

# THE EFFECTIVE BRITISH BROADCASTING CORPORATION'S (BBC) OPTIMAL PRONUNCIATION VOCATIONAL SCHOOL'S (OPVS) PODCAST

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**Abstract.** The objective of this initiative is to improve pronunciation fluency in vocational schools by including a British accent. This study utilized the Wilcoxon signed-rank test as a component to collect both quantitative and qualitative data on product moment SPSS. The data was acquired by pronunciation evaluation test and analysis questions. The data employed in this study was gathered from a vocational school consisting of thirty students enrolled in a hospitality industry and cooking programme. The mean test score is 8.00, and the total amount of ranks is 120.00. According to the statistical test output provided, it is referred to as Asymp. The p-value (two-tailed) is 0.001. Based on the test statistics output above, it is known that Asymp. Sig. (2-tailed) has a value of 0.001, because the value of 0.001 is smaller than 0.05, it can be concluded there is a difference between learning outcomes using text transcripts and shadowing BBC Podcasts and those that do not use text transcripts and shadowing BBC Podcasts. The podcast produced by the BBC can enhance language acquisition by improving pronunciation skills, stimulating students' motivation to achieve English competence, and assisting listeners in developing a predominantly British accent.

**Keywords:** Students, Pronunciation, Podcast, British Broadcasting Corporation

**Abstrak.** Tujuan dari penelitian ini adalah untuk meningkatkan kecepatan pengucapan di sekolah kejuruan dengan memasukkan aksen Inggris. Studi ini menggunakan *signed rank test* Wilcoxon sebagai komponen untuk analisis data kuantitatif dan kualitatif menggunakan SPSS. Data diperoleh melalui uji evaluasi pengucapan dan pertanyaan analisis. Data yang digunakan dalam penelitian ini dikumpulkan dari sekolah kejuruan yang terdiri dari tiga puluh siswa yang terdaftar di industri perhotelan dan program memasak. Skor tes rata-rata adalah 8.00, dan jumlah total adalah 120.00. Menurut hasil tes statistik yang diberikan, itu disebut Asymp. Nilai p (dua ekor) adalah 0,001. Berdasarkan hasil analisis tes di atas, diketahui bahwa Asymp. Sig. memiliki nilai 0.001, karena nilai 0.001 lebih kecil dari 0.05, dapat disimpulkan bahwa ada perbedaan antara hasil belajar menggunakan transkrip teks dan bayangan BBC Podcast dan mereka yang tidak menggunakan transkrips teks dan Bayangan BBC podcast. Podcast yang diproduksi oleh BBC dapat meningkatkan akumulasi bahasa dengan meningkatkan keterampilan pengucapan, merangsang motivasi siswa untuk mencapai kompetensi bahasa Inggris, dan membantu pendengar dalam mengembangkan aksen yang sebagian besar Inggris.

**Kata Kunci:** Mahasiswa, Pengucapan, Podcast, British Broadcasting Corporation

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## INTRODUCTION

Pronunciation is essential for effective communication in English. The correct pronunciation is vital for effective spoken communication. In educational settings, the burden of learning English has become challenging for English foreign language learners in Indonesia, as they face learning English words. Pronunciation is crucial for speaking English for several reasons; communication clarity; and proper pronunciation ensure that your message is clearly understood by others. (Al Yaqoobi et al., 2016) mentioned that one can does not speak without pronouncing the language. It helps in avoiding misunderstandings and enhances effective communication. Good pronunciation contributes to how others perceive your language skills, clear pronunciation boosts your credibility and confidence when speaking English making you more comfortable in various social and professional situations. Pronunciation is a key component of overall language fluency. While vocabulary and grammar are important, clear pronunciation adds to the overall fluency and natural flow of speech. Hasibuan (2019) studied the opinions of English education students about their English pronunciation skills; analyzed the forms of English pronunciation errors made by the students; explored strategies or efforts made by students to improve their English pronunciation skills; and identified obstacles found by the students in English pronunciation. English is spoken by people from various linguistic backgrounds.

