

The Effectiveness of Using BBC News Video to Enhance Students' Speaking Pronunciation and Fluency

Muhammad Verill Iksan¹, Urai Salam², Yanti Sri Rezeki³

Universitas Tanjungpura, Indonesia

¹ verilliksan45@student.untan.ac.id, ² urai.salam@untan.ac.id, ³ yanti.sri.rezeki@fkip.untan.ac.id

Abstract

This research explored the effectiveness of incorporating BBC News videos to enhance the speaking pronunciation and fluency of Islamic High School students. Using a pre-experimental design, the research assessed students' speaking abilities before and after exposure to BBC News. Statistical analysis revealed a significant enhancement in the students' speaking skills. The findings showed that the use of BBC News videos contributed to a noticeable, moderate enhancement in their pronunciation and fluency. This research highlights the potential of BBC News as a meaningful and engaging tool for enhancing students' speaking abilities, emphasizing its value in language learning.

Keywords: BBC News; Speaking Pronunciation and Fluency Enhancement; Pre-Experimental Research

INTRODUCTION

Regarding English as a Foreign Language (EFL) instruction, speaking proficiency encompasses various essential aspects that significantly impact learners' language developments and communication abilities. Because it is aimed toward the listener, this skill is inherently constructive (Shamuratovna & Makhsetovna, 2023). Many individuals earnestly study English to improve their prospects in the global community (Kaharuddin & Rahmadana, 2020). Therefore, speaking is important since it allows teachers to assess their students' speaking skill level, identify any pronunciation issues they may be having, and offer solutions to enhance their ability to communicate (Guebba, 2021). Speaking proficiency involves the mastery of several key elements, including pronunciation, grammar, vocabulary usage, and fluency. Communication may assist individuals connect with others and it additionally refers to the manner of conveying and acquiring perspectives (Nurbaya, Salam, 2016) (Merizawati & Munawir, 2023). Skilled teachers employ various teaching techniques, such as employing minimal responses, acknowledging scripts, and utilizing metalinguistic discussions, to empower students in expanding their language proficiency and confidence (Pishkar & Karimy, 2017). Eliyasun, Rosnija, and Salam (2018) states that if students do not learn to talk or are not given opportunities to communicate in the language classroom, they may get demotivated and lose interest in studying English language.

At SMA Islam Bawari, a high school in Pontianak, there has been a noticeable challenge regarding English pronunciation and fluency among students. Prior to selecting this school for the research, we accomplished a preliminary research that highlighted the students' average proficiency in these areas. The aim of this research is not to entirely solve this problem but rather to propose a potential intervention that could positively impact students' pronunciation and fluency skills. Through the implementation of authentic BBC News videos within an experimental framework, the researcher aims to explore how this pedagogical approach could contribute to enhancements in these crucial aspects of English language learning.

BBC News, a globally recognized news organization, stands as a great source of reliable and unbiased information, encompassing a wide array of topics from around the world. The BBC is an example of modern technology that facilitates the efficient development of students' English language proficiency (Konotop, 2024). Abdi and Makiabadi (2019) highlighted that BBC News is intentionally designed as a valuable resource for enhancing English listening and speaking skills through daily conversations and up-to-date news on diverse topics, including education, technology, daily life, and global events. Similarly, Azmi et al. (2023) emphasized that BBC aims to enhance users' English language abilities by providing transcripts and enjoyable, current learning topics. This approach allows students to choose their learning level and develop their skills independently, making BBC an engaging and effective learning tool (Nurislami et al., 2024). Supporting this perspective, Setiadi (2021) conducted a study investigating the impact of BBC instructional materials on the speaking pronunciation and competence of eleventh-grade Senior High School students. The findings revealed that BBC Learning English fostered optimism and relaxation among students while proving particularly beneficial for improving English proficiency. Similarly, Sulviana (2022) explored the effectiveness of BBC Web-Based instruction in enhancing the speaking skills of forty-five Vocational High School students, demonstrating that BBC resources significantly improved learners' speaking abilities. Moreover, the BBC News website, as the UK's largest online news provider, offers valuable content and audience data, making it an excellent resource for English learners to access authentic materials and stay informed (Schifferes & Coulter, 2013).

Multimedia consists of different elements, such as text, images, moving visuals, audio, and video (Zhang Zhen, 2016). The strength of BBC News lies in its ability to deliver authentic multimedia content, including videos, articles, and audio recordings, fostering an immersive language learning experience. According to Emilio et al. (2021), "A video combines lots of visuals, different sounds, and spoken words, making it a rich and intricate medium" (p. 47). The integration of BBC News aligned seamlessly with the school's goal of addressing challenges in speaking pronunciation and fluency, providing learners with engaging and relevant language input.

