

**THE EFFECTIVENESS OF USING BBC LEARNING ENGLISH AS A
LEARNING MEDIUM TO IMPROVE STUDENTS' VOCABULARY MASTERY**

THESIS



By:

ALMER MIQDADY FIQYAN

NIM. 200107110031

**ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH
AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM MALANG**

2026

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LEARNING MEDIUM TO IMPROVE STUDENTS' VOCABULARY MASTERY**

THESIS

Submitted to Fulfill the Thesis on the Undergraduate Program English Education
Department in Faculty of Education and Teacher Training, Maulana Malik
Ibrahim State Islamic University Malang



By:

Almer Miqdady Fiqyan

200107110031

Advisor:

Harir Mubarak, M.Pd

NIP. 19870708201802011152

**ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH
AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM MALANG**

2026



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

THESIS APPROVAL SHEET

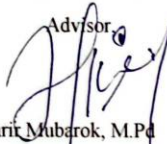
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By:

Almer Miqdady Fiqyan

200107110031

Has been approved by the advisor for the further approval by the
board of examiners

Advisor


Harit Mubarak, M.Pd

NIP. 19870708 2023211024

Acknowledged by:

Head of English Education Department,



Maslihatul Bisriyah, M.TESOL

NIP. 198909282019032016

LEGITIMATION SHEET

THE EFFECTIVENESS OF USING BBC LEARNING ENGLISH AS A
LEARNING MEDIUM TO IMPROVE STUDENTS' VOCABULARY
MASTERY

THESIS

by:

Almer Miqdady Fiqyan (200107110031)

Has been defended in front of the board of examiners at the date of _____
and declared PASS

Accepted as the requirement of the Degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

Signature

1. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed
NIP. 197410252008012015

Main Examiner

2. Rendhi Fatrisna Yuniar, M.Pd
NIP. 199406182020121003

Co-Examiner

3. Harir Mubarak, M.Pd
NIP. 19870708201802011152

Advisor

Approved by

Dean of Education and Teacher Training Faculty

Malik Ibrahim Malang State Islamic University



Prof. Dr. H. Muhammad Walid, M.A
NIP. 197308232000031002

Harir Mubarak, M.Pd.

Lecturer of Faculty of Education and Teacher Training

Maulana Malik Ibrahim Malang State Islamic University

THE OFFICIAL ADVISORS' NOTE

Hal : Thesis of Almer Miqdady Fiqyan

Malang, 22 Juni 2026

Lamp :

The Honorable,

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

In

Malang

Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name	: Almer Miqdady Fiqyan
Students ID Number	: 200107110031
Department	: English Education
Thesis	: The Effectiveness of Using BBC Learning English as a Learning Medium to Improve Students' Vocabulary Mastery

Therefore, we believed that the thesis of Almer Miqdady Fiqyan has been approved for further approval by the board of examiners.

Wassalamualaikum Wr. Wb

Advisor



Harir Mubarak, M.Pd.

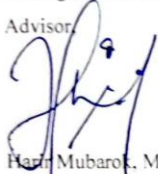
NIP. 9870708201802011152

APPROVAL

This is to certify that the thesis of Almer Miqdady Fiqyan has been approved by the advisor for further approval by the board of examiners.

Malang, 22 Juni 2026

Advisor,

A handwritten signature in blue ink, appearing to be 'Hazi Mubarak', with a small number '9' written above the middle of the signature.

Hazi Mubarak, M.Pd.

NIP. 19870708201802011152

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Almer Miqdady Fiqyan
Students ID Number : 200107110031
Department : English Education
Address : Jl. Kantor Desa. Rt. 04/Rw. 05, Desa Sukorejo, Kec.
Gurah, Kab, Kediri

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Almer Miqdady Fiqyan

NIM 200107110031

MOTTO

“Tidak akan pernah tau kalau belum dicoba. Tidak akan pernah menyesal sebelum sadar. Lupa adalah hal wajar, tapi mengulang kesalahan yang sama adalah kebodohan.”

"You'll never know unless you try. You'll never regret it until you realize.

Forgetting is natural, but repeating the same mistake is stupid."

THESIS DEDICATION

This thesis I primarily dedicate for myself as the thesis writer, I hope the struggle this time is not in vain and there is a silver lining. I also not forget to dedicate this thesis to my family, relatives and the extended family of UIN Malang, who have provided prayer support and assistance without which I as a writer would probably have faced difficulties. To all my friends, I would like to express my deepest gratitude because with their encouragement and help I can finally reach this point.

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The writer realizes that this thesis were able to reach this point because of the assistance of various parties. Therefore the writer would like to give thanks for all parties who have helped, supported, prayed for and even made things easier for the writer. Furthermore researcher would like to express his deepest gratitude to:

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LATIN ARABIC TRANSLITERATION GUIDE

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Diphthong Vocal

أو = aw

أي = ay

أُو = ŭ

إي = î

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ABSTRACT

Almer Miqdady Fiqyan. 2026. The Effectiveness of Using BBC Learning English as a Learning Medium to Improve Students' Vocabulary Mastery. Thesis. Department of English Education, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

Supervisor: Harir Mubarak, S.Pd

Key words: BBC Learning English, Vocabulary Mastery, Eight grade student.

Mastery of vocabulary is indeed one of the most important components in learning a foreign language. However, secondary school students often experience problems remembering new words effectively due to boring conventional learning methods. Therefore, this research tries to determine whether the BBC Learning English application as a digital learning tool can help expand the vocabulary mastery of eighth grade students at MTS Bahrul Ulum Perak Jombang. This study adopts a quantitative method and is structured as a quasi-experimental research. The entire eighth grade students were the research population, and from that population, two classes were taken as a sample through purposive sampling methods. The experimental group class was given a treatment through BBC Learning English media, and the control group class was taught through traditional methods. A vocabulary test, comprising a pre-test and post-test, was the instrument for data collection. The collected data was statistically analyzed using Independent Samples T-Test through the SPSS program. Results of the study show that the data are normally distributed per the Shapiro-Wilk test ($\text{Sig.} > 0.05$) and are homogeneous in nature per the Levene's test ($\text{Sig.} 0.513 > 0.05$). The hypothesis test using Independent Samples T-Test on the post-test scores showed a 2-tailed significance of 0.045. Since the significance value was less than the alpha level ($0.045 < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Meanwhile, there was a Mean Difference value of 5.667 indicating that the average achievement of the experimental group was higher than that of the control group. From these results, the takeaway is the use of the BBC Learning English application as a learning media has Quite a bit been proved to raise the eighth grade students' vocabulary mastery. This media is recommended to be used by English teachers as an alternative for learning that is both interactive and contextual.

ABSTRAK

Almer Miqdady Fiqyan. 2026. The Effectiveness of Using BBC Learning English as a Learning Medium to Improve Students' Vocabulary Mastery. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Harir Mubarak, M.Pd

Kata Kunci: BBC Learning English, Penguasaan Kosakata, Siswa Kelas Delapan

Penguasaan kosakata memang menjadi salah satu komponen terpenting dalam pembelajaran bahasa asing. Namun, siswa sekolah menengah sering mengalami masalah dalam mengingat kata-kata baru secara efektif karena metode pembelajaran konvensional yang membosankan. Oleh karena itu, penelitian ini mencoba untuk mengetahui apakah aplikasi BBC Learning English sebagai alat pembelajaran digital dapat membantu memperluas penguasaan kosakata siswa kelas delapan di MTS Bahrul Ulum Perak Jombang. Penelitian ini mengadopsi metode kuantitatif dan disusun sebagai penelitian eksperimen semu atau quasi-experimental. Seluruh siswa kelas delapan menjadi populasi penelitian, dan dari populasi tersebut diambil dua kelas sebagai sampel melalui metode purposive sampling. Kelas kelompok eksperimen diberikan perlakuan melalui media BBC Learning English, dan kelas kelompok kontrol diberikan perlakuan melalui metode tradisional. Tes kosakata yang terdiri dari pre-test dan post-test merupakan instrumen pengumpulan data. Data yang terkumpul dianalisis secara statistik menggunakan Independent Samples T-Test melalui program SPSS. Hasil penelitian menunjukkan bahwa data berdistribusi normal berdasarkan uji Shapiro-Wilk ($\text{Sig.} > 0,05$) dan bersifat homogen berdasarkan uji Levene ($\text{Sig.} 0,513 > 0,05$). Uji hipotesis menggunakan Independent Samples T-Test pada skor post-test menunjukkan signifikansi 2-tailed sebesar 0,045. Karena nilai signifikansi lebih kecil dari tingkat alpha ($0,045 < 0,05$), maka hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Sedangkan nilai Mean Difference sebesar 5,667 yang menunjukkan rata-rata prestasi kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Dari hasil tersebut dapat diambil kesimpulan bahwa penggunaan aplikasi BBC Learning English sebagai media pembelajaran cukup terbukti meningkatkan penguasaan kosakata siswa kelas delapan. Media ini direkomendasikan untuk digunakan oleh guru bahasa Inggris sebagai alternatif pembelajaran yang bersifat interaktif dan kontekstual.

ملخص البحث

ألمير مقدادي فقيهان. ٢٠٢٦. فعالية استخدام التطبيق الرقمي لتعليم اللغة الإنجليزية كوسيلة تعليمية لترقية استيعاب المفردات لدى الطلاب. البحث العلمي. قسم تعليم اللغة الإنجليزية، كلية التربية وتأهيل المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج

الكلمات المفتاحية: بي بي سي لتعليم اللغة الإنجليزية، إتقان المفردات، طلاب الصف الثامن

إن إتقان المفردات هو بالفعل أحد أهم المكونات في تعلم اللغة الأجنبية. ومع ذلك، غالبًا ما يواجه طلاب المدارس المتوسطة مشكلات في تذكر الكلمات الجديدة بفعالية بسبب طرق (BBC Learning English) التعلم التقليدية المملة. لذلك، تسعى هذه الدراسة إلى تحديد ما إذا كان تطبيق كأداة تعلم رقمية يمكن أن يساعد في توسيع حصيلة إتقان المفردات (BBC Learning English) لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية "بحر العلوم" بيراك جومبانج. اعتمدت هذه الدراسة المنهج الكمي وصُممت كبحث شبه تجريبي. شكل جميع طلاب الصف الثامن مجتمع الدراسة، وتم اختيار فصلين كعينة من هذا المجتمع باستخدام طريقة العينة (BBC Learning English) القصدية. خضعت المجموعة التجريبية للمعالجة باستخدام تطبيق ، بينما دُرست المجموعة الضابطة باستخدام الطرق التقليدية. وتمثلت أداة جمع (BBC Learning English) البيانات في اختبار المفردات الذي اشتمل على اختبار قبلي واختبار بعدي. خضعت البيانات للمجموعات المستقلة عبر برنامج (T) التي تم جمعها للتحليل الإحصائي باستخدام اختبار أظهرت نتائج الدراسة أن البيانات تتوزع توزيعاً طبيعياً وفقاً لاختبار "شابيرو- (SPSS) ويلك" (درجة الدلالة $0.05 >$)، وتتميز بالتجانس وفقاً لاختبار "ليفيني" (درجة الدلالة للمجموعات المستقلة $0.05 > 0.513$ (T)). كما أظهر اختبار الفرضيات باستخدام اختبار لدرجات الاختبار البعدي دلالة إحصائية ذات طرفين بلغت 0.045. وبما أن قيمة الدلالة وقُبِلت (H_0) كانت أقل من مستوى ألفا ($0.05 > 0.045$)، فقد رُفِضت الفرضية الصفرية وفي الوقت نفسه، كان هناك قيمة لمتوسط الفروق بلغت 5.667، مما (Ha) الفرضية البديلة يشير إلى أن متوسط إنجاز المجموعة التجريبية كان أعلى من المجموعة الضابطة. بناءً على كوسيلة (BBC Learning English) هذه النتائج، فإن الخلاصة هي أن استخدام تطبيق تعليمية قد ثبت بدرجة كبيرة أنه يرفع من مستوى إتقان المفردات لدى طلاب الصف الثامن. ويُوصى باستخدام هذه الوسيلة من قبل معلمي اللغة الإنجليزية كبديل تعليمي تفاعلي وسياقي في آن واحد.

CHAPTER I

INTRODUCTION

This chapter covered the reasons and problems with a phenomenon that occurs before researching more deeply. This section introduced the background of study, research question and objective of the study, scope and limitations, significance of the study, and key terms definition related to the study.

