

# Using British Council for Teens to Teach Language Features in Descriptive Text

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## ABSTRACT

The integration of digital learning platforms has become increasingly important in English language teaching, particularly for developing students' understanding of the language features of descriptive texts, including the use of the simple present tense, descriptive adjectives, and linking verbs. However, the use of authentic web-based resources to teach these language features to junior high school students remains limited. Therefore, this study aimed to investigate the effect of the British Council for Teens website on students' mastery of the language features of descriptive texts and determine the magnitude of its effect. This study employed a quantitative pre-experimental method using a one-group pretest-posttest design. The participants were 32 seventh-grade students at SMPN 1 Bengkayang, selected through cluster random sampling. Data were collected using a 30-item rational cloze test and analyzed through descriptive statistics, the Shapiro-Wilk test, a paired-samples *t*-test, and Cohen's *d*. The findings revealed a statistically significant improvement in students' scores after the intervention, with a very large effect size ( $d = 2.18$ ). These findings indicate that the British Council for Teens website is an effective instructional resource for improving students' mastery of the language features of descriptive texts through authentic and interactive online learning materials.

**Keywords:** *British Council For Teens, Descriptive Text, Language Features, Web-Based Learning, Junior High School Students*

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## INTRODUCTION

The rapid development of technology has transformed English language learning by providing students with greater access to various digital learning resources. Students are no longer dependent solely on teachers or printed textbooks because websites offer explanations, exercises, and opportunities to practise language skills in meaningful contexts. One of these resources is the British Council for Teens website, which provides English learning materials organized according to learners' proficiency levels and learning topics. In Indonesia, English teaching at the junior high school level adopts a text-based approach in which students learn language through different types of texts. Each text type has its own communicative purpose, generic structure, and language features. One of the text types taught in the seventh grade is descriptive text, which aims to describe a particular person, place, or thing in detail. Students are expected not only to understand the content of descriptive texts but also to use their language features appropriately.

Language features play an important role in helping students construct meaningful descriptions. In descriptive texts, students commonly use simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns. These features help learners express information clearly and systematically, particularly when describing people and their daily activities. However, preliminary classroom observations at SMPN 1 Bengkayang revealed that seventh-grade students still experienced difficulties in using these language features accurately. Students often struggled to select appropriate action verbs, match subjects

and verbs in simple present tense sentences, use personal pronouns correctly, and apply adverbs of time and frequency in sentences related to daily routines.

To address these challenges, the present study employed the British Council for Teens website as a supplementary learning resource. The website provides videos, explanations, examples, and interactive exercises that enable students to learn independently while still receiving teacher guidance. The selected materials focus on language features that are commonly used in descriptive texts, namely simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns. Although these features are presented separately on the website, they are integrated through classroom activities so that students can understand how they function together within descriptive texts.

The theme *A Day in My Life* was selected as the learning context because it is closely related to students' everyday experiences and reflects their daily routines. Familiar contexts help learners connect language use with real-life situations and facilitate comprehension. In this study, daily activities function as person descriptions because students describe themselves through habitual actions and routines. Therefore, the focus remains on students' ability to use language features appropriately within descriptive texts rather than on writing complete texts independently.

Teaching English as a Foreign Language (EFL) refers to teaching English in environments where English is not used as the primary means of daily communication (Brown, 2019). In such contexts, students are generally exposed to English through classroom instruction and learning materials prepared by teachers. Consequently, teachers play an important role in providing meaningful input and creating opportunities for students to practise language use in authentic contexts. English teaching in EFL settings does not merely emphasize grammatical mastery but also the ability to use language appropriately in different communicative situations. Harmer (2007) argues that learning activities should encourage students to actively engage with language through discussions, exercises, and text-based tasks. Moreover, texts serve as one of the primary sources of language exposure in EFL contexts because students have limited opportunities to use English outside the classroom (Grabe & Yamashita, 2022). Derewianka and Jones (2016) further emphasize that language features should be taught as integral components of texts rather than as isolated grammatical elements.

