CHAPTER II

REVIEW OF LITERATURE

A. Previous study

To prevent any presumption of similarity with this study, the researcher enumerates pertinent prior research. The purpose of the previous studies is to provide comparative and reference materials, which leads the researcher to incorporate the findings of earlier investigations as follows.

The first is from (Nurislami et al., 2024) *Improving the Students' Listening Skills by Using British Broadcasting Corporation (BBC) Learning English Media in English Learning*. The purpose of this study was to determine whether or not students' listening skills are improved by BBC English Learning and how interested they are in using BBC media to improve their listening skills. The study's findings are:

a. Use of BBC Learning English significantly improves the listening skills of students, especially in understanding the general message.
b. The students have an extremely high usage of this medium, they consider this medium to be readily available and efficient in acquiring listening skills.

The second is from (Permana, 2023) *Student Perception of Using Bbc Learning English Podcast in Literal Listening*. This research explore students' perceptions of BBC podcasts based on the results of a questionnaire that students got positive perceptions. Moreover, students challenges of using BBC podcasts in feature 6 minutes BBC learning English. The results of the study show that the BBC Learning English Podcast is ranked as very useful for improving students'

listening, vocabulary building, and motivation to learn and The main challenge is to adjust to the British accent, speed of delivery, and the importance of vocabulary.

The Third is from (Herlisma et al., 2024) *BBC Learning English YouTube Channel as an Authentic Material to Improve Students' Listening Skill*. This study intends to explore how the instructor uses the BBC Learning English YouTube Channel as real content to enhance students' listening abilities as well as how the students feel about using the channel as real content. The researcher came to the following conclusions from the study results :

a. BBC Learning English YouTube Channel as authentic content is very effective and helps teachers and students throughout the listening learning process.
b. With authentic videos, learning becomes more contextual, engaging, and empowers students to learn English listening.
c. Students not only learn to understand the meaning of the conversation, but also get accustomed to the accent, intonation, and real context of English.

The Fourth is from (Molla & Prihatini, 2024) *Improving Students' Listening Skills Through BBC Learning English YouTube Channel.* This research is to find out whether there is any significant difference in the students' listening skills before and after being taught by using BBC Learning English YouTube channel. The results of the study are:

a. The use of the BBC Learning English YouTube Channel is highly efficient in improving listening skills among students.

b. The multimedia helps students grasp listening material previously considered difficult to understand.

The Fifth is from Anggrayni et al., (2024) *Improving Students Listening Skills Using BBC Learning English Website.* The purpose of this classroom action is to examine how the BBC learning english website can help students' listening skills. In the academic year 2023-2024, eleventh graders at an integrated Islamic high school in Pekanbaru participated in this study. The study's outcome is students' listening skills and interest in learning english have both improved as a result of the frequent of use of the BBC Learning English website in classroom XI IPA learning listening at one of the integrated Islamic Senior High School in Pekanbaru.

Unlike previous study that focused on BBC Learning English materials and had a tendency to employ either action research or perception studies, my research aims to comprehensively explore BBC resources are effective in enhancing university students' listening skill through a quasi-experimental design. Besides differences with previous studies, my research also has some similarities with previous studies. The following are some of the points concerning the similarities between my research and the previous research:

a. All the studies employ BBC as a learning tool or medium to reinforce the listening ability of learners in learning English.
b. The concern of the research is improving students' listening capacity by using the resources of BBC Learning English either by accessing the website, YouTube channel, podcast, or others.

c. The research design used is mainly classroom action research or case studies with data collection through observation, interviews, and tests of listening skills.

B. Some Pertinent Ideas

1. Listening Skills

a. Definition of Listening skills

Listening is one of the important and necessary skills in learning English. With Listening skill, students can learn each word much easier, such as understanding each vocabulary both in terms of pronunciation and meaning.

In conservation research and practice, listening is a ubiquitos and important act that is crucial to the achievement of conservation agendas, including its aspiration to be inclusive and outward-looking. However, there hasn't been much in-deepth reflective discussion of the importance and function of listening. Despite the lack of the single, cohesive theory or method for studying listening, the main strands of listening scholarship influenced by communication studies, psychology, and liguistics.

Listening is a crucial skill in communication, serving to provide individuals with information before they respond. Its significance extends to the speaking process, as effective communication relies heavily on listening ability (Waloyo, 2024**).** The foundation of all primary education courses is listening comprehension. Therefore, being able to comprehend what they hear is essential in people's lives. Improving students' listening skills effectively is strongly related to being aware of the factors which have an effect on their

listening performance. The purpose of this study is to define the factors that affect fifth grade students' listening skills. In this study in order to collect data, Listening Comprehension Test, Students Characteristics Questionnaire, In-class Listening Tasks Scale, Out-of-class Listening Tasks Scale, and Students' Views on Listening Skill Scale were used. At the end of the study it was found out that "number of juvenile books at home", "number of books at home", "time spent reading books", "time spent reading newspaper" and "time spent listening to radio" have significant effects on fifth grade students' success in their listening performance (Kutlu & Aslanoğlu, 2009).