1.1 Background of the Study

Indonesian students face various difficulties in acquiring English vocabularies, which hinder their ability to understand of the learning material and teacher's instructions. Rohmatillah (2014) stated that the reasons for their struggles are, firstly, being hardly exposed to foreign words, particularly in their routines, as they seldom are given the chance to speak English. Secondly, there is a deficiency of willingness and drive in students to take up a foreign language. Many students believe that they will not need to use the foreign languages in their future lives, which reduces their motivation to learn the language, particularly when they will be mature. What is more, some of them having certain specifications for their careers or beliefs that do not focus on the necessity of the foreign language skills, although almost every profession requires some level of these skills nowadays are still there.

Vocabulary acquisition is the most crucial aspect of learning a second language, as it is the base that supports all other abilities of the language skills such as speaking, listening, reading, and writing (Alqahtani, 2015). Limited vocabulary students often finds it difficult to convey their thoughts and to understand the spoken or written language. Pascual, L. C., Dionisio, G., and

Ilustre, R. (2022) Traditional methods like memorization of word lists and dictionary exercises, though partially helpful, are generally quite inefficient when it comes to retention of vocabulary in the long term and acquiring its understanding from the context. Amirian and Heshmatifar (2013) say that vocabulary knowledge is the main factor that determines language level, especially in the field of reading comprehension and oral communication. Learning vocabulary effectively involves more than memorizing word lists; it also include understanding words in context, repeated exposure, and active use in communication. Some of the strategies that can be employed for vocabulary retention are the use of context, learner autonomy, and implementation of electronic vocabulary learning tools such as flashcards and mobile applications. Therefore, vocabulary development is not just a linguistic requirement but also a cognitive and social process.

The significance of vocabulary as a tool to understand and to communicate in a meaningful way is in line with the Qur'an teachings. One example is the verse from Surah Ibrahim:

"وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ"

“And We did not send any messenger except [speaking] in the language of his people to state clearly for them...” (Qur'an, 14:4). The point of this verse is that the messages should be delivered in a language that the audience understands, thus it is said that language and consequently vocabulary are the means that facilitate understanding and relationship. From both communication and spiritual perspectives, the ability to understand words in the right purpose is the only way

communication can be successful which is also true for the comprehension of the holy messages.

The necessity of upgrading vocabulary learning is made more clear by the worldwide call for the use of English in the academic and professional fields. As Alqahtani (2015) stated, vocabulary is the core of linguistic competence as well as learners' confidence and independence in language use. Without a sufficient vocabulary, learners might be unsuccessful in achieving communicative competence even if they are grammatically correct.

Moreover, the use of digital media in education has turned to be the core component in improving the effectiveness of teaching and learning process. The fast move towards digitization occurred primarily when the COVID-19 pandemic, which subsequently transformed the way knowledge is given and taken. As Klein (2022) mentioned, the use of digital technologies for remote and hybrid learning has been embraced by higher education institutions and students. Besides, digital media facilitate the access to the academic content and also give more space for the interactive and learner-centered approaches. The platforms that are used in this way enable the learners to be engaged, autonomous, and flexible which is very important for the modern educational contexts.

Along with this digital change, the use of digital media has also been a great tool for supporting language development, especially in vocabulary acquisition which is an essential part of language proficiency. BBC Learning English is one of the most remarkable platforms that provides a wide range of multimedia content such as videos, interactive exercises, and podcasts aimed at exposing learners to authentic language usage. In their article, Herda, Del Mundo,

and Harahap (2022) state that such materials help learners comprehend vocabulary in context and also, they get motivated through the content that is engaging. Their study found that the students who used BBC Learning English had better vocabulary mastery and they also felt more confident in using English in everyday communication.

BBC Learning English is a part of the BBC World Service which has been offering free English language teaching resources including audio, video, and text materials to learners all over the globe since 1943. It offers a wide range of courses as well as individual lessons for different levels, and its content features like "6 Minute English" and "The English We Speak" are attractive to the users. The program has been awarded several times for its innovation in English Language Teaching, among which are ELTons from the British Council.

According to Hamdani and Puspitorini (2021), students who utilized the BBC Learning English application reported learning an average of ten new vocabulary items per session. Their findings revealed that the combination between visual and auditory input, combined with the real-world contexts provided by the BBC content, significantly improved vocabulary retention and learner motivation.

The research that focused on Indonesian junior high schools remains limited. To address this, a local study by Ali (2023) investigated students' perceptions of using BBC Learning English for vocabulary improvement. According to Ali (2023), students who utilized the BBC Learning English platform experienced positive developments in their vocabulary improvement, driven by the application's interactive features. The findings revealed that the

integration of digital media, combined with authentic language materials, significantly shaped positive student perceptions and increased engagement during the learning process.

However, while Ali (2023) focused heavily on capturing these descriptive insights and subjective learner viewpoints, analyzing perception does not objectively measure quantitative academic growth. The current study fills this empirical gap by shifting the focus from psychological perception to actual classroom performance. This research aims to investigate the empirical effectiveness of BBC Learning English as a learning medium to directly improve the vocabulary mastery of eighth-grade students at MTs Bahrul Ulum Perak Jombang. By employing an experimental framework that measures tangible scores through pre- and post-testing, this study provides fresh insights into optimizing digital media integration within the local Indonesian educational environment.

1.2 Research question

According to the background above, the researcher formulated the research question as follows:

1. Does the use of BBC Learning English significantly improve the vocabulary mastery of eighth grade students at MTS Bahrul Ulum Perak Jombang?

1.3. Research objective

Based on the research question, this study aims to:

1. To investigate the effectiveness of BBC Learning English in improving the vocabulary mastery of eighth grade students at MTS Bahrul Ulum Perak Jombang.

1.4. Scope and limitation of study

This study focused on investigating the effectiveness of BBC Learning English as a learning media in improving students' vocabulary mastery. The implementation of BBC Learning English is integrated into the classroom learning activities as a part of the teaching process. The study specifically examines students' vocabulary improvement through structured learning sessions using the platform. The researcher describes the scope and the limitation below:

Scope of the study:

1. The study participants are the eighth-grade students of MTS Bahrul Ulum Perak Jombang.
2. The main focus of the research is to determine how effective BBC Learning English is in improving students' vocabulary mastery.

Limitation of the study:

1. This stuff is limited to a specific group of students at MTS Bahrul Ulum Perak Jombang; therefore, the findings may not be generalized to other contexts or educational levels.
2. The study focuses on vocabulary mastery and does not cover other language skills such as speaking, listening, reading, or writing.

2.5. Significance of the study

The finding is expected to contribute both theoretical and practical to the field of English language teaching, particularly in vocabulary learning through digital media. Besides, the findings is expected to guide the next research works in the field of language learning through digital media with a particular focus on vocabulary enhancement.

1. Theoretical significance

This study is expected to enrich the existing literature on vocabulary acquisition, especially in relation to the use of digital learning platforms like BBC Learning English. It may also serve as a references for future researchers who are interested in investigating the integration of technology in language learning field especially in vocabulary mastery.

2. Practical Significance

a. For Teachers

This study provides insights for teachers in selecting and utilizing effective digital media in order to improve students' vocabulary mastery.

b. For Students

This study helps students enhancing their vocabulary mastery through engaging and interactive learning using BBC Learning English.

c. For Future Researchers

This study is expected to be a reference for further research related to the use of digital media in language learning, particularly in vocabulary development.

2.6. Definition Of Key Terms

In this study, researchers divided the key terms as follows:

1. Vocabulary Mastery

Vocabulary mastery have connection to learners' comprehensive capability to understand, recall, and use accurate word in speaking, writing, listening, and reading contexts. It includes knowledge of word meanings, forms, collocations, and usage within context.

2. BBC Learning English

BBC Learning English is an online educational service provided by the BBC World Service. It offers free multimedia English-learning resources including videos, podcasts, and interactive exercises designed for various proficiency levels.

CHAPTER II

LITERATURE REVIEW

This chapter involves of literature review relevant to this study's theoretical framework. It covers the key concepts concerning vocabulary, vocabulary mastery, and the use of BBC Learning English as a learning medium.

2.1 Vocabulary

In this section, vocabulary is discussed in three main aspects: definition, types, and vocabulary mastery

2.1.1 Definition of Vocabulary

Vocabulary became one of the key elements of a language, which is crucial for understanding and communication. It includes every word a person knows and uses in their productive (writing and speaking) and receptive (reading and listening) abilities. According to Nation (2013), vocabulary refers not only to knowing the meaning of words, but also to understanding their form, usage, collocation, and frequency in different contexts. It means that learning vocabulary is not just a matter of memorizing word lists; rather it is the capability to recognize, recall, and use the words appropriately in a meaningful communication. Moreover, vocabulary has been conceptualized differently depending on linguistic or pedagogical research emphasis. Ur (2012) refers to vocabulary as the “words that are taught in the foreign language,” thus, stressing its instructional aspect. In this respect, vocabulary is not merely a repertoire of lexical items but a core linguistic component that integrates meaning, form, and use. Besides, vocabulary also implies the knowledge of grammar, pronunciation,

and collocation of words, which are, without a doubt, the indispensable elements for successful communication.

Read (2000) in the same vein, argues that vocabulary should be considered as a system rather than separate lexical items. He goes on to say that knowing vocabulary means knowing the aspects of morphology, semantics, syntax, and pragmatics which explain how words relate to each other and how they operate within the structure of sentences and discourse. Such a system-based comprehension is required for learners to be able to attain communicative competence and language fluency. Moreover, Alqahtani (2015) points out that vocabulary is the most significant factor in language acquisition as it connects all language abilities (speaking, listening, writing, and reading). Learners will not be able to articulate their ideas and understand the others' messages. Alqahtani finishes by saying that vocabulary growth is the key to language learning because it is the base for the development of grammatical, phonological and pragmatic competence. Therefore, it can be concluded that a comprehensive and systematic mastery of vocabulary is fundamental for learners to achieve effective communication and overall language proficiency.

2.1.2 Type of Vocabulary

Based on the purpose of language learning and linguistic analysis, vocabulary can be classified in several form. One of the most common ways linguists and educators distinguish vocabulary is receptive and productive vocabulary. Nation (2013) says that words that students recognize and understand when they meet in listening or reading are receptive vocabulary, whereas words that students mostly can to speak and write are productive vocabulary. This

division is significant because vocabulary knowledge is often bigger receptively than productively; learners usually understand more words than they can produce in real communication. According to Harmer (2001), vocabulary can also be divided depending on its use and the context of the appearance. He argues that two main categories can be distinguished: active vocabulary which consists of words that they use regularly in conversation, and passive vocabulary which consists of words that they know but do not frequently use. In his opinion, vocabulary teaching should be aimed at helping learners get the words from their passive vocabulary into their active vocabulary through continuous practice and exposure.

Function words and content words are two different sets of words that may be derived from the same vocabulary (Schmitt, 2010). Function words or function morphemes comprise four sets of grammatical items, namely structural words (articles, prepositions, conjunctions, and pronouns) which are of a utilitarian nature and serve primarily the functions of the verbal-syntactic structure in sentences. On the other hand, content words or content morphemes consist of those semantic units that have a particular meaning and are indispensable for the expression of ideas (nouns, verbs, adjectives, and adverbs). Schmitt points out that it were mostly content words that constituted the largest number of vocabulary items students had to master in order to raise their communicative skills.

In brief, vocabulary can be divided into different categories such as those based on the learners' familiarity with the words (receptive vs. productive), or the grammatical function of the words (function vs. content words). Knowing these categories helps teachers to create balanced learning activities that not only

develop learners' recognition of vocabulary but also its active use, particularly when using BBC Learning English as a medium.

2.1.3 Vocabulary Mastery

Mastering vocabulary run a major role in language learning since it is the basis for the development of the four basic language skills: speaking, writing, listening, and reading. Without enough vocabulary knowledge, students will find it hard both to understand the input and to produce the output that makes sense. Vocabulary is not only a component of language, but the most essential feature which connects meaning and communication (Nation, 2013). A wide range of vocabulary can be a great help to students in understanding the materials that are written or spoken, in communicating clearly, and in becoming participants who are capable of handling various communicative contexts effectively. Alqahtani (2015) asserts that vocabulary is “the first and most significant element in learning a foreign language,” because it is through it that learners gain the ability to comprehend and produce a variety of expressions.” He goes on to say that even if learners are perfect in grammar, without enough vocabulary communication cannot be successful. This underlines the truth that vocabulary knowledge is tightly connected with learners' communicative competence and academic performance.

