

**STUDENTS' PERCEPTION OF
BRITISH COUNCIL WEB PLATFORM
FOR LEARNING ENGLISH AT ELEVENTH-GRADE
STUDENTS OF SMA NEGERI 2 PURBALINGGA**



AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as the Requirements for Writing an Undergraduate Thesis

by

Eka Rahmawati

Student Number 2017404031

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI
SAIFUDDIN ZUHRI PURWOKERTO**

2024

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Here with I,

Name : Eka Rahmawati

Student Number/S.N : 2017404031

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

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Purwokerto, October 4, 2024

I Who Declare,,



Eka Rahmawati

S.N. 2017404031

APPROVAL SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsatzu.ac.id

PAGE OF APPROVAL

Thesis, entitled:

STUDENTS' PERCEPTION OF BRITISH COUNCIL WEB PLATFORM FOR LEARNING ENGLISH AT ELEVENTH-GRADE STUDENTS OF SMA NEGERI 2 PURBALINGGA

Written by Eka Rahmawati (Student Number. 2017404031) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto, was examined on 11 October 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

Purwokerto, 11 October 2024

Approved by:

Examiner I/ Head of Examiner/
Supervisors,

Irva Wahdijati, M.Pd.
NIP. 198811302019082001

Examiner II/ Secretary,

Windharivati D.K., M.A., M.Pd.
NIDN. 2001049001

The Main Examiner,

Desi Widyanti Ma'rufah, M.Pd.
NIP.199212152018012003

Legalized by:
The Head of Education Department



Dr. Mardiana Ulpah, M.Si.
NIP. 198011152005012004

OFFICIAL NOTE SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Eka Rahmawati
Student Number : 2017404031
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : Students' Perception of British Council Web Platform for Learning English
(At Eleventh-Grade Students of Sma Negeri 2 Purbalingga)

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, October 4, 2024

Supervisor,



Irra Wahidiyati M.Pd.
NIP. 198811302019082001

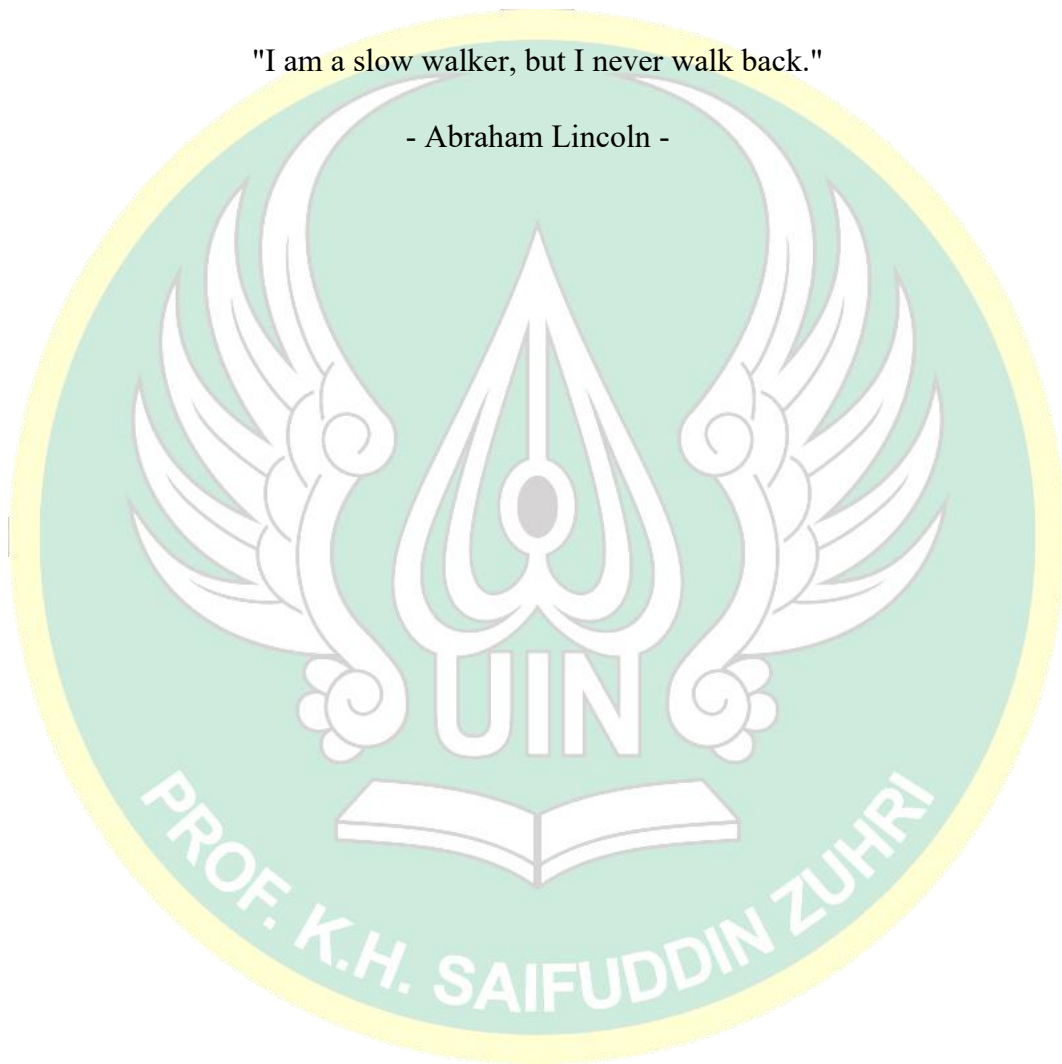
MOTTO

“Things we lose have a way of coming back to us in the end, if not always in the way we expect.”

- J. K. Rowling -

"I am a slow walker, but I never walk back."

- Abraham Lincoln -



DEDICATIONS

I dedicate this thesis to:

*My beloved parents, Timah and M. Edi Yatman, for their endless love, support,
and encouragement.*

My dear brothers and sisters, who always stand by my side.

My beloved friends, for their motivation.

*And finally, to myself, for being the tough and beautiful person I have become so
far. Thank you for never giving up.*



PREFACE

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Purwokerto, October 3, 2024

The Researcher,

Eka Rahmawati

S.N. 2017404031

**STUDENTS' PERCEPTION OF BRITISH COUNCIL WEB PLATFORM
FOR LEARNING ENGLISH AT ELEVENTH-GRADE STUDENTS
OF SMA NEGERI 2 PURBALINGGA**

Eka Rahmawati

2017404031

English Education Department

Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto

ABSTRACT

This study aims to describe students' perceptions of the effectiveness of using the British Council Web Platform as an English learning media. The respondents of this study were 187 eleventh-grade students at SMA N 2 Purbalingga, who were chosen from a total population of 350 students. The method used in this research is descriptive quantitative with an instrument in the form of a closed-ended questionnaire. The data obtained shows that students have a positive perception of the effectiveness of using the platform in the English learning process. This can be seen from the average result of students' perceptions which reached 76%, which falls into the high level category based on the interval 61%-80%. The success of the platform in increasing student engagement shows that technology integration like this is effective in supporting the language learning process. Based on these results, it was found that students have a positive perception of the effectiveness of using the British Council Web Platform in English language learning at SMA N 2 Purbalingga.

Keywords: british council web-platform, english learning, language skills, students' perceptions

TABLE OF CONTENT

STATEMENT OF ORIGINALITY	I
APPROVAL SHEET	II
OFFICIAL NOTE SUPERVISOR.....	III
MOTTO	IV
DEDICATIONS.....	V
PREFACE	VI
ABSTRACT.....	VIII
TABLE OF CONTENT	IX
LIST OF FIGURE.....	XI
LIST OF TABLE	XII
LIST OF APPENDICES	XIII
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Study.....	1
B. Conceptual Definition	4
C. Research Question.....	5
D. Objective of The Research.....	5
E. Significances of The Research	5
F. Structure of The Research.....	6
CHAPTER II.....	7
LITERATURE REVIEW.....	7
A. Literature Review	7
B. Review of Relevant Studies	25
CHAPTER III	27

RESEARCH METHOD.....	27
A. Type of Research.....	27
B. Source of the Data.....	27
C. Techniques of Data Collection.....	29
D. Validity.....	31
E. Techniques of data analysis	31
CHAPTER IV	33
FINDINGS AND DISCUSSION.....	33
A. Research Findings	33
B. Discussion	58
CHAPTER V.....	67
CONCLUSION AND SUGGESTION	67
A. Conclusion	67
A. Research Limitation	68
B. Suggestion.....	68
REFERENCES.....	XIV
APPENDICES	XXI

LIST OF FIGURE

Figure 2. 1 LearnEnglish Teens by British Council.....	18
Figure 2. 2 CEFR Table	18
Figure 4.1 The Analysis Data of the 1st Statement.....	34
Figure 4.2 The Analysis Data of the 2nd Statement	35
Figure 4.3 The Analysis Data of the 3rd Statement.....	36
Figure 4.4 The Analysis Data of the 4th Statement	37
Figure 4.5 The Analysis Data of the 5th Statement	38
Figure 4.6 The Analysis Data of the 6th Statement	39
Figure 4.7 The Analysis Data of the 7th Statement	40
Figure 4.8 The Analysis Data of the 8th Statement	41
Figure 4.9 The Analysis Data of the 9th Statement	42
Figure 4.10 The Analysis Data of the 10th Statement	43
Figure 4.11 The Analysis Data of the 11th Statement	44
Figure 4.12 The Analysis Data of the 12th Statement	45
Figure 4.13 The Analysis Data of the 13th Statement	46
Figure 4.14 The Analysis Data of the 14th Statement	47
Figure 4.15 The Analysis Data of the 15th Statement	48
Figure 4.16 The Analysis Data of the 16th Statement	49
Figure 4.17 The Analysis Data of the 17th Statement	50
Figure 4.18 The Analysis Data of the 18th Statement	51
Figure 4.19 The Analysis Data of the 19th Statement	52
Figure 4.20 The Analysis Data of the 20th Statement	53
Figure 4.21 The Analysis Data of the 21st Statement.....	54
Figure 4.22 The Analysis Data of the 22nd Statement	55
Figure 4.23 The Analysis Data of the 23rd Statement.....	56
Figure 4.24 The Analysis Data of the 24th Statement	57
Figure 4.25 The Analysis Data of the 25th Statement	58

LIST OF TABLE

Table 3.1 Indicators of Questionnaire.....	30
Table 3.1 Score Interpretation Criterion	32
Table 3.2 The classification of the student's response	32



LIST OF APPENDICES

Appendix 1 Instrument Questionnaire	XXI
Appendix 2 Students Questionnaire Answer	XXXI
Appendix 3 Distribution of Questionnaires	XLI
Appendix 4 Expert Validation	XLII
Appendix 5 Preliminary Observation Letter	XLV
Appendix 6 Individual Research Letter	XLVI



CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, conceptual definition, research question, objective of the research, significance of the research, and structure of the research.

A. Background of the Study

English has a very important role in global communication at this time. According to Ngarofah (2018), English is an international language that has been used to communicate with people around the world. Awareness of the importance of English has prompted the Indonesian government to make the teaching of English obligatory at all levels of education, from primary school to senior high school. According to Lauder (2008), English is considered essential for international communication, which is one of the factors the Indonesian government established the teaching of English in schools as part of the national curriculum. Therefore, the role of the teacher in finding the best approach to help students master English skills is crucial.

The role of teachers in finding the best approach to help students master English language skills is to use technology as one of the interesting learning tools. According to Irra (2020), teachers need to be able to combine technology use with higher-order thinking skills. Mulyani and Haliza (2021) explain that technological advances, particularly in communication, have increased sophistication and affordability, allowing people to form stronger relationships with each other. Teachers must understand students' learning needs and styles and utilize modern technology to create engaging and relevant learning experiences. Tondeur et al (2011) state that digital technology has now begun to be used in education to support learning, both as an information tool. Graddol (2012) state that the main core of globalization is technology, which affects work, education, and culture. Technological advances have provided many benefits for today's society, especially student learning. Technology is

very helpful for education, especially as a source of information and learning media. In addition, technology can also increase students' interest in learning. Therefore, using modern technology to teach English effectively is very important.

In English language learning, teachers can introduce various web platforms that are beneficial for students to enable them to learn independently and avoid the negative impact of technology in the learning process. Robin (2007) mentions, the effective use of Internet website resources, such as easy-to-repeat video clips, texts, and even translated scripts will provide a wider range of input at the right level for a wider range of learning styles than can be provided in pre-packaged closed-course programs. Debski and Gruba (1999) say that nowadays, websites over the internet are growing rapidly, teachers are beginning to see computers as active partners rather than passive assistants. English language learning through websites has become the choice of many people because of its flexibility in accessing learning materials anytime and anywhere.

English web platforms usually offer a variety of learning features, ranging from quizzes, listening, reading, and writing exercises. Aisyah (2021) states that many English websites have been created and can be used to help students improve their listening, reading, writing and speaking skills in English. Learning English using websites is an attractive option, especially for students who want to improve their English skills in a practical, interactive and affordable way. Many websites are used to assist students in learning, such as BBC Learning English, Cambridge English, and British Council. According to Movahedi & In (2017) British Council is the most extensive form of technology-based English language teaching in the world. British Council offers a variety of English learning programs that cover many aspects, including listening, speaking, etc. By using this web platform, students feel more interested in learning English. This makes it easier for them to understand the material taught by the teacher in class. Thus, the use of this website is a valuable addition to the English teaching and learning process.

Several studies have been conducted on student perceptions of using the British Council in several schools and universities. Syerlin (2020) states that student perceptions of using the British Council application in listening courses are very positive. This can be seen from the results of the study, which show that most students gave a very positive response to the use of the application. Meanwhile, Ica (2023) stated that students positively responded to using the British Council website, which helped students improve their speaking and English skills.

Based on preliminary research conducted at SMA N 2 Purbalingga, teachers utilize technology, such as the British Council website, to support the English learning process in the classroom. Interviews with several teachers found that this website has a positive impact on the effectiveness of English learning. English learning using the British Council website can be adjusted to the context or topic, such as genre-based text and the skills to be applied. Learning can also be adjusted to levels such as A1, A2, B1, and others. However, there is an important disadvantage to note, namely that this website requires payment to access all available materials. Using the British Council website in English language learning requires students' perceptions because by paying attention to students' perceptions, teachers can customize learning materials and approaches to meet their individual needs better. Students' perceptions include their views on the usefulness, convenience, and satisfaction of using the British Council website as a learning tool.

The difference between this study and previous studies is that this study includes four main language skills: listening, speaking, reading, and writing. This means that the research does not limit itself to one aspect of language learning but involves the necessary language proficiency. While previous studies may have focused only on one skill, this study extends the scope to explore students' perceptions of the British Council learning platform in the context of four language skills.

Based on the problems above, the researcher conducted a study entitled "STUDENTS' PERCEPTION OF BRITISH COUNCIL WEB PLATFORM

FOR LEARNING ENGLISH AT ELEVENTH-GRADE STUDENTS OF SMA NEGERI 2 PURBALINGGA" to describe students' perceptions of the effectiveness using the British Council Web Platform for learning English.

B. Conceptual Definition

The purpose of this conceptual definition is to focus the study of the topic before further analysis is carried out and to reduce the possibility of misunderstanding in the discussion of research difficulties; the operational definition is as follows:

1. Perception

Qiong (2017) states that perception is realizing or understanding sensory information. In this context, perception involves an individual's ability to process sensory data received through the five senses: sight, hearing, smell, feeling, and taste. As such, perception is important in how individuals interact with the world around them. It allows individuals to understand their environment, make decisions, and respond appropriately to situations based on the information received through their five senses.

2. British Council Web Platform

According to Beall (2006), the British Council's transnational education refers to providing education from one country offered in another. The British Council offers educational services from one country to individuals or communities in other countries. As a transnational education institution, the British Council brings experience and knowledge from its home country to different countries to facilitate knowledge exchange, cross-cultural learning, and international cooperation in education.

