

**THE IMPLEMENTATION OF THE BUSUU LANGUAGE LEARNING
APPLICATION IN IMPROVING STUDENTS' VOCABULARY
MASTERY**

THESIS

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DECLARATION OF ORIGINALITY

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APPLICATION IN IMPROVING STUDENTS' VOCABULARY MASTERY**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 12/12/2022

Saya yang membuat pernyataan



Furqan

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All praise is to Allah, the lord of the word and the creator of everything. Glory is to Allah, the one who created the stars, moon and then made them light and shining in the sky. I bear witness that there is no god but Allah and Muhammad is his messenger, sent with the truth as a bearer of glad tidings and a warner, inviting to the truth by his permission, and who has changed from the area of ignorance to an area of knowledge. With Allah's blessing and mercies upon the writer, he could this thesis entitled "The Implementation of Busuu Learning Language Application in Improving Students' Vocabulary Mastery."

For the achievement that has been achieved, the writer would like to thank his advisors, Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D. and Mulia, S.Pd.I., M.Ed. for their guidance, time, encouragement and patience to help her in writing. Besides, the writer expresses his thanks to the English education lecturers and staff who also helped him write the thesis as a graduation requiremen for English language education student at UIN Ar-Raniry.

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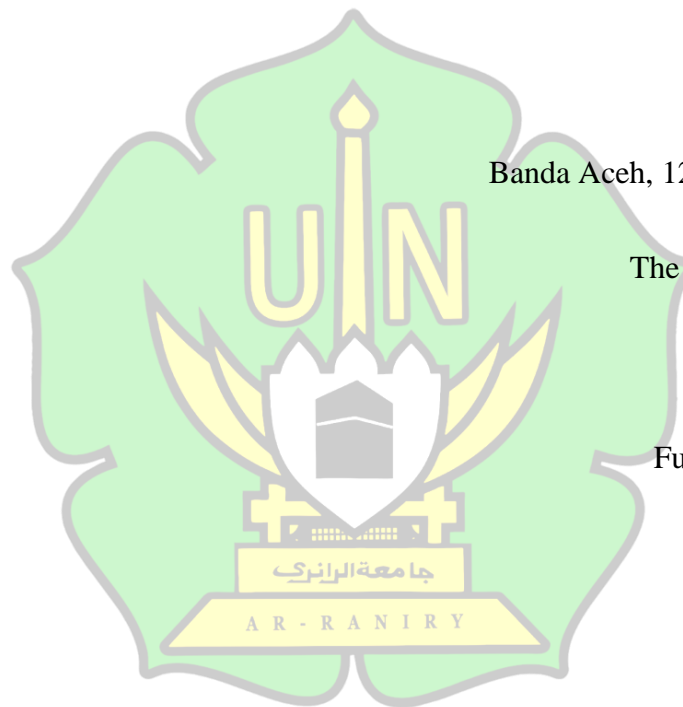
later, it will also continue to be successful for us together. He also wants to thank the other people, that he is unable to mention one by one, who has made small and significant contributions and prayed for her to finish this thesis.

The writer has tried really hard to finish the thesis. However, the writer realizes that there are still numerous mistakes, both in terms of content and grammar. Therefore, the writer expects recommendations and helpful criticism from readers to help this thesis be perfected. The writer hopes this thesis is useful for all of us.

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ABSTRACT

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This study used pre-experimental research to (1) find out the benefits of the Busuu application in improving students' vocabulary mastery and (2) to figure out what the students feel during learning new vocabulary using the Busuu application. To collect the data, the author used the pre-test and post-test that were analysed through a quantitative approach. 30 students in the eleventh-grade Business and Marketing class in SMK Negeri 1 Banda Aceh were chosen as participants for this research. They were selected through a purposive sampling technique on the condition that they were underperforming in the English subject proven by their teacher's explanation and students' average scores which are below 80. The finding of the research showed that there were significant changes between pre-treatment and post-treatment conditions. Initially in the pre-test, the 30 students collected an average score of 6.8. But after the post-test, their average score increased to 9.9. Most students also indicated their satisfaction with the method of learning new vocabulary using the Busuu application by answering 7 questionnaires. From this finding, the researcher hopes this study could be a pioneer to trigger new researchers to study Busuu application more deeply in the future.

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CHAPTER 1

INTRODUCTION

This chapter presents the explanations of the hypotheses of the study, objectives of the study, significance of the study, and outline of the report.

A. Background of Study

Vocabulary is an important element in learning a language, including English. Fidyati (2018) Mentioned Norbert Schmitt, one of the language educators, who said that vocabulary is the foundation of every language and he encourages students to master sufficient daily vocabulary first as the first step in learning a new language. Norbert believes that it will be easier for a student to speak and read in English when he/she has sufficient basic vocabulary knowledge. Sophisticated pronunciation, mastery of grammar, and listening skills will be rendered meaningless when a student does not understand the meaning of the information he receives.

Hill (2012) explains the importance of vocabulary in the development of oral communication and early literacy. He said that a broad vocabulary would support a student's speaking ability. Supporting Hill's idea, Afzal (2019) said that students at the university level with less vocabulary competence are directly proportional to poor performance in linguistic skills, including speaking, reading, and translating. From the two explanations above, the point that can be drawn is that the role of vocabulary mastery in communicative skills is very important. If you want to get your students to speak the target language, you have to teach them

enough vocabulary first. Khairil (2013) added that the provision of sufficient vocabulary is very important for Second Language (L2) students. Therefore, creating an effective strategy to teach students about vocabulary is a must. One of the effective strategies for teaching vocabulary is to maximize the context and media that will provide an enjoyable experience and accurate understanding among students while acquiring new vocabulary.

Up to this point, many teachers give vocabulary without presenting context. Often the vocabulary taught is not relevant to students' daily life. Based on the author's observation during his professional internship, English teachers in the school where the author interned just asked students to memorize a list of vocabulary and asked them to submit it at the end of the class. Students found this method boring and old fashion, most of them prefer learning using digital media which provides appealing visuals and exciting sounds. Moreover, digital media has been familiar among students since technology 4.0 has penetrated people's daily life. Most students nowadays are digital natives (people who were born in the middle of digital technology development). On the other hand, Fidyati (2018) said that teaching not only requires interesting activities but is also relatable to the condition of the students. For instance, an Economics major student needs to learn English related to Economics, meanwhile, an Engineering student expects to study English close to the engineering field.