Moreover, Schmitt (2020) holds that vocabulary learning is a long, gradual, and continuous process of which frequent exposure and meaningful use are necessary. His study shows that the size of vocabulary is the main factor that determines language proficiency because the learners who have larger vocabularies will be able to understand and produce both in formal and informal

contexts more than those with smaller vocabularies. Besides that, digitalization has opened doors for new ways of vocabulary learning. Rafiq and Hashim (2021) discovered that the use of online platforms such as YouTube, BBC Learning English, and Quizlet not only makes vocabulary acquisition more efficient but also it is a result of learners getting authentic materials and real-word use from these platforms. In their research, they put the greatest emphasis on the fact that the combination of the multimedia elements (audio, video, and text) facilitates the learning process and enhances the motivation of the learners.

Vocabulary mastery is the basis upon which the acquisition of a second language is built. It has a great impact on the learners' capability of understanding, interpreting, and expressing the ideas in an effective way. Latest studies reveal that the incorporation of digital learning media in the language learning process, such as BBC Learning English, provides learners with new and exciting ways of mastering vocabulary. Through the use of these platforms, learners get the chance to encounter vocabulary in real-life situations which not only results in the expansion of their lexical knowledge but also in its internalization. Therefore, this research is dedicated to the investigation of the effect of BBC Learning English as a digital learning medium on vocabulary mastery of students. Therefore, improving vocabulary mastery is essential for achieving communicative competence, especially through the use of digital learning media such as BBC Learning English.

2.2 BBC Learning English

2.2.1 Definition of BBC Learning English

BBC Learning English is an online educational platform created by the British Broadcasting Corporation (BBC) to support English language learning through multimedia resources. The platform is a collection of free, top-notch learning materials tailored to different levels of English learners, which also include videos, podcasts, articles, and interactive activities.

Rahman (2020) mentioned that BBC Learning English is an innovative medium that merges four skills exercises in a contextual and authentic environment, thus giving real-world language use experience to learners. According to Harahap et al. (2022) study, BBC Learning English has transformed into a premier online learning platform for foreign English (EFL) learners because of its open access, interactive format, and authentic materials. Their research revealed that students considered the platform as a tool for vocabulary and listening skills improvement since it provides them with native English pronunciation and real-life conversations.

Moreover, Wang (2021) states that the structure of BBC Learning English matches the criteria of blended learning and autonomous learning. Students can select materials that fit their personal targets, which in turn promotes learner independence and self-study at their own pace. Such autonomy is a great vocabulary expansion tool as well as motivation enhancer among learners when provided with multimedia-rich and authentic input.

2.2.2 Features and Function of BBC Learning English

Different learning resources are provided by BBC Learning English to meet the needs of different learners. Ahmad and Qasim (2019) state that the platform offers various contents such as The English We Speak, 6 Minute English, English at Work, and News Review, each of them aimed at developing particular language skills and giving learners the opportunity to be involved in the current issues as well as the practical use of English language. These options transform it into an energetic instrument for vocabulary gaining as well as for contextual learning.

The platform is organized in a multimedia form that invites learners to multimodal learning—where text, audio, and video are combined—which is suitable for different learning styles. Zhang, J (2021) states that such multimodal input substantially improves memory and also makes the learner more active especially when vocabulary is learned in a meaningful and visualized context. In addition, learners are getting familiar with real English pronunciations and also expressions which, in turn, enhance their listening skills as well as pronunciation.

In addition, Klein (2022) points out that institutions such as BBC Learning English have been a major factor in the development of digital education during the post-pandemic period when the use of online learning tools has been a prerequisite for educational continuity. He stresses that the incorporation of news-based lessons and the interactive segments in BBC Learning English enliven the real-world communication and thus close the gap between language learning and communication. In conclusion, the integration of diverse, multimodal, and context-based materials in BBC Learning English makes it an effective platform

for enhancing vocabulary acquisition while simultaneously supporting the development of learners' overall communicative competence in real-world contexts.

2.2.3 BBC Learning English as Media to Teach Vocabulary

BBC Learning English is widely known as one of the leading online resources for English language learners. The platform offers an extensive range of materials, such as videos, podcasts, articles, and interactive lessons which are tailored to enhance learners' language skills, including vocabulary. Herda, Del Mundo, and Harahap (2022) in their research "The Effectiveness of BBC Learning English Podcast for EFL Students' Vocabulary Enrichment", stated that the use of BBC Learning English as a medium of instruction has a great effect on vocabulary acquisition and motivation of the learners. The research points out that authentic content and contextualized vocabulary become sources of learning for the students and these help them to not only understand new words but also appropriately use them in different communicative contexts.

BBC Learning English is an online digital teaching tool that uses both audio and visual inputs to facilitate learners' understanding of vocabulary. Multimedia-based learning tools are designed to be student-centered and thus learner autonomy is highly encouraged in digital environments. In these environments students are given the chance to discover vocabulary with the interactive experiences rather than by traditional methods of rote memorization. The move towards digitalized learning thus leads to vocabulary mastery since learners are engaged in authentic linguistic contexts through repeated exposure to

meaningful content. Moreover, BBC Learning English is a contextual learning tools which is very important for vocabulary retention. New words are presented to learners in real communicative situations such as news reports, dialogues, and storytelling. Such context exposure allows the learner to naturally deduce the meaning and at the same time it strengthens memory for the long-term. Therefore, BBC Learning English can be considered an effective digital learning platform that not only facilitates vocabulary acquisition through authentic and contextualized materials but also promotes learner autonomy and long-term retention in meaningful communicative settings.

2.3 Previous Study

Different studies have studied the impact of BBC Learning English as an online tool in developing English language skills of learners, mainly in vocabulary acquisition. It is worthwhile to look at these studies to see their approach, results, and gaps that the current study intends to handle.

The first research of Harahap, Herda, and Del Mundo (2022) was a quasi-experimental study called "The Effectiveness of BBC Learning English Podcast for EFL Students' Vocabulary Enrichment" published in the Journal of Linguistics and Literature. The experiment had a research sample of 60 Indonesian EFL students who were divided into experimental and control groups. The application of pre-test and post-test instruments revealed that students who followed the BBC Learning English podcasts had achieved markedly higher vocabulary scores than the rest of the students. According to the study, the use of authentic audio

materials has a great impact on vocabulary comprehension and retention that is possible to last for a long period.

Ali (2023) in his research conducted a quantitative survey-based study on "Students' Perception of Using BBC Learning English for Vocabulary Improvement." The research sample consisted of 100 EFL learners of undergraduate level from an Indonesian university. According to the responses in the questionnaires, the researcher sum up that student found BBC Learning English to be an interesting, user-friendly, and vocabulary-building tool, especially in the areas of idiomatic expressions and phrasal verbs.

The research by Ahmad and Qasim (2019) was a mixed-methods paper "Digital Learning Platforms and EFL Acquisition: The Case of BBC Learning English." They conducted research on EFL learners in Pakistan using surveys and semi-structured interviews. The researchers learned that multimedia-based teaching techniques resulted in students' higher motivation and vocabulary mastery, pronunciation, and comprehension got better, as well.

What is more, from the above-cited research, the usage of BBC Learning English has been found to facilitate learners in vocabulary acquisition through authentic, multimedia-based input. In all the findings, it is emphasized that learners' exposure to real language through online media enhances their motivation, retention, and language proficiency. So, the present study is primarily involved with the investigation of the BBC Learning English influence as a learning medium for vocabulary learning at the junior high school level in Indonesia to provide local educational contexts with empirical evidence. Previous studies have demonstrated encouraging outcomes of the BBC Learning English;

however, most research focuses on university students or other contexts. Thus, there is little research at the junior high school level in Indonesian contexts such as MTS Bahrul Ulum Perak Jombang. Hence, this study aims to fill this gap by investigating the effectiveness of BBC Learning English on students' vocabulary mastery among eighth-grade students at MTS Bahrul Ulum Perak Jombang through a quantitative approach using vocabulary tests as the research instrument.

CHAPTER III

RESEARCH METHODOLOGY

This conclude the research methodology, including research design, time and location, research variables, population and sample, data sources, research instruments, validity and reliability, data collection techniques, and data analysis techniques.

3.1 Research Design

This study employs a quantitative quasi-experimental design using a pre-test and post-test control group. This intent was selected to measure the influence of the independent variable which is BBC Learning English as a learning medium, on the dependent variable, students' vocabulary mastery. According to Creswell (2014), quantitative research aims to determine the relationship between variables through statistical analysis and numerical data.

The quasi-experimental approach grants the researcher to employ treatment to one group (the experimental group) while comparing the results with another group (the control group) that does not acquire the same treatment. This design is appropriate for educational settings where random assignment of participants is often impractical (Ary et al., 2018).

Both groups received different treatments, as explained in the table below. Both groups received a pre-test and a post-test, but only one groups received a specific treatment called experimental treatment.

Table 3. 1 Research Design for Each Groups

Control group	Pre-test	No treatment	Post-test
Experimental group	Pre-test	Experimental treatment	Post-test

3.2 Time and Location of the research

This research conducted at MTS Bahrul Ulum Perak Jombang placed specifically in Perak, Jombang Regency. The researcher select this school was based on the author's preference and a recommendation received from the teacher during the teaching assistantship (asistensi mengajar). Based on the researcher experience, the use of online learning media was still minimal, which made this location appropriate for the study.

The process of this research consist of three different main stages: pre-test, treatment, and post-test. The research conducted during the second semester of the 2025/2026 academic year and take approximately six weeks, which included the initial observation and coordination with the school.

The actual activities are explained in the table below as an acknowledgement for the research steps that will be carried out.

Table 3. 2 Schedule of the Research

No	Activity	Date
1	Observation	1 st , April 2026
2	Pre-test	6 th , April 2026
3	Treatment	13 th April 2026 – 25 th May 2026
4	Post-test	29 th May 2026

3.3 Research Variable

According to Ary, Jacobs, Sorensen, and Razavieh (2018), a variable is a characteristic or attribute of an individual, group, or situation that can be measured or observed and that varies among subjects in a study. In this research, the variables divided into two classifications, the independent and the dependent variable.

3.3.1 Independent Variable

The independent variable of this research is BBC Learning English as a learning medium. This refers to the use of BBC Learning English online materials such as videos, podcasts, interactive exercises, and articles as instructional tools to promote students' learning of English vocabulary.

3.3.2 Dependent Variable

The dependent variable of this study is students' vocabulary mastery, which is students' ability to identify, comprehend, and appropriately use English words in various contexts. As defined by Schmitt (2010), vocabulary mastery includes both receptive knowledge and productive knowledge.

3.4 Population and Sample

3.4.1 Population

Sugiyono (2017) states, population is a generalization area that consists of subjects or objects, which have certain qualities and attributes, and are determined by a researcher to be studied and then drawn conclusions from. Population of this study consists of all eighth grade students of MTS Bahrul Ulum Perak Jombang in the academic year 2025/2026, totaling approximately 330 students.

These students were chosen as a population since they had already been given the basics of the English language and were able to comprehend the vocabulary materials of the intermediate level.

Furthermore, the eighth class was deemed suitable because the curriculum comprises vocabulary enrichment activities that are in line with the content provided by BBC Learning English. Thus, they are appropriate to be used as a sample in determining the digital media effect on vocabulary learning.

3.4.2 Sample

Sugiyono (2017) stated that a sample is a part of the population that has the same features as the whole population and is chosen to collect data from. Out of the 330 students, the sample was picked using purposive random sampling, where two classes were designated as the experimental and control groups. As an experimental design, pre-tests and post-tests were equally given to both groups while only one class was exposed to the treatment. Each group had a number of students close to 30, so the total number of participants was 60 students.

3.5 Data sources

Data collection for this study carried out to meet the requirements of the research. To accomplish the objective of the study, the researcher used pre-tests and post-tests as the main tools for gathering data.

Moreover, the required secondary data that help the primary research needs were obtained from the official school documents, the institution's background, the books, journals, and other supporting articles.

3.6 Research Instrument

The primary tool for gathering data in this research is a vocabulary test which is intended at evaluating the students' command of English vocabulary before and after the use of BBC Learning English as a learning medium. Such assessments are also recognized as Pre-test and Post-test. This educational tool will have 40 multiple-choice questions in total, with 20 each in the pre-test and post-test. The test is to evaluate students' comprehension of the meaning, form, and use of words in context.

