

The Implementation of The British Council Website to Support Indonesian EFL Learners

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ABSTRACT

This study aims to find out and understand the implementation of the British Council website and what the problems are. This research used qualitative approach with case study method involving 20 respondents (students) as the sample and 5 teachers from different schools. The sample selection of this research used Stratified Random Technique. Data collection techniques of this research included interview, observation, questionnaire, and documentation. The researchers used triangulation, member checking, and reflexivity to assess the research's trustworthiness. The result of the researcher's observation is that the British Council website can be used from all sides. Be it videos, audio, short stories, practice questions and so on. This is in accordance with the results of the questionnaire given by the students, as many as 11 of 20 students (55%) stated that the British Council website learning was very interesting. Policy recommendation proposed such as the school must provide more support and supporting facilities to teachers and students to continue using the web by providing sufficient quota facilities for teachers and other supports. With that, the use of the British council website can make it easier for teachers to carry out various online teaching and learning activities with students.

Key words: British Council; English Foreign Learners; Website.

INTRODUCTION

Websites have become an important part of library service, and their creation necessitates both technical and administrative decisions. The teacher must be able to apply and adapt to students in a way that best meets the students' diverse needs while also creating an engaging class with interactive and meaningful activities. In this case, there are a few key points that every EFL/ESL teacher should keep in mind when teaching English skills: how to design an interactive teaching approach that makes English skills class non-threatening, enjoyable, and relaxing while also improving students' language skills (Rahma, 2018).

Fransisca and Renandya (2020) emphasize studying from and with others can now happen at nearly any place and time. The popularity of technology in language

learning keeps increasing due to the massive development of language learning online. The popularity of technology in language learning continues to increase along with the rapid development of online language learning. Online language learning can now take place in almost any place and time, enabling people to learn languages from and with others.

Web-based learning which is the topic of this research, often called online or eLearning includes online course content discussion forums via email, room chat, video conferencing, and live lectures (video-streaming via synchronous or asynchronous teaching); these possibilities and several others are all available through the web. The British Council website is very useful to help people learn English. In supporting English learning, the British Council website has complete features for learning English effectively and having fun. In addition, the process of supporting distance learning or online must be supported by internet quota and signal. For now, it is undeniable that student attendance in online classes is hampered by signal factors and students' ability to buy internet quotas.

In learning English as a Foreign Language, there are some skills that the learners must understand, such as listening, speaking, reading, and writing. By Klimova (2014), The four language skills should be integrated into English Language Teaching classes so that students could focus more on functional use of language. According to Kurniasih (2011), to learn a language and to use as a means of communication, the students need to deal with the four language skills—listening, speaking, reading, and writing—and the language system—sound structure and vocabulary. By understanding these elements, students are expected to be able to combine all of that in communication acts. So, students have to deep-seated need to learn English from the elements, such as listening speaking, reading and writing. All of four English skills were the crucial elements to support EFL learners. Because those can make communication more understandable, both written and spoken.

However, many EFL students in Indonesia have difficulty learning English. One of the factors is a lack of self-confidence. The lack of mastering some english skills makes many students lazy or shy to take this lesson. According to Sumiyati, an English teacher at Strada Nawar Middle School, Pondok Gede Bekasi, there is indeed some students who have a phobia of learning English. This fear then makes them dislike. As a result, they find it difficult to master English. From there people can get knowledge and practice their English easier. The British Council website is a website that offers English educational. Websites have become an essential component of library service, and designing these websites involves both technical and administrative decision-making (Fang, 2007).

Therefore the researchers intended to conduct the research entitled “The Implementation of the British Council website to support Indonesian EFL Learners” The purpose of this research is to know how the British Council website is done for teaching learning in Indonesian schools and what the problems are with

the implementation of the British Council website to support Indonesian EFL learners. the data has been classified according to the definitions of The British Council website stated above. Learning four skills from the British Council website which is the focus of this research unit. This current research is to investigate the implementation and problems of the British Council Website to support stents in learning English.

The finding of the research shows that the British Council website can be used from all sides. Be it videos, audio, short stories, practice questions and so on. Based on the explanation above, the researchers are interested to analyze The Implementation of the British Council website to support Indonesian EFL Learners.

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LITERATURE REVIEW

Previous Related Study

The first is the research from Tuti Hidayati and Sari Diana (2019) Aligned with previous studies investigating and exploring mobile applications in language learning, the current study also yields that mobile applications are quite potential in assisting language learners to learn the target language The understudies taking an interest in the exploration project showed an impressively decent commitment with the two applications. Despite the fact that there is an assorted scope of time spent by the understudy in utilizing the applications, and their English learning inspiration doesn't appear to impact the manner in which they utilize the applications, the way that they can appreciate some common sense and adaptability offered by the applications is persuading that the students canmake utilize the accessible portable applications to adapt autonomously outside the study hall and improve their English.

