The Effect of *British Council for Teens* Website on Students' Vocabulary at The Tenth Grade Students of SMAN-1 Palangka Raya

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Abstract: English vocabulary is crucial. However, students struggled with vocabulary. This study examined how the *British Council for Teens* website affected Senior High School tenth-graders' English vocabulary. This website taught English vocabulary using topic-related graphics and audio. This pre-experimental investigation used a one-group pre- and post-test. The researcher used purposive sampling to choose the SMAN-1 Palangka Raya X-6 class. Data was collected via a short answer test. Pre- and post-tests were provided. The researcher circulated a questionnaire to assess the *British Council for Teens* website's impact on vocabulary learning. The Paired Sample T-Test in SPSS version 25 was used to examine the data at 5% (0.05). T-test analysis accepted Ha and rejected Ho. Hence, *British Council for Teens* improved SMAN-1 Palangka Raya tenth graders' English vocabulary. The *British Council for Teens* website's favorable questionnaire result supported that. Consequently, this website was effective on expanding students' English vocabulary.

Keywords: *British Council for Teens*, Students' Vocabulary, Descriptive Adjective

INTRODUCTION

English is the most important language in the world since it is utilized for interpersonal communication. English is another foreign language that has evolved into a school subject that should be taught to pupils from the beginning to the end of their formal education. Specifically, vocabulary knowledge is an important part of learning English (Masita, 2020). Students who lack a broad vocabulary may struggle to communicate in English. Without vocabulary, the kids are unable to effectively communicate or receive communications.

Learning English as a foreign language is challenging. According to Suryadi et al. (2020), learning to speak a language is a difficult process for foreign language students since it requires the ability to use the language. According to previous research such as Ajisoko (2020) and Amalia (2019), there are a variety of issues that make learning English difficult for students. The first is a lack of vocabulary, which causes children to struggle to understand what each word means. The second issue is that the media chosen by the teacher is not engaging. The majority of schools follow the classical technique, in which students are required to write vocabularies and memorize the words.

Furthermore, the researchers observed the same issue while conducting observations at SMAN-1 Palangka Raya between September 2nd and November 17th, 2022. Students

found it challenging to participate in English presenting exercises due to a lack of suitable vocabulary.

During the presentation, the researcher observed that pupils had difficulties reading, spelling, and expressing themselves effectively. Some students appear to be uninterested in their classmates who are presenting; instead, they browse social media and, in some cases, sleep in the classroom. The media employed in the classroom to teach English did not immediately keep pupils' attention.

The issues found are still connected to problems from earlier research, as stated in the above explanation. When students struggle to comprehend and recall English vocabulary as a result of their teachers' use of traditional learning methods. Based on the field facts gathered, the researcher assumed that the proper method or media must be applied.

Teachers must adapt their instructional materials to this new era in which digital technology pervades every part of life. According to Abdelraheem and Ahmed (2015) and Sutrisna et al. (2018), Mobile Assisted Language Learning (MALL) is a language learning method that uses mobile phone applications such as Facebook, Instagram, YouTube, and other social media to assist language learners in learning their target language. The MALL is one of the methods for assisting with vocabulary learning. Furthermore, Adilbayeva et al. (2022) stated in their study that ICTs have an important role in boosting students' English skills, particularly reading skills. Adilbayeva et al. stress not only improving students' reading comprehension but also improving students' enthusiasm and desire in learning English.

In the experimental study, other types of internet-based media were studied. Alakrash et al. (2020) investigated the effectiveness of the telegram application in increasing students' vocabulary. The findings of their experimentation demonstrated that the application was an excellent medium for enhancing students' vocabulary scores, and it also stimulates students to acquire vocabulary more enjoyably. Ambarawati and Mandasari (2020) discovered a similar outcome when they employed Online Cambridge Dictionary to improve students' pronunciation and vocabulary proficiency.

