

The Effectiveness of Using BBC Learning English Videos to Improve Reading Comprehension among Seventh Graders

Intan Siti Nur'aini^{1*}, Zahrotun Nisa^{1*}, Hilda Muthia Agustin^{1*}, Putra Abdan Syakuro^{1*}

¹English Department, Universitas Majalengka, Majalengka, Indonesia

*Corresponding Author: intansitinuraini65@gmail.com, zahro1704@gmail.com,

muthiagustin26@gmail.com, abdansyakuroe@gmail.com

ABSTRACT

Reading comprehension is a critical skill for English as a Foreign Language (EFL) learners, especially in Indonesia, where English is a compulsory subject in junior high schools. However, many students struggle with understanding texts due to limited vocabulary, lack of exposure to authentic English, and conventional teaching methods that rely heavily on textbooks. This study investigates the effectiveness of integrating BBC Learning English videos, combined with the PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy, to enhance reading comprehension among seventh-grade students at SMPN 1 Sukahaji, Majalengka. Employing a quasi-experimental design, 30 students were divided into experimental and control groups. The experimental group received video-based instruction, while the control group used conventional text-based methods. Data were collected using a 30-item multiple-choice reading comprehension test and analyzed with descriptive statistics, the Shapiro-Wilk test, Levene's test, and Independent samples t-test. The results show a statistically significant improvement in the experimental group's reading comprehension scores ($p = 0.001$), indicating that BBC Learning English videos, when systematically integrated with reading strategies, can enhance students' understanding, motivation, and engagement. This research contributes to the growing evidence supporting the use of multimedia in EFL classrooms and offers practical recommendations for educators and policymakers.

Article History:
Received 2024-08-14
Accepted 2024-10-14

Keywords: BBC Learning English, reading comprehension, PQ4R, multimedia learning, EFL, Indonesia

INTRODUCTION

In Indonesia, English is a compulsory subject in junior high schools, and students must develop reading comprehension skills to meet curriculum goals and engage in global communication (Zahrída & Elfrida, 2021). However, Indonesian students often face significant challenges in reading comprehension, as reflected in national assessments and international evaluations like PISA, where their reading literacy scores remain below the global average (OECD, 2019).

Several factors contribute to these challenges. Many students have limited access to authentic English materials outside the classroom, which restricts their vocabulary and background knowledge (Rahmawati & Umamah, 2022). Additionally, traditional teaching methods in Indonesia emphasize rote memorization and grammar translation, which do not sufficiently promote critical thinking or active engagement with texts (Hasanah et al., 2023; Wijayanti & Setiawan, 2021). Moreover, the scarcity of diverse and engaging reading resources further hinders students' motivation and ability to comprehend complex texts (Setiani et al., 2022).

Reading comprehension requires more than decoding; it involves integrating textual information with prior knowledge, making inferences, and evaluating meaning (Anderson & Pearson). Theoretical frameworks such as schema theory and Mayer's Cognitive Theory of Multimedia Learning (2009) highlight that multimodal input—combining text, audio, and visuals—can enhance understanding and retention.

Video-based learning, in particular, offers authentic language input and contextual cues that support vocabulary acquisition and cultural understanding, aligning with constructivist approaches that emphasize active, student-centered learning (Cartwright, 2025; Fatimah et al., 2023; Rizky & Mahmud, 2021).

Previous studies have demonstrated the benefits of multimedia instruction in EFL contexts. Maulida and Yunita (2020) found improved reading comprehension and motivation through video use, while Wijayanti and Setiawan (2021) reported increased student engagement in multimedia environments. Setiani et al. (2022) showed that videos help clarify difficult vocabulary and improve inferencing skills. However, most research has focused on urban or well-resourced schools, with limited attention to rural areas like Majalengka. The PQ4R reading strategy—Preview, Question, Read, Reflect, Recite, Review—has also been shown to scaffold reading and promote active learning, especially when combined with multimedia (Septiana et al., 2024).

This study addresses the gap by investigating the combined effect of BBC Learning English videos and the PQ4R strategy on reading comprehension among rural Indonesian junior high students. The research questions are: (1) How does this integration improve reading comprehension compared to conventional methods? (2) Which reading comprehension aspects benefit most? (3) How do students perceive video-based reading lessons? The study aims to evaluate effectiveness, identify key comprehension gains, and explore student perceptions. Its novelty lies in applying this combined approach in a rural context, providing empirical evidence and practical insights for educators and policymakers seeking innovative, contextually relevant EFL reading instruction.