Therefore, teachers need to utilize digital technology to reach their highest potential in the teaching process. According to Sukanlaya and Muhammad (2017), this method is suitable because the technology could enhance students' engagement

and motivation in learning. There are many tools derived from digital technology that can be used in a class for students' vocabulary knowledge, especially from digital language learning applications. Usually, the applications provide appealing visualizations, voices, and context representing real-life situations, making learning activities more enjoyable.

Based on the reason above, the author chose Busuu Language Learning Application as the digital platform that will be used in teaching vocabulary which is expected to give solutions to two challenges in teaching vocabulary which is transferring correct understanding and helping students remember the words in the long term. Busuu Language Learning Application is a platform that provides premium access to 12 language courses, including English. The material is based on the CEFR level (A1, A2, B1, and B2). What makes Busuu different from other platforms is that Busuu provides a channel for users to interact with people all over the world, including native speakers of the language that are learning at the moment. Additionally, Busuu provides services to teachers, parents, or other stakeholders related to education, to see students' learning progress in the application. This platform also gives chances for users to connect and share with others. Users not only get the lesson from the platform, but also from peers who are learning on this platform. This system allows Busuu application to develop a user community that becomes a significant factor to make this app popular in various countries.

Hopefully, this platform could be media for teaching vocabulary and a support media that help students to practice their vocabulary mastery learning outside the class.

B. Research Questions

Based on the background, the author would like to investigate answers to the following questions:

1. To what extent does the Busuu Language Learning Application affect the improvement of vocabulary among students?
2. What is students' perception of the effect of using the Busuu Language Learning Application in a teaching-learning activity?

C. Research Aim

This research has the objective to investigate the correlation between using the Busuu Application toward students' vocabulary mastery improvement and their perception of learning English with it in a class and how students feel about it.

D. Hypotheses

In this study, two hypotheses could be possible happen:

Working Hypothesis (Ha): Busuu Language Learning Application could help students improve their vocabulary mastery and students feel satisfied using the Busuu application in a class.

Null Hypothesis (Ho): Busuu Language Learning Application could not help students improve their vocabulary mastery and students do not like using the Busuu application in a class.

E. Research Benefit

Many theses have examined the connectivity between some other digital games and

students' vocabulary improvement, but there is no specific research that focuses on examining Busuu Language Learning Application as a media that could help students in learning vocabulary. This research could be a pioneer which awakens other researchers' awareness to investigate more about the application since this application has unique features among others.

In addition, this research provides guidelines on how using Busuu Language Learning Application could strengthen students' ability to memorize vocabulary. The author expects this research will help educators to use the Busuu application as a medium for teaching vocabulary.

Last but not least, this study would give innovation and inspiration to other education actors to create more various methods for teaching vocabulary due to enhance the quality of English education in Indonesia, especially Aceh.

F. Research Terminologies

1. Busuu Language Learning Application

It is a digital language learning platform on the web, iOS, and Android that uses gamification methods in learning English and allows users to interact with native speakers. It was founded in May 2008 by Bernhard Niesner and Adrian Hilti. This platform empowers organizations to view learners' progress and the duration of usage over time. Through its website and mobile apps, Busuu offers free and premium access to 12 language courses (English, French, German, Arabic, Dutch, Italian, Chinese, Japanese, Brazilian, Spanish, Russian, and Turkish), taught in 15 interface languages. Busuu offers courses based on CEFR levels A1, A2, B1, and

B2. The study material is divided into themed lessons, each based on common conversational scenarios. Busuu also allows users to interact with people all over the world who are both learning foreign languages. The purpose of the Busuu application was formed to help students, parents, teachers, and lecturers to achieve their learning goals with technology-based media. The learning materials cover 4 skills, such as listening, speaking, writing, and reading. (About, 2022)

2. Vocabulary Mastery

Every word that has meaning in a language is called vocabulary (Nordquist, 2019). The other academist, Mofareh (2015), explained vocabulary more specifically as a number of words that are needed in communication.

Learning vocabulary will give a significant different to students since it will be used regularly in communicative activities as mentioned by Saputra and Hadi in their research (2019). This is an important process that has to be through by English learners (Halimah & Izzah, 2020). A basic understanding of English vocabulary is mandatory for students to be able to use English for communication. On the psychological side, mastering vocabulary will increase the motivation to express opinions and ideas sufficiently. Vocabulary mastery is an essential element for mastering English besides grammar and pronunciation. without enough vocabulary understanding, a person could not be able to perform effective communication.

Moreover, a teacher will be difficult to share knowledge of grammar if students still lack basic vocabulary mastery. Unfortunately, many teachers put grammar as the first priority rather than establishing a solid understanding of basic vocabulary for students.

CHAPTER II

LITERATUR REVIEW

A. Overview of Busuu Language Learning Application

Busuu language learning application was founded by Bernhard Niesner and Adrian Hilti in May 2008 for helping people in learning other languages. In covid-19, the application accumulated more users, especially since this platform is already accessible on smartphones. The framework and curriculum are designed by a team of native speakers from 12 countries. The platform is getting more credible after winning several awards, such as TechCrunch Europe Award, Best Education Startup in Europe by EdTech Europe, and BETT Innovator Award. The platform has a feature that make students could schedule their timetable in learning using the study plan option. They also could learn with peer students by joining the community of language learners which already provided by Busuu application. Matthew (2022) stated that many Bussu users are very satisfied with the short length duration of the Busuu lessons and the feature that allows them to get feedback related to verb and word choices from the community which helps them to understand the material deeply.

1. Features of Busuu Learning Language Application

There are 3 features related to vocabulary learning in the Busuu application namely Lessons, Exercises, and Vocabulary:

1.1. Lesson

It is an English learning material that is divided into 4 levels; beginner (A1), Elementary (A2), Intermediate (B2), Upper Intermediate (B2). When we open the application for the first time, the system will show a pre-test that will help the system measure users' current ability in English, which, later on, become as a reference to suggest the suitable level for the user to take (*About, 2022*).

There are 4 types of lesson that provided by Busuu as following: Pronunciation, Vocabulary, Grammar, and Speaking.

For the sake of users learning, Busuu implements fill-the-blank exercises to help users focus on the given topic by encouraging them to practice spaced repetition method, which is claimed by Advicula (2022) as an effective technique to strengthen memory. Users could practice writing on the empty fill section, listening to native speakers' pronunciation, also playing interactive puzzles to improve their memory of new vocabularies.