There are several websites, apps, and online games for mobile phones that can help teachers and students learn English in the classroom, such as Duolingo, Kahoot, Hello English, British Council, and many others. According to Derakhsan and Khatir (2019), teachers must find activities that allow students to reflect on what is going on around them in order to effectively promote learning and keep students interested. This is consistent with Dakhi and Fitria's (2019) interpretation of the significance of vocabulary. They state that vocabulary serves as the foundation of communication, a reflection of social reality, an emotion booster, and a predictor of academic performance. Andreani and Ying (2019), for example, discovered that interactive games like PowPow stimulate pupils aged 7 to 12 to learn English. Hasram et al. (2021) discovered WordWall Online Games (WOW) to be an excellent learning tool for boosting primary school students' vocabulary scores. Meanwhile, Yudha and Utami (2022) stated that live in-game dialogue with foreigners helped gamers learn and enhance their language skills. As a result, this type of interaction improves their vocabulary knowledge.

The *British Council for Teens* is a wonderful resource for high school students based on their English language skills. Students can choose from a variety of elements, including English skill practice (listening, speaking, reading, and writing), grammar, vocabulary, and tests that contain audio and graphics relating to the topic. The *British Council for Teens* website provides quizzes on many topics that can be tailored to the learning material or the

user's interests. After studying or taking a quiz, students can see their results or marks on the *British Council for Teens* website. Anyone with an internet connection can download the free quiz at any time. The use and introduction of vocabulary in British English should begin as soon as possible so that students learn that English does not exclusively utilize American English. As a result, first-year students are strongly advised to use it because they are still in the transition period from junior high to senior high.

Several studies investigated the impact of websites as learning resource on students' vocabulary development. Bashori et al. (2021) discovered that students exposed to web-based learning improved significantly in cognitive and affective abilities when compared to those exposed to traditional learning methods. The children demonstrate considerable improvements in three areas: vocabulary understanding, reduced anxiety, and increased enjoyment. Sholihah and Wijaya (2020) discovered a substantial difference in junior high school students' pre-test and post-test performance after studying vocabulary using the English British Council Site. Alimi and Syafel (2013) discovered the same outcome when they investigated the learning process that is integrated into the Kids British Council website for students in Elementary School. The researchers conducted the study with senior high school students to broaden the spectrum of education levels of the students, which may encourage teachers to implement these learning methods to improve their students' vocabulary knowledge.

The purpose of this research is to determine the impact of the *British Council for Teens* website on English learning, specifically vocabulary knowledge. Practically, this research provides more alternatives for teachers and practitioners to apply Internet or web-based learning models with the help of the British Council website to improve student's learning experiences and thus their learning outcome quality.

METHOD

The researcher used the experimental research method in this study. According to Toendan (2017), experimental research is "the study of the effect of systematic manipulation of one variable(s) on another variable." In one group, a pre-experimental pretest-posttest design was used. This study's population consisted of tenth grade students from SMAN-1 Palangka Raya, which has twelve classrooms. Purposive sampling was utilized by the researcher in this study to choose a population sample. One class was chosen as the sample for this study based on the recommendation of the English teacher at SMAN-1 Palangka Raya. The X-6 Class was the sample for this study. There were 41 students in the class.

To collect data, the researcher used an objective test. The test was performed both before and after treatment (pre-test and post-test). The results of these two tests were compared to measure the effect of the *British Council for Teens* website on students' English vocabulary. The researcher used a vocabulary test with a pre-test and post-test in the form of a test-retest to collect the primary data. The questionnaire in this study was delivered to the respondent in the form of a series of questions. The questionnaire's purpose was to see how the *British Council for Teens* website affected students' learning of descriptive adjectives in English during treatment. The questionnaire in this study also served to reinforce the SPSS calculation results. The SPSS application version 25 was used by the researcher to analyze the data in this study.

RESULTS

The results of this study were obtained to address the objectives as follows.