Listening is a crucial skill in communication, serving to provide individuals with information before they respond. Its significance extends to the speaking process, as effective communication relies heavily on listening ability (Waloyo, 2024) .

b. Types of Listening

Listening Complex processes are involved in listening when learning and using a language. Listening is classified differently depending on how these processes are examined. Three categories of listening processes—bottom-up, top-down, and interactive listening—are distinguished by one viewpoint, which examines the psycholinguistic processes involved in listening. A different viewpoint on the functions of listening separates listening into transactional and interactional purposes. One of the main concerns of English as a second language teachers is the categorization of listening into various classroom activities or tasks

that aim to improve the learners' second language listening skills. These classification systems are related.

As a component of BBC World Service, BBC Learning English offers free text, audio, and video resources to teachers and students around the world who wish to learn English (Anggrayni et al., 2024). There are various forms of listening depending on the goal and how the listener approaches and reacts to the listening process. These include:

1. Active listening, which is listening in a way that shows interest and promotes more talking.

2. Appreciative listening: Seeking methods to accept and value what other people have to say.

3. Listening intently and clearly to what the speaker is saying

4. Casual listening, which is clearly listening without paying attention.

5. Listening for comprehension, or to grasp and grasp the meaning

6. Critical listening, or listening with the intention of assessing and critiquing what someone else has to say

7. Deep listening: Attempting to understand the speech's underlying meaning

8. Listening with distinction, The most fundamental kind of listening is discriminative listening, which involves recognizing the differences between various sounds. You cannot understand the meaning conveyed by differences if you are unable to hear them. Early on, we learn to distinguish between sounds in our native tongue; later on, we lose the ability to distinguish between phonemes in other languages.

9. Biased listening: This occurs when someone only hears what they want to hear and usually misinterprets what the other person says because of their own prejudices and stereotypes. Biased listening like this is frequently highly evaluative.

10. Therapeutic listening: In therapeutic listening, the listener's goal is to use their strong emotional bond with the speaker to help them comprehend, evolve, or change in some way.

11. Dialogic listening, The Greek words "dia," which means "through," and "logos," which means "words," are the roots of the English word "dialogue." Dialogic listening, then, is the process of learning through dialogue and an active exchange of concepts and information in which we actively try to understand the other person and their thought process. "Relational listening" is another term for dialogic listening.

12. Relationship listening Building or maintaining a relationship can occasionally be the most crucial aspect of listening. For this reason, when someone else's words seem monotonous, lovers converse for hours on end and listen intently to what each other has to say.(Erdonova & Abduvahobova, 2023). The teaching and learning activities should be aimed at developing the skills of psycholinguistic processing, and the learner’s ability to listen for different purposes (Erdonova & Abduvahobova, 2023).

2. The Importance of Listening in EFL Learning

Listening is an essential skill in language acquisition. according to Brown (2001) points out, it is a receptive skill that plays a pivotal role in

learning a second language. Through listening, learners can enhance their vocabulary, improve their pronunciation, and gain a better understanding of spoken language in real-life situations.

3. Authentic Materials in Language Learning

Authentic materials are resources designed for native speakers rather than specifically for language learners. As noted by Gebhard (2006), incorporating authentic materials—such as news broadcasts, podcasts, and interviews—provides students with exposure to genuine language in real contexts, thereby enhancing both their comprehension and motivation. One of the most trusted sources of authentic English content is the BBC.

4. BBC as a Source of Authentic Materials

The BBC Learning English provides a rich selection of educational resources, including news reports, interviews, documentaries, and podcasts. These materials are specifically tailored for both native speakers and English learners. By utilizing the BBC, learners can:

a. Experience natural spoken English in various contexts

b. Familiarize themselves with different accents, particularly British English.

c. Enhance their listening skills through repetition, subtitles, and comprehension questions (Herlisma et al., 2024).

5. British Broadcasting Corporation (BBC)

a. Definition of BBC

BBC stands for British Broadcasting Corporation, the national public broadcaster of the United Kingdom. It is one of the oldest and most influential media organizations in the world. Full Details:

Established : October 18, 1922

Headquarters : London, England

Ownership : Publicly owned and independent of government mostly from television license fees paid by UK households, not advertising

Motto : "Nation Shall Speak Peace Unto Nation"

BBC Main Functions : Deliver news and information in a neutral and trustworthy manner Educate the public Entertain through a wide range of television programs, radio and digital platforms.