1.2. Practice

Practice is an exercise facility for users to implement lessons and vocabularies that have been learned from the app. Users are allowed to speak using English for finishing an interactive practice task. An exceptional feature in this application is speech recognition AI technology. The feature will help users to increase their ability in speaking without costing much money to enrol a private language class. The users could check the accuracy of their pronunciation immediately from the application after articulating it. (*About, 2022*)

But practicing does not stop only at this stage, Busuu also provides a platform, a kind of social media chatting room for the user community to exchange

opinions with others, become peer partners for learning English, and correct each other. With this feature, we have an opportunity to interact with all users from various countries. This feature will be available after subscription.

1.3. Vocabulary

This feature offers you an experience of knowing and memorizing the meaning of vocabulary by contexts like dialog or short article. The vocabulary is integrated with the materials in the app. Thus, it can be easier to memorize because the vocabulary will be repeated several times.

Campbell (2017) wrote on the Busuu official website that in the vocabulary feature users are having constant access to the most common use words and expressions. The application also allows users to print out all the words which is expected will help them to recall the words by using them in proper context.

2. Advantages of Busuu

This app is designed to represent an independent learning model. If you are a person who does not have free time and enough friends to practice English in daily life, this app provides you an experience of learning English in a very short period, independent, accessible from many devices like computers, tablets, and mobile phones. Duffy (2017) reviewed Busuu as an application that could be used in tandem with a real full classroom course because it contains core learning materials, but not too deep explanation. However, the application is well-prepared and looks quite fancy compare to other free language learning apps.

Busuu has interactive modules that help users improve and practice their English like in real life. The interaction method in this application is also appealing because using gamification concepts such as pictures or quizzes. Additionally, all of this features only take 40 MB of user's phone memory capacity. (About, 2022)

3. Disadvantages of Busuu

If you want to open features in Busuu, not all types of features in the Busuu application can be accessed freely. Some of the features need to be purchased. There are several sets of questions and quizzes that must go through a payment process if you want to open them. But after all, we can pursue a subscription by spending only RP. 37,416/month. Quite cheap compared to the experience that we'll get from using the app (About, 2022)

4. Previous research about Busuu Language Learning Application

Some researchers have examined the Busuu application but with different variables, such as Endar and Yohanes (2020) in their paper titled *Improving Students' Writing Using A Mobile Learning Application*, indicating that teaching writing using Busuu application improved students' writing skills. The paper titled *From Mobile Language Learning to Gamification: An Overlook of Research Results with Business Management Students Over Five years* written by Andras (2016) showed that in students' perception, the Busuu application is easy and straightforward to use. However, students did not spend considerable time using this application regularly.

Vininditya, C. (2019) researched the correlation between the Busuu application and junior high school students generally in her paper. Based on the

research, the students said that they not only get a positive impact from learning English using Busuu application in class but also after school time. From students' experiences, it showed that students tend to play the Busuu app for fun during their leisure time. The app gives students a sense of improvement and satisfaction after they finish tasks and quizzes.

However, at this stage, the author still does not find any research about the relationship between Busuu application and vocabulary mastery. Therefore, the author chose to examine this topic to expand the study on the application.

B. Vocabulary Mastery

Elhamdi and Hezam (2020) recited in their research that vocabulary is defined as the collection of words that are needed in effective communication. It is divided into two types which are receptive vocabulary and productive vocabulary.

A receptive vocabulary is a number of words that are understood by students when they read or listen to it but still cannot use in speaking or writing. Meanwhile, productive vocabulary is a group of words that are understood by students and they could use it properly in speaking and writing (Elhamdi & Hezam, 2020)

1. The Importance of Vocabulary

Fontenot and Anding (2018) explained that within the science of up-to-date pedagogy perspective, human language acquisition starts with the condition wherever a baby doesn't understand or possess any words and is unable to acknowledge its which means more and more, the kid begins to speak exploitation sound or body signals like happy, head movement, body gestures, and countenance.

In spite of that, the kid remains ineffectual to pronounce any word clearly as well as in knowing and differentiating the meaning of vocabulary.

At a certain phase, children begin to respond to their parents' voices by using their own communication style which contains certain vocabulary even though the grammar and pronunciation are not correct. However, this indicates that the child is able to recognize and understand the meaning of the words of his parents. He tried to answer as best he could by imitating the words he heard around him. Experts believe that when a child is able to remember and understand vocabulary, it shows that the child's cognitive dimensions are well developed at this stage (Yohannes & Nurmalina, 2021). The process of language acquisition among these students shows that vocabulary can be the first and important step in learning a language. The meaning of vocabulary is explained by Linse (2005) as a group of words that are known by someone. Based on the Oxford dictionary written by Martin (1991) vocabulary is a list of phrases that are usually arranged alphabetically and explained or described. In another explanation, vocabulary is the number of words used by a Barnhgroup language individually in a field of knowledge. Harmer also said that awareness of words and their meanings is called vocabulary. According to Barnhart (2008), vocabulary is a combination of various words used by people who contain operations and are able to communicate. Vocabulary is the essence of language to support the interaction of participants in communicating.

Vocabulary is an important aspect in learning a language because vocabulary is one of the elements that must be used to communicate. In addition, Taylor and Parson (2011) said that students who want to learn a language can start by learning

vocabulary. In fact, if a person lacks a wide vocabulary, it will be difficult to master other skills such as writing, speaking, reading and listening. If a student does not understand vocabulary, as mentioned by Taylor (2011), he will become a passive learner. Therefore, in fact, if one lacks a wide vocabulary, it will be difficult to master other skills such as writing, speaking, reading and listening skills.

2. Teaching Vocabulary

One of the problems in vocabulary learning process is where students tend to forget new learned vocabulary. They have a broad opportunity to increase the chance of acquiring new words but after short period of time forgetting them. Students find some difficulty to transfer new vocabularies to their long-term memory (Elhamdi & Hezam 2020).

Dessalegn (2015) examined difficulty in learning English vocabulary in one of the elementary schools in Ethiopia. In his research, he found that teachers give less priority in teaching vocabulary which led to the situation where students use less vocabulary in classroom. Both students and teachers do not aware about the importance of vocabulary. Teachers do not motivate and provide circumstance that empowers students to be brave enough to take a risk by talking in English.

