

Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency

Aisyah Cucu Utami¹, Yuli Astutik^{2*}

^{1,2}Universitas Muhammadiyah Sidoarjo

^{1,2}Indonesia

Corresponding author: yuliastutik@umsida.ac.id

Article History: Submitted date; March 21st, 2024; Revised date; April 28th, 2024,
Accepted date; May 03rd, 2024; Published date; June 30th, 2024

ABSTRACT

This study investigates the effectiveness of the Busuu application in improving students' listening skills among eighth-grade students at MTs Anwarul Maliki. Using a pre-experimental quantitative approach with a pre-test and post-test design, the research assessed students' listening abilities before and after the Busuu intervention. The findings reveal a significant enhancement in students' listening skills following the use of the Busuu application compared to traditional methods. This study contributes empirical evidence supporting the efficacy of technology-based language learning tools, indicating their potential for achieving better learning outcomes. The results suggest that integrating Busuu into language education can positively impact junior high students' English listening proficiency.

Keywords: busuu application, english language teaching, junior high school, listening skills

INTRODUCTION

Rapid technological developments have presented new challenges in the world of education. Teachers are now faced with the need to integrate learning with various technology-based media to be more effective, especially in teaching English. This challenge arises because the younger generation is increasingly familiar with technology, and traditional media alone is no longer enough to attract students' attention and motivate them (Alzubi, 2023; Astutik et al., 2022).

According to Zaafour & Sciences (2024) that the integration of technology in English learning is the key to achieving better educational goals. With a variety of technology-based media such as learning applications, online platforms and mobile devices, teachers can create a more interesting and interactive learning experience. In addition, technology allows learning

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

to take place flexibly anywhere and at any time, allowing students to learn according to their own style and pace. Recent research shows that the use of technology in English learning can increase student motivation and engagement. Various methods such as Mobile Assisted Language Learning (MALL) have proven effective in creating a natural and enjoyable learning environment for students (Stockwell & Hubbard, 2013). In this context, teachers need to continue to develop their skills in utilizing technology for education. Adequate support and training in this case is very important so that teachers can optimally utilize the potential of technology to improve the quality of English language learning in this digital era.

Mobile-based learning in this condition becomes a solution tool for teachers in providing assessment and feedback to students to find out their self-improvement when learning a language (Hsu & Lin, 2016). Learning languages through mobile applications is becoming more popular and favored by many people due to its convenience, flexibility, and effectiveness (Winans, 2020). The use of mobile devices can also minimize students' fears, increase a sense of independence while studying, and be able to develop lesson plans so that students feel motivated to learn independently outside the classroom (Al-Shamsi et al., 2020).

Teaching English differs from teaching other subjects. Teaching English in Indonesia still faces various obstacles, such as a lack of motivation, interest, and ability of students, as well as a lack of interesting and varied learning media and resources (Husna et al., 2021). Since English is a recent linguistic subject and a foreign language, it is referred to as a foreign language since it is an international way of communicating with individuals worldwide (Newton, 2016). English is taught at schools as a course of study. Students must learn four abilities when studying English: speaking, writing, reading, and listening.

The practice of listening represents a crucial yet frequently overlooked facet of foreign language acquisition, primarily due to an instructional focus that predominantly emphasizes reading, speaking, and writing skills (Gilakjani & Sabouri, 2016). Regrettably, the development of listening proficiency is often hindered by inadequate learning environments and a dearth of emphasis within educational materials. Notably, many textbooks do not prioritize listening skills, and a majority of educators fail to allocate sufficient attention to this essential component in classroom settings. Even if the listening activity is imperceptible, fluency in hearing necessitates the capacity to efficiently coordinate brain processes to comprehend and respond to what has been heard (Goh, C. C., & Vandergrift, 2021).

Based on observations did by the researchers in class VIII B of MTs Anwarul Maliki Sukorejo, it was discovered that both the teacher and the students struggle with listening activities. Several factors contribute to difficulty for the teacher such as choosing the appropriate material for students learning for the first time and listening to someone speak English.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

The limitations of time and suitability of the media used in learning, apart from using the YouTube link, sometimes teachers use guidebooks provided by the government and schools. Also, several factors make students struggle with listening skills such as Students think listening is hard because they fail to focus or lack concentration, do not understand English accents, lack confidence, have a limited vocabulary influenced by the lack of English communication practice in their daily lives, not yet accustomed to the accent, speaking speed and language heard. Listening skills are usually taught when approaching or are about to face a final exam; preferably, listening skills can be trained from the first year of school to listen to audio in English.