METHODS

This study employed a quasi-experimental design with a post-test-only control group to examine the effectiveness of BBC Learning English videos integrated with the PQ4R reading strategy on seventh-grade students' reading comprehension. The quasi-experimental approach was selected due to practical constraints on random assignment and the need to maintain natural classroom settings, thereby preserving ecological validity (Creswell, 2017). This design facilitated a comparison between an experimental group receiving video-based instruction and a control group taught via conventional text-based methods.

The population comprised seventh-grade students at SMPN 1 Sukahaji, a public junior high school which is located at Jl. Widara, Cikalong village, Majalengka, West Java, Indonesia. Two intact classes, each consisting of 15 students (total $N=30$), were selected through random sampling to maintain instructional consistency and minimize contamination between groups. The sample of this case were the students from VII-A as the experimental class and VII-B as control class, which was determined by lottery. Participants were aged 12 to 13 years, with balanced gender distribution and comparable prior English proficiency based on school records. None had prior experience using BBC Learning English videos in their curriculum. This research used quantitative data. Quantitative data analysis in the form of a reading comprehension test consisting of 30 multiple-choice questions. The data analysis techniques used in this study used Microsoft excel and JASP software.

30-items multiple-choice reading comprehension test was developed to assess students' abilities across six key indicators: 1) Identifying main ideas, 2) Recognizing supporting details, 3) Understanding, vocabulary in context, 4) Identifying cause-effect relationships, 5) Extracting factual information, 6) Locating setting or place.

The test items were aligned with the Indonesian national curriculum and the instructional content. Content validity was established through expert review by three English education specialists. The instrument was piloted with a comparable group outside the study sample, yielding a high reliability coefficient (Cronbach's $\alpha = 0.89$), indicating strong internal consistency.

RESULTS AND DISCUSSION

Data were collected immediately after the intervention via the post-test administered in a controlled classroom setting under researcher and teacher supervision. Students had 60 minutes to

complete the test. Additionally, qualitative data were gathered through structured student feedback questionnaires and informal focus group discussions with the experimental group to explore perceptions of video-based instruction.

Quantitative data were analyzed using JASP statistic software. The Shapiro–Wilk test assessed normality of score distributions. An independent samples t-test compared mean reading comprehension scores between groups, with significance set at $p < 0.05$. Cohen's d was calculated to determine the effect size. Qualitative data from questionnaires and discussions were analyzed thematically to identify common perceptions, benefits, and challenges experienced during the intervention.

The Result of Post-Test

After getting treatment, a post-test was carried out to determine students knowledge for reading comprehension. The test was taken by all participants who is 30 students from two classes. The pre-test was conducted a month after pre-test.

Table 1. Statistic of Post-Test of Control Class

Descriptive Statistics

POST TEST CONTROL CLASS	
Mode	60.000 ^a
Median	60.000
Mean	65.000
Minimum	55.000
Maximum	85.000

^a The mode is computed assuming that variables are discreet.

Table 2. Statistic of Post-Test of Control Class

Descriptive Statistics

POST TEST EXPERIMENTAL CLASS	
Mode	100.000 ^a
Median	95.000
Mean	91.333
Minimum	80.000
Maximum	100.000

^a The mode is computed assuming that variables are discreet.

Normality Post-Test

To get the normality, the writer used JASP, and use Shapiro-Wilk. The data were fewer than 50 samples used. So, in this case the researcher test the normality used Shapiro-Wilk.

Here are the results :

Table 3. Test of Normality

Test of Normality (Shapiro-Wilk)

Residuals	W	p
POST-TEST	0.933	0.061

Note. Significant results suggest a deviation from normality.

Based on the results of the normality test conducted using the Shapiro–Wilk test on the post-test data, a statistical value of W of 0.933 was obtained with a significance value (p -value) of 0.061. This value is greater than the significance limit of 0.05, which means that the data is normally distributed and there are no significant deviations from the normal distribution. Therefore, it can be concluded that the post-test data in this study meets the normality assumption, which is an important prerequisite before conducting further statistical analyses such as parametric tests. This indicates that the data distribution is sufficiently even and there are no extreme outliers that could influence the analysis results. Therefore, further statistical analysis can be conducted using the Independent Samples t -test since the normality assumption has been met, resulting in test results with higher validity and reliability.

