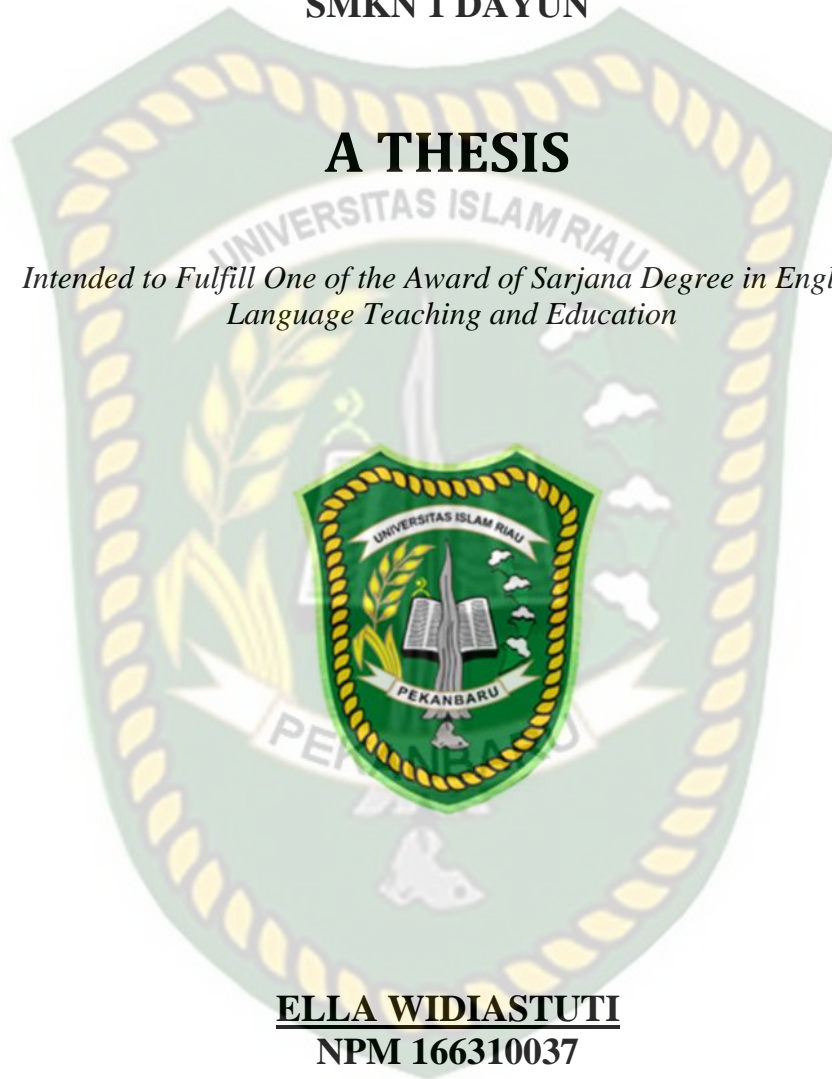


**AN ANALYSIS OF STUDENTS' PERSPECTIVES IN  
LEARNING ENGLISH VOCABULARY USING BUSUU  
APPLICATION OF THE FIRST GRADE STUDENTS AT  
SMKN 1 DAYUN**

**A THESIS**

*Intended to Fulfill One of the Award of Sarjana Degree in English  
Language Teaching and Education*



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**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
2020**

## THESIS APPROVAL

### AN ANALYSIS OF STUDENTS' PERSPECTIVES IN LEARNING ENGLISH VOCABULARY USING BUSUU APPLICATION OF THE FIRST GRADE STUDENTS AT SMKN 1 DAYUN

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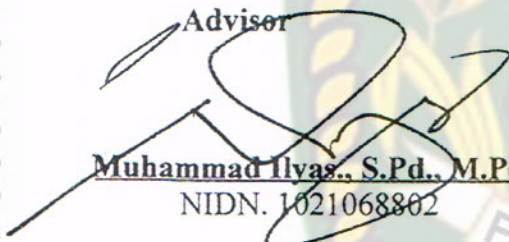
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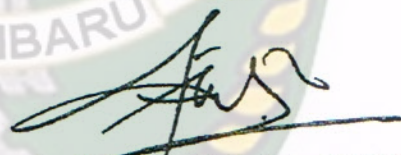
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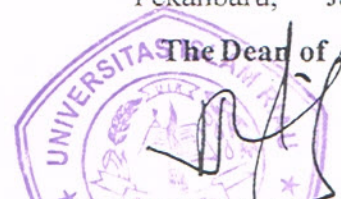
  
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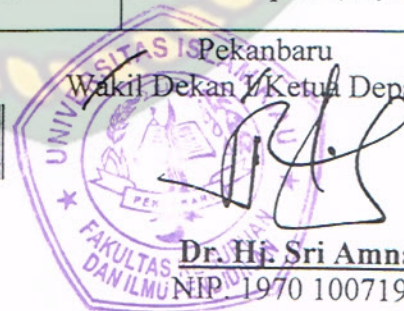
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2	December, 21 <sup>st</sup> 2019	Title	ACC the title and next chapter I, II, III	
3	January, 18 <sup>th</sup> 2020	Chapter I	Revise Table of Content and chapter I : All aspects	
4	February, 7 <sup>th</sup> 2020	Chapter II	Revise chapter II	
5	April, 3 <sup>rd</sup> 2020	Chapter III	Revise chapter III, Conceptual Framework,	
6	May, 5 <sup>th</sup> 2020		ACC Proposal	
7	July, 23 <sup>rd</sup> 2020		Joined the Seminar Proposal	
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly) that were adapted or taken from various sources included in the "References". Scientifically, I took responsible for the data and the fact which contain in this thesis.

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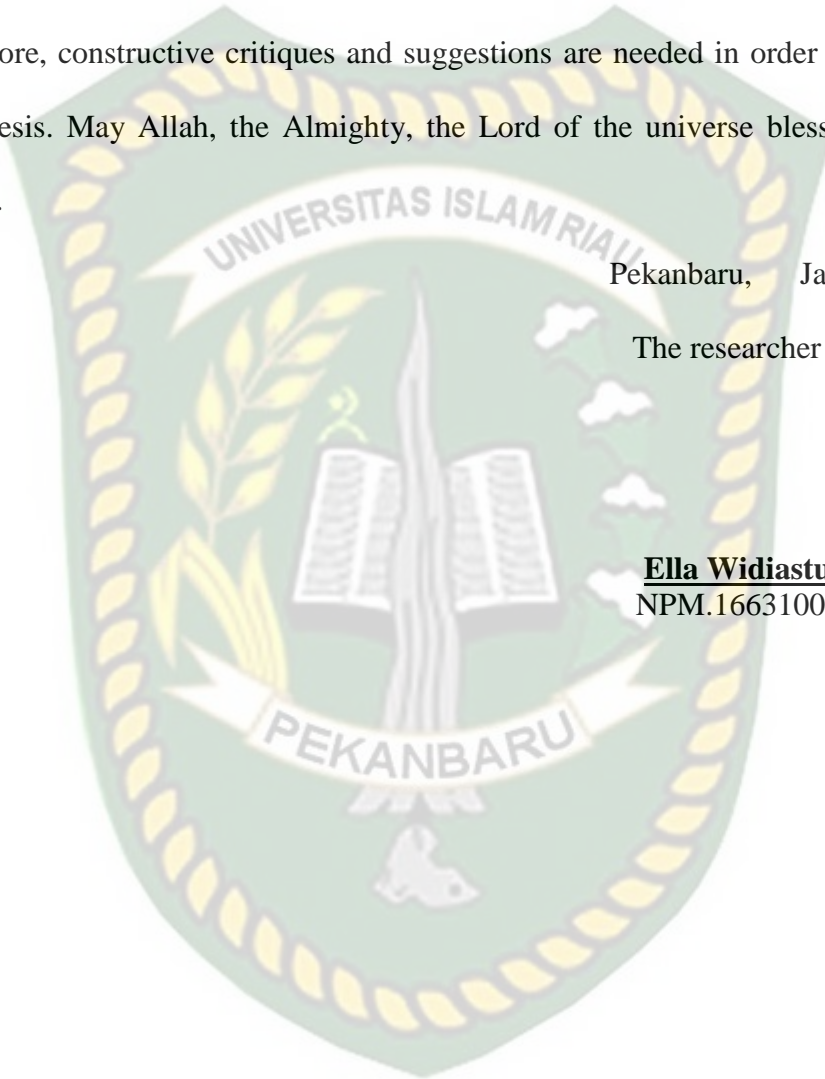
Purwaningtyas, S.E. who always provide solutions and my younger brother Bagas Nur Alfandi, I hope that someday I can be a good role model for you.