There are several solutions to reduce the difficulties encountered, one of which is using the Busuu Application. Busuu, a language learning platform, offers interactive lessons, vocabulary exercises, and listening exercises. Busuu is an innovative tool that educators should explore to improve language skills (Samara, 2021; Shibata, 2020).

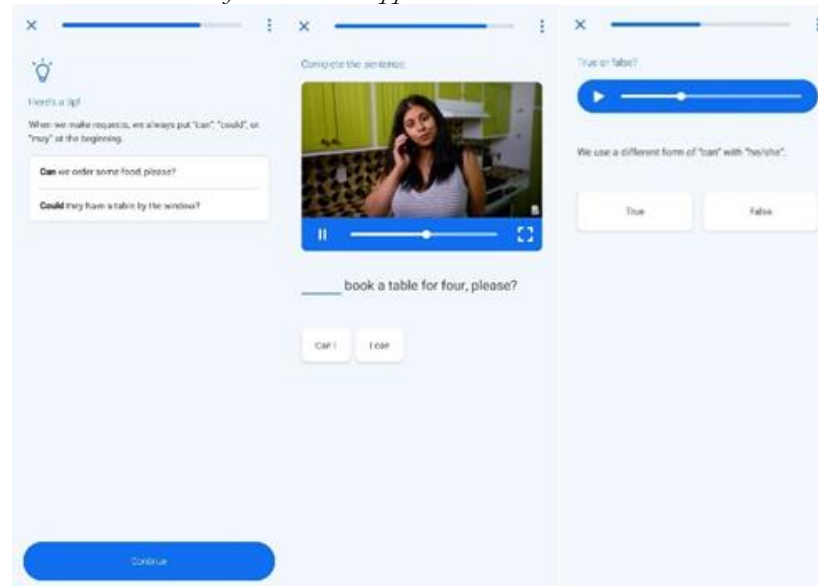
Some previous research agree that the use of Busuu Application helps students and teachers deal with current difficulties. Busuu is a mobile application that may be used anywhere and anytime. The use of the Busuu application is extremely appropriate for learning English since there are different ways to study English in this application, particularly in listening skills because this application allows students to learn English with the support of native speakers. Using the Busuu program, students may practice and enhance their English listening skills (Albantani, 2018; Nafa et al., 2023; Nurmala, 2022; Samara, 2021; Syafrizal & Septiawati, 2022; Taufiqurrochman et al., 2018a).

Busuu is a language learning application that offers various features to help students improve their language skills, including listening skills. It can be said that Busuu is one of the audio-visual media that can be used to improve the English listening skills in learning English (Erlinah, 2019; Wachidah et al., 2017). Another research paper shows that audio-visual media can improve students' English listening skills, in terms of achievement, motivation, and learning activities. This is because audio-visual media can provide interesting, varied, and authentic stimuli for students, so they can more easily understand and enjoy the English language material presented (Saragih et al., 2022). By using this application, learners will easily and quickly perform writing, pronunciation, listening, and reading a foreign language, especially English language material that is learned.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144. <https://doi.org/10.26714/lensa.14.1.2024.126-144>

Picture 1:
A View of the Busuu Application that students work on



While several studies have explored the use of the Busuu application for teaching language listening skills, these studies predominantly focus on Arabic language learning (Albantani, 2018; Taufiqurrochman et al., 2018b). Furthermore, despite considerable research attention on Busuu for English language learning in secondary schools, none have specifically examined its impact on secondary school students in Sidoarjo (Meniwati & Mutiaraningrum, 2022; Nafa et al., 2023; Syafrizal & Septiawati, 2022). Therefore, this research aims to provide empirical evidence of the implementation of the Busuu application among secondary school students in Sidoarjo. In addition, this research aims to examine the use of the Busuu application on the improvement of students' listening skills in teaching and learning activities in English classroom. Therefore, researchers are interested in exploring whether there is any effect of using the Busuu application on improving students' listening skills in teaching and learning activities in the classroom.