The vocabulary test is consisted of multiple-choice, which are derived from the BBC Learning English materials. The words in the test items have been chosen from those that are frequently used in the BBC Learning English podcasts and videos, thus, I ensure the relevance of the test content to the learning media used in this study.

3.7 Validity and Reliability

3.7.1 Validity

Validation is an essential step in any research to confirm that the tools used are effectively measuring the intended aspects. Creswell (2012) defines validity as the extent to which the evidence and theory provide support for the interpretations of the test scores that are used to make certain conclusions. Here, a validation process will be performed to confirm that the vocabulary test and questionnaire items were not only relevant to the research objectives, but also appropriate for measuring the variables of BBC Learning English as a learning medium and vocabulary mastery. To evaluate validity, the researchers typically

employ SPSS or Excel; in this instance, the researchers opted for Excel along with the following formula:

$$R_{xy} = \frac{N\sum XY - (\sum x)(\sum y)}{[N\sum x^2 - (\sum x)^2][N\sum Y^2 - (\sum Y)^2]}$$

Description:

R_{XY} = Correlation coefficient between variables X and Y

N = Number of Respondents

$\sum x$ = Total score of the items

$\sum Y$ = Sum of the total scores

$\sum x^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

3.7.2 Reliability

After the instruments went through the validation process, they were subjected to a reliability test. Reliability is understood as the extent to which the measurement results are gradually consistent over time with different samples. According to Brown (2004), reliability is "the extent to which a test yields consistent and stable results."

Reliability tests are essentially about the constancy and trustworthiness of an instrument. Thus, the test's reliability will be higher the closer the scores are when students take the same test at different times. Reliability evaluations may also be done with the help of various statistical softwares, e.g., SPSS or Microsoft

Excel. The calculation/procedure is breaking down into the following two segments:

1. Scale reliability

Cronbach's Alpha formula is used in this study to measure the reability scale, as shown as below:

$$R_{tt} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_1^2}{s_t^2} \right]$$

Description :

R_{tt} = Instrument reliability coefficient (total test)

k = Number of valid questions

$\sum s_1^2$ = Number of item variants

s_t^2 = Variant of the total score

Value of r count > r table 5 %, then the item is accepted.

2. Test reliability

$$R_{tt} = \left[\frac{k}{k-1} \right] \left[\frac{v_t - \sum \rho q}{v_t} \right]$$

Description :

R_{tt} = test reliability

k = Number of valid items

v_t = variance score of total tests

ρ = Proportion of subjects who answered the question correctly

q = Proportion of subjects who answered the question incorrectly

$\sum pq$ = Number of multiplication results between p and q

Specifically, the KR-20 formula calculates the extent to which the scores are consistent by examining the variance and dichotomous nature (correct or incorrect) of responses on every item. A stronger reliability score derived from this formula confirms the dependability of the measurement instrument.

Table 3. 3 The Classification of The Students Score

Reliability	Level of Reliability
> 0.90	Very High
0.80 – 0.90	High
0.70 - 0.79	Reliable
0.60 - 0.69	Minimally

3.8 Data Collecting Technique

Data collection is a systematic procedure utilized by the researcher to gain information related to the research variables. data collection involves the process of identifying and gathering relevant data from selected participants to answer the research questions and test the hypotheses. The data collection in this study conducted through three stages namely pre-test, treatment, and post-test. This procedure is commonly applied in quantitative research using a pre-experimental or quasi-experimental design to assess the effectiveness of a particular learning intervention.

3.8.1 Pre-test

Before starting the treatment, pre-test was given to know the students' initial vocabulary mastery. The pre-test had 20 vocabulary questions that covered multiple-choice and related to daily English topics. The test was intended to

measure the students' baseline knowledge of vocabulary before they got the chance to use BBC Learning English materials.

3.8.2 Treatment

Following the pre-test, the researcher carried out the treatment phase on the experimental group, which means the use of BBC Learning English as the main medium to teaching vocabulary. The treatment was fifteen meetings in duration, and each meeting lasted about 60 to 90 minutes. Through the sessions, students will familiarize themselves with different BBC Learning English materials like brief videos, engaging vocabulary lessons, and listening exercises.

3.8.3 Post-test

Trying to figure out the students' improvement in vocabulary mastery, a post-test given to the students. To a large extent, the post-test had the same types of questions and the same level of difficulty as the pre-test so that the results could be compared in a fair way. The amount by which the post-test scores exceeded the pre-test scores was used as an indicator of the extent to which BBC Learning English had a positive impact on the vocabulary growth of the students.

During the treatment period, several distinct behavioral differences emerged between the two classes. The experimental group exhibited high enthusiasm and strong curiosity toward the materials presented through the BBC Learning English platform. Conversely, the control group did not display similar engagement, tending to exhibit a more monotonous learning atmosphere. These qualitative disparities in student engagement will serve as critical contextual factors when analyzing the statistical data in next chapter.

3.9 Data Analysis Technique

Data analysis determines how the collected data interpreted to answer the research questions and test the hypotheses. The data analysis involves organizing, summarizing, and interpreting quantitative information in order to make sense of the data collected from the research instruments. The data analysis technique focuses on determining whether BBC Learning English significantly influences students' vocabulary mastery. The collected data from the pre-test and post-test analyzed using statistical analysis. The analysis included several stages, namely normality test, homogeneity tests, and hypothesis testing using the t-test.

3.9.1 Normality test

The Kolmogorov-Smirnov or Shapiro-Wilk test was used to decide whether the data were normally distributed. The normality test data was done by SPSS version 22 with the following requirements: if the result of normality test is more than > 0.05 , it can be categorized that the distribution of the data is normal, but if result scores is less than < 0.05 , the distribution of the data is abnormal.

3.9.2 Homogeneity test

The Levene's Test for equality of variances was used to test data homogeneity. If the p-value (Sig.) > 0.05 , the data were deemed homogeneous.

3.9.3 T-test

After the normality and homogeneity assumptions were met, a T-test was applied to identify whether there was a crucial difference between the students' vocabulary mastery before and after using BBC Learning English. This study used Independent Samples T-test with twos-tailed test of significance by using SPSS version 22. If the result shows Sig. (2-tailed) $> \text{sig } \alpha = 0.05$ (5%), then the null hypothesis is accepted. But, if Sig. (2- tailed) $< \text{sig } \alpha = 0.05$ (5%), then alternative hypothesis is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the overall analysis of the data from pre-test, post-test, validity test, reliability test, normality test, homogeneity test, and T-test

4.1 Findings

In this segment the researcher will explain the acquisition of data taken from two samples, namely the experimental and control classes, the data taken from these samples is the pre-test and post-test.

4.1.1 Data Analysis of Pre-Test

The researcher conducted a pre-test on April 6, this pre-test consisted of 20 multiple choice questions, to answer them students were required to cross the correct choice according to the answer sheet. These pre-test questions were tested on two different samples which is the experimental class and the control class.

The purpose of giving a pre-test is to test students' abilities and will become a reference for researchers before giving treatment to the experimental class, while the control class will continue teaching and learning activities as usual and not being given treatment like the experimental class.

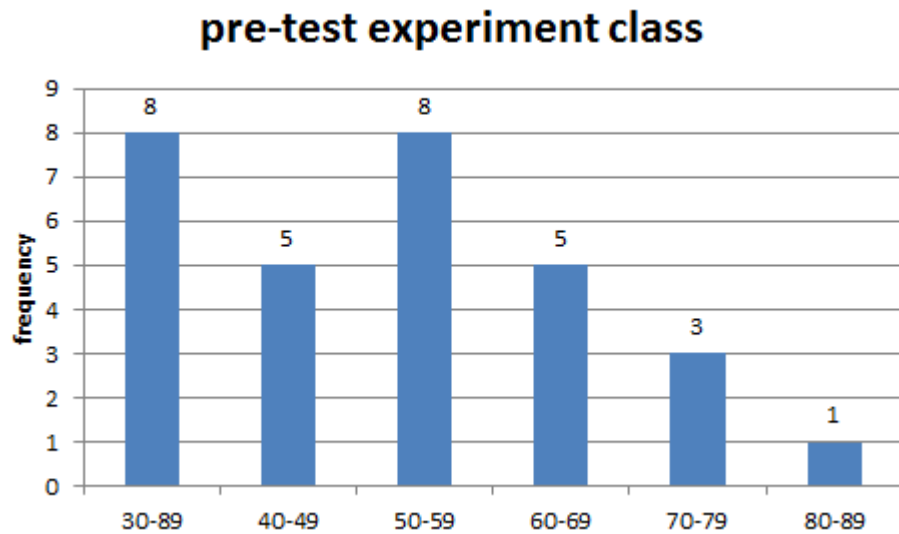
Table 4. 1 Pre-Test of the Experimental Class

No.	Initial Name	Score
1	AAM	70
2	ADG	55
3	AMF	45
4	BA	70
5	CSI	40
6	DB	45
7	DGA	30
8	ESNA	35
9	FI	55
10	FE	55

11	GSB	50
12	GNSP	30
13	GR	35
14	HP	35
15	HA	55
16	ICP	50
17	IA	60
18	ICH	75
19	KM	45
20	KOS	35
21	MAP	55
22	MAZ	30
23	NA	45
24	NPF	35
25	SDD	60
26	TA	80
27	YCA	60
28	ZAA	60
29	ZNS	64
30	ZS	55
	total	1514
	average score	50

The results of the experimental class pre-test in table 4.1 above, shows the obtained data from a total of 30 experimental class students, the lowest score gained by students was 30, while the highest score obtained by students was 80. The students' total score was 1514, and the average score was 50. The distribution of students' scores is in the chart as follows:

Picture 4. 1 Chart of the Experimental Class Pre-Test



The chart above shows student data based on the range of scores obtained from lowest to highest. Starting from the lowest value range, namely 30-39, there are 8 students with this value, then there are 5 students in the 40-49 value range, 8 students in the 50-59 value range, 5 students in the 60-69 value range, 3 students in the 70-79 value range, and 1 student in the highest value range, namely 80-89. Descriptive statistical data obtained from SPSS is as follows:

Picture 4. 2 Descriptive Statistic from Experimental Class Pre-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
nilai	30	30.0	80.0	1514.0	50.467	2.5347	13.8831
Valid N (listwise)	30						

Picture 4.2 above shows data from descriptive statistics obtained from SPSS. From this data, an average value of 50.467 was obtained and the std deviation was 13.8, so the data is good quality data because the std deviation

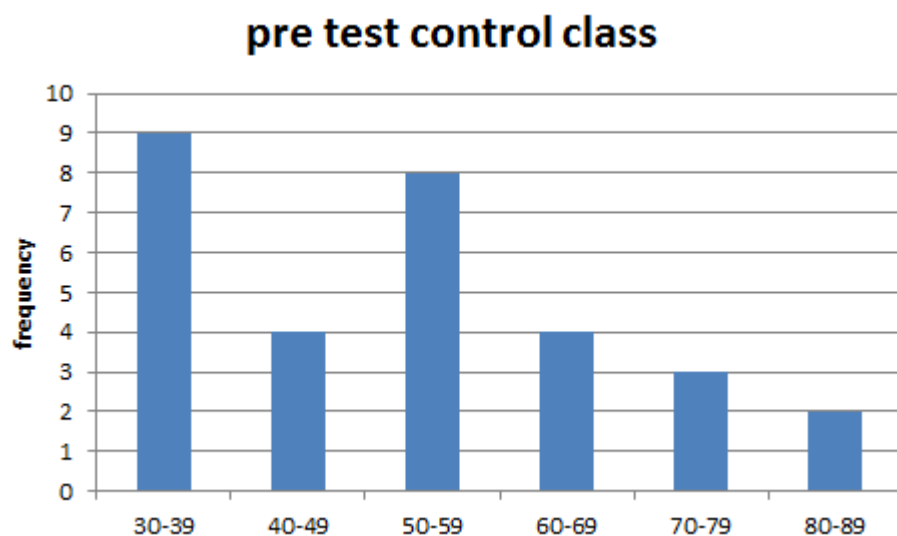
value is smaller than the average value. The next data is pre-test data from the control class.

