

STUDENTS' PERSPECTIVES ON USING THE BRITISH COUNCIL PLATFORM FOR DEVELOPING LISTENING SKILLS

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ABSTRACT

This study aims to explore students' perspectives on the use of the British Council platform for listening development. The research employed a descriptive quantitative design with a questionnaire based on the Technology Acceptance Model (TAM), covering three main aspects: students' interest and motivation, perceived ease of use and usefulness, and the quality of listening features. The participants were 56 students from the 2024 cohort of the English Education program who had prior experience using British Council materials. The data were collected using a five-point Likert scale and analyzed using descriptive statistics, including frequencies, percentages, and mean scores. The findings reveal that students generally have positive perceptions of the British Council platform. The results indicate that students show a high level of interest and motivation, with mean scores ranging from 3.61 to 4.04. In addition, the platform is perceived as easy to use and useful, with mean scores between 3.88 and 4.04. Furthermore, the quality of the listening features is also rated highly, with mean scores ranging from 3.75 to 3.91. These findings suggest that the British Council platform effectively supports students' listening development by providing accessible, flexible, and high-quality learning materials. In conclusion, the British Council can serve as an effective supplementary tool for listening learning, particularly in promoting independent learning beyond the classroom.

Keywords: listening development, students' perspectives, british council, digital learning platform, EFL learners

INTRODUCTION

Listening is an essential skill in learning English. Among the four language skills taught to English as a Foreign Language (EFL) students, listening and speaking are often considered the most important (Bano, 2017). Listening involves the process of receiving and interpreting spoken information in order to achieve meaningful understanding (Agustin & Ayu, 2021). However, for EFL students, developing listening comprehension presents notable challenges, as classroom instruction alone is often insufficient to provide the consistent exposure required for improvement. In the EFL context, these difficulties may arise due to learners' limited background knowledge of the language, as it is still relatively new to them (Fauzi & Angkasawati, 2019).

Therefore, Sundqvist and Sylvén (2016) explain the concept of extramural English refers to the exposure to and engagement with English that occur outside the classroom environment. This includes activities such as browsing English-language websites, for instance the British Council, which can be considered a form of extramural learning.

Extramural learning is particularly important, as active listening enables learners to grasp contextual meaning, nuances, and emotional cues in spoken communication. Through active listening, learners can better interpret context and emotions conveyed through verbal input, allowing them to respond more appropriately and effectively (Pardede, 2019).

Supported by rapid technological development and increasingly accessible internet resources, students now have greater opportunities to practice listening independently beyond formal learning environments. In response to this need, digital platforms such as the British Council have emerged as valuable learning resources. The British Council provides authentic listening materials delivered by native speakers, allowing learners to experience natural pronunciation, rhythm, and intonation. Beyond its use as classroom instructional material, the platform also supports self-directed learning by offering structured listening exercises that can be accessed anytime. Afriyani (2022) states that the British Council website features a user-friendly interface with a wide range of interactive resources, including language courses, listening exercises, reading materials, and grammar tutorials. This flexibility makes the British Council a practical tool for enhancing listening comprehension through both guided and independent learning experiences.

Previous research has demonstrated the potential of digital media in supporting English language learning. BBC Learning English has been highlighted in several studies. Ardiansyah (2024) reported positive instructional outcomes among secondary school students using digital materials, while Aini et al. (2023) found that BBC Learning English provided meaningful benefits for university learners' listening skills. Similarly, Khashan and AbuSeileek (2023) revealed that most students expressed agreement or strong agreement regarding the positive impact of the BBC Learning English application on their learning attitudes. In addition, British Council platform has also been examined, with Palupi et al. (2025) showing that it enhanced learners' motivation and supported speaking instruction in higher education contexts.

However, more recent findings suggest that although digital platforms significantly facilitate language development, learners should not rely exclusively on online media. Instead, these tools are most effective when complemented by broader exploratory learning experiences that address wider language needs (Sihombing & Ismahani, 2025). This perspective is further supported by Fang et al. (2026), who highlight that learners' engagement in informal digital English learning is influenced by their motivation and online learning self-efficacy. Taken together, these studies affirm the value of digital platforms in language learning while also emphasizing the importance of a balanced instructional approach. Nevertheless, much of the existing research continues to focus primarily on classroom implementation or specific language skills, indicating the need for further exploration of learners' broader perceptions and experiences.