3. Learning English

According to Brown (2014), Learning is the process of acquiring knowledge of a subject or skill through experience, study, or instruction. Meanwhile, Lie (2007) states that English is considered the world's most important and influential language. Therefore, Learning English

encompasses all efforts made by individuals to learn, understand, and use English in various communication contexts, be it for academic, professional, or social purposes. In English language learning, there are four primary skills that learners need to develop. These skills form the basis for comprehensive language proficiency. The four skills are listening, speaking, reading, and writing.

"STUDENTS' PERCEPTION OF BRITISH COUNCIL WEB PLATFORM FOR LEARNING ENGLISH AT ELEVENTH-GRADE STUDENTS OF SMA NEGERI 2 PURBALINGGA" refers to students' opinions of using the British Council web platform for learning English. It includes how students process the information received from the platform through their sensory experiences and personal interpretations, as described in the concept of perception.

C. Research Question

The research question of this study is what is the perception of 11th-grade students of SMA N 2 Purbalingga about the effectiveness of using the British Council Web Platform for learning English?

D. Objective of The Research

Relating to the problem statements above the objectives of the research is to describe the perceptions of 11th-grade students of SMA N 2 Purbalingga about the effectiveness of using the British Council Web Platform for learning English.

E. Significances of The Research

a) For Teacher

This research may give information about students' perception of the use of the British Council web platform in improving their English language, and it can be a reference to enhance the quality of teaching English.

b) For Students

This research may inform the students of SMA N 2 Purbalingga about their perception of using the British Council web platform to improve their English language. Besides, this study is expected to be a reference for readers who want to improve their comprehension of the English language.

c) For Researcher

This study is to provide information to other researchers about the effectiveness of using the British Council Web Platform for learning English.

F. Structure of The Research

The structure of this study consists of five chapters. Each chapter explained different parts of the research as follows:

Chapter I explains the introduction, which contains a background of the problems, conceptual definition, research question, objectives of the research, and significance of the study.

Chapter II presents a review of related literature. It displays the previous study and the literature related to perception, British Council, and English as a Foreign Language.

Chapter III presents the research method. It discusses the methodology used in conducting the research. It consists of the research design, population, sample, subject and object, data collection technique, and data analysis technique.

Chapter IV describes the research results based on data analysis and the discussion of research findings.

Chapter V contains the conclusions and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter presents and discusses the concept of perception, the concept of British Council web platform, and the concept of Learning English.

A. Literature Review

1. Perception

This sub-chapter covers the definition of perception, types of perception, characteristics of perception, factors that influence perception, and process of perception.

a. Definition of Perception

According to Oxford Dictionary (2024), perception is an idea, a belief or an image you have as a result of how you see or understand something. Aspect of perception refers to the mental images, ideas, or beliefs that form in our minds based on how we see or understand something. It involves the cognitive processing of sensory data to produce subjective interpretations and conclusions. Our understanding and admiration of a work of art, for example, are influenced by our unique experiences, knowledge, and feelings.

Wang (2007) describes perception as a collection of internal sensory and cognitive processes that the brain employs to identify, connect, interpret, and navigate through subconscious cognitive information. In addition, Leavitt (2002) found that, in a narrow sense, perception is accurately defined as the way we see something. More broadly, perception can be understood as an opinion or the way we interpret and define something.

Meanwhile, Sapre (2014) states that perception is the act of realizing the environment through physical sensations, which shows the individual's capacity to understand. Thus, perception is the action that arises from stimuli to respond to research-related matters and a view of

what is seen as a whole. This suggests that perception involves a complex mental process in which individuals process sensory information to form an understanding of the world around them. Perception can also be influenced by prior experience, beliefs, and expectations, which affect how individuals interpret the stimulus they receive. Therefore, understanding perception has significant implications in the context of research and understanding of the environment and human behavior.

Perception influences the formation of a person's attitude towards something, which in turn can affect their behavior and decisions. According to Khairunnisa (2020), perception has a crucial role in shaping people's opinions, including what they think about education. Perception is a view or understanding of something that can affect one's five senses and attitudes (Nasution & Ahmad, 2020). Therefore, understanding perception is essential in psychology, management, and social interaction, as understanding how individuals perceive the world around them can help design effective decision-making. Fitri and Desi (2021) stated perception can be defined as the process of giving rise to our immediate.

Gary and Alan (2000) state that perception is the process of interpreting messages from our senses to give order and meaning to the environment. In this context, perception involves understanding and giving meaning to information received through our five senses. Thus, perception is critical in shaping our understanding of the world, significantly impacting our behavior and decision-making. In the other hand, Barry (1998) discovered that perception involves the processes by which we identify, organize, and interpret stimuli in our environment. The primary difference between the two main theories of perception lies in the importance they place on sensation versus higher cognitive processes in shaping perception.

Based on the various definitions of perception mentioned earlier, perception can be understood as a complex process wherein individuals

interpret present stimuli through the lens of their senses and past experiences. This interpretation involves not just the immediate sensory input but also the cognitive framework built from prior knowledge and memories. Understanding students' perceptions is crucial for assessing the effectiveness of teaching methods. Teachers can better gauge their success and areas for improvement by gaining insights into how students perceive and process the material presented to them. Furthermore, comprehending students' beliefs and perceptions is essential for enhancing teaching practices, fostering more effective learning environments, and ultimately boosting student achievement.

b. Types of Perception

According to Solso et al. (2017), perception can be classified into two categories: positive perception and negative perception.

1. Positive perception

Positive perception refers to an individual's assessment of something or information from a favorable viewpoint or by expectations or established norms. This positive perception is influenced by the individual's satisfaction with the subject, understanding level, and personal experiences.

2. Negative perception

Negative perception refers to an individual's adverse evaluation of a particular object or information, deviating from the usual or anticipated response based on existing standards. This negative interpretation stems from three key factors: the individual's unawareness, limited exposure to the object under consideration, and dissatisfaction with the object influencing their perception.

From this explanation, it can be concluded that perceptions, both positive and negative, have a significant influence on a person's behavior. Positive and negative perceptions reflect how individuals interpret information about an observed object. In other words, how someone sees or judges something will affect how they act or react

to it. Therefore, understanding how perception affects behavior can help us interact with others and manage interpersonal relationships more effectively.

c. Characteristic of Perception

According to Unumeri (2009), three primary characteristics influence our perception of other people:

1. Perceivers-Specific Characteristics

Familiarity with the object of perception is a perceiver-specific characteristic that affects perception. Being familiar with a situation suggests that we are in a better position to make observations than others, leading to a more extraordinary relative ability to make better decisions about it. If an object is unfamiliar to someone, it will make an excellent or true statement about something based on what they see or hear. If, on the other hand, the object is known to someone's environment, they can give perception on something. Therefore, rather than making direct suggestions, pay more attention to what others will say about this factor.

2. Target-Specific Characteristics

The perceived physical traits are among the most significant target-specific characteristics. These characteristics include height, weight, gender, race, and projected age. Furthermore, how you dress greatly impacts how other people see you. More significantly, perceivers find identifying novel or unique appearance qualities simpler. The target that will be perceived, such as an individual's height, weight, age, race, gender, and volume, all affect how that person will perceive a given object. To support the perspective that will be held, perception essentially prioritizes one's abilities and looks.

3. Situation-Specific Characteristics

This is an essential component that influences a person has perception of another person. Stated differently, a significant factor

influencing the relationship is the social setting. Thus, the primary impact of this social element is that it represents one's altruistic viewpoint.

d. Factors Influence Perception

According to Walgito (2005) states, there are three factors in perception, they are :

1. Perception object

As an object senses organs or receptors, it raises the stimulus. In addition to coming from outside the person who is perceiving, stimuli can also originate from within the person by acting directly on nerve receptors, which function as receivers. When someone observes something from outside of themselves, it means that the environmental aspects in their immediate environment impact what they remember. Individual factors, on the other hand, have a direct effect on human sense organs. Thus, there are internal and external individual objects in perceiving objects.

2. Tools senses, nerves, and the central nervous system

A receptor, or sense organ, is an apparatus for taking in stimuli. In addition, a sensory nerve ought to exist to transmit the stimulus receptor that has been received to the central nervous system, which is the hub of awareness. Therefore, sense organs are more focused on the stages of the stimulus and the process of digestion.

3. Attention

For the perception required care. All individual activities focused on a particular object or group of objects are called attention. In his opinion, people need to pay attention to what he was given. For instance, when a student learns and pays attention to the teacher in the classroom, it will naturally cause the individual to remember what the teacher describes. On the other hand, if a student ignores the teacher's explanation and the teacher asks, the student is unable to respond because they are unable to recall the teacher's explanation.

Thus, paying attention is crucial to helping pupils focus more on their studies.

e. Process of Perception

Walgito (2017) states that the perception process is divided into the following steps:

1. The first step, called the physical or natural process, is the process by which the human senses perceive a stimulus.
2. In the second step, receptors provide Physiological stimulation via sensory neurons.
3. The third step involves a psychological process that makes a person aware of the stimulus the receptor has been exposed to.
4. Behavior and responses are the products of the perceptual process, making up the last step.

2. British Council Web Platform

This research uses the British Council Web Platform as a medium in this research, here is the definition of the British Council Web Platform, advantages of the British Council Web Platform, and British Council Web Platform: LearnEnglish Teens.

a. Definition of British Council Web Platform

According to Kustiyahningsih and Devie (2013), a website is one of the services that computer users can access that has hypertext capabilities for displaying data in many multimedia formats, including text, graphics, sound, and animation. The web is a document-related system that is utilized as a medium for presenting text, images, video, and other content on the internet network (Sibero, 2013). So, a website of a network that enables quick and easy access for anyone with internet access and can help speed up the transmission of information globally.

British Council is the official website owned by the British Council, an international organization focused on education. Gov. UK (2019) states that the British Council is the nation's overseas organization for educational and cultural exchanges, fostering enduring linkages between

the UK and other nations. It is a crucial component of our global initiative to advance British interests and values. It is a dual organization with numerous applications in the study of English. The website provides educational resources such as articles, learning materials, and guides to help with English learning.

Meanwhile, Beall (2006) said if the British Council is Transnational education, it refers to the provision of education from one country offered in another country. The concept refers to education in which educational institutions from one country provide their programs in another country, often through partnership or collaboration with local institutions. This can include programs such as distance education. This approach allows learners in different parts of the world to access education from reputable institutions outside their home country.

Based on the explanation above, the British Council refers to an international organization or website that can be used to learn English with a focus on speaking, listening, reading, and writing skills. The website provides a variety of English learning materials that can be accessed for free, such as videos, articles, and interactive exercises. These materials are designed to help students improve their English skills in a variety of contexts.

b. Advantages of Using a Website Teaching English

By using the website, students can learn anytime and anywhere according to their needs, increasing motivation and opportunities to practice comprehension, speaking, listening, reading, and writing skills in English independently. Parto & Imam (2021) state that the advantages of learning using a website include the ability for students to access information from various sources, learn at their own pace, become more active and independent learners, have enriched learning materials, and easily find required information through a search engine.

1) Advantages of Using Website Teaching English in Listening Skill

Students who want to get better at learning languages can utilize websites where they can practice listening. Websites provide a highly appealing and innovative format for practicing listening skills, offering a plethora of educational materials accessible online. Using websites to learn English in listening skills provides various advantages such as easy access to audio and video materials for practice, flexibility in choosing content based on proficiency levels, and the ability to practice independently (Kiki, 2021).

Desi (2017) states that there are three advantages of learning English using websites in listening skills, which are:

a. Wide Variety of Activities

Websites offer a wide variety of listening comprehension activities, providing students with diverse opportunities to practice and improve their English listening skills.

b. Authentic Materials

Teachers can provide authentic materials through websites, which can help students develop their listening skills by exposing them to real-life language usage and contexts.

c. Integration of Multimedia Technology

The use of websites allows for the successful integration of multimedia technology in language courses, enhancing the learning experience and providing students with interactive and engaging listening activities.

2) Advantages of Using Website Teaching English in Speaking Skill

Tolybai (2023) states that there are three advantages of learning English using websites in speaking skills, which are:

a. Access to a wide range of educational resources and materials

Websites offer an extensive array of learning materials such as interactive lessons, grammar explanations, vocabulary exercises, and authentic content like articles, videos, and audio recordings.

These resources cater to various learning styles and proficiency levels, providing learners with diverse content to enhance their speaking skills.

b. The ability to receive immediate feedback and track progress

Many language learning websites incorporate features that allow learners to practice speaking exercises and receive instant feedback on their pronunciation, grammar, and fluency. Additionally, these platforms often offer progress tracking tools, which enable learners to monitor their advancement over time, identify areas for improvement, and set achievable goals to enhance their speaking proficiency.

c. The opportunity to practice with native speakers through language exchange platforms.

Websites facilitate language exchange programs where learners can connect with native English speakers who are learning their native language. Through these platforms, learners can engage in real-life conversations, receive authentic feedback, and immerse themselves in the language and culture. This interactive practice with native speakers enhances speaking skills by providing exposure to natural speech patterns, colloquial expressions, and cultural nuances.

3) Advantages of Using Website Teaching English in Reading Skill

Dhian & Nunun (2022) states that there are three advantages of learning English using websites in reading skills, which are:

a. Enhancing vocabulary, reading speed, and comprehension

Websites offer a wide variety of texts, ranging from articles and blog posts to news stories and academic papers. Through exposure to diverse vocabulary and sentence structures, learners can improve their understanding of English words and phrases. Additionally, frequent reading practice on websites can help

learners increase their reading speed and their comprehension skills develop.

- b. Stimulating interest in both teachers and students more than traditional materials

Websites often incorporate multimedia elements that can captivate the attention of both teachers and students, making the learning experience more dynamic and enjoyable. Unlike traditional print materials, websites offer interactive fostering greater engagement and motivation among learners.

- c. Providing relevant and acceptable text for students to improve their reading skills

Websites can offer up-to-date and culturally relevant content that reflects the interests and needs of English language learners. By selecting texts that align with students' interests, hobbies, or academic goals, teachers can create meaningful learning experiences that resonate with their students.

4) Advantages of Using Website Teaching English in Writing Skill

Taufik & Rolisda (2020) states that there are three advantages of learning English using websites in writing skills, which are:

- a. Interactive Writing Activities

Websites can offer various interactive exercises and tasks specifically designed to improve writing skills. These activities often engage learners through games, quizzes, and interactive lessons, making the learning process more enjoyable and effective.

- b. Digital Environment for Practice

Websites provide a digital platform for students to practice writing, allowing them to familiarize themselves with digital tools and platforms commonly used in today's world. By writing and interacting in this digital space, students not only improve

their writing skills but also develop technological literacy and adaptability, essential skills for success in the modern age.

c. Access to Writing Resources and Feedback

Websites serve as a valuable resource for students seeking writing tips, examples, and feedback. Many websites offer tutorials, guides, and samples of various writing genres, helping students understand different writing styles and techniques. Additionally, some websites provide opportunities for students to submit their writing for review or participate in online writing.ng Websites in Writing skills

c. Advantages of Using British Council Web Platform in Teaching English

According to Alimi and Syafei (2013), there are some advantages of teaching English integratively using the Learn British Council Web :

- 1) It may serve as a substitute educational medium in the teaching and learning process.
- 2) Because it's an enjoyable learning exercise, it piques the students' interest in the topic.
- 3) It activates their motor and visual senses simultaneously.
- 4) It improves the environment in the classroom.
- 5) It offers many stories with themes that fit the curriculum and the characters of young learners.
- 6) It motivates the students to listen to the story.

d. British Council Web Platform: LearnEnglish Teens

In this thesis, the author uses LearnEnglish Teens presented by the British Council. LearnEnglish Teens can help improve teens' English skills with reading, writing, speaking, and listening exercises, test-taking tips, grammar and vocabulary exercises, games, and videos. We can also interact with other teens from around the world.



Figure 2. 1 LearnEnglish Teens by British Council (Homepage)

British Council Web Platform: LearnEnglish Teens uses the Common European Framework of Reference (CEFR) to help students determine their level of proficiency in English. Concerning the CEFR, students can easily identify their ability level and choose appropriate learning materials to improve their English skills.