This research aims to address an important gap in finding out the impact of using BBC News videos to enhance students' speaking pronunciation and fluency. While previous research has delved into technology integration and digital media in language education, there is a distinct lack of focus on investigating how news videos, like BBC News, influence the enhancement of speaking pronunciation and fluency. Using a pre-experimental research design, this research aimed to reveal insights into the potential benefits of using authentic video resources to enhance speaking skills within an English as a Foreign Language (EFL) context.

"SMA Islam Bawari," being a high school that still follows the Curriculum 2013, present an ideal context for this research. As the school maintains a traditional approach to language teaching, there is an opportunity to explore how the integration of authentic BBC News videos aligns with the existing curriculum demands, particularly in relation to the core competence "News Item". Because it is so well-developed, teachers may include media knowledge into their lesson plans, allowing students to access resources beyond textbooks and other technology-based materials (Yusuf et al., 2024). This investigation holds significant implications for language educators, as it can shed light on how multimedia resources, specifically "News Item" content, can be effectively integrated into the language learning process to help students' speaking pronunciation and fluency.

Conducting this research in a high school setting is important as it addresses the needs of learners at a critical stage of language development. Speaking ability has to be assessed in real time since it is interactive (Fitria, 2024). According to Sreynich et al. (2022), If they study English well, students can more easily continue their studies at higher education levels since the majority of documents are composed in the English language. High school students are in

the process of refining their language skills for future academic and real-life context (Gunawan & Saputra, 2020). By focusing on this age group, the findings of this research can provide valuable insights into the impact of authentic video materials on the language proficiency of students who are in the process of developing their communicative abilities.

This research aims to contribute to the field of language education by exploring the effectiveness of utilizing BBC News videos to enhance speaking pronunciation and fluency in an EFL high school context. By addressing the research gap and considering the specific demands of Curriculum 2013 and the core competence "News Item," this research aims to provide practical implications for language teachers seeking innovative strategies to enhance their students' speaking proficiency in the process of language learning. Nevertheless, a lack of knowledge on the precise effects of BBC News videos on speaking fluency and pronunciation. This research filled this gap by measuring the effectiveness of BBC News videos using a pre-experimental research methodology. The primary instrument for this investigation, which involved twelfth-grade students at SMA Islam Bawari, was BBC News videos. Speaking tests were used to gather data both before and after the intervention, and data analysis contrasted the results to determine how much progress had been made. The purpose of the research was to provide light on the advantages of using real news videos in EFL settings.

METHOD

This study employed an experimental approach, specifically a pre-experimental design, to investigate the effects of BBC News videos on students' speaking fluency and pronunciation. In a pre-experimental design, researchers examine one or more dependent groups to determine the influence of an independent variable (Zubair, 2023). However, this design lacks a control group for comparison, which limits its ability to establish causal relationships (Creswell & Creswell, 2018). To assess students' speaking abilities before and after the intervention, a one-group pretest-posttest design was used. The study was conducted at SMA Islam Bawari Pontianak, where language instruction primarily relies on textbooks with limited multimedia exposure. To address this gap, BBC News videos were introduced as an additional resource to enhance students' pronunciation and fluency.

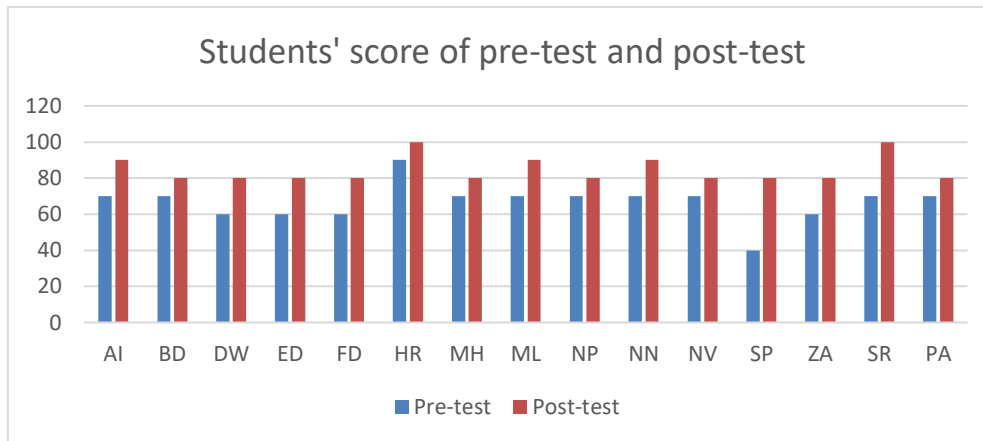
The participants were selected through cluster random sampling from three classes at the same level. Using www.Wheelsofname.com, one intact class was chosen as the sample, ensuring practical data collection. Students completed a pretest and posttest by broadcasting scripted dialogues in pairs, allowing the researcher to assess changes in their pronunciation and fluency. To evaluate students' speaking performance, a rating scale adapted from Brown (2004) and CEFR descriptors were used. All performances were recorded for accuracy, and the Cambridge English Dictionary website helped verify pronunciation correctness. This approach ensured a reliable assessment of students' progress in speaking fluency and pronunciation.