METHOD

This research uses a pre-experimental design with a quantitative approach to evaluate the effectiveness of the Busuu application in improving the listening skills of eighth grade students at MTs Anwarul Maliki. This design was chosen because this study aimed to see changes in listening skills before and after intervention with Busuu, without comparing them with a control group.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

Statistical analysis that will be used includes the t-test to compare pre-test and post-test results in one group.

The data were collected using an instrument and an assessment rubric through an experimental approach, where data were gathered before, during, and after the experiment to analyze the changes that occurred. The instrument used comprised questions sourced from the Busuu application. In this study, researchers provided pre-test and post-test questions that aligned with the instructional material used during the treatment with the Busuu application. The pre-test and post-test questions, consisting of 5 questions each, were completed by the eighth-grade students of MTs Anwarul Maliki. These questions were adapted from the Basic English Grammar Fourth Edition Book by Azar (Azar, 2002).

The objective of this research is to assess the effectiveness of the Busuu application among students at this grade level. Class VIII B was selected because it represents the typical student population at the school. The sampling technique employed was saturation sampling, which involves including the entire population or all elements within a population in the study. This technique does not involve random sampling; instead, it encompasses all elements of the population in the analysis or research. The researchers opted for this sampling technique due to the small size of the population, allowing for the analysis of the entire population without the need for separate sampling. In this research, several steps that researchers took when conducting research were as follows:

a. Pre-Test

The pretest was administered to class VIII B students at MTs Anwarul Maliki Sukorejo. This test was conducted to assess students' listening skills using 5 test questions sourced from the Basic English Grammar Fourth Edition Book by Azar and Hagen, accompanied by audio containing modal material (can, could, will). In this pretest, the researchers instructed students to complete sentences with the provided options while listening to the audio played three times, with 45 minutes allocated to complete the questions.

Table 1:
Pre-test question

Listen to the conversations. Complete the sentences with the words you hear 1. A: _____ to talk to Adam last night? B: _____ reach him. I _____ again later today. 2. A _____ _ pizza?	a. I can b. don't know c. Can see d. can you come e. I can f. Will you be able to g. Wasn't able to finish
--	--

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastran, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

B: Yes, I _____ it. What about you?	h. 'll try
A: No, but _____ me?	i. I will be able to
B: Sure	j. Were you able
3. A: _____	k. I couldn't
_____ the teacher?	l. can try
B: I _____ her in the beginning, but now I _____ most of the lectures.	m. Can you teach
A: I still _____ her very well.	n. Do you know how to make
4. A: Professor Castro, when _____ correct our tests?	o. Can make
B: I began last night, but I _____ finish.	p. Are you able to understand
_____ I _____ again tonight. I hope _____ hand them back to you tomorrow.	q. Can't understand
5. A: Hello?	r. Couldn't understand
B: Hi. This is Jan Quinn. I'm wondering if _____ get in to see Dr. Novack today and tomorrow.	s. can understand
A: Well, see you tomorrow morning at 11.00. _____ in then?	
B: Yes, _____. Please tell me where you are. I _____ the way to your office.	

b. Treatment

Treatment was carried out for 3 meetings that were adjusted to the Busuu application. This treatment was conducted to determine students' listening skills with Polite Request material in the Busuu application which includes modal material (can, could, will). Here are the steps the researchers took over 3 meetings with the Busuu application during the treatment:

1. First meeting
 - a. After conducting a pre-test on the previous meeting. The researcher introduced and explained a little about the Busuu application to students.
 - b. In this first meeting treatment, students were given practice questions that were adjusted to the display in the Busuu application that showed the Busuu display through the projector.
 - c. The researchers distributed practice question papers and presented the material in Busuu to the learners.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

Table 2:
Busuu questions at the first meeting

1. Listen to the audio. How does Paulina ask the waiter for the bill? a. She uses “can” b. She uses “will” c. She uses “could”
2. Look something new! a. Can : Can I book a table for four, please? b. Could : Could I have some water please? c. Will : will we order?
3. True or false? We use a different form of “can with “he/she” a. True b. False
4. Complete the sentence I have your phone number? a. Could b. Can
5. George is in a job interview. Which word does he use? a. He uses “can” b. He uses “will” c. He uses “could”
6. Complete the sentence book a table for four, please? a. Can I b. I Can
7. we have the wine list, please? a. Can b. Could

- d. Students were directed and assisted to fill in the answers according to what they heard for 45 minutes.
 - e. The researchers played the audio to the students.
 - f. The researchers and students made corrections together
2. Second meeting
- a. Students were given practice questions that were adjusted to the display in the Busuu application that showed the Busuu display through the projector.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126–144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

- b. The researchers distributed practice question papers and presented the material in Busuu to the learners.