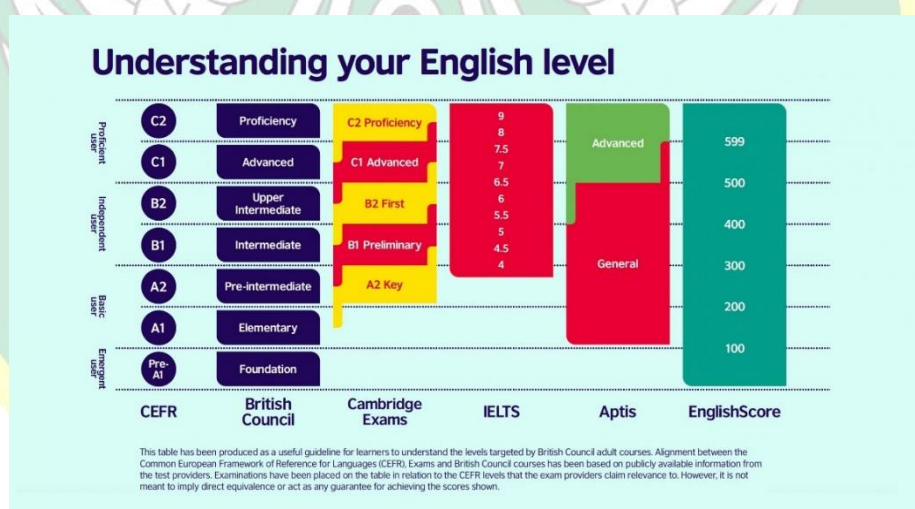


Figure 2. 2 CEFR Table

British Council LearnEnglish Teens provides a variety of features and materials to help teens improve their English. Features include interactive courses, skills, grammar, vocabulary, exams, study breaks, and English level. By providing access to materials and resources designed specifically for teens, the platform helps them learn English in a fun and engaging way.

1) Courses

British Council LearnEnglish Teens provides a variety of English courses for teens (LearnEnglish Teens, British Council, 2024). One of the courses offered is Personal Online Tutoring through EnglishScore Tutors, this course is for teens aged 13 to 17. This course allows teens to build their confidence through fun sessions where they can learn at their own pace. They can choose a suitable tutor from a list of qualified tutors, and sessions are available 24/7, allowing them to study whenever they want. The sessions are tailored to the individual and their goals.

In addition, the British Council also offers Secondary Plus English Courses designed by a team of English language experts. The course aims to teach the skills necessary to build self-confidence and achieve full potential. In this course, teens will attend lively speaking classes with specialist teachers, as well as interactive self-study prepared by their teachers for class preparation, all in an easy-to-use digital learning environment. Thus, teens can develop their English skills engagingly and effectively, while preparing themselves for a bright and successful future in a globalized world.

2) Skills

At the British Council LearnEnglish Teens, teens can practice their English reading, writing, listening, and speaking skills according to their ability level. Here, teens can find practice materials and activities to improve their English speaking, listening, reading, and writing skills. Teens can choose the skills they want to practice. The learning materials in each section are written and organized by ability level.

There are different types of texts, recordings, and videos, with interactive exercises and worksheets that practice the skills needed. For each ability, teens can take an English test to find out the right level to choose. The levels range from beginner (CEFR A1 level) to

advanced (CEFR C1 level). By choosing the skills they want to practice, teens can improve their English with the flexibility and convenience they want.

3) Grammar

British Council LearnEnglish Teens provides a variety of features to help practice and improve grammar. One of the features available is Grammar Snack Videos, where grammar is used in natural conversation. Select the area of grammar required and then choose a video to watch. Afterwards, read the explanation of the grammar point and do exercises to ensure correct use of the language. There are two grammar levels available: A1-A2 level for beginners to pre-intermediates, and B1-B2 level for intermediates to upper-intermediates. By providing fun videos and online exercises, the British Council helps to improve grammar engagingly.

4) Vocabulary

To improve their ability to communicate in English, students can learn new words to enrich their vocabulary. Students can practice and improve their vocabulary by doing exercises and watching videos. In exercises, students can listen to the pronunciation of words, and videos help them learn and practice how to use verbal phrases correctly. Practicing regularly is the best way to improve vocabulary. Basic (CEFR A1 level) or pre-intermediate (CEFR A2 level) learners of English can learn new words and practice vocabulary. In this section, students can listen to the pronunciation of words and do exercises. There are also worksheets for off-line practice.

As for learners of upper intermediate (CEFR B2 level) or advanced (CEFR C1 level) English, verbal phrases are very common in conversational English. In this section, students can watch our Fast Phrasal comic strip video and do exercises to learn and practice how to use verbal phrases correctly. Students can also play games, have fun, and improve their English vocabulary at the same time by

playing games. With a variety of options available, students can choose activities that suit their needs and interests to continue improving their English vocabulary in a fun way.

5) Exams

British Council LearnEnglish Teens provides different types of English exams to help with exams. There are different types of exams to take and they cover all abilities. The Reading Exam section provides help and advice for all types of reading exams. It explains what students can do before the reading test and during the test to get the highest score. The Writing Exam section provides help and advice for all types of writing exams and focuses on time planning, writing time, and review time. The Listening Exam section provides help and advice for all types of listening exams. The Speaking Exams section provides help and advice for different types of speaking exams. The Grammar and Vocabulary Tests section provides tips and advice for grammar and vocabulary tests. There are many different ways to test grammar and vocabulary, and this section will introduce you to some of them. The Exam Study Tips section provides tips and advice to help students get better grades in all exams.

6) Study break

Study break is a section in British Council LearnEnglish Teens where you can watch videos, read stories and articles, listen to audio series, and have fun writing about photos. Here, you can improve your everyday English while learning about the world at the same time. You will also develop comprehension skills and expand your vocabulary. There are two types of activities: Zone (5-10 minutes) and Series (10-20 minutes). With a wide selection of topics, you can choose an activity that suits your interests and start improving your English.

7) English levels

On British Council LearnEnglish Teens, students can find out more about the different CEFR English levels and take a free level test. The learning materials in the various sections are organized by level of English based on the Common European Framework of Reference for Languages (CEFR). Students can take an online level test to get an approximate indication of their English level and use the results to find courses or online learning content that match their English level. Students can also get tips and advice on how to improve their English level and find resources on the website according to their desired level, section, and topic.

3. Learning English

This sub-chapter covers the definition of learning English, the importance of learning English, and the difficulties in learning English.

a. Definition of Learning English

Learning is the fundamental process by which a person acquires knowledge, skills, behaviors, or attitudes, often through study, experience, or instruction. According to Brown (1994), learning is the learners' interaction with educators and learning resources in a learning environment. This process includes the exchange of information and the construction of knowledge that occurs during the interaction between learners and educators in the learning environment. Learners receive information from educators and are actively involved in the learning experience by participating, asking questions, responding, and utilizing available learning resources.

One of the international languages used to communicate with people worldwide is English, the first language used by people in other countries. According to Lie (2007), English is widely considered the world's most important and influential language. This statement reflects a widespread view of the global dominance of English in various fields, including international communication, business, technology, education, and popular culture. As the official language of many

countries and widely used globally, English facilitates information exchange, cross-cultural collaboration, and international mobility.

It can be concluded that Learning English refers to the process of learning English as a second or foreign language. It involves acquiring speaking, listening, reading, and writing skills in English. The main goal of Learning English is to enable one to communicate more fluently in English, whether in everyday life, academic contexts, or the workplace. O'Brien (2006) states that more and more people are learning English nowadays in the history of the world because English has an important role in human life to communicate.

b. The Importance of Learning English

According to Handayani (2016), the language used in international communication is English. English is still used globally, especially in technology, business, politics, and education. Since English is used in most countries, learning English is very beneficial and should not be neglected. Besides serving as a communication medium, English facilitates interaction in unfamiliar environments. This leads us to conclude that mastering English is essential for us to adapt to language development, especially in communication.

Syahputra (2014) cites some advantages of being able to learn English:

- a) Scholarships are an excellent means of promoting international cooperation between nations and academic institutions.
- b) Access to international conferences, overseas research programs, and other opportunities.
- c) As both tourism and economic growth surge.
- d) Access to this language's content, including books, journals, articles, films, courses, and more.
- e) The Difficulties in Learning English

Learning difficulties refer to difficulties or obstacles in the learning process. According to Gultom (2015), learning difficulty is a condition that experiences internal disturbances in the learning process to achieve

learning outcomes. In addition, Songbatumis (2017) also states several characteristics of learning difficulties, namely low learning outcomes; the results are not by the efforts made, showing unnatural attitudes such as indifference or unnatural behavior such as alienating themselves or being irritable.

According to Lynch (2008), one of the problems or difficulties in learning English is students' perception that English is a complex and boring subject, so many students dislike English lessons and even make it one of the difficult lessons to understand the material presented, which has an impact on low English achievement. This highlights the importance of creating a motivating and engaging learning environment for students and developing exciting and relevant teaching methods to overcome such negative perceptions and increase interest and achievement in learning English.

According to Praveen and Patel (2008), there are several problems or difficulties in learning English, including these problems:

1. Motivation

Motivation is critical to effectively managing the learning process, which is correlated with piqued interest in learning and, to some extent, with fundamental learning.

2. Reinforcement

When a teacher provides reinforcement, it can be any positive response intended to boost a student's response rate to an environmental event. Examples of reinforcement include praise, activity incentives, token rewards, symbolic rewards, and tangible prizes.

3. Memory

The process of memorizing has several steps. They are taking note of, holding onto, remembering, and identifying. If students cannot correctly grasp the language's concepts, they will not be able to use it. As a result, the children found it challenging to commit the English

language to memory. For improved retention, the instructor should thus make an effort to make their lessons clear and straightforward.

4. Habit formation

Since habit is conditioned behavior, language learning entails developing a language use habit. This is especially true for learning English as a second language. This is because developing habits or being exposed to learning English requires a daily practice of the desired behavior to maintain learning English habits.

B. Review of Relevant Studies

Based on various sources pertinent to this study, numerous journals and prior research align with the subject matter under investigation. They are :

First, Syerlin Mandasari conducted a study titled "Students' Perception Toward the Use Of British Council Application in Listening Subject at IAIN Batusangkar". The results showed that students' perceptions of the use of British Council applications in listening subjects in the academic year of 2019/2010 were very positive. The research method used is descriptive quantitative. The population is all second-semester students who take listening for monologue academic life courses in the 2019/2020 academic year, totaling 72 people. 72 people. Syerlin Mandasari's research only focuses on listening skills, while this research focuses on four abilities. The similarities between these two studies are that both use quantitative descriptive methods and the British Council.

Second, Ica Catur Palupi, Aprilia Anggraini Ali, and Nurul Aini in the IREEL journal entitled, "The Students' Perceptions of Practicing Speaking Skill by Using British Council Website". The results showed that many students agreed that the British Council website could help them learn English. The research method used was quantitative, and the research participants were 20 6th-semester students of the English Education Study Program. This journal

focuses on speaking skills, while this study focuses on four skills. The similarity of these two studies is that they both use the British Council.

The next research from a journal entitled "The Effect of British Council for Teens Website on Students' Vocabulary at The Tenth Grade Students of SMAN-1 Palangka Raya" by Arga Syafutra, Bahing, Olga Dona Retsi, Ristati, and Muhammad Subhan Fikri. This study examined how the British Council for Teens website affects the English language skills of tenth-grade high school students. This pre-experimental study used one group pre-test and post-test. The researcher used purposive sampling to select class X-6 of SMAN 1 Palangka Raya. The result was that the British Council was effective in expanding students' English vocabulary. The research in this journal focuses on Effectiveness, while this research focuses on students' perception. However, both used the British Council Website.

The last research is from a journal entitled "The Implementation of The British Council Website to Support Indonesian EFL Learners". This research used a qualitative approach with a case study method involving 20 respondents (students) as samples and 5 teachers from different schools. Data collection techniques in this study include interviews, observations, questionnaires, and documentation. As a result, the use of the British Council website can facilitate teachers in conducting various online teaching and learning activities with students. The research in this journal focuses on its implementation, while this research focuses on students' perspectives. The similarity is that both researchers used the British Council Website.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methods. Research methods are collecting, analyzing, and interpreting data to discover new information or gain a better understanding of a topic. It consists of a type of research, source of the data, techniques of data collection, and techniques of data analysis.

A. Type of Research

This research uses quantitative methods with a descriptive approach. According to Sugiyono (2020), descriptive research aims to determine the value of independent variables, either one or more variables, without making comparisons or connecting with other variables. In this study, the focus is on describing the perceptions of grade XI students of SMA N 2 Purbalingga about the effectiveness of using the British Council web platform in English language learning. The aim is to explore how students perceive the effectiveness of the platform and how well it supports their learning process. Non-Probability Sampling techniques, specifically Purposive Sampling, were used to select the participants, focusing on grade 11 students who had experience using the British Council website in their learning.

B. Source of the Data

1. Time and Location of Research

This research took place for two months, from June to July 2024 at SMA Negeri 2 Purbalingga located in Bancar, Purbalingga Regency, Central Java. The research location was determined according to the observation that the school has been using technology as learning media in the name of British Council Web Platform, so the researcher wanted to know the students' perception about the effectiveness of using British Council Web Platform to learn English. The number of teachers in this school is 50 people and the number of male students is 454 people and female students are 579 people.

2. Population and Sample

In this study, researcher took the population and sample to conduct the study as follows:

1) Population

According to Sugiyono (2020), "Population refers to the individuals or entities possessing specific qualities and attributes that are selected for study and analysis by the researcher." Population represents the complete dataset from which a portion (sample) is selected. Researcher took a population of eleventh-grade students at SMA Negeri 2 Purbalingga. The population of eleventh-grade students is 350 students from 10 classes.

2) Sample

Sugiyono (2020) defines a sample as a portion of the total population possessing certain characteristics. The primary aim of sampling is to gather information about a population, as studies rarely encompass the entire population of interest as subjects. In this particular study, purposive sampling was employed as the method of sample selection due to its effectiveness in obtaining a representative sample. Sugiyono (2020) describes purposive sampling as the deliberate selection of samples that are deemed typical in their qualities.

Based on the method described by Sugiyono, to determine the sample from a population of 350 students, we can use the formula:

$$n = \frac{N}{1 + N (e)^2}$$

n = Total sample required

N = Total population

e² = Sampling error rate, 5% (0.05)

If we assume a permissible error rate e of 5% or 0.05, we can use the formula to calculate the sample:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{350}{1 + 350(0,05)^2}$$

$$n = 187$$

So, if the population is 350 and the sampling error is 5%, then the number of samples needed = 187 students.

3) Subject and Object of the Research

This study's subjects were 11th-grade students of SMA N 2 Purbalingga. The study focused on describing students' perceptions regarding the effectiveness of using the British Council web platform in English language learning. This research seeks to identify the extent to which students perceive the benefits and convenience of using the platform to improve their English language skills.

C. Techniques of Data Collection

According to Sugiyono (2015), research instruments are measuring tools researchers use to collect data for a study, such as questionnaires, tests, interviews, and observations. According to Seliger & Schohamy (1989), a questionnaire is one of the data collection techniques. Based on this statement, the instrument used in this study was a closed questionnaire. According to Creswell (2012), a closed-ended questionnaire is a research instrument that consists of questions or statements with predetermined answer options. Respondents only need to choose the answer that best suits their views or experiences from the available options. Thus, the use of closed questionnaires in this study allows efficient data collection and facilitates data analysis because the answers provided are already available in a structured format.

The research instrument is based on the study of various theories that discuss the advantages of using the website in improving English language skills, especially in listening, speaking, reading, and writing. This framework serves as a guide in formulating the items of the research instrument so that

they are following the focus and objectives to be achieved. With the framework, the researcher can ensure that each aspect of relevant English language skills is measured appropriately through the research instrument. The following are the research indicators summarized in the form of the instrument framework.

