

## **APPLYING BBC LEARNING ENGLISH APPLICATION IN STUDENTS' VOCABULARY MASTERY**

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### **Abstract**

Technology has a crucial role in helping students improve their English skills. One of the devices that help them improve their English skills particularly vocabulary is Smartphone with some applications. One of the applications is BBC Learning English. The aim of this study is to explore the use of BBC Learning English application in students' vocabulary mastery. This is a qualitative study with case study particularly the phenomenological study. The participants of this study were 26 students of Bhayangkara Jakarta Raya University majoring Accounting in the 4<sup>th</sup> Semester. The data were collected through questionnaire. The results of the study were that students got 10 new vocabularies for each meeting. 23 students could memorize English vocabularies easily. 21 Students had their spirit increased. 17 students agreed about the number of benefits that they got. 16 students agreed that the contents in the application varied. 21 students liked BBC Learning English application. 8 students disagreed and 8 students strongly disagreed about no advantages of the application. 12 students agreed, 7 students disagreed about memorizing vocabularies without using the application. 10 students disagreed about being nervous using the application. 22 students liked the topics in the application. 21 students agreed that videos in the application helped students memorize vocabularies. 21 students had mobile phone-based Android. 21 students agreed that the application was very flexible to use. 20 students agreed that the application was friendly to use. 22 students got fun experience using the application. 21 students were proud of using the application. 21 students agreed that the contents are interesting. 21 students would recommend the application. 20 students could use the application easily. 13 students agreed that mastering vocabularies is important. 17 students had the target to master English vocabularies.

**Keywords:** *Vocabulary, Mobile Application, BBC Learning English.*

### **INTRODUCTION**

Language has an important role in communication. According to Phipps & Gonzalez (2004), Languages are more than skills, they are the medium through which communities of people engage with, make sense of and shape the world. Everyone needs to communicate well in order to have an exciting communication. Every language has its own difficulties but people can learn it through internet. People can communicate one another by utilizing Smartphone, tablet, and computer. They also can master English by using those media. There are some applications in the Smartphone which can be used. Learning applications in the mobile phone become popular nowadays. Since the Covid-19 Pandemic has spread, students learn at home. Many students

utilize learning applications especially for English in the mobile phone. They can access the contents of learning anywhere and anytime.

One of the applications is BBC Learning English. Students can master English vocabularies in that application. They can learn new vocabularies from the videos that they watch. There are some students who feel difficult in mastering English vocabularies. They are confused how to understand the English vocabularies. The difficulty in understanding and memorizing English vocabularies is often to be one of the reasons causing students' lack of vocabulary. They mentioned that the difference between writing and pronouncing vocabulary are making it difficult to master (Ginting, 2019). So, BBC Learning English application can help them enrich their vocabularies.

The writers try to investigate the use of BBC Learning English application in students' vocabulary mastery. There are several studies related to this study, for example Improving Students' Vocabulary Mastery Using Plickers for Electrical Avionic Department (Kusumaningrum et. al, 2020), Assessing the Effectiveness of Mobile-Application Technology: A Project-Based Learning (Sariani et. al, 2020), The Effect of Integrating Mobile Application in Language Learning: An Experimental Study (Mengorio & Dumlao, 2019), and Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English (Hidayati & Diana, 2019). Some previous studies use tests to see the effect of the applications in the mobile phone. However, this study utilizes questionnaire to know the result of using BBC Learning English application.

Based on the description above, the study aims at exploring the use of BBC Learning English application in students' vocabulary mastery. The research questions of this study are 1) How do students learn English vocabularies? 2) How is the result of the use of BBC Learning English application?

## **REVIEW OF LITERATURE**

### **The Importance of Vocabulary**

Vocabulary is the collection of words. There are many items dealing with vocabulary such as preposition, adjective, noun, conjunction, adverb, verb, interjection, and pronoun. There are some instructions in helping students expand their vocabulary. Linse (2005) explained the formal and informal instruction. For formal instruction, the teacher teaches students the meanings of words and ways to uncover the meaning of words through direct instruction. Informal instruction is non-rule oriented and often a "by the way" approach. Some vocabularies have their term dealing with corpus. According to McCarten (2007) a corpus is basically a collection of texts which is stored in a computer. The texts can be written or spoken language.

