The Use of Busuu Application to Improve First Graders' Listening Comprehension Achievement

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Abstract: This study was designed to know the significant improvement after using busuu application for listening comprehension achievement. It aimed at finding out how applying busuu application could be used to see significant improvement and significant mean difference between the students use busuu application and who did not use busuu application in first graders listening comprehension achievement at SMPN 3 Palembang. This research consisted of two variables, i.e. independent variable (busuu application) and dependent variable (listening comprehension achievement). The research was quantitative method quasi-experimental design. In this study, researcher used especially experimental group and control group. The sample of this research could be 66 students at first graders of SMPN 3 Palembang. After calculating data, the researcher concluded that students' listening can be improved both before and after using the busuu application. The mean results of the pupils' pre-test and post-tests serve as evidence for this. The result showed that there was significant mean difference on students' listening comprehension because the t-obtained was higher than t-table = (3,966 > 1,997) with sig. (2-tailed) < 0.05 = .000 < 0.05. Which means that the null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted. Moreover, the listening comprehension was significantly improved in the experimental group. The researcher concluded that there was any significant improvement and significant mean difference in the students listening comprehension achievement at SMPN 03 Palembang after being taught using busuu application.

Keywords: *listening comprehension achievement, busuu application*

INTRODUCTION

Language is the most important aspect of life to communicate with each other. On the other hand, it is claim that listening is a skill that enhances speaking. A message is communicated through language as an expression as a means of interaction in various contexts and activities. It is supported by Rabiah (2018) claim that every language has a specialty, including communication languages. People are able to communicate verbally without

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the need for physical gestures. Communication and language are closely related. According to Meilani et al., (2022), linguistic formulations and reviews of language communication are understood as tools or communication media used by humans in their interactions with each other, reflecting the relationship between the two. On the other hand, language is a necessary medium for communication. This implies that effective use of language is necessary for communication. Language communication is the goal of every word or expression, then everyone has a different language. For people who meet but come from different places and have different cultures, the relation of language to communication is often observed. A person regular contact with people and groups can show how communication and language are related.

Kovacs (2017) claims that four different skills such as listening comprehension, reading comprehension, speaking and writing are generally emphasized in language teaching. These four capabilities must be integrated effectively. These skills must be handled in a way that helps students. Language learners should be able to master listening abilities as crucial English language ability because doing so will help them enhance their English. Listening and communicating are very similar, people may not always be able to reply to a conversation if they cannot hear or understand what it is about. One of the skills needed to master English is listening. In this case listening is one of crucial skills to acquire because effective communication starts with listening.

There are several effective ways to improve your understanding of English, such as watching movies, listening to music, playing games, using English apps and using media. Teachers can use

applications to teach students' listening skills to solve these problems, especially those related to improving students' listening comprehension. According to Amir (2019), teachers should encourage their students to spend more time interacting with native English speakers in order to help them overcome issues with speaking speed, language habits, and accents. Students must become accustomed to hearing spoken messages delivered at a regular pace and with a distinct accent, so this comes across as extremely natural. There will undoubtedly be a number of procedures necessary to fully resolve this issue. Due to the fact that

students continue to learn English the traditional method, the researcher in this study was sought to use the Busuu program as a portable listening alternative that can be used anywhere. Furthermore, research by Syafrizal and Septiawati (2022) revealed that utilizing Busuu can greatly improve students' listening abilities. This study also shown that the students enjoyed themselves and were enthusiastic about the listening exercise.

Shibata (2020) specifies that Busuu offers four levels of language courses which are divided into beginner, elementary, low-intermediate, and upper-intermediate. For people who want to learn languages in different parts of the world, Busuu is now only available as a page that offers free language learning services in different languages. Communication skills are the main focus of learning in this application. The application user interface is friendly and attractive, and easy to use. Tafiqurrahman (2015) says that a website made specifically for online language learning is called Busuu.com. An international group of website developers, designers and language teaching professionals oversee Busuu.com. To learn another language, users can interact with programs or software in one of 12 languages. Users can choose their own learning order, or they can take a short placement test to determine their starting level.