RESULTS AND DISCUSSION

Results

The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. The Results should include the rationale or design of the experiments as well as the results of the experiments. Results can be presented in figures, tables, and text. In collecting data for individual student scores on both the pre-test and post-test, the researcher administered a speaking test orally. Despite having a total of 32 students in

the classroom, only 15 students participated in both the pre-test and post-test evaluations. It's essential to note that the passing grade for the English subject at SMA Islam Bawari stands at 72. To gauge each student's achievement, scores were calculated using a rubric. The pronunciation and fluency components were weighted equally, each accounting for 50 points, resulting in a maximum possible score of 100. The students' score of pre-test and post-test are displayed as follows:



The researcher computed the variance for each pair of student scores to ascertain any noteworthy distinctions before and after the treatment. The collective total score of the group during the pre-test amounted to 1000 (X_1), while it reached 1270 during the post-test (X_2). The calculated distinction across the post-test score and the pre-test score was found to be ($X_1 - X_2$). The formula that was used to determine the difference for each pair of score is displayed as follows:

$$D = X_1 - X_2$$

$$D = 1270 - 1000$$

$$D = 270$$

There are 15 students in all, and the pre-test score for XII IIS 1 is 1000. To determine the average score, the investigator divided the provided score by the total number of students who took both the pre- and post-tests. The formula that was used to determine the mean score is displayed as follows:

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{1000}{15}$$

$$\bar{X} = 66,66$$

Next, the total post-test score of XII IIS 1 is 1270, with the total of 15 students. The researcher multiplied the given obtain by the entire amount of students who took the pre- and post-tests to determine the mean score. The formula that was used to determine the mean score is displayed as follows:

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{1270}{15}$$

$$\bar{X} = 84,66$$

The analysis using the t-test intended at assessing the statistically significant nature of the improvement witnessed across pre-test and post-test median results in speaking competency. This calculation sought to validate the effectiveness of 'BBC News' videos in enhancing pronunciation and fluency skills among the students. It was discovered that the t-test score is 2,45 with the following formula computation of the t-test score:

$$t = \frac{MD}{\frac{\sqrt{\sum d^2 - \frac{(\sum d)^2}{N}}}{N(N-1)}}$$

$$t = \frac{18}{\frac{\sqrt{16200 - \frac{(270)^2}{15}}}{N(15-1)}}$$

$$t = \frac{18}{\frac{\sqrt{16200 - \frac{72900}{15}}}{N(14)}}$$

$$t = \frac{18}{\frac{\sqrt{16200 - 4860}}{210}}$$

$$t = \frac{18}{\frac{\sqrt{11.340}}{210}}$$

$$t = \frac{18}{\sqrt{54}}$$

$$t = \frac{18}{7,34}$$

$$t = 2,45$$

To ascertain the validity of rejecting the Null Hypothesis, I, as the researcher, predetermined the probability level at a significance of 0.05. Employing the t-test formula, the calculated t-value yielded 2.45. By referring to the distribution table for t for the significance threshold of 5% with degrees of independence (df = 14), derived from the formula (df = N - 1 = 15 - 1 = 14), the critical value at a 95% confidence level was found to be 2.145. Upon comparison, the obtained t-value (2.45) exceeded the critical t-value from the table (2.45 > 2.145). This outcome indicates a noticeable enhancement in test scores across the pre-test and post-test sessions.

After obtaining the t-test results, the next step was to calculate the effect size that assists in assessing the importance of the variations within the scores obtained before and after the test following the treatment using BBC News. This calculation was important in addressing the second research question and understanding the strength of the effect resulting from the treatment. With a t-test score of 2.45 and an overall number of 15 pupils who got involved in both the pre and post-test, these values were utilized in the effect size calculation. The formula that that was used to calculate the effect as follows:

$$ES = t_{\text{test}} \sqrt{\frac{1}{N}}$$

$$ES = 2,45 \sqrt{\frac{1}{15}}$$

$$ES = 2,45 \sqrt{0,06}$$

$$ES = 2,45 \times 0,25$$

$$ES = 0,61$$

The effect of the treatment, calculated using the effect size formula, resulted in 0.61. According to Cohen (2000), a treatment is considered to have a moderate effect when its effect size exceeds 0.51. In summary, the use of BBC News to enhance students' speaking pronunciation and fluency demonstrated a moderate level of effectiveness in enhancing the speaking skills of twelfth-grade students (XII IIS 1) at SMA Islam Bawari Pontianak.