The advancement of technology has also supported English teaching in EFL contexts through web-based learning resources. Digital media provide broader language exposure, increase students' motivation, and offer more flexible opportunities for learning (Richards, 2006). Therefore, integrating technology into English instruction has become increasingly relevant, particularly for developing students' understanding of language features within texts. English teaching in Indonesia currently follows the principles of Kurikulum Merdeka, which emphasizes student-centred learning and contextual materials relevant to learners' daily experiences (Kemendikbudristek, 2024). In line with this curriculum, the Genre-Based Approach or Text-Based Approach is widely implemented. This approach views language as a social practice and emphasizes learning through texts with specific communicative purposes, structures, and language features (Derewianka & Jones, 2016).

The implementation of genre-based teaching in Indonesia commonly follows four stages: Building Knowledge of the Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text. These stages help students understand how texts are organized and how language features contribute to meaning construction. Hyland (2022) argues that this approach supports students in using language meaningfully and contextually, which aligns with the objectives of Kurikulum Merdeka. One of the text types introduced at the junior high school level is descriptive text. Understanding its characteristics is essential because it provides students with opportunities to apply language features in meaningful contexts. Descriptive text aims to describe a person, place, object, or thing in detail so that readers can form a clear mental image of the subject being described (Gerot & Wignell, 2013). At the junior high school level, descriptive texts generally focus on familiar topics such as family members, friends, schools, and daily activities, enabling students to connect classroom learning with their own experiences.

Person description constitutes one form of descriptive text and includes descriptions of physical appearance, personality, habits, and daily routines (Dharma et al., 2021). In the present study, the theme *A Day in My Life* was adopted from the English textbook used at SMPN 1 Bengkayang because it corresponds to students' communicative needs and daily experiences. Through this theme, students describe habitual activities rather than recount past events, making it suitable for descriptive text learning.

The generic structure of descriptive text consists of identification and description (Gerot & Wignell, 2013). Identification introduces the subject, while description provides detailed information about its characteristics, qualities, and activities. This structure enables students to organize ideas systematically and understand how language contributes to textual meaning. Language features are integral components of descriptive texts because they support their communicative purposes. Derewianka and Jones (2016) argue that explicit knowledge of language features enables students to make appropriate language choices when producing texts. In this study, the language features examined include simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns. These features were selected because they frequently occur in person descriptions concerning daily activities and routines.

The simple present tense is commonly used to express habits, routines, and general truths (Azar & Hagen, 2017; Murphy, 2019). Action verbs describe activities performed by the subject, while adverbs of time and frequency indicate when and how often activities occur. Personal pronouns contribute to textual coherence by replacing repeated nouns and maintaining connections between sentences (Hakidi et al., 2021; Luthfiyandini et al., 2026). Together, these language features enable students to construct clear and meaningful descriptions of everyday life. Reading plays an important role in language learning because it enables students to understand written information and recognize how meaning is constructed through language (Harmer, 2007). Grabe and Yamashita (2022) explain that reading involves both linguistic processing and the integration of prior knowledge. In text-based learning, reading skills are closely associated with students' understanding of language features within texts.

This study employed a reading-based rational cloze test with a word bank to assess students' ability to use language features in context. According to Bachman (1995), a rational cloze test intentionally removes words based on specific language components being measured. In the present study, the omitted items consisted of simple present tense forms, action verbs, adverbs of time, adverbs of frequency, and personal pronouns. The word bank provided contextual support, enabling students to focus on understanding both textual meaning and language use.

