

**THE PERCEIVED INFLUENCE OF THE BBC LEARNING ENGLISH
MATERIALS ON ACEHNESE EFL STUDENTS' LISTENING SKILLS**

THESIS

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THESIS

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**The Perceived Influence of the BBC Learning English Materials on Acehnese
EFL Students' Listening Skills**

adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This study aimed to explore Acehnese EFL students' perceptions of the influence of BBC Learning English materials on their listening skills. This study employed a descriptive qualitative design involving six students from the English Language Education Department at UIN Ar-Raniry who were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using reflective thematic analysis. The findings reveal five major themes: perceived improvement in listening skills through authentic English exposure, perceived language development through BBC Learning English, perceived enhancement of confidence and motivation, perceived usefulness of English learning media and BBC Learning English features, and perceived promotion of learner autonomy despite remaining challenges. Overall, the participants perceived BBC Learning English as a valuable learning resource that supported their listening development through authentic English exposure, vocabulary enrichment, increased confidence and motivation, and independent learning. However, participants also reported challenges, including fast speech, unfamiliar vocabulary, accent variation, and maintaining consistency in listening practice. The findings indicate that BBC Learning English materials have the potential to support listening development while also enhancing learners' overall language learning experiences through authentic language exposure, vocabulary development, motivation, and learner autonomy.

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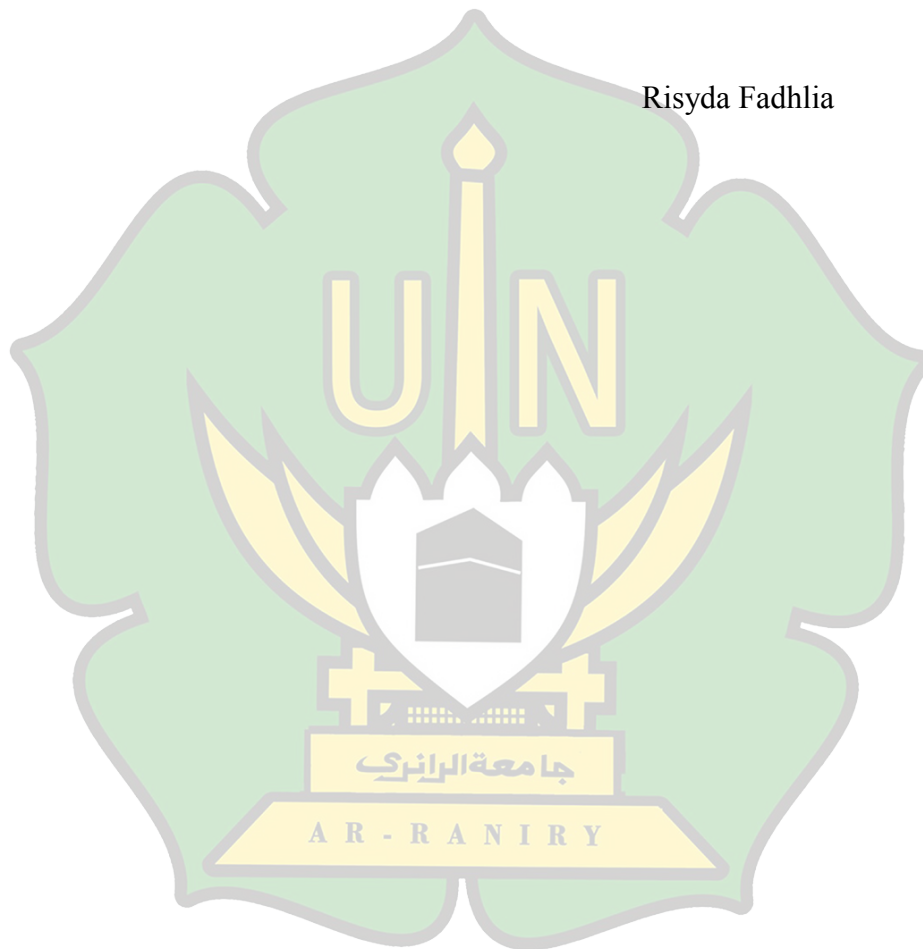
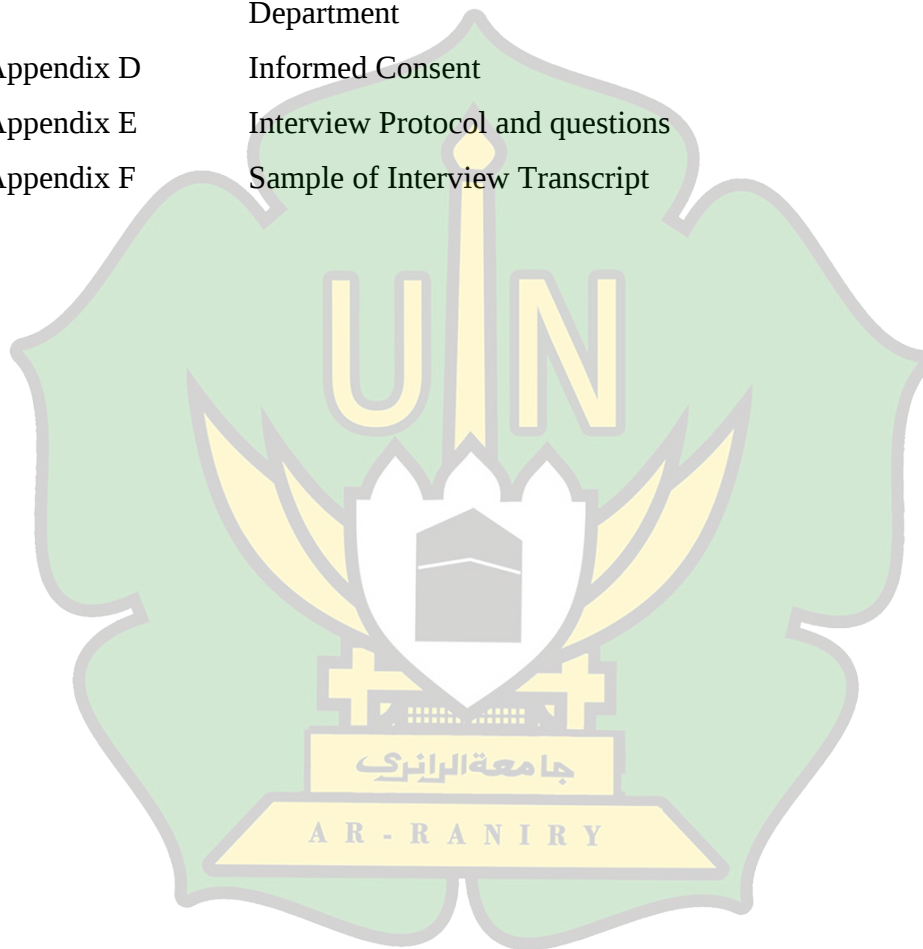


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CHAPTER I

INTRODUCTION

A. Background of Study

In the digital era, English has become not just a worldwide language but also an essential requirement for accessing knowledge, education, and technology. As English remains the most widely used worldwide language of communication, it is more important for students majoring in English education to understand spoken English. Renandya and Farrell (2011) state that listening is seen to be the most basic of the four language skills required for communication and language acquisition. However, for many EFL learners, listening comprehension continues to be the most challenging ability to acquire for a number of linguistic, psychological, and contextual reasons (Hamouda, 2013; Gilakjani & Sabouri, 2016).

Interpreting auditory information, identifying language structures, and extrapolating meaning from context are all necessary for listening comprehension (Field, 2019). However, EFL learners often find it difficult to understand genuine English speech due to their limited exposure to natural input, diverse accents, and rapid speech speeds. According to Vandergrift and Goh (2012), metacognitive awareness is necessary for effective listening in addition to linguistic knowledge; students must plan, monitor, and evaluate their own listening processes. Therefore, increasing motivation and comprehension requires the use of engaging and pertinent listening resources.

Digital learning platforms have completely changed how students learn and practice English as a result of technology advancements. Technology-enhanced language learning has transformed the way students learn and practice English. The integration of technology into language instruction provides learners with authentic language input, interactive learning opportunities, and greater support for autonomous learning (Chapelle & Jamieson, 2008; Motteram, 2013). Online platforms give students access to real-world listening resources like podcasts, news

broadcasts, and interviews, which provide natural language input that is not available in conventional classroom settings.

Among various online learning resources, the BBC Learning English has gained global recognition as a trusted and comprehensive platform for English learners. It provides structured lessons that emphasize vocabulary, grammar, pronunciation, and listening. The platform also offers videos, transcripts, quizzes, and other interactive learning resources designed to support learners with different levels of English proficiency (BBC Learning English, n.d.; Anggrayni et al., 2024). Accurate pronunciation and listening comprehension are improved for students by the materials' authenticity and exposure to native accents. Furthermore, the platform's adaptability allows students to practice on their own at their own speed, encouraging motivation and learner autonomy (Volya, 2025).

Previous studies have examined BBC Learning English as a learning resource for developing various English language skills, particularly listening and speaking. Davydenko (2021), in a study entitled 'Using BBC Learning English Podcasts to Develop University Students' Listening Skills' reported that the use of BBC podcasts significantly improved students' listening comprehension at the university level. Similarly, Anggrayni et al. (2024) showed that the application of BBC Learning English materials in upper secondary school classrooms resulted in a significant improvement in students' listening performance and engagement. Aini et al. (2023) also found that students responded positively to the BBC Learning English video channel, noting its authenticity and motivational effect in improving listening comprehension. Furthermore, Sholeha (2025) examined students' perceptions of the BBC Learning English YouTube channel for speaking activities and found that the platform improved students' pronunciation accuracy and confidence in oral communication. In another comparative study, Iswara and Ambag (2025) found that BBC Learning English was considered more effective for listening comprehension and exposure to natural English input than other platforms such as Duolingo. Beyond listening and speaking, Alizadeh and Ahour (2022) found that BBC News-based lessons significantly improved vocabulary acquisition

among English as a foreign language (EFL) learners, highlighting the platform's broad pedagogical potential.

These studies show that BBC Learning English has been examined across different language skills and educational contexts. However, limited research has focused on English Language Education students in an Indonesian higher-education context, particularly on their perceptions and experiences of using BBC Learning English materials for listening development. Therefore, this study explores the perceptions and experiences of Acehnese EFL students regarding the influence of BBC Learning English materials on their listening skills.

B. Research Question

Based on the background of the study, the research question of this study is: What are students' perceptions of using BBC Learning English for listening development?

C. The Aims of Study

Based on the background and research question outlined, this study seeks to explore students' perceptions regarding the use of the BBC Learning English materials as a learning tool for improving their listening skills.

D. Significance of the Study

This research is expected to make meaningful contributions on a practical-level, the findings of this study are likely to provide valuable insights for various parties involved in English language education:

1. For Students

The study is expected to raise students' awareness of the educational benefits of utilizing the BBC Learning English materials as a supplementary resource for improving listening skills. By identifying its advantages and drawbacks, students may be motivated to take a more self-directed and autonomous role in their language learning, leveraging digital materials outside of the classroom.

