



## Using BBC Web-Based Learning Courses to Improve Vocational High School (VHS) students' Speaking Skill

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### Abstract

The research generally discusses the use of BBC Web-Based Learning Courses to Improve Vocational High School (VHS) students' Speaking Skill. The researchers selected the sample from the population by using total sampling technique. The number of the sample was 45 students. This research was a pre-experimental design with one group pretest and posttest. The group was tested after treatment, the test included pretest and posttest that consisted of 15 items. The result of data analysis showed that there was a significant difference between the mean scores of pretest and posttest. The mean score of posttest was greater than the mean score of pretest. The mean pre-test of the students was 49.30 while the mean post-test was 80.22. It can be concluded that the use of BBC Web-Based Learning Courses Improved Vocational High School (VHS) students' Speaking Skill. It means that there is a significant difference (H1) of the students' Speaking Skill before and after treatment by using BBC Web-Based Learning Courses.

**Keywords:** *Web-based learning, Speaking Skill, VHS*



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### INTRODUCTION

One of the consequences of English's position as a foreign language in Indonesia is that students' needs for English exposure appear to be satisfied mainly in classrooms during formal English sessions. The solution to this challenge depends, among other things, on teachers' inventiveness in paving the path for the best possible learning environment in the classroom (Akhiruddin et al, 2020). One of the responses to the demand is an interactive approach. It's because interactive classroom activities encourage students to utilize the target language in meaningful ways rather than just memorize vocabulary and sentence structures. One method of disseminating

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information is through communication (Sasabone et al, 2021), communication in the world becomes more beneficial as a result of speaking. Learning English is challenging because mastering speaking skills is difficult. While other language abilities are being developed, it should not be overlooked. We cannot dispute that mastering the talent of speaking is difficult, and students will need to put in extra effort to master it. As a result, English teachers are expected to be more innovative in how they present their lessons, particularly in the area of speaking, which is regarded the hardest talent to learn.

In the learning process, CALL, learners can cope with thousands of words (Imran & Nasaruddin, 2021). By advent of Web and internet, English learning (EL) improves because internet has its own language and logic and is not limited to one culture (Mafruudloh et al., 2021). Today, the use of information technology in learning (Sujarwo et al, 2019; Nurhikmah et al, 2021; Sukmawati et al, 2022), among others, is characterized by the interaction between teachers and students via internet technology, the presence of pre-programmed teaching materials, the teacher acting as a facilitator, and the flexibility in the learning process both in terms of time and place (Sujarwo, 2020; Butarbutar, 2021). Thus, the speaking material in learning English will attract students' interest more if displayed through videos and accompanied by voices from native speakers. It will also motivate students, even more, when they are allowed to have an interactive dialogue with native speakers. These activities will occur if the teacher can integrate technology into language learning based on each student's level and interests. Therefore, professional teachers should facilitate it (Butarbutar, 2021; Nurhikmah et al, 2021).

Moreover, since English has changed into a prime necessity to meet the requirement in the workplace for many people, the main urgency of secondary foreign language students is how well they carry out English as the spoken language (Winarsih, 2019). The students who perform good ability to speak English have a better chance in public relation, can actively engage in conversation, have more exposure to incredible information through published media and internet, and have more job opportunities in the future speaking skill with sufficient significance will be as the output of English language teaching and learning process (Winarsih, 2019). The positive aspects of online teaching are found to be, according to the teachers point of view, time-saving, needing no large place or infrastructure, possible to be done from home or anywhere, allowing audio-visual lessons to be uploaded, and the re-utilization of the recorded classes; and, according to the students point of view, virtual class participation, recorded classes being possible to be learnt from in learners own free time, omnipresent class participation, respite from transport hassle, conveyance and various sorts of pollutions, and safety as well as social distancing (Hossain, 2021). It has been also highlighted that the teachers teach monotonously which causes low students' motivation to learn. In teaching English through online learning, teachers need to design the online learning properly (Suputra, 2021). Relates to this, to succeed in the educational institutions, the educational institutions must accept, implement, and adopt technological advancements, including the application and platform (Hermansyah & Aridah, 2021).

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Online learning is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning. Online learning is a program for organizing online learning classes to reach a broad and massive group of students. Online learning refers to the use of internet-based technology features, which are highly dependent on the availability of information technology (Efriana, 2021). In online learning, the role of the computers is assumed as the role of stimuli in language learning, and they called computer as a tool stage that helps in understanding and using language through spelling and grammar checker and editing of the program and finally it is introduced CALL which includes all steps. (Hussain, 2018). Technology can allow the students to work cooperatively, to compete with their friends, to have strategy, to think in a different way, to share knowledge, to learn from others and from mistakes, to work in a less stressful and to allow the students to have fun (Imran & Nasaruddin, 2022).

The selection of one particular teaching will affect the type of learning media that is appropriate, although there are still various other aspects that must be considered in choosing media, including learning objectives, types of tasks and responses that students are expected to master after learning takes place, and the learning context includes student characteristics (Rofi', 2021). The implementation of ICT-based learning media are now starting to be chosen as part of the way to facilitate the learning process (Rofi', 2021), moreover there are many virtual platforms that can be used for teachers and lectures to encourage the lesson, especially in language learning, such as WhatsApp, Edmodo, Quizizz, Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Kahoot, Zoom, and so on. Nowadays, they are widely used and installed (Mafruudloh et al., 2021).