Mobile technology is the device that is increasingly attached to the students. Having mobile technology and internet facility in hand, English language learners these days are open to many learning resources. The teacher is no longer the only learning source for the students. The students can get many language inputs while spending time on social media or involving in various other pop culture. It is important that English teachers can encourage the students to make use of the available resources and materials to help them improve their English. Mobile technology will keep evolving. To ask the students to take away something they highly depend on will not be a wise decision. Thus, more studies on the use of the current mobile applications for English language learning need to be carried on as every learning context is unique and it is likely distinctive from one another.

EFL in Indonesia

According to Boyadzhieva in cited by Maulina (2018) said that English as foreign language is taught in an environment where English is not the native language, for example Japanese learning English in Japan. In an EFL situation, the learners learn

English inside a classroom, but continue to speak their own language when leaving the classroom. Generally, there are many possible reasons for studying a foreign language. Perhaps a major number of language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, to pursue higher educations, to build social network and the others. They will get a better job with two language than if they only know their mother tongue.

Definition of British Council Website

Gov UK (2019) The British Council is the UK's international organisation for cultural relations and educational opportunities, building lasting relationships between the UK and other countries. It is an essential part of our international effort to promote British values and interests. That is a dual organization that has many functions and uses in English learning.

Fullan and Langworthy cited by Mandasari (2020), British Council definition: Self-directed thinking that creates new and innovative ideas and solves problems. Reflecting critically on learning experiences and processes and making effective decisions. Using technology as a tool to reinforce, extend and deepen learning through international collaboration. Facilitating the student to discover, master and communicate knowledge and information in a globalized economy.

METHOD

Design and Samples

A qualitative approach with a case study analysis is used in this research. It is activated researchers to collaborate with a number of schools in order to gain more in-depth knowledge, understanding, and insight into the chosen subject. Learning outcomes are expected to improve as a result of optimization and collaboration. In addition, the case study analysis focuses on limited system exploration (e.g., activities, events, processes, or even individuals).

The research was conducted in 5 schools (4 students from Sdit Utsman bin Affan & Nurul Hikmah) on 5 Juli 2021, (8 students from SMPIT Papan Raudhatul Jannah and Raudlatul Mu'alimin) on 19 Juli 2021. The last, 8 students from SMK Walisongo, on 2 August 2021. Therefore, it coincided with the title of the research conducted at the school using the British Council website. What is being carried out in the 2020/2021 school year is completed.

Instrument and Procedure

To investigate the implementation of British Council website, the researchers did the observation, gave question as the interview to the English teachers and documentation. To get more valid data, the researchers gave the questionnaire

which is consists of 4 questions to 20 students from Elementry School, Middle High School and Vocational High School.

Data Analysis

The research data will be analyzed using thematic analysis. (Braun & Clarke, 2006) define thematic analysis as a process of identifying themes or patterns with the sole purpose of generating meaning within raw qualitative data in order to simplify the approach to thematic analysis as a method of qualitative data analysis. They argue that it is a fundamental skill that must be learned because it provides insight into a variety of other qualitative analyses (Braun & Clarke, 2006). As Braun and Clarke continue to argue, thematic analysis is a method that, unlike other popular approaches such as content analysis, is flexible and can be used across different epistemological approaches.

RESULT AND DISUSSION

This research presents the data that have been collected. The research covers data about the iimplementations of British Council website to support Indonesian EFL Learners. To investigate the implementation of British Council website, the researchers did the observation, gave question as the interview to the English Teachers and documentation. The English teacher who has been interviewed will use the initials of the school name: SD Nurul Hikmah (NH), SDIT Uthman bin Affan (UA), SMPIT Papan Raudatul Jannah (PR), MTs Raudlatul Mu'alimin (RM), SMK Walisongo (WS).

How to implement the British Council Web site

After conducting observations, interviews, documentation and questionnaires to students and teachers. Researchers can find out that the British Council website can be used as a support for learning English. From the 5 schools observed, the results of the interview can be seen in the following table:

Table 1 : results of interview

Name of School	Statement
NH	"This website is very interesting to serve as a supporting media."
UA	"the website is very good and can be additional material for teaching. Students are very interested, and easy to understand."
PR	"A website can be a supporting medium. Because it has interesting videos, accompanied by discussions and transcripts."

RM	“the website is very interesting to study in terms of videos, articles, etc.”
WS	“British Council website is very interesting and very suitable for language learners because it is native speaker. The exercises are also very unique so that students do not get bored to learn.”