Finally, the researcher realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah, the Almighty, the Lord of the universe blesses you all. Amiin.

Pekanbaru, January 2021

The researcher

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## ABSTRACT

Widiastuti, Ella. 2020. *An Analysis Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade Students At SMKN 1 Dayun*. Thesis, English Education, FKIP, UIR.

**Keywords: Students' Perspectives, Busuu Application, and Learning English Vocabulary.**

*The aim of this study was to determine students' perspectives on learning English vocabulary using the Busuu application for the first grade students of SMKN 1 Dayun. In order to acquire proper capacities in speaking, reading and writing, individuals need to have proper vocabulary authority. That is the motivation why this section is a fundamental need in learning.*

*In this research, the researcher used qualitative research with descriptive methods. This research was conducted at the SMKN 1 Dayun in Riau. The research sample was 27 students of the X TMI at SMKN 1 Dayun. Sampling was done by used purposive sampling. The data collection technique used by the researcher was a questionnaire with four indicators there are vocabulary learning performance, confidence, class participation, and the use of multimedia in education.*

*Based on the results of the study taken from questionnaire, it could be concluded that the level of vocabulary Learning Performance for X TMI was 90.96% in a Very High level. The level of Confidence for X TMI was 86.36% which is classified as Very High level. The level of Class Participation for X TMI was 88.73% which is classified as Very High level. The level of The Use of Multimedia in Education for X TMI was 88.43% which is classified as Very High level. The overall result was 88.62% with a very high level measurement. The finding of this study was the researcher found that the more dominant students' perspectives said strongly agree is in the Vocabulary Learning Performance aspect where students are helped when using the English vocabulary application in learning.*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Technology is an innovation in people's lives. As we know technology plays an important role in various things, be it work, education and even daily life. Technology is like a fungus that is growing very fast. The very rapid development has made people's mindsets change. Humans are also required to understand how the world of technology. Technology was created to provide positive benefits for humans that provide convenience in various activities. Similarly in education. technology has been widely applied in the world of education, every student must understand how to use technology properly. Technology makes things easier. In the world of education, technology is needed, technology makes teachers more helpful. besides teaching using technology makes the learning process more enjoyable. According Budhwar (2017:55) stated that "Technology plays a major role in every field and one such field where its presence is utmost is in education sector".

Technology is an effective tool in learning, especially to learn english, technology make humans can easily learn English without having to spend a lot of money, humans can learn it wherever they want. Technology is one of the requirements in improving quality in education. Technology helps teachers in teaching in the classroom, making students more motivated and feel enjoy. Smartphone is one technology that is almost possessed by every human being. Smartphone make everything is easy, in terms of education, teachers should be

able to take advantage of the smartphone in learning, especially learning English with smartphone, students make it easier to learn and improve their abilities, especially in improving students' English proficiency. many applications that can be used in teaching English. English is currently very popular among various groups. many people want to learn English, whether it's just fun or as a guide in the world of work. Likewise in education, teachers must have qualifications in teaching English. monotonous ways of learning make students feel bored. however, that does not mean the traditional way of teaching teachers impairs learning. however, a teacher must be creative, how can they use technology as a medium in learning. teachers can use technology so that learning is more colorful so that it can arouse students' enthusiasm (Shyamlee and Phill, 2012: p. 151)

English must be mastered by every human being because the development of increasingly sophisticated times makes us increasingly overwhelmed in the world of education and work, where many jobs that require proficiency in English. English makes us able to face challenges in the future. English allows us to communicate with other people in the world. English is supposed to be taught since humans as children and they have gone to university level. Based on curriculum there are four language skills in English that must be mastered by students, that is: speaking, writing, reading and listening. although there are only four skills that must be mastered by students, but there is one aspect that they must also understand, that is vocabulary. Vocabulary is words that later function to form a sentence for us to talk with others.

According to the Ministry of National Education, the abilities that must be possessed by Indonesian students are understanding and expressing information, thoughts, feelings, and developing science, technology, and culture using English. A tool for communicating in order to access information and a tool for building interpersonal relationships and exchanging information is English. Vocabulary understanding is a component of language learning. From the results of observations made by researchers, at the time of learning English to vocational students, especially in Grade 1 at Dayun 1 Vocational High School, they often experience difficulties in mastering English vocabulary. English pronunciation (pronunciation) is not correct and vocabulary is still minimal. This is because English is rarely used in everyday life. Children become bored and less motivated to take part in learning English.

A sentence is composed of several words which is called vocabulary. Vocabulary is the most important element to understand a study material, especially when studying a foreign language according Bakti, K, N, N, (2018). By recognizing language differences, you must first know the vocabulary in understanding the meaning of a language. Vocabulary becomes a necessity for a student to construct a sentence. Vocabulary is very important in understanding a sentence, because vocabulary is the basis for knowing a language and the meaning of that vocabulary.

Based on the experiences students have some problems with learning English, such as lack of vocabulary and students motivation making them reluctant to learn English. Family backgrounds that do not support learning

English, less attractive learning approaches, inappropriate selection of English teaching materials in schools and less warm communication between teachers and students. Also, the use of less varied media in learning English for students is the things that cause the low English vocabulary in early childhood. The problems that exist in the field need solutions. The author tries to try various techniques, strategies, and methods to improve the mastery of English vocabulary in SMK.

Busuu is an application that is easy to use in learning foreign languages, there are 12 foreign languages that can be learned, especially English. There are some stages in learning in the busuu application, starting from the easy to the difficult. There are many topics in this application, where we can learn about greetings, introductions, pronunciation and intonation, there are many other topics that can be learned, of course we will get a lot of understanding in learning English. with easy learning makes it easy for students to learn where they want.

Busuu is an application that can be used in learning English. With a variety of exercises that are presented in an interesting way so that makes students feel easy to use it. Students will also feel happy to use it anywhere and anytime. Busuu can help students improve vocabulary, grammar and pronunciation (Citrayasa, 2016:23). Then, with this application students will be able to improve their ability to learn vocabulary.

Busuu makes teaching and learning more interesting and enjoyable. Students feel more motivated by learning English because they can use smartphones. Students also can to increase vocabulary, where vocabulary is very important in learning English. In Busuu Application, user can find vocabulary

exercises with broad coverage as well as audio learning comprehensive visual complete with photos and recordings of language speakers Native english (Lutfiansyah, 2016: 19). Busuu can be used anywhere and anytime, so it makes it easy for users to use it and with a repetitive learning system that makes it easier for students to improve their language skills.

SMKN 1 Dayun established in 2012, addressed in the village of Sawit Permai, subdistric of Dayun, regency of Siak. Vocational high school 1 Dayun has visi and misi, the visi is “as a center of education and personality development of skilled, competitive, and insightful learner globally”, and some the misi of vocational high school 1 Dayun is the first, develop skills education activities with learning models that lead to life skill training and public accountability, the second is fostering a strong student of faith, morality, entrepreneurship, and excellence in knowledge and technology, the third is giving birth to an integrative qualified graduate, understanding global knowledge.

Based on the problem above, the researcher tries to find out about the students’ perspectives in learning vocabulary of students at Smkn 1 Dayun, therefore the researcher takes the title “An Analysis of Students’ Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade Students At Smkn 1 Dayun”

## **1.2 Identification of the Problem**

Based on background, researcher want to know more details about students' perspectives in learning english vocabulary by using Busuu. There are several problems faced by students in learning vocabulary, which is the first, lack of

knowledge about vocabulary, students have vocabulary problems, where they only remember without understanding the meaning of the vocabulary so students have difficulty remembering the vocabulary longer, students are also reluctant to repeat vocabulary they have memorized while vocabulary is one of the basic components that must be mastered. Given that four language skills require knowledge of words because they will not get anything without vocabulary. The more students master the vocabulary, the more good command of English. By having limited vocabulary, students will find difficulty in mastering speech and other skills. The second is a lack of motivation, an environment that is less supportive is one of the factors that cause a lack of student motivation, where using English is still considered strange to be used in everyday language, sometimes students also feel anxious when what they say will be a laughing stock by their peers and will get criticism from the teacher.

### **1.3 Focus of the Problem**

Conducting research that includes the things mentioned before will be very difficult and requires a long work, therefore researcher have limitations in this study, researcher only focus on the Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade at Smkn 1 Dayun.