Table 4. 2 Pre-Test of Control Class

no	initial name	Score
1	AAQ	60
2	AB	55
3	ADP	40
4	AFS	50
5	AJK	35
6	AL	30
7	AMT	70
8	AQ	80
9	AR	30
10	BNY	55
11	BI	55
12	CAR	75
13	DRT	65
14	EKM	35
15	GAA	45
16	GP	55
17	KAP	30
18	KR	45
19	MAT	60
20	MT	50
21	MFH	55
22	PA	35
23	RE	45
24	SAA	30
25	SRA	70
26	SZN	80
27	TH	75
28	XPH	60
29	YAA	55
30	YAH	35
total score		1559
Average		52

According to data gained from control class pre-test in table 4.2 above, the results obtained are that from a total of 30 control class students, the lowest score received by students was 30, while the highest score obtained by students was 80. The students' total score was 1559, and the average score was 52. The distribution of students' scores is in the chart as follows:

Picture 4. 3 Chart of the Control Class Pre-Test



The chart above shows student data based on the range of scores obtained from bottom to top. Starting from the lowest value range, namely 30-39, there are 9 students with this value, then there are 4 students in the 40-49 value range, 8 students in the 50-59 value range, 4 students in the 60-69 value range, 3 students in the 70-79 value range, and 2 student in the highest value range, namely 80-89. Descriptive statistical data obtained from SPSS is as follows:

Picture 4. 4 Descriptive Statistic from Experimental Class Pre-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
nilai	30	30	80	1559	51.97	2.848	15.597
Valid N (listwise)	30						

Picture 4.4 above shows data from descriptive statistics obtained from SPSS. From this data, an average value of 51.97 was obtained and the std deviation was 15.597, so the data is good quality data because the std deviation value is smaller than the average value.

4.1.2 Data Analysis of Post-Test

The data from this post-test was taken after giving treatment to the experimental class, but the two classes, namely the experimental class and the control class, both still received the post-test even though the control class is not received treatment like the control class.

This post-test data collection was carried out on the 29th of May after carrying out a series of treatments. The questions tested are virtually identical from the pre-test questions, namely 20 multiple choice questions with a duration of 40 minutes. Students are required to cross the answers that they feel are correct. Data from the post test is as follows:

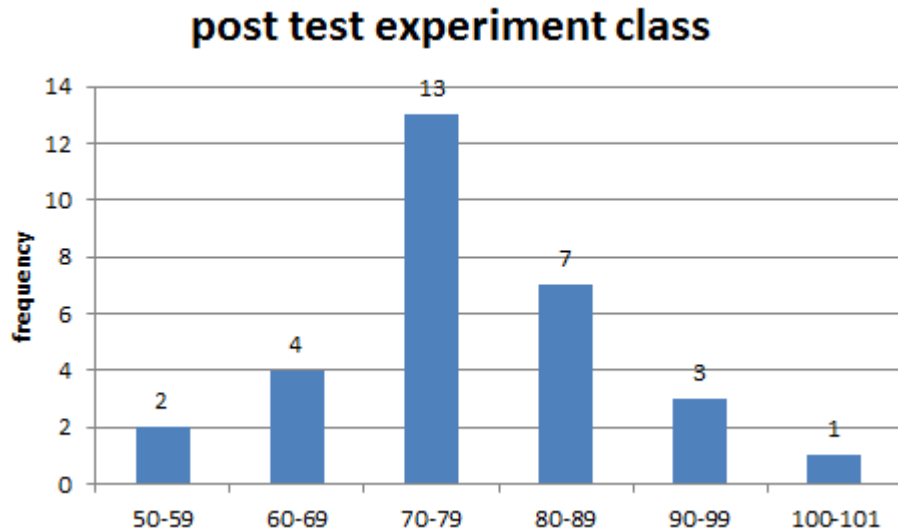
Table 4. 3 Post-Test of Experimental Class

No.	Initial Name	Score
1	AAM	80
2	ADG	60
3	AMF	75
4	BA	95
5	CSI	75
6	DB	75

7	DGA	85
8	ESNA	70
9	FI	75
10	FE	80
11	GSB	75
12	GNSP	55
13	GR	85
14	HP	65
15	HA	70
16	ICP	70
17	IA	80
18	ICH	80
19	KM	70
20	KOS	75
21	MAP	90
22	MAZ	65
23	NA	60
24	NPF	55
25	SDD	75
26	TA	100
27	YCA	90
28	ZAA	75
29	ZNS	80
30	ZS	75
total		2260
average score		75

According to the results of the experimental class post-test in table 4.3 above, the results obtained are that from a total of 30 experimental class students, the least score obtained by students was 55, while the uppermost score obtained by students was 100. The students' total score was 2260, and the average score was 75. The distribution of students' scores is in the chart as follows:

Picture 4. 5 Chart of the Experimental Class Post-Test



The chart above shows student data based on the range of scores obtained from lowest to highest. Starting from the lowest value range, namely 50-59, there are 2 students with this value, then there are 4 students in the 60-69 value range, 13 students in the 70-79 value range, 7 students in the 80-89 value range, 3 students in the 90-99 value range, and 1 student in the highest value range which is 100. Descriptive statistical data obtained from SPSS is as follows:

Picture 4. 6 Descriptive Statistic from Experimental Class Post-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
nilai	30	55	100	2260	75.33	1.961	10.743
Valid N (listwise)	30						

Picture 4.6 above shows data from descriptive statistics obtained from SPSS. From this data, an average value of 75.33 was obtained and the std deviation was 10.743, so the data is good quality data because the std deviation value is smaller than the average value.

Table 4. 4 Post-Test of Control Class

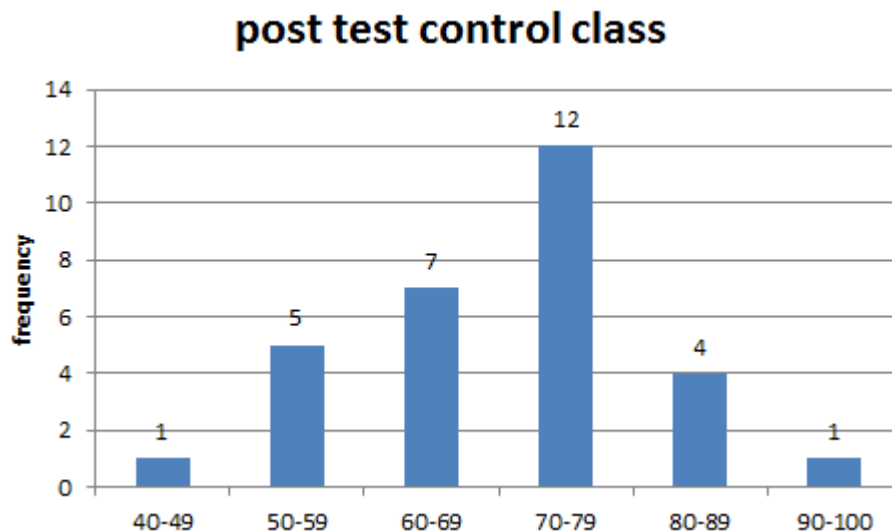
no	initial name	Score
1	AAQ	70
2	AB	70
3	ADP	80
4	AFS	55
5	AJK	60
6	AL	80
7	AMT	75
8	AQ	65
9	AR	55
10	BNY	60
11	BI	70
12	CAR	75
13	DRT	75
14	EKM	55
15	GAA	75
16	GP	80
17	KAP	70
18	KR	45
19	MAT	75
20	MT	60
21	MFH	85
22	PA	60
23	RE	60
24	SAA	95
25	SRA	75
26	SZN	75
27	TH	75
28	XPH	80
29	YAA	65
30	YAH	70
	total score	2090
	Average	69

According to the results of the control class post-test in table 4.4 above, the results obtained are that from a total of 30 experimental class students, the least score gained by students was 45, while the highest score obtained by

students was 95. The students' total score was 2090, and the average score was 69.

The distribution of students' scores is in the chart as below:

Picture 4. 7 Chart of the Control Class Post-Test



The chart above shows student data based on the range of scores obtained from lowest to highest. Starting from the lowest value range which is 40-49, there is 1 student with this value, then there are 5 students in the 50-59 value range, 7 students in the 60-69 value range, 12 students in the 70-79 value range, 4 students in the 80-89 value range, and 1 student in the highest value range which is 90-100.

Descriptive statistical data obtained from SPSS is as follows:

Picture 4. 8 Descriptive Statistic from Control Class Post-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
nilai	30	45	95	2090	69.67	1.947	10.662
Valid N (listwise)	30						

Picture 4.8 above shows data from descriptive statistics obtained from SPSS. From this data, an average value of 69.67 was obtained and the std

deviation was 10.662, so the data is good quality data because the std deviation value is smaller than the average value.

4.1.3 Students Achievement in Vocabulary Mastery Before and After Using BBC Learning English

Table 4. 5 Result Pre-Test and Post-Test of the Experimental Class

no	initial name	pre- test	post-test	description
1	AAM	70	80	increase
2	ADG	55	60	increase
3	AMF	45	75	increase
4	BA	70	95	increase
5	CSI	40	75	increase
6	DB	45	75	Increase
7	DGA	30	85	Increase
8	ESNA	35	70	Increase
9	FI	55	75	Increase
10	FE	55	80	Increase
11	GSB	50	75	Increase
12	GNSP	30	55	Increase
13	GR	35	85	Increase
14	HP	35	65	Increase
15	HA	55	70	Increase
16	ICP	50	70	Increase
17	IA	60	80	Increase
18	ICH	75	80	Increase
19	KM	45	70	Increase
20	KOS	35	75	Increase
21	MAP	55	90	Increase
22	MAZ	30	65	Increase
23	NA	45	60	Increase
24	NPF	35	55	Increase
25	SDD	60	75	Increase
26	TA	80	100	Increase
27	YCA	60	90	Increase
28	ZAA	60	75	Increase
29	ZNS	64	80	Increase
30	ZS	55	75	Increase

total score	1514	2260	increase
Average	50	75	

The table above shows data from the pre-test and post-test results of the experimental class. The pre-test was carried out before giving treatment to the experimental class. The table above indicated that the results of the total score obtained by students experienced an increase. On the other hand, the average score obtained by students was 25 points different after giving treatment. In other words, this experimental class experienced an increase in scores, but this cannot be the basis that the use of BBC Learning English can be said to be effective before carrying out the T-test.

Table 4. 6 Result Pre-Test and Post-Test of the Control Class

no	initial name	pre- test	post-test	Description
1	AAQ	60	70	Increase
2	AB	55	70	Increase
3	ADP	40	80	Increase
4	AFS	50	55	Increase
5	AJK	35	60	Increase
6	AL	30	80	Increase
7	AMT	70	75	Increase
8	AQ	80	65	Decrease
9	AR	30	55	Increase
10	BNY	55	60	Increase
11	BI	55	70	Increase
12	CAR	75	75	-
13	DRT	65	75	Increase
14	EKM	35	55	Increase
15	GAA	45	75	Increase
16	GP	55	80	Increase
17	KAP	30	70	Increase
18	KR	45	45	-

19	MAT	60	75	Increase
20	MT	50	60	Increase
21	MFH	55	85	Increase
22	PA	35	60	Increase
23	RE	45	60	Increase
24	SAA	30	95	Increase
25	SRA	70	75	Increase
26	SZN	80	75	Decrease
27	TH	75	75	-
28	XPH	60	80	Increase
29	YCA	55	65	Increase
30	YAH	35	70	Increase
total score		1560	2090	Increase
average		52	69	

The table above presents the pre-test and post-test data of the control class. While the pre-test was conducted before implementing the treatment in the experimental class, the control class did not receive any specialized intervention. Based on the data, the students' final scores showed an upward trend. However, the average score post-assessment only reflected a 17-point increase, which is considerably lower than the average gains achieved by the experimental group. In other words, although the control class experienced a marginal improvement, it is critical to underline that several students' scores stagnated or even decreased during the post-test.

This decline and lack of improvement can be attributed to several pedagogical factors, primarily the unengaging and monotonous classroom environment during the sessions. Throughout the observation period, multiple students in the control class were observed falling asleep, engaging in off-task behaviors, or completely ignoring the lesson. Although the teacher consistently

attempted to manage the classroom dynamics and regain the students' attention, these disciplinary adjustments were only temporarily effective.

4.1.4 Result of Validity Testing

The validity test is carried out with the aim of measuring whether the questions being tested are suitable for use for pre-test and post-test by testing directly on students and asking for validation from the lecturer concerned. For direct testing, students are given 60 validity questions with two meetings. In each meeting, 30 questions are tested on 30 students at the same level and are not included in the experimental class or control class.