Based on that observation it can be conclude that the teachers and students were very enthusiastic about learning using supporting media from the British Council website. This is in accordance with what NH said in his interview. A teacher who teaches at the school where the author's research is located. In connection with the data above, researchers also found a finding about how to use the British Council website. The result of the observation shown in the following table:

Table 2 : the result of observation

School name	Statement
NH	“The implementation of the British Council website that is usually done is playing video or audio as a learning medium. Then given the task related to audio and video.”
RM	“The trick is to share with students the link to the British Council website. I also give assignments on websites that are related to lessons at school. I also apply the learning process on the website, for example, videos. I think the British Council website is very helpful for learning English. “
PR	“By asking students to practice the dialogue as exemplified in the link. Such as completing a missing word in a sentence.”

From that, it can be seen that the British Council website can be used from all sides. Be it videos, audio, short stories, practice questions and so on. Be it videos, audio, short stories, practice questions and so on. The alternative is used as a learning medium which is carried out during the COVID-19 period. On the other hand, in using the British Council website, it is very important to know students' abilities because on the website there are levels of learning English. In accordance with UA's statement which in the way of applying the British Council website, UA is very concerned about the level of learning, UA describes ”The British Council has a section, namely reading practice. There are several levels. There are 1, 2 and 3. In the novel there is a choice of the type of reading to be read, so The authors chooses the right one for grade 1 elementary school students. This is a shorter read and easier

to understand. So the authors gave them this reading from the website. After that authors print it out and then authors ask them to read it and then finish it after reading it.

The authors read it again and I interpreted it again bit by bit. After all authors interpreted what they thought was difficult. After that, they understood it later on the web. There is a game section, where the game contains true or false questions. So, the authors will ask, for example, what is bullying about? For example, if we speak rudely to our friends, does that include bullying? They will answer yes or no. The authors ask about things related to reading like that. So authors ask them, do they understand or not? If they are correct in answering my question, authors will ask more difficult questions from there. The British Council website improved their reading skills, their writing skills, their listening skills, and their speaking skills that way”

The British Council was founded in 1934 as a charitable organization in England shaded by the Royal Charter and British public bodies. In 1948, "British Council Indonesia was first established in Bandung, West Java. At that time known as The Council, in 1953 the council moved its headquarters to Jakarta in an old house on the street of Jambu Menteng, Jakarta. in 1995, the British took over the former Dutch consulate office on the street Merdeka Barat, Jakarta. Until today British Council has reached more than 65 million people through face-to-face methods and over 731 million people online, radio broadcasts, and publications. The British Council was founded in 1934 as a charitable organization in England shaded by the Royal Charter and British public bodies. (Am indri, 2019). Based on the results of observations made by the authors, it has been found that there is an influence from learning with a predetermined web application. Still, from this positive influence there are shortcomings where students are constrained due to difficulties in accessing the media caused by the difficulty of the signal in their place so that they cannot access the media. the website.

Regarding the application of learning levels on the British Council website, the 4 components of English skills in students said by UA according to the results of observations from 20 respondents as many as 14 students (70%) strongly agree that the British Council website improves speaking skills, 15 students (75 %) strongly agree that the British Council website can improve Listening skills, 14 students (70%) strongly agree that the British Council website can improve writing skills, and 14 students (70%) strongly agree that the British Council website can improve reading skills. researchers get new findings about the learning process of the British Council website. Besides being used as a media to support English language learning, the British Council website is also applied in extracurricular activities at WS. Was told by WS when interviewed: “here, the British Council website is used as a language lab. Students get learning material outside of class hours which is usually called extracurricular. And sometimes, we use videos on the British Council website as a medium to support the main topic of English in class.”

Based on the results of interviews that the authors did with RM, one of the teachers who taught students, who said that "I think it's very effective for learning grammar because the British Council website already provides videos, articles, etc. The British Council web application is an alternative to studying and taking the IELTS required obtaining a certificate of proof of proficiency in English." From this, it can be concluded that the British Council application has advantages where the application is an alternative learning for students who want to deepen their skills in English.

What are the problems with the implementation of the British Council website to support Indonesian EFL learners?

After conducting observations, interviews, documentation, and interviews with students and teachers, researchers found a common problem with internet usage. In general, in online learning technology, the main obstacles are signals and also supporting factors, such as technology that some students do not have. Some students do not have a mobile phone that supports it, and some others do not have an internet quota, making it difficult for students to take part in learning at school in accordance with the provisions. In accordance with the results of observations, many students are not present in online classes. And this is in line with what RM said regarding the difficulty of using the British Council website. RM stated that it was because the external facilities are inadequate. For example, if the signal is bad, or the student doesn't have internet.