Limited research has explored students' personal perspectives on the independent use of the British Council for listening development, particularly among university students at a university in Palangka Raya. Although the platform is familiar and frequently used as a classroom support material, learners' individual experiences outside formal instruction remain underexplored. Addressing this gap is important for gaining a deeper understanding of how students perceive and use the British Council as a self-directed listening resource.

This study aims to explore the perspectives and experiences of university students in the 2024 cohort who use the British Council platform to develop their listening skills. Specifically, the study seeks to examine students' perceived interest and motivation, perceived ease of use and usefulness, and the quality of the British Council's listening features. Through this exploration, the research intends to provide a comprehensive understanding of how learners experience and value the British Council as a medium for independent listening development.

METHOD

In this study, the researcher employed a descriptive quantitative approach to explore and describe participants' perceptions. Before completing the questionnaire, participants were instructed to explore selected listening materials on the British Council website to ensure they shared a recent and common listening experience.

This study utilized convenience sampling, which, according to Creswell and Creswell (2023), is a procedure in which participants are selected based on their availability and willingness to participate. Accordingly, the questionnaire was distributed to students from the 2024 cohort of the English Education program at one of the campuses in Palangka Raya who had completed or previously taken the Intermediate Listening course. Based on an interview with the course lecturer, British Council materials are frequently integrated into classroom instruction; therefore, it was assumed that these students had prior exposure to British Council resources.

The total population consisted of 106 students, of which 56 students responded to the questionnaire, resulting in a response rate of 52.8%. This response rate meets the minimum threshold of 50% suggested by Marguerite G. Lodico et al. (2021) to reduce the risk of non-response bias and improve representativeness. To ensure content validity, the questionnaire items were reviewed and evaluated by 2 expert English language education lecturers before distribution. The reliability of the questionnaire was assessed using Cronbach's Alpha. The result showed that the instrument had excellent internal consistency, with a Cronbach's Alpha value of 0.943

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.943	15

The data were collected using a structured questionnaire based on the Technology Acceptance Model (Davis, 1989), which was adapted to suit the context of this study. The questionnaire consisted of 15 items divided into three indicators: perceived enjoyment (5 items), perceived ease of use and usefulness (5 items), and the quality of the British Council platform (5 items). The instrument was reviewed by an expert in English language teaching to ensure its content validity.

To collect the data, a Likert-type ordinal scale was used to measure participants' responses. According to Creswell and Guetterman (2024), ordinal scales present ranked response categories that allow participants to indicate their level of agreement. The questionnaire employed a five-point scale ranging from strongly agree to strongly disagree. A five-point Likert scale was used to measure participants' responses, with the following coding: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The questionnaire was distributed online through Google Forms.

The data were analyzed using descriptive statistics with the help of SPSS. The analysis involved calculating the mean and standard deviation for each item to identify the overall tendency of students' perceptions. The mean scores were then categorized into levels of agreement to facilitate interpretation of whether students' perceptions were generally positive or negative.

FINDINGS AND DISCUSSION

Finding

This study presents the results of a study of students' perspectives on using the British Council platform for listening development. The data were collected through a questionnaire distributed to English Education students who had experience using British Council audio materials in listening learning. The questionnaire aimed to examine students' perceptions in three main aspects: students' Perceived on student interest and motivation, Perceived easy to use and usefulness, and the quality of British Council listening features. The responses were analyzed using a Likert scale, and the frequency, percentage, and mean score were calculated for each statement.

The findings of this study show that students generally have positive perceptions toward the use of British Council audio for listening learning. The indicator of students' interest and motivation fell within the high-to-very high grading interval, with an average percentage. Similarly, the indicators of perceived ease of use and usefulness fall within the

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high and very high grading intervals, indicating that students consider the platform easy to access and beneficial for independent learning. Furthermore, the indicator of the quality of British Council listening features falls within the high grading interval, suggesting that students perceive the platform's pronunciation, variety of materials, and level of difficulty as supportive of their listening development. A more detailed explanation of each indicator is presented in the following section.

Table 2. Questionnaire Responses: Perceived on student interest and motivation.