Table 3:

Busuu questions at the second meeting

1. Put the letters in order I book a table a – n – c
2. Put the words in order Have – could – please? - I – a glass of water
3. Complete the sentence a. Can b. Could c. Will
4. Put the letters in order C – u – o – l d you help me, please?
5. Select the word you hear in the dialogue a. Can b. Could c. Will
6. Complete the sentence book a table for four, please a. I could b. Could I
7. Put the words in order I – Can – help – you?
8. Complete the sentence we have a jug of water, please?
9. Put the words in order I – have – please? – the bill – May
10. Complete the sentence the menu, please?
11. Complete the sentence A jug of water, please?
12. Complete the sentence have the wine list? a. Could I

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastran, Dan Budaya*, 14(1), 126–144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

b. I could

13. Complete the sentence
..... the bill, please?

- c. Students were directed and assisted to fill in the answers according to what they heard for 45 minutes.
 - d. The researchers played the audio to the students.
 - e. The researchers and students made corrections together.
 - f. The researchers provided opportunities to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions.
3. Third meeting
- a. Students were given practice questions (quizzes) that were adjusted to the display in the Busuu application that showed the Busuu display through the projector.
 - b. The researchers distributed practice question papers and presented the material in Busuu to the learners.

Table 4:
Busuu questions at the third meeting

1. We have some cheese? a. Could b. Can c. Will
2. Complete the sentence Can we have a by the window?
3. George is in a job interview. Which word does he use? a. He uses "can" b. He uses "could" c. He uses "will"
4. Complete the sentence We have the wine list, please?
5. Put the words in order I – table? – a – Can – book
6. Complete the sentence a jug of water, please?

- c. Students were directed and assisted to fill in the answers according to what they heard for 45 minutes.
- d. The researchers played the audio to the students.
- e. The researchers and students made corrections together

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

- f. The researchers provided opportunities to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions before doing the post-test in the next meeting.

In this session, the treatment process involved integrating the Busuu application into the learning activities. Students were provided access to this application and directed to utilize various features such as listening exercises, interactive dialogues, and vocabulary drills. Teachers facilitated the use of this application as part of their English curriculum, ensuring that Busuu materials were well-integrated into everyday learning activities.

c. Post Test

The post-test was the second test administered after treatment to the class VIII B students at MTs Anwarul Maliki Sukorejo. This test was conducted to determine whether there was an improvement or influence from the treatment on students' listening skills. It consisted of 5 test questions identical to the pre-test questions sourced from the Basic English Grammar Fourth Edition book by Azar and Hagen, along with audio containing modal materials (can, could, will), albeit with changes in the answer choices. During the post-test, the researchers instructed the students to complete the sentences by selecting from the provided choices while listening to the audio, which was played three times. The students were allotted 45 minutes to complete the questions.

Table 5:
Post-test question

Listen to the conversations. Complete the sentences with the words you hear 1. A: _____ to talk to Adam last night? B: _____ reach him. I _____ again later today. 2. A _____ pizza? B: Yes, I _____ it. What about you? A: No, but _____ me? B: Sure 3. A: _____ the teacher? B: I _____ her in the beginning, but now I _____ most of the lectures. A: I still _____ her very well.	a. I couldn't b. can try c. Can you teach d. Do you know how to make e. Can make f. Are you able to understand g. Can't understand h. Couldn't understand i. can understand j. I can k. don't know l. Can see m. can you come n. I can
--	---

How to Cite (in APA 7th Edition):

-
4. A: Professor Castro, when _____ correct our tests?
B: I began last night, but I _____ finish.
I _____ again tonight. I hope _____ hand them back to you tomorrow.
5. A: Hello?
B: Hi. This is Jan Quinn. I'm wondering if _____ get in to see Dr. Novack today and tomorrow.
A: Well, see you tomorrow morning at 11.00.
_____ in then?
B: Yes, _____. Please tell me where you are. I _____ the way to your office
-
- o. Will you be able to
p. Wasn't able to finish
q. 'll try
r. I will be able to
s. Were you able

