

THESIS
A STUDY ON STUDENTS' PERCEPTION OF THE USE OF BBC LEARNING
ENGLISH VIDEO IN LEARNING SPEAKING AT ROSA MYSTICA JUNIOR
HIGH SCHOOL



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WIDYA MANDIRA CATHOLIC UNIVERSITY
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**A STUDY ON STUDENTS' PERCEPTION OF THE USE OF BBC LEARNING
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SCHOOL**

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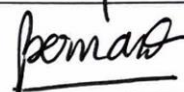



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THESIS ORIGINALITY STATEMENT

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I declare the this thesis is my own work, of which I am truly responsible for its contents, all other researchers' opinion in which I include in this thesis were cited and quoted in accordance with ethical standars.

Kupang, May 7 2026



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MOTTO

“The future is only as bright as you make it.”

(Tupac Shaku)

DEDICATION

This thesis is especially dedicated to:

1. My uncle David Alves da Conceicao who supports me financially and motivationally during my studies.
2. My beloved mother Eugenia da Conceicao Siquera and my beloved sister Josefina Octavia da Conceicao who have passed away.
3. My beloved Almamater, Widya Mandira Catholic University Kupang.

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ABSTRACT

This study is titled “**A study on the students’ perception of the use of BBC learning English video in learning speaking at Rosa Mystica junior high school.**” The main objectives of this study are: (1) to investigate students’ perceptions of the use of audio-visual media videos in learning speaking skills, and (2) to identify the challenges faced by students when using BBC English learning video in speaking activities. This study employed a qualitative descriptive research design. The participants were 18 eighth-grade students of Rosa Mystica Junior High School in the 2025/2026 academic year. The instruments used in this research were questionnaires, interviews, and classroom observation. The data were collected through the implementation of speaking activities using BBC Learning English video as instructional media in the classroom. The results of this study show that students had positive perceptions toward the use of audio-visual media video in learning speaking. Students reported that learning through video was enjoyable, made speaking activities more interesting, helped them understand the use of English in real-life situations, improved pronunciation, vocabulary, and speaking fluency, and increased their confidence to speak English. However, students also experienced several challenges, such as difficulty in understanding fast speech, unclear pronunciation, and limited vocabulary. Despite these challenges, students were able to cope by replaying the videos, using subtitles, and asking for teacher assistance. This indicates that appropriate video selection and teacher support are important in video-based speaking instruction.

Keywords: students’ perception, audio-visual media, speaking skills, video

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