Table 3.1
Indicators of Questionnaire

No	Indicators	Number of Items
1	Effectiveness of using website teaching english in listening skill	1,2,3,4,5,6
2	Effectiveness of using website teaching english in speaking skill	7,8,9,10,11,12
3	Effectiveness of using website teaching english in reading skill	13,14,15,16,17,18
4	Effectiveness of using website teaching english in writing skill	19,20,21,22,23,24,25

This indicator measures how effective the use of websites is in teaching English in four skills, i.e. listening, speaking, reading and writing. In listening skills, Desi (2017) states that websites provide interactive audio activities to improve comprehension. For speaking, Tolybai (2023) emphasized that interactive materials such as videos and grammar exercises help students practice pronunciation and conversation. In reading, Dhian & Nunun (2022) showed that diverse texts on the website enrich students' vocabulary and comprehension. Meanwhile, Taufik & Rolisda (2020) highlighted that interactive writing exercises on websites can effectively improve students'

skills through engaging tasks and immediate feedback. Every skill has supporting theory and specific indicators that illustrate how websites are effectively used to learn English.

D. Validity

Validity is critical in ensuring the quality and reliability of research instruments. According to Gronhaug (2018), validity refers to the extent to which the data collected accurately represents the area under investigation. According to Creswell (2012), validity in research refers to the extent to which an instrument or measuring tool actually measures what it is supposed to measure. In other words, it reflects how well the instrument measures what it is intended to measure. In this study, a validity test was conducted to evaluate the effectiveness of the research instrument, which was designed as a questionnaire. The questionnaire underwent expert validation, where experienced professionals reviewed it to assess whether the questions were clear, relevant, and aligned with the study's objectives. This process ensured that the instrument would provide accurate data, contributing to the overall validity of the research findings.

E. Techniques of data analysis

A formula was used to examine the method for analyzing the information gathered from the questionnaires. Sugiyono (2010) states that the following formula was used to analyze the questionnaire data:

$$P = F/N \times 100\%$$

P= percentage

F= frequency of total score

N= number of sample

A person's perspective on a statement is expressed in the form of a questionnaire using a Likert scale, which ranges from 1 to 5 as mentioned in the following table (Sugiyono, 2020):

Table 3.2
Score Interpretation Criterion

Statement	Score
5	Strongly agree
4	Agree
3	Neither agree or disagree
2	Disagree
1	Strongly disagree

Sudijono (2007) states that there are tables used to classify student responses based on certain criteria. This classification is generally used in the context of evaluating learning outcomes or educational assessment. The following is the classification table:

Table 3.3
The classification of the student's response

Qualification	Interval
Very high level	81% - 100%
High level	61% - 80%
High enough level	41% - 61%
Low level	21% - 40%
Very low level	0% - 20%

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter addresses the research question posed in this study. Through descriptive analysis, it presents the findings on Students' Perception Of British Council Web Platform For Learning English.

A. Research Findings

The research findings answered the problem statements formulated in the first chapter. This part also presents data analysis of the perception of 11th-grade students of SMA N 2 Purbalingga about the effectiveness of using the British Council Web Platform for learning.

1. The Result of Students Perception

The researcher presents the findings from the questionnaire, which focused on perception factors. In analyzing the responses, the researcher applied the following formulas:

- a. Advantages of using website teaching english in listening skill

Number 1:

I am motivated to continue learning to listen English through the British Council's web platform. The respondents' responses result is stated in the figure 4.1.

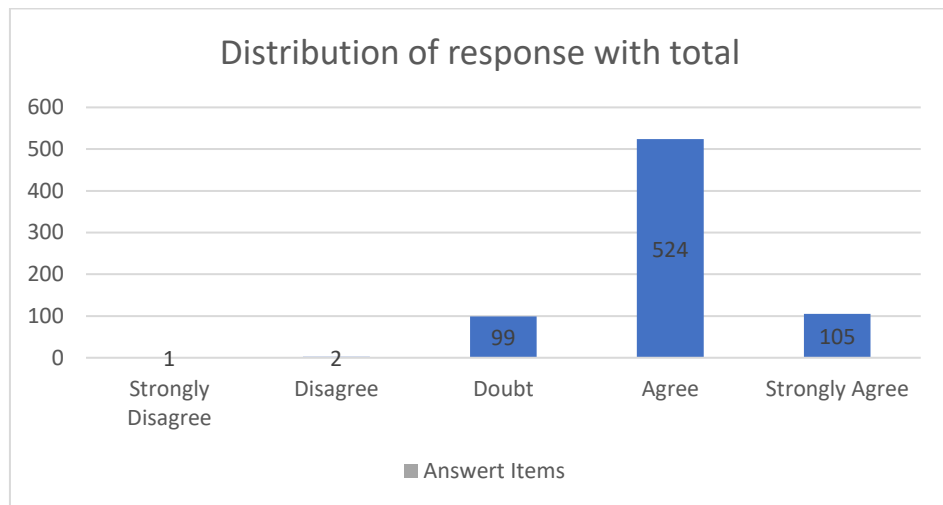


Figure 4.1 The Analysis Data of the 1st Statement

Based on the table above, it can be concluded that students have a 78% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 2:

I think my English listening skills have improved after using the British Council web platform. The respondents’ responses result is stated in the figure 4.2.

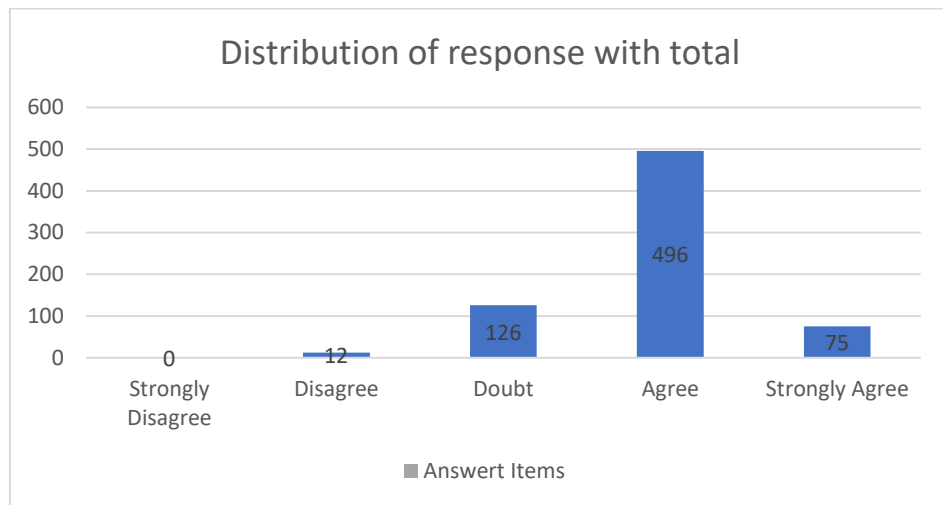


Figure 4.2 The Analysis Data of the 2nd Statement

Based on the table above, it can be concluded that students have a 76% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 3 :

I can access audio and video materials for listening practice through the British Council web platform easily. The respondents’ responses result is stated in the figure 4.3.

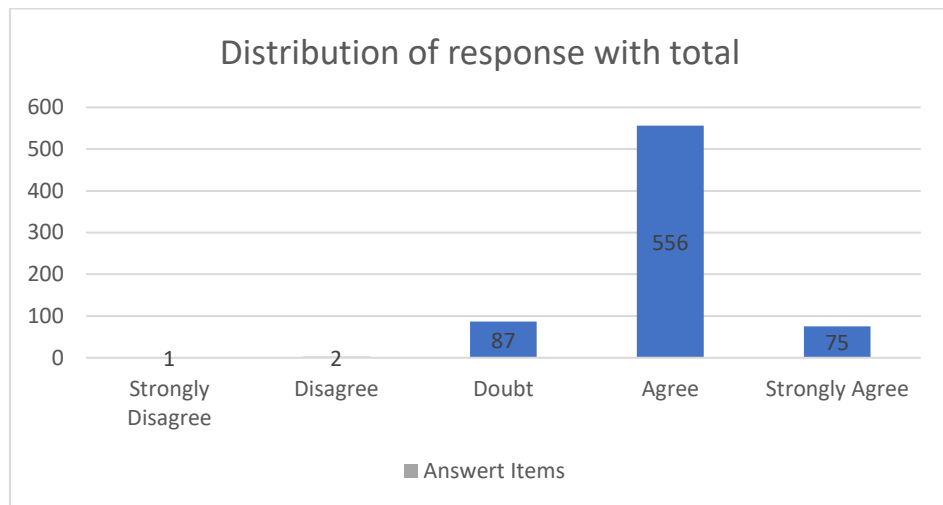


Figure 4.3 The Analysis Data of the 3rd Statement

Based on the table above, it can be concluded that students have a 78% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 4 :

I can understand the listening material clearly through interactive and engaging listening activities on the British Council web platform. The respondents' responses result is stated in the figure 4.4.

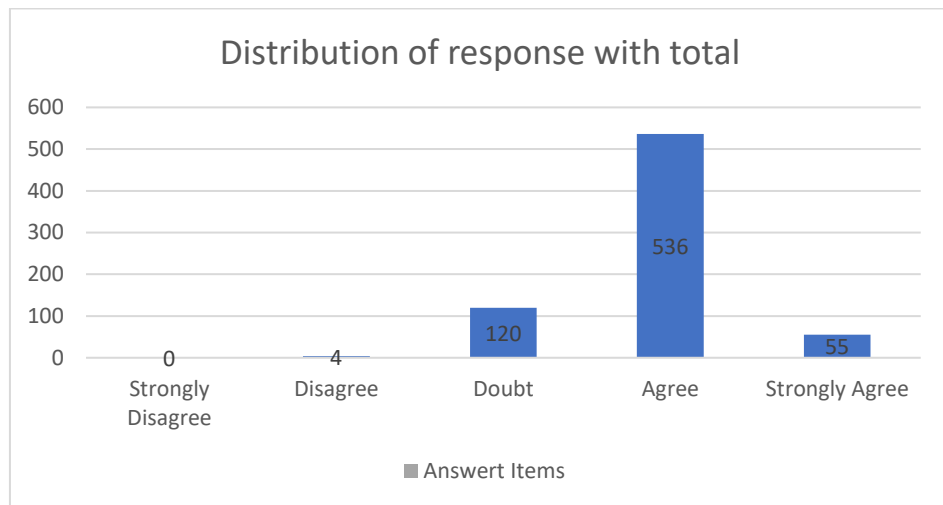


Chart 4.4 The Analysis Data of the 4th Statement

Based on the table above, it can be concluded that students have a 76% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 5 :

I can study independently by choosing materials according to my ability level on the British Council web platform. The respondents' responses result is stated in the figure 4.5.

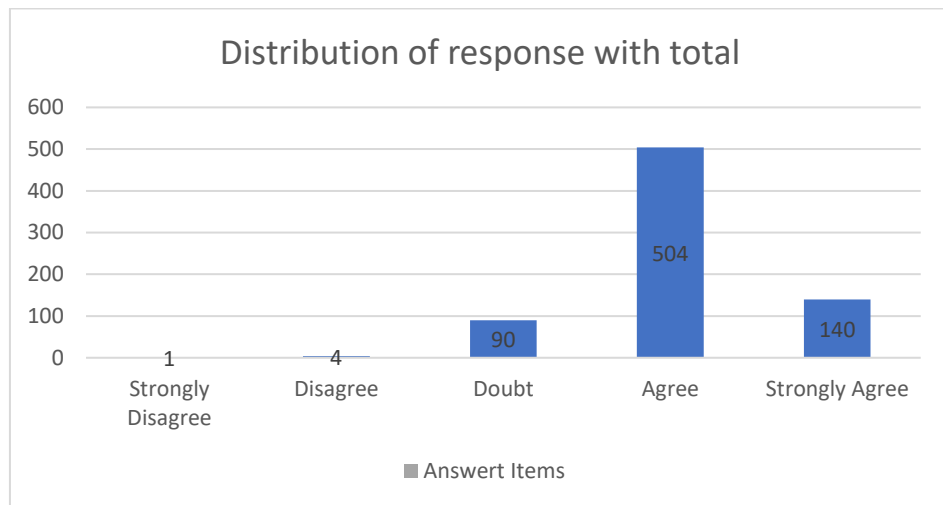


Figure 4.5 The Analysis Data of the 5th Statement

Based on the table above, it can be concluded that students have a 79% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 6 :

I think my English vocabulary and grammar improved through the listening exercises on the British Council web platform. The respondents' responses result is stated in the figure 4.6.

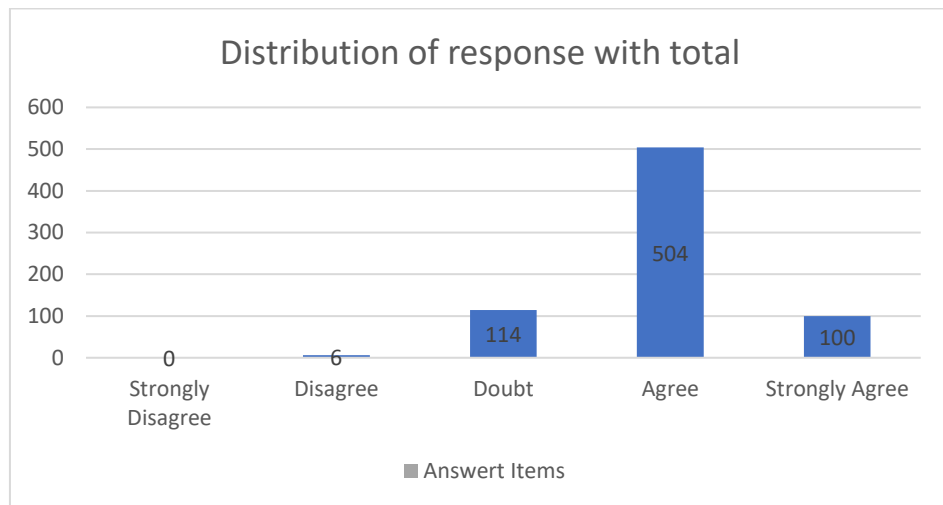


Figure 4.6 The Analysis Data of the 6th Statement

Based on the table above, it can be concluded that students have a 77% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

b. Advantages of using website teaching english in speaking skill

Number 7 :

I think my English speaking skills have improved with the interesting learning materials on the British Council web platform. The respondents' responses result is stated in the figure 4.7.

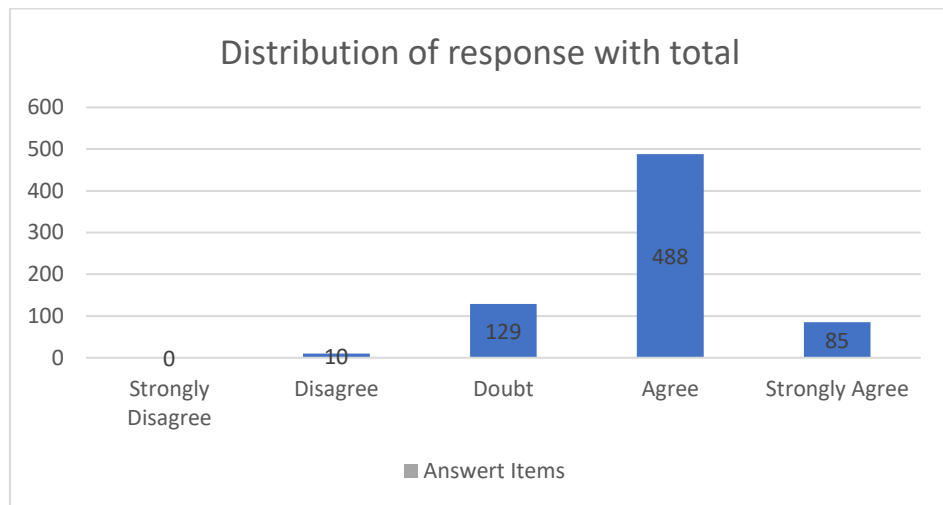


Figure 4.7 The Analysis Data of the 7th Statement

Based on the table above, it can be concluded that students have a 76% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 8 :

I think my English speaking skills have improved with the activities and games on the British Council web platform. The respondents’ responses result is stated in the figure 4.8.

