Using the ‘British Council for Teens’ to Teach Language Features in Descriptive Text for Junior High School Students

(A Pre-experimental research on seventh-grade students of SMPN 1 Bengkayang in Academic Year 2025/2026)

A THESIS

Jurisdiction Responsibility by:

Pophi Learose Chrishers

F1022221021



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ART EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS TANJUNGPURA

PONTIANAK

2026

ABSTRACT

This research aimed to find out the effect of using the British Council for Teens website on teaching language features in descriptive text for junior high school students and to determine the magnitude of its effect size. The language features focused on in this study were simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns in the context of daily activities. This study employed a quantitative method with a pre-experimental design using a one-group pretest-posttest design. The sample consisted of 32 seventh-grade students of class VII A at SMPN 1 Bengkayang, selected through cluster random sampling. The data were collected through a reading-based rational cloze test consisting of 30 valid items. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, a paired-sample t-test, and Cohen's d effect size analysis. The findings showed that the students' mean score increased from 42.59 in the pretest to 68.19 in the posttest. The result of the paired-sample t-test indicated a significance value of 0.000 ($p < 0.05$), showing a statistically significant difference between the pretest and posttest scores. Furthermore, the effect size was 2.18, which was categorized as a very large effect. These findings indicate that the use of the British Council for Teens website had a significant and substantial effect on teaching language features in descriptive text for junior high school students.

Keywords: ***British Council for Teens, language features, descriptive text, web-based learning, pre-experimental research.***

APPROVAL PAGE

USING THE 'BRITISH COUNCIL FOR TEENS' TO TEACH LANGUAGE FEATURES IN DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

(A Pre-experimental research on seventh-grade students of SMPN 1 Bengkayang in Academic Year 2025/2026).

A THESIS

Jurisdiction Responsibility by:
POPHI LEAROSE CHRISHERS
F1022221021

Approved by:

Supervisor I	Supervisor II
Sumarni, S.Pd., M.TESOL.	Eka Fajar Rahmani, M. Pd.
NIP. 196905262000122001	NIP. 199003302019032019

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Rahmati Yani T, M.Pd.
NIP. 196604011991021001

Date of Pass:

USING THE 'BRITISH COUNCIL FOR TEENS' TO TEACH LANGUAGE FEATURES IN DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

(A Pre-experimental research on seventh-grade students of SMPN 1 Bengkayang in Academic Year 2025/2026).

A THESIS

Jurisdiction Responsibility by:
POPHI LEAROSE CHRISHERS
F1022221021

Approved by:

Supervisor I

Sumarni, S.Pd., M.TESOL.
NIP. 196905262000122001

Supervisor II

Eka Fajar Rahmani, M. Pd.
NIP. 199003302019032019

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

Date of Pass:

USING THE 'BRITISH COUNCIL FOR TEENS' TO TEACH LANGUAGE FEATURES IN DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

(A Pre-experimental research on seventh-grade students of SMPN 1 Bengkayang in Academic Year 2025/2026).

A THESIS

Jurisdiction Responsibility by:
POPHI LEAROSE CHRISHERS
F1022221021

Approved by:

Supervisor I

Sumarni, S.Pd., M.TESOL.
NIP. 196905262000122001

Supervisor II

Eka Fajar Rahmani, M. Pd.
NIP. 199003302019032019

Examiner I

Dwi Riyanti, M. A., Ph. D
NIP. 197908042005012005

Examiner II

Drs. Luwandi Suhartono, M. Hum.
NIP. 196211011990021001

Legalized by:

The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass:

DECLARATION OF AUTHENCITY

The researcher who signs below:

Name	: Pophi Learose Chrishers
NIM	: F1022221021
Department	: Language and Art Education
Faculty	: Teacher Training and Education
Study Program	: English Language

State that the article entitled "Using the 'British Council for Teens' to Teach Language Features in Descriptive Text for Junior High School Students (A Pre-experimental research on seventh-grade students of SMPN 1 Bengkayang in Academic Year 2025/2026)" is pure and has never been proposed at Tanjungpura University or other universities.