The researcher conducted a statistical test to analyse the impact of using BBC News as a teaching tool for twelfth-grade students at SMA Islam Bawari Pontianak regarding their English pronunciation and fluency. According to the test, if the t-test score is more than the t-table value ($t\text{-test} > t\text{-table}$), the Null Hypothesis is rejected. In this case, the t-test score was 2.45, exceeding the t-table value of 2.145 at a 95% confidence level with a significance skor of 0.05 and 14 degrees of freedom. Therefore, the Alternative Hypothesis stating that "The utilization of BBC News as a teaching media for eleventh-grade students at SMA Islam Bawari Pontianak is effective to teach students' English pronunciation and fluency" was accepted.

Next, the Null Hypothesis, which claimed "The utilization of BBC News as teaching media for eleventh-grade students at SMA Islam Bawari Pontianak is not effective to teach students' English speaking pronunciation and fluency" was rejected. It can be concluded that, according to these results, it can be affirmed that BBC News is indeed effective in enhancing students' speaking skills, especially in pronunciation and fluency.

Discussion

The results of this study are in accordance with other research that highlights how useful multimedia materials are for enhancing speaking abilities. For example, Setiadi (2021) showed that using BBC Learning English enhanced the speaking skills of SMA Muhammadiyah Sungguminasa students in the eleventh grade. Similarly, this study found that using BBC News items resulted in significant improvements in fluency and pronunciation. These similarities highlight the BBC materials' usefulness as useful instruments in language learning methodology and support their capacity to promote language development.

Similarly, Sulviana (2022) emphasized the benefits of BBC Web-Based Learning Courses in enhancing the speaking skills of vocational high school students. The particular resources used—BBC News videos in this study and BBC Web-Based Learning Courses in Sulviana's study—highlight the adaptability of BBC materials in addressing a variety of learning contexts, despite the fact that the two studies' methodologies are similar in that they both use pre-experimental designs and measure results using pre- and post-tests. These differences imply that although enhancing English proficiency is a shared objective of the various BBC platforms, the material and delivery strategies used may have different effects on student success.

The difficulties encountered during the researcher's apprenticeship at SMA Islam Bawari Pontianak were also addressed by the incorporation of BBC News into this study. Observations in the classroom showed that students had serious trouble sustaining speaking fluency and pronouncing some words correctly. Furthermore, exposure to real English-speaking models was noticeably lacking. These results support the claims made by Emilio et al. (2021), who highlighted the value of video material in creating engaging educational experiences. BBC News videos bridge gaps in students' speaking abilities by providing a rich blend of visual and aural features, making them a compelling example for imitation.

This study confirms the importance of including real multimedia materials into language training in light of these similarities. This study advances the field by showing how BBC News explicitly improves pronunciation and fluency, whereas previous research has mostly concentrated on motivation, general competency, or listening skills. These results support the wider use of these technologies in curriculum design, particularly in educational settings where exposure to real-world language inputs is restricted by conventional teaching approaches.

CONCLUSION

This study emphasizes how important BBC News is as a tool for enhancing students' speaking abilities, especially in terms of fluency and pronunciation. The results, which came from a pre-test treatment post-test methodology, showed that students' speaking skills significantly improved after using BBC News resources. With a t-test result over the threshold t-table value and an effect size suggesting a significant influence, statistical analysis validated the enhancement. These findings support the effectiveness of using real multimedia materials, such as BBC News, in the classroom. These discoveries have a wide range of implications. In order to overcome students' speaking difficulties, this study emphasizes for teachers the importance of integrating interesting, practical resources into the language learning curriculum. By offering realistic and useful language input, BBC News' varied and current material not only enhances students' language proficiency but also enhances their self-esteem. According to the findings, curriculum designers should start using technology-driven materials that suit both learner demands and modern pedagogical approaches. This study does have a few limitations nevertheless. The results may not be as broadly applicable as they could be because the study was limited to one high school and had a small sample size. Furthermore, the study only looked at fluency and pronunciation, excluding other aspects of speaking ability including vocabulary, grammar, and interaction. A more thorough examination of the long-term impacts of using BBC News on kids' language development was likewise limited by time restrictions.

In order to enhance the findings' generalizability, future research might overcome these constraints by incorporating bigger and more varied samples from various educational contexts. Deeper understanding of its efficacy may be obtained by broadening the focus to encompass more facets of speaking ability or incorporating BBC News into a more thorough, mixed-methods approach. Longitudinal studies might also investigate the long-term effects of BBC News on language learners' proficiency, which would strengthen our knowledge of its function in language instruction. In summary, this study contributes to the increasing amount of data demonstrating the value of using real multimedia materials for language acquisition. The encouraging outcomes show how beneficial BBC News is to language classes, providing both real-world advantages and theoretical understandings for enhancing speaking ability.

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