Based on the justification given, this research was focused on listening skill and use the Busuu application. To overcome this problem researcher tried to use the Busuu application because most students like learning methods that make it more fun and because it is found that students were aware of that using technology for learning does not only happen in the classroom. There have been studies about using the Busuu app in teaching and learning English. A study by Khairunnisa et al. (2021a) mentioned that using Busuu can significantly increase students' vocabulary mastery. They now have the opportunities to learn English outside the classroom and beyond the classroom thanks to this technology. It is also supported by Nurmala (2022), she said that the use of Busuu application makes students use internet for academic purpose and increase their listening skill. Because there are so many topics to choose from in the Busuu program, learning English is fun. In addition to the various themes discussed, Busuu also provides various kinds of interesting quizzes. Among the additional features provided are various

study materials in various formats, images, videos, and assignments. They are very happy with the features provided and want to know more as a result. When they like the process, students are more motivated to learn.

The researcher was concentrated on listening skills by using Busuu applications. In order to address this issue, the researcher was tried to use Busuu applications to help students learn and advance in both listening and grammar skills. This technology-related application was learned, so it can be used outside of class in addition to in the classroom. As a result, students primarily use their free time to open Busuu applications and practice listening.

METHOD

This research is quantitative research and it is an experimental design. According to Telford (2007, p. 224), experimental design is an efficient instrument for optimizing the quantity of information received from a study while minimizing the amount of data to be collected. Because she wanted to understand the chance relationship between the independent and dependent variables, the researcher utilized an experimental design. Quasi-experimental was used to test hypotheses about the effects of manipulable treatments. According to Creswell (2008), a pre-test offers a measurement of some traits or features that were evaluated for experiment participants before they were received a treatment with employed quasi-experimental designs in this study together with a nonequivalent control group design.

The population of this research were students' at class VII at SMP Negeri 03 Palembang in2022/2023 academic year. The total of populations are 334 students. There were 2 criteria of this study, the first one is the students were taught by the same teacher, then the students were not taking English course. In addition, the researcher employed two classes. Then, two classes group, which received pre-test, treatments, and a post-test with 32 students, and the control group, which did not get any treatments. The researcher applied the purposive sampling method in this investigation. This sampling method primary goal is to provide a sample that can be logically regarded as representative of the population. There were 2 criteria of this study, the first one is the students were taught by the same teacher, then the students were not taking English course.

In this research, a test was the type of instrument employed. According to Selamat (2011), an instrument is a tool that can be used to gather, analyze, and interpret data from respondents. After the treatment was complete, the device was used to measure the pupils' listening comprehension achievement. In this research, there were 40 mutiple choice questions, true and false, and word arrangement about listening in Busuu. All questions should be answered by the students in accordance with the instructions provided. Every question was created based on a listening skill component. The study concentrated on five elements of listening ability. These were the indications, which include listening, remembering, evaluating, responding, and understanding.

The researcher gave the pre-test to measure prior knowledge on the students before giving treatment and to know the problems that the students have. After that the researcher was going to explain about Busuu app and how to use Busuu app. After doing pre-test, the students were given a treatment by using Busuu app. It was took ten meetings in treatment and spent 2 hours in each meetings. In each meeting the researcher gave different topic in listening.

In each meetings, the researcher used some procedure as follows: (1) Told the students for download Busuu app in google play store; (2) Explain how use Busuu app and what will the student learnfrom this app; (3) Show the dialog that must be listened by the students; (4) The students were listened to the dialog from this app; and (5) Researcher checked the result that the students can use Busuu app or not.

After give a treatment, all students received a post-test to determine their improvement in English listening comprehension.

The researcher applied the t-test in this research. Paired sample and independent sample t-test. Paired sample t-test were used to see the improvement in the students' listening comprehension after using Busuu application. While independent sample t-test was used to see the significant mean difference between the students' who were used Busuu app and those who were not using Busuu app. Then the results of the pre- test and post-test of each student were calculated and compared by using SPSS 16.0 program.

FINDINGS AND DISCUSSIONS.

The finding showed the results of the students' pretest and posttest. In this study, the researcher analyzed the data by using t- test and calculated the

data by using SPSS program. The data were collected from the students' pretest and posttest. Pretest was given before treatment and posttest was given after treatment. There were two t-test namely, paired sample t-test and independent sample t- test. Paired sample t-test was used to compare means score from the same group. In this study, paired sample t-test was used to find out the improvement in the students' listening comprehension after being taught by using Busuu application and to find out the improvement in the students' listening skill after being taught by using Busuu application. While independent sample t-test was used to see the significant mean difference between the students who were taught by Busuu application and those who were not.