BBC Services:

TV : BBC One, BBC Two, BBC News and more

Radio : BBC Radio 1, Radio 4, BBC World Service (in over 40 languages)

Digital : BBC website, BBC iPlayer app for streaming shows

BBC mission : The BBC's main mission is to “Inform, Educate, and Entertain”.

b. BBC for Enhance Listening Skill

The name of the BBC's UK online service is BBC Online. One of the BBC's programs for learning English is BBC Learning, also known as BBC Online Learning.

Because students can choose a learning level and develop their skills independently, using BBC is a good way for them to enjoy learning. One of the platforms that provides a wealth of department-specific learning materials from the BBC World Service devoted to English instruction is BBC English Learning. The program, which airs on a number of language services and partner stations of the BBC World Service, offers free materials and activities for educators and learners. (Anggrayni et al., 2024). The presence of BBC Learning English will certainly make it easier for all of us who want to learn English. So, there is no more reason to pay for English courses or the hassle of language courses because you have to leave the house. This website helps you to learn at home with all the facilities and quality directly from the UK. The benefit of BBC Learning English is can be accessed by anyone around the world, they only need a good internet connection to be able to learn and practice English easily and be fun (Anggrayni et al., 2024). The BBC Learning English Channel is a potentially helpful tool in EFL courses, particularly in the "6 Minutes English" section, as it offers audio and video resources specifically tailored for English language learners. This study analyses the students' perception on using BBC Learning English as a way to learn listening. This

study aims to determine how students' perception on using BBC Learning English. Using a semi-structured interview with six-item questions as the research instrument, the researchers employ a descriptive qualitative research approach as their design to analyze the data. Since the respondents were selected at the university level, there are eleven EFL students. According to the study, listening skills can be learned through BBC Learning English. The study's findings demonstrate that students benefit from watching and listening to BBC Learning English Channel content, regardless of whether it focuses on listening skills. To sum up, using BBC Learning English to improve listening skills can also help you learn the British accent. Technology can help improve English as a foreign language instruction. Since smartphones offer a wide range of learning apps and websites, as well as access to instructional videos, teachers can use them as a medium for teaching. BBC Learning English is among them. The British Broadcasting Corporation (BBC) Learning English provides a number of English language learning courses. One educational resource that greatly helps students' listening skills is BBC Learning English. BBC Learning English helps students improve their speaking, listening, and vocabulary. Using various learning tools, multiple researchers have studied the same problem—improving students' listening skills (Anggrayni et al., 2024). Some people are still unaware of what BBC Learning English is. Even so, the BBC Learning English video content can be used to learn English. This study is therefore regarded as crucial to carry out as a researcher's contribution to the field of education in order to enhance students' language proficiency. The

researcher chose to use the BBC Learning English website to conduct classroom action research in order to enhance students' listening skills based on the preliminary study and the review of prior research (Anggrayni et al., 2024).

BBC Learning English can be used as an alternative method of learning listening because it enhances the learning process and encourages students to learn more about the language (Aini et al., 2023).

c. BBC Materials and EFL Listening Strategies

BBC Materials are English learning materials provided by the British Broadcasting Corporation (BBC). They are widely utilized by English as a Foreign Language (EFL) learners because of their authenticity, diversity, and quality. According to (Aini et al., 2023), BBC Learning English is one of the most popular authentic resources used in teaching English as a foreign language (EFL), especially for listening skills. The materials provided by the BBC, such as podcasts, videos, and articles, are specifically designed for English language learners around the world and cover a wide range of topics, from daily life, culture, to the latest news.

Listening strategies in EFL acquisition are useful tools through which learners are able to tackle challenges of understanding spoken English. Through the combination of a number of strategies such as prediction, listening for the gist, note-taking and inference, learners are able to enhance the effectiveness and efficiency of listening, therefore greatly improving their listening skills.

According to (Waloyo, 2024), For their listening comprehension to be intelligent, appropriate, and in line with their character, the students must manage their learning style, methodology, and techniques. Because students have many responsibilities in their daily lives, such as attending classes, finishing assignments, and participating in extracurricular activities, all of which have an impact on their ability to learn listening, it is difficult to plan for language acquisition, especially listening.

d. Challenge in using BBC Materials

British Broadcasting Corporation (BBC) is the United Kingdom's public service broadcaster, service broadcaster, headquartered in Broadcasting House in London. It was initially formed in 1922 as the British Broadcasting Company and was later upgraded to the British Broadcasting Corporation by royal charter in 1927. It is the world's oldest and one of the largest broadcasting organizations.