### **1.4 Research Problem**

The questions that will be answered in this study are as follows:

1. What are the Students' Perspectives In Learning English Vocabulary Using Busuu Application of The First Grade Students at Smkn 1 Dayun?

## 1.5 Objective of the Research

The objective of the research are as the following:

1. To find out the Students' Perspectives In Learning English Vocabulary Using Busuu Application of The First Grade Students at Smkn 1 Dayun.

## 1.6 Significance of the Research

The researches expects that the result of the study will give benefits to the students, teacher and the researcher. They are as follows:

1. For the students: They can to be better at communicating using English. They will be better at using the right grammar, pronunciation and also in processing vocabulary. They are also expected to be able to learn vocabulary correctly and they are more confident. Besides, with them being able to communicate using English they will also be able to face competition in the world of work, where they already have skills in English because many companies now require employees to speak English.
2. For the teacher : This research can be used as a guide in teaching, it is expected that with this research the learning process will be better in the future.
3. The researcher : By conducting this research, researchers can find out how to do better teaching in the future. This research is also expected to be able to be applied by teachers in the future because researchers get a lot of experience in this research. This research is also expected to be able to provide a lot of knowledge for its readers.

## **1.7 Definition of the Key Term**

To clarify the key terms used in this study, several definitions will be explained

### **1.7.1 Technology**

Technology is all means used to meet human needs so as to provide comfort for humans. Technology is an innovation that can be used in teaching and learning, Technology can create student excitement and immerse them in a variety of scenarios (Bahadorfar and Omidvar, 2014:11).

### **1.7.2 Vocabulary**

Vocabulary is the number of words used to construct a sentence so that it becomes a language (Dahniar and Zainuddin, 2016:110).

### **1.7.3 Busuu**

Busuu is an application that serves to learn foreign languages. A special aspect of Busuu is that we can involve native speakers in our learning process (Sivaram and Sujathamalini, 2019:44).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Vocabulary

###### 2.1.1.1 The Definition of Vocabulary

Mastery is an ability that is in a person to master and deepen something that is being studied. Vocabulary is a collection of words that everyone knows. Based on the above opinion, vocabulary mastery is an ability that is in a person to be able to master and understand a word that is the basis for communication that is known by everyone. These words are learned, memorized, understood and used in daily activities. If one day you need the word, you only need to remember the word again. Vocabulary is the basis of a language. The criteria for the main new vocabulary are the meaning of words, use in communication, pronunciation, spelling, and grammar.

Vocabulary is an important component in learning English. Every human being will not be able to speak English if they do not have a wide vocabulary. A sentence that is in the form of vocabulary, so learning vocabulary is a very important basic thing. According D.J. Henry (2007) cited in Lestari, A.W.S and Nur, N.A, (2017:78) Vocabulary is one of the most important components in English because vocabulary is used to construct a language or sentence that is used or understood by someone.

The vocabulary is one of the important components in language. Can be interpreted as a collection of words that are owned by a language and give meaning when we use that language. Vocabulary is an important aspect of learning a foreign language. Without good vocabulary mastery, anyone will have difficulty speaking, reading, listening and writing. Acquiring vocabulary will help people get, understand, and also improve the process of transferring knowledge for a better life. Mastery of good vocabulary allows for progress or success in various fields, such as computers, technology, economics, politics, tourism, and improving education.

When studying a foreign language, the basic vocabulary that we have in that language is one of the most important micro skills to develop. Of course, all micro skills such as grammar, vocabulary, pronunciation are very important. But everything will be difficult if you communicate without vocabulary than without grammar.

#### **2.1.1.2 The Types of Vocabulary**

Vocabulary is divided into two types, namely active and passive vocabulary. according to Gruneberg and Sykes (1991) active vocabulary refers to the type of vocabulary that is taught to students and they are expected to use. Meanwhile, passive vocabulary is words that students will recognize, but may not can pronounce (as cited in Susanto 2017). Based on the above statement, active vocabulary is vocabulary that is often used in conversation. This vocabulary is called active because of its high frequency of use. Active vocabulary can also be defined as vocabulary that is popular

and often heard. Meanwhile, passive vocabulary is 'forgotten' vocabulary. This means that this vocabulary is rarely exposed, so it is only found in the text. Maybe we know the meaning of this passive vocabulary, but because we are rarely exposed, when we speak, this vocabulary will be forgotten.

### **2.1.1.3 The Benefits of Vocabulary**

The benefits of vocabulary in language learning activities are very clear. Vocabulary is closely related to every aspect of language learning. When studying reading, students must know the meaning of each vocabulary in order to be able to understand the content of what they read. Learning speaking, students must understand the meaning of new vocabulary and can communicate well. Studying listening, students must also know the meaning of vocabulary in order to be able to understand what is heard. Learning writing too, students must understand the meaning of vocabulary to be able to write well. Vocabulary can also be called the breath of language, because without vocabulary there would be no language.

Several benefits have been described to the use of vocabulary according to Hanifia, F.N, (2013). The researcher described as follow:

1. First, by using a dictionary file and guessing from the context, students can be encouraged to use guessing the meaning of the textual context to improve incidental vocabulary learning in the learning process.
2. Second, students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or

confidence in their own learning abilities. Many students learn new words relatively quickly but they forget them fast too. Taking this into account, vocabulary journals can facilitate students to review material at any time.

3. Third, vocabulary journals also provide multiple learning strategies. Because learners are individuals and have different learning styles, it is the best possible teaching plan to introduce students to a variety of learning strategies.
4. Fourth, vocabulary journals are also useful for teachers. Vocabulary journals are kept to create teaching strategies and styles for students to understand and understand in learning English vocabulary.

It can be concluded that vocabulary is a component of language, and there is no language without words. Words are signs or symbols to express ideas or an idea. These words are tools used to brainstorm. The more words a person uses, the more ideas or ideas he is good at, so that he can or is able to communicate his ideas properly and effectively. Related to this, vocabulary is the most important element that students must have in achieving the four language skills. In other words, it can be said that vocabulary is one of the important language components in learning English.

Vocabulary is a number of words in the language and the words in the language and the word is used as an engine of the language to express a

thought. Vocabulary is the basic language, there is no language without vocabulary. Before mastering the four abilities that is listening, speaking, reading and writing, student must learn english component such as vocabulary, grammar and pronunciation. According Alqahtani (2015:21) define vocabulary as “an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms”. From above statement can be conclude if vocabulary very important, without vocabulary there’s nothing we can say.

## **2.1.2 Busuu Application**

### **2.1.2.1 Concept of Busuu Application**

Busuu is designed as one of the media for learning foreign languages. Released on July 29, 2011, currently downloaded by more than 10 million people and get 4.5 out of 5 ratings (observed in google play store). According to winans (2020: 118) busuu was discovered by bernhard Niesner and Adrian Hilti in 2008 and named Busuu which is from the Cameroon language which has begun to disappear. There are 12 languages that we can learn in this application, such as English, Spanish, French, German, Italian, Portuguese, Mandarin, Mandarin, Japanese, Polish, Turkish, Russian and Arabic. we can choose based on our interests and willingness to learn the language we want to learn. With several levels available in the busuu application, we will find it easy to learn. the deep levels of busuu are Beginners A1, Elementary A2, Intermediate B1 and Intermediate Upper B2. Learning

material that uses sounds and pictures as well as native speakers' voices that help learners correct their practice.

According Citrayasa (2016 : p. 22) stated that busuu provides several features such as learning the basics of vocabulary and grammar, language games and interactive tests, audio dialogue, providing practice exercises where native speakers help, setting goals to ensure that they reach their language goals. thus, busuu is an application that can help students according to their learning desires and make them more motivated in learning languages. thus, busuu is an application that can help students according to their learning desires and make them more motivated in learning languages. Interesting material and display make students feel enjoy and will continue to use it, they can practice speaking and corrected directly by native speakers, in addition they will also get more vocabulary that makes them will be able to improve their language skills.

#### **2.1.2.2 Purposes of Busuu Application**

According Citrayasa (2019 : p. 87) stated that Busuu is a useful aid for learning. busuu helps students to improve their English skills even when their teacher is not around. their goal with the learning skills features offered by Busuu is that students will experience an increase in learning the basics of English vocabulary, speaking, listening, writing and pronunciation. From the above understanding it can be concluded that the purpose of this application is to help everyone, especially students in learning foreign languages. making

language learning more fun, with an attractive appearance and complete material makes it easier for students to improve their language skills.