The researcher used Microsoft Excel to process the data obtained using the CORREL formula and other supporting formulas, the results obtained were as follows:

Picture 4. 9 Validity Testing Data

responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	0	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0
2	1	0	0	0	0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1
3	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1
4	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
5	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1
6	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	0	1	1	1	1
7	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1
8	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	0
9	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0
10	1	1	0	0	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0
11	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0
12	1	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1
13	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	1
14	0	1	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	0	1	0	0	1
15	1	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0
16	0	0	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	0	0	0
17	1	0	1	0	1	1	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1
18	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0
19	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1
20	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1
21	0	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0
22	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	0
23	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0
24	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	0	1
25	1	1	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0
26	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1
27	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1
28	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	0	1	1	1
29	1	0	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	0	0	1
30	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0
r count	0.585747	0.125601	0.3343316	0.3677671	0.8223881	0.0394045	0.1480685	0.3389584	0.4065401	0.0424534	0.4191804	0.37444603	0.1347176	0.3677671	0.4541918	0.4057185	0.3814283	0.3640635	0.5210739	0.470778	0.1920721	0.5953621	0.4402388	0.4290203
r table	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	
sig result	VALID	TDKX VALID	VALID	VALID	VALID	TDKX VALID	TDKX VALID	VALID	VALID	TDKX VALID	VALID	VALID	TDKX VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	TDKX VALID	VALID	VALID	VALID
total valid	52																							

[illegible]

44

4.1.5 Reliability Test Result

The reliability test is carried out after the validity test. The purpose of this test is to measure the consistency of the questions that have been validated in the validity test. Researchers used SPSS 22 and got the following results:

Picture 4. 10 Data of the Reliability Testing

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.932	52

Derived from the results of the analysis in the Reliability Statistics table, the Cronbach's Alpha value obtained was 0.932. This value is then compared with the standard reliability significance of 0.60. Because the value $0.932 > 0.60$, it can be concluded that all 52 instrument items in this study were declared reliable with a very high level of consistency. Thus, this instrument is suited for use as a data collection tool in research.

4.1.6 Normality Test Result

After meeting the criteria for the required data, the normality test is performed. Its purpose is to assess whether variance data between the experiment

and control classes are equal or the same. SPSS 22 was used to perform the normality test and the results were as follows:

Picture 4. 11 Data of the Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre_ex	.134	30	.178	.951	30	.181
post_ex	.154	30	.066	.963	30	.361
pre_con	.128	30	.200*	.939	30	.085
post_con	.158	30	.053	.961	30	.328

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the Shapiro-Wilk normality test result in the table above, all of the variables of the research data which is pre-test and post-test values from experimental and control classes, each have a significance value (Sig.) that is more than 0.05 (Sig.>0.05). Because of this, all of the data of this study are normally distributed. Since the assumptions of normality have been fulfilled, analysis of data can be continued through parametric statistics.

4.1.7 Homogeneity Test Result

After using a normality test to make sure all the data is normally distributed, the next step is analyzing the data using a homogeneity test. The point of a homogeneity test is to determine whether the variance of data from two or more groups is homogeneous (same) or heterogeneous (different). In this study, the homogeneity test was done on the pre-test scores to check whether the initial abilities of students in the experimental and control groups were equivalent or if

they had the same starting point before being given the treatment. The criteria for determining a decision in Levene's Test-based homogeneity test is if the Significance value (Sig.) is > 0.05 , then the variance of the data can be considered homogeneous.

Picture 4. 12 Data of the Homogeneity Testing

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	.434	1	58	.513
	Based on Median	.275	1	58	.602
	Based on Median and with adjusted df	.275	1	56.190	.602
	Based on trimmed mean	.449	1	58	.505

Based on the SPSS output table above, the main reference used is the significance value in the Based on Mean row. It is known that the significance value (Sig.) for the pre-test learning outcome score is 0.513. Because the significance value is greater than the specified significance level ($0.513 > 0.05$), it can be concluded that the variance of the pre-test data between the experimental class and the control class is homogeneous (same/equivalent). By fulfilling the two prerequisite assumptions for analysis, namely the data is normally distributed and has a homogeneous variance, then the absolute prerequisites for conducting hypothesis testing using parametric statistics (T-Test) have been fully fulfilled.

4.1.8 T-Test Result

Hypothesis testing is the next required step once all the data analysis pre-requisite tests have been passed (the data is normally distributed and the variance

is homogeneous). Parametric statistical analysis has been used for the hypothesis testing of this study, to be more specific, the Independent Samples T-Test on the post-test scores of the groups. The test is conducted to find out if there is any difference between the learning outcomes of the two groups, one being the experimental group (uses digital media) and the other the control group.

The criteria of the independent Samples T-Test is as follows:

1. If the Sig value. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted, which means there is a significant difference in learning outcomes between the experimental class and the control class.
2. If the Sig value. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected, which means there is no significant difference in learning outcomes between the experimental class and the control class.

Based on the SPSS output results in the Independent Samples Test table, the analysis steps are carried out as follows:

Picture 4. 13 Data of the T-Test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
hasil belajar	Equal variances assumed	.143	.707	2.051	58	.045	5.667	2.763	.135	11.198
	Equal variances not assumed			2.051	57.997	.045	5.667	2.763	.135	11.198

Referring to the output table above, it is found that the value of the coefficient of significance Sig. (2-tailed) is 0.045. This significance value is less

than the predetermined significance level ($0.045 < 0.05$). In accordance with the criteria of the T-Test result, H_0 is rejected and H_a is accepted.

Thus, there is a significant difference in student learning outcomes between the experimental group and the control group. Besides, the Mean Difference value of 5.667 also indicates that there is an increase in the average post-test score of the experimental group. This confirms that the use of BBC Learning English implemented in the experimental group is significantly more effective in enhancing students' learning outcomes (vocabulary mastery) than the conventional methods in the control group.

4.2 Discussion

The objective of this research is to find out if BBC Learning English as a media can bring significant different to student's vocabulary mastery. Based on the analysis of the statistic data in chapter IV, it can be concluded that there is a significant difference between the students who were taught with BBC Learning English as the experiment group compared to those who were taught through regular method as the control group.

In order to employ statistical analysis properly, a set of preliminary tests were conducted in sequence. Firstly, a Shapiro-Wilk normality test demonstrated that not a single data set, which consisted of the pre-test and post-test scores for both the experimental and control groups, failed the normal distribution; in fact, all of them returned a significance (Sig.) value more than 0.05 (Sig. > 0.05). Secondly, a homogeneity test carried out with the help of Levene's test of equality of variances showed that the pre-test data variances between the two classes were

equal with significance value $0.513 > 0.05$, This way it was established that both groups were at a similar baseline level of vocabulary knowledge before the treatment.

After checking that the data fulfilled the statistical assumptions, the hypothesis was tested by Independent Samples T-Test using the post-test scores. The result was a t-value of 2.051 and a 2-tailed significance (Sig.) value of 0.045. Because the significance is less than the standard alpha level ($0.045 < 0.05$), the null hypothesis (H_0) is rejected here, and the alternative hypothesis (H_a) is accepted instead. This finding strongly confirms that the use of BBC Learning English is very effective in helping students to quite a bit improve their vocabulary knowledge in English. And, a positive Mean Difference of 5.667 shows that the experimental group, on average, performed better than the control group in the final examination.

The success of implementing BBC Learning English in this study gives solid evidence in favour of the theoretical structure put forward by Richards (2015) on vocabulary mastery. Richards says that mastering vocabulary means you don't just translate a list of isolated words, but you must have a combined knowledge of word form, meaning and contextual use. Methods that have been used traditionally in schools have often forced students into memorizing things without understanding, which limits them doing deep thinking. However, BBC Learning English offers real life authentic audio-visual content and real conversations from everyday life. Such exposure gives students the chance to see how a word is pronounced naturally and how it is used in the correct sentence

structure. This result supports the idea of Nation (2013) who said that memory of new words will be greatly enhanced when the words are met in the communication situations rich in meaning and context, not through dull mechanical practice.

Apart from mechanically increasing test scores, the use of this media also changes students' perspective on the learning process. This is closely related to survey-based quantitative research by Ali (2023), which states that students view BBC Learning English as an interesting tool, easy to use (user-friendly), and very helpful in building a new vocabulary base. The interactive and user-friendly characteristics of this application are a crucial factor in preventing eighth grade students at the research school from feeling bored. Through an attractive interface, students can learn linguistic aspects independently without excessive psychological pressure.

Besides, the motivation and progress of the students in academic performance in this research supports the notion of Ahmad and Qasim (2019). They used a mixed methods approach and discovered that the teaching techniques based on multimedia had produced a lot higher levels of students' motivation to learn and that students' vocabulary mastery, pronunciation and comprehension were directly impacted. The use of multimedia elements that mix text, audio and visuals in BBC Learning English have been quite effective in lowering students' learning anxieties in the experimental class. As students' motivation rises, their cognitive barriers will shrink, This way long-term memory can more easily store the English words that they have just learned.

The important point that differentiates and makes the main contribution of this research is the placement of the context at the secondary school level. As identified in the theoretical bridge in Chapter II, the majority of previous research on BBC Learning English has taken university students or adult learners as subjects. There is still very little empirical evidence that tests the effectiveness of this media at the primary or secondary education level in Indonesia, especially in the madrasah tsanawiyah environment. The positive results of this research in eighth grade succeeded in filling this gap, providing valid local evidence that BBC Learning English is not only effective for advanced learners (students), but is also very adaptive and applicable for increasing students' vocabulary mastery at secondary school.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter will include conclusions from the results obtained and also suggestions for teachers and future researchers.

5.1 Conclusion

Based on the research findings and discussion presented in Chapter IV, it can be concluded that the use of the BBC Learning English application is significantly effective in improving the vocabulary mastery of eighth-grade students at MTS Bahrul Ulum Perak Jombang.

This conclusion is supported by the results of the statistical analysis using the Independent Samples T-Test on the post-test scores of both groups. The analysis yielded a 2-tailed significance value (Sig.) of 0.045, which is lower than the standard significance level ($0.045 < 0.05$). Consequently, the null hypothesis (H_0) is successfully rejected, and the alternative hypothesis (H_a) is accepted. Furthermore, the positive Mean Difference of 5.667 demonstrates that the students who were taught using BBC Learning English (experimental group) achieved a higher average vocabulary score compared to those who were taught using conventional methods (control group).

The method of teaching by using genuine audio-visual materials that are at the context of the vocabulary exercises and stigmatizing these vocabulary items through the use of interactive features in BBC Learning English have really changed the way students learn new words making it vibrant and interesting. This

approach got the students to step out of just memorizing words and helped them to grasp the usage, pronunciation and different forms of the words in actual communication contexts. As a result, their vocabulary was not only improved but also retained at a higher level.

5.2 Suggestion

In line with the results of the discussion and conclusions that have been outlined, there are suggestions for both teachers and future researchers to make it a good research.

5.2.1 For English Teacher

English teachers, In particular those who teach junior high school learners, are strongly advised to use digital English language media like BBC Learning English in their lesson plans. Making the best use of mobile-assisted language learning tools is an engaging way to launch a more innovative, contextualized, and less stressful environment for learning that leads to an excellent vocabulary development of students.

5.2.2 For Students

Apart from classroom activities, students must make full gesture of digital resources like BBC Learning English to complement their independent study efforts. Steady and solitary contact with the APP's multimedia aspects will aid

developing word power, perfecting pronunciation, and offering the practice of English in a more interactive, self-paced way.

5.2.3 For Future Researcher

Advice to future researchers who are interested in media based learning or anything related to technology is to expand the scope of their research. not only focused on vocabulary but can be used for other English language skills or provide longer treatment time and provide limitations on the technical use of BBC Learning English if necessary.