Here are the challenges in using BBC materials include:

a. Accuracy and Verification of Information: Ensuring that all the information is properly verified prior to publication is crucial. With the fast spreading of unverified information through social media, the journalists have to be extremely cautious so as to remain credible.
b. Speed of News Production: For timely news, information needs to be produced quickly. Going fast while maintaining accuracy and depth in reporting can be challenging.

c. Professionalism and Journalist Welfare: Journalists experience job insecurity, workload, and maintaining high levels of professional expertise, which impacts the quality of what they are producing.
d. Technological Adaptation: Rapid evolution in digital technology requires journalists and content creators to stay up-to-date with emerging skills to work effectively on new platforms and tools.
e. Security of Systems and Data: Keeping sensitive data, sources, and internal networks away from cyber attacks is a huge task, especially for a large organization like the BBC.

According to (Aini et al., 2023), In the learning process activities a teacher must have the skills in utilizing media related to the material taught. utilize media related to the material being taught.

C. Theoretical Framework

Listening Comprehension in Second Language Acquisition (SLA):

Listening comprehension is a fundamental skill in Second Language Acquisition (SLA) since it provides the foundation for understanding spoken language. Theories such as bottom-up and top-down processing explain how learners perceive spoken input. Bottom-up processing involves decoding sounds and words, while top-down processing relies on prior knowledge and context to infer meaning. In the case of BBC material, both these processes are operating since students have to decode authentic language input by employing cultural and contextual information to establish the meaning of the message. It

is this double process that makes authentic listening material, like that offered through the BBC, of such value to language learners.

Schema Theory and Listening Comprehension: According to schema theory, learners employ their prior knowledge to decode and make sense of new information. This framework is particularly relevant to work with authentic material such as BBC broadcasts, which address a variety of real subject matter. Students approach such material with their own cultural and thematic content schemata, which allows them to predict and contextualize in ways that may not be accessible to more traditional classroom materials. By exposure to a range of topics, BBC content has the potential to activate students' prior schemas, enabling them to be more capable of interpreting unfamiliar spoken content and enhancing understanding.

Authentic Materials and EFL Listening Skills: Authentic material, such as news broadcasts, radio programs, and podcasts from reliable sources such as the BBC, is essential in developing listening comprehension. They provide students with exposure to real language, including varied accents, speech rates, and colloquialisms, to which they may not be exposed through textbooks or scripted dialogue.

Stephen Krashen's Input Hypothesis argues that language students acquire language best when exposed to comprehensible input that is slightly above their current level of proficiency (i+1). BBC content provides a rich source of such input, representing an opportunity for students to challenge

themselves while remaining within reach through support mechanisms like transcripts or slow-speed playback.

Learner Autonomy and Student-Centered Learning: Learner autonomy is the ability of students to take control of their own learning, a key aspect of language learning. Use of actual material like BBC broadcasts enhances autonomy as it gives the learners the liberty of choosing material that they desire, which allows them to learn independently at their own pace. This aligns with student-centered learning theory, which supports active, independent involvement in learning. By choosing content and managing the learners, the students are able to enhance critical thinking, practice listening, and learn content that addresses their needs and interest.

Language Learning Motivation and Engagement: Motivation plays a crucial role in language learning, and using authentic materials has been shown to promote intrinsic motivation. According to Self-Determination Theory (SDT), learners will be more motivated if they feel that their learning activities are interesting and relevant to their own goals. BBC materials, which cover many subjects, can potentially motivate learners by providing real-life, culturally rich content. Engagement theory also foresees that students will be more likely to persist and succeed when they are emotionally and intellectually engaged in learning, as is often the outcome when they find the content challenging yet enjoyable.

Listening Challenges and Strategies: One of the biggest challenges in the utilization of authentic material like BBC broadcasts is the difficulty

learners experience with speed of speech, various accents, and colloquial language. As Vandergrift (2004) explains, many students struggle with the pace and density of spontaneous speech, potentially resulting in poor comprehension. However, based on research into metacognitive approaches, learners can navigate around these issues through strategies such as predicting, inferencing, and summarizing. BBC materials enable learners to cultivate these strategies as a means of improving their listening comprehension over time.

Gaps in the Literature and Contribution of the Study: While there have been investigations of the effectiveness of using authentic materials for improving listening comprehension, few have focused on learners' experiences and challenges, especially for English majors. The present study attempts to majors. fill this gap by prioritizing the qualitative aspects of student use of BBC materials, their attitudes, and challenges, and strategies. By focusing on the student-centered experiences, this study will provide more insight into the ways in which authentic materials can be best utilized in language learning, in this case in a tertiary setting for English majors. This will help teachers understand how to better use authentic listening materials in curricula to facilitate improved listening ability.

Therefore, the learning exploring use BBC allows students to better understand how to understand; that is, students become the subject of learning.

.