### **2.1.2.3 Components of Busuu Application**

The teacher can do learning using the busuu application, here are some components used in learning, the first is smartphone, one of the important tools in using the busuu application, where the busuu application will be installed using a smartphone, without a smartphone learning to use the application will not run properly, and the second is internet network, Internet network is also very important in using the busuu application, without the internet network the busuu application will not function properly.

### **2.1.2.4 Procedures of Busuu Application**

Busuu is an application used for language learning where users can interact with native speakers from all over the world. Where students can do the exercises in busuu and see the results of the exercises they do. When students incorrectly answer the exercises then busuu will automatically tell the correct answer. so they can immediately find out where their mistakes are.

According Nushi and Jenabzadeh (2016: 32) there are several stages to used busuu application:



Figure 2.1. Busuu login page

In the busuu login page, we are required to register first if we have never used it before, here we are required to fill in email, username and password.



Figure 2.2. Busuu language selection page

In this stage, the user chooses the language their will learn, such as English and other languages provided by Busuu. With twelve language

choices make this application better than other language learning application.

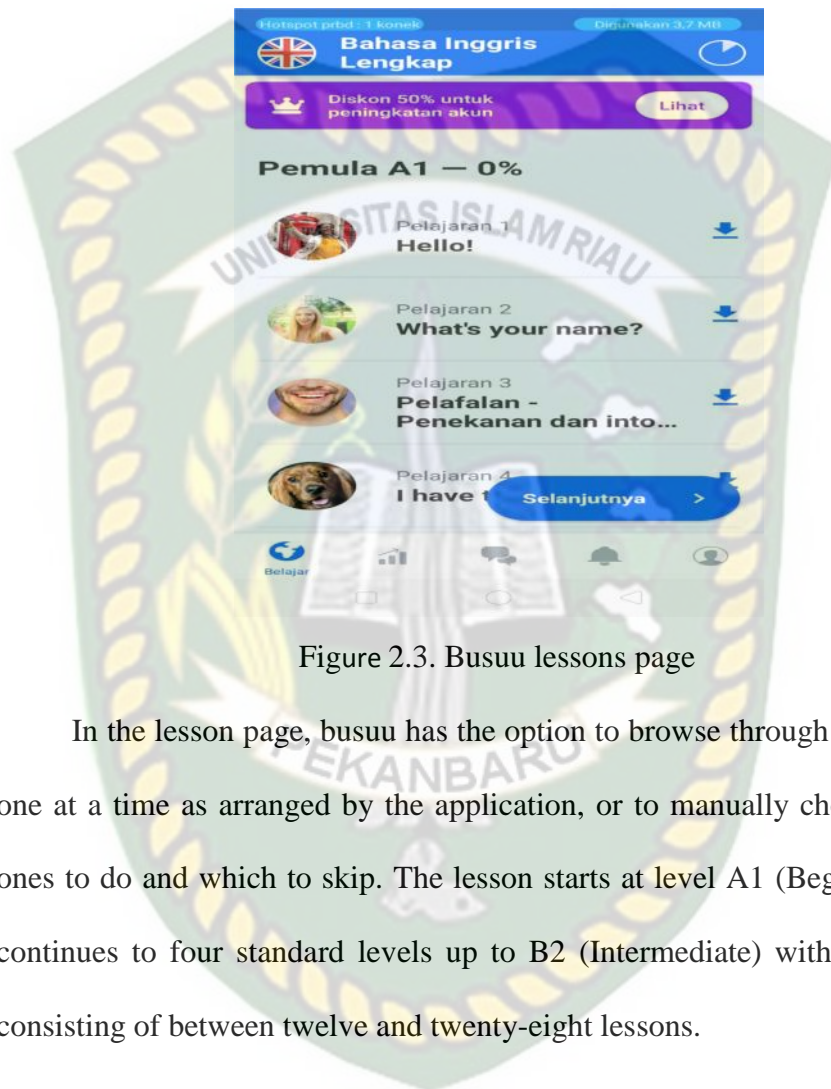


Figure 2.3. Busuu lessons page

In the lesson page, busuu has the option to browse through the lessons one at a time as arranged by the application, or to manually choose which ones to do and which to skip. The lesson starts at level A1 (Beginner), and continues to four standard levels up to B2 (Intermediate) with each level consisting of between twelve and twenty-eight lessons.



Figure 2.4. busuu flashcards

Busuu presents a vocabulary flashcard with an attractive appearance such as colors, audio, video and images making busuu an application that is different from other applications.

#### 2.1.2.5 Features on Busuu Application

Based on observations on the Google Play Store, there are several features provided by the Busuu application, namely the first, practicing speaking with native speakers through conversation, where users will get feedback from native speakers. the second is to set a study schedule, the busuu application will set the user's time to study at a time that is appropriate for the user. the third is the vocabulary trainer, users will get more memorized vocabulary. the fourth is grammar review, busuu will help users to improve user grammar. the fifth is obtaining the McGraw-Hill Education language certificate, users who have succeeded in achieving their learning will get an official certificate from Busuu.

and the last is offline mode, where users can learn where and users can download content to study offline. One of the features chosen by users is the existence of social features that support social networking so that users can interact with other users based on the language they are teaching (winans,2020:118).

There are several advantages and disadvantages of the Busuu application as a learning medium, the author will explain the advantages of using the busuu application, the first is that busuu is very interesting for anyone who wants to learn a language, because the design is very easy to understand. the second is busuu can be used to study anytime and anywhere. the third is that it does not need to require a lot of quota, so it does not burden the users. the fourth is that we can connect with people out there. and finally the learning process is more fun.

The drawback of busuu application is that we have to open a quiz session at an additional cost and not all teachers can use technology.

### **2.1.3 Students Perspectives**

#### **2.1.3.1 The Definition of Students Perspectives**

Since the individual is born, since then the individual is directly in touch with the outside world and receives stimuli from outside as well as from within himself by using his sense organs. Through the stimulus it receives, individuals will experience perception. Perspective is a process that is preceded by sensing, which is a process that takes the form of receiving a stimulus by an individual through its receptor. Perspective is one of the basic symptoms of the human psyche that appear in the field of education, apart from memory, thinking, intelligence, emotions and motivation.

It can be stated that perspective is related to a person's treatment of information about an object that enters him (received) through observation using the senses he has. The treatment process is related to giving meaning, description or interpretation of the object. Furthermore, it is explained that every perspective is always preceded by sensing, namely the process of receiving a stimulus by the individual through the sensory organs which is then passed on by the nerves to the brain as the center of the nervous system and this is where a physiological process occurs which causes the individual to be aware of what is received by the senses or the receptors.

The situation shows that the individual is not only subjected to one stimulus, but various kinds of stimuli caused by the surrounding conditions. However, not all stimuli will be responded to by individuals. The response is given by the individual to a stimulus that is compatible or attracts attention. Thus, the perspective of the individual, apart from depending on the stimulus, also depends on the individual's circumstances. The stimulus that gets a response from an individual depends on various factors, one of which is the factor of attention, which is a psychological aspect of holding a perspective.

## **2.2 Relevance Studies**

There are several studies that are relevant to this research are: first this study has relevance to the research conducted by :

First, Vinindita Citrayasa (2019) "Junior High School Students' Lived Experiences Of Learning English Using Busuu" Busuu can improve their English skills. The result of the research is there are many benefits that can be found in

learning using Busuu like learning everywhere, learning fun, and a useful English learning assistant.