1. Pre-Test and Post-Test Scores Analysis

Table 1. Students' Pre-Test and Post-Test Scores

No	Student's Codes	Pre-Test Scores	Post-Test Scores
1.	S1	60	80
2.	S2	68	76
3.	S3	64	84
4.	S4	40	76
5.	S5	44	84
6.	S6	64	88
7.	S7	64	88
8.	S8	48	92
9.	S9	88	100
10.	S10	72	80
11.	S11	56	76
12.	S12	56	84
13.	S13	72	92
14.	S14	56	84
15.	S15	60	80
16.	S16	52	84
17.	S17	44	72
18.	S18	52	88
19.	S19	72	92
20.	S20	64	84
21.	S21	72	84
22.	S22	72	84
23.	S23	52	88
24.	S24	76	92
25.	S25	76	92
26.	S26	40	68
27.	S27	64	84
28.	S28	40	72
29.	S29	64	84
30.	S30	72	100
31.	S31	60	80
32.	S32	60	80
33.	S33	56	80
34.	S34	72	100
35.	S35	64	80
36.	S36	76	88

The researcher utilized the Shapiro-Wilk Test in SPSS version 25 to determine the sample distribution score that appropriated to the distribution of scores in a normal distribution. According to Fauzi (2020), the Shapiro-Wilk method uses basic data that has not been processed in the frequency distribution table. The analytical operation is performed manually or by sorting and then divided into two groups for conversion in Shapiro-Wilk. The transformation of the Z value can also be used to calculate the normal curve area. Based on the Shapiro-Wilk test results, the significance value was 0,199 for the pre-test and 0,166 for the post-test (green highlight), where 0,199 > 0,05 and 0,166 > 0,05. As expected, the findings of the pre-test and post-test were found to be normally distributed.

The researcher utilized SPSS to run the Paired Sample T-Test procedure after determining the normality of the data and ensuring that the data were distributed normally.

Table 2. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-23.00000	8.83500	1.47250	-25.98933	-20.01067	-14.620	35	.000

The Paired Samples T-Test computation in SPSS version 25 resulted in t = -15,620 and Sig. (2-tailed) = 0,000, with a degree freedom (df = n-1) of 36 - 1 = 35. Then, the researchers used statistical hypothesis testing with the following parameters to determine the study's outcome:

a. Ha is accepted if T-count > T-table with Sig. (2-tailed) < 0,05.
b. Ho is accepted if T-count < T-table with Sig. (2-tailed) > 0,05.

Since the value of t-count obtained in the analysis computation is minus, the value of T-table taken is a value in Sig. (1-tailed). Following the T-Test counting of the pre-test and post-test, T-count = 15,620 > T-table = 1.697 (1-tailed), and Sig. (1-tailed) = 0,000 < 0,05. As a result, the researchers concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

2. Questionnaire Answers Analysis

The researchers also used a questionnaire to support the data findings and learn about the impact of the *British Council for Teens* website on students' learning of descriptive adjectives vocabulary in English during treatment. It was also intended to enhance the SPSS calculation results. The students were given a ten-item questionnaire. The following is an explanation of each item based on the student's responses:

1. Item number 1, the statement is "*apakah anda pernah belajar bahasa Inggris menggunakan website British Council for Teens sebelumnya?*". From 38 students, 22 students (58%) answered Yes, and 16 students (42%) answered No.

2. Item number 2, the statement is "*apakah anda merasa kesulitan belajar kosa kata bahasa Inggris tanpa website British Council for Teens?*". From 38 students, 12 students (32%) answered Yes, and 26 students (68%) answered No.

3. Item number 3, the statement is "*apakah website British Council for Teens menyenangkan bagi anda dalam belajar kosa kata bahasa Inggris?*". From 38 students, 38 students (100%) answered Yes, and 0 student (0%) answered No.

4. Item number 4, the statement is "*apakah website British Council for Teens membantu anda dalam belajar kosa kata bahasa Inggris?*". From 38 students, 38 students (100%) answered Yes, and 0 student (0%) answered No.

5. Item number 5, the statement is "*apakah kosa kata bahasa Inggris anda meningkat dengan bantuan website British Council for Teens?*". From 38 students, 36 students (95%) answered Yes, and 2 students (5%) answered No.

