

CHAPTER I

INTRODUCTION

1.1 Background of the study

Speaking is an essential part of human communication and represents one of the four core language skills required for effective language use. Expressing thoughts and ideas effectively. In many in settings where English isn't typically used in everyday conversations life, students' exposure to the language is largely confined to classroom activities. As English tends to be positioned as an academic requirement rather than a communicative tool, learners are provided with limited opportunities to develop their speaking skills through authentic language use, highlighting the need for instructional media that can provide meaningful and real-life language input (Guterres & Quintas, 2018).

In classroom settings, speaking activities provide valuable opportunities for interaction between teachers and students. Teachers guide learners by offering feedback, encouragement, and creating a supportive environment that fosters the development of speaking skills. Students are expected to actively engage in speaking tasks to improve fluency and accuracy. These tasks also help strengthen grammar and pronunciation. Achieving communicative competence requires effective teaching strategies, persistence, and adaptation to learners' individual needs (Harmer, 2007).

However, students' learning experiences are influenced by various factors, including social environments, school facilities, and the teaching media employed. One increasingly popular tool in language education is BBC Learning English video. This includes resources such as videos, films, images, animations, and slide presentations. These materials not only make learning more engaging and interactive but also enhance

comprehension, increase knowledge retention, and cater to diverse learning styles (Heinich et al., 2002).

Using appropriate media and instructional strategies plays an important role in the process of learning English, particularly in developing speaking skills. Therefore, evaluating the effectiveness of different teaching media and approaches is essential in order to improve the quality of the learning process. Various instructional methods may support students' speaking development in different ways. One approach that has received considerable attention is the use of BBC Learning English videos, which have been recognized as a useful resource for enhancing students' speaking abilities.

According to Norvin (2024), BBC Learning English videos serve as an effective medium for teaching English, especially speaking, because they provide diverse content that accommodates various learning styles. Similarly, Indriyani et al. (2021) state that BBC Learning English offers free audio, video, and text-based materials accessible to learners around the world, making it a valuable platform for global English learning. In line with these views, Tazkiyah (2019) shows that BBC Learning English videos helped improve students' speaking skills performance, indicating its potential as an effective instructional tool.

Furthermore, Megasari (2020) found that the integration of BBC Learning English videos in classroom activities can enhance students' motivation to learn English, which is considered an important factor in successful language acquisition. Bradcha and Djendi (2021) also emphasize that the use of BBC Learning English videos and other audio-based materials can support the development of both accuracy and fluency in spoken English. In addition, Abdi and Makiabadi (2019) explain that

learning activities involving BBC Learning English videos often require students to listen to extended English audio or podcasts and imitate the speaker's pronunciation and speaking style. Such activities can help learners improve their pronunciation and speaking fluency.

Further evidence is provided by Imran and Sulviana (2022), who found that BBC Learning English materials can function as an effective tool for teaching speaking skills in the classroom. Kuning (2020) also notes that the videos present simple conversational English that assists teachers in demonstrating practical communication patterns, enabling students to practice authentic language use. Moreover, Abdelhadi and Boukhefif (2023) highlight that speaking skills can be improved through the structured integration of BBC Learning English videos, where students participate in various speaking activities across multiple lessons. This systematic implementation helps learners gradually build confidence and competence in speaking English.

BBC learning English video combine both visual and auditory elements to create effective learning conditions. Properly designed and implemented, such media can significantly improve students' interest and motivation to learn English, particularly in mastering speaking skills. At the junior high school level, audio-visual materials provide students with concrete examples of language use, making abstract concepts more accessible and relatable (Sadiman et al., 2009).

Previous studies support the effectiveness of audio-visual media in enhancing speaking skills. For instance, Moreno and Vermeulen (2015) found that mobile applications like VISP (Videos for Speaking) improved students' oral accuracy and fluency. Similarly, Albahlal (2019) noted that audio-visual media helped learners infer

word meanings and develop their speaking abilities. Nuha and Saputri (2021) observed that audio-visual media have become widely used among youth and serve as key resources in promoting speaking practice. Neumann and Herodotou (2020) also emphasized the potential of instructional videos for young learners.

Effective use of audio-visual learning requires consideration of three main factors: managing cognitive load, engaging students with the content, and encouraging active learning (Brame, 2017). When these elements are addressed, audio-visual media can be a powerful tool for improving students' English-speaking proficiency.

Although the effectiveness of audio-visual media in language learning has been widely recognized, most existing research focuses on higher education contexts or quantitative outcomes. Limited attention has been given to how junior high school students perceive and respond to such media in improving their speaking skills. Furthermore, little is known about the specific challenges younger learners face when using audio-visual media resources in classroom-based English-speaking activities. This study seeks to fill that gap by focusing on the experiences of students at Rosa Mystica Junior High School.

Based on the researcher's classroom observations at Rosa Mystica Junior High School, it was noted that audio-visual media were frequently used during English lessons. Students were more engaged when these tools were incorporated, particularly in speaking activities. However, not all students responded positively or showed the same level of improvement. While some demonstrated enthusiasm and benefited from the audio-visual media content, others struggled to participate actively or had difficulty in understanding the material. This variation in response raises important questions

about how students perceive the use of audio-visual media in speaking practice and what obstacles they encounter.

This study examines students' perceptions of using BBC Learning English video to learn speaking skills.

1.2 Research Problem

Based on the background above, the researcher formulated the following questions:

1. How do the students of Rosa Mystica Junior High School perceive the use of BBC Learning English Video in improving their speaking skills?
2. What difficulties do students experience when using BBC Learning English Video to improve their speaking skills?

1.3 Objective of the study

The purpose of this study is to:

- 1) To investigate students' perceptions of the use of BBC learning English video in learning speaking.
- 2) To identify the difficulties experienced by students in using BBC learning English video to enhance speaking skills.

1.4 Significance of the study

The significance of this study is outlined as follows:

1. Conceptual Contribution

This study provides insights for schools seeking to enhance students' speaking proficiency by implementing audio-visual media teaching strategies.

2. Practical Contribution

- For students: It is expected that BBC Learning English Video would assist students in improving their speaking proficiency.
- For Teachers: It is expected that BBC Learning English Video would create engaging and dynamic learning experiences, helping teachers maintain an interactive teaching and learning process while encouraging them to adopt innovative instructional approaches.
- For future researchers: The findings of this study may serve as a reference for future research on similar issues. For the researcher himself, this study strengthens his academic and research expertise.