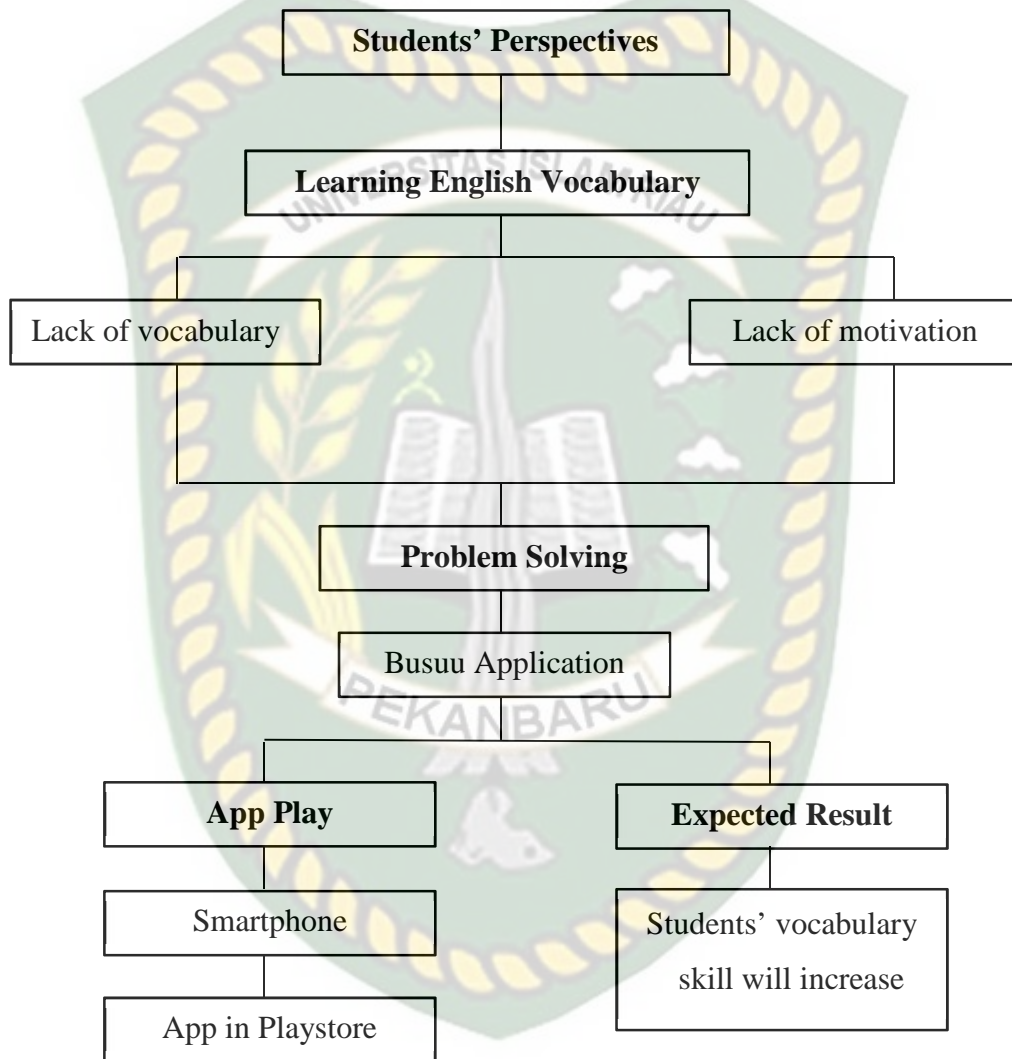
. Second, Ramya Gangaian And Madhumathi Pasupathi (2017) “Review on Use of Mobile Apps for Language Learning” This article shows several applications that will be used in language learning, one of which is busuu. busuu can be used on iOS or Android and the busuu application is also used in learning Vocabulary skills

Third, Musa Nushi (2016) “Busuu: A Mobile App” This article shows Busuu is a great app because of the My Vocabulary panel feature, where students can quickly reach out and revise their vocabulary to catch up with them. In this panel students can find the meaning of the vocabulary which is separate from the example sentences, and the audio from the pronunciation of the word.

### 2.3 Conceptual Framework

Figure Conceptual Framework Of This Research

**Figure 2.5 Conceptual Framework**

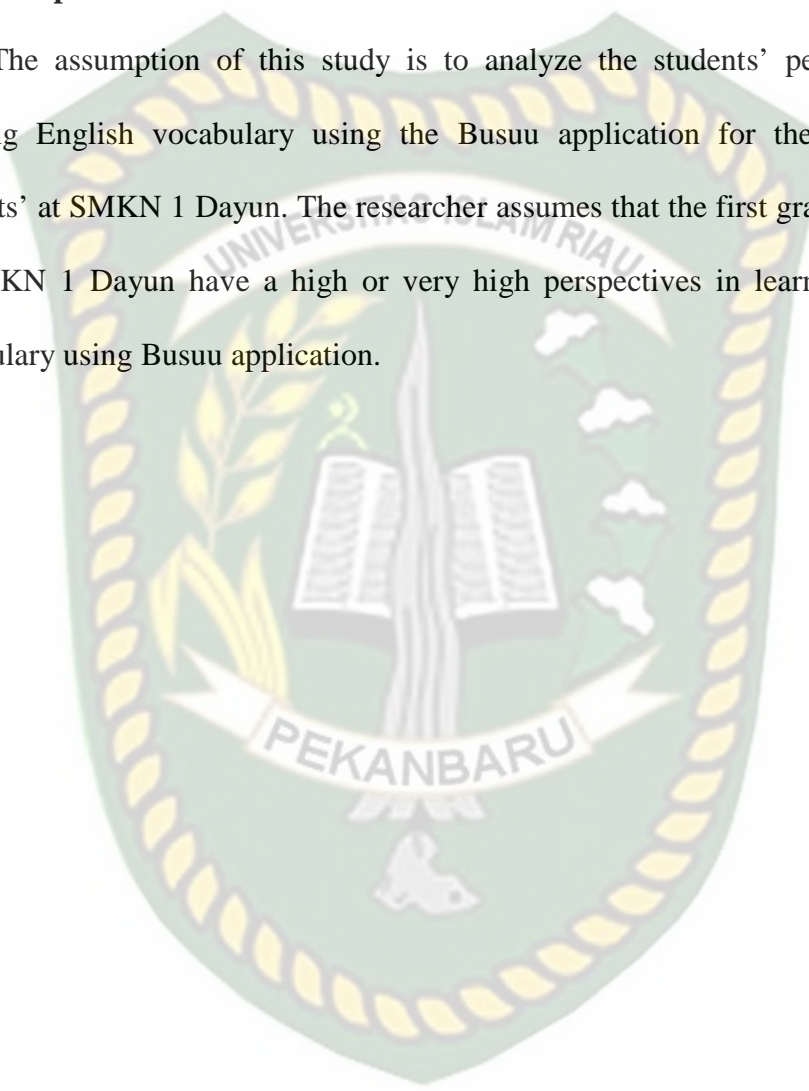


Students have several problems in learning English vocabulary . Some problem that are often faced by students, namely the lack of vocabulary and lack of motivation. English is a fun learning when applied correctly. Busuu application is an application designed to make it easier for anyone in learning languages, making language learning as games that are not boring, students will be more

motivated in learning languages, so students may also be able to improve their vocabulary skill.

#### **2.4 Assumption**

The assumption of this study is to analyze the students' perspective in learning English vocabulary using the Busuu application for the first grade students' at SMKN 1 Dayun. The researcher assumes that the first grade students' of SMKN 1 Dayun have a high or very high perspectives in learning English vocabulary using Busuu application.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The method used in this research is descriptive qualitative method. According Cresswell (2014:23) stated that qualitative research is a qualitative approach was used for data collection, interpretation, and writing of different data reports with a quantitative approach. The application of a qualitative approach by considering the possibility of data obtained in the field in the form of data in the form of facts which requires in-depth analysis. Then the qualitative approach will further encourage the achievement of more in-depth data, especially with the involvement of the researchers themselves in the field. In qualitative research, the researcher becomes the main instrument in collecting data that can be directly related to the research instrument or object. Based on the setting and the problem formulation that has been mentioned, this study uses a descriptive qualitative method to know students' perspectives in learning English vocabulary using the busuu application of the first grade at SMKN 1 Dayun.

#### 3.2 Source of Data

##### 3.2.1 Location and Time of Research

Due to the current condition of the school being closed due to Covid-19 and the teaching and learning process being carried out online, the researcher decided to use the help of the google form application where this application is useful for distributing questionnaires quickly and widely via a link distributed to research on subject X TMI SMKN 1 Dayun having its

address at Sawit Permai Village (km 55), Dayun sub-district, Siak Regency.

This research time starts from November-December 2020.

### 3.2.2 Population and Sample

#### 1. The population of study

According to Creswell (2012:142) “population is a group of individuals who have the same characteristics”. The population of this research is the first grade students at SMKN 1 Dayun in the academic year 2019/2020. The number of population 155 students consisted of six classes. The description of population can be seen in the following table:

**Table 3.1 Population Of The Research**

<b>Class</b>	<b>Total of Students</b>
<b>TKJ 1</b>	25
<b>TKJ 2</b>	25
<b>TBSM</b>	31
<b>TKRO</b>	31
<b>DPIB</b>	16
<b>TMI</b>	27
<b>SUM</b>	155

#### 2. The sample of study

The sample is part of the target population which is researched by the researcher to generalize about the target population (Creswell, 2012:142).

To take the sample, researcher used purposive sampling technique, the

purpose of purposive sampling is to select individuals to make the sample to represent the population. This study wa taken 27 students as sample of the research in X TMI at SMKN 1 Dayun.