The statement was made by truly. If on the next day there are a lot of mistakes, the researcher is ready to take responsibility for the regulation.

Pontianak, 11 Juni 2026



The Writer,

Pophi Learose Chrishers

NIM. F1022221021

ACKNOWLEDGE

Praise and gratitude are addressed to God Almighty for His blessings, guidance, and grace, which have enabled the writer to complete this thesis entitled "Using the 'British Council for Teens' to Teach Language Features in Descriptive Text for Junior High School Students (A Pre-experimental Research on Seventh-Grade Students of SMPN 1 Bengkayang in Academic Year 2025/2026)."

This thesis is submitted to fulfill one of the requirements for writing a thesis in the English Language Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak. The writer realizes that this thesis could not have been completed without the assistance, support, guidance, and encouragement of many people. Therefore, the writer would like to express sincere gratitude to:

1. Urai Salam, M.CALL., Ph.D. Deputy Dean of Teacher Training and Education Faculty, Universitas Tanjungpura.
2. Dr. Agus Wartiningsih, M. Pd., Head of Languages and Arts Education Department.
3. Yanti Sri Rezeki, M.Ed., Ph.D., Head of English Education Study Program, Department of Language and Arts, Faculty of Teacher Training and Education, Universitas Tanjungpura.
4. Sumarni, S.Pd., M.TESOL, as the first supervisor, for her guidance, valuable suggestions, encouragement, and continuous support throughout the completion of this thesis.
5. Eka Fajar Rahmani, M.Pd., as the second supervisor, for his time, constructive feedback, and guidance during the research and writing process.

6. Dwi Riyanti, S.Pd., M. A, Ph. D., and Drs. Luwandi Suhartono, M. Hum thesis examiners, for their suggestions and contributions that are very important in improving the results of this thesis.
7. Emeliana, S.Pd., the principal of SMP Negeri 1 Bengkayang for granting permission to conduct this research there.
8. Enny Muharni, S.Pd., the English teacher who has given permission to the researcher to conduct research in her class.
9. The seventh-grade students of SMP Negeri 1 Bengkayang for their participation and cooperation during the research.
10. All lecturers of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura, for the knowledge and experiences shared during the writer's academic journey.
11. The writer's beloved parents, for their endless love, prayers, sacrifices, encouragement, and unwavering support throughout the writer's academic journey. Without them, the completion of this thesis would not have been possible.
12. Anargya, also known as Reinaldo Dede Putra, for always being there during difficult times and for his endless support, patience, and willingness to listen throughout the completion of this thesis.
13. Angel, Christopher, Roland, and Rosinta, for their friendship, support, laughter, and memorable moments that made the writer's academic journey more meaningful.

The writer realizes that this thesis is not perfect and still has limitations. Therefore, constructive suggestions and feedback are highly appreciated for future improvement. It is hoped that this thesis will provide benefits for readers and contribute to the development of English language teaching research.

Pontianak, June 11th 2026

Pophi Learose Chrishers

TABLE OF CONTENTS

ABSTRACT ..... **ii**
APPROVAL PAGE ..... **iii**
ACKNOWLEDGE ..... **vii**
TABLE OF CONTENTS ..... **ix**
List of Tables ..... **xi**
CHAPTER I **1**
INTRODUCTION **1**
1.1 Background 1
1.2 Research Questions 5
1.3 Research Purposes 6
1.4 Research Significance 6
1.5 Research Scope and Limitations 7
1.6 Research Variables 8
1.7 Research Hypothesis 9
1.8 Research Terminology 9
CHAPTER II **11**
LITERATURE REVIEW **11**
2.1 Teaching English in EFL Context 11
2.2 Teaching in Indonesian Context: Genre-Based Approach 12
2.3 Text Type in English Teaching 13
2.4 Descriptive Text in Junior High School 15
2.4.1 Generic Structure of Descriptive Text 17
2.4.2 Language Features of Descriptive Text 19
2.5 Reading Skill in Descriptive Text for Junior High School Students 27
2.6 Guided Inquiry Learning 30
2.7 Web-Based Learning Using the 'British Council for Teens' Website 32
CHAPTER III **39**
RESEARCH METHODOLOGY **39**
3.1 Research Design 39
3.2 Population and Sample 41
3.3 Technique and Tool of Data Collection 42