The preceding table summarizes the findings between descriptive analysis of pre-test and post-test in the experimental group:

Table 1: Pre and Post-Test Scores in Experimental Group

Score Range	Categories	(Pre-Test) Frequency / Prcentage	Mean	SD	(Post-Test) Frequency / Prcentage	Mean	SD
91 – 100	A (Very Good)	0 (0%)			13 (41%)		2,631
76 – 90	B (Good)	7 (22%))		5,094	12 (38%)		4,271
61 – 75	C (average)	16 (50%)	65,72	3,882	5 (16%)	86,91	1,324
51 – 60	D (Poor)	3 (9%)		4,041	2 (5%)		1,414
<50	E (Very Poor)	6 (19%)		2,805	0 (0%)		
Total		32 (100%)			32 (100%)		

From the data above it can be concluded that before being given treatment most of the students were in the poor category (55,67) and very poor category (42,57), and after being given the treatment there were only 2 students who scored from poor category with meanscore 59,00. There are no pupils that scored in a very poor category. So the results of this analysis there is a considerable gain in pupils' listening comprehension skills after using busuu application to teach them.

The preceding table summarizes the findings of descriptive analysis between pre-test and post-test in the control group:

Table 2: Pre and Pos-Test Scores in Control Group

Score Range	Categories	(Pre-Test) Frequency / Prcentage	Mean	SD	(Post-Test) Frequency / Prcentage	Mean	SD
91 – 100	A (Very Good)	0 (0%)			3 (9%)		
76 – 90	B (Good)	5 (15%)		2,510	12 (35%)		4,418
61 – 75	C (average)	15 (55%)	62	3,751	17 (50%)	76,47	3,670
51 – 60	D (Poor)	3 (9%)		2,887	1 (3%)		
<50	E (Very Poor)	11 (32%)		5,502	1 (3%)		
Total		34 (100%)			34 (100%)		

Based on these findings, it is possible to draw the conclusion that the majority of students performed poorly in the pre-test and very poor category. And in post test there are any improvement from 11 students in very poor category with meanscore 44,55 to 45,00 for 1 students in very poor category. So it can be concluded, that the control group improved, but not as significantly as the experimental group. The paired sample t-test was performed by the researcher to compare the mean result of students' listening comprehension achievement before and after treatment. Paired sample t- test was used to see the improvement in the students' listening comprehension after being taught by using Busuu application.

The statistical analysis of the experimental and control groups is presented below.

Table 3: Paired Sample T-Test in Experimental and Control Group

Variable	Pre-test		Post Test		Mean Difference Pre and Post Exp Within	Mean Difference Pre and and Post Within	T-Value and Sig.between Pre and Post Exp Within	T-Value and Sig.between Pre and Post Ctrl within
	Mean Exp	Mean Ctrl	Mean Exp	Mean Ctrl				
Listening Comprehension Achievement	65,72	62	86,91	76,47	21,188	14,471	10,221	9,269

The result of paired sample t-test in the experimental group, the mean score of the pretest was 65,72 while the mean score of posttest increased to was 86,91 with the mean difference within pretest and posttest of experimental group was 21,2. Since the sig.(2-tailed) was lower than 0.05 (.000 < 0.05) and t- obtained was higher than t-table (10,221> 2,039). Which means that the null hypotheses (Ho) was rejected and the alternative hypotheses (Ha) was accepted. Moreover, the listening comprehension was significantly improved in the experimental group.

Based on the result of paired sample t-test in the control group, the mean score of the pretest was 62,00 while the mean score of posttest changed to was 76,47 with the mean difference within pretest and posttest of control group was 14,5. Since the sig. (2-tailed) was lower than 0.05 (.000 < 0.05) and t-obtained was higher than t-table (9,269 > 2,039). Which means that the null hypotheses (Ho) was rejected and the alternative hypotheses (Ha) was accepted. Furthermore, the listening comprehension was significantly improved in the control group. But the most significant improvement in the students' listening comprehension was in experimental group. It proved in the mean difference of pretest and posttest in experimental group was 21,2 while in control group only was 14,5.

CONCLUSION

There was significant mean difference on listening comprehension achievement between the students who were taught by using Busuu application (experimental group) and those who were not using Busuu application (control group) posttest. The researcher concluded that by applying Busuu application was useful and effective for students in improving their listening comprehension achievement. This application enabled the students to do English assignment especially students' listening skill. Students did by using native language speakers and quizzes are very interesting for students to learn, especially for first graders of SMPN 03 Palembang.

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