The terms that we can learn from the corpus about vocabulary: (1) frequency: which words and expressions are most frequent and which are rare; (2) differences in speaking and writing: which vocabulary is more often spoken and which is more often written; (3) contexts of use: the situations in which people use certain vocabulary; (4) collocation: which words are often used together; (5) grammatical patterns: how words and grammar combine to form patterns; (6) strategic use of vocabulary: which words and expressions are used to organize and manage discourse.

Vocabulary is essential for people because they can communicate the language smoothly. People who have rich vocabulary tend to make the sense of communication. They can use various vocabularies in their communication. In this case, students need to learn more about English vocabularies. They can have the partner to learn more vocabularies. They also need to understand the kinds of vocabulary which they want to learn. Moir & Nation cited in Griffiths (2008) revealed that in order to take control of students' vocabulary learning, they need to know what vocabulary to learn, how to go about learning it, and how to assess and monitor their progress. Students also can find the vocabularies that they like for the topic. In reading activity, ample vocabularies that students have can help they comprehend the texts easily. Bishop et. al

(2009) stated that educators and educational researchers have known for years that vocabulary knowledge plays a significant role in reading comprehension. Students who have wider vocabulary can support all skills in English including reading, writing, listening, and speaking.

### Mobile Phone Application

The technology grows rapidly. It impacts all fields including education. In term of teaching and learning, technology has a crucial effect. Nowadays, teachers and students can access many sources of English utilizing technology. They can use computer, laptop, and Smartphone. Teachers can deliver the materials of English simply and students can learn them easily. They need an internet connection to access the sources. Many of teachers and students use Smartphone in their activity of teaching and learning. Duffy (2013) defines Smartphone as a contemporary cellphone combined with a handled computer people can use to develop apps that run on the underlying platform.

The existence of android becomes popular nowadays. People tend to utilize this system for their activities including communication. Android is developed on the Smartphone. Duffy (2013) states that android is an open-source platform that makes all system services available to developers. The cellphone supported with android can be used by the device completed with touch screen such as Smartphone and tablet. Many people utilize android because it is flexible to operate.

There are some applications on the Smartphone which can be utilized for teaching and learning English. One of it is BBC learning English. The application sits on top of the platform stack and is the layer users interact with. According to Kuning (2020), BBC Learning English app teaches learners English through simple English conversations. It is from BBC News. BBC Learning English programs are 6 Minute English, English at Work, and so on. Here is the example of BBC Learning English program.



Figure 1. Minute English program on BBC Learning English.

### METHOD

This research is qualitative research. The type of qualitative research is a phenomenological study. Hancock and Algozzine (2006) say that phenomenological study explores the meaning of

several people's lived experiences around a specific issue or phenomenon. The data is obtained through questionnaire separated to the respondents. Paton (2002) explains that document analysis in the qualitative findings includes studying excerpts, quotations, or entire passages from organizational, clinical, or program records; memoranda and correspondence; official publications and reports; personal diaries; and open-ended written responses to questionnaires and surveys.

The samples of this research are 26 students of Bhayangkara Jakarta Raya University majoring Accounting in the 4<sup>th</sup> Semester. The researchers share the questionnaire of using BBC learning English application through Google form. Then, they analyze and interpret the data. Here are the steps suggested by Creswell (2009) in analyzing the data of qualitative research.

- 1) Step 1: Organize and prepare the data for analysis.
- 2) Step 2: Read through all the data.
- 3) Step 3: Begin detailed analysis with a coding process.
- 4) Step 4: Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.
- 5) Step 5: Advance how the description and themes will be represented in the qualitative narrative.

## **FINDINGS AND DISCUSSION**

### **The Difficulties of Learning English.**

Researchers asked students about the difficulties of learning English. It was done to see the problems that they encounter. Most of the students felt that they found some difficulties in mastering English vocabularies. They felt that they are hard in memorizing vocabularies, confused how to learn them, and find difficulties in discovering new vocabularies. Here is the figure which shows their statements about the difficulties of learning English.