Richard (2014) explained one of the causes why people tend to forget information is because people do not use it regularly which will lead to the situation where the information will be disappeared from the memory. In the different houses of

thought, the information is still in the brain, but people are unable to access it because of the lack of utilization of it. Richard suggested that people could recall back the forgotten information by given proper clue that help them to remember. It indicates in teaching that due to memorizing vocabulary; teachers should give students tools that help them to retrieve the vocabulary in their brain. Teachers also need to design a situation where students could memorise vocabulary easily by associating it with particular clues and use it regularly.

Regarding this issue, the author believes that Busuu could be a solution to help teachers solve the problem of providing proper circumstances for students to memorize vocabulary and use it regularly. Busuu has features in vocabulary learning which allow students to learn new words and see pictures that is related to them which will help students to recall the vocabulary in the future. Busuu also provides an English definition of a new vocabulary that could be a clue for recalling the word. In terms of using the new vocabulary regularly, Busuu already prepared a post-test in every session of vocabulary learning that forces students to use newly learned vocabulary in the process of finishing the test.

3. Media in Teaching Vocabulary

Media helps students to find out regarding lesson material in a class. Media is any sort of learning tools that would be employed in teaching method to reinforce the standard of learning effectively and potency to achieve learning goal. So as to achieve the target, teachers have to be compelled to take into account rigorously on selecting the suitable media for a topic.. Media ought to be engaged and pleasant for students (Puyada et al, 2018).

Based on the definitions above, it can be summarized that media use is significant in the teaching and learning process. It can help students understand a particular lesson and other benefits such as: attracting students' attention, creating fun and enjoyable environment, and easier teacher to explain the concept of the material.

There are several types of instructional media for the teaching and learning process as follows:

3.1. Internet

Internet may be a technology that support human in virtually each facet daily activity. Mostly, it's used as a medium for human to speak with one another round the world (Syawal & Nasrullah, 2017). Currently, net is suited jointly of the popular sources of learning. It also could be an alternative media that has powerful potential compare to different learning media.

Additionally, during this current era, Generation Z is a digitally native generation that has been interacting with digital technology since they were born. Thus, it is very reasonable if teachers decide to teach them using digital media whose primary source is the internet. According to Dewi (2017) most juveniles enjoy mobile internet phone learning, notably for learning English. Information and Communication Technology (ICT) plays a major role in language development in kids.

Adisti (2018) added that teaching students using the sophistication of ICT could maximize students' potential in learning. Teachers have many options to

make students interested in learning language by using pictures, audio, videos, and other internet media.

Dewi (2017) guided a teacher who want to integrate ICT in his classroom with the following management principles:

- Preparing power point slides to short the duration that could be taken by writing the material on the whiteboard.
- Displaying pictures, videos, or audios that could encourage students to be active in the class
- Giving additional sources that could be accessed and to be learned by students alone after school.
- Asking and allowing students to submit an assignment through an online platform. Paper or hardcopy files are not needed.

3.2. Visual Media

Visual media can be seen and has the operation to distribute the message from speakers to the receivers. It is solely contained visuals without sound that is usually utilized in teaching (Redmond, 2022)

Words and pictures are two great combinations to deliver a message. There are many different outcomes from learning merely from reading written words and reading and looking at pictures. Fata & Muridhal (2018) said that using picture in teaching English plays a significant role to make students understand.

3.3. Audio-Visual Media

Audio-visual media is a combination of audio and visual graphics in one medium. Athanasopoulos et al (2015) explained that audio-visual is actually

effective to introduce a student to new material. If a student needs to expect a new concept, he could rely on multiple visual or auditory resources. It is well-tried by Cintrón-Valentín et al (2019) that television with subtitles successfully increase vocabulary and grammar mastery among students.

3.4. *Realia*

Masnunah (2018) said that realia as any real stuff that would be found within or outside the classroom which can facilitate teacher to clarify materials to students. Meanwhile Fahri (2020) explained that realia are any medium that would be discovered directly by students throughout learning. This media will provide real experience throughout learning.

Jusmaniar et al (2020) divided realia into three categories which are:

- Real object

It is literally real object that could be found everyday around us such as plants, paper, or ball.

- Modified real object

It is a real object that is modified for the purpose of learning such as paper which becomes a cube for learning cube's structure.

- Specimen

Specimen is a medium that has a role as sample in research context. It is chosen to be a representative of a particular group for observation. For instance, if a class will observe about the frog's life circle, then a teacher shows a tadpole.

C. Previous Studies on Using Digital Game/Application for improving vocabulary

Some researchers have examined the implementation of digital games for improving students' vocabulary such as Ramadhaniarti (2016). Her research revealed that games allow students to learn, practice, and review English vocabulary learning in an exciting atmosphere. This research told that students were requesting a new way of learning vocabulary, even if they are trying to find a new way of learning by themselves. They show positive reactions to the method of using games for teaching English vocabulary. There are two major reasons: First, games bring relaxation and fun situations for students. Second, games involve friendly competition which could keep students interested in learning.

Another research is Adinda (2019) on the benefit of using kahoot game to enhance vocabulary knowledge among pupils. Her study showed that using Kahoot games as one of the ways to teach grammar to students gives significant improvement for students compared to the conventional method.

Siti and Zuliana (2017) also examined the correlation between digital games and vocabulary mastery among elementary school students. The test result showed that there is a significant effect of employing a digital game-based learning method on the student's achievement within the post-test once the pre-test was controlled. Therefore, this analysis proved that the digital game-based learning method potentially delivers a more enjoyable and effective learning atmosphere for students during the vocabulary acquisition process. The experiments using digital games

which have features such as challenges, controls, interactivity, and feedback are able to get students' attention and give them a sense of enjoyment which helps the student's short-term and long-term memories to memorize the vocabulary taught and at the same time enhance their achievement. The research also found that digital games are valuable and celebrated by students in the classrooms. In primary school, digital game activity is suitable for establishment and development exercise. Therefore, language teachers should consider applying this digital game method in their teaching activities.