Good pronunciation helps in reducing language barriers, making it easier for non-native speakers to communicate effectively with native speakers. Effective communication relies heavily on accurate pronunciation as faults in pronunciation can significantly impact the clarity of one's message delivery. (Keshavarz & Abubakar, 2017) assert that pronunciation clarity is an essential aspect of communication ability. Pronunciation is essential in communication since serious mispronunciation can hamper intelligibility (Keshavarz & Abubakar, 2017). Furthermore, (Komariah, 2018) found the problems in pronouncing the English sounds faced by SMPN 2 Halong, Banjar students. From Komariah's article, it was found that students had difficulty pronouncing consonant sounds, vowels, and diphthongs because the mother tongue they used was like the Banjar language. However, (Ababneh, 2018) posits that learners believe that their communication difficulties stem primarily from their pronunciation skills. (Yusuf, 2014) Indonesian students said they had some phonological problems with sounds, stress, rhythm, and intonation, which made them more interested in and better able to improve their English speech. Also, (Naser & Hamzah, 2018) found that English as a Foreign Language (EFL) students in Saudi Arabia who took part in the Preparatory Year Program (PYP) had trouble with pronunciation and speaking. Of all, there is one solution from several articles to improve the pronunciation of teaching methods through creating conversations as well as student attitudes and motivation. From several pronunciation problems, it can be concluded that previous researchers have not used the BBC podcast method. The problem of students learning pronunciation problems in

learning pronunciation such as auditory perception, mispronunciation of words, and interference during transfer from native to target language, resulting in different meanings in words or sentences. Various technological devices and social media tools are integral parts of learners' lives and predictably, their daily digital experiences cannot go unnoticed in their learning process (Devana & Afifah, 2020; Rahmawati et al., 2018; Rakhmanina & Kusumaningrum, n.d.)

A podcast is a digital audio or video file that is available for streaming or downloading on the internet. Podcasts cover a wide range of topics, including news, education, entertainment, storytelling, and more. Students can subscribe to podcasts, allowing them to automatically receive new episodes when they are released. Podcasts provide a convenient and accessible way for people to listen to content on the go, often through platforms or apps dedicated to podcast distribution. Digital technology is preferred by many as the first go-to source of a dynamic hub of knowledge and learning, (Merzifonluoğlu & Gonulal, 2018). (Gilakjani, 2014) both agreed that technology has affected language teaching methods. (Gilakjani, 2014), technology helps students alter their learning processes and gives them access to a wealth of knowledge their teachers cannot provide. The development of podcasts in Indonesia has begun to emerge because Indonesia has the largest number of listeners in Southeast Asia (Paramadina, 2021). Podcasts had a positive response from students, and (Gonulal, 2022). Additionally, it periodically generates audio and video files. The BBC podcast centres on the daily life and authentic culture of British English in the United Kingdom (Rachmiati, n.d.). According to (Barella & Linarsih, 2020), BBC Learning English is an interesting and attractive site designed for English learners and English teaching. The digital audio podcast file can be used through the free internet and listened to on any device that supports MP3/MP4 files, such as a computer, smartphone, and MP3 player (Samad et al., 2017). Research (Dianithi, 2017) showed that using podcasts as a learning tool can be helpful for students because it makes learning more interesting and can motivate them to learn. While BBC podcasts themselves can be valuable resources for learning pronunciation, various technologies can enhance the learning experience. Here are some ways to utilize technology with BBC podcasts for improving pronunciation; use speech recognition apps or software that provide real-time-feedback on pronunciation accuracy. Students can listen to a BBC podcast episode and practice speaking into the app, receiving instant feedback on their pronunciation. Encourage students to record themselves while listening to BBC podcasts. They can compare their pronunciation to the native speakers in the podcast and adjust accordingly. The novelty BBC podcasts are a relatively new and innovative learning resource compared to traditional methods like textbooks or in-person classes. The audio content is delivered by a native speaker, allowing you to hear accurate pronunciation. The various speaking speeds and accents help you adapt to different pronunciation styles. Research on the effectiveness of the BC podcast in learning pronunciation is important; pronunciation is a crucial

aspect of language proficiency. Effective pronunciation learning methods can help language learners improve their English communication skills, intelligibility, and confidence. Research can explore how to utilize this medium best to enhance pronunciation learning, taking advantage of its flexibility.