This assessment format corresponds primarily to selective reading because it measures specific linguistic elements while still requiring students to comprehend the text as a whole (Brown, 2019). Therefore, it appropriately reflects students' ability to apply language features within descriptive texts. Guided inquiry learning emphasizes students' active participation in constructing knowledge through exploration and teacher guidance (Palupi et al., 2020). Rather than receiving information passively, students are encouraged to observe, analyse, discuss, and formulate conclusions independently. Teachers function as facilitators who provide direction and support throughout the learning process (Wahyudin et al., 2024). The guided inquiry model consists of orientation, exploration, discussion, and conclusion stages (Palupi et al., 2020). During orientation, students activate prior knowledge; during exploration, they observe learning materials and identify important information; discussion allows them to exchange ideas; and conclusions enable them to synthesize concepts. This approach has been shown to promote critical thinking and active engagement in language learning contexts (Aiman et al., 2020; Juansyah et al., 2024).

In the present study, guided inquiry learning supports students in exploring language features independently while still receiving structured guidance from the teacher. This balance between learner autonomy and teacher facilitation helps students develop deeper conceptual understanding.

Web-based learning utilizes internet technologies to facilitate instructional activities and provide flexible access to learning resources (Khan, 2001). Through web-based environments, students can access texts, videos, exercises, and interactive materials beyond conventional classroom settings (Anggaira et al., 2023; Ella et al., 2021). The British Council for Teens website was selected as the primary learning medium because it offers age-appropriate materials designed specifically for teenage learners. The website provides grammar explanations, videos, transcripts, examples, and interactive exercises that enable students to practise independently. However, these materials are not presented as complete descriptive text units. Instead, language features are introduced separately and later integrated into descriptive text learning through teacher guidance.

The implementation of the website in this study followed guided inquiry principles. Students explored learning materials, completed web-based exercises, discussed their findings, and received feedback from the teacher. Worksheets adapted from online activities were also used to facilitate collaborative learning. Therefore, the website functioned as an integral component of the instructional process rather than merely as an additional resource. Previous studies have demonstrated the effectiveness of the British Council for Teens website in English language learning. Syafutra et al. (2023) found that the website significantly improved vocabulary mastery among tenth-grade students. Likewise, Jamal et al. (2024) reported that undergraduate EFL learners who used the website achieved higher vocabulary scores than those who did not. These findings suggest that the website provides meaningful language exposure through engaging multimedia resources and interactive activities. Nevertheless, previous research has primarily focused on vocabulary or grammar separately and has been conducted mostly at higher educational levels. Few studies have investigated the integration of multiple language features within descriptive texts among junior high school students. Consequently, further investigation is needed to examine how web-based learning can support younger learners in using several language features simultaneously within meaningful textual contexts.

Recent studies have increasingly emphasized the role of digital learning platforms in enhancing English language teaching by providing interactive, authentic, and learner-centred learning experiences. Authentic online resources expose learners to real-world language use, enabling them to develop grammatical competence, vocabulary, and contextual understanding more effectively than traditional textbook-based instruction (Mayer, 2021; Tomlinson, 2023). Within descriptive text instruction, recent research has shown that digital platforms improve students' mastery of language features, including the use of the simple present tense, descriptive adjectives, and linking verbs, while also increasing motivation, engagement, and reading comprehension through multimodal learning environments (Mayer, 2021; Patra et al., 2022). In addition, web-based learning environments have been found to promote learner autonomy by providing flexible access to authentic English materials and interactive language practice (Kohnke & Moorhouse, 2022). Despite these advances, relatively few studies have specifically examined the effectiveness of the British Council for Teens website as an authentic web-based resource for teaching the language features of descriptive texts to junior high school students. Addressing this gap, the present study investigates the effectiveness of this platform in improving students' mastery of descriptive text language features and examines the magnitude of its instructional effect.

SMPN 1 Bengkayang was selected as the research site because the school possesses internet facilities that support web-based learning, yet the British Council for Teens website had never been utilized in English instruction. This situation provided an opportunity to examine its effectiveness in a new educational context. The present study focuses on seventh-grade students and is limited to descriptive texts under the theme *A Day in My Life*. The independent variable is the British Council for Teens website as a web-based learning medium, whereas the dependent variable is students' ability to use language features in descriptive texts. Students' achievement is measured through a rational cloze test with a word bank administered before and after treatment.