3.3.1 Technique of Data Collection 42
3.3.2 Tools of Data Collection 47
3.4 Instrument Validity 50
3.5 Instrument of Reliability 52
3.6 Technique of Data Analysis 53
CHAPTER IV 58
FINDINGS AND DISCUSSION 58
4.1 Research Findings 58
4.1.1 The Effect of Using 'British Council for Teens' Website to Teach Language Features in Descriptive Text for Junior High School Students at SMPN 1 Bengkayang 58
4.1.2 How is the effect size of the 'British Council for Teens' website on teaching the language features in descriptive text for junior high school students at SMPN 1 Bengkayang 64
4.2 Discussion 66
CHAPTER V 71
CONCLUSION AND SUGGESTIONS 71
5.1 Conclusion 71
5.2 Suggestion 72
REFERENCES 73
APPENDICES 77

List of Tables

Table 3.1 Population of the Study 41
Table 3. 2 Specification of the Test 49
Table 3.3 The Result of the Reliability Analysis 52
Table 3. 4 Classification of the Effect Size..... 57
Table 4. 1 The Results of the Pretest and Posttest of the Students 59
Table 4. 2 Descriptive Statistics of Pretest and Posttest Scores 60
Table 4. 3 Normality Test of Pretest and Posttest Scores (Shapiro-Wilk)..... 61
Table 4.4 The Result of the Paired Sample t-test 54

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It discusses several important aspects of the study, including the background, research questions, research objectives, scope, variables, hypotheses, significance, and definitions of key terms.

1.1 Background

In the technological era, where technology has spread widely across the world, students can easily access English learning resources through various digital platforms. They no longer rely only on teachers or printed textbooks because websites provide explanations, exercises, and opportunities to practice language skills in meaningful contexts. One of these learning resources is the British Council for Teens website, which provides English learning materials organized based on learners' proficiency levels and learning topics.

In Indonesia, English learning at the junior high school level applies a text-based approach in which students learn language through different types of texts. Each text type has its own communicative purpose, structure, and language features. One of the text types taught in seventh grade is descriptive text. Descriptive text is used to describe a particular person, place, or thing in detail. In learning descriptive text, students are expected not only to understand the content of the text but also to use its language features appropriately to describe those objects.

Language features play an important role in helping students create meaningful descriptions. In descriptive text, students need to use language features such as simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns. These language features help students express information clearly and systematically. In particular, they are useful when students describe a person and his or her daily activities and habits.

However, seventh-grade students still experience difficulties in using these language features appropriately. Based on preliminary classroom observations at SMPN 1 Bengkayang, students had difficulties using action verbs, matching subjects with verbs in simple present tense sentences, using personal pronouns correctly, and applying adverbs of time and adverbs of frequency in sentences related to daily activities. As a result, students often found it difficult to use language features accurately in descriptive texts.

To support students in learning these language features, the researcher selected the British Council for Teens website as a supplementary learning resource. The website provides various English learning materials through videos, short explanations, examples, and interactive exercises. These materials are organized into different sections based on language topics and learning objectives. Through these materials, students have opportunities to learn language features independently while still receiving guidance from the teacher during the learning process.