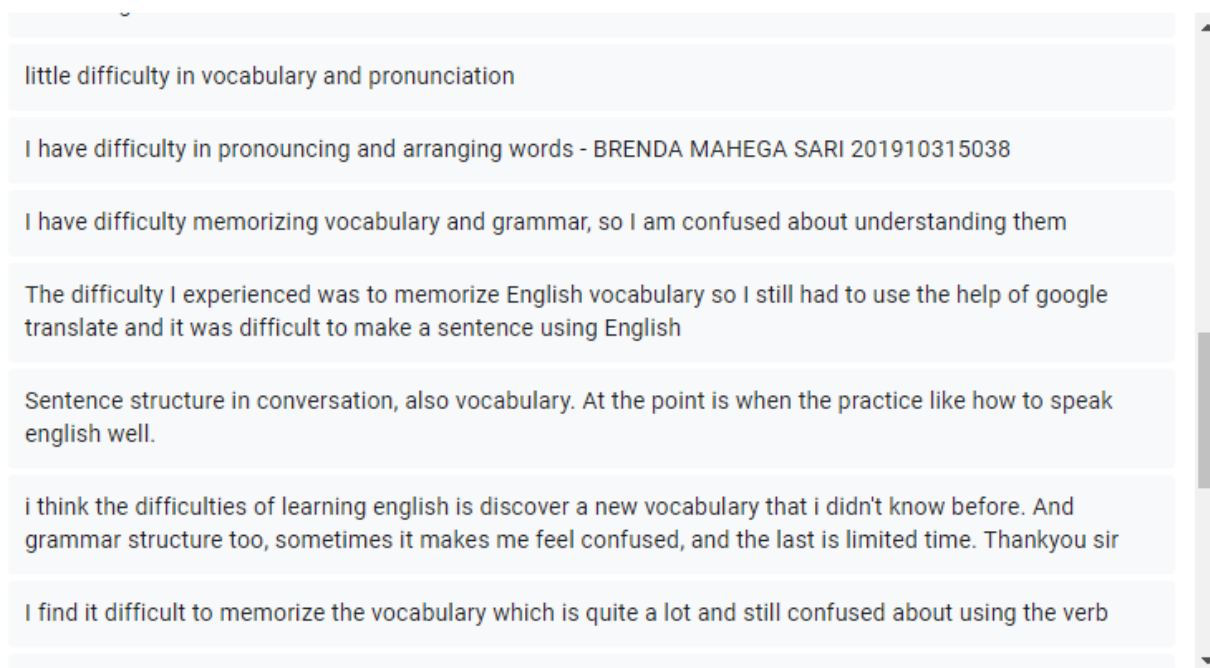


Figure 2. The Difficulties of Learning English

### **The First Result of Learning English Using BBC Learning English Application.**

The first activity of the research was about how to master more vocabularies. Students were asked to study English which focused on enriching vocabularies. They also were asked to get

and memorize 10 new vocabularies from the materials in the BBC Learning English. After getting and memorizing the new vocabularies, they needed to show 2 pictures about the materials that they learnt. Here are the data about new vocabularies that they got.

- a) Student 1: ramble, lethal, peripheral, mistreat, obstacle, wimpy, sheer, kicks in, kin, and solitude.
- b) Student 2: take hold, wimpy, sheer, kicks in, genome, comforter, culinary, associated, irrelevant, and nuanced.
- c) Student 3: Invasion, suffix, in common parlance, building blocks, through someone's eyes, assistive technology, echo-location, visually Impaired, hamster on a wheel, and the glass if half full/empty.
- d) Student 4: tough, consequences, unfortunately, increased, obviously, stolen, lawfully, rejected, through, and dump.
- e) Student 5: funny, look, amusing, unusual, strange, dark, light, wide, tight, and loose.
- f) Student 6: humiliated, unconscious, obese, coined, scorn, high-density, unpleasant, dose, resilient, and widespread.
- g) Student 7: keeping an eye, clerk, humbug, persistent, indigestion, reassured, trapped, entanglement, short-sighted, and shudders.
- h) Student 8: invasion, suffix, in common parlance, through someone's eyes, comforter, culinary, associated, irrelevant, nuanced, take comfort
- i) Student 9: yourself, no one, itself, ourselves, accept, become, build, important, critical, and basically.
- j) Student 10: micromanage, go on strike, tight schedule, the way to go, twenty four hours a day, obstacle, visually impaired, assistive technology, not a big deal, and echo location.
- k) Student 11: lavish, ripple effects, upskilling, pretext, bonkers, sweeping, get to the bottom of, down the rabbit hole, and livelihoods.
- l) Student 12: wicked, urging, belong, briefly, closely, deeply, and deliberately.
- m) Student 13: pretend, wimpy, kin, trials, disdain, tap into, folk tales, solitude, and chronic.
- n) Student 14: micromanaged, duties, pretend, misremembered, conclude, invasions, hastening, freedom, kingdom, and proportion.
- o) Student 15: Whether, entrepreneurial, crowdfunding, inefficient government, overemphasising, rapidly, intended, acting immorally, business brain, and huge.
- p) Student 16: tone-deaf, larynx, stress response, keep it up, vocal cords, comforter, irrelevant, nuanced, take comfort, and associated.
- q) Student 17: disappear, difficult, curious, bridge, affection, suddenly, blind, confident, confident, and honour.
- r) Student 18: Footage, ramped, vehicle, uncertainty, evidence, restrict, low platelet, have echoed, and the seasonal.
- s) Student 19: gherkins, suppose, luxury, feast, double-decker, bargain, gig, enthusiasm, snap up, and immediately.
- t) Student 20: unsurprisingly, outbreak, awful, reveal, took hold, tone deaf, however, involving, stretched, and backward.
- u) Student 21: an internship, social mobility, to rule out, established connections, well – connected, scanning, literature, hemisphere, coming to life, and scalp.

