CHAPTER I

INTRODUCTI0N

1.1 Background of Study

Technology is a powerful tool that has changed. How teachers teach and how students learn. The internet saves our time and energy. We can learn English lessons through the internet; with the internet, students can learn English anywhere and whenever they want. The internet gives instant feedback to the learners, which enhances the learning experience of the students. Researchers have turned to authentic materials as sources for learning in listening classes (Aidinlou & Moradinejad, 2016; Takaesu, 2013). Since the technology for language learning and internet facilities provide a range of options for language teachers, the use of a website should be easily accessible. Many researchers have claimed the importance of involving media in education, namely learning foreign languages. With the revolution of icts that has taken place in the last years, there are various tools available to support English learning autonomously with applications, blogs, and online courses. However, some tools were not designed for teaching or applying for such purposes.

The development of information technology has brought considerable changes to the advancement of the educational world. Regarding Zhang (2006), the web is an alternative medium to provide material for the students. The offering of the learning materials via the web can provide information to students without being limited by space and time. After expanding the internet, the information obtained could be more diverse; distance and time are no longer an obstacle to not discovering any information. Then this internet-based learning media requires development so that using this medium can interest students and improve student learning outcomes. Andrews, Tynan, James (2011) stated the importance of internet-based media to maximally learn. Ahmadi & Hermawan (2013:68) said

the internet is a global communications network connecting computers worldwide through different operating systems and machines. Naidu (2006:6) e-learning is a network of information and communication technology in teaching and learning. The terms used to describe the research of online learning, the learning web-based learning, Gaussian all refer to the process of education that uses technology in learning activities teaching. According to Rianto, Winarno & Wahyudi (2016:3); Mulyati & Bakri (2017:25), E-learning is the process of learning (learning) using information and communication technology (ICT) as a convenient tool that can be made available cope with the constraints of time and space.

Smaldino, Lowther & Russell (2012) divide the media into six types: text media, audio media, visual media, video, manipulative, and people. Reid (1994) defines *media* as "all means of communication, whatever its format" (p. 51). So, the media might include TV, video, movie, the Internet, and the like. According to Masats, Dooly, and Costa (2009), media offer "learners the opportunity of observing the dynamics of interaction (discourse modes, gazes, gestures, registers, paralinguistic cues, etc.) in context" (p. 344). Gordon (2007) focuses on the role of media in learning foreign languages and finds out that students enjoy learning languages through video. In Hong Kong, the Education Bureau puts excellent concern about IT learning. The objective is to complete students with the ability to practice IT to gain information effectively in the digital era. The informative power curriculum development guide expresses that through utilizing innovation as a method, understudies ought to "effectively look for pertinent data to resolve different issues brought up in learning and their everyday lives" (Education Bureau, 2012).

The success of learning media in listening skills is evident from the research conducted by Arono (2014), which aims to measure the effectiveness of that multimedia in improving students' critical listening ability. The results revealed that interactive multimedia is effective learning. Another research has been conducted by Yeh, C. C. (2017) to promote extensive listening and foster independent learning. Found podcasts suitable for their interests and proficiency levels. Overall, they found learning from podcasts convenient and helpful in enhancing their language proficiency and world knowledge.

Teachers are challenged to provide appropriate media to teach listening while students find out the appropriate listening materials for practicing. Using media is necessary for this era because people are familiar with technology such as the computer, smartphone, and internet in life. Conclusion This study aims to give information that BBC Learning English becomes a medium for teachers and students to develop their material for learning English properly and improve student listening skills. BBC provides free resources and activities for teachers and students, primarily through its website or application.

1.2 Research Questions of Study

To what extent do materials on the website "BBC Learning English" fulfill the criteria of suitable English materials to improve students' listening skills based on website evaluation criteria?

1.3 Purpose of Study

The purpose of the study is to find evidence of the extent to which BBC Learning English fulfills the criteria of suitable English materials to improve students' listening skills. The framework is based on website evaluation criteria on Yang and Chan's Comprehensive Evaluation Criteria checklist (2008, pp. 412-413)

1.4 Scope of Study

This study is expected to give information about BBC Learning English as learning materials for teachers teaching students to improve listening skills.

1.5 Significance of Study

This study is significant for both theoretical and practical aspects. This study is expected to be helpful for the teacher to develop their material for teaching English to improve listening skills. BBC Learning English is one of the alternative media that can be applied to improve language fluency.