2. For Teachers and Lecturers

The results will offer English teacher insights into their students' experiences and perceptions regarding the use of digital listening resources. This understanding can assist educators in developing more effective and engaging listening instruction by incorporating online materials that enhance classroom activities.

3. For Curriculum Designers and Educational Institutions

The findings of this study may guide curriculum development by underscoring the importance of integrating authentic, technology-driven listening resources that meet contemporary educational needs and enhance learners' digital literacy. Including platforms like BBC Learning English in formal lessons could improve students' exposure to natural speech, thus boosting both their understanding and confidence.

4. For Future Researchers

This study could act as a reference point for further research on the integration of digital media in language acquisition. Future investigations might broaden this analysis to encompass other language skills such as speaking, reading, or writing or examine alternative technological tools that foster learner autonomy and listening comprehension.

E. Terminology

1. Perceived Influence

Perceived influence can be understood as students' perceptions of the usefulness and impact of a learning tool on their learning process (Davis, 1989). In this context, it signifies how Acehnese EFL students assess or perceive the degree to which the BBC Learning English materials aids in enhancing their listening abilities. This perception encompasses the learners' awareness, interpretation, and personal appraisal of the advantages and challenges associated with the materials, reflecting the role of individual beliefs in shaping responses to learning tools (Ajzen, 1991).

2. BBC Learning English Materials

The BBC Learning English materials is a digital educational platform created by the British Broadcasting Corporation (BBC) that offers authentic, multimedia resources for learning English. These materials feature a diverse array of interactive materials, such as videos, audio clips, transcripts, vocabulary drills, and comprehension tests, tailored to assist learners at various proficiency levels. It is well-known worldwide for its dependability and educational quality in improving English skills by providing exposure to genuine materials and native-like pronunciation (BBC Learning English, 2023).

3. Listening Skills

Listening skills entail the capacity to effectively receive, comprehend, and interpret spoken messages in a second or foreign language. Within the framework of English as a Foreign Language (EFL), listening is regarded as a sophisticated and dynamic process that involves not only the decoding of sounds but also the construction of meaning through cognitive, metacognitive, and contextual strategies (Vandergrift & Goh, 2012). In this study, listening skills specifically pertain to understanding of the spoken English resources available on the BBC Learning English materials.

4. Acehnese EFL Students

Aceh EFL students refer to undergraduate students from Aceh who are studying English as a Foreign Language, particularly in the English Education Department at UIN Ar-Raniry, Banda Aceh. These students are being trained to become English teachers in the future, which means they need to develop strong linguistic competence, pedagogical understanding, and technological skills. In this study, they acted as research participants whose perceptions of the BBC Learning English materials were analyzed.

5. English as a Foreign Language (EFL)

The term English as a Foreign Language (EFL) signifies the process of teaching and learning English in a setting where it is not the primary means of communication. EFL learners, like Acehnese EFL students, mainly encounter

English in academic environments and rely on formal instruction and digital resources for exposure to authentic language input (Richards & Schmidt, 2010).



CHAPTER II

LITERATURE REVIEW

A. Media in Teaching English

1. Definition of Media

Learning media serves as a tool to assist the learning process and achieve educational goals. It is identified as either a tangible or intangible resource utilized by educators to effectively and efficiently communicate information to students. When effectively integrated into the educational process, learning media enhances its role as a supportive tool in reaching learning objectives (Puspitarini & Hanif, 2019).

Moreover, the use of learning media can boost students' motivation to learn. According to Sanaky (2009), as referenced in Puspitarini and Hanif (2019), the advantages of instructional media include: (a) Making the learning experience more engaging, thereby motivating students; (b) Clarifying instructional content, which aids students in grasping the intended learning outcomes; (c) Enhancing the enjoyment of the learning experience, facilitating students' mastery of goals; (d) Encouraging students to engage more in learning activities like observing, practicing, and demonstrating; and (e) Promoting greater student involvement through various learning activities such as observing, practicing, and demonstrating.

Arsyad (2011) defines media as any element used to convey a message from the sender to the receiver, aimed at engaging the student's cognition, sensations, attention, and interest to facilitate the learning process. In contrast, learning media refers to tools used to convey messages to students with the aim of stimulating their thoughts, feelings, attention, and motivation, thereby enhancing the learning process (Arsyad, 2011).

2. Kinds of Media in Teaching Listening

In the process of learning English, the use of appropriate teaching media plays an important role in improving students' language skills and communicative competence. With the development of technology, digital media has become an essential tool in language learning, especially in listening, as it provides access to authentic materials and enhances students' comprehension (Harmer, 2007).

According to Levy (1997), Technology-based learning tools have significantly contributed to language teaching. One example is BBC Learning English, an online platform that offers multimedia resources such as videos and audio materials, enabling learners to experience authentic English communication and improve their listening skills.

As Shadieff and Yang (2020) point out, technology-driven platforms such as BBC Learning English enable learners to take more responsibility for their learning, allowing them to practice listening at their own convenience and speed. In a similar vein, Volya (2025) emphasizes that digital platforms featuring authentic content and multimodal characteristics can enhance students' motivation and promote autonomy in learning.

The use of online resources like BBC Learning English showcases a movement toward technology-enhanced teaching methods, where authentic materials and interactive tools are utilized to enhance students' language skills. Motteram (2013) argues that technology-based language learning provides learners with access to authentic materials and supports independent language learning.

Based on the teaching suggestions provided by BBC Learning English and previous literature on technology-enhanced language learning, the following steps demonstrate how educators can efficiently incorporate this platform into their listening instruction:

1) Listening for enjoyment.

Students should start by choosing topics or video series that pique their interest, such as 6 Minute English or English at Work. This encourages intrinsic motivation and helps alleviate anxiety during the learning experience.

2) Listening with guided vocabulary assistance.

Instructors can offer a pre-prepared glossary or vocabulary list prior to the listening activity, making it easier for students to engage with the material, particularly for those at lower proficiency levels.

3) Listening in brief segments.

As BBC Learning English lessons are typically broken down into short and self-contained sections, teachers could assign smaller clips to make comprehension tasks more manageable and targeted.

4) Listening while reviewing the transcript.

The platform supplies transcripts for nearly all lessons, allowing learners to verify their understanding and observe pronunciation and grammatical patterns. While some might argue that transcripts lessen the challenge of listening, they can be highly effective scaffolding tools especially for beginners and intermediate students.

5) Utilizing short excerpts for focused listening practice.

Educators can choose specific audio or video segments for dictation or pronunciation activities. This approach improves grammatical accuracy, pronunciation awareness, and listening focus.

By employing these structured activities, teachers can turn BBC Learning English into a valuable resource that fosters both comprehension and active participation. The combination of authentic language, accessibility, and educational framework offered by the platform enables students to practice listening skills both inside and outside the classroom. As a result, BBC Learning English functions not only as a listening resource but also as a bridge between guided learning and independent study, supporting the development of learner autonomy in language learning (Little, 1991).

3. Definition of BBC Learning English

BBC Learning English is an online educational platform created by the British Broadcasting Corporation (BBC) aimed at delivering English language learning resources to a worldwide audience. As a key component of the BBC World Service, this platform has developed into one of the most reliable and extensive

resources for English language learners at various proficiency levels. It provides organized lessons that blend language components such as grammar, vocabulary, pronunciation, and listening skills with authentic and current contexts (BBC Learning English, n.d.).

In addition to offering diverse multimedia resources, BBC Learning English is designed to facilitate communicative language learning through authentic language exposure and meaningful learning experiences. The platform provides learners with access to multimedia resources, including videos, audio recordings, transcripts, and interactive learning activities, allowing them to experience authentic language use in real-life situations. Such features are consistent with the principles of communicative language teaching (CLT), which emphasize meaningful communication, authentic language input, and learner interaction as essential components of language acquisition (Chapelle & Jamieson, 2008; Motteram, 2013; BBC Learning English, n.d.).

BBC Learning English is widely recognized as a valuable resource for improving English language skills by providing learners with regular exposure to authentic English through videos, audio materials, and everyday vocabulary. The platform combines audiovisual materials, transcripts, subtitles, and interactive learning activities that support learners in developing listening comprehension, pronunciation, and overall language proficiency. These features also encourage autonomous learning by enabling learners to monitor their understanding and learning progress independently (BBC Learning English, n.d.; Anggrayni et al., 2024; Davydenko, 2021).

Moreover, Volya (2025) stresses that BBC Learning English acts as a platform that encourages learner independence. Unlike conventional classroom environments where students depend heavily on instructors, the materials allow users to choose lessons based on their preferences, speed, and learning objectives. This adaptability is especially beneficial for English as a Foreign Language (EFL) students seeking more opportunities for authentic input outside of the classroom. As a result, BBC Learning English is not merely a digital educational resource but

also a groundbreaking tool that promotes self-directed, communicative, and context-oriented English learning.

4. Resources and Features for Practicing Listening through BBC Learning English

BBC Learning English provides various resources and activities that support learners in practicing their listening skills. One of its dedicated resources is The Listening Room, which provides listening practice and activities designed to help learners improve their ability to understand spoken English. In addition, BBC Learning English provides podcasts that allow learners to practice listening through different topics and spoken materials. The platform also offers listening guidance, such as tips for improving listening, which provides learners with strategies for developing their listening ability. Other resources include “Listen Better in Five Days,” which provides structured listening practice, and “Improve Your Listening with Songs,” which allows learners to practice listening through English songs and lyrics (BBC Learning English, n.d.).

In addition to these resources, some BBC Learning English listening materials provide audio or video input accompanied by supporting features, such as transcripts, vocabulary explanations, quizzes, and worksheets. For example, *The Listening Room* guides learners through several stages of listening practice, including listening to a recording, answering comprehension questions, listening again for more specific information, and completing activities based on what they hear. Similarly, *6 Minute English* provides a short listening episode accompanied by a quiz question, vocabulary, transcript, and worksheet. These supporting materials allow learners to check their understanding, review unfamiliar words and expressions, and revisit parts of the listening material when necessary (BBC Learning English, n.d.).

Through these resources and features, learners can engage in a sequence of listening, comprehension checking, reviewing, and repeated listening. Learners may first listen to the material to understand its general meaning, answer questions or complete listening activities to check their comprehension, and then use the

transcript or vocabulary support when they have difficulty understanding particular words or parts of the recording. They can subsequently listen to the material again to clarify information that they may have missed during the first listening. Therefore, BBC Learning English supports listening practice not only by providing spoken English input but also by providing activities and supporting materials that help learners understand, monitor, and review their listening comprehension.

5. Benefits of Using BBC Learning English

The use of BBC Learning English offers a variety of educational and psychological advantages for learners, especially in English as a Foreign Language (EFL) context. This platform combines authentic input, engaging activities, and multimedia resources, addressing both cognitive and affective aspects of language acquisition (Krashen, 1985).

From an educational standpoint, BBC Learning English improves learners' listening skills and pronunciation by exposing them to authentic spoken language. Davydenko (2021) discovered that university students who utilized BBC Learning English podcasts significantly enhanced their listening abilities by becoming accustomed to native accents, the natural rhythm of speech, and everyday vocabulary. Similarly, Anggrayni et al. (2024) reported that the use of the BBC Learning English website contributed to students' listening skill development by providing authentic listening materials and interactive learning activities. These findings suggest that regular exposure to authentic English through digital learning platforms can support the development of listening comprehension, pronunciation, and overall language proficiency.