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<https://doi.org/10.3991/ijet.v16i18.24322>

APPENDICES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1072/Un.03.1/TL.01.04/05/2026
Lampiran : -
Hal : Permohonan Izin Penelitian

05 Mei 2026

Kepada Yth.
Kepala MTS Bahrul Ulum, Jombang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Almer Miqdady Fiqyan
NIM	: 200107110031
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: The Effectiveness of Using BBC Learning English as a Learning Medium to Improve Students' Vocabulary Mastery
Lama Penelitian	: Mei 2026 sampai dengan Juli 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Mohammad Walid, MA
NIP. 19790823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50 Telepon (0341) 552398 Faksimili (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email: fitk@uin-malang.ac.id

Nomor : VAL-339/Un.03.1/FITK/TL.01.04/5/2026
Lampiran : -
Penihal : Permohonan Menjadi Validator

5 Mei 2026

Kepada Yth.
Harir Mubarak M. Pd
di-
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Almer Miqdady Fiqyan
NIM : 200107110031
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : The Effectiveness of Using BBC Learning English as a Learning Medium to Improve Students' Vocabulary Mastery
Dosen Pembimbing : Harir Mubarak M. Pd/

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Prof. Dr. H. Muhammad Walid, MA
NIP. 197308232000031002

Appendix III Validation Sheet

Validation letter

English vocabulary sheet

"The Effectiveness of Using BBBC Learning English as a Learning Medium to Improve Students' Vocabulary Mastery"

Validator : Harir Mubarak, M.Pd
NIP : 1987008201802011152
Expertise : Development of learning media
Instance : Maulana Malik Ibrahim State Islamic University of Malang

A. Introduction

This validation sheet aims to obtain an assessment from the validator of my research instrument in the form of 60 English question in multiple-choice form. This instrument will be addressed to the research subjects. All comments and suggestion given are very important for researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns below :

- 1 : Very poor
- 2 : Poor
- 3 : Average
- 4 : Good
- 5 : Excellent

2. Please give comments and suggestion In the columns below :

C. Validation Sheet

no	aspect	score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies 3.9 Menerapkan struktur teks, fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan tindakan memberi dan menerima informasi terkait perbandingan jumlah dan sifat benda, orang, bintang, sesuai dengan konteks penggunaanya				✓	
2.	Instrument indicator Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research				✓	
4.	The research instrument is relevant with the research objectives				✓	
5.	The research instrument can help the researcher find out students abilities in vocabulary skills				✓	
6.	The research instrument is easy to understand				✓	
7.	Each question have one correct or most correct answer				✓	
8.	The Research using correct grammar				✓	
9.	The choice answer of the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be foemulates clearly and unequivocally				✓	

D. Suggestion

I hope this instrument can be used to
 sig up the data in the field based on
 your research question

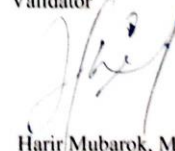
E. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that have been made is :

1. The instrument can be used without revision
2. The instrument can be used with slight revision
3. The instrument can be used with many revision
4. The instrument can't be used

Malang, May 6, 2026

Validator



Harir Mubarak, M.Pd

1987008201802011151

Appendix IV Validity Test Question

1. Choose the correct word for a baby cow:
 - a. Cub
 - b. Kitten
 - c. Pup
 - d. Calf
2. What is the meaning of the word "generous"?
 - a. Giving
 - b. Selfish
 - c. Stingy
 - d. Greedy
3. Identify the correct spelling:
 - a. Occasion
 - b. Occassion
 - c. Ocasion
 - d. Occassion
4. What is the definition of "read"?
 - a. Understand written words
 - b. Swim in water
 - c. Look at pictures
 - d. Listen to music
5. What does "run" mean?
 - a. Dance
 - b. Sit still
 - c. Walk quietly
 - d. Move at a fast pace
6. What is the action represented by "swim"?
 - a. Move through water by using limbs
 - b. Fly in the sky
 - c. Jump high
 - d. Dance
7. What does "swim" describe?
 - a. Sit still
 - b. Jump
 - c. Move through water using limbs
 - d. Climb a tree
8. What does "run" mean?
 - a. Walk quietly
 - b. Move at a fast pace
 - c. Sit still
 - d. Dance
9. Rank "talk," "whisper," and "shout" in order of volume.
 - a. Talk, shout, whisper
 - b. Whisper, talk, shout
 - c. Shout, talk, whisper
 - d. Dance, jump, swim

10. What is the definition of "jump"?
- a. Move quietly
 - b. Ascend by pushing off the ground with both feet
 - c. Swim in water
 - d. Sleep
11. What does the action verb "ride" signify?
- a. Swim in water
 - b. Travel on or in a vehicle
 - c. Walk
 - d. Fly in the sky
12. What does "talk" mean?
- a. Communicate with spoken words
 - b. Sing loudly
 - c. Whisper
 - d. Play a musical instrument
13. Define "sing."
- a. Whisper
 - b. Produce musical sounds with the voice
 - c. Dance
 - d. Speak loudly
14. How would you divide the definition of the verb "climb"?
- a. Move at a slow pace
 - b. Descend
 - c. Ascend by gripping with hands and feet
 - d. Dance
15. What are the actions involved in "eat"?
- a. Speak loudly
 - b. Consume food
 - c. Sleep
 - d. Dance
16. Which word means the same as "ask"?
- a. Inquire
 - b. Tell
 - c. Talk
 - d. Answer
17. What is the correct definition of "laugh"?
- a. Frown
 - b. Express joy or amusement with sound
 - c. Cry
 - d. Jump
18. Show the action described by the verb "climb."
- a. Move downward
 - b. Ascend by gripping with hands and feet
 - c. Speak loudly
 - d. Swim in water

19. Explain the meaning of the action verb "dance."

- a. Move rhythmically to music
- b. Play a musical instrument
- c. Speak loudly
- d. Jump

20. Describe the action represented by the verb "dance."

- a. Jump
- b. Move rhythmically to music
- c. Speak loudly
- d. Play a musical instrument

21. What is the definition of "jump"?

- a. Ascend by pushing off the ground with both feet
- b. Move downward
- c. Speak loudly
- d. Swim in water

22. Substitute the correct definition for "jump."

- a. Swim in water
- b. Move downward
- c. Ascend by pushing off the ground with both feet
- d. Speak loudly

23. What does "content" mean?

- a. Satisfied

b. Displeased

c. Unhappy

d. Angry

24. Choose the correct word for a baby cat:

- a. Calf
- b. Kitten
- c. Pup
- d. Cub

25. What does the action verb "drink" have in common with "listen"?

- a. Both involve sleeping
- b. Both involve consuming liquids
- c. One involves paying attention to sounds, the other involves eating
- d. Both involve dancing

26. What does "sleep" mean?

- a. Play a musical instrument
- b. Walk quickly
- c. Rest with eyes closed and inactivity
- d. Speak loudly

27. What is the meaning of the word "beautiful"?

- a. Pretty
- b. Tall
- c. Ugly
- d. Fast

28. What does "run" mean?
- a. Move at a fast pace
 - b. Walk quickly
 - c. Jump high
 - d. Dance
29. What is the meaning of the word "write"?
- a. Draw pictures
 - b. Sleep
 - c. Fly in the sky
 - d. Compose text using a pen or keyboard
30. Choose the correct synonym for "big":
- a. Small
 - b. Large
 - c. Tiny
 - d. Fast
31. Identify the correct action described by "skip."
- a. Move with a series of light, quick steps
 - b. Walk slowly
 - c. Jump with a rope
 - d. Swim in water
32. What action does "eat" represent?
- a. Dance
 - b. Sleep
 - c. Speak loudly
 - d. Consume food
33. What is the meaning of the word "Quickly"?
- a. Fastly
 - b. Slowly
 - c. Continuously
 - d. Really
34. What is the plural form of "cat"?
- a. Dog
 - b. Kitten
 - c. Cats
 - d. Mice
35. Which of the following is a color?
- a. Walk
 - b. Sing
 - c. Green
 - d. Jump
36. What is the past tense of "eat"?
- a. Ate
 - b. Eaten
 - c. Eating
 - d. Eats
37. What is the correct meaning of "swim"?
- a. Fly in the sky
 - b. Move through water by using limbs
 - c. Climb a tree
 - d. Jump high

38. Modify the meaning of "write."
- a. Walk quickly
 - b. Draw pictures
 - c. Compose text using a pen or keyboard
 - d. Swim in water
39. What is the plural form of "tooth"?
- a. Teeth
 - b. Teeths
 - c. Tooths
 - d. Toofs
40. What is "eat"?
- a. Consume food
 - b. Run
 - c. Sleep
 - d. Speak loudly
41. What is the past tense of "write"?
- a. Wrote
 - b. Writing
 - c. Written
 - d. Writed
42. How would you classify the action verb "listen"?
- a. Moving
 - b. Paying attention to sounds
 - c. Jumping
 - d. Eating
43. What does "run" mean?
- a. Move at a slow pace
 - b. Move at a fast pace
 - c. Walk backward
 - d. Climb a tree
44. What does "play" mean?
- a. Work
 - b. Sleep
 - c. Engage in recreation or amusement
 - d. Speak loudly
45. Which of the following is a reptile?
- a. Rabbit
 - b. Bird
 - c. Snake
 - d. Fish
46. What does "swim" mean?
- a. Move through water by using limbs
 - b. Sit still
 - c. Fly in the air
 - d. Dance
47. Identify the correct spelling:
- a. Believe
 - b. Belive
 - c. Beleive
 - d. Believ

48. What are the actions involved in "talk"?
- a. Communicate with spoken words
 - b. Sleep
 - c. Walk silently
 - d. Dance
49. What does "run" signify?
- a. Move at a fast pace
 - b. Sit still
 - c. Walk quietly
 - d. Dance
50. What is the description of "swim"?
- a. Move through water by using limbs
 - b. Jump high
 - c. Fly in the sky
 - d. Dance
51. Choose the correct word for a person who flies an airplane:
- a. Sailor
 - b. Pilot
 - c. Doctor
 - d. Chef
52. What action does "talk" describe?
- a. Communicate with spoken words
 - b. Whisper
 - c. Jump
 - d. Swim in water
53. What does "eat" mean?
- a. Consume food
 - b. Walk slowly
 - c. Speak loudly
 - d. Climb a tree
54. What is the meaning of "sing"?
- a. Move with a series of light, quick steps
 - b. Produce musical sounds with the voice
 - c. Climb
 - d. Sleep
55. Select the correct definition for the verb "talk."
- a. Speak with words
 - b. Sleep
 - c. Walk silently
 - d. Dance
56. What does "honest" mean?
- a. Sincere
 - b. Dishonest
 - c. Funny
 - d. Shy

57. How do "read" and "write" differ?
- a. One involves looking at pictures, the other involves composing text
 - b. Both involve running
 - c. Both involve speaking
 - d. Both involve swimming
58. What is the opposite of "happy"?
- a. Angry
 - b. Sad
 - c. Excited
 - d. Tired
59. Which word means the same as "begin"?
- a. Start
 - b. End
 - c. Finish
 - d. Stop
60. What is the meaning of the action verb "jump"?
- a. Ascend by pushing off the ground with both feet
 - b. Move downward
 - c. Fly in the sky
 - d. Speak loudly

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1. D
2. A
3. A
4. A
5. D
6. A
7. C
8. B
9. B
10. B
11. B
12. A
13. B
14. C
15. B
16. A
17. B
18. B
19. A
20. B
21. A
22. C
23. A
24. B
25. C
26. C
27. A
28. A
29. D
30. B
31. A
32. D
33. A
34. C
35. C
36. A
37. B
38. C
39. A
40. A
41. A
42. B
43. B

- 44. C
- 45. C
- 46. A
- 47. A
- 48. A
- 49. A
- 50. A
- 51. B
- 52. A
- 53. A
- 54. B
- 55. A
- 56. A
- 57. A
- 58. B
- 59. A
- 60. A

Appendix V Pre-Test Question

PRE-TEST

Name :

Class :

Student Number :

Choose the correct answer by crossing (x) at a, b, c, or d.