### **3.3 Research Variable**

According Sugiyono (2016:38) stated that variable is one form of research that can produce information to determine a conclusion. Variable is very important in a study, without variables a study cannot be done. The variable in this study are students' perspectives in learning english vocabulary using busuu application.

### **3.4 Data Collection Technique**

Data is something that has no meaning for the recipient and still requires a processing (Kurniawan & Puspitaningtyas, 2016, p.78). Data can be in the form of numbers, letters or symbols. The data generated must be clear and accurate. Data is very important in a study because with the data, the purpose of a study will be achieved.

The data collection technique is the first major step in this study because the main objective of this research is to obtain data. To get data, researchers used a questionnaire to collect data, there are several procedures for collecting data.

The data collection procedure is as follows:

1. The researcher asked permission to the teacher to got the data which the researcher distribute to the sample.
2. The teacher has previously reviewed various English learning applications including the Busuu application

3. Researchers provide a questionnaire that has been made via Google Form to the teacher which will be distributed to students
4. The teacher distributes the questionnaire created by the researcher via the google form to the students selected as the sample
5. Furthermore, the researcher collected data through a questionnaire that had been filled in by the students
6. Finally, the researcher analyzed the data according to the indicators: vocabulary learning performance, confidence, class participation, and the use of multimedia in education.

#### 3.4.1 Questionnaire

The questionnaire is an instrument that is often used in a study. According to Roopa S and Rani MS (2012:273) stated a questionnaire is a number of statistically useful questions about a specific topic that aim to obtain information submitted to individuals. Actually, what is meant by a questionnaire is a method for collecting data. This method can be said to be an important aspect of research.

The type of scale used in this research is a *Likert Scale*. According Ankur et al (2015:396) stated the Likert Scale is one of the most basic psychometric tools and is often used in educational and social science research. Likert scale is also a tool for measuring and collecting data by measuring and weighing question items that contain tiered choices.

The questionnaire provide 5 alternative answer, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) to

increase response variability According to Sugiyono, (2016). The scoring for each alternative answer for each statement item in this instrument is in table 3.3

**Table 3.2. Scoring Norm**

Statement	Favourable Score	Unfavourable Score
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Respondents were asked to answer the statements contained in the questionnaire by selecting one of the alternative answers provided. Scoring is done by adding up the respondent's answers on each item.

The total of questionnaires are twenty statements based on the indicators written by Rezaei, Mai and Pesaranghader (2014 : 79) they are, (1) Vocabulary Learning Performance, (2) Confidence (3) Class Participation, (4) The Use of Multimedia in Education. Further data are suggestions or comments submitted in writing.

The items are design in five points as scale, Sugiyono (2016), such as score 5 if the respondent answers Strongly Agree (SA), score 4 if the respondent answers Agree (A), score 3 if the respondent answers Neutral (N), score 2 if the

respondent answers disagree (D), score 1 respondent answered Strongly Disagree (SD).

**Table 3.3. The Blueprint Indicator of Learning English Vocabulary Using Mobile Application.**

<b>Indicator</b>	<b>Sub-indicator</b>	<b>Item</b>	<b>Total Number of Quistionnaire</b>
<b>Students' Perspectives In Learning English Vocabulary Using Busuu Application</b>	1. Vocabulary Learning Performance	1, 2, 3, 4, 5	5
	2. Confidance	6, 7, 8, 9, 10	5
	3. Class Participation	11, 12, 13, 14, 15	5
	4. The Use of Multimedia in Education	16, 17, 18, 19, 20	5
	<b>Total</b>		<b>20</b>

### 3.5 Data Analysis Technique

Analysis of the data used in this research is to use qualitative descriptive methods. Data were analyzed descriptively to determine students' perspectives in learning english vocabulary using busuu application of the first grade at smkn 1 dayun. The stages of analyzing data in this research are:

Converting data suspensions from the use of student perspectives assessment questionnaires as assessment and understanding of students' English vocabulary learning using the Busuu application. To analyze the data further, each answer from the questionnaire was converted into a numeric form.

The score is given to each statement, for positive statements:

1. Score 5 if the respondent answers Strongly agree
2. Score 4 if the respondent answers Agree
3. Score 3 if the respondent answers Neutral
4. Score 2 if the respondent answers disagree
5. Score 1 respondent answered Strongly disagree

Scores for negative statements:

1. Score 5 if the respondent answers strongly disagree
2. Score 4 if the respondent answers disagree
3. Score 3 if the respondent answers Neutral
4. Score 2 if the respondent answers Agree
5. Score 1 respondent answers Strongly agree

Next, calculate the frequency of each category of answers in each variable.

To find out Busuu in students vocabulary after collected the data with questionnaire, the score obtained is then calculated and entered into the percentage descriptive formula, Sugiyono (2006):

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

Information :

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Based on the formulation in taking percentage of the data, it is need to identify the mean for each category that absolutely has different value in every items in the questionnaire.

The formulation of mean score as follow:

$$Me = \frac{\sum x}{N}$$

Where:

Me = Mean

N = Number of Cases

= Epsilon

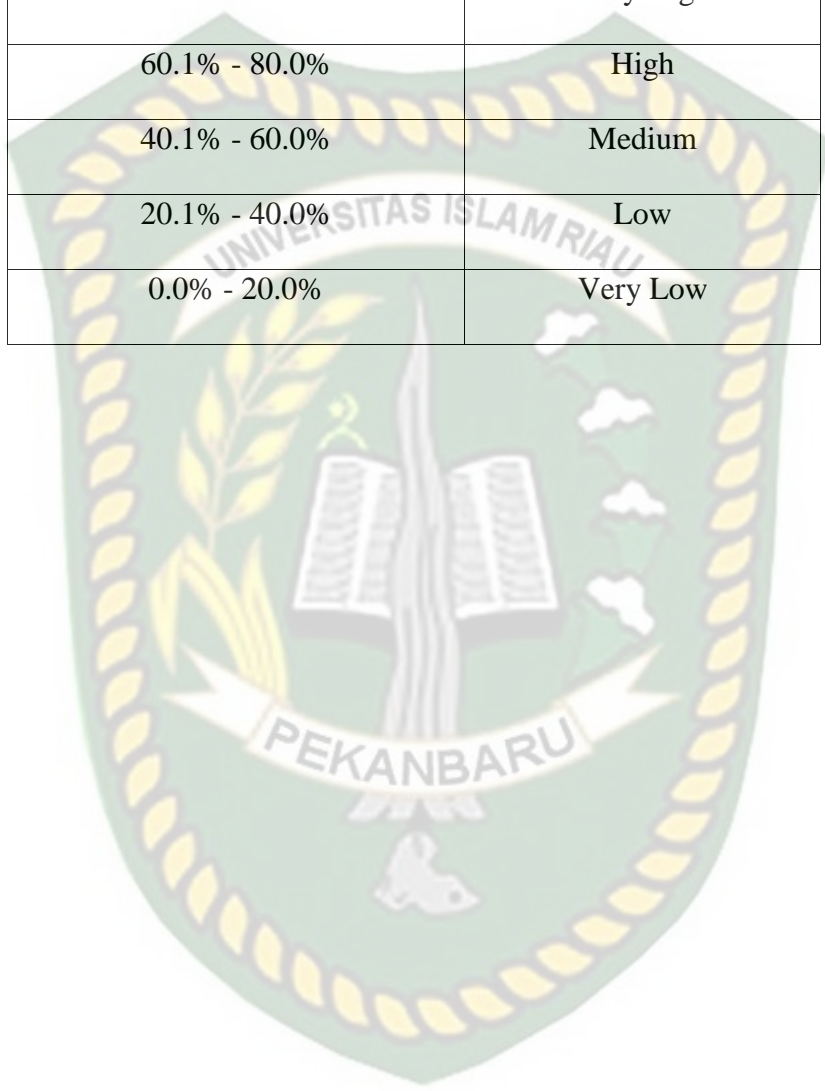
x = Total Score , Sugiyono, (2019)

Researchers use SPSS to ensure that data processing has accurate results. The results of the questionnaire in the form of data will be saved in Excel format and directly used as raw data to be analyzed with SPSS software. Furthermore, from the results of the descriptive analysis, then a decision was taken whether the students' perspectives in learning English vocabulary would use Busuu as very high, high, moderate, low, or Very Low. Data analysis using quantitative descriptive techniques utilizing percentages is only the first step of the entire analysis process.