This study aims to investigate whether the use of the British Council for Teens website significantly affects students' mastery of simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns in descriptive texts and to determine the magnitude of its effect size. The study tests the null hypothesis that no significant effect exists and the alternative hypothesis that significant improvement occurs after the treatment. The findings are expected to contribute to English language teaching in several ways. For students, the website offers an alternative resource for independent and contextualized learning. For teachers, it provides insights into integrating web-based media into descriptive text instruction. Furthermore, the study may serve as a reference for future researchers interested in digital learning resources and English language teaching at the junior high school level.

## METHOD

This study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest design. The study aimed to investigate the effect of using the British Council for Teens website on students' ability to use language features in descriptive texts related to daily activities. The design involved administering a pre-test before the treatment and a post-test after the treatment to the same group of students (Creswell, 2023).

### Respondents

The population of this study consisted of seventh-grade students of SMPN 1 Bengkayang, comprising three classes with a total of 92 students. Cluster random sampling was employed because the students were naturally organized into intact classes. One class was selected through a digital randomization process using a spin wheel to ensure equal opportunity for each class to be chosen. The selected sample was Class VII A, which consisted of 32 students.

### Instruments

The instrument used in this study was a reading-based rational cloze test consisting of 30 multiple-choice items designed to measure students' mastery of the language features of descriptive texts. The test was developed by adapting descriptive reading passages and language exercises from the students' English worksheet book (*LKS*) and authentic learning materials available on the British Council for Teens website. Each blank in the reading passages was deliberately constructed to assess students' understanding and appropriate use of specific language features, including the simple present tense, action verbs, adverbs of frequency, adverbs of time, and personal pronouns within meaningful contextualized texts. To establish content validity, the test items were developed based on the learning objectives of the Grade VII English curriculum and aligned with the language features commonly found in descriptive texts. The instrument was then piloted with 30 students from Class VII B to examine its empirical validity and reliability. Item validity was analysed using the Pearson Product-Moment correlation in IBM SPSS Statistics 25, resulting in 30 valid items out of the initial 35. The internal consistency of the final instrument was assessed using Cronbach's Alpha, which produced a coefficient of 0.871, indicating that the test had good reliability and was appropriate for measuring students' mastery of descriptive text language features.

### Procedures

The research was conducted in three stages: pre-test, treatment, and post-test. First, a pre-test was administered on April 15th, 2026, to determine students' initial ability to use language features in descriptive texts. The test employed a rational cloze format focusing on daily activities. Second, the treatment was conducted in two meetings using the Guided Inquiry Learning model. The British Council for Teens website served as the primary learning resource during the exploration activities. The first meeting, held on April 22nd, 2026, focused on simple present tense and action verbs, while the second meeting, conducted on April 29th, 2026, focused on adverbs of frequency, adverbs of time, and personal pronouns. During the

lessons, students accessed the website through their smartphones, completed interactive exercises, discussed the materials in groups, and received guidance from the researcher. Finally, the post-test was administered on May 6th, 2026, using a test format similar to the pre-test to measure students' ability after the treatment. The results of the pre-test and post-test were then compared to determine the effect of the website on students' language feature ability.

### Data Analysis

The collected data were analyzed through several stages. First, students' answers were scored, with each correct answer receiving 3.33 points. Second, descriptive statistics, including the mean and standard deviation, were calculated to describe students' performance before and after the treatment. Third, a Shapiro-Wilk normality test was conducted using SPSS because the sample size was fewer than 50 students. If the significance value exceeded 0.05, the data were considered normally distributed. Fourth, a paired-sample t-test was employed to examine whether there was a significant difference between the pre-test and post-test scores. Finally, Cohen's d was calculated to determine the magnitude of the treatment effect. The effect size was classified as weak (0.00–0.20), modest (0.21–0.50), moderate (0.51–1.00), or large (>1.00) based on Cohen's (1988) criteria.

## FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The data were obtained from pre-test and post-test assessments administered to seventh-grade students at SMPN 1 Bengkayang in order to evaluate their proficiency in utilizing linguistic features in descriptive texts following the implementation of the "British Council for Teens" website as an instructional medium. The data analysis was conducted through a series of statistical procedures, including descriptive statistics, normality testing, paired sample t-test, hypothesis testing, and effect size analysis.

The results reveal a substantial improvement in students' academic performance after the treatment. The mean score increased markedly from 42.59 in the pre-test to 68.19 in the post-test, indicating a notable enhancement in students' achievement following exposure to the instructional materials provided via the "British Council for Teens" platform. The data were confirmed to be normally distributed based on the Shapiro-Wilk test, while the paired sample t-test demonstrated a statistically significant difference between pre-test and post-test scores (Sig. 0.000 < 0.05), with a t-value of 12.342. Moreover, the computation of effect size using Cohen's d yielded a value of 2.18, which is categorized as a large effect, thereby indicating that the intervention exerted a strong and practically significant influence on students' learning outcomes.

### Research Findings

The students' responses in the pre-test and post-test were scored based on the scoring rubric, where each correct answer was given 3.33 points. This scoring system was used to convert students' answers into numerical data for statistical analysis. The complete results of students' pre-test and post-test scores are presented in Table 4 below.

Table 4 Pre-test and Post-test Scores

| No | Students Name | Pre test |       | Post test |       |
|----|---------------|----------|-------|-----------|-------|
|    |               | Total    | Score | Total     | Score |
| 1  | AP            | 22       | 73    | 26        | 87    |
| 2  | ANS           | 19       | 63    | 25        | 83    |
| 3  | ADG           | 16       | 53    | 22        | 73    |
| 4  | ASHN          | 9        | 30    | 15        | 50    |
| 5  | AGP           | 21       | 70    | 26        | 87    |
| 6  | AKO           | 16       | 53    | 24        | 80    |
| 7  | C             | 7        | 23    | 19        | 63    |
| 8  | CAV           | 19       | 63    | 24        | 80    |
| 9  | DC            | 12       | 40    | 24        | 80    |

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|             |     |              |    |              |    |
|-------------|-----|--------------|----|--------------|----|
| 10          | EPS | 17           | 57 | 19           | 63 |
| 11          | F   | 15           | 50 | 23           | 77 |
| 12          | FZ  | 10           | 33 | 21           | 70 |
| 13          | FEB | 14           | 47 | 20           | 67 |
| 14          | GTK | 8            | 27 | 16           | 53 |
| 15          | GS  | 14           | 47 | 24           | 80 |
| 16          | GJ  | 13           | 43 | 23           | 77 |
| 17          | IM  | 14           | 47 | 24           | 80 |
| 18          | JM  | 8            | 27 | 21           | 70 |
| 19          | JC  | 11           | 37 | 21           | 70 |
| 20          | KA  | 12           | 40 | 22           | 73 |
| 21          | LAN | 10           | 33 | 19           | 63 |
| 22          | LS  | 6            | 20 | 21           | 70 |
| 23          | LA  | 9            | 30 | 15           | 50 |
| 24          | MPJ | 10           | 33 | 21           | 70 |
| 25          | MAH | 15           | 50 | 17           | 57 |
| 26          | MG  | 20           | 67 | 22           | 73 |
| 27          | NB  | 5            | 17 | 16           | 53 |
| 28          | NA  | 10           | 33 | 15           | 50 |
| 29          | RRT | 5            | 17 | 13           | 43 |
| 30          | STO | 15           | 50 | 17           | 57 |
| 31          | STP | 5            | 17 | 15           | 50 |
| 32          | SP  | 22           | 73 | 25           | 83 |
| <b>Mean</b> |     | <b>42.59</b> |    | <b>68.19</b> |    |

The table shows that all students experienced an increase in their post-test scores compared to their pre-test scores. This indicates an improvement in students' ability to use language features in descriptive texts after the treatment.

