CHAPTER I

INTRODUCTION

A. Background

Listening is an essential skill in the process of learning English, particularly for students it is a foreign language (EFL). It is vital for effective communication, as it enables learners to understand spoken messages and engage in meaningful interactions. However, many students face challenges in improving their listening abilities, often due to limited exposure to authentic and engaging listening resources. According to (Alzahara et al., 2024), Listening skills are definitely essential for communication for EFL students' learning. Listening plays an important role in communication, and to avoid misunderstandings during communication. So, Listening is an active process of receiving, understanding, interpreting, and responding to both verbal and non-verbal messages in communication. According to (Yuliarini, 2022), Listening skill is one of the skills that should be mastered. However, many students have difficulty at thelistening sessions, especially in understandingwhat the speaker is saying. It is because they have lack of background knowledge to support their listening.

The rapid progress in information and communication technology has opened new avenues for language education. One highly accessible and effective tool is BBC Learning English, a digital platform that provides a rich variety of audio and video materials specifically tailored for English language learners.

Listening is something that matters more and more in our lives. With the way we communicate so quickly now, and how connected we all are, it is even more important to listen well. Because we are talking and sharing so fast, it's crucial to know how to understand what people are saying clearly. We need to be able to pick out the important parts, consider different meanings, and understand people even when we don't agree with others, it's important to remember that everyone needs to work on listening more carefully, more fully, and with more thoughtfulness. Listening is a topic that has increasing personal relevance to each of us. In an expanding world of instantaneous communication, ubiquitous networking, and immediate transparency, it is ever more important to listen well. Because of the increasing speed of communication, it is becoming more important to know how to decode input accurately, how to filter information, to select what is important, to take multiple meanings into account, and how to understand speakers of differing perspectives even when we may disagree. In short, it is important to keep learning how to listen better, more fully, more compassionately (Listening & Listening, n.d.)

Recent research underscores the positive impact of BBC on listening proficiency. A study by (Rachmiati et al., 2021) revealed that using BBC as an authentic learning resource allowed teachers to effectively improve their students' listening skills. Furthermore, the research suggested that students had favorable views on using these materials.

In the field of English learning, many studies have focused predominantly on textbook-based or teacher-curated materials, particularly in listening skill

development; such materials are often simplified, scripted, and lack real-world authenticity. Even though such materials can pedagogically serve certain fundamental purposes, they do not completely find the total exposure of learners toward the linguistic complexity and cultural richness within authentic English communication. Listening skill can be greatly improved through diverse authentic media sources, recent advancements suggest, like news broadcasts, podcasts, and BBC programs by providing diverse vocabulary, spontaneous speech, and real accents. However, the current research still remains largely quantitative and it concentrates on skill tests as well as outcome-based measurements. Notably, there is a scarcity of qualitative studies that explore the learners' experiences. Perceptions as well as challenges when engaging with authentic listening materials such as those from BBC are likewise rarely explored. Furthermore, the voices of students in regard to the usability, the effectiveness, and also the obstacles of resources such as those are underrepresented in EFL contexts such as Indonesia particularly.

Despite these promising findings, there is a noticeable gap in research regarding the personal experiences of university students, particularly those enrolled in the English Education Study Program (PBI) at Universitas Kristen Indonesia (UKI) Toraja, as they utilize BBC to enhance their listening skills. Understanding their firsthand experiences, including both positive aspects and challenges, could provide valuable insights into the effectiveness of such resources in higher education.

Thus, this study aims to investigate the use of BBC materials to enhance listening skill. It will focus on how the platform aids in developing Students' listening skills and challenges they face.

B. Scope of the Research

This study focuses on how the use of BBC materials in listening skills learning.

C. Research Question

Based on the background above, the writer formulates the research question as follow:

1. How do EFL learners perceive the use of BBC materials in learning listening skills?
2. What challenges do they face when engaging with BBC materials?

