		-8.413	27	.000

The data presented in Table 6 indicate that the significance (2-tailed) values are recorded as 0.00, falling below the threshold of 0.05. consequently, H1 is upheld, confirming the existence of statistical significance between the pre-test and post-test scores.

The present study aimed to evaluate the effectiveness of BBC Learning English in enhancing the reading comprehension skills of eleventh-grade students at SMAN 14 Bandar Lampung. The results derived from the paired sample t-test indicate a significance value of 0.00, which falls below the conventional threshold of 0.05. Consequently, the alternative hypothesis is upheld, suggesting a statistically significant difference between the pre-test and post-test scores. This finding confirms that the integration of BBC Learning English has had a tangible impact on improving students' proficiency in comprehending narrative texts.

The pre-test results revealed varying levels of reading proficiency among students, with 29% categorized as low and 21% as medium. These findings reflect the challenges many Indonesian students face in mastering English, as highlighted by Uyun (2021). The initial scores underscore the need for targeted interventions to improve reading comprehension, foundational for overall language development (Brown, 2000). After implementing the instructional intervention, the post-test results showed a marked shift in student performance. Notably, eliminating students in the low category and the significant increase in students classified as high or very high suggest that BBC Learning English positively influenced students' motivation and engagement with the language.

Students reported a positive reception towards using BBC Learning English, describing the platform as user-friendly and engaging. Amindri (2019) noted that the site fosters a stimulating learning environment, preventing monotony and providing supplementary materials beyond classroom instruction. The platform offers diverse reading materials, enabling students to enhance their reading skills outside of class hours. Smith and Johnson (2020) underscore the platform's versatility, encompassing a wide range of educational content that

caters to diverse learning preferences and interests.

Moreover, BBC Learning English fosters communicative and meaningful language learning environments, facilitating students' comprehension of reading texts. As highlighted by Amindri (2019), students have the autonomy to manage their learning trajectory and monitor their progress on the platform. The integration of advanced technological resources, including computers, is essential for advancing reading skills, as emphasized by Arzu (2013), who posits that technology plays a pivotal role in enhancing learners' language learning strategies by immersing them in digital social environments.

The multimedia nature of BBC Learning English also enhances students' critical thinking abilities. In addition to reading texts, students engage with videos and respond to accompanying questions, as highlighted by Mesa (2021). The incorporation of quizzes for each content segment aids students in comprehending the material presented, fostering a deeper understanding of the video content and accompanying scripts. Additionally, BBC Learning English contributes to heightened engagement and motivation among students. The dynamic features of the platform, as noted by Garcia and Patel (2019), capture students' interest and enthusiasm for learning, resulting in increased participation and dedication to reading activities.

Furthermore, the application of BBC Learning English positively influences students' reading comprehension. As Garcia and Patel (2019) noted, the inclusion of engaging and informative content spanning diverse subjects and genres enriches students' capacity to comprehend and analyze written texts proficiently. Increased exposure to reading materials and learning opportunities correlates with enhanced reading proficiency. This assertion is supported by Lee and Clark (2021), who conducted a meta-analysis synthesizing data from various studies, consistently demonstrating a positive impact of BBC Learning English interventions on reading comprehension. Regardless of age group or educational setting, students who interacted with BBC Learning English resources improved their ability to comprehend and interpret written texts.

In conclusion, this study demonstrates that BBC Learning English effectively enhances reading comprehension among Indonesian high school students. The significant improvement in post-test scores underscores the importance of implementing innovative and engaging resources in language education to foster students' proficiency in English. Future research should explore the long-term effects of using such resources on language learning and examine how these interventions can be adapted to different educational contexts.

4. Conclusion and Suggestion

The research at SMAN 14 Bandar Lampung reveals that integrating BBC Learning English significantly enhances eleventh-grade students' reading proficiency, particularly in comprehending narrative texts. The analysis shows a statistically significant improvement in students' scores from Pre-Test to Post-Test, with a significance value of 0.00, which is well below the threshold of 0.05. This confirms the effectiveness of BBC Learning English in improving reading skills. Additionally, the multimedia and engaging content of the platform foster comprehension and analytical abilities, highlighting the crucial role of technology in education and language acquisition. Looking ahead, further studies should explore the long-term effects of technology integration in language learning and examine how digital platforms can adapt to meet the evolving needs of learners in an increasingly digital landscape.

REFERENCES

- BBC Learning English. (2024, May 28). *BBC Learning English - the English we speak*. <https://www.bbc.co.uk/learningenglish/features/the-english-we-speak>
- Brown, H. (2000). *Principles of Language Learning and Teaching* Fifth Edition. San Francisco University.
- Cahyani, I., & Hodijah, H. (2013). Kemampuan berbahasa indonesia di sekolah dasar.
- Dalman. 2017. *Keterampilan Membaca*. Raja Grafindo Persada.
- Geria, A. A. J. A. (2022). Challenges Faced Students in Speaking English in Indonesia: A Literature Study. *Jurnal Penelitian Mahasiswa Indonesia*, 2(2), 123-126. <https://doi.org/10.36663/jpmi.v2i2.363>
- Herráez, A. (2006). Biomolecules in the computer: Jmol to the rescue. *Biochemistry & Molecular Biology Education*, 34 (4), 255-261. <https://doi.org/10.1002/bmb.2006.494034042644>
- Heru Nurgiansah, T. (2020). *Filsafat Pendidikan*. Jawa Tengah, Indonesia: Penerbit CV. Pena Persada
- Indriyani, S. N., Sukarni, S., & Triana, J. (2021). Segmental Features Contained in BBC Learning English Video: Word in the News. *Scripta: English Department Journal*, 8(1), 1–7. <https://doi.org/10.37729/scripta.v8i1.807>
- Johnson, J. A. (1997). Units of analysis for the description and explanation of personality. In R. Hogan, J. Johnson, & S. Briggs (Eds.), *Handbook of personality psychology* (pp. 73-93). Academic Press.
- Kennedy, M. (2018). To prevent wildfires, PG&E pre-emptively cuts power to thousands in California. NPR.
- Perkins, C. D. (2019). *English Language. Celtic Revision Aids*.
- Posner, M. (2004). Neural systems and individual differences. *TC Record*. <http://www.tcrecord.org/PrintContent.asp?ContentID=11663>
- Riska, H. K., & Rakhmadiyah, R. W. (2021). Mobile Assisted Language Learning: BBC Learning English Website in Use. *A VAST PARADIGM OF ENGLISH LANGUAGE TEACHING*, 79.
- Sidorenko, E. V. (2002). *Metody matematicheskoy obrabotki v psihologii* [Methods of mathematical processing in psychology]. Rech'.

- Uyun, A. F. (2021). *The Strategies of English Teacher in Teaching Speaking Skill at The Eighth Grade Students in SMPN 2 Pamekasan* (Doctoral dissertation, Institut Agama Islam Negeri Madura).
- Walker, J., Halliday, D., & Resnick, R. (2008). *Fundamentals of physics*. Wiley.
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). In *Language Teaching* (Vol. 53, Issue 4, pp. 491–523). Cambridge University Press. <https://doi.org/10.1017/S0261444820000208>