6. Item number 6, the statement is "*apakah ada perubahan menjadi lebih baik dalam pembelajaran bahasa Inggris anda setelah menggunakan website British Council for Teens?*". From 38 students, 37 students (97%) answered Yes, and 1 student (3%) answered No.

7. Item number 7, the statement is "*apakah website British Council for Teens juga membantu anda dalam kemampuan bahasa Inggris lainnya? Misalnya kemampuan berbicara dan mendengarkan.*". From 38 students, 36 students (95%) answered Yes, and 2 students (5%) answered No.

8. Item number 8, the statement is "*apakah website British Council for Teens memberikan dampak yang baik bagi anda dalam belajar bahasa Inggris?*". From 38 students, 38 students (100%) answered Yes, and 0 student (0%) answered No

9. Item number 9, the statement is "*apakah anda menyukai website British Council for Teens?*". Of 38 students, 38 students (100%) answered Yes, and no student (0%) answered No.

10. Item number 10, the statement is "*setelah kelas penelitian ini, apakah anda akan tetap menggunakan website British Council for Teens untuk membantu belajar bahasa Inggris anda?*". From 38 students, 35 students (92%) answered Yes, and 3 students (8%) answered No.
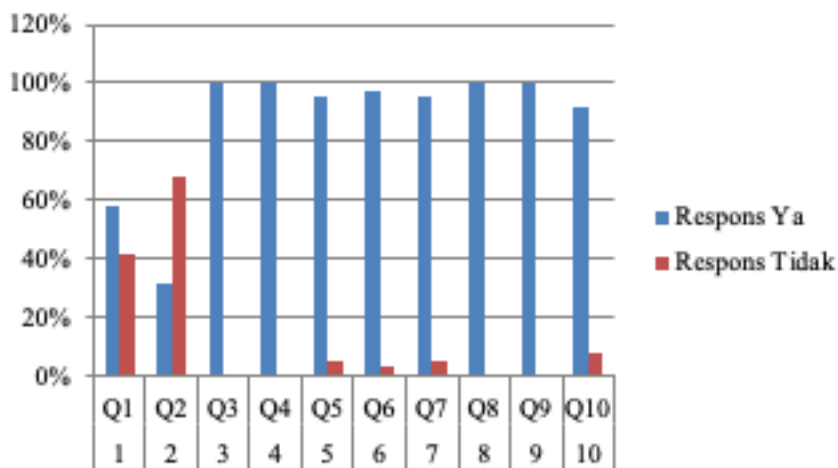

Figure 1. Student's Answers for The Questionnaire

According to the figures above, the majority of students indicated that the *British Council for Teens* website was useful for them. The researchers concluded that the *British Council for Teens* website assisted them in improving their English vocabulary. It could also be evidenced by their improved post-test scores.

DISCUSSION

The researchers discovered the students' difficulty memorizing vocabulary, in this study. For starters, they lacked linguistic understanding and memorization because they did not know how to read, spell, or say the word correctly. Second, the media used in the English teaching and learning process lacked variety.

The study believed in this case that using the *British Council for Teens* website in the classroom teaching and learning process helped students improve their vocabulary. This website offers a variety of teaching tools that students can use to improve their skills. The contents supplied are diverse and simple to understand.

The pre-test and post-test results of the X-6 class students of SMAN-1 Palangka Raya were used to generate the data for this study. This study included 41 students as samples, however only 36 students provided data for the study. It was because five pupils were absent when the researcher took the pre-test score. As a result, they were not included in the researcher's table of students' pre-test and post-test results.

Based on calculations performed in SPSS version 25, the test statistic result was T-count = -15.620 and Sig. = 0.00. The critical value for the test with Sig. (1-tailed) with degree freedom (df = n-1) is 36 - 1 = 35, and the table of the critical value of the student distribution showed that T-table (1-tailed) = 1.697 for df = 30 (since 35 is closer to 30 than 40). The (negative) result of the test statistic was altered to positive value and consulted to the T-table of Sig. (1-tailed). It shows that the alternative hypothesis (Ha) of the study was accepted while the null hypothesis (Ho) was rejected.