The researchers asked students to get more new vocabularies after the research is done. They can access the features of BBC Learning English application. 5 students did not fill out the form to complete the new vocabularies.

### **The Second Result of Learning English Using BBC Learning English Application.**

The second activity of the research was about how to master more vocabularies. Students were asked to study English which focused on enriching vocabularies. They also were asked to get and memorize 10 new vocabularies from the materials in the BBC Learning English. After getting and memorizing the new vocabularies, they needed to show 2 pictures about the materials that they learnt. Here are the data about new vocabularies that they got.

- a) Student 1: edible, prominence, sugar rush, dunking, sustenance, invasion, suffix, building blocks, at heart, and in common parlance.
- b) student 2: thriving, inclusive, mistreat, social security, drum up, petrifying, self-sabotage, fulfillment, financial freedom, and freelance.
- c) student 3: alignment, gratitude, satisfaction, hedonic treadmill, the glass is half full, drum up, freelance, fulfillment, self sabotage, and financial freedom.
- d) student 4: thriving, inclusive, mistreat, take hold, wimpy, sheer, kicks in, genome, fulfilment, and petrifying.
- e) student 5: snap up, bargain, gig, immediately, clout, clerk, humbug, keeping an eye, persistent, and surplus.
- f) student 6: drum up, petrifying, fulfillment, self-sabotage, financial freedom, satisfaction, hedonic treadmill, gratitude, alignment, and hamster on a wheel.
- g) student 7: to separate, to treat, lifecycle, out of sight, differentiate, depopulation, stabilise, deforestation, microscopic, and duplicate.
- h) student 8: microscopic, deforestation, stabilize, characteristics, differentiate, bizarre, odd, unusual, amusing, and hilarious
- i) student 9: desperate, to treat, to separate, lifecycle, out of sight, out of mind, a sector, inherent, to escalate, to deal with, and to perform.
- j) student 10: childish, chimed, Beowulf, concerns, polyglot, possess, comforter, tucking, guilty, and warmth.
- k) student 11: downturns, bounce back, accelerates, rebound, convenient, fundamental, pace, growth, slump, and shrinking
- l) student 12: employer, spaceship, pretend, absolutely, judgment, fortunately, bossed, might, go on strike, and refuse.
- m) student 13: lethal, high-density, peripheral, flight routes, dose, the new normal, proximity, down the line, for its own sake, and evidential justification.
- n) student 14: dipping, dunking, connoisseur, edible, sustenance, prominence, tendency, alignment, gratitude, and increase.
- o) student 15: dunking, edible, sustenance, sugar rush, prominence, critic, respiratory, embezzlement, acute pain, and progressing.
- p) student 16: edible, sugar rush, substance, prominence, dunking, invasion, building blocks, and suffix.
- q) student 17: ripple effect, hire and fire, job for life, upskilling, lavish, entrepreneur, crowdfunding, corrupt, collective effort, and quality of life.
- r) student 18: to separate, to treat, manufacturer, consumer, lifecycle, entrepreneur, crowd funding, start-up, corrupt, and collective effort.
- s) student 19: now, today, later, last night, yesterday, tonight, this week, midday, just now, two hours, and forever.

The researchers asked students to get more new vocabularies after the research is done. They can access the features of BBC Learning English application. 7 students did not fill out the form to complete the new vocabularies.

### **The Result of Questionnaire of Using BBC Learning English Application**

The students were asked to fill out the form on Google form about the questionnaire of using BBC Learning English application. They filled this form after using the application to know

their responses towards the application. Here is the table of the result of the questionnaire of using BBC Learning English application.