Based on this, the results of the calculation in percentage form are converted into predicates, including (Malasari and Suyono, Journal of Chemical Education and Learning 2015)

**Table 3.4. Indicator for Mean Score**

<b>Mean score</b>	<b>Frequency</b>
80.1% - 100.0%	Very High
60.1% - 80.0%	High
40.1% - 60.0%	Medium
20.1% - 40.0%	Low
0.0% - 20.0%	Very Low



## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1. Description of Data

In this chapter, the researcher describes the results of research related to student perspectives in learning vocabulary using the Busuu application to first grade students at SMKN 1 Dayun. This chapter discusses the results of data analysis. The title of this research is An Analysis of students perspectives in learning english vocabulary using Busuu application of the first grade students at SMKN 1 Dayun. The sample in this study were the tenth grade students of TMI SMKN 1 Dayun, totaling 27 students. This research was conducted to find out how the students' perspectives in learning English vocabulary using the Busuu application class ten TMI SMKN 1 Dayun.

After collecting to analyze Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade At SMKN 1 Dayun which consists of four indicators on the questionnaire, namely; Vocabulary Learning Performance, Confidence, Class Participation, and The Use of Multimedia in Education.

Based on the table of presenting student perceptions in answering the questionnaire, it can be seen that the perspective of students with vocabulary performance using the Busuu application in class X TMI students has the highest value, namely 135, this shows that students almost agree. if students experience a high perspective in using the Busuu Application in Vocabulary learning because students choose Strongly Agree. However, the lowest score is 27. This means that

students choose Strongly Disagree if students have a low perspective on using the Busuu Application in Vocabulary learning, which means that there are some students who have skills in using the Busuu Application on Vocabulary learning. Finally, the researchers found that the mean score was 88.74.

After the data is collected and processed. Complete information about the frequency of student perspectives in students who have skills in using the Busuu Application on Vocabulary learning can be seen in the following explanation:

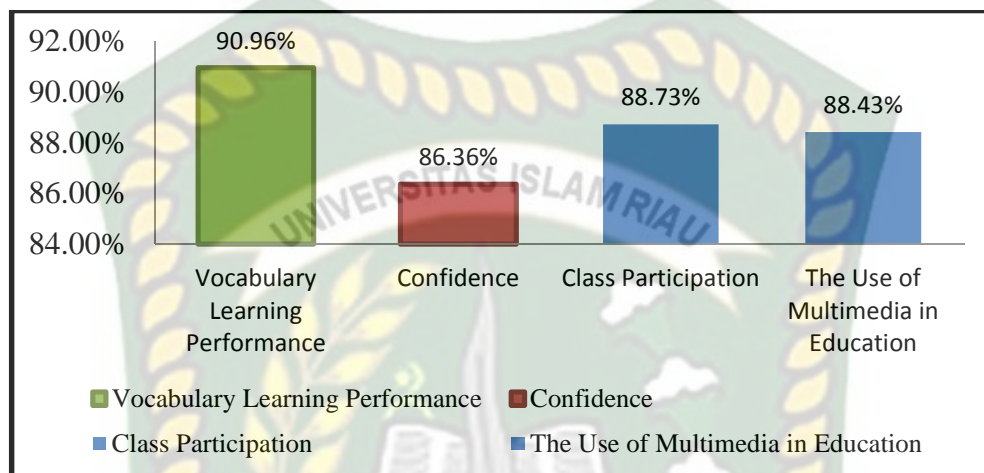
**Table 4.1. The Score Positive Statements**

No	Item	Score	X	Sample	Total	Score Max
1	Strongly Agree	5	X	27	135	<b>135</b>
2	Agree	4	X	27	108	
3	Neutral	3	X	27	81	
4	Disagree	2	X	27	54	
5	Strongly Disagree	1	X	27	27	

#### 4.2. Data Analysis

A further analysis of the data according to the four indicators of the Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade At Smkn 1 Dayun:

**Figure 4.1. Indicator of Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade At Smkn 1 Dayun**



Furthermore, these results indicate that the average of each indicator in the questionnaire shows which statements the students most agree with if the use of cell phones in learning English vocabulary in every aspect.

Among the four indicators, each has the same level, namely at the Very High level. In Vocabulary Learning Performance, Average = 90.96%. Thus it can be concluded that the use of pictures, sounds, definitions, examples of students can learn vocabulary well, besides using English applications can test and help students access more information.

Followed by Confidence where students must have a strong motivation to be brave and want to learn to practice vocabulary learning so that an average value is obtained (M = 86.36%). It can be concluded that the use of English mobile applications helps students become more confident, provides many visual examples, makes students more confident in class evaluation tests, helps build

self-confidence and cope with stress in evaluation, and has sources of information and can access them.

Class Participation ( $M = 88.73\%$ ), meaning that students are assisted in using mobile applications that allow students to interact more easily, improve communication performance, participate in situations/tests that are often not threatening (with applications), and help students communicate better outside the classroom.

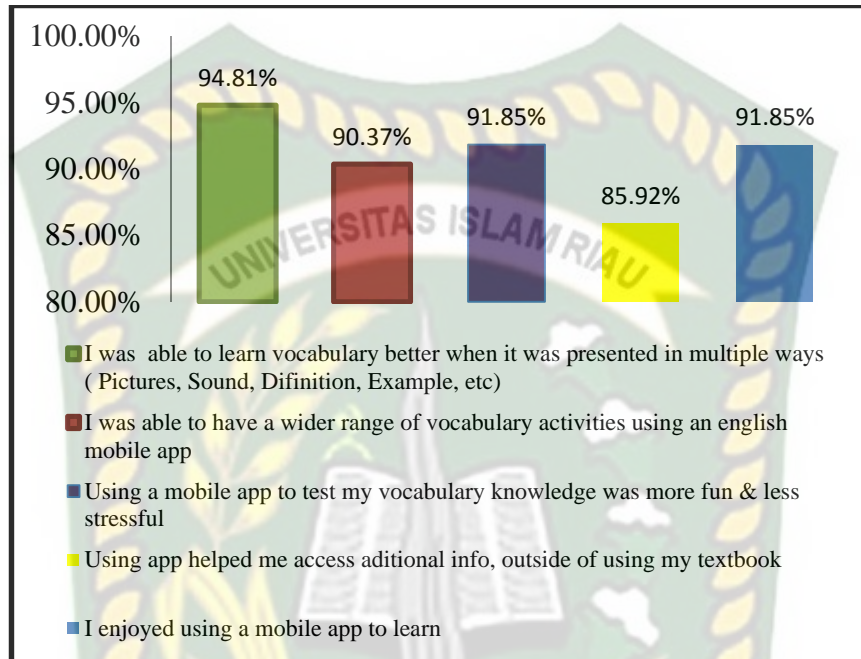
Furthermore, the last indicator The Use of Multimedia in Education gets a score ( $M = 88.43\%$ ). Thus it can be concluded that using mobile applications will be more practical than reading textbooks, using mobile applications is easier than surfing the web, mobile applications are more accessible than books, interacting via mobile applications helps remember English vocabulary better, and can quickly access study materials and notes with the mobile application.

#### **4.3. Data Interpretation**

After the data is collected and processed. Detailed information about the frequency of student responses in the Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade At Smkn 1 Dayun can be seen in the following explanation:

### 4.3.1 Vocabulary Learning Performance

Figure 4.2. The Graphic of Vocabulary Learning Performance



Language skills require mastery of adequate vocabulary, so that the ideas to be conveyed can be channeled properly. Mastery of adequate vocabulary can determine the quality of a person's language. Vocabulary learning must be carried out effectively, such as contextual vocabulary learning, namely learning that is in accordance with the goals of communication and meaningful learning in everyday life and carried out actively, creatively, effectively, and fun.

Vocabulary is a core component of language skills and is the basis for how students can speak, listen, read, and write. Without a broad vocabulary and the right strategy to acquire new vocabulary, students are less able to optimize their potential and become reluctant to take

advantage of opportunities around them, such as listening to the radio, listening to native speakers, using smartphones, using language in different contexts, reading , or watching television. Therefore, teachers are required to do vocabulary learning and teaching creatively, so that it becomes more meaningful to attract students to learn it.

#### 4.3.1.1 Questionnaire Results

Figure 4.2 shows the percentage of aspects of performance conditions on student vocabulary learning performance in class. The percentage of item number 1 is  $P = 94.81\%$ . At the Very High level, because there were 22 students who chose Strongly Agree, 4 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they can learn vocabulary better when it is presented in a variety of ways (Image, Sound, Definition, Example, etc.).

The percentage of item number 2 is  $P = 90.37\%$ . At the Very High level, because there were 16 students who chose Strongly Agree, 9 students chose to Agree, 2 students chose Neutral, 0 students chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think they can have a wide vocabulary activity using the English application.