In this study, the researcher focused on language features commonly used in descriptive text, namely simple present tense, action verbs, adverbs of time,

adverbs of frequency, and personal pronouns. These language features are available in different sections of the British Council for Teens website and are not presented as one complete descriptive text unit. Therefore, students learned each language feature separately through the website before using them together in the context of descriptive text. Thus, descriptive text in this study functions as the context for using language features, while the ability being measured is students' ability to use those language features appropriately.

Although these language features are learned separately, they are still related to one another in language use. Therefore, after learning each language feature through the website, students were guided to understand how these language features work together in the context of descriptive text. In this study, the language features were applied in person description, particularly through descriptions of students' daily activities and routines. Thus, integration in this study does not mean teaching all language features in the same material or in the same meeting. Instead, it refers to connecting language features that are learned separately so that they can be used appropriately in descriptive text.

The context of daily activities was selected because it is closely related to the lives of seventh-grade students and reflects their everyday experiences. Familiar contexts can help students understand learning materials more easily and encourage them to connect language use with real-life situations. In addition, descriptions of daily activities can be categorized as person description because students describe themselves through their habitual actions and

routines. Therefore, daily activities were used as the context for teaching and assessing the language features examined in this study.

Previous studies have shown that the 'British Council for Teens' website has a significant influence on increasing students' English vocabulary and grammar, both for high school and university students. The first study by Syafutra et al., (2023) found that using the 'British Council for Teens' website can help increase vocabulary learning, as shown by the increase in tenth-grade senior high school students' scores. The second previous study by Jamal et al., (2024) stated that the 'British Council for Teens' website significantly increased the vocabulary knowledge of 42 undergraduate students at Prince Sattam Bin Abdulaziz University (PSAU), especially in learning descriptive adjectives, which are one of the language features commonly used in descriptive texts. Their studies showed that the website is effective in helping students recognize and use vocabulary in context, as evidenced by a significant increase in scores after each learning session. However, these previous studies still have limitations, as they mostly focus on vocabulary or grammar separately and do not integrate different language features to produce complete descriptive sentences. In addition, most of the studies were conducted at higher levels of education, so their application to junior high school students is still limited. Therefore, further research is needed to examine how the website can support junior high school students in learning and using language features in descriptive text. To address this gap, the present study focuses on students' ability to use several language features within

the context of descriptive text rather than examining vocabulary or grammar separately, as was commonly done in previous studies.

SMPN 1 Bengkayang was selected as the research site because the school has internet access that supports web-based learning. However, the British Council for Teens website had never been used as a learning resource in English classes at the school. This situation provided an opportunity to examine the use of the website in a different educational context, particularly among seventh-grade students learning descriptive text.

Based on the previous study and to fill the gap, the researcher conducted a study entitled "Using the British Council for Teens to Teach Language Features in Descriptive Text for Junior High School Students." This study was conducted to find out the effect of using the British Council for Teens website on teaching language features in descriptive text for junior high school students. The effect was identified through students' ability to use simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns as reflected in their pretest and posttest scores. Therefore, a pre-experimental study using a one-group pretest-posttest design was employed to measure students' ability to use those language features before and after learning through the website.

1.2 Research Questions

a) Does the use of the 'British Council for Teens' website have an effect on teaching the language features in descriptive text for junior high school students at SMPN 1 Bengkayang?

b) How is the effect size of the ‘British Council for Teens’ website on teaching the language features in descriptive text for junior high school students at SMPN 1 Bengkayang?

1.3 Research Purposes

a) To find out the effect of using the ‘British Council for Teens’ website on teaching the language features in descriptive text related to daily activities for junior high school students at SMPN 1 Bengkayang, focusing on students' ability to recognize and use action verbs, adverbs of time and frequency, personal pronouns, and simple present tense patterns in descriptive sentences.

b) To measure the effect size of using the ‘British Council for Teens’ website on teaching the language features in descriptive text related to daily activities for junior high school students at SMPN 1 Bengkayang.