No.	Statement	SA	A	N	D	SD
1.	Learning using British Council audio is interesting.	10	39	6	1	0
2.	I am motivated to study more when using British Council audio.	8	22	23	3	0
3.	The audio in British Council is very attractive.	9	36	11	0	0
4.	Using British Council audio makes me more focused when studying listening.	6	28	19	3	0
5.	I am excited to use British Council audio outside of learning process.	7	25	19	5	0

The graphic above presents the students' responses to the indicator of students' interest and motivation. In the first statement, 10 students responded Strongly Agree (SA), 39 responded Agree (A), 6 selected Neutral (N), and 1 selected Disagree (D), while no students selected Strongly Disagree (SD). For the second statement, 8 students responded SA, 22 responded A, 23 responded N, and 3 responded D, while no students selected SD. The third statement showed that 9 students responded SA, 36 responded A, and 11 responded N, while no students selected D or SD. Moreover, the fourth statement indicated that 6 students responded SA, 28 responded A, 19 selected N, and 3 selected D, while no students selected SD. The last statement showed that 7 students responded SA, 25 responded A, 19 responded N, and 5 responded D, while none selected SD. Overall, the data show that the majority of students selected the Agree scale, indicating that students generally express positive interest and motivation in using British Council audio for listening learning.

Based on the analysis of the five questionnaire items, the mean scores predominantly fall within the range of 3.61–4.04, which is categorized as high. According to the interpretation scale (1.0-1.4 = very low, 1.5-2.4 = low, 2.5-3.4 = neutral, 3.5-4.5 = high, 4.5-5.0 = very high), the results indicate that the British Council resources effectively enhanced students' interest and motivation in learning listening text through listening activities

Table 3. Descriptive Statistics of Students' Interest and Motivation in Using British Council Audio

No.	Statement	N	Mean	Std. Deviation	Category
1.	Learning using British Council audio is interesting.	56	4.04	.602	High
2.	I am motivated to study more when using British Council audio.	56	3.62	.799	High
3.	The audio in British Council is very attractive.	56	3.96	.602	High
4.	Using British Council audio makes me more focused when studying listening.	56	3.66	.745	High
5.	I am excited to use British Council audio outside of learning process.	56	3.61	.824	High
Valid N (listwise)		56			

For the first indicator, students' interest and motivation, all items were categorized as high, with mean scores ranging from 3.61 to 4.04. The highest mean score was found in the statement "*Learning using British Council audio is interesting*" (M = 4.04), while the lowest mean score was in "*I am excited to use British Council audio outside of learning process*" (M = 3.61). The overall mean score for this indicator was 3.78, indicating that students demonstrate a high level of interest and motivation when using British Council audio. The relatively small standard deviation values suggest that responses were fairly consistent across participants.

Table 4. Questionnaire Responses: Perceived easy to use and usefulness.

No.	Statement	SA	A	N	D	DS
1.	I can use British Council audio.	11	28	16	1	0
2.	Listening audio in British Council website is easy.	14	25	14	2	1
3.	I can access British Council audio materials without difficulty.	13	28	12	3	0
4.	British Council Audio can be used anytime and anywhere so it supports my independent learning.	15	29	11	1	0
5.	It didn't take me long to learn how to use the British Council audio.	14	23	17	2	0

The graphic above presents the students' responses toward the indicator of perceived ease of use and usefulness. In the first statement, 11 students responded Strongly Agree (SA), 28 students responded Agree (A), 16 students selected Neutral (N), and 1 student selected Disagree (D), while no students selected Strongly Disagree (SD). For the second statement, 14 students responded SA, 25 students responded A, 14 students selected

N, 2 students selected D, and 1 student selected SD. The third statement showed that 13 students responded SA, 28 students responded A, and 12 students selected N, while 3 students selected D and none selected SD. Moreover, the fourth statement indicated that 15 students responded SA, 29 students responded A, 11 students selected N, and 1 student selected D, while no students selected SD. The last statement showed that 14 students responded SA, 23 students responded A, 17 students selected N, and 2 students selected D, while none of the students selected SD. Overall, the data show that the majority of students selected the Agree scale, indicating that students generally perceive the British Council audio as easy to use and useful for supporting their listening learning

Based on the analysis of the five questionnaire items, the mean scores predominantly fall within the range of 3.88–4.04, which is categorized as high. According to the interpretation scale, the results indicate that using British Council can help learning by being easy to use and useful for participants listening comprehension.