Based on the results of interviews and observations that have been made by the authors, it can be concluded that students' difficulties in using the British Council website are a bad signal, or they do not have an internet quota. So far, the British Council's website has been easy to navigate. The website's operation is not causing any issues for teachers or students. As mentioned in the previous chapter, the external factors that obstruct the implementation of learning through the British Council website are the only obstacles. As a result, the school must provide additional resources and support for teachers. As a result, in order for teachers and students to continue to use the internet, the school must provide more support and facilities, such as adequate quota facilities for teachers and other supports. If teachers use the British Council website, they will find it easier to conduct various online teaching and learning activities with students. As a result, it can be concluded that the British Council application has advantages, as it is an alternative learning method for students who want to improve their English skills.

Implementation of learning using the British Council website as a support can be known the effectiveness of its implementation by means of researchers providing a questionnaire with five statement indicators in which each indicator can provide a description of respondents related to the implementation of learning activities in supporting the learning process. In addition to strengthening research data, researchers also make observations and interviews with English teachers as respondents. Based on questionnaire data and results of interviews that researchers

conducted with respondents. For that, we can see in table 3 related to the results of the questionnaire that the researchers has calculated according to the data that has been collected.

Tabel 3 : Result of calculated questionnaire

No	Questioner	Strongly Agree %	Somewhat Agree %	Somewhat disagree %	Strongly Disagree %
1	British Council Website helps me to increase my speaking skill	70	15	5	10
2	British Council Website helps me to increase my listening skill	75	15	5	5
3	British Council Website helps me to increase my writing skill	70	15	10	5
4	British Council Website helps me to increase my reading skill.	70	15	5	10

After careful and clear observations, the results obtained have shown that a large number of students agree that the EFL learning website is very interesting and helps them learn quickly because they get explanations through alternative videos and pictures which makes students more enthusiastic to learn. Study. After conducting observations, interviews, documentation and distributing questionnaires, it can be concluded that this website is very interesting to use as a supporting media, and with this website students can learn grammar with fun.. This makes it easier for teachers to carry out learning through distance without requiring students to do face-to-face at school. This website is an alternative and is recommended for use by every school whose facilities already support the use of web-based learning applications. Activities carried out include students watching videos from the British Council website together, and then using practice questions to hone students' ability to understand the videos. Another learning activity is listening to the shared audio available on the website; there are transcripts that make it easier for teachers and students to understand every word they hear. Apart from the above activities, students can also practice grammar and vocabulary in the games available on the website.

On the other hand, the results of observations, interviews, and documentation. Online teaching and learning activities are hampered due to poor signal and internet quota that students do not have. The problem experienced by students learning with this EFL web media is that students are constrained by the internet connection that is used and there is a bit of wasteful use of the quota needed by students. In learning the use of EFL websites, students and teachers are often constrained by unstable network connections. Therefore, the school must provide more support and supporting facilities to teachers and students so that they can continue to use the web by providing adequate quota facilities for teachers and other supports. With that, the use of the British Council website can make it easier for teachers to carry out various online teaching and learning activities with students. Finally, studying with the British Council website is thought to provide students with more

opportunities to practice their English communicatively and be exposed to an English-speaking environment, which will help them improve their communicative skills, particularly their speaking ability. The results also show that when students report themselves to gain the deepen their skills in English.

CONCLUSION

This research comes to a conclusion related to the formulation of the problem and objective of this research. The aim of this research is to know how the British Council website is done for teaching learning in Indonesian schools and what the problems are with the implementation of the British Council website to support Indonesian EFL learners.

Based on the data analysis in the previous chapter, it can be concluded that the British Council website is an effective and fun way to support learning english. The researchers also concludes that the method of implementing the British Council website is to adjust the level of English available on the British Council website to the abilities of EFL students, then the teacher chooses a topic that is in accordance with the English material being studied. The teacher can use video or audio on the British Council website, or ask students to read a story which is available. From every feature available, such as videos, audio, stories, and games on the British Council website. Students can also work on practice questions.

On the other hand, the researchers also found that students' difficulties in using the British Council's website were a bad signal, or not having an internet quota. So far, the use of the British Council website is running smoothly. Teachers and students do not experience problems with the operation of the website. The obstacles that hinder the implementation of learning using the British Council website are only constraints from external factors, as mentioned in the previous chapter. Therefore, the school must provide more support and facilities for teachers and students in order for them to continue to use the internet, such as adequate quota facilities for teachers and other supports. Teachers will find it easier to conduct various online teaching and learning activities with students if they use the British Council website. From this, it can be concluded that the British Council application has advantages where the application is an alternative learning for students who want to deepen their skills in English.

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