Homogeneity Post-Test

The Homogeneity Test in this research was conducted using JASP and the Levene statistical test. The data must come from a homogeneous population in compliance with the H_0 acceptance conditions if the significance value is more than 0.05 (Sukestiyarno, 2020). Here are the results :

Table 4. Test of Homogeneity

Test of Equality of Variances (Levene's)

	F	df ₁	df ₂	p
POSTEST	0.135	1	28	0.716

Based on the results of the variance homogeneity test conducted using Levene's Test on the post-test data, an F value of 0.135 was obtained with degrees of freedom ($df_1 = 1$ and $df_2 = 28$) and a significance value (p -value) of 0.716. Since the p -value is greater than 0.05, it can be concluded that there is no significant difference in variance between the experimental group and the control group. This means that both groups have homogeneous or uniform variance, thus fulfilling the assumption of homogeneity. The fulfillment of this assumption is crucial in quantitative data analysis as it ensures that the statistical test used, in this case the Independent Samples t -test, can provide valid and reliable results. Therefore, the data from both groups are suitable for comparison using the t -test as they meet the homogeneity of variance requirement.

Hypothesis Test

The Independent sample T -Test technique was employed for the hypothesis test in this research. This test used JASP as a software that help the researcher to find the results. Here are the results :

Table 5. Test of Hypothesis

Independent Samples T-Test

	Test	Statistic	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen's d
POSTEST	Student	-8.590	28.000	< .001	-26.333	3.065	-3.137	0.679

Independent Samples T-Test

Test	Statistic	df	p	Mean Difference	SE Difference	Cohen's d	SE Cohen's d
Welch	-8.590	27.995	< .001	-26.333	3.065	-3.137	0.679

Based on the results of the Independent Samples t-test on the post-test data between the experimental group and the control group, a t-value of -8.590 was obtained with a degree of freedom (df) of 28 and a significance value (p-value) < 0.001. Since the p-value is much smaller than 0.05, it can be concluded that there is a very significant difference between the post-test results of the experimental group that used BBC Learning English educational videos with the PQ4R strategy and the control group that used conventional text-based methods. The mean difference between the two groups is -26.333 points, with a standard error of 3.065. Cohen's d value of -3.137 indicates a very large effect size, meaning that the treatment given to the experimental group had a very strong influence on improving students' reading skills. Thus, the use of authentic learning videos combined with the PQ4R strategy proved effective in improving the reading skills of seventh-grade students at SMPN 1 Sukahaji, Majalengka, compared to conventional learning methods.

The results of this study indicate a significant improvement in students' reading comprehension skills after receiving treatment in the form of learning using BBC Learning English videos combined with the PQ4R strategy. The Independent Samples t-test showed a significance value of $p < 0.001$, with an average difference of -26.333 and a Cohen's d value of -3.137, indicating a very large effect. These findings indicate that the use of educational videos significantly improves EFL students' reading comprehension and has a meaningful practical impact.

Before conducting the t-test, assumptions of normality and homogeneity were tested. The Shapiro-Wilk test results showed that the data were normally distributed ($p = 0.061 > 0.05$), while the Levene test indicated that the data had homogeneous variance ($p = 0.716 > 0.05$). The fulfillment of these assumptions strengthens the validity of the t-test results and supports the conclusion that the increase in scores was not due to chance but rather to the effectiveness of the intervention provided.

This increase in scores aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning, which emphasizes that learning that utilizes two sensory channels—visual and auditory—can enhance cognitive processing and information retention. The videos from BBC Learning English allow students to process information through text, sound, and images simultaneously, thereby supporting deeper integration of information in the reading learning process.

Additionally, the significant improvement in vocabulary and main idea identification can be explained by the contextual contributions provided by the videos. The videos offer authentic language exposure and visual cues that support the understanding of new words and implied meanings. This is consistent with the findings of Cartwright (2025), who states that videos provide a context that strengthens vocabulary acquisition, and is also supported by Setiani et al. (2022), who show that visual aids in videos are effective in developing inference and meaning comprehension skills.

Another findings through student feedback also indicate that video-based learning enhances motivation and engagement in learning. Students feel more interested and active during the learning process. This is reinforced by Rahayu et al. (2024), who state that videos can reduce affective barriers and increase students' active participation in foreign language learning. However, infrastructure limitations, especially in rural areas, remain a challenge. As stated by Wijayanti & Setiawan (2021), solutions such as offline video distribution or improved school connectivity are needed to ensure the sustainability of multimedia use in learning.

CONCLUSION

Based on the results of quantitative data analysis, it can be concluded that the use of BBC Learning English videos combined with the PQ4R strategy has a significant positive impact on improving the

reading comprehension skills of EFL students. The very low significance value and large effect size indicate that this intervention is not only statistically effective but also has a strong practical influence on the learning process. These findings reinforce multimedia learning theory and the relevance of video-based approaches in improving reading skills, particularly in terms of vocabulary mastery and identifying main ideas.