Furthermore, the platform fosters learner motivation and independence. It enables users to select materials based on their interests and study at their own pace, giving them greater control over their learning process. This is in line with previous studies showing that technology-enhanced language learning environments can promote learner motivation and autonomy by allowing learners to monitor and manage their own learning (Chapelle & Jamieson, 2008; Motteram, 2013). In

addition, Volya (2025) highlights that such flexibility encourages a sense of responsibility and self-directed learning among students.

Moreover, the platform's accessibility and adaptability make it an effective supplementary resource for higher education students. Such characteristics are consistent with the advantages of online learning environments, which provide flexible, accessible, and inclusive learning opportunities for diverse learners (Lomellini et al., 2025). Aini et.al (2023) also noted that students found BBC Learning English to be not only helpful in enhancing their listening skills but also a motivating and enjoyable method of practicing English on their own.

In conclusion, BBC Learning English is an effective and diverse resource that aids language learning through genuine input, learner independence, motivation, and intercultural understanding. Its wide-ranging features are in line with contemporary educational principles that prioritize communicative competence, the integration of technology, and the concept of lifelong learning in English language instruction.

B. Listening Skills in EFL Context

1. Definition of Listening Skills

According to Rost (2011), listening is a complex process that involves recognizing sounds, interpreting meaning, and understanding messages within context. Similarly, Vandergrift and Goh (2012) state that listening comprehension is a fluid process that necessitates both linguistic and metacognitive skills; learners must strategize, oversee, and assess their listening methods to attain effective comprehension.

Field (2019) further explains that listening is an active process of constructing meaning from spoken language rather than simply receiving sounds. This process requires listeners to recognize phonological patterns, segment speech, and interpret meaning based on context. In EFL contexts, listening becomes more challenging due to limited exposure to authentic spoken English, which affects learners' ability to understand natural speech, connected discourse, and different accents.

Listening comprehension also involves multiple sub-skills, such as recognizing sounds, identifying grammatical structures, predicting meaning, and inferring speakers' intentions (Gilakjani & Sabouri, 2016). These processes include both bottom-up and top-down processing, which work together to support comprehension.

In academic environments, listening plays a crucial role in language learning. Renandya and Farrell (2011) highlight that listening provides essential input for developing speaking skills, as it supplies learners with the linguistic input necessary for language production. Therefore, improving listening proficiency is vital for enhancing overall communication skills among EFL students.

2. The Process of Listening Comprehension

Listening comprehension consists of a variety of linked cognitive and linguistic processes that enable learners to convert auditory input into meaningful understanding. Anderson and Lynch (1988) identify three primary phases of this process: perception, parsing, and utilization. In the perception phase, listeners discern speech sounds and break them down into recognizable words. The parsing phase entails organizing these words into meaningful phrases and clauses based on syntactic and semantic principles. Lastly, during the utilization phase, listeners combine the interpreted message with their prior knowledge to create meaning and respond appropriately.

Vandergrift and Goh (2012) emphasize the role of metacognitive awareness in listening comprehension. Proficient listeners apply strategies such as anticipating content, monitoring their understanding, and assessing results to enhance their performance. These strategies assist learners in dealing with challenges like unclear pronunciation or unfamiliar vocabulary by promoting active engagement with the listening material.

Additionally, listening comprehension necessitates both bottom-up and top-down processing. Bottom-up processing refers to deciphering linguistic input, including phonemes, words, and syntax, while top-down processing involves leveraging contextual knowledge, expectations, and prior information to infer

meaning (Field, 2019). Successful comprehension occurs when listeners can effectively balance both processes. For EFL learners, teaching these strategies explicitly has been demonstrated to significantly improve listening outcomes (Vandergrift & Goh, 2012).

3. Common Problems in Listening

Listening comprehension is frequently viewed as one of the most difficult skills for EFL learners due to a mix of linguistic, psychological, and contextual issues. Hamouda (2013) points out various challenges, such as a limited vocabulary, unfamiliar accents, rapid speech rates, and difficulties in retaining information in short-term memory. These challenges often result in frustration and diminished concentration during listening tasks.

Gilakjani and Sabouri (2016) divide listening difficulties into two primary categories: issues related to the listener and those related to the text. Issues associated with the listener include a lack of motivation, anxiety, and insufficient background knowledge, while text-related difficulties stem from the input's complexity, speech speed, and lack of visual support. Additionally, authentic listening materials though advantageous can be daunting for EFL learners because they often include idiomatic expressions, reduced forms, and informal language.

Psychological aspects also significantly influence listening comprehension. Anxiety, low self-confidence, and the fear of misunderstanding can obstruct learners' ability to concentrate. Vandergrift and Goh (2012) observe that learners trained in metacognitive strategies are generally better at overcoming these psychological obstacles, as they can plan and supervise their listening process with enhanced awareness.

To tackle these issues, educators should consider incorporating authentic yet supportive listening materials, such as those available on platforms like BBC Learning English. By exposing learners to genuine speech while aiding comprehension through transcripts and visual aids, they can gradually increase their confidence and enhance their capability to process authentic English input.

4. Listening Assessment

Listening assessment refers to the process of evaluating learners' ability to understand and interpret spoken language. In language assessment, listening tasks are designed to obtain information about learners' ability to comprehend spoken input according to particular purposes and assessment objectives. Brown and Abeywickrama (2019) explain that listening can be assessed through different types of tasks, including intensive, responsive, selective, and extensive listening. These types of listening represent different purposes and levels of processing spoken language. For example, listening tasks may require learners to focus on particular linguistic elements, respond to spoken input, identify specific information, or understand longer stretches of spoken language. Therefore, listening assessment should be aligned with the particular listening abilities and purposes that an assessment intends to evaluate (Brown & Abeywickrama, 2019).

Brown and Abeywickrama (2019) identify five major principles of language assessment: practicality, reliability, validity, authenticity, and washback. Practicality concerns the feasibility of an assessment in terms of available time, resources, cost, and administration. Reliability refers to the consistency of assessment results and the extent to which the results are stable under similar assessment conditions. Validity concerns whether an assessment appropriately measures or provides evidence about the ability it is intended to assess. Authenticity refers to the extent to which assessment tasks represent meaningful and contextualized language use, while washback concerns the effects of assessment on teaching and learning. These principles provide a general framework for evaluating the quality and usefulness of language assessments and can also be applied when considering the design of listening assessment tasks (Brown & Abeywickrama, 2019).

Among these principles, validity and authenticity are particularly relevant to listening assessment. Validity is important because a listening task should provide evidence of the intended listening ability rather than being substantially affected by unrelated abilities. Authenticity is also important because listening normally occurs in meaningful contexts in which learners need to process spoken

language for particular purposes. Brown and Abeywickrama (2019) therefore emphasize the importance of considering the nature of spoken language and the purposes for which learners listen when developing listening assessment tasks. White (2018) further explains that authenticity in listening assessment can be considered through the relationship between the listening text, the task, the expected response, and real-world listening situations. Thus, listening assessment can provide learners with opportunities to demonstrate their ability to understand spoken language in meaningful contexts.

Listening assessment may address several aspects of listening comprehension, including understanding the main idea, identifying specific information, recognizing supporting details, interpreting implied meaning, and understanding words or expressions in context. Understanding the main idea involves identifying the central message or overall topic of the spoken input, while identifying specific information requires learners to locate particular information presented by the speaker. Recognizing supporting details involves understanding information that explains or develops the main idea. Interpreting implied meaning requires learners to understand information that is not directly stated but can be inferred from the spoken context. In addition, understanding words or expressions in context involves interpreting the meaning of vocabulary based on the surrounding spoken information. These aspects indicate that listening comprehension involves more than recognizing individual words because learners may need to construct meaning from spoken input at different levels of understanding.

In relation to the present study, these aspects of listening comprehension provide a theoretical basis for discussing the listening abilities that participants may perceive as being influenced by their use of BBC Learning English materials. For example, when participants report that they can understand the main idea of an audio more easily, identify specific information, recognize details, understand implied meaning, or determine the meaning of unfamiliar expressions from context, these perceptions can be discussed in relation to different aspects of listening comprehension. However, because the present study employs a qualitative

approach and does not use pre-tests or post-tests, these perceptions should not be interpreted as objective evidence of measured improvement. Instead, they represent the participants' perceived experiences regarding how BBC Learning English materials may influence their listening abilities.

C. Previous Studies

A variety of prior studies have explored the effectiveness of BBC Learning English and other technology-oriented platforms in enhancing English language skills, especially in listening comprehension. These investigations offer valuable insights into how digital learning tools affect learners' motivation, independence, and overall language proficiency.

In a study titled "Using BBC Learning English Podcasts to Develop University Students' Listening Skills," Davydenko (2021) discovered that the use of BBC podcasts led to a notable improvement in students' listening comprehension and vocabulary development. The research focused on university-level EFL students and demonstrated that consistent exposure to authentic audio materials boosted learners' capability to comprehend natural spoken English while alleviating listening-related anxiety.

Likewise, Aini, Pratiwi, and Handayani (2023) carried out research called "Students' Perception toward BBC Learning English Video Channel for Improving Listening Comprehension." Their results indicated that students had a favorable view of using BBC Learning English videos, finding them engaging, genuine, and inspiring. The study pointed out that the platform's multimodal approach integrating audio, visual, and textual elements enabled students to better remember new vocabulary and understand rapid speech.

Another investigation by Anggrayni et al. (2024) looked into the incorporation of BBC Learning English materials into classroom teaching at the upper secondary school level. The findings revealed that students utilizing the platform exhibited considerable improvements in their listening test scores compared to peers who relied solely on traditional textbook instruction. The

research concluded that the exposure to real-life language and contextually relevant materials heightened student engagement and comprehension.

In a similar vein, Sholeha (2025) assessed students' views on the BBC Learning English YouTube channel for speaking exercises. Despite focusing on speaking rather than listening, the results showed that exposure to authentic audio-visual content enhanced learners' pronunciation accuracy and self-confidence, thereby showcasing the platform's wider educational advantages across various language skills.

Moreover, Iswara and Ambag (2025) conducted a comparison between the efficacy of BBC Learning English and Duolingo in improving EFL learners' listening comprehension. Their findings indicated that BBC Learning English was more effective in enhancing listening precision, understanding, and familiarity with authentic English accents. The study highlighted that the authenticity of the materials and natural language presentation were crucial elements contributing to the platform's success in developing listening abilities.

In addition to these findings, Alizadeh and Ahour (2022) investigated the use of BBC News-oriented lessons for vocabulary enhancement among EFL learners. Their outcomes validated that BBC materials notably advanced students' lexical knowledge and contextual understanding, suggesting that news-based listening resources also aid in developing listening proficiency. While the existing body of literature provides compelling evidence of the educational merits of BBC Learning English, most of these studies have been conducted within general EFL contexts or at the secondary education level. Few studies have specifically focused on how English Education (PBI) students who are future English teachers perceive the impact of the BBC Learning English materials on their listening skills development. Additionally, previous research has mainly utilized quantitative or experimental methodologies, emphasizing learning outcomes rather than learners' perceptions, attitudes, and experiences.