In conclusion, most of the research shows a positive correlation between digital applications or games for vocabulary mastery. The difference only occurs in the degree of effectiveness that could be given by the platforms toward students' vocabulary mastery. This summary proves that educators must do extensive research on digital platforms/games for educational purposes. For teachers, this could be a reason to encourage them to embrace the opportunities to learn about new digital technologies as media in teaching. The world is advancing, so is our education. This research could be one of the steps to help us to reach that condition.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about research design, time and place of research, population and research sample, definition of variables and operations, research instruments, research procedures, data collection procedures, and data analysis techniques

A. Research Plan

Based on two research questions in this thesis, the author will apply quantitative research with a pre-experimental design (one group pre-test and post-test). This design involves one group that will participate in a pre-test (O1), then will receive the treatment of learning new vocabulary via Busuu Learning Application (X), and will answer a post-test to measure their understanding (O2). It aims to know whether there is a positive correlation of the Busuu game and vocabulary mastery among students in Bisnis dan Marketing eleventh grade, SMKN 1 Banda Aceh.

According to Gay et al (2012), a set of pre-test, treatment, and post-test layouts must be applied regularly based on the sequence stated. This study uses a set of pre-test and post-test that are purposively designed to measure the understanding among students toward vocabulary in the treatment activity. As mentioned by Creswell, J. W and Creswell, J.D (2015) The pre-test provides a measurement of a certain selected indicator to evaluate participants before they

receive treatment. The post-test will evaluate a particular variable to measure participants' knowledge after treatment. The design of this research as follows:

E = O1 X O2

Details:

E = Experiment

O1 = Pre-test

X = Treatment

O2 = Post-test

Source: Arikunto (2017)

Additionally, the author will spread the questionnaires to answer the second question in this research related to students' perspectives on the implementation of the Busuu application during the teaching-learning process.

B. Population and Samples

1. Population

The population is a generalization of a subject or object that has been decided by a researcher to examine in his/her thesis and to produce conclusions (Sugiyono, 2015). In this research, the author chooses the eleventh-grade students of SMKN 1 Banda Aceh with a total of 150 students.

2. Samples

The research uses Arikunto (2017) theory on how to decide the number of samples by seeing whether a population is below or above 100. If the total number of the population is below 100, then all populations become samples. But if the total

numbers of the population are above 100, then take 10-25% of them as samples.

In this research, the total population is 150 students, so the author decides to take around 13% of the population as the sample. In numbers, the author will involve 30 Bisnis dan Pemasaran eleventh-grade students of SMKN 1 Banda Aceh as the samples.

C. Sampling Technique

The method that a researcher uses to decide on samples for his research is called the sampling technique. This research will use the purposive sampling technique to get samples from the population. Sugiyono (2016) said that purposive sampling is the method to choose samples in a population with predetermined goals. The researcher will choose samples based on particular considerations, not only random taking samples. Therefore, the researcher takes one class, which is Bisnis dan Pemasaran eleventh grade in SMKN 1 Banda Aceh. The consideration of choosing the class is because this class showed an underperforming ability in English, proven by the teacher's explanation and students' average scores which are below 80. Furthermore, students in Bisnis dan Pemasaran eleventh-grade is supposed to involve in international materials that demand them to understand the English language. However, the limited English vocabulary mastery among students makes teachers unable to use international materials regularly.

An additional reason why the author uses this purposive sampling technique that because it enables him to squeeze a lot of information out of the data that he has collected. This allows the researcher to describe the major impact their findings have on the population. Purposive sampling is a popular method used by researchers

due to the fact that it is extremely time and cost-effective when compared to other sampling methods.

D. Instrument for Data Collection

Due to obtaining data in research, the author needs an instrument. Sanjaya (2015) explained that a research instrument is a tool used to produce something that is expected to be empirical data. In this research, the author will use 3 instruments which are; pre-test, post-test, and questionnaires.

In the pre-test, the author will answer questions to measure the students' vocabulary mastery by using questions in the Busuu application before giving treatment. After that, the students will receive treatment which is learning new vocabulary using Busuu Learning Application. Then, students will be given a post-test for checking the progress of their knowledge after treatment by using a similar format test with the support of Busuu Learning Application. Additionally, the author will use questionnaires to obtain additional data for answering the second research question related to the students' perspective about learning English vocabulary using Busuu Learning Application.

E. Technique of Data Collection

Data collection techniques are tools for collecting data to receive information related to research studies (Alfi, 2015). In this research, the author will use the following procedures to collect data:

1. Pre-Test

The researcher will give pre-test to the students before giving treatment. The purpose of the pre-test is to identify problems with the data collection instrument and find possible solutions to tackle the problem. The pre-test will be given to the students using features in Busuu which related to vocabulary mastery. The pre-test is in short question form in the format of gap-filling, matching, and true/false questions.

2. Treatment

After finishing the pre-test, the author will give a treatment by teaching them using Busuu Language Learning Application as the media. The implementations of procedures are as follows:

- The author will introduce himself and tell the purpose of his experiment.
- The author will explain about Busuu Learning Application, its features and benefits.
- The author will demonstrate how to learn new vocabularies using Busuu application by using a projector and will explain it during the process.

3. Post-test

After giving treatment, the author will give post-test to measure students' vocabulary mastery. The test will use a similar format as pre-test which is set of questions provided in Busuu Learning Application.

4. Questionnaire

The author will use a close-ended questionnaire to collect data about students' perceptions of the use of the Busuu Learning Application as a medium for learning English vocabulary. The questionnaire used a Likert Scale from 1 to 5, as 1 means STRONGLY AGREE, 2 means AGREE, 3 means NEUTRAL, 4 means DISAGREE and 5 means STRONGLY DISAGREE. The reason for using this method is that the author could gather data rapidly from many samples and shows reliable and measurable data that accurately indicates students' feelings. As recited by Nemoto and Beglar (2014), the likert-scale is the most common instrument that is used in examining the psychological aspect of a topic.

Regarding to this research, the author constructs the questionnaire by focusing on the psychological aspect by examining the question, “What do the students feel after learning using the Busuu?”. Then, the author thinks about what questions or behaviors could reveal the students’ feelings toward using the Busuu. Next, the author created questions to extract the answers from the students with easy-to-understand language which led the author to get the point in every question straightforward.

F. Technique of Data Analysis

Data analysis is a systematic process of examining collected data in-depth analysis and presenting the findings in a compact and theoretical manner (Mohajan, 2017).