The pre-test and post-test used in this study were tailored to align with the research objectives and the content of the Busuu application. The pre-test focused on assessing English listening skills, while the post-test measured students' progress after using the Busuu application. Both tests were designed to reflect the content taught within the application, such as listening exercises featuring English dialogues with various accents and intonations.

d. Assessment

Assessment of the pre-test and post-test was conducted manually, where each question carried a weight of 20 points. The test results were calculated using the following formula:

$$\text{Number of correct questions} \times 20 = 100$$

The validation conducted by the researchers involved collecting pre-test data from the observed sample, followed by administering an intervention. Subsequently, post-test data was collected using the same method as the pre-test to ensure consistency. Then, data analysis was conducted to identify changes or differences between the pre-test and post-test results. This involved statistical analyses such as the T-test. The data analysis technique used in this study involved employing the T-test. The data were analyzed using paired T-tests. The researchers utilized SPSS version 27 to assist with the analysis. The findings were compared to determine if the treatment had increased students' learning and listening skills.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

FINDINGS AND DISCUSSION

a. Findings

This study involved eighth-grade students, and it was carried out in three stages: pre-test, treatment, and post-test. An English audio test is being used to assess how utilizing the Busuu program has affected students' listening skills. After students receive treatment, it is determined whether their listening skills have improved or changed. To compare the effects of the treatment before and after, the pre-test and post-test assessments' results are computed.

Table 6:
Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	34.4444	18	18.30211	4.31385
	Post-Test	64.4444	18	25.02287	5.89795

The table 1, shows that the average difference in pre-test and post-test scores before treatment was 34.4444, while the average pre-test and post-test scores after treatment were 64.4444. The amount of data in both samples is 18. The standard deviation of the pre-test and post-test scores before treatment was 18.30211, while the standard deviation after treatment was 25.02287. The standard error of the average pre-test and post-test scores before treatment was 4.31385, while the standard error of the average pre-test and post-test scores after treatment was 5.89795. So, there is an improvement from the mean pre-test results to the mean post-test results of students using the Busuu application for students' listening skills.

Table 7:
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	18	.439	.068

A paired sample correlation table is a table that shows the correlation or relationship between two paired samples. The table 2, shows that the correlation between pre-test and post-test scores is 0.439, which indicates a fairly strong positive relationship. The significance value of the correlation is 0.068. A significance value greater than 0.05 indicates that the correlation is not statistically significant, meaning it occurs by chance or due to other factors. The amount of data in both samples is 18.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

Table 8:
Paired Samples Correlations

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test	-30.00000	23.63945	5.57187	-	-	-5.384	17	.000
	Post-Test				41.75562	18.24438			

The mean pre-test value is 34.4444, and the mean post-test value is 64.4444, according to the paired sample statistics table. The paired t-test table gives a statistical value of 5.384 for the t-test. The t-table with df 17 shows that it is 2.109. As a result, the t-value exceeds the t-table value ($5.384 > 2.109$). The pre-test and post-test t-test findings reveal a substantial rise. From Table 3 above, we can see that the significance value (2-tailed) is 0.000, which is smaller than alpha 0.05. Therefore, we can reject the null hypothesis (H0) and accept the alternative hypothesis (H1), which means there is a significant difference between the pre-test and post-test scores in the students' English listening skills. So, there is a significant difference in the listening skills of students in class VIII B at MTs Anwarul Maliki before and after treatment with the Busuu application.

b. Discussion

The description of the research results above shows that the Busuu application as a learning medium in this study can improve students' English listening skills. This is shown by the increased difference in results from the pre-test to the post-test of students' listening skills. The researchers found that there was no correlation between the pre-test and post-test (correlation coefficient = $0.068 > 0.05$). The results on the pre-test and post-test 0.068 are greater than 0.05. However, this finding also shows a substantial increase. This is shown by the significant results (2-tailed) at the number 0.000 which is smaller than the number 0.05. There is a significant difference in the listening skills of class VIII B MTs Anwarul Maliki students before and after treatment using the Busuu application. This shows that there is a meaningful influence on the differences in treatment given to each variable. This is in line with the opinion of previous research which shows that the use of the Busuu application can improve students' listening skills.