Consequently, this current study intends to address this gap by examining Acehnese EFL students' perceptions of the BBC Learning English materials as a digital resource for enhancing listening skills. It aims to gain insights into how

learners evaluate the platform's educational benefits, authenticity, and motivational effects within the higher education environment.



CHAPTER III

RESEARCH METHOD

A. Research Design

For this research, a qualitative research methodology was employed. Creswell (2007) notes that qualitative research is especially effective when the aim is to gain a deep understanding of how individuals or groups interpret and make sense of their experiences. This method was ideal for examining how students perceived the use of online learning platforms like the BBC Learning English in improving their listening abilities.

For this research, a qualitative research methodology was employed. Creswell (2007) notes that qualitative research is appropriate when the aim is to gain a deep understanding of how individuals or groups interpret and make sense of their experiences. This approach was therefore suitable for examining students' perceptions of using BBC Learning English materials for listening development. It enabled the researcher to explore participants' experiences, perspectives, and interpretations in depth. In this study, the qualitative approach was applied to understand how students perceived the usefulness, challenges, and influence of BBC Learning English materials on their listening development.

This study employed descriptive qualitative research as its specific method, aiming to deliver a systematic and detailed account of real-world experience (Nassaji, 2015). This approach was appropriate as it focused on portraying participants' genuine experiences without altering any variables. According to Nassaji (2015), descriptive qualitative research involves the collection of rich and contextual data that reflects the realities and interpretations of the participants.

In this research, the descriptive qualitative method was used to investigate how Acehnese EFL students at UIN Ar-Raniry perceived the effect of the BBC Learning English materials on their listening abilities. The researcher collected extensive data on students' experiences, attitudes, and reflections regarding their

engagement with the materials as a supplementary learning resource. By concentrating on their personal viewpoints, this study aimed to clarify the cognitive, emotional, and motivational elements that influenced students' perceptions of the materials' role in enhancing their listening comprehension and overall language learning experience.

B. Research Location

This study was conducted at UIN Ar-Raniry, specifically within the English Language Education Department in the Faculty of Tarbiyah and Teacher Training, located in Banda Aceh. This site was selected because Acehnese EFL students are English learners who frequently use various digital tools, such as BBC Learning English materials, as part of their academic activities. Conducting the research in this environment enabled the researcher to obtain valuable insights into students' perceptions of how the materials affected their listening skills in an educational setting.

C. Participants

The population of this study consisted of all active students from English Language Education Study Program (PBI) at UIN Ar-Raniry. These students were selected as they were currently enhancing their English skills through classroom learning as well as online platforms. This research specifically focused on students who had experience using BBC Learning English materials as an additional resource to enhance their listening abilities.

The Participants for this study were selected using purposive sampling, which is a non-random technique that enables the researcher to deliberately choose individuals who fulfill certain criteria (Sugiyono, 2016). In total, six students were selected to take part in the study. As noted by Creswell (2007), qualitative research generally includes a limited number of participants, usually between five and ten, since the goal is to achieve a profound and comprehensive understanding rather than to produce numerical generalizations.

The criteria for selecting these participants were as follows: (1) They were active Acehnese students from English Language Education Study Program at UIN

Ar-Raniry. (2) They had used or have familiarity with the BBC Learning English materials for English language learning, particularly for listening exercises. (3) They were willing to participate in an interview that lasted approximately 25-30 minutes. These participants were expected to offer valuable insights regarding how BBC Learning English materials supported their listening skill development, along with their views on its usefulness and relevance to their English learning journey.

D. Data Collection

The main approach for gathering data in this study was semi-structured interviews. As stated by Kvale (1996), semi-structured interviews include a set of prepared questions that guide the discussion while also allowing the researcher to explore further based on participants' answers. This method was considered appropriate because it combines structured questions with a flexible and conversational approach, enabling the researcher to gain deeper insights into participants' experiences and perspectives.

Utilizing semi-structured interviews was suitable for this study because this technique provides a set of prepared questions while allowing the researcher to explore participants' responses in greater depth (Kvale, 1996). This flexibility enabled participants to openly share their views, reflections, attitudes, and experiences regarding the use of BBC Learning English materials for listening development. Through this approach, the researcher aimed to gather rich, descriptive data that illustrates how students view the benefits, challenges, and motivational factors of using the BBC Learning English platform to enhance their listening comprehension.

The interviews were conducted in offline settings such as campus or any quiet place agreed upon with participants. Participants' responses were recorded through audio recordings to ensure both accuracy and comfort during the discussions. This technique enabled participants to communicate naturally and candidly while providing dependable audio data for subsequent transcription and analysis. Each interview session lasted approximately 25 to 30 minutes, which was

considered sufficient to explore key topics without causing tiredness for the participants.

E. Data Analysis

In this study, the data were analyzed using thematic analysis as proposed by Braun and Clarke (2006). Thematic analysis is a method used to identify, analyze, and report patterns or themes within qualitative data. This approach was chosen because it provides a flexible and systematic way to interpret participants' experiences and perceptions.

The process of data analysis consisted of six phases. First, the researcher became familiar with the data by reading and re-reading the interview transcripts while noting initial ideas. Second, the researcher generated initial codes by identifying meaningful features of the data related to the research focus. Third, the researcher searched for themes by grouping similar codes into broader categories.

Fourth, the researcher reviewed the themes to ensure they accurately represented the data. Fifth, the researcher defined and named the themes by refining the essence of each theme and its relation to the research question. Finally, the researcher produced the report by organizing the findings and supporting them with relevant excerpts from participants' responses.

To ensure the trustworthiness of the data, the researcher applied member checking by confirming interpretations with participants and used triangulation by comparing responses across participants. These strategies helped to enhance the credibility and reliability of the research findings.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the study based on the interview data collected from six participants. The findings are organized to answer the research question regarding students' perceptions of using BBC Learning English for listening development. The findings focus on the participants' perceptions and experiences of using BBC Learning English in their listening learning process.

Based on the thematic analysis, five major themes emerged from the interview data:

1. Perceived Improvement in Listening Skills through Authentic English Exposure

This theme describes participants' perceptions of how exposure to authentic spoken English through BBC Learning English contributed to the improvement of their listening skills. Most participants believed that regular exposure to authentic English materials helped them better understand spoken English, identify the main ideas in conversations, become more familiar with native-speaker pronunciation, recognize different English accents, and develop greater awareness of authentic language use in real-life communication. Rather than simply improving their ability to recognize individual words, participants perceived that BBC Learning English enhanced their overall listening comprehension by exposing them to natural speech, realistic conversations, and authentic pronunciation patterns.

a. Improved Understanding of Spoken English

Based on the interview findings, participants perceived that BBC Learning English helped improve their understanding of spoken English. Most participants reported that regular exposure to authentic listening materials enabled them to

understand conversations more easily and become more familiar with spoken English. FP stated: *"Before using BBC Learning English, I often felt confused when listening to native speakers. After using it consistently, I could catch the main idea more easily and understand conversations better."* FP indicates that BBC Learning English helped the participant improve listening comprehension through regular exposure to authentic spoken English. The participant perceived that understanding conversations became easier after consistently using the platform.

Similarly, CQS explained: *"After practicing with BBC Learning English materials, I started focusing more on the general meaning instead of understanding every word."* CQS suggests that BBC Learning English encouraged the participant to adopt a more effective listening strategy by focusing on overall meaning rather than translating every individual word. Likewise, SS mentioned: *"Before using BBC Learning English, I often felt completely lost when listening to English videos without subtitles. Now I can catch some keywords and understand the general topic more easily."* SS indicates that repeated exposure to authentic listening materials helped the participant become more familiar with spoken English and better understand conversations.

Based on these findings, several participants perceived that BBC Learning English improved their understanding of spoken English by helping them comprehend conversations more effectively and become more familiar with authentic spoken language.

b. Better Recognition of Main Ideas and Keywords

Based on the interview findings, several participants perceived that BBC Learning English helped them recognize the main ideas and keywords in listening materials more effectively. Rather than trying to understand every individual word, participants reported that they gradually learned to focus on the overall message and important information conveyed by the speakers. This approach helped them follow conversations more easily and reduced confusion during listening activities. UQ stated:

“The aspect that improved the most for me was understanding the main idea. Before, I often focused too much on individual words. If I missed one word, I became confused and sometimes missed the rest. After using BBC Learning English, I learned to focus more on the overall meaning.”

Similarly, participant CQS explained:

“Before, I focused too much on translating every single word into Indonesian, so I easily got confused and lost track of the conversation. After practicing with BBC Learning English materials, I started trying to focus more on the general meaning instead of understanding every word.”

SZ also mentioned becoming better at recognizing important words while listening. *“After listening to BBC Learning English, I can understand unfamiliar words step by step, and it becomes easier for me to follow what the speakers are saying.”* These responses suggested that BBC Learning English encouraged participants to apply more effective listening strategies by focusing on key information rather than individual lexical items, allowing them to comprehend spoken messages more successfully.

c. Increased Familiarity with Native-Speaker Pronunciation

Based on the interview findings, participants perceived that BBC Learning English helped them become more familiar with native-speaker pronunciation. Through regular exposure to authentic listening materials, participants reported becoming more accustomed to hearing natural pronunciation, intonation, rhythm, and connected speech used by native speakers. This familiarity made it easier for them to recognize spoken words and understand English audio materials. SZ stated: *“The biggest improvement is understanding pronunciation. After listening to BBC Learning English, I can understand words that were difficult for me before.”* SZ reveals that regular exposure to authentic listening materials helped the participant become more familiar with native-speaker pronunciation. As a result, the participant perceived improvement in recognizing spoken words during listening activities.

Similarly, FP explained: *“I became more familiar with the way native speakers pronounce words, so it became easier for me to follow what they were*

saying.” FP suggests that listening to authentic English materials enabled the participant to recognize pronunciation patterns more effectively. Increased familiarity with native-speaker pronunciation supported the participant's listening comprehension.

Likewise, NQN mentioned: *“The transcripts helped me compare what I heard with the written words, so I gradually became more familiar with English pronunciation.”* NQN indicates that the transcript feature supported pronunciation awareness by allowing the participant to compare spoken and written forms of English. This process helped the participant become more familiar with native-speaker pronunciation.

Based on these findings, several participants perceived that BBC Learning English increased their familiarity with native-speaker pronunciation. Regular exposure to authentic audio, together with supporting features such as transcripts, helped participants recognize pronunciation patterns more accurately and become more accustomed to naturally spoken English.

d. Improved Understanding of Different English Accents

Another benefit perceived by the participants was the improvement in understanding different English accents, particularly British English accents commonly found in BBC Learning English materials. SZ stated: *“At first, I felt that the British accent was difficult because I was more familiar with American English. But after listening to BBC Learning English many times, I became more familiar with the accent.”* SZ indicates that repeated exposure to British English through BBC Learning English helped the participant become more familiar with accent differences. As a result, the participant perceived that understanding spoken English became easier over time.