### Descriptive Statistics

The descriptive statistics were used to describe the distribution of students' scores before and after the treatment. The results are presented in Table 5

Table 5 Descriptive Statistics of Pre-test and Post-test Scores

| Variable  | N  | Min | Max | Mean  | Std. Deviation |
|-----------|----|-----|-----|-------|----------------|
| Pre-test  | 32 | 17  | 73  | 42.59 | 16.802         |
| Post-test | 32 | 43  | 87  | 68.19 | 12.491         |

The table shows that the mean score increased from 42.59 to 68.19, indicating an improvement in students' performance after the treatment. In addition, the standard deviation decreased from 16.802 to 12.491, showing that students' scores became more homogeneous in the post-test.

### Normality Test

The normality test was conducted using the Shapiro-Wilk test to determine whether the data were normally distributed. The results are presented in Table 6

Table 6 Normality Test (Shapiro-Wilk)

| Variable         | Sig.  | Category |
|------------------|-------|----------|
| Pre-test         | 0.218 | Normal   |
| Post-test        | 0.065 | Normal   |
| Difference Score | 0.298 | Normal   |

The table shows that all significance values were greater than 0.05, indicating that the data were normally distributed. Therefore, the data were suitable for further analysis using a parametric test.

## Paired Sample t-Test

The paired sample t-test was conducted to determine whether there was a significant difference between pre-test and post-test scores. The results are presented in Table 7

Table 7 Paired Sample t-Test Result

| Variable             | N  | Mean Difference | t      | df | Sig. (2-tailed) |
|----------------------|----|-----------------|--------|----|-----------------|
| Post-test – Pre-test | 32 | 25.594          | 12.342 | 31 | 0.000           |

The result shows that the significance value (0.000) is lower than 0.05, and the t-value (12.342) is higher than the t-table value (2.040). This indicates that there is a significant difference between pre-test and post-test scores, meaning that the “British Council for Teens” website had a significant effect on students’ learning outcomes.

## Hypothesis Testing

Hypothesis testing was conducted to determine whether the null hypothesis ( $H_0$ ) should be accepted or rejected based on the results of the statistical analysis. Following the acquisition of the Paired Sample t-test results, the subsequent procedure involved hypothesis evaluation by comparing the obtained t-value with the critical t-table value at a significance level of 0.05. This implies that the researcher tolerates a 5% probability of committing a Type I error in the process of statistical decision-making. To provide a clearer visualization of the acceptance and rejection regions of the hypotheses, the hypothesis testing curve is illustrated in Figure 1.

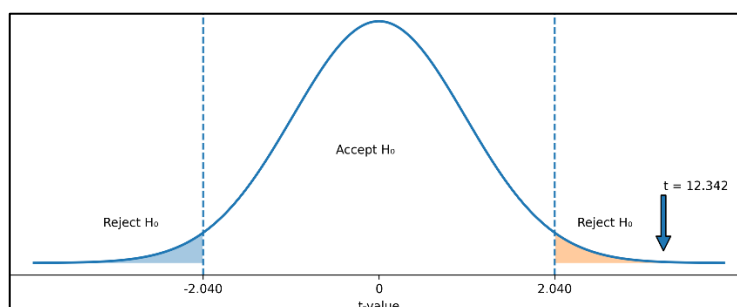


Figure 1 The Curve of Hypothesis Testing

Based on the results of the Paired Sample t-test, the obtained t-value was 12.342, whereas the critical t-table value at the 0.05 significance level was 2.040. As the obtained t-value exceeded the critical value, it fell within the rejection region of the null hypothesis ( $H_0$ ) on the right side of the t-distribution curve. Accordingly, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted, indicating that there is a statistically significant effect of using the “British Council for Teens” website on the teaching of language features in descriptive texts among seventh-grade students at SMPN 1 Bengkayang.