Table 1. Questionnaire of Using BBC Learning English Application

No.	Statement	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %
1.	I memorize English vocabularies easily using BBC Learning English Application.	0	0	12.5	88.5	0
2.	I have more spirit in memorizing English vocabularies using BBC Learning English Application.	3.9	0	11.5	80.8	3.9
3.	I get many benefits using BBC Learning English Application.	0	0	7.7	65.3	26.9
4.	The contents in BBC Learning English Application vary.	0	0	11.5	61.5	26.9
5.	I really like using BBC Learning English Application.	0	0	15.4	80.8	3.9
6.	There are no advantages using BBC Learning English Application.	30.8	30.8	11.5	23.1	3.9
7.	I can memorize English vocabularies easily without using BBC Learning English Application.	0	26.9	23.1	46.2	3.9
8.	I feel nervous using BBC Learning English Application.	3.9	38.5	30.8	23.1	3.9
9.	I like the topics in BBC Learning English Application.	0	0	11.5	84.6	3.9
10.	Videos in BBC Learning English Application help me memorize some English vocabularies.	0	3.9	3.9	80.8	11.5
11.	I have mobile phone based Android to use BBC Learning English Application.	3.9	0	3.9	80.8	11.5
12.	BBC Learning English Application is very flexible to use in digital learning.	0	0	3.9	80.8	15.4
13.	BBC Learning English Application is friendly to use.	0	3.9	3.9	76.9	15.4
14.	I get fun experience using BBC Learning English Application.	0	3.9	7.7	84.6	3.9
15.	I am proud of using BBC Learning English Application.	0	3.9	7.7	80.8	7.7

16.	The contents in BBC Learning English Application are interesting.	0	3.9	0	80.8	15.4
17.	I will recommend BBC Learning English Application to other people.	0	3.9	7.7	80.8	7.7
18.	I can use BBC Learning English Application easily.	0	3.9	7.7	76.9	11.5
19.	Mastering English vocabularies is very important.	0	3.9	0	50	46.2
20.	I have target to master English vocabularies.	0	7.7	15.4	65.3	11.5

Based on the data above, the first statement that students must respond was about how easy they can memorize English vocabularies using BBC Learning English application. Students who agreed about the statement were 88.5%. Meanwhile, students who were undecided were 12.5%. So, based on the description which got from the first statement it can be described that most of the students experienced few problems in memorizing English vocabularies using BBC Learning English application. 23 students agreed that they could memorize English vocabularies using the application. Then, the second statement that students must respond was about their spirit in memorizing English vocabularies using BBC Learning English application. Students who strongly disagreed about the statement were 3.9%. Students who were undecided were 11.5%. Students who agreed were 80.8%. Students who strongly agreed were 3.9%. It meant that students had more spirit in memorizing English vocabularies using BBC Learning English application. 21 Students agreed that their spirit increased. For the third statement, it was about the number of benefits that they got using BBC Learning English application. Students who were undecided about this were 7.7%. Students who agreed with the statement were 65.3%. Students who strongly agreed were 26.9%. From the finding on this part, most of the students conveyed that they got many advantages from BBC Learning English application. 17 students agreed about this statement. Next, the fourth statement was about various contents in BBC Learning English application. Students who were undecided were 11.5%. Students who agreed were 61.5%. Students who strongly agreed were 26.9%. It meant that students utilized various contents in BBC Learning English application. 16 students agreed that the contents in the application varied. The fifth statement was about students who liked BBC Learning English application. Students who were undecided were 15.4%. Students who agreed were 80.8%. Students who strongly agreed were 3.9%. After students learnt English from BBC Learning English application, they explained that they liked such application. 21 students agreed about the fifth statement.

Then, the sixth statement was that there were no advantages using BBC Learning English application. Students who strongly disagreed were 30.8%. Students who disagreed were 30.8%. Students who were undecided were 11.5%. Students who agreed were 23.1%. Students who strongly agreed were 3.9%. It showed that most students did not agree with the statement. 8 students disagreed and 8 students strongly disagreed with the statement. The seventh statement was that students could memorize English vocabularies easily without using BBC Learning English application. Students who disagreed were 26.9%. Students who were undecided were 23.1%. Students who agreed were 46.2%. Students who strongly agreed were 3.9%. Based on the finding from the seventh statement, it can be described that most students shared the balance about agreement and disagreement of the statement. 12 students agreed, 7 students disagreed, and 6 students were undecided about the statement. Next, the eighth statement was that students felt nervous using BBC Learning English application. Students who strongly disagreed were 3.9%. Students who disagreed were 38.9%. Students who were