Table 5. Descriptive Statistics of Perceived easy to use and usefulness.

No.	Statement	N	Mean	Std. Deviation	Category
1.	I can use British Council audio.	56	3.88	.740	High
2.	Listening audio in British Council website is easy.	56	3.88	.896	High
3.	I can access British Council audio materials without difficulty.	56	3.91	.815	High
4.	British Council Audio can be used anytime and anywhere so it supports my independent learning.	56	4.04	.738	High
5.	It didn't take me long to learn how to use the British Council audio.	56	3.88	.833	High
Valid N (listwise)		56			

For the second indicator, perceived ease of use and usefulness, all items were also categorized as high, with mean scores ranging from 3.88 to 4.04. The highest mean score was recorded in the statement “*British Council audio can be used anytime and anywhere*” (M = 4.04), indicating strong agreement regarding its flexibility for independent learning. The remaining items showed similar mean scores (M = 3.88–3.91), suggesting that students consistently perceive the platform as easy to use and beneficial. Overall, these results confirm that students view the British Council platform as accessible and supportive for independent listening practice.

Table 6. Quality of British Council listening features

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No.	Statement	SA	A	N	D	DS
1.	British Council audio uses good and clear English pronunciation.	10	25	18	3	0
2.	British Council has a variety of audio that helps with listening comprehension.	8	32	16	0	0
3.	The several level of audio on British Council audio helps me in learning.	11	28	15	2	0
4.	The British Council provides a variety of audio materials that help improve my listening comprehension.	11	30	14	1	0
5.	The audio difficulty level at the British Council can be adjusted to suit my listening ability.	12	24	20	0	0

The graphic above presents the students' responses to the indicator of the quality of British Council listening features. In the first statement, 10 students responded Strongly Agree (SA), 25 responded Agree (A), 18 responded Neutral (N), and 3 responded Disagree (D), while no students selected Strongly Disagree (SD). For the second statement, 8 students responded SA, 32 responded A, and 16 responded N, while no students selected D or SD. The third statement showed that 11 students responded SA, 28 responded A, 15 responded N, 2 responded D, and none responded SD. Moreover, the fourth statement indicated that 11 students responded SA, 30 responded A, and 14 responded N, while only 1 student selected D and none selected SD. The last statement showed that 12 students responded SA, 24 responded A, and 20 responded N, while no students selected D or SD. Overall, the data show that the majority of students selected the Agree scale, indicating that they generally perceive the British Council listening features as high quality and supportive of their listening comprehension.

Based on the analysis of the five questionnaire items, the mean scores predominantly fall within the range of 3.75–3.91, which is categorized as high. According to the interpretation scale (1.0-1.4 = very low, 1.5-2.4 = low, 2.5-3.4 = neutral, 3.5-4.5 = high, 4.5-5.0 = very high), the results indicate that the quality of British Council features supports participants' listening Comprehension.

Table 7. Descriptive Statistics Quality of British Council listening features

No.	Statement	N	Mean	Std. Deviation	Category
1.	British Council audio uses good and clear English pronunciation.	56	3.75	.815	High
2.	British Council has a variety of audio that helps with listening comprehension.	56	3.86	.645	High
3.	The several levels of audio on the British Council website help me learn.	56	3.86	.773	High
4.	The British Council provides a variety of audio materials that help improve my listening comprehension.	56	3.91	.721	High
5.	The audio difficulty level at the British Council can be adjusted to suit my listening ability.	56	3.86	.749	High
Valid N (listwise)		56			

For the third indicator, the quality of British Council listening features, the mean scores ranged from 3.75 to 3.91, all within the high category. The highest mean score was found in “The British Council provides a variety of audio materials that help improve listening comprehension” ($M = 3.91$), while the lowest was in “British Council audio uses good and clear English pronunciation” ($M = 3.75$). Although this indicator shows slightly lower mean values compared to the others, it still reflects a positive evaluation. The findings indicate that students perceive the platform’s pronunciation, variety of materials, and adjustable difficulty levels as supportive of their listening development.