Web-based learning can support constructivism-oriented pedagogical approaches such as social learning by providing an environment and technology that promotes and encourages this interaction (Thesalonika et al., 2019), In order to achieve this goal, the teachers should consider about the technology that can be used as their strategy of the teaching learning process (Suryana et al., 2020). There has been a change in the realm of education today. Started with teachers as the center of learning back then, becoming students as the main key of learning, and this has led to an independent learning environment. Technology has been taking an important role of this change happening in the society, with no exception in the language education as well (Taqwa et al., 2019).

Speaking is the most crucial component of learning a second or foreign language since it is a talent that allows us to communicate, and it is measured in terms of the capacity to carry on a conversation in the language. Vocational High School (VHS) students have mastered English but are still unable to communicate effectively in it or to speak it fluently, despite knowing the grammar. As a result, Vocational High School (VHS) students should have plenty of opportunities to practice speaking. They should be heavily involved in the learning activity in this scenario. Furthermore, if their interests are included in the classroom, they will be more driven to learn, and their speaking skills will develop as a result. However, the majority of them still fail to use English as a communication tool.

In light of the importance of speaking, researchers should apply or seek out various approaches and combine them to create an effective speaking teaching and learning process. Researchers should pique students' interest in learning the content or encourage them to speak English. Improvements in learning conditions, such as those described, clearly demand attention, particularly from researchers, in terms of how the classroom interaction should be best designed to meet students' communication needs. BBC Web-Based Learning Courses will be one of the viable responses to the need in this case.

## METHOD

The researchers apply a pre-experimental design with one group pretest and posttest design. This design has one group which was pre-test (O1), treatment (X), and post-test (O2). The design is presented as follows:

$$\boxed{O_1 \ X \ O_2} \quad (\text{Gay et al., 2012})$$

Where:

- $O_1$  is the pre-test
- $X$  is the treatment
- $O_2$  is the post-test

## Population and Sample

The population of this research is Vocational High School (VHS) students of Nurul Qalam Makassar. The total number of populations is 45 students

## Sample

The researchers use total sampling technique, it consists of 45 students.

## RESULT AND DISCUSSION

### *The Mean Score and Standard Deviation of Pre-test and Post-test*

A pre-test is given before the treatment to know the student's prior knowledge, while the post-test is administered after the treatment which aims to know the speaking skill of the students after giving treatment. Both the mean scores of pre-tests and posttest were then compared to see whether or not there is a significant difference of the student's speaking skill before and after treatment by using BBC Web-Based Learning Courses. Table 1 below shows the mean score on the post-test was 80.22 and standard deviation on the posttest was 7.980. It was a significant difference than the result of pre-test.

Table 1. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	49.30	7.526
Post-test	80.22	7.980

### **T-test and T-table Values of Pre-test and Post-test**

Seeing the hypothesis whether it is accepted or rejected, the researchers compared the T-test value and T-table value. If the T-test value < T-table, it means there is no significant difference between the result of pre-test and post-test. So, the null hypothesis (H0) was accepted, and alternative hypothesis (H1) was rejected. Conversely, if the T-test value > T-table value, it means there is a significant difference between the result of pre-test and post-test. It means the alternative hypothesis (H1) was accepted.

Table 2. T-test and t-table values of pre-test and post-test

Variable	t- test value	t- table value
$\chi^2 - \chi^1$	56.863	2.037.

Table 2 above shows that the value of T-test was 56.863 and T-table value was 2.037. Thus the value of T-test was greater than T-table value (56.863 > 2.037). It means that BBC Web-Based Learning Courses could significantly improve students' speaking skill of Vocational High School (VHS) Nurul Qalam Makassar.

Web-based learning is beneficial in enhancing students' speaking skills. These findings reveal a significant mean difference between Pre-test and Post-test. The considerable difference in the mean was accompanied by an increase in students' speaking skill after treatment, particularly web-based learning. Web-based learning incorporates video and blog material processing into the learning process. Students learn to express themselves in both spoken and written language as a result of this approach. As a result, web-based learning increases speaking abilities as well. In addition to incorporating technology into the learning process, web-based learning, the effect of the web-based English autonomous learning platform, which has attracted the interests and promoted autonomous learning of today's students (Han, 2019).

Web-based learning is practical and can be employed in the learning process, particularly when learning to speak. Meanwhile, problems with internet connectivity are causing poor and bad assessment by a limited number of students. It was evaluated from the viability of web-based learning based on two factors, namely: 1) ease of use; and 2) the ability to increase one's speaking abilities. The outcomes of the web-based speaking teaching materials have been accepted in the classroom; web-based learning was also well received by students. Web-based speaking learning is favorable for today's learners and can be used to reduce speaking anxiety (Bashori et al., 2020). Furthermore, web-based learning can also support students to improve their speaking abilities. So, it is clear that learning using E-learning is very efficient to improve students' speaking skills (Rahmawati et al., 2021).

### **CONCLUSION AND RECOMMENDATION**

It can be concluded that BBC Web-Based Learning Courses can improve students' speaking skill of Vocational High School (VHS). It is proven by mean score of pretest (49.30) and post-test (80.22). In the level of significance T-test value is 56.863 while T-table value is 2.037. Thus, the research supported (H1) there is a significant difference of the students' speaking skill before and after treatment by using BBC Web-Based Learning Courses. Researchers expect that other researchers will expand on this issue

in the future to gain a more dynamic knowledge of the linkages between ICT and language teaching.

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