## Effect Size Analysis

To address the second research question concerning the magnitude of the effect of the “British Council for Teens” website, the researcher employed Cohen’s d as a measure of effect size. This statistical metric is utilized to determine the practical significance of an intervention, thereby extending beyond statistical significance to provide a clearer interpretation of the substantive strength of the observed effect. Given that this study employed a pre-experimental design with a one-group pre-test and post-test framework, the use of Cohen’s d for paired samples was considered appropriate, as the data were obtained from the same group of participants measured at two different points in time.

The effect size was calculated using the following formula:

$$d = \frac{M_{Posttest} - M_{Pretest}}{SD_{Difference}}$$

$$d = \frac{68.19 - 42.59}{11.730}$$

$$d = \frac{25.594}{11.730}$$

$$d = 2.18$$

Based on the results of the calculation, the effect size obtained from the implementation of the “British Council for Teens” website in teaching language features in descriptive texts at the junior high school level was 2.18. In accordance with Cohen’s interpretation criteria, this value falls within the category of a large effect. Within the context of this study, a very large effect indicates that the “British Council for Teens” website exerted a substantial and powerful influence on students’ ability to utilize language features in descriptive texts. This improvement is evident from the marked disparity between pre-test and post-test scores, in which students’ post-test performance was significantly higher following the intervention.

In other terms, after the implementation of the treatment, students demonstrated a more proficient ability in both recognizing and applying language features in descriptive texts. The findings suggest that the website facilitated a more effective understanding of the instructional material compared to the learning conditions prior to the treatment. Consequently, the effect size result substantiates that the “British Council for Teens” website contributed a considerable and meaningful impact on the teaching and learning of language features in descriptive texts among junior high school students.

## Discussion

Based on the findings of the study, the implementation of the “British Council for Teens” website demonstrated a statistically significant effect on the teaching of language features in descriptive texts among junior high school students. The observed improvement in students’ scores from the pre-test to the post-test indicates that learners developed enhanced control over essential linguistic elements, including the simple present tense, action verbs, adverbs of frequency, adverbs of time, and personal pronouns. Prior to the treatment, students encountered considerable difficulties in accurately applying these language features within contextualized sentences. However, following exposure to web-based instructional activities, students exhibited a noticeably improved understanding and more precise utilization of language features in descriptive texts. This outcome suggests that the platform effectively facilitated the development of grammatical awareness and supported learners in applying linguistic knowledge in meaningful communicative contexts. Accordingly, these findings address the research question by demonstrating that the “British Council for Teens” website contributed positively to students’ mastery of language features in descriptive texts (Creswell, 2023).

The observed improvement can be attributed to the inherent characteristics of the “British Council for Teens” website, which provides multimodal and interactive learning resources, including explanatory content, illustrative examples, audiovisual materials, and structured exercises. These features enable learners to engage with language input in a more dynamic, engaging, and self-directed manner. This aligns with the principles of web-based learning, which emphasize the integration of digital technologies to promote autonomous and interactive learning experiences (Anggaira et al., 2023). In the present study, the website functioned not merely as a supplementary resource but also as an instructional medium that facilitated active learner engagement with linguistic input and practice. Consequently, students were exposed to more authentic language usage, which in turn supported deeper internalization of language features compared to traditional instructional approaches alone.

Furthermore, the findings underscore the pedagogical significance of contextualized grammar instruction in language learning. Rather than presenting grammatical structures in isolation, the instructional process embedded language features within descriptive texts related to daily routines. This contextualized approach enabled learners to perceive grammar as a functional component of meaning-making in communication, rather than as an abstract system of rules. Derewianka and Jones (2016) emphasize that language features should be taught in relation to their communicative functions within specific text types. In this study, students developed an improved understanding of how the simple present tense is employed to express habitual actions, while adverbs of frequency and adverbs of time function to indicate regularity and temporal reference. This is consistent with Murphy (2019), who asserts that the simple present tense is primarily used to describe routines, habits, and general truths. Hence, contextual instruction contributed to a deeper conceptual understanding and improved learners' performance in the post-test.