undecided were 30.8%. Students who agreed were 23.1%. Students who strongly agreed were 3.9%. It showed that most students did not agree with the statement. 10 students disagreed and 8 students were undecided about the statement. The ninth statement was that students liked the topics in BBC Learning English application. Students who were undecided were 11.5%. Students who agreed were 84.6%. Students who strongly agreed were 3.9%. It meant that most students like the topics in BBC Learning English application. 22 students agreed with the statement. The tenth statement was that videos in BBC Learning English application helped students memorize some English vocabularies. Students who disagreed were 3.9%. Students who were undecided were 3.9%. Students who agreed were 80.8%. Students who strongly agreed were 11.5%. Students felt the videos in BBC Learning English really helped them in memorizing some vocabularies. 21 students agreed with the statement.

For the eleventh statement, it was that students had mobile phone based Android to use BBC Learning English application. Students who strongly disagreed were 3.9%. Students who were undecided were 3.9%. Students who agreed were 80.8%. Students who strongly agreed were 11.5%. So, based on the finding on this part it showed that most students had mobile phone based android to use BBC Learning English application. 21 students agreed with the statement. The twelfth statement was that BBC Learning English was very flexible to use in digital learning. Students who were undecided were 3.9%. Students who agreed were 80.8%. Students who strongly agreed were 15.4%. It showed that most students agreed with the statement about the flexibility of BBC Learning English application to use in digital learning. 21 students agreed with the statement. The thirteenth statement was that BBC Learning English application was friendly to use. Students who disagreed were 3.9%. Students who were undecided were 3.9%. Students who agreed were 76.9%. Students who strongly agreed were 15.4%. Based on the finding on this statement, it showed that most students agreed that BBC Learning English application was friendly to use. 20 students agreed with the statement. Then, the fourteenth statement was that students got fun experience using BBC Learning English application. Students who disagreed were 3.9%. Students who were undecided were 7.7%. Students who agreed were 84.6%. Students who strongly agreed were 3.9%. It meant that most students got fun experience using BBC Learning English application. 22 students agreed with the statement. The fifteenth statement was that students were proud of using BBC Learning English application. Students who disagreed were 3.9%. Students who were undecided were 7.7%. Students who agreed were 80.8%. Students who strongly agreed were 7.7%. Based on the data, most students were proud of using BBC Learning English application. 21 students agreed with the statement.

The sixteenth statement was that the contents in BBC Learning English application were interesting. Students who disagreed were 3.9%. Students who agreed were 80.8%. Students who strongly agreed were 15.4%. It showed that the contents in BBC Learning English application were interesting. 21 students agreed with the statement. The seventeenth statement was that students would recommend BBC Learning English application to other people. Students who disagreed were 3.9%. Students who were undecided were 7.7%. Students who agreed were 80.8%. Students who strongly agreed were 7.7%. It meant that most students will recommend BBC Learning English application to other people. 21 students agreed with the statement. The eighteenth statement was that students use BBC Learning English application easily. Students who disagreed were 3.9%. Students who were undecided were 7.7%. Students who agreed were 76.9%. Students who strongly agreed were 11.5%. Based on the data, most students stated that they could use BBC Learning English application easily. The nineteenth statement was about the importance of mastering English vocabularies. Students who disagreed were 3.9%. Students who agreed were 50%. Students who strongly agreed were 46.2%. It showed that most students stated that mastering English vocabularies was very important. 13 students agreed and 12 students strongly agreed with the statement. Finally, the twentieth statement was that students had target to master English vocabularies. Students who disagreed

were 7.7%. Students who were undecided were 15.4%. Students who agreed were 65.3%. Students who strongly agreed were 11.5%. It meant that most students had target to master English vocabularies. 17 students agreed with the statement.

## CONCLUSIONS

The study concludes that students get 10 new vocabularies for each meeting using BBC Learning English application. This application helps students solving their problems from the lack of vocabulary. In term of memorizing, they can memorize English vocabularies using the application. Besides that they have more spirit in memorizing vocabularies because they utilize the videos in the application. They do not feel nervous using the application because the application is flexible to use, friendly to use, interesting. They are proud of using the application. There are many benefits that students can get from the application. They can access the application anywhere and anytime.

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