1.4 Research Significance

a) For students, this research provides an alternative online learning source that can help them learn independently about language features in descriptive text, such as verbs, adverbs of time and frequency, pronouns, and the simple present tense. Through this website, students can learn English in a more interactive and contextual way, so that they become more familiar with using English to describe daily life.

b) For teachers, the findings of this research provide an overview of the use of the British Council for Teens website as a web-based learning medium in the classroom. The website can support teachers in teaching descriptive text

in a more focused way and help students understand vocabulary and grammar in an integrated manner through both classroom activities and online exploration.

c) For researchers, this research can serve as a reference for future studies on the use of web-based learning media in English language teaching, especially in teaching texts and their language features at the junior high school level.

1.5 Research Scope and Limitations

This study focuses on examining the use of the British Council for Teens website to teach the language features in descriptive text related to daily activities to seventh-grade students at SMPN 1 Bengkayang. The scope of the language material is limited to the typical language features used in descriptive text about daily routines, specifically action verbs that describe people and activities, adverbs of time and frequency, personal pronouns, and simple present tense patterns that express habitual actions. Therefore, this study does not cover all aspects of English grammar or other text types such as narrative and procedural texts.

The topic focus of this study is a descriptive text about daily routines and the theme "A Day in My Life," which is relevant to the seventh-grade curriculum and students' everyday communicative needs. This study uses a pre-experimental design with a one-group pre-test and post-test to find out the effect of using the website on students' ability to recognize and use language features in the context in descriptive text. In addition, students' ability in this study is

measured through a rational cloze test with a word bank. Therefore, this study emphasizes students' ability to choose, recognize, and use language features appropriately based on the context of the text, rather than their ability to write a complete descriptive text independently.

1.6 Research Variables

a) Independent variable

In this study, the independent variable is the 'British Council for Teens' website, which is used as a web-based learning medium that provides structured grammar and vocabulary units, interactive exercises, and topic-based materials on daily routines to support the teaching of the language features in descriptive text, including action verbs, adverbs of time, adverbs of frequency, personal pronouns, and simple present tense patterns.

b) Dependent Variable

In this study, the dependent variable is the seventh-grade students' ability to use the language features in descriptive text related to daily routines. This ability includes understanding the forms and meanings of action verbs, adverbs of time, adverbs of frequency, and personal pronouns, as well as the ability to recognize and use them appropriately together with the simple present tense patterns in descriptive text about daily activities. This ability is measured through the pre-test and post-test.

1.7 Research Hypothesis

a) H_o: There is no significant effect of using the 'British Council for Teens' website on teaching the language features in descriptive text for seventh-grade students at SMPN 1 Bengkayang.

b) H_a: There is a significant effect of using the 'British Council for Teens' website on teaching the language features in descriptive text for seventh-grade students at SMPN 1 Bengkayang.

1.8 Research Terminology

a) In this study, the 'British Council for Teens' website is an online learning platform that provides interactive exercises, audio-visual materials, and topic-based units, including grammar and vocabulary practice organized by proficiency level and theme, which are used to facilitate students' learning of the language features in descriptive text through guided exploration and structured practice.

b) Descriptive text is a type of text that aims to describe a particular person, place, or object so that readers can form a clear mental picture of the subject being described. In this study, the descriptive text focuses on person description, in which a person is described through his or her habits and daily activities. The descriptive text serves as the context in which students use language features such as simple present tense, action verbs, adverbs of time, adverbs of frequency, and personal pronouns.

c) Language features refer to the typical vocabulary, grammar, and sentence patterns that characterize a particular text type and support its

communicative purpose. In this study, the language features focus on descriptive texts about daily routines under the theme “A Day in My Life.” These include simple present tense, adverbs of frequency, adverbs of time, action verbs, and personal pronouns, which are used to express habitual activities and describe daily routines clearly.

d) Junior high school students referred to the seventh-grade students at SMPN 1 Bengkayang, a school that has internet facilities supporting web-based learning. Prior to this study, these students had limited experience with web-based learning in English classes and had never used the British Council for Teens website as a learning resource.