1. What does the action verb "ride" signify?
 - a) Walk
 - b) Travel on or in a vehicle
 - c) Fly in the sky
 - d) Swim in water
2. How would you classify the action verb "listen"?
 - a) Moving
 - b) Paying attention to sounds
 - c) Eating
 - d) Jumping
3. Select the correct definition for the verb "talk."
 - a) Speak with words
 - b) Walk silently
 - c) Sleep
 - d) Dance
4. What is the meaning of the action verb "jump"?
 - a) Move downward
 - b) Ascend by pushing off the ground with both feet
 - c) Fly in the sky
 - d) Speak loudly
5. Describe the action represented by the verb "dance."
 - a) Move rhythmically to music
 - b) Jump
 - c) Play a musical instrument
 - d) Speak loudly
6. Show the action described by the verb "climb."
 - a) Ascend by gripping with hands and feet
 - b) Move downward
 - c) Swim in water
 - d) Speak loudly
7. What is the meaning of the word "write"?
 - a) Compose text using a pen or keyboard
 - b) Draw pictures
 - c) Fly in the sky
 - d) Sleep
8. What does the action verb "drink" have in common with "listen"?
 - a) Both involve consuming liquids
 - b) One involves paying attention to sounds, the other involves eating
 - c) Both involve sleeping
 - d) Both involve dancing
9. Explain the meaning of the action verb "dance."
 - a) Move rhythmically to music
 - b) Jump
 - c) Play a musical instrument
 - d) Speak loudly
10. How would you divide the definition of the verb "climb"?
 - a) Descend
 - b) Ascend by gripping with hands and feet
 - c) Move at a slow pace
 - d) Dance
11. What does "run" mean?
 - a) Move at a fast pace
 - b) Sit still
 - c) Walk quietly
 - d) Dance
12. What are the actions involved in "eat"?
 - a) Consume food
 - b) Speak loudly
 - c) Dance
 - d) Sleep

13. What is the action represented by "swim"?

- a) Move through water by using limbs
- b) Jump high
- c) Fly in the sky
- d) Dance

14. Rank "talk," "whisper," and "shout" in order of volume.

- a) Talk, shout, whisper
- b) Shout, talk, whisper
- c) Whisper, talk, shout
- d) Dance, jump, swim

15. What is the definition of "jump"?

- a) Move downward
- b) Ascend by pushing off the ground with both feet
- c) Swim in water
- d) Speak loudly

16. What does "run" mean?

- a) Move at a fast pace
- b) Sit still
- c) Walk quietly
- d) Dance

17. What is the description of "swim"?

- a) Move through water by using limbs
- b) Jump high
- c) Fly in the sky
- d) Dance

18. Substitute the correct definition for "jump."

- a) Move downward
- b) Ascend by pushing off the ground with both feet
- c) Swim in water
- d) Speak loudly

19. What are the actions involved in "talk"?

- a) Communicate with spoken words
- b) Walk silently
- c) Sleep
- d) Dance

20. Modify the meaning of "write."

- a) Draw pictures
- b) Compose text using a pen or keyboard
- c) Walk quickly
- d) Swim in water

Appendix VI Post-Test Question

POST-TEST

Name :

Class :

Student Number :

Choose the correct answer by crossing (x) at a, b, c, or d.

1. What is the meaning of "sing"?

- a) Produce musical sounds with the voice
- b) Move with a series of light, quick steps
- c) Climb
- d) Sleep

2. Define "sing."

- a) Speak loudly
- b) Produce musical sounds with the voice
- c) Whisper
- d) Dance

3. Identify the action described by "skip."

- a) Jump with a rope
- b) Move with a series of light, quick steps
- c) Walk slowly
- d) Swim in water

4. What does "play" mean?

- a) Sleep
- b) Engage in recreation or amusement
- c) Work
- d) Speak loudly

5. What is the correct definition of "laugh"?

- a) Cry
- b) Express joy or amusement with sound
- c) Frown
- d) Jump

6. What does "run" mean?

- a) Walk quickly
- b) Move at a fast pace
- c) Jump high

d) Dance

7. What is "eat"?

- a) Sleep
- b) Consume food
- c) Speak loudly

d) Run

8. What does "swim" mean?

- a) Fly in the air
- b) Move through water by using limbs
- c) Sit still

d) Dance

9. What is the definition of "read"?

- a) Look at pictures
- b) Understand written words
- c) Listen to music

d) Swim in water

10. What does "talk" mean?

- a) Sing loudly
- b) Communicate with spoken words
- c) Play a musical instrument

d) Whisper

11. What is the definition of "jump"?

- a) Move quietly
- b) Ascend by pushing off the ground with both feet
- c) Swim in water
- d) Sleep

12. What does "run" mean?
- a) Move at a slow pace
 - b) Walk backward
 - c) Move at a fast pace
 - d) Climb a tree
13. What action does "eat" represent?
- a) Consume food
 - b) Speak loudly
 - c) Dance
 - d) Sleep
14. What does "swim" describe?
- a) Climb a tree
 - b) Move through water using limbs
 - c) Sit still
 - d) Jump
15. How do "read" and "write" differ?
- a) Both involve speaking
 - b) One involves looking at pictures, the other involves composing text
 - c) Both involve running
 - d) Both involve swimming
16. What does "run" signify?
- a) Move at a fast pace
 - b) Sit still
 - c) Walk quietly
 - d) Dance
17. What does "eat" mean?
- a) Consume food
 - b) Speak loudly
 - c) Walk slowly
 - d) Climb a tree
18. What is the correct meaning of "swim"?
- a) Move through water by using limbs
 - b) Fly in the sky
 - c) Climb a tree
 - d) Jump high
19. What action does "talk" describe?
- a) Whisper
 - b) Communicate with spoken words
 - c) Jump
 - d) Swim in water
20. What does "sleep" mean?
- a) Rest with eyes closed and inactivity
 - b) Walk quickly
 - c) Play a musical instrument
 - d) Speak loudly

Appendix VII Student Pre-Test Answer Sheet

PRE-TEST

Name : 20kkio dkmolia a22ohra
 Class : 8
 Student Number : 12

Choose the correct answer by crossing (x) at a, b, c, or d.

1. What does the action verb "ride" signify?
 a) Walk
☒ b) Travel on or in a vehicle
 c) Fly in the sky
 d) Swim in water
2. How would you classify the action verb "listen"?
 a) Moving
 b) Paying attention to sounds
☒ c) Eating
 d) Jumping
3. Select the correct definition for the verb "talk."
☒ a) Speak with words
 b) Walk silently
 c) Sleep
 d) Dance
4. What is the meaning of the action verb "jump"?
 a) Move downward
☒ b) Ascend by pushing off the ground with both feet
 c) Fly in the sky
 d) Speak loudly
5. Describe the action represented by the verb "dance."
☒ a) Move rhythmically to music
 b) Jump
 c) Play a musical instrument
 d) Speak loudly
6. Show the action described by the verb "climb."
☒ a) Ascend by gripping with hands and feet
 b) Move downward
 c) Swim in water
 d) Speak loudly
7. What is the meaning of the word "write"?
☒ a) Compose text using a pen or keyboard
 b) Draw pictures
 c) Fly in the sky
 d) Sleep
8. What does the action verb "drink" have in common with "listen"?
 a) Both involve consuming liquids
☒ b) One involves paying attention to sounds, the other involves eating
 c) Both involve sleeping
 d) Both involve dancing
9. Explain the meaning of the action verb "dance."
 a) Move rhythmically to music
 b) Jump
☒ c) Play a musical instrument
 d) Speak loudly
10. How would you divide the definition of the verb "climb"?
☒ a) Descend
 b) Ascend by gripping with hands and feet
 c) Move at a slow pace
 d) Dance
11. What does "run" mean?
☒ a) Move at a fast pace
 b) Sit still
 c) Walk quietly
 d) Dance
12. What are the actions involved in "eat"?
 a) Consume food
☒ b) Speak loudly
 c) Dance
 d) Sleep

13. What is the action represented by "swim"?

- ☒ a) Move through water by using limbs
- b) Jump high
- c) Fly in the sky
- d) Dance

14. Rank "talk," "whisper," and "shout" in order of volume.

- ☒ a) Talk, shout, whisper
- b) Shout, talk, whisper
- c) Whisper, talk, shout
- d) Dance, jump, swim

15. What is the definition of "jump"?

- a) Move downward
- ☒ b) Ascend by pushing off the ground with both feet
- c) Swim in water
- d) Speak loudly

16. What does "run" mean?

- a) Move at a fast pace
- b) Sit still
- ☒ c) Walk quietly
- d) Dance

17. What is the description of "swim"?

- ☒ a) Move through water by using limbs
- b) Jump high
- c) Fly in the sky
- d) Dance

18. Substitute the correct definition for "jump."

- ☒ a) Move downward
- b) Ascend by pushing off the ground with both feet
- c) Swim in water
- d) Speak loudly

19. What are the actions involved in "talk"?

- ☒ a) Communicate with spoken words
- b) Walk silently
- c) Sleep
- d) Dance

20. Modify the meaning of "write."

- a) Draw pictures
- ☒ b) Compose text using a pen or keyboard
- c) Walk quickly
- d) Swim in water

Appendix VIII Student Post-Test Answer Sheet

POST-TEST

Name : Nanda Popy Frediani
Class : VIII (Delapan)
Student Number : 09

Choose the correct answer by crossing (x) at a, b, c, or d.

1. What is the meaning of "sing"?

- ☒ a) Produce musical sounds with the voice
- b) Move with a series of light, quick steps
- c) Climb
- d) Sleep

2. Define "sing."

- a) Speak loudly
- ☒ b) Produce musical sounds with the voice
- c) Whisper
- d) Dance

3. Identify the action described by "skip."

- a) Jump with a rope
- ☒ b) Move with a series of light, quick steps
- c) Walk slowly
- d) Swim in water

4. What does "play" mean?

- a) Sleep
- ☒ b) Engage in recreation or amusement
- c) Work
- d) Speak loudly

5. What is the correct definition of "laugh"?

- a) Cry
- ☒ b) Express joy or amusement with sound
- c) Frown
- d) Jump

6. What does "run" mean?

- a) Walk quickly
- ☒ b) Move at a fast pace
- c) Jump high

d) Dance

7. What is "eat"?

- a) Sleep
- ☒ b) Consume food
- c) Speak loudly
- d) Run

8. What does "swim" mean?

- a) Fly in the air
- ☒ b) Move through water by using limbs
- c) Sit still
- d) Dance

9. What is the definition of "read"?

- a) Look at pictures
- ☒ b) Understand written words
- c) Listen to music
- d) Swim in water

10. What does "talk" mean?

- a) Sing loudly
- ☒ b) Communicate with spoken words
- c) Play a musical instrument
- d) Whisper

11. What is the definition of "jump"?

- a) Move quietly
- ☒ b) Ascend by pushing off the ground with both feet
- c) Swim in water
- d) Sleep

12. What does "run" mean?
- a) Move at a slow pace
 - b) Walk backward
 - ☒ c) Move at a fast pace
 - d) Climb a tree
13. What action does "eat" represent?
- ☒ a) Consume food
 - b) Speak loudly
 - c) Dance
 - d) Sleep
14. What does "swim" describe?
- a) Climb a tree
 - ☒ b) Move through water using limbs
 - c) Sit still
 - d) Jump
15. How do "read" and "write" differ?
- a) Both involve speaking
 - ☒ b) One involves looking at pictures, the other involves composing text
 - c) Both involve running
 - d) Both involve swimming
16. What does "run" signify?
- ☒ a) Move at a fast pace
 - b) Sit still
 - c) Walk quietly
 - d) Dance
17. What does "eat" mean?
- ☒ a) Consume food
 - b) Speak loudly
 - c) Walk slowly
 - d) Climb a tree
18. What is the correct meaning of "swim"?
- ☒ a) Move through water by using limbs
 - b) Fly in the sky
- c) Climb a tree
- d) Jump high
19. What action does "talk" describe?
- a) Whisper
 - ☒ b) Communicate with spoken words
 - c) Jump
 - d) Swim in water
20. What does "sleep" mean?
- ☒ a) Rest with eyes closed and inactivity
 - b) Walk quickly
 - c) Play a musical instrument
 - d) Speak loudly

Appendix IX Completion Research Letter



SURAT KETERANGAN
No. MTs.082/13.17/PP.00/033/2026

Yang bertanda tangan di bawah ini :

N a m a : Mohammad Luthfi, S. Ag
NIP : -
Jabatan : Kepala Madrasah
Unit Kerja : MTsS Bahrul Ulum Gadingmangu Perak

menerangkan bahwa mahasiswa dibawah ini:

N a m a : Almer Miqdady Fiqyan
NIM : 200107110031
Jurusan : Tadris Bahasa Inggris (TBI)
Semester – Tahun Akademik : Genap – 2025/2026
Judul Skripsi : The Effectiveness of Using BBC Learning English as a Learning Medium to Improve Student' Vocabulary Mastery
Lama Penelitian : Mei 2026 sampai dengan Juli 2026.

Telah melaksanakan penelitian di madrasah kami.

Demikian surat keterangan ini kami buat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Jombang, 20 Mei 2026

Kepala Madrasah,


Mohammad Luthfi, S. Ag

Appendix X Completion Research Letter