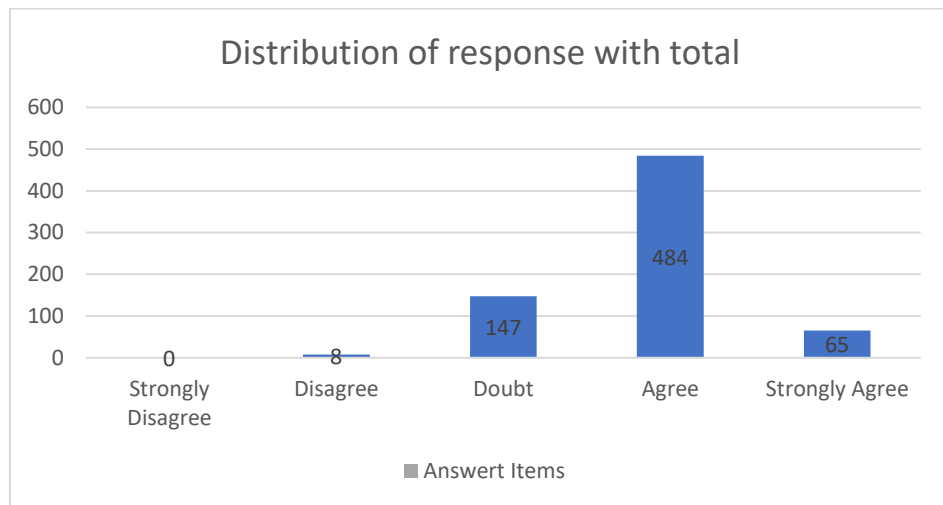


Figure 4.8 The Analysis Data of the 8th Statement

Based on the table above, it can be concluded that students have a 75% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 9 :

I think my speaking skills have improved through the different types of speaking exercises on the British Council web platform. The respondents' responses result is stated in the figure 4.9.

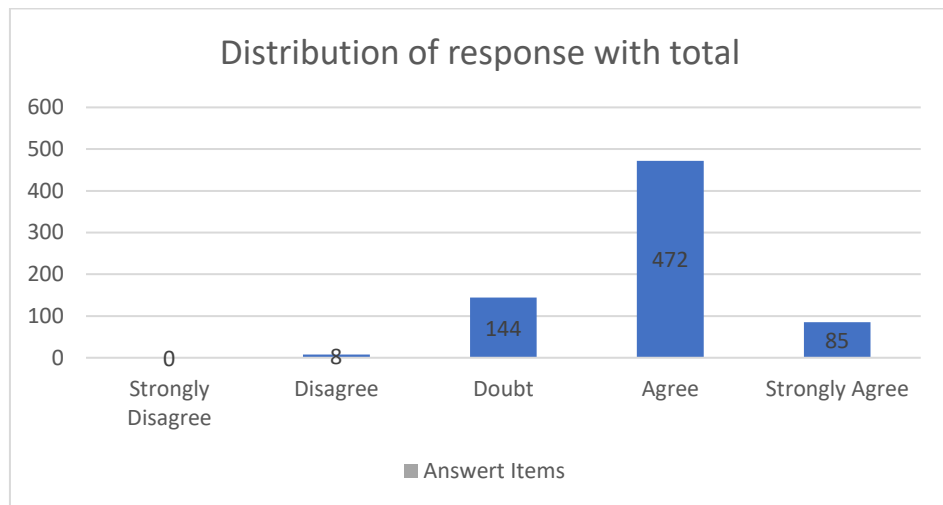


Figure 4.9 The Analysis Data of the 9th Statement

Based on the table above, it can be concluded that students have a 76% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 10 :

I think my confidence in speaking English has improved through the British Council web platform. The respondents’ responses result is stated in the figure 4.10.

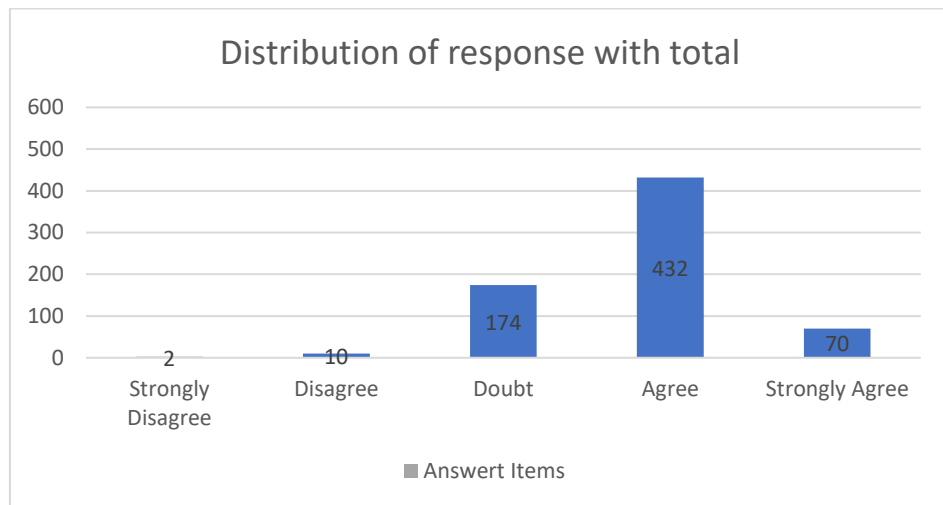


Figure 4.10 The Analysis Data of the 10th Statement

Based on the table above, it can be concluded that students have a 74% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 11 :

I can improve my English pronunciation and intonation through the British Council web platform. The respondents’ responses result is stated in the figure 4.11.

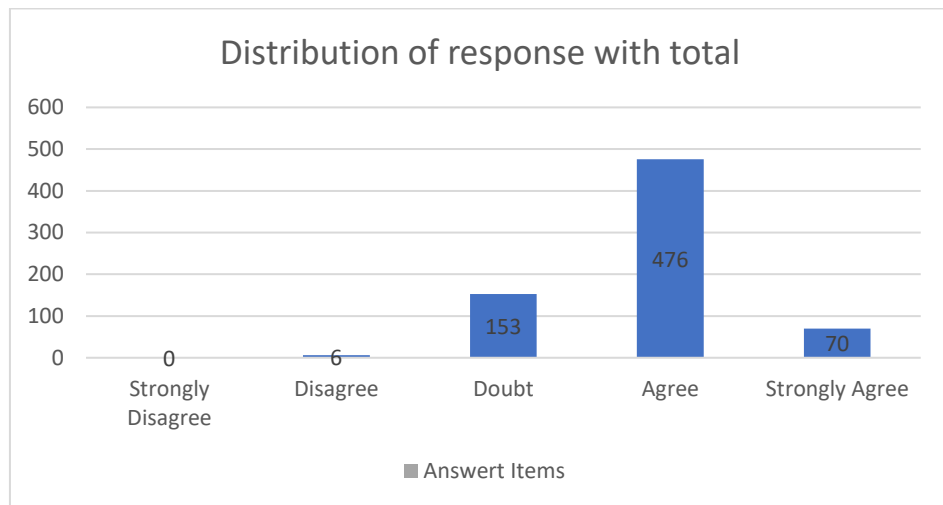


Figure 4.11 The Analysis Data of the 11th Statement

Based on the table above, it can be concluded that students have a 75% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 12 :

I will recommend the British Council web platform to my friends who want to improve their English speaking skills. The respondents’ responses result is stated in the figure 4.12.

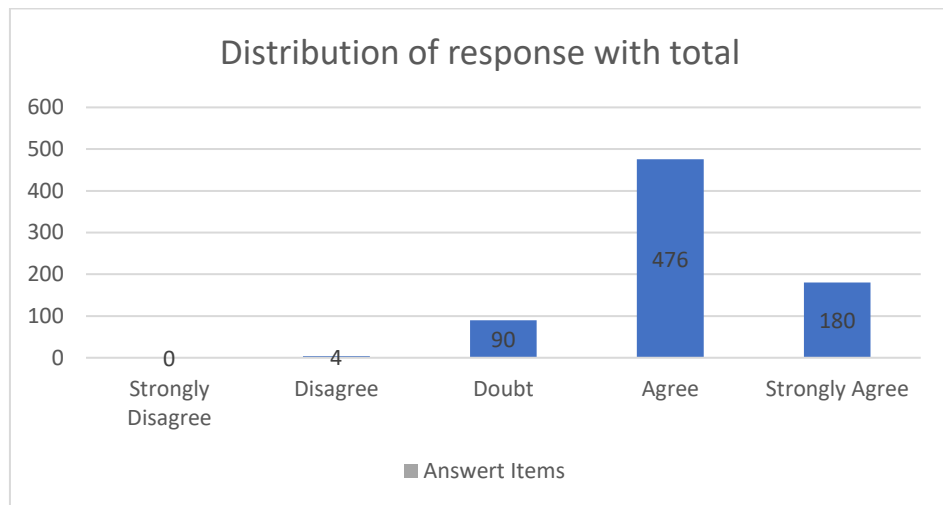


Figure 4.12 The Analysis Data of the 12th Statement

Based on the table above, it can be concluded that students have a 80% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

c. Advantages of using website teaching english in reading skill

Number 13 :

I can improve my knowledge of words and phrases in English through the various texts available on the British Council web platform. The respondents' responses result is stated in the figure 4.13.

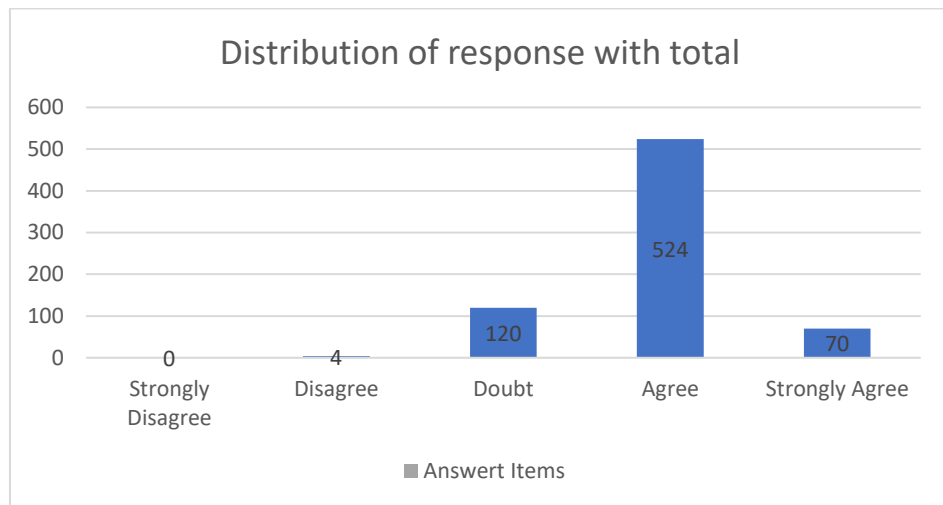


Figure 4.13 The Analysis Data of the 13th Statement

Based on the table above, it can be concluded that students have a 77% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 14 :

I can improve my English speed reading through the British Council web platform. The respondents' responses result is stated in the figure 4.14.

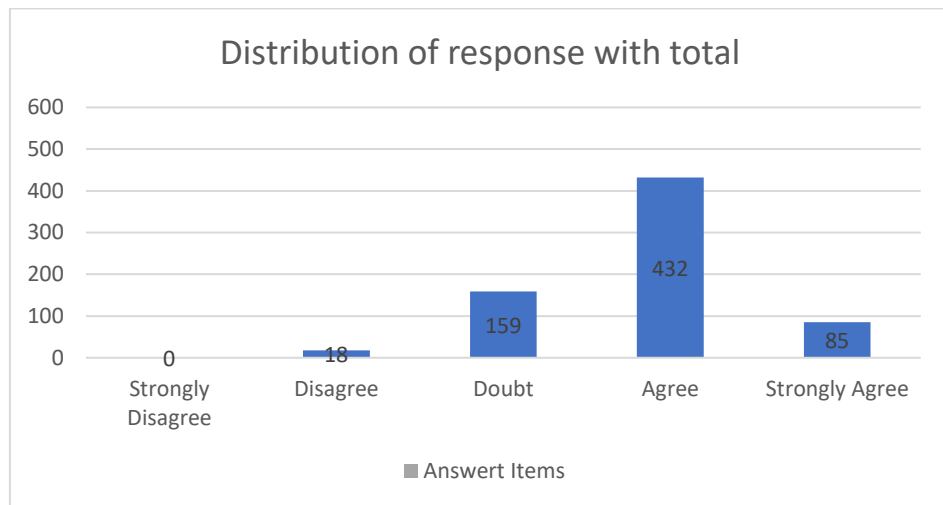


Figure 4.14 The Analysis Data of the 14th Statement

Based on the table above, it can be concluded that students have a 74% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 15 :

I think my English vocabulary has improved through reading practice through the British Council web platform. The respondents’ responses result is stated in the figure 4.15.

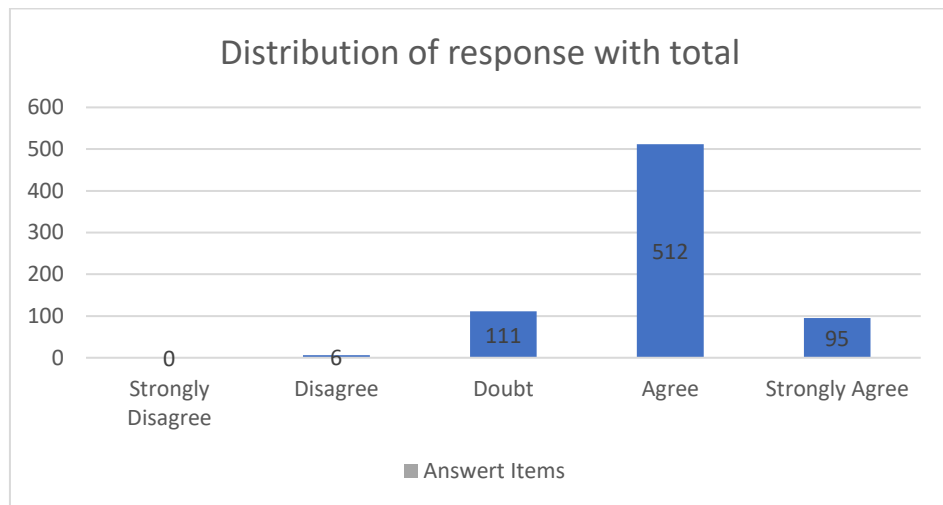


Figure 4.15 The Analysis Data of the 15th Statement

Based on the table above, it can be concluded that students have a 77% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 16 :

I can read the materials according to my free time to practice reading English regularly on the British Council web platform. The respondents' responses result is stated in the figure 4.16.

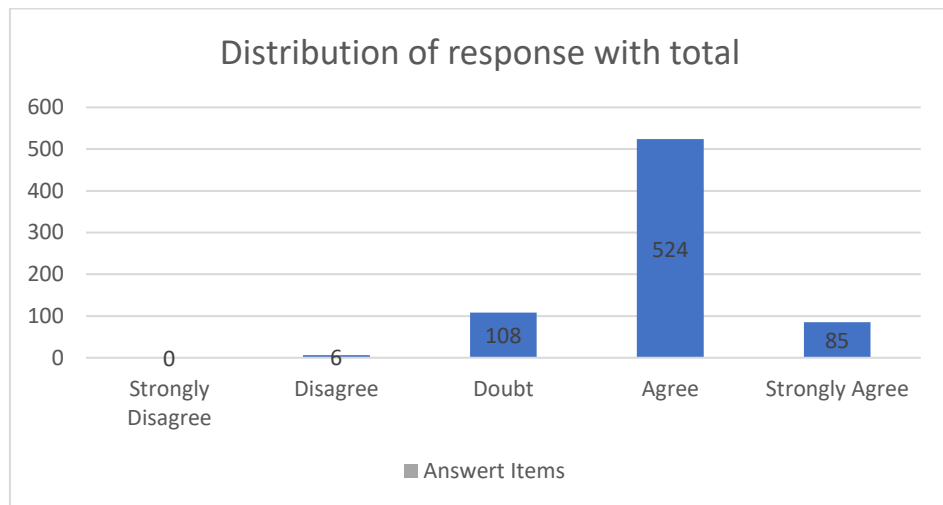


Figure 4.16 The Analysis Data of the 16th Statement

Based on the table above, it can be concluded that students have a 77% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 17 :

I can read a variety of texts that match my interests on the British Council web platform. The respondents’ responses result is stated in the figure 4.17.