D. Objective of the research

The objectives of this research are as follow:

1. To investigate learners' perceptions of using BBC listening materials in their English learning process.
2. To identify the challenges learners face when engaging with BBC materials.

E. Significance of the research

1. Theoretical Significance

a. Contribution to Listening Skill Development: Foreign language listening comprehension is the most valuable but is typically left out of routine classroom teaching. With the focus on using authentic resources like BBC

broadcasts, this study explores an alternative approach to improving listening skills. It may shed light on how authentic, real-world materials could better prepare learners for the globalized authentic world where encountering native speech characteristics, blended accents, and cultural context is necessary.

b. Contribution to Listening Skill Development: Foreign language listening comprehension is the most valuable but is typically left out of routine classroom teaching. With the focus on using authentic resources like BBC broadcasts, this study explores an alternative approach to improving listening skills. It may shed light on how authentic, real-world materials could better prepare learners for the globalized authentic world where encountering native speech characteristics, blended accents, and cultural context is necessary.

c. Expanding the Use of Authentic Materials in EFL: While several studies have tested the efficacy of using authentic materials in language instruction, particularly reading and writing, little research has focused on authentic material use for listening skills. This study will contribute to the growing body of literature on using authentic materials in English as a Foreign Language (EFL) settings, particularly in non-native contexts like Indonesia. It will demonstrate the functional value of BBC content in developing listening skills in prospective language learners from developing countries and indicate possible areas for growth in its application.

d. Understanding Student Experiences and Challenges: The qualitative character of the research will produce rich data concerning student experience and gain deeper understanding about the ways in which students engage with

actual materials. This may shed light on the pedagogical and psycological challenges for students, such as hearing the pace of native speakers, unfamiliar lexis, or cultural references. Teachers are aware of these challenges to assist them in devising more effective approaches and materials for listening improvement.

e. Contributing to the Field of EFL in Indonesia: As this study is focusing on English majors in an Indonesian setting, it will also shed light on how local students respond to and benefit from foreign resources like the BBC.

2. Practical Significance

a. Implications for EFL Teaching Practices: The findings of this research will provide teachers with practical guidance on how to integrate authentic materials into their language teaching. Teachers can design more productive, more engaging listening activities because they will understand what is effective and what isn't. Also, the research can help teachers to tailor material to students, making listening tasks difficult but accomplishable.

b. Promoting Learner Autonomy: With an exploration of how students use BBC resources independently or in self study environments, the research can facilitate more autonomous learning environments. It can illustrate the ways learners become independent in learning, thus more motivated and confident with language usage. The study can encourage students to learn more independently from real materials outside the classroom environment, and they can develop lifelong learning skills.

F. Research of Methodology

This research adopts a qualitative design approach to explore and articulate the experiences of students from the English Language Education Department at UKI Toraja as they engage with BBC materials to improve their listening skills. The objective of this study is to gain a deeper understanding of students' perceptions, the challenges they face, and the benefits they derive from using BBC content. Through this methodology, the researcher seeks to uncover valuable insights into their experiences.

According to (Creswell John and Creswell David, 2023), describes that by using qualitative, The researcher begins by gathering detailed information from participants and then forms this information into categories or themes. These themes are developed into broad patterns, theories, or generalizations and compared with personal experiences or with existing literature on the topic.

G. Key Terms and Definition

1. Exploring

Refers to the act of looking, investigating, or examining something-usually in the hopes of discovering new information, learning about unknown things, or viewing something oneself.

2. British Broadcasting Corporation (BBC)

In this research, the term "BBC" specifically denotes its educational and media resources designed for learning English. This includes platforms like BBC Learning English, BBC News, BBC Podcasts, and various audio-visual materials that enhance listening comprehension.

3. Listening Skill

A fundamental language skill entails the capacity to receive, understand, interpret, and respond to spoken English. This study delves into how students enhance their listening comprehension by using BBC media.