The researcher found some problems faced by students in the mastery of pronunciation. The problems that the students faced related such as determine (dɪ'tɜːmɪn) read mind (maɪnd), students often mispronounce determine as mind at the end of the word, read; pronunciation "reed" (small bamboo), arti "read" (reading), meat pronunciation "meet" (bertemu), arti "meat" (daging), sea pronunciation "see" (melihat) arti "sea" (laut). The problem with pronunciation, where words like "read" are pronounced differently based on their context such as read "sea versus "reed", can be attributed to the complexity of the English language. English has many words that are spelt the same but have different meanings and pronunciations. These are called homographs. Such as, "read" can be pronounced as "reed" or "red" depending on whether it is used as a verb or a noun. Interference transfer or errors in pronunciation can usually be caused by phonological transfer from the native language to the target language; difficulty hearing directly from the native language and distinguishing the sounds of the target language can affect a person's ability to produce these sounds correctly. Text transcripts and shadowing are a fantastic tool for practicing pronunciation. Students can use the text transcript and shadowing either before or after listening. The BBC offers several podcasts that can help improve pronunciation skills in English: BBC 6 Minute English; although not solely focused on pronunciation, this podcast covers a wide range of topics and includes conversations between native English speakers. Listening to and imitating the pronunciation of the speakers can be beneficial for improving students' pronunciation. Listening to these productions can help students become familiar with natural speech patterns, intonation, and pronunciation in storytelling. In addition to pace, students should consider where the speaker pauses and when certain words are highlighted. The correct word pronunciation should be considered when students improve their pronunciation. A mini-course on these subjects is also available as a podcast from the BBC. A system of symbols represents the English sound in pronunciation advice. In addition to films demonstrating how to pronounce each sound, the BBC podcast also has a guide to these symbols. According to research (Abdelhadi & Boukhelef, 2023), the role of BBC Learning English podcasts is to provide opportunities to speak quickly through pronunciation development. There are other exercises to understand better different noises that may be similar. Features of English are details on the various pronunciation components, interactive tests assess students' knowledge of English pronunciation and aid their education. The research purpose is: Is the use of BBC podcasts shadowing and text transcript able to overcome pronunciation difficulties? The researcher formulated the hypotheses as follow:

Ho: There is no relationship between BBC podcast shadowing and text transcript's ability to overcome pronunciation difficulties

H1; There is a relationship between BBC podcast shadowing and text transcripts that can overcome pronunciation difficulties.

## METHOD

This researcher used a qualitative analysis of attitude questions towards learning English pronunciation from five questions and quantitative data from examination test and five analysis question and the result of data analysis through the Wilcoxon signed-rank test SPSS. The researcher employed two instruments to acquire the data for this observation. First, a is a pronunciation test, and second is an analysis question. The students participated in five analysis questions with an attitude toward learning English pronunciation and an English pronunciation examination (oral repetition). The researcher will examine this section's examination test (verbal repetition) and five analysis questions.

There were 65 students in the two majors of hospitality and cooking at the vocational school. Thirty students made up the chosen sample using a straightforward random sampling procedure. The researcher used a pronunciation test and five analysis questions to collect the data in this research. Scale developed by Louis Thurstone, 1946 there are five analysis questions about the attitude towards learning English pronunciation: Mark answers on a scale of 1-5: (1) completely disagree, (2) disagree, (3) can not decide (4) agree, (5) completely agree. This is the questions; English pronunciation is beautiful, using BBC podcasts to improve pronunciation, BBC podcasts are accessible, English pronunciation is easy to learn, and English pronunciation is necessary for speaking clearly. To clarify the issue with the BBC podcast, improve articulation, and find out if the students liked it, analysis question were conducted. Procedure for data collection; assessment tests for English pronunciation comprised the same 25 terms. During the process of data collecting, the students were divided into two groups. Group A was assigned the role of the control group, while Group B was given the role of the experiment group. Before beginning their treatment or learning using Podcast BBC for group B, the students in group A were given learning or listening to Podcasts do not use transcripts text and shadowing, and they were instructed to record their pronunciations of those words using an audio recording tool on their computers or handphones. The students listened to BBC podcasts without students studying beforehand. For group B, the researcher used transcripts text and shadowing BBC Podcast to enhance their proficiency in English pronunciation. The initial stage is referred to as "shadowing," as individuals engage in promptly speaking following another person, analogous to the behaviour of a shadow. The data was gathered via analysis five questions with an attitude toward learning English pronunciation, treatment through transcript text, shadowing or training using BBC

Podcasts and pronunciation test. The data that has been collected is then analyzed and the findings combined.

In analyzing the data, there are three steps that have done the writer. First the writer distributed a pronunciation test to students by dividing them into two groups, the first using podcast transcript text and shadowing and the second podcast not using transcript text and shadowing. Second, the writer interviews the students five analysis questions with an attitude toward learning English pronunciation. The writer was analyzed the data by concerning each question in list of interviews. Third, the writer was analyzed the data by using SPSS Wilcoxon Signed Ranks Test. According to (Setiyadi, 2006), to analyze qualitative data, the Wilcoxon signed-rank test analyzes the results of paired observations from two data, whether there are differences or not.