Similarly, UQ explained: *“Through BBC Learning English, I became more used to hearing British pronunciation and intonation. At first, I often replayed the audio several times, but later I could understand more during the first listening.”* UQ demonstrates that continuous exposure to authentic listening materials helped the participant adapt to British English accents. Increased

familiarity with accent variation enabled the participant to comprehend spoken English more effectively. Likewise, CQS mentioned: *“I noticed some improvement in understanding British accents because most of the materials use British English pronunciation. After listening several times, I slowly became more familiar with the pronunciation differences.”* SZ, UQ and CQS reported that repeated exposure to authentic British English materials helped them become more familiar with pronunciation patterns and accents.

Overall, the findings indicate that BBC Learning English positively supported participants’ listening development through authentic English exposure. Most participants perceived that regular exposure to authentic listening materials helped them improve their understanding of spoken English, recognize main ideas and keywords more effectively, become more familiar with native-speaker pronunciation, and understand different English accents, particularly British English. In addition, participants valued the authentic spoken English provided by the platform because it reflected natural language use in real-life communication. These findings suggest that authentic English exposure through BBC Learning English provided meaningful listening experiences and contributed to participants’ perceived development of their listening skills.

2. Perceived Language Development Through BBC Learning English

This theme explores participants’ perceptions regarding language development through the use of BBC Learning English. Based on the interview findings, several participants reported that the platform helped them learn new vocabulary, understand unfamiliar words in context, learn useful expressions, and improve their awareness of pronunciation and word usage. Through authentic materials such as videos, podcasts, news reports, and conversations, participants were exposed to a wide range of vocabulary that supported their overall English language development.

The findings revealed that BBC Learning English provided opportunities for students to encounter vocabulary in meaningful contexts rather than learning isolated words. As a result, participants perceived improvements in both their

vocabulary knowledge and their ability to use English more effectively. This theme is divided into three sub-themes: vocabulary acquisition, learning useful expressions in context, and pronunciation awareness through vocabulary learning.

a. Vocabulary Acquisition

Based on the interview results, several participants reported that BBC Learning English contributed to their vocabulary growth. The platform exposed students to new words through various learning materials, such as videos, podcasts, and news-based content. SZ stated: *“I can understand unfamiliar words and learn many new vocabulary items from the videos.”* SZ perceived that BBC Learning English helped expand vocabulary knowledge through repeated exposure to authentic English materials.

Similarly, UQ explained: *“Word in the News helped me learn a lot of new vocabulary related to current issues.”* UQ shows that contextualized learning materials enabled students to acquire vocabulary while simultaneously developing their understanding of real-world topics. FP also stated: *“My vocabulary improved because I learned many new words from the listening materials.”* FP’s response suggests that listening activities were perceived as important for vocabulary development.

Based on these findings, participants perceived that BBC Learning English contributed positively to their vocabulary and language development by providing continuous exposure to new words in meaningful contexts.

b. Learning Useful Expression in Context

Another important finding was students’ ability to learn useful expressions and phrases commonly used in everyday communication. Participants reported that BBC Learning English introduced them to authentic expressions that are rarely found in traditional textbooks. CQS stated: *“I learned many useful expressions and phrases that native speakers use in daily conversations.”* CQS reflects that authentic materials enabled students to learn natural language used in real-life situations.

Similarly, SS mentioned: *“I found many expressions that I had never learned before in school.”* SS demonstrates that BBC Learning English enriched students’ language knowledge by exposing them to practical and commonly used expressions.

Therefore, participants reported that BBC Learning English helped them broaden their understanding of authentic English expressions and their appropriate use in communication.

c. Pronunciation Awareness through Vocabulary Learning

The interview findings also revealed that vocabulary learning through BBC Learning English increased students’ awareness of pronunciation. By listening to native speakers and reading transcripts simultaneously, students became more familiar with the relationship between pronunciation and spelling. SS explained: *“The transcripts help me connect pronunciation with spelling, so I can understand words better.”* SS indicates that the combination of audio and written texts supported students in recognizing how words are pronounced in authentic communication.

Likewise, FP stated: *“I learned not only the meaning of new words but also how to pronounce them correctly.”* FP reveals that vocabulary learning through BBC Learning English supported both lexical development and pronunciation awareness.

Overall, the findings indicate that BBC Learning English contributed positively to students’ vocabulary and language development. Participants perceived improvements in vocabulary acquisition, understanding of authentic expressions, and pronunciation awareness. These findings suggest that participants perceived BBC Learning English to be a useful resource for enriching their language knowledge and supporting overall English proficiency.

3. Perceived Enhancement of Confidence and Motivation

This theme explores participants’ perception regarding changes in their confidence and motivation after using BBC Learning English. Based on the

interview findings, several participants reported feeling more confident, motivated, and comfortable when engaging in listening activities. The participants perceived that regular exposure to authentic English materials helped them become more familiar with spoken English, which contributed to positive learning experiences. In addition, some participants reported feeling less anxious during listening activities and expressed greater willingness to continue practicing English independently. These participants suggest that BBC Learning English was viewed not only as a learning resource but also as a source of encouragement and motivation in the language learning process. This theme is divided into three sub-themes: increased confidence, increased learning motivation, and reduced listening anxiety.

a. Increased Confidence

Based on the interview findings, several participants reported feeling more confident after using BBC Learning English. As they became more familiar with authentic English materials, they felt more capable of understanding spoken English and participating in language-learning activities. SZ stated: *“I feel very happy and more confident because now I can understand English better than before.”* SZ indicates that perceived improvement in listening comprehension was associated with increased confidence. The participant felt more assured when listening to English materials due to the progress achieved through regular practice.

Similarly, CQS explained, *“I became slightly more confident when listening to English because I can understand more than I used to.”* CQS suggests that the participant’s confidence developed gradually as listening skills improved. FP also mentioned: *“That made me feel more confident about my listening ability.”*

SZ, CQS and FP demonstrate that BBC Learning English positively influenced students’ confidence by helping them achieve noticeable improvements in their listening performance.

b. Increased Learning Motivation

Another positive experience perceived by the participants was increased motivation to learn English. Several participants reported that the interesting and

engaging content available on BBC Learning English encouraged them to practice more frequently. SZ stated: *“I become more motivated to learn English because the materials are interesting and easy to access.”* SZ shows that engaging learning resources can increase learners’ willingness to continue studying independently. Likewise, CQS mentioned: *“It encouraged me to practice listening more often than before.”* CQS suggests that positive learning experiences motivated students to spend more time practicing English outside the classroom. SS also stated: *“I became slightly more motivated because I could see my own improvement.”* SS reported that perceiving their own progress increased their motivation to continue learning.

Based on these findings, participants perceived that BBC Learning English helped maintain their interest and motivation in learning English.

c. Reduced Listening Anxiety

The interview findings also revealed that several participants reported reduced anxiety during listening activities after practicing regularly by using BBC Learning English. UQ stated: *“After using BBC Learning English several times, I feel less stressful now if I have to do listening exercises or listening tests.”* UQ indicates that regular exposure to English listening materials helped reduce the participant’s fear and anxiety toward listening tasks.

Similarly, SS explained: *“I became less nervous when listening to English because I am more familiar with the way people speak.”* SS reflects that familiarity with authentic spoken English contributed to greater comfort and reduced listening-related anxiety. SZ also reported: *“I feel satisfied because listening activities are not as difficult as before.”*

UQ, SS, and SZ described their learning experiences as more comfortable after using BBC Learning English. Overall, the findings indicate that BBC Learning English contributed positively to students’ learning experiences. The participants reported increased confidence, stronger motivation to learn English, and reduced anxiety during listening activities. These positive emotional responses supported

their language learning process and encouraged them to engage more actively in English learning activities.

4. Perceived Usefulness of English Learning Media and BBC Learning English Features

English learning media can provide learners with access to language input and resources that support their learning process. In this study, BBC Learning English is considered one of the media that provides various features to support English learning. Several participants reported that features such as subtitles, transcripts, short learning materials, and level-based resources helped them understand listening materials more easily. Participants perceived these features as accessible, engaging, and manageable for their learning. This theme is divided into three sub-themes: subtitles and transcripts, short and engaging learning materials, and level-based learning resources.

a. Subtitles and Transcripts

Based on the interview findings, two participants specifically mentioned subtitles and transcripts as helpful features that supported students' listening comprehension. Participants reported that these features helped them understand difficult words, confirm what they heard, and improve their overall comprehension. SZ stated: *"The transcripts help me check whether I hear the words correctly."* SZ suggests that transcripts assisted students in verifying their understanding and reducing misunderstanding during listening practice. SS also stated: *"The transcripts are especially useful because they help me connect pronunciation with spelling"* SS demonstrates that transcripts not only supported comprehension but also helped students develop pronunciation awareness.

Therefore, Participants perceived subtitles and transcripts as important supporting features in facilitating students' listening comprehension and language development.

b. Short and Engaging Learning Materials

Another feature appreciated by the participants was the availability of short and engaging learning materials. Several participants reported that short videos and concise lessons helped them maintain their attention and avoid feeling overwhelmed. FP stated: *“I like the short videos because they are easy to follow and not too long.”* FP indicates that shorter learning materials helped students stay focused throughout the learning process. Similarly, UQ mentioned: *“The videos are interesting, so I do not get bored while learning.”* UQ suggests that engaging content increased students’ interest and participation in listening activities. SZ also explained: *“The short lessons make it easier for me to practice listening regularly.”*

FP, UQ and SZ demonstrate that concise and engaging materials encouraged students to practice listening more consistently.

c. Level-Based Learning Resources

The interview findings also revealed that two of the six participants appreciated the level-based learning resources provided by BBC Learning English. The platform offers materials suitable for different proficiency levels, allowing students to choose content that matches their abilities. UQ stated: *“I could choose the level that matched my English ability.”* UQ indicates that level-based materials enabled students to learn at a comfortable pace without feeling overwhelmed. Similarly, SS explained: *“I can choose easier materials first and then move to more difficult ones.”* SS suggests that the flexibility of level-based resources supported gradual learning experiences.

Based on these findings, BBC Learning English provided learners with appropriate materials that matched their proficiency levels and learning needs. Overall, the findings indicate that the features available on BBC Learning English played an important role in supporting students’ listening development. Subtitles and transcripts facilitated comprehension, short and engaging materials-maintained learners’ interest, and level-based resources provided appropriate learning support. Participants believed that these features made their learning experiences easier and more enjoyable.

5. Perceived Promotion of Learner Autonomy Despite Remaining Challenges

This theme explores participants' perceptions regarding learner autonomy and the challenges they encountered while using BBC Learning English. Most participants reported that the platform allowed them to study independently, choose learning materials according to their needs, and access learning resources anytime and anywhere. Participants perceived that this flexibility encouraged them to take greater responsibility for their own learning process. However, several participants also reported experiencing difficulties, such as understanding fast speech, unfamiliar vocabulary, accent variation, and maintaining consistency in listening practice. These findings suggest that while participants viewed BBC Learning English as a supportive resource for independent learning, they also recognized several challenges that remained during the learning process. This theme consists of two sub-themes: learner autonomy and remaining challenges.

a. Learner Autonomy

Based on the interview findings, participants perceived that BBC Learning English promoted independent learning. The platform enabled students to access learning materials anytime and anywhere, allowing them to take greater responsibility for their own learning process. SZ stated: *"I can study by myself anytime using BBC Learning English."* SZ indicates that the accessibility of BBC Learning English encouraged the participant to engage in self-directed learning outside the classroom.