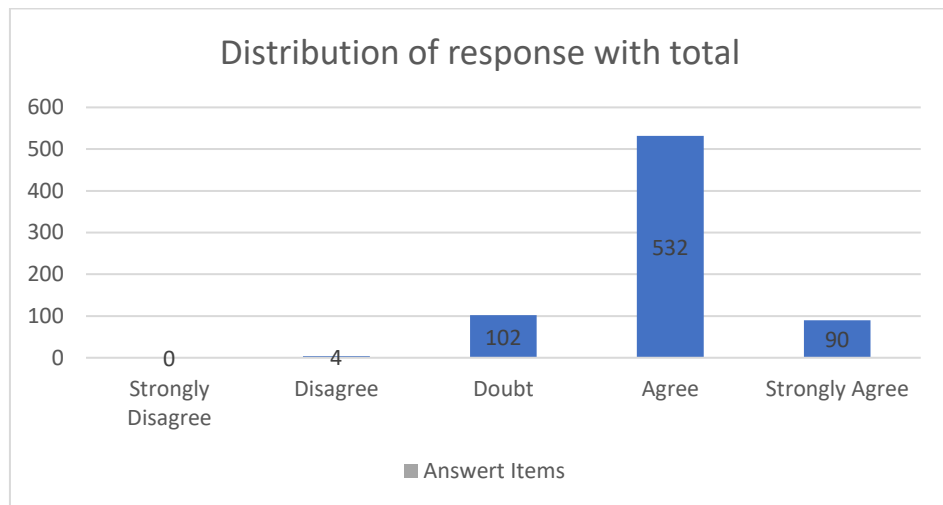


Figure 4.17 The Analysis Data of the 17th Statement

Based on the table above, it can be concluded that students have a 78% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 18 :

I can learn to read English according to my ability level through the British Council web platform. The respondents’ responses result is stated in the figure 4.18.

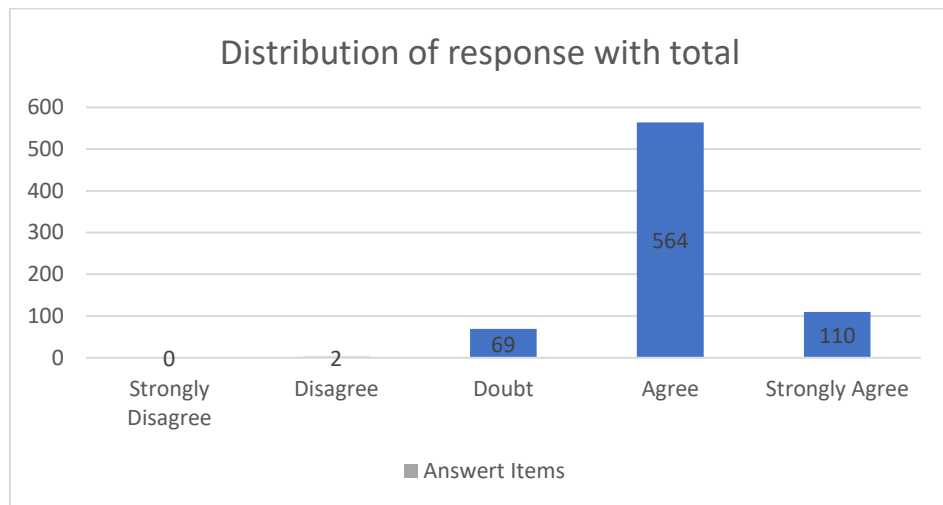


Figure 4.18 The Analysis Data of the 18th Statement

Based on the table above, it can be concluded that students have a 80% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

d. Advantages of using website teaching english in writing skill

Number 19 :

I think my writing skills have improved through the various exercises and tasks on the British Council web platform. The respondents' responses result is stated in the figure 4.19.

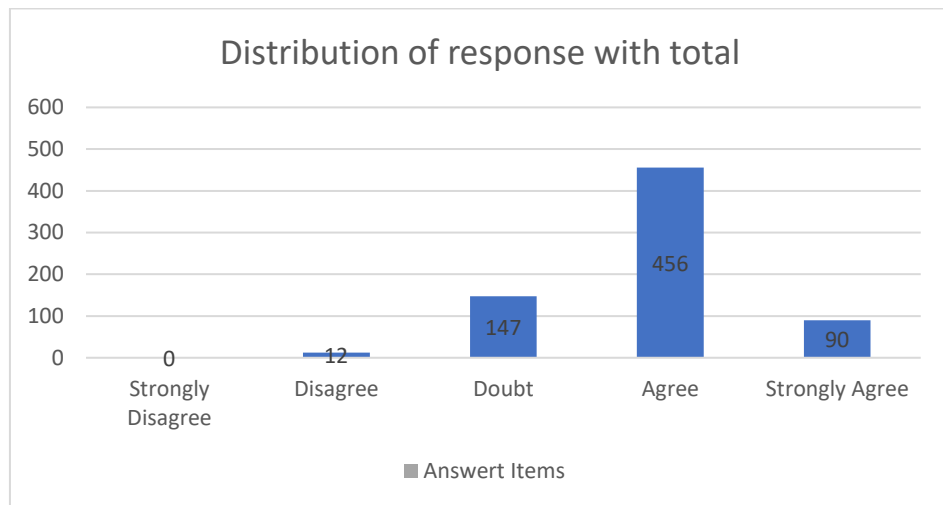


Figure 4.19 The Analysis Data of the 19th Statement

Based on the table above, it can be concluded that students have a 75% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 20 :

I think my grammatical skills in English writing have improved through the British Council web platform. The respondents’ responses result is stated in the figure 4.20.

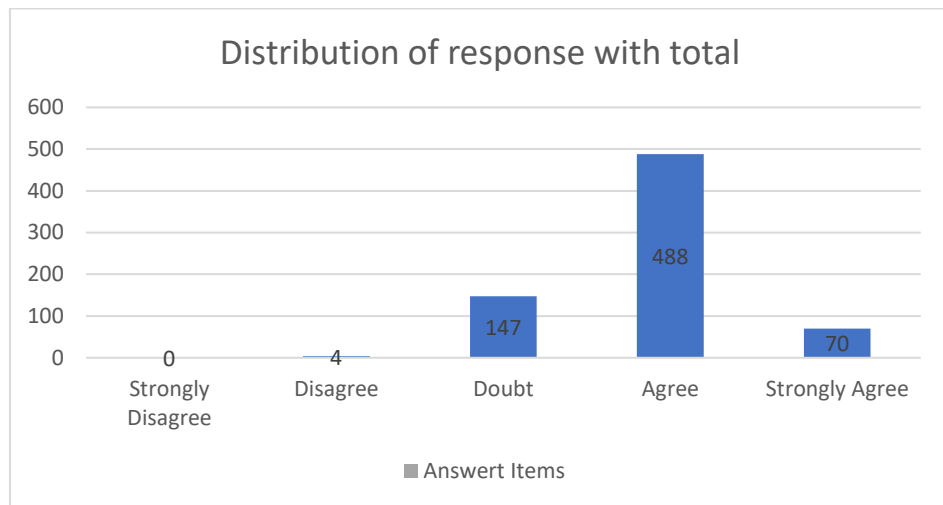


Figure 4.20 The Analysis Data of the 20th Statement

Based on the table above, it can be concluded that students have a 76% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 21 :

I can understand different writing styles and techniques through the British Council web platform. The respondents’ responses result is stated in the figure 4.21.

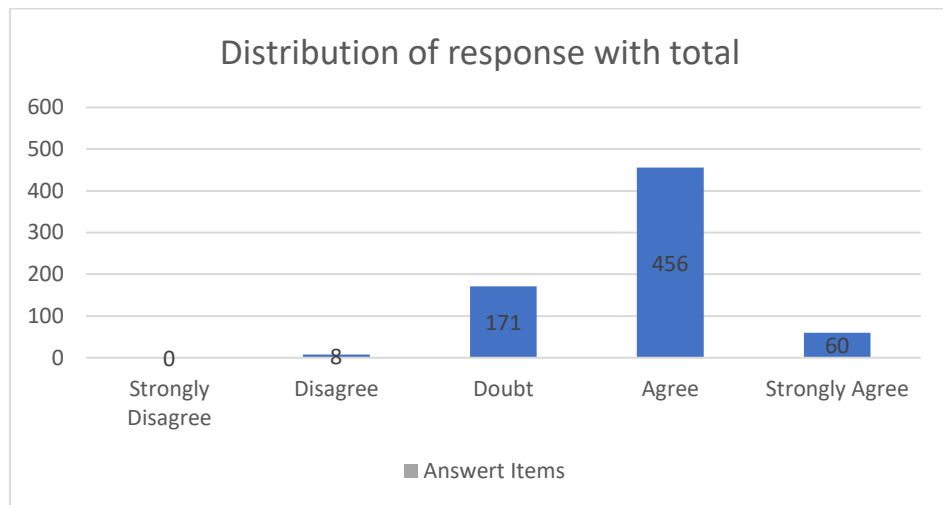


Figure 4.21 The Analysis Data of the 21st Statement

Based on the table above, it can be concluded that students have a 74% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 22 :

I can learn to write independently on the British Council web platform. The respondents' responses result is stated in the figure 4.22.

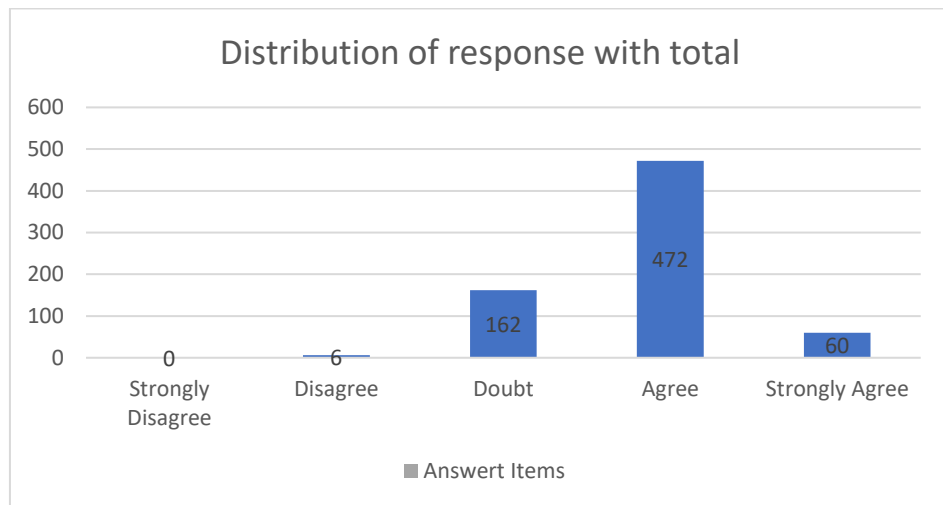


Figure 4.22 The Analysis Data of the 22nd Statement

Based on the table above, it can be concluded that students have a 75% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 23 :

I think my English vocabulary has improved through the writing exercises on the British Council web platform. The respondents’ responses result is stated in the figure 4.23.

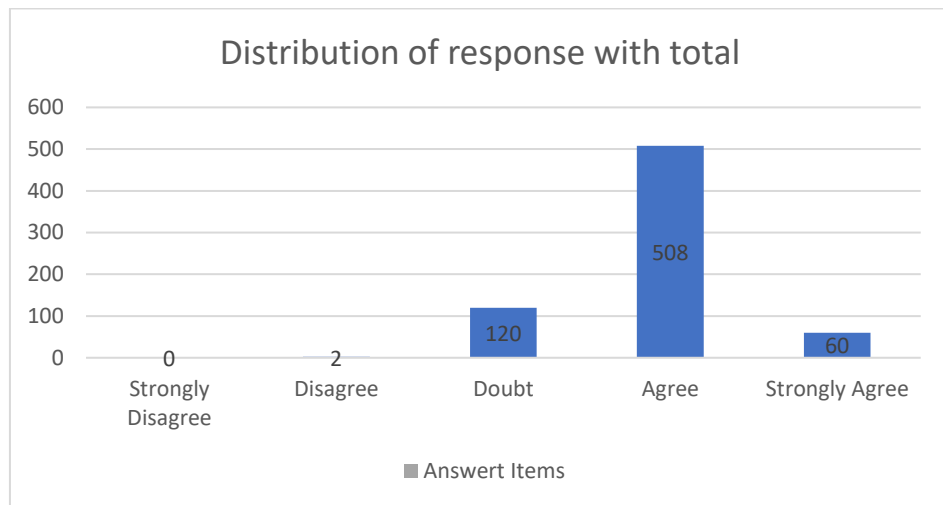


Figure 4.23 The Analysis Data of the 23rd Statement

Based on the table above, it can be concluded that students have a 78% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 24 :

I can improve the structure and organization of my writing through the British Council web platform. The respondents’ responses result is stated in the figure 4.24.

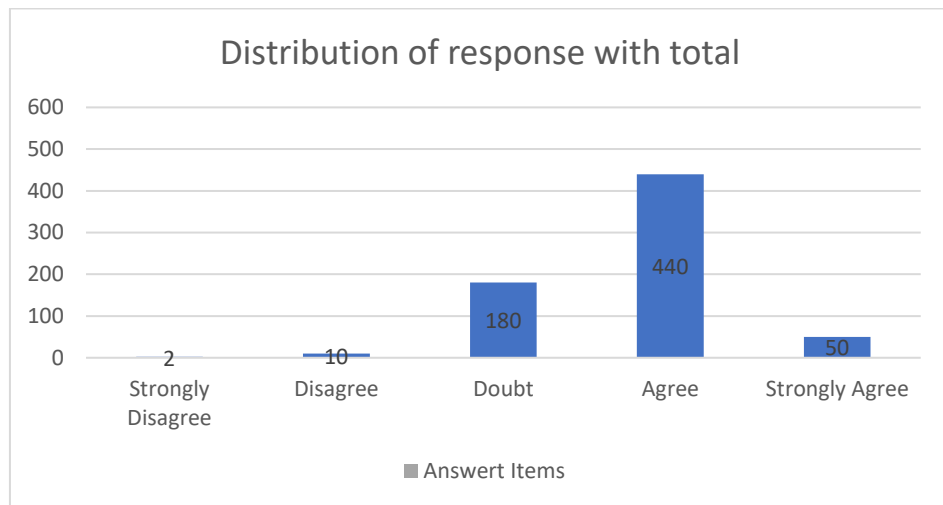


Figure 4.24 The Analysis Data of the 24th Statement

Based on the table above, it can be concluded that students have a 73% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

Number 25 :

I can confidently write in English through the British Council web platform. The respondents' responses are stated in figure 4.25.

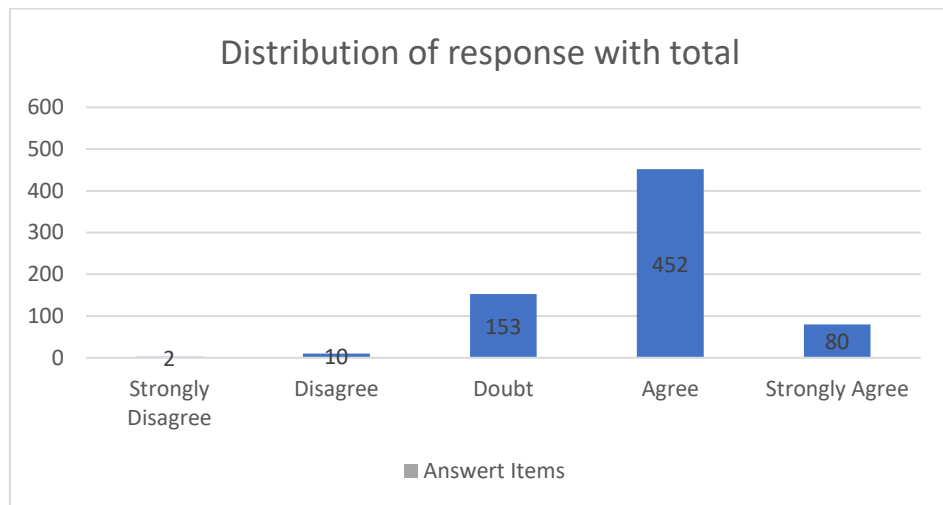


Figure 4.25 The Analysis Data of the 25th Statement

Based on the table above, it can be concluded that students have a 75% perception of the British Council Web Platform: LearnEnglish Teens. This perception is classified as “high level”, as the high level interval is defined as between 61% to 80%. This score indicates that the British Council Web Platform: LearnEnglish Teens helps students in improving their English skills.