1. Test

The author will analyse the obtained data by comparing the assessment scores before treatment (pre-test) and after treatment (post-test). Researchers will collect students' vocabulary mastery by using the rubric below:

The classification students' score:

Correctness	Letter
11 – 12	A +
10 – 11	A
8 – 9	B +
6 – 7	B
4 – 5	C +
2 – 3	C
0 – 1	D

The obtained data will be analysed using the following formula and compares the pre-test and post-test score.

$$X = \frac{\sum X}{N}$$

Descriptions:

X = The average score of the data

$\sum X$ = Sum of all data

N = Number of data

2. Questionnaire

To analyse the obtained data from the questionnaire, the author uses a simple statistical formula as follows:

$$P = \frac{F}{N} \times 100$$

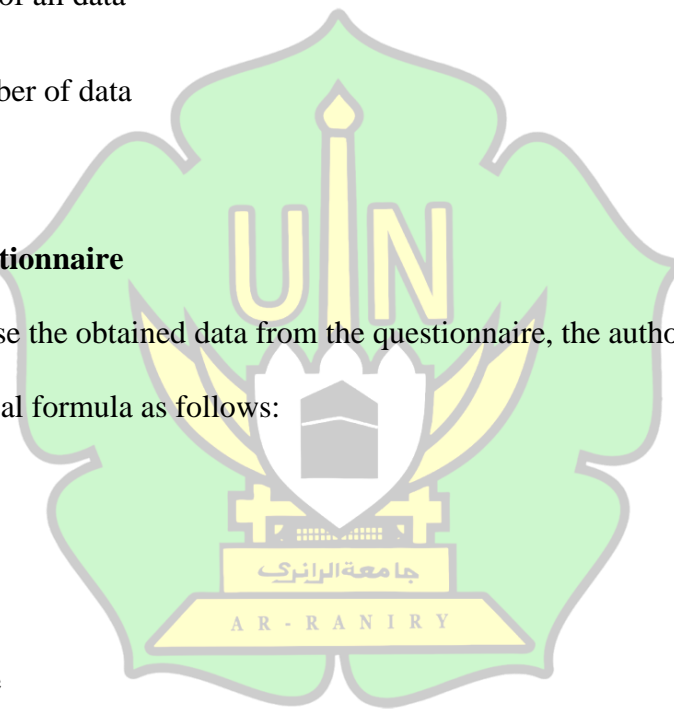
Description:

P = Percentage

F = Frequency

N = Number of samples

100% = Constants value



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter discusses the findings of data collected from September 17 to September 24, 2022. The results of the data analysis are then discussed further to answer the research questions of this study. The data were obtained by three meetings which were used to give pre-test, treatment, and post-test. The sample of this research is 30 students in the eleventh-grade Business and Marketing class in SMK Negeri 1 Banda Aceh.

The researcher gave a pre-test by giving a vocabulary mastery test that was purposively designed to measure students' ability in vocabulary mastery. It is used to determine the students' vocabulary mastery before getting treatment.

In the second meeting, students were explained of the Busuu learning application. The researcher demonstrated how to use Busuu application in Microsoft PowerPoint and its website. Furthermore, Students were told specifically to use Busuu application in learning new vocabulary.

The last meeting was used to give a post-test. In this session, students answered the questions actively and enthusiastically.

1. Findings from the pre-test

There were 30 students in the eleventh-grade Business and Marketing class. The scores with 12 questions can be seen in the table below.

Table 1.1

The score of pre-test of 30 students in the eleventh-grade Business and Marketing class.

NO	STUDENTS' INITIAL	SCORE	
		Wrong	Correct
1	A R	7	5
2	A R A	3	9
3	A	6	6
4	A Z	5	7
6	B Z	4	8
7	D L Z	3	9
8	F N I	2	10
9	H	7	5
10	I N F	4	8
11	I F	5	7
12	K N S	7	5
13	M P A	4	8
14	M F	6	6
15	N F R	5	7
16	N A S	5	7
17	N C S	2	10
18	N A	4	8
19	N M	5	7
20	O S	8	4
21	P B P U	3	9
22	R K A	6	6
23	R A S	6	6
24	R Y	8	4

25	S Y	4	8
26	S N	5	7
27	S F P	4	8
28	S R	8	4
29	S N	6	6
30	S P R	6	6
Average		5.13	6.86

From the data above, the researcher concluded that the students' vocabulary mastery scores were poor. Moreover, this figure implies that; a. Students couldn't remember the meaning of asked vocabulary, b. Students did not have sufficient information about the asked vocabulary yet, c. Students could not spell or write the meaning of vocabulary properly.

2. Findings from the post-test

There were 30 students in the eleventh-grade Business and Marketing class. The scores with 12 questions can be seen in the table below.

Table 1.2

The score of post-test of 30 students in the eleventh-grade Business and Marketing class.

NO	STUDENTS' INITIAL	SCORE	
		Wrong	Correct
1	A R	4	8
2	A R A	1	11
3	A	1	11

4	A Z	2	10
6	B Z	2	10
7	D L Z	0	12
8	F N I	1	11
9	H	4	8
10	I N F	1	11
11	I F	2	10
12	K N S	1	11
13	M P A	3	9
14	M F	3	9
15	N F R	3	9
16	N A S	3	9
17	N C S	1	11
18	N A	1	11
19	N M	2	10
20	O S	4	8
21	P B P U	1	11
22	R K A	3	9
23	R A S	2	10
24	R Y	3	9
25	S Y	2	10
26	S N	1	11

27	S F P	2	10
28	S R	4	8
29	S N	1	11
30	S P R	2	10
Average		2.1	9.9

The data shows that the students' speaking performance scores were higher than the pre-test score. The data indicates that there is an improvement in students' vocabulary mastery. Based on the data, the researcher concluded that the Busuu Learning Application is a reliable approach to teaching vocabulary mastery as supporting media alongside the main English learning activity in the classroom.

3. Findings from the questionnaire

The researcher used a questionnaire via google form to answer research question number two. Questionnaires were distributed to the eleventh-grade Business and Marketing class. The result of the questionnaire was analysed using a simple statistical formula. The data that has been obtained from the questionnaire can be seen in the following table and description.

- a. Students feel happy after learning new vocabulary with Busuu Learning Application.

Table 1.3

The answer for the first question in questionnaire by the eleventh-grade Business and Marketing class.

a. Option	Frequency	Percentage
Strongly agree	19	63 %
Agree	10	33.3 %
Disagree	0	0 %
Strongly disagree	1	3.3 %
Total	30	100 %

Based on the data obtained in the table above, most of the respondents agree that learning vocabulary using the Busuu application is pleasant (63% Strongly Agree and 33.3% Agree). The fact that they enjoy working with the Busuu application is a quite good aspect of motivation to make them learn new English vocabulary.