Similarly, UQ explained: *"I could choose what I wanted to learn based on my needs."* UQ suggests that the platform provided learners with flexibility and control over their learning activities. FP also stated: *"I can learn anytime and anywhere, so it is very convenient."* FP demonstrates that the availability of online learning resources supported students in managing their own learning independently. SS further mentioned: *"I can choose materials by myself and learn at my own pace."* SS indicates that BBC Learning English allowed students to personalize their learning experience according to their proficiency level and learning goals.

Based on these findings, participants perceived that BBC Learning English encouraged learner autonomy by providing flexible access to learning materials and supporting self-directed learning practices.

b. Remaining Challenges

Although participants reported many benefits of using BBC Learning English, they also encountered several challenges during the learning process. Several participants reported different challenges, including understanding fast speech, unfamiliar vocabulary, different accents, and maintaining learning consistency. SZ stated: *“If the speaker talks too fast, I still get confused sometimes.”* SZ suggests that speech rate remains a challenge for some learners despite regular listening practice.

Similarly, UQ explained: *“I still find some unfamiliar accents difficult to understand.”* This finding indicates that exposure to different accents may still present difficulties for learners, particularly when they are not accustomed to certain pronunciation patterns. FP stated: *“I still struggle with unfamiliar vocabulary and expressions in some videos.”* FP demonstrates that limited vocabulary knowledge can affect listening comprehension when students encounter new words or phrases. SS also mentioned: *“My biggest challenge is being consistent in practicing listening regularly.”* SS suggests that maintaining a regular learning routine remains an obstacle for some learners despite having access to various learning resources.

These findings indicate that while BBC Learning English provides valuable support for language learning, students still face challenges related to linguistic complexity and learning habits. Such challenges highlight the importance of continuous practice and sustained motivation in supporting listening development.

Overall, the findings suggest that participants viewed BBC Learning English as supporting learner autonomy by encouraging students to engage in self-directed learning and manage their own learning progress. However, participants also reported several remaining challenges, including fast speech, unfamiliar

vocabulary, accent variation, and inconsistency in practice. These findings suggest that although BBC Learning English is a beneficial learning resource, learners still need continuous effort and practice to overcome difficulties and achieve greater listening proficiency.

B. Discussion

The purpose of this study was to explore students' perceptions of using BBC Learning English for listening development. Based on the findings, five themes emerged from the interview data: (1) perceived improvement in listening skills through authentic English exposure, (2) perceived language development through BBC Learning English, (3) perceived enhancement of confidence and motivation, (4) perceived usefulness of English learning media and BBC Learning English features, and (5) perceived promotion of learner autonomy despite remaining challenges.

1. Perceived Improvement in Listening Skills Through Authentic English Exposure

The findings revealed that participants perceived BBC Learning English as an effective platform for improving their listening skills through authentic English exposure. Participants reported that regular exposure to authentic listening materials helped them better understand spoken English, identify main ideas and keywords, become more familiar with native-speaker pronunciation and different English accents, and develop greater awareness of authentic spoken English. These findings support Krashen's (1985) Input Hypothesis, which suggests that language acquisition occurs through meaningful and comprehensible input. By providing authentic listening materials used by native speakers, BBC Learning English allows learners to experience natural language in real-life contexts, which facilitates listening development.

This finding is also consistent with Vandergrift and Goh (2012), who argue that authentic listening materials help learners develop effective listening strategies and improve listening comprehension through continuous exposure. Likewise, Davydenko (2021) found that BBC Learning English enhances learners' listening

comprehension by familiarizing them with authentic spoken English. Therefore, the findings suggest that authentic English exposure through BBC Learning English plays an important role in supporting EFL learners' listening development and preparing them for real-life communication.

2. Perceived Language Development Through BBC Learning English

The findings revealed that participants perceived BBC Learning English as contributing not only to their listening development but also to broader aspects of English language learning, particularly vocabulary acquisition, pronunciation awareness, and the understanding of useful expressions in authentic contexts. These findings support Krashen's (1985) Input Hypothesis, which emphasizes that language acquisition occurs through meaningful and comprehensible input. By exposing learners to authentic spoken English accompanied by transcripts and contextual explanations, BBC Learning English provides opportunities for learners to acquire new vocabulary and understand how language is naturally used in real-life communication.

This finding is consistent with Alizadeh and Ahour (2022), who found that BBC-based learning materials significantly improved learners' vocabulary knowledge and contextual understanding. Likewise, Davydenko (2021) reported that regular use of BBC Learning English contributed to both listening comprehension and vocabulary development, while Aini et al. (2023) highlighted that authentic audio, visual, and textual materials helped learners understand new vocabulary and expressions more effectively. Therefore, the findings suggest that BBC Learning English serves not only as a listening resource but also as an effective platform for supporting learners' overall language development.

3. Perceived Enhancement of Confidence and Motivation

The findings revealed that participants perceived BBC Learning English as enhancing both their confidence and motivation in learning English. Regular exposure to authentic listening materials encouraged participants to practice more consistently and helped them feel more confident when listening to and using English. These findings are consistent with Aini et al. (2023), who found that

students had positive perceptions of BBC Learning English because its authentic and engaging learning materials increased their interest and motivation to learn English. Likewise, Sholeha (2025) reported that authentic audio-visual materials provided by BBC Learning English improved learners' self-confidence while supporting their English language development. Therefore, the findings suggest that BBC Learning English not only facilitates language learning but also promotes learners' confidence and motivation, which are important factors in sustaining English learning.

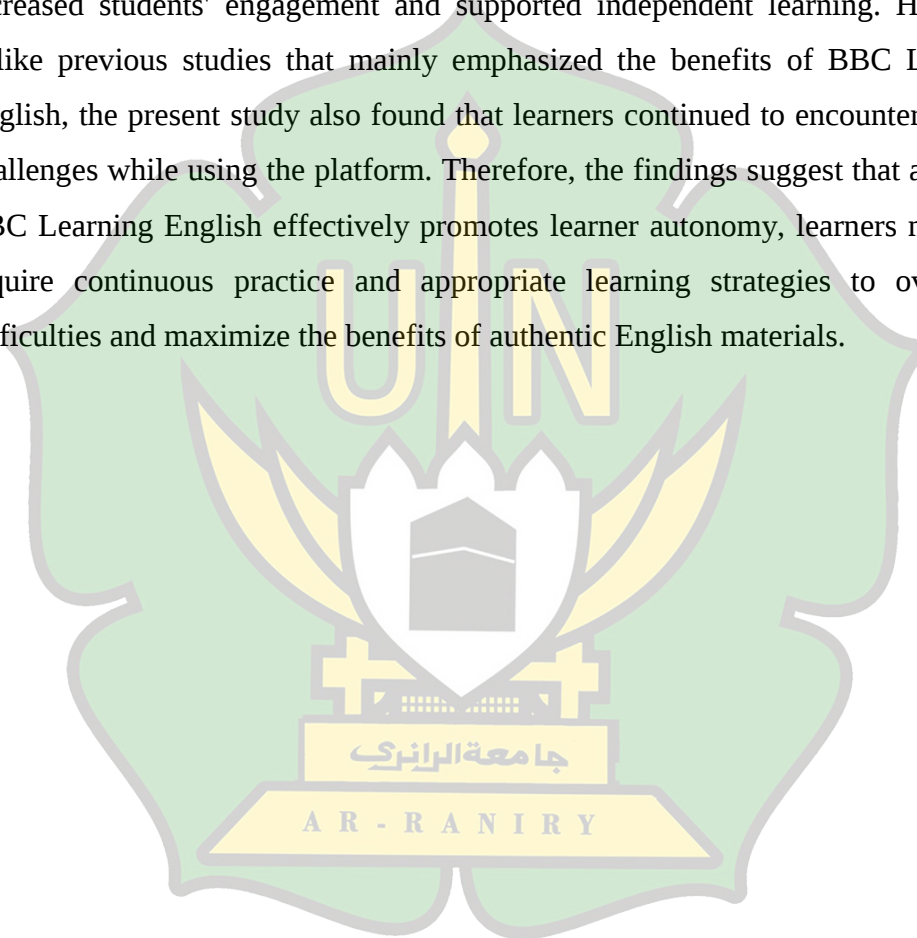
4. Perceived Usefulness of English Learning Media and BBC Learning English Features

The findings revealed that participants perceived the features provided by BBC Learning English as useful in supporting their English learning, particularly listening practice. Features such as transcripts, subtitles, short materials and level-based resources helped participants understand listening materials more easily, learn unfamiliar vocabulary, and follow spoken English at their own pace. These findings are consistent with Aini et al. (2023), who found that the integration of audio, visual, and textual elements in BBC Learning English created a more engaging and effective learning experience for students. Similarly, Davydenko (2021) reported that the use of BBC Learning English materials supported learners' listening development by providing authentic resources accompanied by features that facilitated comprehension. In addition, Anggrayni et al. (2024) emphasized that the use of BBC Learning English in language learning enhanced students' engagement and comprehension through authentic and accessible learning materials. Therefore, the findings suggest that the learning features offered by BBC Learning English play an important role in facilitating learners' understanding and supporting more effective English learning.

5. Perceived Promotion of Learner Autonomy Despite Remaining Challenges

The findings revealed that participants perceived BBC Learning English as promoting learner autonomy by allowing them to practice English independently

according to their own learning needs and pace, despite experiencing several challenges such as unfamiliar vocabulary, fast speech, and maintaining consistent learning habits. These findings are consistent with Aini et al. (2023), who found that BBC Learning English provides flexible and engaging learning resources that encourage students to learn independently outside the classroom. Similarly, Anggrayni et al. (2024) reported that authentic and accessible learning materials increased students' engagement and supported independent learning. However, unlike previous studies that mainly emphasized the benefits of BBC Learning English, the present study also found that learners continued to encounter several challenges while using the platform. Therefore, the findings suggest that although BBC Learning English effectively promotes learner autonomy, learners may still require continuous practice and appropriate learning strategies to overcome difficulties and maximize the benefits of authentic English materials.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore students' perceptions of using BBC Learning English for listening development. Based on the findings obtained through interviews, it can be concluded that the participants generally had positive perceptions of BBC Learning English as a learning platform that supported their listening and language learning experiences.

Overall, the participants perceived BBC Learning English as a valuable digital learning resource for listening practice. Most participants reported positive experiences related to listening activities, vocabulary learning, authentic language exposure, motivation, confidence, and independent learning. The participants also perceived that the platform provided meaningful opportunities to engage with authentic English materials and real-life communication. Therefore, BBC Learning English was viewed not only as a listening resource but also as a platform that supported broader language learning experiences among the participants.