The use of daily routines as the thematic context further played a significant role in enhancing students' learning outcomes. Given that daily routines are closely aligned with students' lived experiences, learners were able to establish meaningful connections between instructional content and real-life situations. This contextual familiarity facilitated comprehension and supported more natural language production. Gerot and Wignell (2013) explain that descriptive texts function to describe people, objects, or activities, and daily routines constitute an appropriate thematic framework for developing descriptive language competence. In addition, Azar and Hagen (2017) highlight the importance of adverbs of frequency and time in expressing habitual actions with clarity and precision. The integration of these linguistic elements within a meaningful context enabled students to construct more coherent sentences and improved their grammatical accuracy in descriptive writing tasks.

The findings of this study are also consistent with previous empirical research on the effectiveness of the "British Council for Teens" website in English language learning. Syafutra et al. (2023) reported that the platform significantly enhanced students' vocabulary mastery, while Jamal et al. (2024) found that learners who utilized the website achieved superior learning outcomes, particularly in lexical development. These studies collectively confirm the pedagogical value of the platform in supporting English language acquisition. However, the present study extends this body of literature by specifically examining its impact on the mastery of language features in descriptive texts at the junior high school level within an Indonesian EFL context. This indicates that the effectiveness of the platform is not limited to vocabulary acquisition but also extends to grammar-oriented and text-based language competencies.

Despite these positive outcomes, several factors may have influenced the results of the study. Students' performance improvements may also be attributed to external variables such as individual motivation, prior language proficiency, classroom interaction, and the quality of teacher guidance during the instructional process. Brown (2019) emphasizes that language learning outcomes are shaped by multiple interrelated factors, including input quality, learner engagement, and instructional context. In this study, the guided instructional approach accompanying the use of the website may have further contributed to students' progress by fostering collaboration and active participation. Therefore, the results should be interpreted as the combined effect of both the digital learning medium and the pedagogical strategies implemented in the classroom.

This study also offers several pedagogical implications. First, English language teachers are encouraged to integrate digital learning platforms such as the "British Council for Teens" website into classroom instruction to enhance the teaching of grammar in a more engaging and interactive manner. Second, instructional practices should prioritize contextualized grammar teaching rather than rote memorization of isolated rules, as this approach facilitates deeper conceptual understanding and communicative competence. Third, the incorporation of familiar and meaningful topics, such as daily routines, can significantly enhance students' motivation and comprehension in language learning. These implications

suggest that the integration of technology with contextualized instructional strategies can substantially improve English language learning outcomes at the junior high school level.

Nevertheless, this study is subject to several limitations. First, the adoption of a pre-experimental design without a control group limits the ability to make comparative claims regarding the effectiveness of the intervention. Second, the relatively short duration of the treatment may not be sufficient to capture long-term learning effects. Third, the assessment focused exclusively on students' performance in cloze tests, without evaluating their ability to produce complete descriptive texts. Consequently, the findings cannot be generalized to broader writing competencies. Future research is therefore recommended to employ quasi-experimental designs with control groups, involve larger sample sizes, and implement longer intervention periods to obtain more robust and generalizable findings. Additionally, further studies may explore the application of the "British Council for Teens" website in developing productive language skills, particularly in full-text descriptive writing, to provide a more comprehensive understanding of its pedagogical effectiveness.

## CONCLUSIONS

This study demonstrates that the use of the British Council for Teens website significantly improved seventh-grade students' mastery of the language features of descriptive texts. Students showed higher achievement after the instructional intervention, indicating improved understanding and use of key language features, including the simple present tense, action verbs, adverbs, and personal pronouns. The statistical findings, supported by a very large effect size, suggest that the platform provides an effective learning environment by combining authentic language input with interactive online activities that facilitate meaningful language learning. These findings highlight the pedagogical value of authentic digital resources in supporting English language instruction, particularly for teaching the language features of descriptive texts. Therefore, the British Council for Teens website can be considered an effective supplementary instructional resource for junior high school English teachers seeking to enhance students' grammatical competence and contextual language use through engaging, technology-enhanced learning experiences.

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