- b. Students believe Busuu Learning Application is useful for learning new vocabulary.

Table 1.3

The answer for the second question in questionnaire by the eleventh-grade Business and Marketing class.

Option	Frequency	Percentage
Strongly agree	18	60 %
Agree	10	33.4 %
Disagree	1	3.3 %
Strongly disagree	1	3.3 %
Total	30	100 %

Most of all students answered positive feedback for the second question (60% Strongly Agree and 33.4% Agree) only two students answered disagree and strongly disagree. It indicates that the Busuu application covers all features that help students in learning new vocabulary, including audio-visual media. As mentioned by Amirreza (2019) Audio-visual is really effective on improving students' vocabulary mastery.

- c. Students believe Busuu Learning Application help them to memorize vocabulary stronger than the conventional method.

Table 1.3

The answer for the third question in questionnaire by the eleventh-grade Business and Marketing class.

Option	Frequency	Percentage
Strongly agree	15	50 %
Agree	14	46.6 %
Disagree	0	0 %
Strongly disagree	1	3.4 %
Total	30	100 %

The majority of the participants giving positive feedback (50% Strongly Agree and 46.6% Agree). Only one person strongly disagrees with the statement. From the data, we could say that the Busuu application could be a new alternative media for teachers in teaching vocabulary.

- d. Students need to think harder when learning using Busuu Learning Application than the conventional method.

Table 1.3

The answer for the fourth question in questionnaire by the eleventh-grade Business and Marketing class.

Option	Frequency	Percentage
Strongly agree	5	15 %
Agree	3	9 %
Disagree	11	32 %
Strongly disagree	15	44 %
Total	30	100 %

For question 4, the participants that agreed with the statement are 8 members (15% Strongly Agree and 9% Agree). On the other hand, most students think that using Busuu application doesn't make them think harder than usual. This finding indicates that the Busuu application makes students understand new vocabulary better than the conventional method.

- e. Students believe that Busuu Learning Application provides joy circumstance for learning new vocabulary.

Table 1.3

The answer for the fifth question in questionnaire by the eleventh-grade Business and Marketing class.

Option	Frequency	Percentage
Strongly agree	17	55 %
Agree	12	39 %
Disagree	1	3 %
Strongly disagree	1	3 %
Total	30	100 %

The data for question 5 shows that most of the participants (55% Strongly Agree and 39% Agree) felt that learning vocabulary using the Busuu application gave them a joyful experience in the classroom. As mentioned by Hilary (2014) that happy atmosphere in the classroom will help students improve their willingness in learning. Only 2 persons answered the Busuu application doesn't provide a pleasant situation during learning.

- f. I am happy and want to learn using Busuu Learning Application again.

Table 1.3

The answer for the sixth question in questionnaire by the eleventh-grade Business and Marketing class.

g. Option	Frequency	Percentage
Strongly agree	19	61 %
Agree	8	26 %
Disagree	3	10 %
Strongly disagree	1	3 %
Total	30	100 %

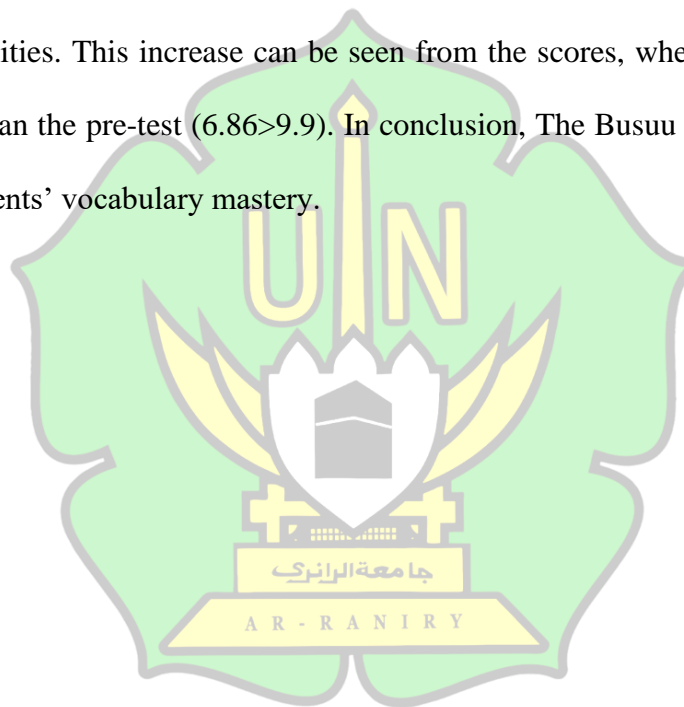
Regarding the willingness to learn new vocabulary using the Busuu application again, most participants answered positively (61% Strongly agree and 26% Agree), which is in line with the researcher's expectation that this media will make students happier to learn new vocabulary in the future.

B. Discussion

The purpose of this study was to find out whether the Busuu application can improve students' vocabulary mastery. The results of this study are presented in two main points based on the research questions. The points are; The Busuu application can improve students' vocabulary mastery based on the score before and after treatment, and students like learning vocabulary via the Busuu application which can be shown on the questionnaire that respondents have answered.

The study is considered successful if the students made significant improvements in students average scores before and after the treatment. This research was conducted in SMK Negeri 1 Banda Aceh in the eleventh online marketing and business class with total 30 students. The researcher gave pre-test, treatment, and post-test from 17 September until 24 September 2022.

Based on the pre-test, post-test, and questionnaire results, it can be concluded that there is an improvement in the students' speaking test scores and learning activities. This increase can be seen from the scores, where the post-test was higher than the pre-test ($6.86 > 9.9$). In conclusion, The Busuu application can improve students' vocabulary mastery.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study related to the use of the Busuu Learning Application as a medium in teaching vocabulary mastery and proposes some recommendations to future researchers.

A. Conclusion

This research was carried out on the eleventh online marketing and business class students who took the study at SMK Negeri 1 Banda Aceh in 2022. This study was conducted from 17 September to 24 September 2022. The total number of students in the class is 30 people.

The Busuu application become one of the media that can be used to improve students' vocabulary mastery. It can be seen from the data that has been obtained that the students' post-test score was higher than the students' pre-test score ($6.86 > 9.9$). It shows that they improve in quietly knowing the meaning and spelling of new vocabulary.