## RESULTS

The study took place in a vocational school with 30 students from a hotel and cooking school, comprising 13 girls and 17 boys. A computer program for recording audio was utilized following an individual pronunciation test. The average results of each student's pronunciation exam before and after the test were as follows:

**Table 1** Descriptive Statistics

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Podcast BBC does not use transcript text and shadowing	15	67.53	6.034	56	76
Podcast BBC uses transcript text and shadowing.	15	85.73	3.712	80	92

The descriptive statistics table 1 output informs the number of samples (N) of average values, standard deviation, and minimum and maximum values. The average value (mean) obtained for the BBC podcast variable that does not use transcript text and shadowing is 67.53. The BBC podcast variable that uses transcript text and shadowing is 85.73. The average value of BBC podcasts using transcript text and shadowing is more significant compared to BBC podcasts, which do not use transcript text and shadowing. The standard deviation for the BBC podcast variable that does not use transcript text and shadowing is 6,034, while for the BBC podcast variable that uses transcript text and shadowing, it is 3,712. The minimum value for the variable BBC podcast does not use transcript text, and shadowing is 56, and the maximum value is 76. The variable BBC podcast uses transcript text and shadowing; the minimum value is 80 and the maximum is 92.



**Table 2** Ranks

		N	Mean Rank	Sum of Ranks
Podcast BBC uses transcript text and shadowing. - Podcast BBC does not use transcript text and shadowing	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	15 <sup>b</sup>	8.00	120.00
	Ties		0 <sup>c</sup>	
	Total		15	

- a. Podcast BBC uses transcript text and shadowing. < Podcast BBC does not use transcript text and shadowing
- b. Podcast BBC uses transcript text and shadowing. > Podcast BBC does not use transcript text and shadowing
- c. Podcast BBC uses transcript text and shadowing. = Podcast BBC does not use transcript text and shadowing

The table 2 ranks, the number of samples for each variable is 15. The hostile ranks or difference between variables is that the podcast BBC does not use shadowing and transcript text and podcast BBC shadowing and transcript text, which is negative at 0. In other words, there is no variable BBC podcast that uses shadowing and transcript text, which is more petite than the variable BBC podcast does not use shadowing and transcript text; the value of N, Mean Rank, and Sum Ranks is 0. Positive ranks or differences between the BBC podcast variable using shadowing and transcript text and the BBC podcast that does not use shadowing and transcript text is 15. The average rank is 8.00, while the total sum of ranks is 120.00. The value of Ties is zero.

**Table 3.** Test statistics

<b>Podcast BBC uses transcript and shadowing. - Podcast BBC doesn't use transcript and shadowing</b>	
Z	-3.411 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

According to the statistical test output provided, it is referred to as Asymp. The p-value (two-tailed) is 0.001. Given the significant disparity between the values of 0.001 and 0.05, because the value is smaller than 0.05 the utilisation of BBC podcast shadowing and transcript text has a discernible impact on the acquisition of pronunciation skills. There is a significant difference between the results of the study's pronunciation test groups A and B. The only students who undergo learning method shadowing and transcript text usage are those in Group B. The test results indicated a mean of 8.00.

After the pronunciation exams, the researcher conducted analysis questions with 30 students and drew the following conclusions: According to the findings of the analysis questions, the analysis questions claimed that utilizing the BBC podcast transcript text and shadowing improves their pronunciation abilities, especially with a British accent. According to (Foote & McDonough, 2017), correcting one's speech via the shadowing approach requires engaging in an activity that consists of careful listening and subsequent imitation of what was previously heard. The BBC podcast was helpful. They will know the British accent and the BBC podcast for correct pronunciation.

## DISCUSSION

The hypothesis proposed in the research or H1 is that there is a relationship of the use of BBC transcript text podcasts and shadowing on students' pronunciation test results. The quantitative results are seen from the significant value (p) based on the analysis of the results showing that the learning outcomes using the BBC podcast method using transcript text and shadowing are higher than learning outcomes using the BBC podcast method that does not use transcript text and shadowing, and there is a significant difference between the two results, the value is  $< 0.05$ . The result of the analysis of attitude questions towards learning English pronunciation from five questions, the calculated r value = 0.396 for the first question, the second question value r calculated = 0.751, the third question value r calculated = 0.775, the fourth question value r calculated = 0.414 and the calculated r value for the last question = 0.751 is greater than the significant table value of 5 % 0.361, it is valid.

From several previous studies such as (Abdelhadi & Boukhelif, 2023), (Yusuf, 2014), (Komariah, 2018.) research, this research is in line with previous research; the only difference between the current research is that the method uses BBC podcast shadowing and transcript text technology, whereas previous research only discusses problems in English pronunciation such as diphthongs, vowels, consonants more specifically, whereas in the current research the problem is not divided specifically to cover the whole. The current research is different from previous research, previous research revealed more about the problems and this research now use or role of BBC podcasts alone without treatment that used shadowing and transcripts text.