The results of this research are supported by several previous studies that the Busuu application affects the students' English listening skills (AlDakhil & AlFadda, 2021; Meniwati & Mutiaraningrum, 2022; Syafrizal & Septiawati, 2022; Winans, 2020). With a strong enough relationship between the use of the Busuu application and the student's English listening skills, hence, the use of the Busuu application tends to influence changes in the pre-test and post-test values of the student's English listening skills. By incorporating the Busuu application into the learning process, students can get accustomed to listening to native speakers speaking English,

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144. <https://doi.org/10.26714/lensa.14.1.2024.126-144>

understanding intonation, accents, and vocabulary usage, and enhancing both their listening and reading skills simultaneously. The interactive nature of the Busuu application as a learning media also allows students to listen anytime and anywhere according to their needs. This provides flexibility in learning and enables users to study in a comfortable environment. In this regard, the use of the Busuu application can aid the learning process by tailoring the materials to be studied. However, it is important to note that other factors can also influence the students' listening skills.

Although according to Putri (2014) there are several weaknesses of busuu such as being limited to written communication, depending on an internet connection, and face-to-face interaction between teachers and students is not optimal. However, many researchers believe that it all depends on the teacher who implements it. One of which is proven in this research is that when students received the treatment of listening through the Busuu application, they were enthusiastic and eager to complete their learning. Students could happily do the listening activities using the Busuu application. Students do not have to learn English from books, rather students can use technology to learn English at school and at home. Furthermore, learning media used during the teaching and learning process can arouse new interests and desires, increase motivation and stimulation of learning activities, and have psychological effects on students. This is also in line with some previous studies that using the Busuu application provides a fun, interesting, and useful learning experience (AlDakhil & AlFadda, 2021; Meniwati & Mutiaraningrum, 2022; Syafrizal & Septiawati, 2022; Taufiqurrochman et al., 2018b). They argued that Busuu is easy-to-use, aesthetic appearance, navigation, and design of the Busuu application.

The success of using Busuu can also be associated with students' motivation to learn through digital platforms. This results supported by Taufiqurrochman et al., (2018) that students who are active and consistent in using this application tend to achieve greater improvements in listening skills. However, unlike Taufiqurrochman et al., (2018) who focused on the use of busuu in Arabic language learning, the researchers in this study focused on the application of busuu in English language learning. This fact illustrates that the use of this application also has a positive impact on language learning. Therefore, it is important for schools and teachers to motivate students and ensure consistency in the use of Busuu. Teacher support also plays a key role in the successful implementation of Busuu. Teachers who are actively involved in guiding students, providing feedback, and creating a supportive learning environment can enhance student learning outcomes through this application. This is also supported by previous research that other factors such as speakers, tasks, and environment also influence students' listening skills, but not significantly. Teacher training in effectively utilizing Busuu can be a valuable investment. The audio material provided by Busuu allows

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

students to listen to various English accents and intonations, which can enhance their understanding of the language.

The results of this research imply that using the Busuu application as a learning medium can improve students' English listening skills. Apart from that, the Busuu application can also improve students' listening skills in learning English. Using this application also increases students' interest and motivation in learning and provides a positive psychological influence. Lastly, the teacher's active support for the use of the Busuu application greatly influences the success of language learning.

CONCLUSION

Busuu has proven itself as an effective technique for enhancing English listening skills among junior high students. The study, which focused on VIII B students at MTs Anwarul Maliki, revealed a significant improvement in students' listening skills before and after using the application. In comparison to traditional methods of learning listening skills, the application was found to be far more successful. This makes it a much more practical and efficient approach for students to develop their English listening abilities. The application not only enhances the students' listening skills but also promotes a sense of confidence and comfort among them. Students' concentration levels were also noted to increase, and there was a notable rise in their enthusiasm towards completing their studies. According to the study, the application's interactive aspect is a major contributing factor to these positive impacts. It allows students to engage in listening activities at any time and from any location, providing a flexible and convenient learning experience. Additionally, the pleasant environment created by the application contributes to a more enjoyable learning experience. It creates a platform where students can learn at their own pace, without the pressure of a traditional classroom environment. In conclusion, the Busuu application is not just a tool for improving listening skills. It is an all-encompassing platform that aids in overall student development by fostering confidence, enhancing concentration, and promoting a positive attitude towards learning. Its flexibility and convenience make it an ideal learning tool for students in the digital age. However, this research has limitations, including: Generalization of Results: This research was conducted in certain junior high school classes (VIII B) at MTs Anwarul Maliki. Therefore, the findings obtained may not immediately apply universally to all students or educational institutions. Duration and Scope of Research: Questions may arise regarding the duration of this research and the extent to which the impact of using Busuu may persist over a longer period of time. More extensive and extensive research may be needed to understand the long-term effects of using these apps. External Factors: This research may not have considered all external factors that could influence the results, such as psychological factors or broader environmental