Therefore, the Busuu application can be an effective media to be applied and can be used as a supportive media in teaching new vocabulary because the media is proven to improve students' vocabulary mastery. It can be seen from many studies of the Busuu application which shows quite positive results in many aspects, including listening and grammar skills as mentioned by Vininditya in her article (2019). Furthermore, based on the results obtained from the questionnaire, shows

that the Busu application can improve student learning activities and most respondents agreed that the Busuu application is enjoyable.

B. Recommendations

Although the findings of this study promise to promote the Busuu application to improve students' vocabulary mastery, the results of this study cannot be considered conclusive. This study has limitations because the findings are based on pre-experimental research and are conducted only to examine one feature of the platform. Regarding to thensideration, the researcher would like to suggest as following:

1. In further studies, researchers may present more than one feature in the Busuu application, not only the vocabulary feature.
2. Researchers could use experimental research or other sophisticated methods, and comprehensive observation in collecting data.
3. If researchers would like to use a questionnaire as one of the instruments in collecting data, they may add some open-ended questions to the questionnaire.

The researcher wishes that further research can reveal the deepest feelings of learning new vocabulary using the Busuu Learning Application.

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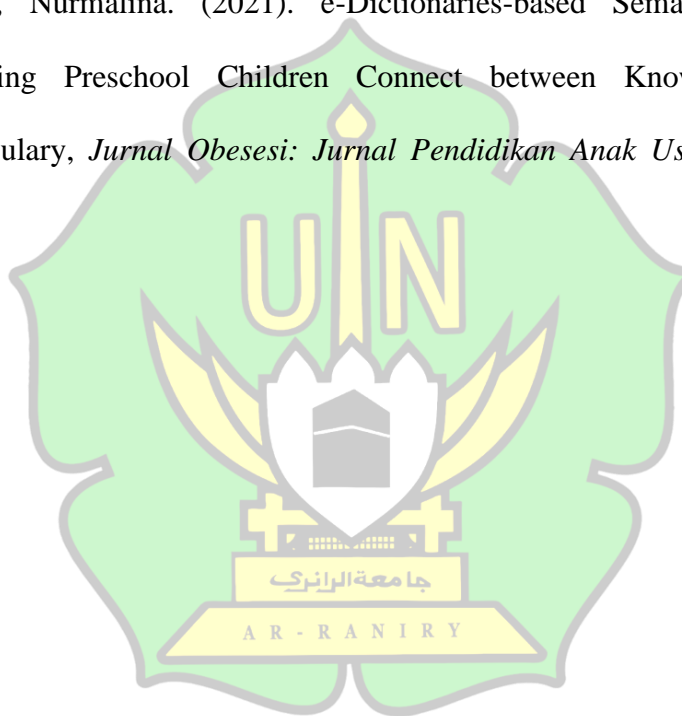
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APPENDICES

APPENDIX A

PRE-TEST AND POST TEST QUESTIONS

First Question

Select the correct statement.

Queen Street West used to be a very rich area.

1

Queen Street West has changed a lot in recent years.

2

Queen Street West doesn't have many unusual shops.

3

Second Question

What is different about Queen Street West now?

There are new shops, apartments and restaurants.

1

The neighbourhood is very sketchy.

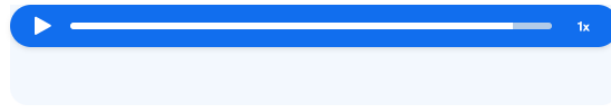
2

There are many more artists living in the area than before.

3

Third Question

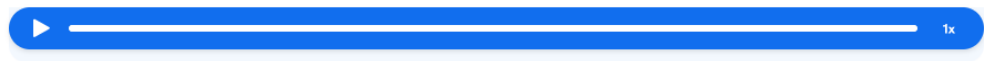
True or false?



Queen Street West has a somewhat unpleasant past.

True 1 False 2

Fourth Question



" clothing stores you don't find other places in the city."

There 1 are 2 get 3 You 4

Fifth Question

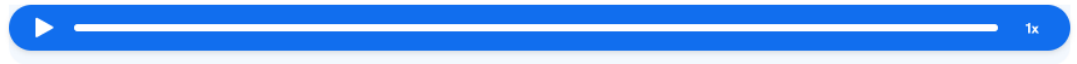


Select two words that mean the same as "there are..."

You 1 get 2 clothing 3 stores 4 you 5 don't 6 find 7 other 8 places 9
in 10 the 11 city 12 .

Sixth Question

Fill the gap with the correct words.



I wouldn't really know how to identify the neighbourhood because of all the new condos that are literally across the street.

- going up 1
- going out 2

Seventh Question

Complete the sentence.



I would say in the last 10 to 5 years it's really developed and a lot of stores are .

- in 1
- moving 2
- on 3
- making 4

Eighth Question

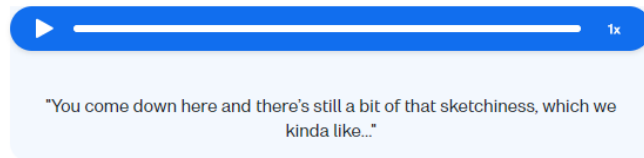


Match the words with their meaning.

you get	moving in	going up
		
arriving 1	being built 2	there is/are 3

Ninth Question

True or false?



"Sketchiness" is the **noun form** of "sketchy".

True	False
1	2

Tenth Question



Put the words in order.

is	living room	This	the
1	2	3	4

Eleventh Question



Put the words in order.

light fixture	this	love	I
1	2	3	4

Twelfth Question

Complete the sentence.

I love my all-white .

Thirteenth Question

What do you think "No boys allowed" means?

- Boys cannot come in here. 1
- Girls cannot come in here. 2
- Some boys can come in here. 3

Fourteenth Question



Complete the sentence.



1x

My son's room: it's this clean.

APPENDIX B

**THE FOLLOWING ARE 7 QUESTIONNAIRE QUESTIONS TO ASSESS
STUDENTS SATISFACTION WHILE LEARNING TO USE THE
BUSUU APPLICATION**

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I am happy to learn vocabulary using Busuu Application				
Busuu Application is useful game for improving my vocabulary mastery				
Busuu Application helps me to remember vocabulary easier than conventional method				
I must think harder than usual when using Busuu Application				
Understanding vocabulary meaning using the Busuu Application is harder than the conventional method				
Busuu Application helps me to improve my vocabulary mastery				
Using Busuu Application provides a fun learning activity				