B. Discussion

Based on the analysis of students' perceptions of the effectiveness of using the British Council Web Platform for learning English, it can be concluded that this platform is effective for students' English learning in various aspects, namely listening, speaking, reading, and writing. This finding aligns with various theories that emphasize the effectiveness of using websites in English language learning. Some of the effectiveness identified include easy access to materials, flexibility in choosing content based on ability level, opportunity to practice with native speakers, variety of texts to improve comprehension, and interactive exercises and tasks.

The questionnaire used six questions to understand students' perceptions of the effectiveness of using the British Council Web Platform to learn English listening skills. As mentioned in the findings, 78% of the students perceived they were motivated to learn listening using the British Council web platform.

Motivation is important in listening skills, especially in foreign language learning, because it helps develop enthusiasm for learning and provides students with clear direction to consistently achieve goals. According to Eggen and Kauchak (1994), motivation is a psychological force that directs a person's behavior toward a particular achievement. In practice, students feel more motivated to learn English using the British Council web platform because it is easy to access and the content is diverse, such as daily conversations and listening exercises with various accents. The platform also boosts students' confidence through immediate feedback, which motivates them to keep learning. This shows that using the British Council web platform effectively motivates students to learn English.

76% of students perceive their listening skills improved after using the British Council web platform. This shows that students use the British Council web platform effectively to learn English. Therefore, one of the effective ways to improve listening skills in English is by utilizing digital technology, such as websites. According to Marshall (2002), technology opens up new opportunities in the learning process. Kruk (2017) states that integrating modern technologies in teaching and learning a second language (L2) has become a standard practice across many schools, universities, and other educational institutions today. By using online platforms, such as English learning websites, students can practice independently and be more flexible in improving their listening skills.

Then, 78% of the students perceived they could access audio and video materials to practice listening through the British Council web platform. This shows that most students believe or are convinced that the platform provides accessible and useful learning resources, such as podcasts, videos or audio exercises to improve listening comprehension. Although this is based on perception, this result reflects students' awareness and positive view of the effectiveness of using the platform in supporting their learning. Podcasts are one of the technologies that can support the learning process. According to Phillips (2017), podcasts are audio broadcasts that can be accessed and

downloaded through online applications on smartphones, laptops, or computers. In teaching listening skills, podcasts are an effective and fun option for teachers. The British Council web platform audio material is effectively used to practice listening to English more interestingly and interactively, thus improving their comprehension skills.

Furthermore, 76% of students perceived that they could clearly understand the listening materials through activities on the British Council web platform, and 79% of students felt that they could learn independently by choosing materials based on their needs. According to Krashen (1987), listening materials play an important role in the natural progression of language learning, helping students move from one stage to the next smoothly and intuitively. This shows that the listening materials on the British Council web platform are effective for English language learning because they are easy to understand and support students' learning independence.

77% of students felt that their vocabulary and grammar improved through listening exercises on the British Council web platform, suggesting that listening activities aid oral comprehension and enrich other linguistic aspects. According to Skinner (2019), listening practice in language classes is very important as it provides opportunities for teachers to bring students' attention to new forms of learning, such as grammatical structures, vocabulary, and interaction patterns. Thus, the British Council web platform improved English vocabulary and grammar through listening practice while strengthening students' various language skills.

Desi (2017) states that the website offers diverse listening activities, helping students engage in various comprehension practices. The flexibility of the platform and the ability to learn at their own pace allowed students to build confidence and understanding. Some students stated that the interactive listening features motivated them to practice consistently. This finding is in line with Kiki's (2021) theory which states that online platforms provide easy access to video content, so students can choose material that suits their ability level and practice independently. Then, with the many factors that can

influence students' perceptions of the effectiveness of using the British Council Web Platform, it can be concluded that the results are in the high category with a percentage of 77%. So, students' perceptions of the effectiveness of using the British Council Web Platform to learn English listening skills is positive.

The British Council web platform effectively improves students' English speaking skills. Based on the data, 76% of students perceived that their speaking skills improved due to the engaging learning materials on the platform. Levy (2009) showed that technology in language learning provides many benefits, such as improved grammar, vocabulary, reading, writing, pronunciation, listening and speaking skills. In addition, the platform provides worksheets to support speaking practice, allowing students to practice in a more structured and effective manner. In addition, 75% of students perceived that their speaking skills improved after participating in the activities and games on the British Council web platform. Harmer (2004) states that to conduct teaching and learning activities, there must be something that makes students interested in communicating. In this case, games can be a solution to provide intense and passionate engagement in communication to students so that they can feel enjoyment and pleasure in learning, according to Mahmoud & Tanni (2014).

Based on the findings, 76% of students perceived their speaking skills improved after doing different speaking exercises on the British Council web platform. This shows that various exercises can help language learners improve their confidence and fluency in communication. Brown and Yuke (1983) state that speaking ability in English is very important because it will be directly assessed in real life. However, mastering speaking skills is not easy. Bueno (2006) explains that speaking becomes one of the most challenging skills for language learners but is also considered the most important compared to the other three language skills. Different speaking exercises have proven effective in the learning process in improving this skill. Thus, learners must utilize various speaking practice forms to be better prepared for real-life

communication challenges. Consistent practice will help improve this skill gradually and effectively.

Meanwhile, 74% of students perceived that they had more confidence in speaking after using the British Council web platform, and 75% also perceived improved pronunciation and intonation. This shows that the learning or practice process not only helps to improve technical skills such as pronunciation and intonation but also plays an important role in building students' confidence to communicate more fluently and effectively. By Brown's (2001) statement, self-confidence is perhaps the most pervasive aspect of human behavior, confirming the importance of self-confidence in supporting the development of communication skills.

Speaking ability, especially in a foreign language, is a complex skill. According to Scott and Ytreberg (1990), speaking is one of the most difficult skills for teachers and learners. Recently, the internet has been effectively used for language learning, including through the use of various platforms and websites. The British Council web platform is considered effective in helping users improve their English speaking skills. Most students are satisfied with the benefits they get from this platform. 80% recommend the website to friends who want to improve their speaking skills. This recommendation shows that using a website like the British Council can be an effective and fun solution for English learning.

According to Tolybai (2023), websites that offer interactive content, such as grammar lessons and vocabulary exercises, can improve speaking skills. The feature to practice pronunciation live on the platform also proved to help students improve their speaking skills. Students' enthusiasm for using this pronunciation tool shows the practical value of the platform. Furthermore, as Waheeda (2016) states, teachers are responsible for preparing students to use English well in the real world, outside the classroom environment. Then, with the many factors that can influence students' perceptions of the effectiveness of using the British Council Web Platform, it can be concluded that the results are in the high category with a percentage of 76%. So, students' perceptions of

the effectiveness of using the British Council Web Platform to learn English speaking skills are positive.

Then, six questions were used in the questionnaire to understand students' perceptions of the effectiveness of using the British Council web platform in learning English reading skills. The findings showed that 77% of students felt their knowledge of English words and phrases improved through the various texts on the platform. Moran (2008) also states that using technology can improve literacy acquisition and reading comprehension. British Council web platform has proven effective in helping students improve their reading skills. Through the various texts on the platform, students have learning experiences that enrich their knowledge of new words and phrases.

The British Council web platform has proven effective in improving students' reading skills. This can be seen from the data showing that 74% of students perceived an improvement in reading speed, and another 77% perceived a growth in their vocabulary through the exercises on the platform. This effectiveness is in line with Behjat's (2012) statement, which reveals that technology has introduced a variety of new tasks and activities capable of helping students improve reading comprehension. By integrating technology-based exercises, platforms like this facilitate reading improvement and enrich the overall learning experience, allowing students to learn more independently and interactively.

As many as 77% of students perceive that time flexibility allows them to practice reading regularly. The freedom to decide when they want to practice makes the learning process more effective, as students can adjust the study time to their needs and routines. This shows that time flexibility is important in creating consistent study habits. However, as Topping (2007) argues, reading without guidance has little effect on reading achievement. In other words, practice does not necessarily make perfect, but aligned and effective practice does. Therefore, the British Council web platform is an effective option for students to practice English reading, providing time flexibility that supports consistent and purposeful practice.

Furthermore, 78% of students enjoy reading texts that match their interests, and 80% perceive that they learn at the right difficulty level for their abilities. Providing relevant and interesting reading material keeps students motivated, while texts of appropriate difficulty allow them to learn effectively without feeling overwhelmed or bored. This aligns with Dhian and Nunun's (2022) findings that websites with diverse reading materials help students develop reading skills through practice using authentic texts. This practice increases vocabulary and expands students' understanding of sentence structure. In addition, the increase in reading speed and comprehension demonstrated the platform's effectiveness, with 77% of students giving positive ratings as the consistency of the reading exercises enriched their vocabulary and sentence analysis skills.

Seven questions were used in the questionnaire to understand students' perceptions of the effectiveness of using the British Council web platform in improving English writing skills. The results showed that 75% of the students felt their writing skills improved through the various exercises and tasks provided by the platform. According to Kellogg (2007), improving writing skills requires deliberate practice, including writing regularly and with a specific purpose and receiving timely feedback. This approach helps writers develop executive control in the writing process and facilitates coordination between ideas and text creation. The more often students practice writing, the better their writing skills. Thus, the British Council web platform effectively supports student writing skills development through targeted and consistent practice.

It was found that 76% of the students perceived that their grammar in writing had improved. According to Andringa (2005), writing is a major goal in second language learning, where knowledge of grammar is the foundation of the skill. Second language teaching includes a structured approach to grammar, which helps students create correct sentences and supports the fluency and effectiveness of their writing. Furthermore, Keyvanfar (2019) states that to produce perfect writing, students must go through a gradual

process, including drafting and receiving feedback from peers or teachers. In this context, the British Council web platform proved effective in helping students improve their grammar, thus contributing to better writing quality.

Moreover, 74% of students felt they could understand various writing styles and techniques after using the platform. This shows that the platform focuses on basic aspects, such as grammar and sentence structure, and introduces various writing techniques. By learning these techniques, students improve their technical skills and expand their flexibility and creativity, making them better equipped to communicate effectively in various situations. According to Taufik and Rolisda (2020), web-based platforms have the advantage of providing interactive exercises specifically designed to improve writing skills. In addition, the platform offers tutorials and examples of various writing genres, helping students better understand different writing styles.

In another finding, 75% of students perceive that they can learn to write independently, and 78% claim that their vocabulary has improved through writing exercises on the platform. This indicates an increase in confidence and independence in their learning process. Vocabulary plays an important role in understanding English; according to Nunan (2006), one of the crucial aspects of second language acquisition is the development of a rich vocabulary. Therefore, the British Council web platform proved to be effective not only for self-study but also for improving vocabulary through consistent writing practice.

Writing is one of the communication skills that needs to be learned consciously because no one can write well automatically. A total of 73% of students perceived that the structure and organization of their writing had improved through the use of the British Council web platform, indicating that the platform is effective in helping students organize ideas logically and structure. This includes organizing paragraphs well and ensuring cohesion between text parts, which is essential for producing clear and understandable writing. According to Yeon (2009), writing ability is also shaped by the pedagogical approach in teaching writing, considering students' characteristics

and learning objectives in a particular context. Therefore, the British Council web platform improved the structure and organization of students' writing, supporting writing learning that is more targeted and relevant to their needs.

Finally, 75% of students perceived more confident writing in English using the British Council web platform. This shows that the platform improves technical skills such as structure and vocabulary and positively impacts students' confidence. Confidence in writing is crucial as it allows students to express their ideas more boldly without fear of making mistakes, which ultimately increases the effectiveness of the learning process. Tshibalo (2007) emphasizes that teachers should strive to provide interactive and innovative activities to address challenges in students' writing skills. One effective way is to use technology such as the British Council web platform, which, through its interactive exercises, can build students' confidence in writing. Based on the many factors that influence students' perceptions of the effectiveness of this platform, it can be concluded that the results fall into the high category with a percentage of 75%. Thus, students' perceptions of the effectiveness of using the British Council web platform in learning English writing skills are positive.

Based on the analysis of student's perceptions of the effectiveness of using the British Council web platform, it can be concluded that this platform effectively improves English language skills in various aspects, such as listening, speaking, reading and writing. Each skill shows positive results, with a high percentage of student perceptions. The platform offers easy access, time flexibility, and interactive exercises that help students learn independently at their own pace. In addition, the materials and activities on the platform help improve students' grammar, vocabulary and confidence in English. Based on these results, students' perceptions of the effectiveness of using the British Council platform are very positive, with consistent results in the high category in each aspect of language skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the study's conclusions and suggestions. The conclusions are formulated from the research questions, while the suggestions provide ideas for English teachers, students, and other researchers.

A. Conclusion

After conducting the research, it can be concluded that students positively perceive the effectiveness of using the British Council Web Platform as an English language learning media. This positive perception is reflected in the data, which shows that the mean student perception of the effectiveness of using the platform is 76%. This figure is categorized at a high level and indicates that most students feel helped by the platform's materials, features, and teaching methods. Using the British Council Web Platform is effective for students in understanding English materials and enriching their learning experience through engaging and innovative interactions. The diverse and well-structured learning materials make it easier for students to grasp language concepts, such as grammar, vocabulary and communication skills. In addition, the platform also provides interactive exercises that allow students to practice independently to improve the four skills. Thus, the learning process is more enjoyable and effective.

The British Council Web Platform offers varied approaches, such as videos, interactive quizzes and project-based activities. These methods capture students' interest and encourage them to participate more actively in learning. When students feel comfortable and motivated, they will be more encouraged to continue learning and improving their English skills continuously using the British Council Web Platform. Based on this explanation, it can be concluded that students have a positive perception of the effectiveness of using the British Council Web Platform in English language learning at SMA N 2 Purbalingga. The platform is considered helpful because it offers an interactive and engaging

approach, which can motivate students to participate more actively in the learning process. This shows that using this platform can increase students' engagement in English learning.

A. Research Limitation

This research has several limitations that may affect the results and generalizability of the findings, which are as follows:

1. **Sample Size:** This study involved 187 students out of a total population of 300 grade 11 students at SMA N 2 Purbalingga. Although this sample is representative, a larger number would probably provide more valid results and a broader generalization to the population.
2. **Data Collection Methods:** The data in this study were collected through questionnaires self-administered by the students. Since this method relies on self-reporting, respondent biases may affect the results, such as students' honesty and understanding of the questions.
3. **Time Constraints:** This study was conducted in a relatively short period of time, only one month. This time limitation may affect the completeness of the data as well as the depth of analysis, which may be limited.

B. Suggestion

1. **For English Teachers**

Teachers can utilize the British Council Web Platform to complement traditional teaching methods by integrating activities such as listening to audio clips, practicing speaking through interactive exercises, and reading various texts on the platform. This can make the learning process more interesting and interactive.