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126-144.
<https://doi.org/10.26714/lensa.14.1.2024.126-144>

influences outside the classroom environment. Potential Bias: There is the possibility of bias in measuring and assessing the effectiveness of Busuu, both in terms of the instruments used and the subjectivity of researchers or participants. Technical Limitations: Use of Busuu relies on a stable internet connection and technology that may not be available or accessible to all students in different educational settings. Dependency Risk: Excessive reliance on technology such as Busuu for language skill development may reduce the tendency to use traditional methods or other variations that can enrich the learning experience. Based on the limitations identified in this research, several recommendations can be made for future studies that future researchers may expand the sample and setting to include more diverse students across educational institutions, thereby allowing for greater generalization of the findings and a broader assessment of Busuu's impact on language learning. Additionally, future researchers could also conduct longitudinal research to assess Busuu's ongoing impact over the long term, providing insight into the resilience and evolution of language skill improvements over time.

ACKNOWLEDGEMENTS

The authors would like to express their sincere thanks to the teacher and students at MTs Anwarul Maliki Sukorejo who has contributed to this research.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastran, Dan Budaya*, 14(1), 126–144. <https://doi.org/10.26714/lensa.14.1.2024.126-144>

REFERENCES

- Al-Shamsi, A., Al-Mekhlafi, Abdo Mohamed, Al Busaidi, S., & Hilal, M. M. (2020). *The Effect of Mobile Learning on Listening Comprehension Skills and Attitudes of Omani Adult EFL Learners in Military Educational Institutes* (pp. 16–39). International Journal of Learning, Teaching and Educational Research. <http://search.mandumah.com/Record/1173298>
- Albantani, A. M. (2018). Optimalisasi Aplikasi Busuu Dalam Pembelajaran Bahasa Arab Mandiri. *Arabi: Journal of Arabic Studies*, 3(1), 1. <https://doi.org/10.24865/ajas.v3i1.78>
- AlDakhil, M., & AlFadda, H. (2021). EFL Learners' Perceptions Regarding the Use of Busuu Application in Language Learning: Evaluating the Technology Acceptance Model (TAM). *English Language Teaching*, 15(1), 1. <https://doi.org/10.5539/elt.v15n1p1>
- Alzubi, A. (2023). The role of multimedia tools in Hashemite Kingdom of Jordan education classroom teaching in the digital era. *European Journal of Interactive Multimedia and Education*, 4(2), e02303. <https://doi.org/10.30935/ejimed/13378>
- Astutik, Y., Setiawan, S., Anam, S., & Suhartono. (2022). "I Can Teach With My Videos": How Do Teachers Teach English to Young Learners in a Technology-Limited Environment? *International Journal of Learning, Teaching and Educational Research*, 21(7), 158–177. <https://doi.org/10.26803/ijlter.21.7.9>
- Azar, B. S. (2002). *Understanding and using. English grammar*. Person Education.
- Erlinah, E. (2019). Meningkatkan Kemampuan Listening Dalam Pembelajaran Bahasa Inggris Melalui Audio Visual Bagi Siswa Kelas VIII B SMP Negeri 19 Palu Tahun Ajaran 2019/2020. *Nosarara: Jurnal Pendidikan Dan Ilmu Sosial*, 11(1), 1–9.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Goh, C. C., & Vandergrift, L. (2021). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Hsu, C. L., & Lin, J. C. C. (2016). Effect of perceived value and social influences on mobile app stickiness and in-app purchase intention. *Technological Forecasting and Social Change*, 108, 42–53.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastran, Dan Budaya*, 14(1), 126–144. <https://doi.org/10.26714/lensa.14.1.2024.126-144>