Shadowing is a technique used to improve pronunciation by closely imitating native speakers. Shadowing can be implemented for pronunciation improvement; choose a BBC podcast or any other audio content with clear and varied speech patterns and opt for the material that aligns with the student's language proficiency level and interest. Obtain the transcript text of the chosen audio material if available. This can aid in understanding the content and identifying challenging words. Listen to a short segment of the audio without attempting to repeat it. Focus on understanding pronunciation. Break down the audio into short segments (1-2 sentences) and listen to each segment multiple times.



Repeat each segment immediately after hearing it, trying to mimic the native speaker's pronunciation as closely as possible. Once comfortable with segment repetition, try shadowing longer passages. Listen to a sentence or paragraph, then pause and repeat it.

Try to replicate these aspects during shadowing. Research is anticipated to examine how the shadowing approach affects English pronunciation by using a larger sample size, utilising gender as a moderator variable, and evaluating if the gains in English pronunciation are retained while speaking words like on the word of (Sugiarto et al., 2020). Bamini coursendra Ardana & Suyadi, 2023) Students' speaking skills have improved as a result of adopting the shadowing technique. The shadowing method was created in Europe to train people to be simultaneous interpreters. It has since caught the attention of language teachers who want to help students improve their speaking and listening skills since "shadowing" requires good speaking and listening skills (He et al., 2021). Based on (Sugiarto et al., 2020) the shadowing method had a good and significant effect on how well students spoke English. Use a recording device or language learning app to record student self while shadowing. Listen to the recordings to identify areas for improvement and compare students' pronunciation with the native speakers. Start with shorter and simpler passages, gradually increasing the difficulty as you become more comfortable. Incorporate shadowing into your daily language practice routine. Consistency is crucial for improvement. The utilization of transcripts text on BBC podcasts as a learning tool for pronunciation is a valuable strategy for language learners. Transcripts text provide a written record of spoken content. Transcripts text serve as a visual reference for pronunciation, allowing learners to see the written representation of spoken words.

These visual aids help in understanding the correct pronunciation of specific sounds and words. In the opinion of (Rosa et al., 2022) Using visual aids, pupils are able to differentiate between vocabulary words that have the same pronunciation but distinct meanings. Looked into how using audiovisual tools can help students learn the material, get better at speaking, and become involved without being afraid of or having trouble in class because they are shy (Halwani, 2017). According to (Bhatti et al., 2019), Instructors should undoubtedly employ more audio-visual aids in their lessons to assist students in becoming better speakers since these tools can facilitate free-flowing, spontaneous language practice. Compared to teaching science, audio-visual aids for language learning and instruction we got far greater attention (Khan et al., 2016).

Transcripts text often include phonetic notations, indicating how words are pronounced. This phonetics clarity aids learners in accurately reproducing their overall pronunciation. Transcripts text help learners identify word stress patterns and intonation in spoken language. Understanding the stress and intonation is crucial for natural and effective pronunciation. With transcripts text, learners can compare their pronunciation with the written form, enabling self-assessment.

## CONCLUSION

Students came to the critical and significant conclusion that listening to British Broadcasting Corporation (BBC) podcasts resulted from the study's results. Additionally, since they will grow more acclimated to the British accent, listening to British Broadcasting Corporation (BBC) podcasts may improve students' pronunciation abilities. Use the British Broadcasting Corporation (BBC) to your advantage in several ways, such as to gain a better understanding of the podcast's subject matter, to inspire students to learn English, and to help them develop their accents—especially British ones by using it as a teaching tool for language learning, particularly for pronunciation. The students had pronunciation challenges listening to the British Broadcasting Corporation (BBC) audio. The researcher concludes by wishing the readers well with this study. This research found that students who listen to the British Broadcasting Corporation (BBC) podcasts had better pronunciation abilities.

## RECOMMENDATIONS

The students should practice pronunciation using the British Broadcasting Corporation (BBC) podcast. Using podcasts for pronunciation practice, students can follow these tips: encourage students to actively listen, imitate pronunciation and practice repeating phrases to enhance their oral skills. Students can pause the podcast at certain intervals to repeat sentences or phrases, focusing on mimicking the pronunciation accurately. After listening, students can engage in discussions about the podcast content, reinforcing vocabulary and language structures. Providing transcripts text and shadowing the native speaker alongside the podcast can assist students in understanding the spoken words and identifying the correct pronunciation.

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