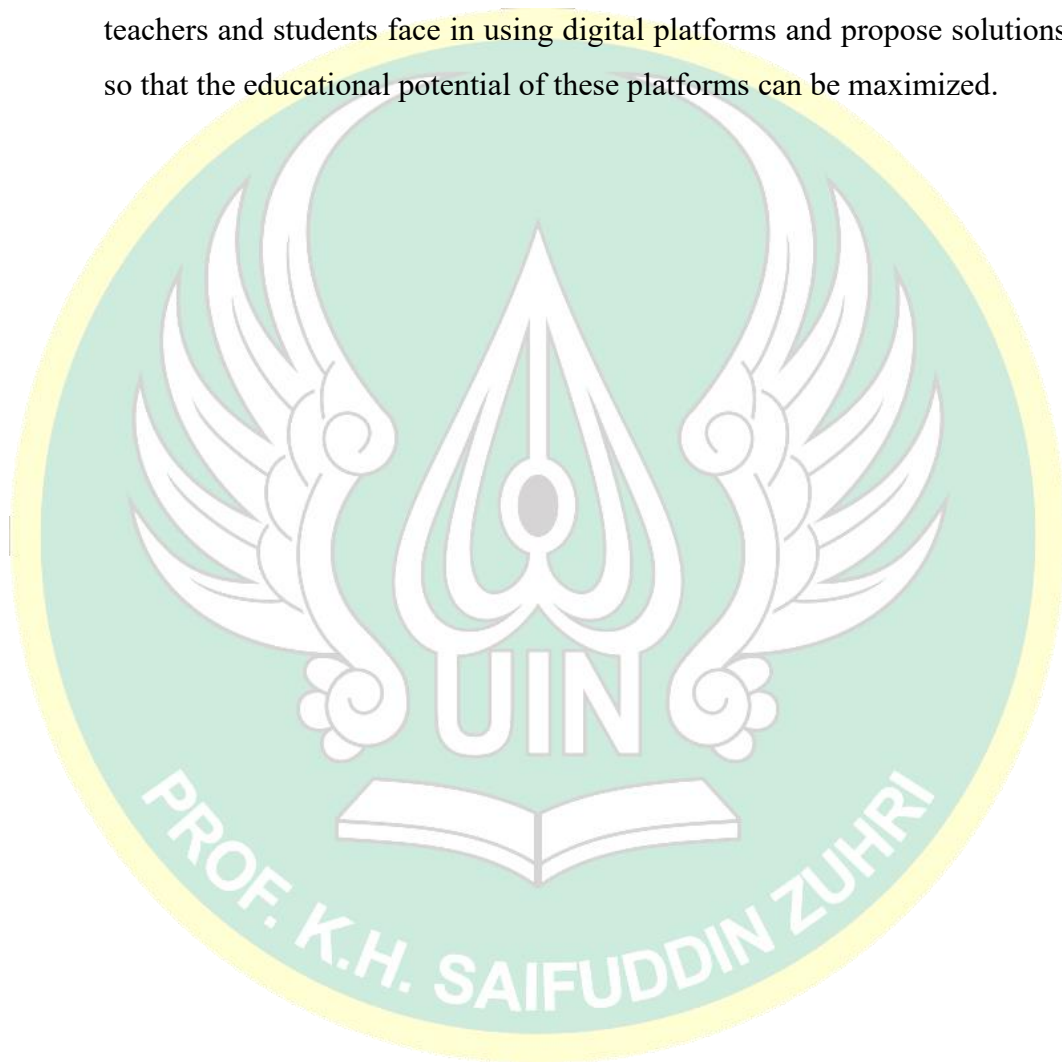
2. **For Students**

Students should maximize the use of the resources available on the British Council Web Platform, such as audio and video materials for listening practice, reading texts with various difficulty levels, and interactive writing

and speaking exercises. This platform can help students increase their confidence and improve their English skills.

3. For Other Researchers

Other researchers can examine how digital platforms can be optimally integrated into the classroom environment to complement traditional teaching methods. The research also needs to identify the challenges teachers and students face in using digital platforms and propose solutions so that the educational potential of these platforms can be maximized.



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APPENDICES

Appendix 1 Instrument Questionnaire

9/25/24, 1:51 PM

The Questionnaire of Students' Perception of British Council Web Platform for Learning English

The Questionnaire of Students' Perception of British Council Web Platform for Learning English

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Perkenalkan, saya Eka Rahmawati, mahasiswa dari program studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Prof. K.H. Saifuddin Zuhri. Saat ini saya sedang melakukan penelitian sebagai tugas akhir (skripsi) dengan judul **"Students' Perception of British Council Web Platform for Learning English"** pada siswa kelas XI SMA Negeri 2 Purbalingga.

Dengan ini, saya meminta kesediaan teman-teman kelas XI SMA Negeri 2 Purbalingga untuk mengisi kuisisioner dalam penelitian ini dengan sejujurnya. Semua informasi yang Anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk kepentingan akademis penelitian ini. Partisipasi Anda sangat berarti bagi kelancaran penelitian saya. Terima kasih atas kesediaan dan partisipasi Anda, dan saya mohon maaf atas segala ketidaknyamanan yang mungkin terjadi.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

1. Email *

2. Nama Lengkap *

3. Kelas *

https://docs.google.com/forms/d/1793K8sMMqg2H0Duw036s5Ar-5_jwFvylqGMkIZvTBJQ/edit

1/10

4. No WhatsApp

Petunjuk Pengisian Kuesioner

Terima kasih telah meluangkan waktu untuk mengisi kuisisioner ini. Pendapat Anda sangat penting bagi saya. Silakan baca setiap pernyataan di bawah ini dengan seksama, kemudian berikan tanda centang (✓) pada salah satu pilihan yang paling sesuai dengan pendapat Anda. Pilihan jawaban yang tersedia adalah sebagai berikut:

1. Sangat tidak setuju
2. Tidak setuju
3. Ragu-ragu
4. Setuju
5. Sangat setuju

1. Saya lebih termotivasi untuk terus belajar mendengarkan bahasa Inggris melalui platform web British Council. *

- ☐ Sangat tidak setuju
☐ Tidak setuju
☐ Ragu-ragu
☐ Setuju
☐ Sangat setuju

2. Saya merasa kemampuan mendengarkan bahasa Inggris saya meningkat setelah menggunakan platform web British Council. *

- ☐ Sangat tidak setuju
☐ Tidak setuju
☐ Ragu-ragu
☐ Setuju
☐ Sangat setuju

3. Saya dapat mengakses materi audio dan video untuk latihan mendengarkan melalui platform web British Council dengan mudah. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

4. Saya dapat memahami materi listening dengan baik melalui aktivitas mendengarkan yang interaktif dan menarik di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

5. Saya dapat belajar secara mandiri dengan memilih materi sesuai dengan tingkat kemampuan di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

6. Saya merasa kosakata dan tata bahasa bahasa Inggris saya meningkat melalui latihan mendengarkan di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

7. Saya merasa kemampuan berbicara bahasa Inggris saya meningkat dengan adanya materi pembelajaran yang menarik di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

8. Saya merasa keterampilan berbicara Bahasa Inggris saya meningkat dengan adanya aktivitas dan permainan di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

9. Saya merasa kemampuan berbicara saya meningkat melalui berbagai jenis latihan berbicara di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

10. Saya merasa kepercayaan diri saya dalam berbicara bahasa Inggris meningkat melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

11. Saya dapat meningkatkan pengucapan dan intonasi bahasa Inggris saya melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

12. Saya akan merekomendasikan platform web British Council kepada teman-teman saya yang ingin meningkatkan kemampuan berbicara bahasa Inggris mereka. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

13. Saya dapat meningkatkan pemahaman terhadap kata-kata dan frasa dalam bahasa Inggris melalui beragam teks yang tersedia di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

14. Saya dapat meningkatkan kecepatan membaca bahasa Inggris saya melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

15. Saya merasa penguasaan kosakata bahasa Inggris saya meningkat melalui latihan membaca di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

16. Saya dapat membaca materi sesuai dengan waktu luang untuk berlatih membaca bahasa Inggris secara teratur di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

17. Saya dapat membaca beragam teks yang sesuai dengan minat saya di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

18. Saya dapat belajar membaca bahasa Inggris sesuai dengan tingkat kemampuan saya melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

19. Saya merasa keterampilan menulis saya meningkat melalui berbagai latihan dan tugas di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

20. Saya merasa pemahaman tata bahasa dalam menulis bahasa Inggris saya meningkat melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

21. Saya dapat memahami gaya dan teknik menulis yang berbeda melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

22. Saya dapat belajar menulis secara mandiri di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

23. Saya merasa penguasaan kosakata bahasa Inggris saya meningkat melalui latihan menulis di platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

24. Saya dapat meningkatkan struktur dan organisasi tulisan saya melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

25. Saya merasa percaya diri dalam menulis bahasa Inggris melalui platform web British Council. *

- ☐ Sangat tidak setuju
- ☐ Tidak setuju
- ☐ Ragu-ragu
- ☐ Setuju
- ☐ Sangat setuju

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Google Formulir

Appendix 2 Students Questionnaire Answer

N ^o	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
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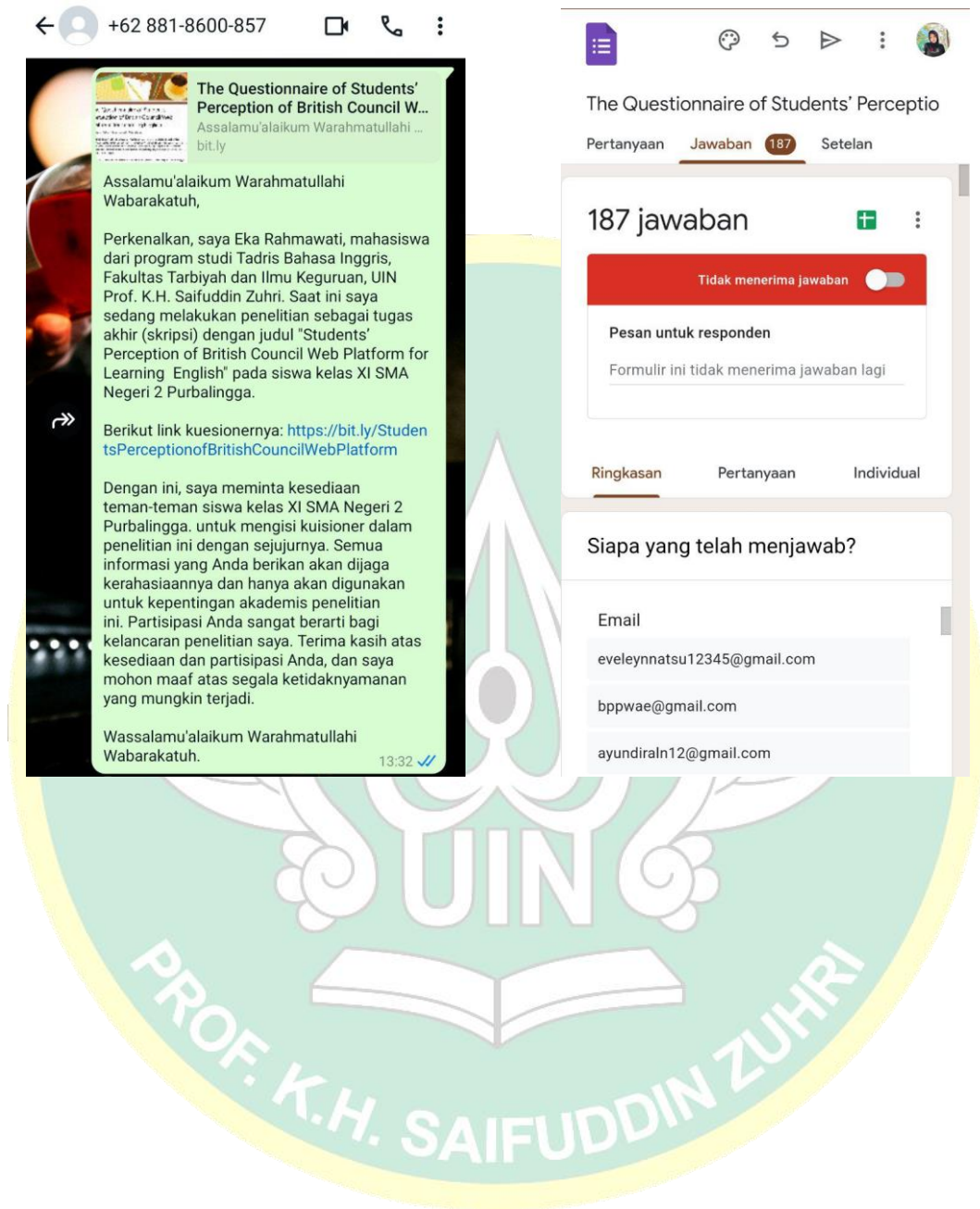
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[illegible]

[illegible]

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Appendix 3 Distribution of Questionnaires



Appendix 4 Expert Validation

EXPERT VALIDATION

Title of The Research : Students' Perception of British Council Web Platform for Learning English

The Researcher : Eka Rahmawati

NIM : 2017404031

Major : English Education Study Program

Data of Validator

Name : Endang Sartika, M.A.

Age : 33

Educational Background : Mangalore University

Teaching Experience : 7 years

Instruction

Put a checkmark (v) in the assessment column that matches with your assessment based on the question for writing assessment.

5= Strongly Agree

4= Agree

3= Doubt

2= Disagree

1= Strongly Disagree

1.	The language used is by the understanding of 11 th grade Students of Senior High School					
2.	Arrangement of the sentences by good and correct writing					
3.	The language used is easy to understand					
4.	The material asked is in accordance with the measured competence					
5.	The question communicative					
6.	Do not use work/ expressions that give rise to multiple interpretation or misunderstandings					
7.	The question formulation does not contain word/ expressions that can offend student's feelings					
8.	The subject matter is formulated briefly and clearly					
9.	The meaning of the questions is clear					

A. Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

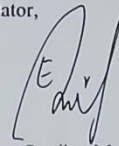
1. Can be used without revisions
- ② Can be used with minor revisions
3. Can be used multiple revisions
4. Unable to used

B. Comments/Suggestions

change the question into student perspektif
with "I"/saya

Purwokerto, 20th May 2024

Validator,



Endang Sartika, M.A.

2030109101

Appendix 5 Preliminary Obseervation Letter



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2 PURBALINGGA
Jalan Pucung Rumbak Purbalingga Kode Pos 53316 Telp (0281) 892180 Fax : (0281) 893135
website : sma2pbg.sch.id e-mail : sma2pbg@yahoo.com

SURAT – KETERANGAN

Nomor : 074 / 502 / 2024

Yang bertanda tangan di bawah ini :

Nama : Nur Samsudin, S.Pd. Fis
NIP : 19681221 199301 1 002
Pangkat / Gol. Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa ;

Nama : Eka Rahmawati
NIM. : 2017404031
Jurusan / Prodi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Prof. Kiai Haji Saifuddin
Zuhri Purwokerto

Telah melakukan observasi pendahuluan dalam rangka penyusunan skripsi di SMA Negeri 2 Purbalingga yang dilaksanakan pada 29 Maret – 12 April 2024.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya ,
terima kasih.

Purbalingga, 9 Agustus 2024
Kepala Sekolah

Nur Samsudin, S.Pd. Fis
NIP. 19681221 199301 1 002

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Appendix 6 Individual Research Letter



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2 PURBALINGGA
Jalan Pucung Rumbak Purbalingga Kode Pos 53316 Telp (0281) 892180 Fax : (0281) 893135
website : sma2pbg.sch.id e-mail : sma2pbg@yahoo.com

SURAT – KETERANGAN

Nomor : 800 / 605 / 2024

Yang bertanda tangan di bawah ini :

Nama : Nur Samsudin, S.Pd. Fis
NIP : 19681221 199301 1 002
Pangkat / Gol. Ruang : Pembina, IV/a
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa ;

Nama : Eka Rahmawati
NIM : 2017404031
Jurusan / Prodi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin
Zuhri Purwokerto

Telah melakukan kegiatan Penelitian Skripsi di SMA Negeri 2 Purbalingga dengan judul “
Students’ Perception Of British Council Web Platform For Learning English “ yang
dilaksanakan pada September 2024.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya , terima
kasih.

Purbalingga, 17 September 2024
Kepala Sekolah

Nur Samsudin, S.Pd. Fis
NIP. 19681221 199301 1 002

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