<https://doi.org/10.1016/j.techfore.2016.04.012>

- Husna, F. H., Edi Rozal, & Reni Andriani. (2021). Teachers' Challenges in Teaching English At Seventh Grade Students of Junior High School 18 Jambi. *JR-ELT (Journal of Research in English Language Teaching)*, 5(1), 28–36. <https://doi.org/10.30631/jr-elt.v5i1.17>
- Meniwati, M., & Mutiaraningrum, I. (2022). The Use of Busuu for Learning Listening in English. *Ethical Lingua*, 9(2), 755–763. <https://doi.org/10.30605/25409190.403>
- Nafa, L. N. I., Tedi Rohadi, & Nana Priajana. (2023). Learning English Listening Using Learning English Listening Using Media Busuu Application. *FLIP: Foreign Language Instruction Probe*, 2(2), 91–106. <https://doi.org/10.54213/flip.v2i2.290>
- Newton, J. (2016). Teaching English for intercultural spoken communication. In *English language teaching today: Linking theory and practice* (pp. 161–117).
- Nurmala. (2022). *The Effect of Busuu Application Towards Students' Listening Skill of the First Grade At Sman 1 Tambang. August*, 1–71.
- Putri, H. (2014). Using the Busuu Application to Practice Writing Skills. *Academia.Edu*, 1–4. https://www.academia.edu/download/103619913/Helmalia_Putri_artikel.pdf
- Samara, H. (2021). *The Use Of Busuu Application To Enhance Students' Listening Skill At SMP Negeri 2 Galesong Selatan Takalar*. Doctoral dissertation, Universitas Bosowa.
- Saragih, M., Sembiring, R. W., & Siregar, M. P. (2022). Pelatihan Penggunaan Aplikasi Busuu dalam Peningkatan Kemampuan Berbahasa Inggris Dalam Pembelajaran Online Pada Kelas V SD Yabes School Medan. *Jurnal Abdimas Maduma*, 1(1), 11–16. <https://doi.org/10.52622/jam.v1i1.61>
- Shibata, N. (2020). The usefulness of busuu online courses for foreign language learning. *Call-Ej*, 21(2), 197–203.
- Stockwell, G., & Hubbard, P. (2013). Some Emerging Principles for Mobile-assisted Language Learning. *The International Research Foundation for English Language Education*, 2013, 1–15. <http://www.tirfonline.org/english-in-the-workforce/mobile-assisted-language-learning/some-emerging-principles-for-mobile-assisted-language-learning/>

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126–144. <https://doi.org/10.26714/lensa.14.1.2024.126-144>

- Syafrizal, S., & Septiawati, T. (2022). Enhancing Listening Skills of Efl Indonesian Learners Through Busuu Application. *International Journal of English Language and Literature Studies*, 11(3), 147–154. <https://doi.org/10.55493/5019.v11i3.4615>
- Taufiqurrochman, R., Islam, U., Maulana, N., & Ibrahim, M. (2018a). *Busuu . com : Model Belajar Bahasa Arab Mandiri Berbasis Website. April*. <https://doi.org/10.13140/RG.2.2.25626.54727>
- Taufiqurrochman, R., Islam, U., Maulana, N., & Ibrahim, M. (2018b). *Busuu . com : Model Belajar Bahasa Arab Mandiri Berbasis Website. October 2016*. <https://doi.org/10.13140/RG.2.2.25626.54727>
- Wachidah, S., Gunawan, A., Diyantary, & Rulani, khatimah, Y. (2017). Bahasa Inggris; English Rings a Bell. In *pusat kurikulum dan pembakuan, Balitbang, Kemendikbud* (Vol. 5, Issue 1).
- Winans, M. D. (2020). Busuu: A social network application to learn languages. *CALICO Journal*, 37(1), 117–126. <https://doi.org/10.1558/cj.37781>
- Zaafour, A., & Sciences, E. (2024). *International Arab Journal of English for Specific Purposes (LAJESP) Vol. 7 . No. 1 2024*. 7(1), 127–142.

How to Cite (in APA 7th Edition):

Utami, A. C., & Astutik, Y. (2024). Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 126–144. <https://doi.org/10.26714/lensa.14.1.2024.126-144>