The findings revealed five major themes. First, *perceived improvement in listening skills through authentic English exposure*, revealed that participants perceived authentic English exposure through BBC Learning English as beneficial for their listening development. They reported improvements in understanding spoken English, recognizing main ideas and keywords, becoming familiar with native-speaker pronunciation and different English accents, and appreciating authentic spoken English as a valuable learning resource.

Second, *Perceived Language Development Through BBC Learning English*, indicated that several participants perceived that the platform supported their language learning experiences. Participants reported learning new vocabulary, understanding useful expressions in context, and becoming more aware of pronunciation through exposure to authentic materials.

Third, *Perceived Enhancement of Confidence and Motivation*, revealed that several participants reported feeling more confident and motivated when engaging in listening activities. Some participants also described reduced anxiety and increased willingness to continue practicing English independently. These perceptions suggest that participants viewed BBC Learning English as a source of encouragement and positive learning experiences.

Fourth, *Perceived Usefulness of English Learning Media and BBC Learning English Features*, showed that participants perceived several features of the platform, such as subtitles, transcripts, short learning materials, and level-based resources, as helpful in supporting their learning experiences. These features were considered useful because they made listening materials easier to understand and allowed participants to learn according to their own needs and preferences.

Finally, the fifth theme, *Perceived Promotion of Learner Autonomy Despite Remaining Challenges*, indicated that most participants perceived BBC Learning English as supporting independent learning. Participants appreciated the flexibility of the platform, which enabled them to study according to their own pace and interests. However, several participants also reported challenges, including fast speech, unfamiliar vocabulary, accent variation, and difficulties in maintaining consistent listening practice.

Overall, the findings answer the research question by demonstrating that Acehese EFL students perceived BBC Learning English positively as an authentic digital learning resource for listening development. This study contributes to the existing literature by providing qualitative insights into students' experiences of using BBC Learning English in a higher education context and highlighting its potential to support listening development, language learning, confidence, motivation, and learner autonomy.

B. Suggestion

Based on the findings of this study, several suggestions are proposed for students, teachers, and future researchers.

1. For Students

Students are encouraged to use BBC Learning English consistently as a supplementary resource for improving their listening and overall English language skills. To maximize the benefits of the platform, students are advised to make use of features such as transcripts, subtitles, and level-based learning materials to support their listening comprehension, expand their vocabulary, and gradually become familiar with authentic English pronunciation and different accents. Since some participants experienced difficulties with fast speech and unfamiliar vocabulary, students are also encouraged to practice regularly and progress from easier to more challenging materials according to their proficiency level.

2. For Teacher

English teachers are encouraged to integrate BBC Learning English into listening instruction as a supplementary learning resource. The authentic materials and learning features provided by the platform can be used to expose students to natural spoken English, enrich vocabulary learning, and create more engaging listening activities. Teachers are also encouraged to guide students in selecting appropriate materials and utilizing features such as transcripts and subtitles to support their comprehension and independent learning.

3. For Future Researcher

Future researchers are encouraged to conduct similar studies involving a larger number of participants and different educational settings to obtain broader insights into students' perceptions of BBC Learning English. Future studies may also investigate the use of BBC Learning English for developing other English language skills, such as speaking, reading, writing, pronunciation, or vocabulary acquisition. In addition, quantitative or mixed-methods research is recommended to examine the effectiveness of BBC Learning English and compare it with other digital language-learning platforms.

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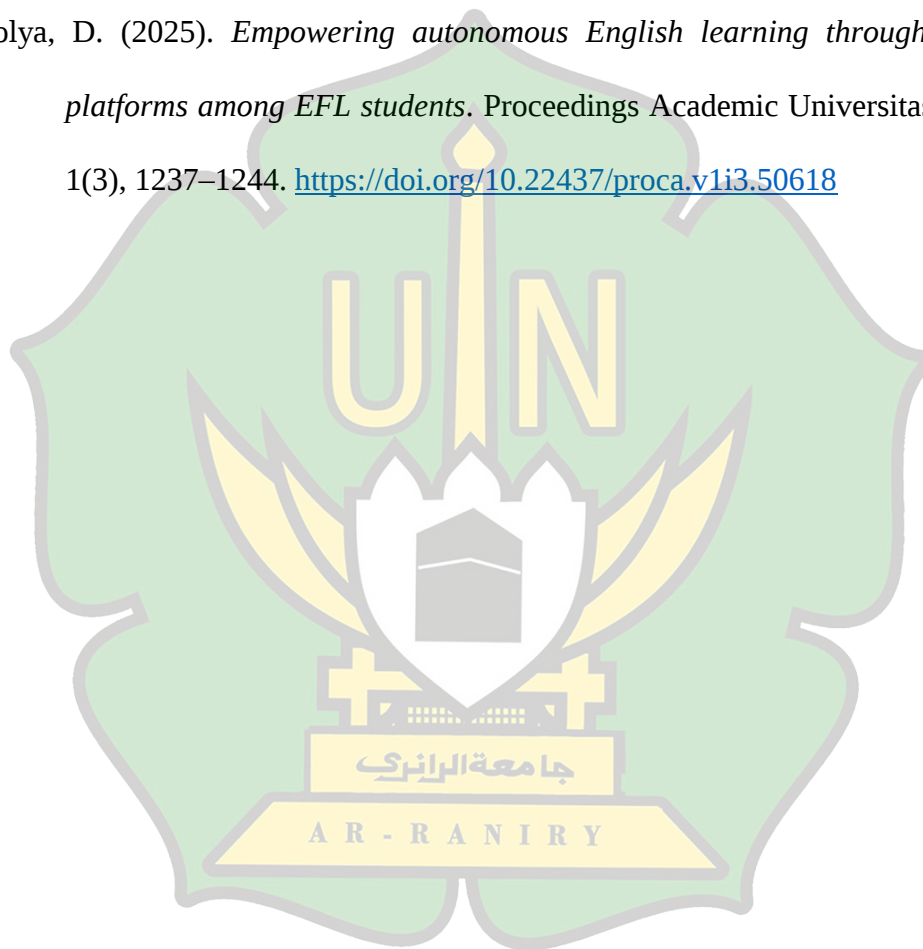
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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1716 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	MEMUTUSKAN 1. Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	Menunjuk Saudara : Rahmi, M. TESOL., Ph.D. جامعة الرانيري Untuk membimbing Skripsi Nama : Risyda Fadhlia NIM : 220203006 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Perceived Influence of the BBC Learning English Materials on Acehese EFL Students' Listening Skills
KEDUA	1. Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	1. Pembiayaan akibat keputusan ini dibebankan pada DiPA UIN Ar-Raniry Banda Aceh Nomor SP DiPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
KEEMPAT	1. Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	1. Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 22 Desember 2025

Dekan



Tembusan

- 1. Sakon Kementerian Agama RI di Jakarta;
- 2. Deyan Pendidikan Islam Kementerian Agama RI di Jakarta;
- 3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- 4. Kantor Pelajaran Perbendaharaan Negara (KPPN) di Banda Aceh;
- 5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 6. Kepala Bagian Keuangan dan Humas UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 7. Yang bersangkutan;
- 8. Arsip.



Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan*



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3060/Un.08/FTK.1/TL.00/5/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203006

Nama : RISYDA FADHLIA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Medan-Banda Aceh Syuhada Blang Tambue

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE PERCEIVED INFLUENCE OF THE BBC LEARNING ENGLISH MATERIALS ON ACEHNESE EFL STUDENTS' LISTENING SKILL***

Banda Aceh, 05 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 12 Juni 2026

جامعة الرانيري

AR - RANIRY

Appendix C: Confirmation Letter from English Language Education Department


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : phd.fk@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B-416/Un.08/PBI/Kp.01.2/7/2026

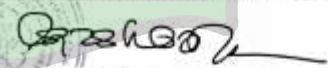
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Risyda Fadhlia
NIM	: 220203006
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Desa Blang Tambue, Kec. Simpang Mamplam, Kab. Bireuen, Aceh

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Perceived Influence of the BBC Learning English Materials on Acehese EFL Students' Listening Skills"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 8 Juli 2026
 Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana



Appendix D: Informed Consent

Informed Consent Form

Research Project Title : The Perceived Influence of the BBC English Learning Materials on Acehnese EFL Students' Listening Skills.

Researcher : Risyda Fadhlia

Thank you for agreeing to participate in this research. You have been invited because you are an active student of the English Language Education Department at UIN Ar-Raniry who has experience using BBC Learning English materials to support your learning English, particularly listening. This study aims to explore students' perceptions of the influence of BBC Learning English materials on their listening skills. It focuses on understanding their experiences, perceived benefits, and challenges in using the platform as a supplementary learning resource.

If you agree to participate, you will be asked to take part in semi-structured interview. During the interview, you will be invited to share your experiences and opinions about using BBC Learning English materials, including how the materials have influenced your listening development, language learning, and overall learning experience. The interview is expected to take approximately 25-30 minutes. With your permission, the interview will be audio-recorded to ensure the accuracy of the information collected.

Voluntary Participation

Your participation in this study is entirely voluntary. You may decline to participate, refuse to answer any question, or withdraw from the study at any time without any penalty or negative consequences. If you decide to withdraw, your data will not be included in the analysis upon your request.

Confidentially

All information collected during this study will be kept confidential and used only for academic purposes. Your identity will not be disclosed in any report or

publication; instead, a participant code or pseudonym will be used. All research data will be stored securely and accessed only by the researcher.

If you have any questions regarding this research, please feel free to contact:

Researcher:

Risyda Fadhlia

Department of English Language Education UIN Ar-Raniry Banda Aceh

Email: 220203006@student.ar-raniry.ac.id

Phone: +628216219599

Statement of Consent

I have carefully read the information provided in this consent form. I understand the purpose of the research, the procedures involved, and my rights as a participant. I understand that my participation is voluntary and that I may withdraw from the study at any time without any consequences. By signing below, I voluntarily agree to participate in this research.

Banda Aceh, 2026

Researcher

Risyda Fadhlia

Participant

(.....)

Appendix E: Interview Protocol and Questions

Interview Protocol

Research Project Title : The Perceived Influence of the BBC English Learning Materials on Acehnese EFL Students' Listening Skills.

Time of Interview :

Date :

Place : UIN Ar-Raniry, Banda Aceh

Research Investigator : Risyda Fadhlia

Participant :

Position of Interviewee: Student of English Language Education Department

This study explores Acehnese EFL students' perceptions of the influence of BBC Learning English materials on their listening skills. The research aims to understand students' experiences, perceived benefits, and challenges in using BBC Learning English as a supplementary learning resource. Data will be collected through semi-structured interviews, and the interview will be audio-recorded with the participant's permission. All information shared by the participant will remain confidential and will be used only for academic purposes. During the interview, participants will be asked several questions about their experiences of using BBC Learning English materials and their perceptions of its influence on their listening and overall language learning. The interview is expected to last approximately 25-30 minutes.