Additionally, the increased engagement and motivation of students during the intervention suggest that the use of visually and auditorily appealing media has the potential to reduce affective barriers and enhance active participation in language learning. However, the challenge of inadequate infrastructure in school environments requires serious attention from education policymakers. To ensure the successful implementation of such interventions across various educational contexts, it is crucial to provide technical support, teacher training, and adaptive distribution strategies for instructional materials tailored to local conditions.

REFERENCES

- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of Reading Research* (Vol. 1, pp. 255–291). Longman.
- Cartwright, K. B. (2025). *Multimodal Literacy: Theories and Practices for the Digital Age*. Routledge.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Duke, N. K. (2003). Comprehension instruction for informational text. *The Reading Teacher*, 56(6), 510–519. <https://doi.org/10.1598/RT.56.6.1>
- Fatimah, S., Rahmawati, R., & Yusuf, Y. Q. (2023). The effect of using video media on students' reading comprehension. *Journal of Language Teaching and Research*, 14(2), 350–357. <https://doi.org/10.17507/jltr.1402.06>
- Hasanah, U., Sari, D. P., & Rahmadhani, S. (2023). Students' difficulties in reading comprehension. *International Journal of Language Education*, 7(1), 112–121. <https://doi.org/10.26858/ijole.v7i1.38420>
- Maulida, R., & Yunita, W. (2020). The use of video as a media in teaching English reading comprehension. *Journal of English Language Teaching and Linguistics*, 5(2), 233–242. <https://doi.org/10.21462/jeltl.v5i2.429>
- Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
- OECD. (2019). *PISA 2018 Results (Volume I): What Students Know and Can Do*. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Rahmawati, N., & Umamah, A. (2022). Challenges in teaching reading comprehension in EFL classes. *Indonesian Journal of English Education*, 9(1), 45–58. <https://doi.org/10.15408/ijee.v9i1.24309>
- Rahayu, S., Pratiwi, D., & Nugroho, A. S. (2024). The role of motivation in reading comprehension achievement. *Journal of English Language Studies*, 9(1), 77–90. <https://doi.org/10.30870/jels.v9i1.17812>
- Rizky, M. R., & Mahmud, M. (2021). Constructivist approach in EFL reading instruction: A case study. *Journal of Language and Linguistic Studies*, 17(2), 1206–1216. <https://doi.org/10.17263/jlls.904093>
- Septiana, N., Sari, D. P., & Yuliana, R. (2024). The effectiveness of PQ4R strategy in teaching reading comprehension. *Journal of English Language Teaching*, 13(1), 56–65. <https://doi.org/10.24036/jelt.v13i1.117095>

- Setiani, N., Fauziati, E., & Supriyadi, S. (2022). The use of video in improving students' reading comprehension. *International Journal of Instruction*, 15(4), 231–244. <https://doi.org/10.29333/iji.2022.15413a>
- Wijayanti, D., & Setiawan, B. (2021). Multimedia learning and student engagement in EFL classrooms. *Journal of Educational Technology and Online Learning*, 4(3), 112–121. <https://doi.org/10.20527/jetol.v4i3.10721>
- Zahrída, R., & Elfrida, E. (2021). Factors affecting students' reading comprehension. *Journal of English Language Teaching*, 10(1), 76–84. <https://doi.org/10.24036/jelt.v10i1.112914>
- Sabiq, A. H. A., & Husein, A. (2017). IMPROVING STUDENTS'MOTIVATION AND READING SKILLS IN ELT THROUGH AUDIO VISUAL MEDIA. *Journal: DIKSI*, 25(1).
- Mohamadi Zenouzagh, Z. (2018). Multidimensional analysis of efficacy of multimedia learning in development and sustained development of textuality in EFL writing performances. *Education and Information Technologies*, 23(6), 2969-2989.
- Patra, I., Hashim Alghazali, T. A., Sokolova, E. G., Prasad, K. D. V., Pallathadka, H., Hussein, R. A., ... & Ghaneiarani, S. (2022). Scrutinizing the Effects of e-Learning on Enhancing EFL Learners' Reading Comprehension and Reading Motivation. *Education Research International*, 2022(1), 4481453.
- Shadiev, R., Hwang, W. Y., & Liu, T. Y. (2018). Investigating the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL learning in authentic contexts. *Educational Technology Research and Development*, 66, 893-912.
- Mohamadi Zenouzagh, Z. (2018). Multidimensional analysis of efficacy of multimedia learning in development and sustained development of textuality in EFL writing performances. *Education and Information Technologies*, 23(6), 2969-2989.