Discussion

The findings in Section 1, which focus on students’ interest and motivation, indicate that most responses fall within the high and very high grading intervals. This suggests that students demonstrate strong interest in using the British Council platform and feel motivated to engage in listening activities through it. This result may be influenced by the platform’s ability to provide authentic listening materials that reflect real-life communication. Exposure to authentic audio allows learners to become familiar with natural speech patterns, including pronunciation, intonation, and rhythm, which are often not fully represented in traditional classroom materials. In addition, the availability of diverse topics and engaging content may enhance students’ curiosity and sustain their motivation during the learning process. These findings are consistent with Fitria (2021), who reported that the use of the British Council application can encourage students to

improve their listening skills. Furthermore, students' motivation may also be supported by their engagement in extramural English activities, such as listening to English songs and watching audio-visual content, which provide continuous exposure to the language (Emeral & Yulitriana, 2025). The platform's accessibility, both as a website and a mobile application, also enables students to engage in flexible and independent learning beyond the classroom.

In Section 2, which examines perceived ease of use and usefulness, the results show that students generally find the British Council platform easy to use and beneficial for learning listening. Most responses fall within the high grading interval, indicating that students encounter minimal difficulty when accessing and utilizing the platform's features. This ease of use may be attributed to the platform's user-friendly interface and well-organized structure, which enable students to navigate learning materials efficiently. Furthermore, the platform provides structured listening exercises with varying levels of difficulty, allowing learners to gradually develop their listening skills according to their proficiency level. The presence of supporting features such as transcripts, comprehension questions, and interactive tasks also helps learners monitor their understanding and reinforces their learning process. These findings align with Ekawati (2022), who emphasized that the British Council platform exposes learners to natural pronunciation and meaningful listening input. In addition, the flexibility of the platform supports self-directed learning, as students can access materials anytime and anywhere. This finding is further supported by Mulyadi et al. (2021), who reported that structured independent listening activities using digital platforms can significantly improve listening skills, particularly in EFL contexts with limited classroom time.

From the perspective of the Technology Acceptance Model, the findings can be interpreted through perceived usefulness and perceived ease of use, as originally proposed by Fred Davis (1989). The high level of perceived usefulness indicates that students recognize the British Council platform as an effective tool for supporting their listening development, particularly through its authentic materials and structured learning activities. Similarly, the high level of perceived ease of use suggests that students find the platform simple to operate and accessible without significant effort. This allows learners to focus more on the learning process rather than on technical difficulties. Furthermore, TAM proposes that perceived ease of use can influence perceived usefulness. In this context, the ease with which students access and utilize the platform may enhance their perception of its usefulness. Consequently, these factors contribute to students' positive attitudes toward using the platform, as reflected in their high levels of interest, motivation, and overall acceptance.

In order to address the limitations of the Technology Acceptance Model, this study adopts and adapts the model to better capture the specific context of digital listening

learning. This adaptation is necessary because the quality of digital learning content plays a significant role in shaping learners' engagement and the effectiveness of the learning process. Rather than extending the original model, this study contextualizes TAM variables to fit the characteristics of digital learning environments. The findings indicate that students perceive the listening materials as having a high level of quality. This may be attributed to the availability of diverse audio materials, exposure to various accents, and graded levels of difficulty that support progressive learning. Such features allow learners to practice listening at their own pace and improve their comprehension of different forms of spoken English. Furthermore, the quality of these features may enhance students' perceived usefulness of the platform, as they directly support listening development. These findings are consistent with Pardede (2019) and Afriyani (2022), who emphasize the importance of digital resources and interactive features in facilitating independent language learning.

Overall, the findings of this study indicate that students hold positive perceptions toward the use of the British Council platform for learning listening comprehension. The results show that the platform not only increases students' interest and motivation but is also perceived as easy to use and beneficial for supporting the listening learning process. In addition, the quality of the listening materials and features provided by the platform contributes to students' positive learning experiences. These findings suggest that digital learning platforms such as the British Council can serve as effective supplementary tools to support listening practice, particularly by providing flexible access and diverse learning materials that enable students to practice listening both inside and outside the classroom

CONCLUSION

In conclusion, this study reveals that students have positive perceptions of the British Council platform for listening development, as it is engaging, easy to use, and beneficial, with high-quality features that support comprehension and independent learning, in line with the Technology Acceptance Model (TAM). However, as this study relies on self-reported questionnaire data and a descriptive design with a limited sample, future research is recommended to incorporate interviews, observations, or experimental methods to better examine students' actual listening achievement and provide more comprehensive findings.

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