This statistical result was also supported by data from the students' questionnaire. According to the answers to Questionnaire No. 1, students are aware of various English-language learning websites and have even tried them because English teachers frequently propose alternative learning media in class. The researcher understands this since the teacher informed the researcher. In contrast, some students in Questionnaire 2 found it difficult to study English without the assistance of the *British Council for Teens* website. Based on the results of questionnaires 1 and 2, it is possible to conclude that the usage of media may influence learning outcomes.

A learning environment that is beneficial to student progress is created by an educational website such as British Council (Prykhodko et al., 2019). *British Council for Teens* website had a favorable impression of them, according to the percentages of items 3 and 4. According to Prykhodko et al. (2019), educational websites like the British Council helped students develop autonomous work skills, increased student activity, increased motivation, activated self-control during the learning process, and motivated students to find relevant information on their own. It is acceptable to conclude that the quality of student learning improves structurally, as evidenced by explanations in items 5 and 6.

Based on the percentage of item 7, the researcher determined that the *British Council for Teens* website also assisted students in major competencies. The content provided is diverse and simple to grasp. Grammar and vocabulary, as well as reading, writing, listening, and speaking, are all covered. The British Council website has a wide range of materials for learning English effectively while having fun (Putri and Francsy, 2022). Based on the pre-test and post-test scores of students who showed a substantial increase, the researcher concluded that the *British Council for Teens* website had an improving effect on SMAN-1 Palangka Raya students.

The researchers found that the *British Council for Teens* website was one of the most effective technologies for SMAN-1 Palangka Raya tenth-grade students learning

English based on the percentages for items 9 and 10. The use of technology as a teaching and learning medium was effective and appropriate for the pupils. Technology has shown to be an indispensable component of today's students. It is centered on students' roles as digital natives who are constantly interested in technology (Ningtias et al., 2021).

Based on the aforementioned data descriptions, it is possible to conclude that the alternative hypothesis was accepted in this investigation. Thus, there was a significant impact of the *British Council for Teens* website on students' English vocabulary at SMAN-1 Palangka Raya tenth-grade students. The research question was thus answered, revealing that the *British Council for Teens* website was effective in improving and assisting students in memorizing vocabulary, particularly descriptive adjectives. The researcher also discovered that SMAN-1 Palangka Raya tenth-grade students benefited from the *British Council for Teens* website.

CONCLUSION

This study accepts the Ha (alternative hypothesis), suggesting that the *British Council for Teens* website had a significant effect on students' English vocabulary. Furthermore, it was demonstrated that the *British Council for Teens* website had a considerable impact on students' vocabularies. It was possible to conclude that the research question was answered and that the *British Council for Teens* website was successful in improving and assisting students at SMAN-1 Palangka Raya tenth-grade students in memorizing vocabulary, particularly descriptive adjectives.

It was also discovered that using the *British Council for Teens* website in class as a medium can be an effective teaching approach. This can occur when students simply completed LKPD or Student Worksheets during the treatment procedure. Their achievement score increased after each meeting.

The researcher discovered that the *British Council for Teens* website was effective as a new medium for SMAN-1 Palangka Raya tenth-grade students learning English vocabulary. This was evidenced by significantly higher post-test results, as well as questionnaire replies showing that this website was very helpful in learning English, particularly vocabulary, for tenth-grade students at SMAN-1 Palangka Raya.

The primary limitation of this study is that it concentrated only on one class. This study's findings cannot be generalized (one group pretest-posttest). The lack of a comparison group increases the possibility of bias in the study. As a result, this study was only meaningful for one class of people. Thus, the researchers suggest that comparable research be conducted with greater numbers of participants and different groups, such as control and treatment groups in the future study to establish more justifiable generalizations and decrease data bias.

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