Questions:

1. How long have you been using BBC Learning English, and how did you first discover it?
2. How often do you use BBC Learning English, and what kind of content do you usually access?
3. What was your main reason for choosing BBC Learning English over other platforms for listening practice?
4. In your opinion, has using BBC Learning English helped improve your listening skills? Can you share a specific experience where you noticed the difference?
5. Which aspects of listening do you feel have improved the most after using BBC Learning English?
6. Have you noticed any improvement in understanding different English accents after using BBC Learning English? Can you describe it?
7. Were there any listening difficulties you struggled with before using BBC Learning English that have since improved? Are there still challenges that remain?
8. How do you perceive the authenticity of the English used in BBC Learning English content? Does it help you understand “real” English as used by native speakers?
9. Which features of BBC Learning English do you find most helpful for practicing listening, and why?
10. Has using BBC Learning English made you more motivated to practice listening outside of class? How has it influenced your attitude toward learning English?
11. Do you feel more independent as a learner when using BBC Learning English compared to only learning in the classroom? Why or why not?
12. Have you experienced any difficulties or obstacles when using BBC Learning English for listening practice? What were they?
13. Do you think the level of English used in BBC Learning English materials is appropriate for your current proficiency level? Why or why not?

14. In your opinion, is BBC Learning English suitable to be formally integrated into the English Language Education curriculum at university level? What are your reasons?
15. As a future English teacher, would you consider using BBC Learning English in your own classroom? How would you incorporate it into your teaching?



Appendix F: Sample of Interview Transcript

Interviewer : Risyda Fadhlia (RF)

Participant : SZ

RF	So I'm going to ask you the first question. How long have you been using BBC Learning English and how did you first discover it?
SZ	I have been using BBC Learning English for around one semester. First, I knew that BBC from my lecturer in class, intermediate language skill class. At that time, my lecturer taught us to use BBC Learning English for listening practice and also for class assignment. So my lecturer, she asked us to use BBC every time and then she will give the assignment in the class. So when we joined the class, we can understand the words that play in the speaker. Before that, I had never used this platform and honestly, I didn't know much about it. But the first time I used this, I only used it because it was part of my class task. But after some time, I started to know more about the platform and how it can help me improve my English, especially my listening.
RF	Ah, I see. So how often do you use BBC Learning English and what kind of content do you usually access?
SZ	I use BBC Learning only when my lecturer gives assignment. So maybe around one semester. Sometimes if I have free time, I also try to open it by myself at home. Because lecturer told us to play BBC every time, even when I'm cooking, I'm washing, sleeping, every time that I do. I usually watch short videos because I feel short videos are easier for me to focus on. But sometimes when I get a long video, I feel sleepy because it's too long. And I often watch that conversation when I type BBC, when I open BBC Learning, it's that font in my eyes that I will play, that I listen. So it's a free topic.
RF	So you don't choose any topic when you use the material?
SZ	Yeah, no. So I don't choose that topic. If I found this topic, I choose that. If I found others topic, I choose that. Okay, that's all.
RF	Good. And next, what was your main reason for choosing BBC Learning English over other platforms for listening practice?
SZ	Honestly, my first reason was simple because my lecturer asked to use it in the class. I didn't choose that by myself in the beginning. For example, I didn't find it from TikTok advertisement, no, but from lecture. But after using it several times, I feel that BBC Learning English was actually helpful. The explanations are clear, the speakers speak naturally, and the

	topics are useful for students. Compared to random videos on social media or other platforms, I feel BBC Learning is more organized for learning.
RF	So would you still use BBC Learning English if it was not assigned by your lecturer? Why?
SZ	If I have free time, I will use it. But sometimes, commonly, I don't have free time. But after I don't get a task from my lecturer, I seldom watch BBC.
RF	You are a busy student, right? And next question, in your opinion, has using BBC Learning English helped improve your listening skills? Can you share a specific experience where you notice the difference?
SZ	Yes, I think it really helped me improve my listening skills. Before I used BBC Learning English, I often had difficulty understanding spoken English, especially when native speakers talk fast. Sometimes when I listen to the native speakers speak, I don't understand what they say. But after listening to BBC, I can understand the words that I cannot understand from native speakers. After I listen to them, I can understand the way they speak, their pronunciation. So after listening to BBC Learning English, I started to recognize more words and understand sentences better. I remember one time in class when my lecturer gave us a listening test. I feel more confident because I can understand the audio better than before. So that made me realize that my listening was improving, even though little.
RF	So how did you feel when you realized your listening skill was improving?
SZ	I feel satisfied because this helped me improve my English skills, especially in listening skills. So when a lecturer plays, for example, the native speaker's audio, I can understand what she orders to us.
RF	Interesting. Next, which aspects of listening do you feel have improved the most after using BBC Learning English?
SZ	The biggest improvement is in understanding pronunciation and vocabulary that when so after I listening, that BBC I can understand the word difficult to me, to understand what is that word I don't understand so, after listening that I can understand, for example if they say blablabla, ooo its mean blablabla,
RF	I see. Have you noticed any improvement in understanding different English accents after using BBC Learning English? Can you describe it?
SZ	I have it, especially British accents. At first, I felt that the accent was difficult because I was more familiar with American English from movies or social media. Sometimes the pronunciation sounded very different to me. But after listening to this platform, BBC Learning English, many times I became more familiar with the accents, even British accents, even not much. But now, even if I don't understand every word, I can follow the conversation better than before.

RF	Which accent do you prefer now, British or American English?
SZ	Prefer? understand? So far, I understand more in American English. Because for me, British English is a little bit difficult to me.
RF	American English, we use it daily, right? Next question. Were there any listening difficulties you struggled with before using BBC Learning English that have since improved? Are there still challenges that remain?
SZ	Before using BBC Learning, one of my biggest difficulties was understanding fast speech. My difficulty is when the native speaks too fast, I don't understand. So I have to replay, pause, or look at the subtitles. But that's my problem. And then I also had problems with unfamiliar words or vocabulary. But after using BBC Learning English, step by step, I can understand unfamiliar words or vocabulary. But even I understand some of that, I still feel difficult. I still have some challenges. But if the speaker talks too fast or uses difficult vocabulary, sometimes I still get confused.
RF	I see. How do you perceive the authenticity of the English used in BBC Learning English content? Does it help you understand real English as used by native speakers?
SZ	I think the English used in BBC Learning English is very natural and real. It doesn't sound like only textbook English. It sounds like how native speakers really speak in daily life. In our language, it's called not speak like <i>EYD</i> , <i>EYD</i> in <i>bahasa</i> . I think that's one thing that really improves the students, we as students. So we need to understand English, not only grammar from books. So from that, it can help us get used to natural pronunciations, intonations, and expressions.
RF	Alright. Which features of BBC Learning English do you find most helpful for practicing listening and why?
SZ	The features I like most are subtitles and transcripts. They help me a lot when I don't understand what the speaker says. I can look at the subtitles or read the transcript. And after that, I can listen again and understand until I understand better. And I also like short videos because they are easier to follow. So if I don't understand, I can replay again because it's only less than 10 minutes. So I don't take a long time to rewatch it again.
RF	Do you use subtitles immediately or do you try listening first before using it?
SZ	Firstly, I try by myself without subtitles. But if I can't understand one more time, I replay with the subtitles. And then I play again without subtitles. So when I play three times, I can understand. And I can remember when I watched it with subtitles.

RF	I see. Has using BBC Learning English made you more motivated to practice listening outside of class? How has it influenced your attitude toward listening English?
SZ	It has helped me because I become more motivated, especially when I notice my improvement. Usually, before I use this, I notice that I cannot understand anything. But when I understand something that I could not understand before, I feel very, very happy and more confident. And I always want to try to use it again to be more able to understand what the native speakers speak. But honestly, sometimes I also feel bored or sleepy while watching because I'm not really a person who likes watching videos for a long time. Sometimes I lose focus or sometimes I'm distracted by chat or maybe other notifications. But I still try to watch because I know this has helped me a lot in class, in improving my English, or even when I meet native speakers someday.
RF	Besides BBC Learning English, do you usually use other media or other platforms for practicing listening like TikTok, YouTube?
SZ	Yes, I have. Usually, I like to listen to the hot news. Sometimes I watch TED Talks. Even though I don't understand all, but I know a little bit about news from outside countries. I don't know what they talk about, but when I watch TED Talks, I feel happy. Because, firstly, I like to watch hot news even though I don't understand. And when I make happy, after the end of the video, I don't feel sleepy even though I don't understand all.
RF	Do you feel more independent as a learner when using BBC Learning English compared to only learning in the classroom? Why or why not?
SZ	Yes, I feel more independent because I can study by myself anytime. So I don't always need a lecturer to explain everything. If I don't understand something, simply, I can pause the video and repeat it or watch it again until I understand. So, it's more independent than learning in the classroom. So, in the classroom, I feel a little bit difficult because we have many students. So, if we ask again to the lecturers, they don't have the time to explain and re-explain again because they still have so many topics to explain to us. And many students don't understand. So, BBC is more independent because, as you just know, we can replay it. Yes, it's flexible.
RF	Next question. Have you experienced any difficulties or obstacles when using BBC Learning English for listening practice? What were they?
SZ	Yes, I have. One difficulty is sometimes I feel bored, sleepy or not interested in watching for too long because I personally do not really enjoy watching videos. And another difficulty is when the speaker talks very fast or uses words I have never heard before. In those moments, I need to replay the video several times. And another difficulty is distracted with

	notifications. Or if I'm at home, sometimes my mother is calling me, I have to do something. So, I have to pause. So, when I watch again, I don't understand because the video was paused. I feel bored.
RF	I see, do you think the level of English used in BBC Learning English materials is appropriate for your current proficiency level? Why or why not?
SZ	Yes, I think it's suitable for my level as an English student. Some videos are easy but some are more challenging. But it's okay. When we feel challenging, we can pause or at subtitles or transcripts. And I think that is good because it helps improve step by step. If everything is too easy, maybe I will not learn much. So, when we don't have challenges, it will not be learned for us. But if we have challenges, we can remember again. We can remember, oh, this is so challenging. After that challenge, we did it.
RF	I get it. In your opinion, is BBC Learning English suitable to be formally integrated into the English language education curriculum at university level? What are your reasons?
SZ	I think it's very suitable for university students. Especially English department students. Because we know English department, English is not our language. So, from the pronunciation, from vocabulary, it was different. So, it really, really helps us to improve our listening, vocabulary, pronunciation, and also understanding of real English. Because we don't listen to it in our daily life every day. So, as a student, we can practice not only in class but also independently at home.
RF	As a future English teacher, would you consider using BBC Learning English in your own classroom? How would you incorporate it into your teaching?
SZ	Yes, I would like to use it in my future classroom. I think it can be a useful learning tool for students. If I would be a future English teacher, I will use that short video for listening activities. And then I will ask students to discuss the content. And I will give a little bit questions or learn a new vocabulary from that video. So, it makes it interesting, I think. And I think it can make learning more interesting and help students become more active when learning, listening. So, they don't feel bored.
RF	So, do you think authentic material is important for students, like videos?
SZ	Yes, because I think that students more like visual. Then we explain or just listening. So, when they look at the video, they can imagine that when they get this word, Oh, I just know this word in this video.
RF	So, they have to listen to native speakers too, instead of us.
SZ	Yes.

AUTOBIOGRAPHY

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