The percentage of item number 3 is  $P = 91.85\%$ . At the Very High level, because there were 17 students who chose Strongly Agree, 9 students chose to Agree, 1 student chose Neutral, 0 students

chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think using the mobile app to test vocabulary knowledge is more fun & less stressful.

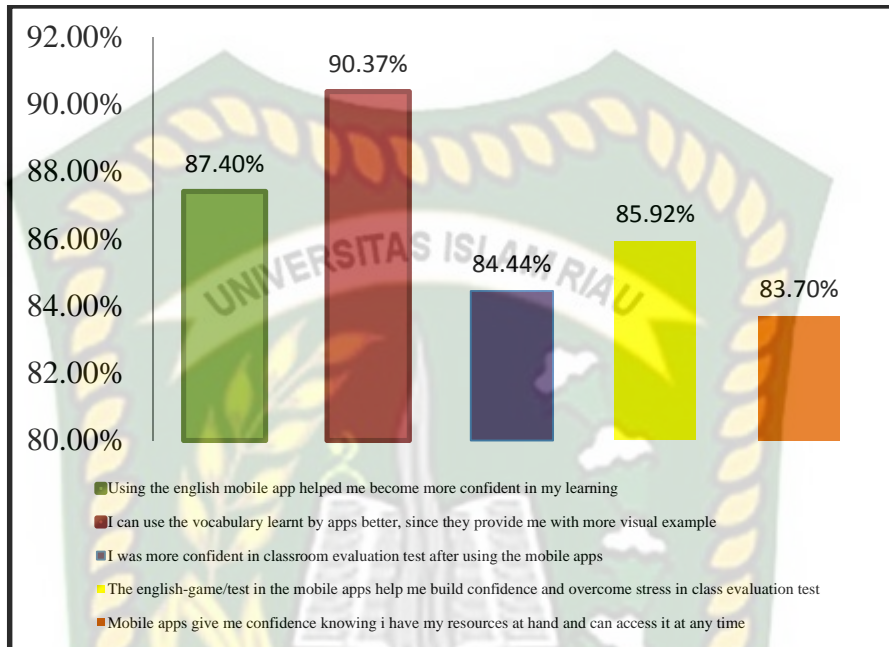
The percentage of item number 4 is  $P = 85.92\%$ . At the Very High level, because there were 13 students who chose Strongly Agree, 12 students chose to Agree, 2 students chose Neutral, 0 students chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think using the app helps them access additional info, outside of using textbooks

The percentage of item number 5 is  $P = 91.85\%$ . At the Very High level, because there were 20 students who chose Strongly Agree, 5 students chose to Agree, 1 student chose Neutral, 0 students chose to Disagree, and 1 student chose Strongly Disagree. More students are choosing Strongly Agree because they think they enjoy using the mobile app for learning.

Finally, the researcher can conclude from items 1, 2, 3, 4, and 5 that the overall percentage of 90.96% is at the Very High level. This is because almost all students strongly agree to use cell phones because there are lots of materials or information, pictures, sounds, and definitions that are used as examples for learning English vocabulary.

### 4.3.2 Confidence

**Figure 4.3. The Graphic of Confidence**



Learning English without having self-confidence is a waste, where they have language talent but they cannot develop it. Confidence is an interesting thing. Some people are naturally born with high self-esteem. For the rest, will find it difficult to conquer their self-confidence, self-confidence must be built over time.

Many people learn English but don't practice using it on a daily basis because they are afraid if they are wrong or if they are laughed at. Don't worry, even people who use English as a colloquial language make mistakes and no one laughs at. If you want to improve your English skills, you need to be confident in your abilities.

#### 4.3.2.1 Questionnaire Results

Figure 4.3 shows the percentage of aspects of performance conditions on student confidence in the class. The percentage of item number 6 is  $P = 87.40\%$  at the Very High level because there were 13 students who chose Strongly Agree, 12 students chose to Agree, 1 student chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they use the English mobile app to help them appear more confident in their learning.

The percentage of item number 7 is  $P = 90.37\%$ . At the Very High level, because there were 17 students who chose Strongly Agree, 8 students chose to Agree, 1 student chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think they can use the vocabulary they learn from the app better, as their app provides more visual examples.

The percentage of item number 8 is  $P = 84.44\%$ . At the Very High level, because there were 14 students who chose Strongly Agree, 10 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 2 students chose Strongly Disagree. More students choose Strongly Agree because they think they are more confident in class evaluation tests after using the mobile app.

The percentage of item number 9 is  $P = 85.92\%$ . At the Very High level, because there were 16 students who chose Strongly Agree, 7

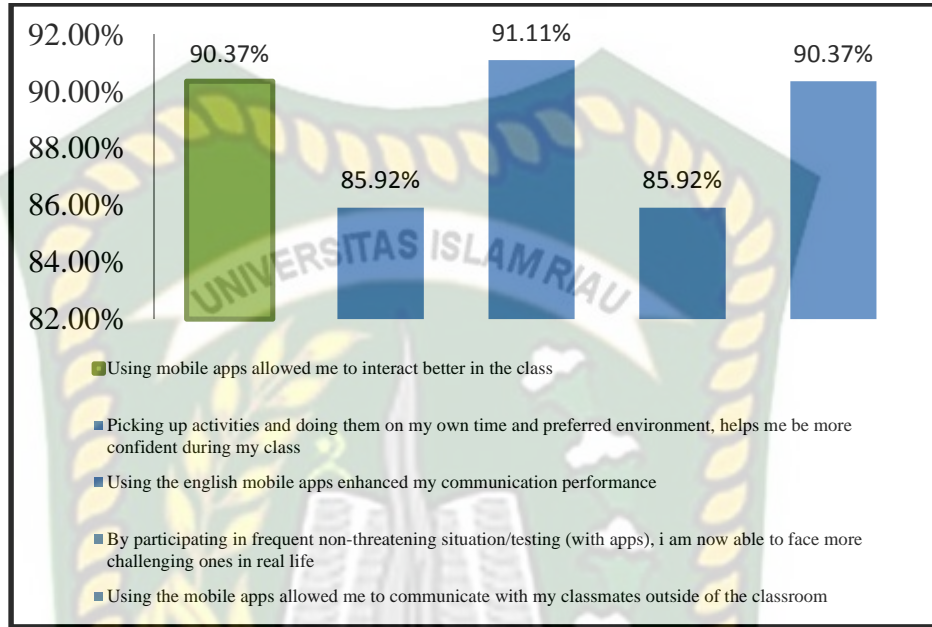
students chose to Agree, 1 student chose Neutral, 2 students chose to Disagree, and 1 student chose Strongly Disagree. More students are choosing Strongly Agree because they think the English games/tests on the mobile app help them build self-confidence and deal with stress in-class evaluation tests.

The percentage of item number 10 is  $P = 83.70\%$ . At the Very High level, because there were 12 students who chose Strongly Agree, 11 students chose to Agree, 1 student chose Neutral, 3 students chose to Disagree, and 0 students chose Strongly Disagree. More students are choosing Strongly Agree because they think the mobile app gives them confidence because they know they have the resources and can access them anytime

Finally, the researcher can conclude from items 6, 7, 8, 9, and 10 that the overall percentage of 86.36% is at the Very High level. This is because almost all students strongly agree to use cell phones because it can help students build confidence in their cell phones.

### 4.3.3 Class Participation

**Figure 4.4. The Graphic of Class Participation**



In essence, learning is an interaction between students and their environment. Therefore, to achieve optimal learning outcomes it is necessary to involve or participate from students in learning. Student involvement is very important to determine the success of learning. Student participation in learning is student involvement in the learning process to achieve a goal, namely satisfactory student learning outcomes.

#### 4.3.3.1 Questionnaire Results

Figure 4.4 shows the percentage of performance condition aspects of Class Participation. The percentage of item number 11 is P = 90.37%. At the Very High level, because there were 17 students who chose Strongly Agree, 8 students chose to Agree, 1 student chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly

Disagree. More students choose Strongly Agree because using mobile apps allows them to interact better in class.

The percentage of item number 12 is  $P = 85.92\%$ . At the Very High level, because there were 12 students who chose Strongly Agree, 12 students chose to Agree, 2 students chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think taking activities and doing them in their own time and preferred environment helps students be more confident during class

The percentage of item number 13 is  $P = 91.11\%$ . At the Very High level, because there were 18 students who chose Strongly Agree, 7 students chose to Agree, 1 student chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because according to them using English applications improves student communication performance.

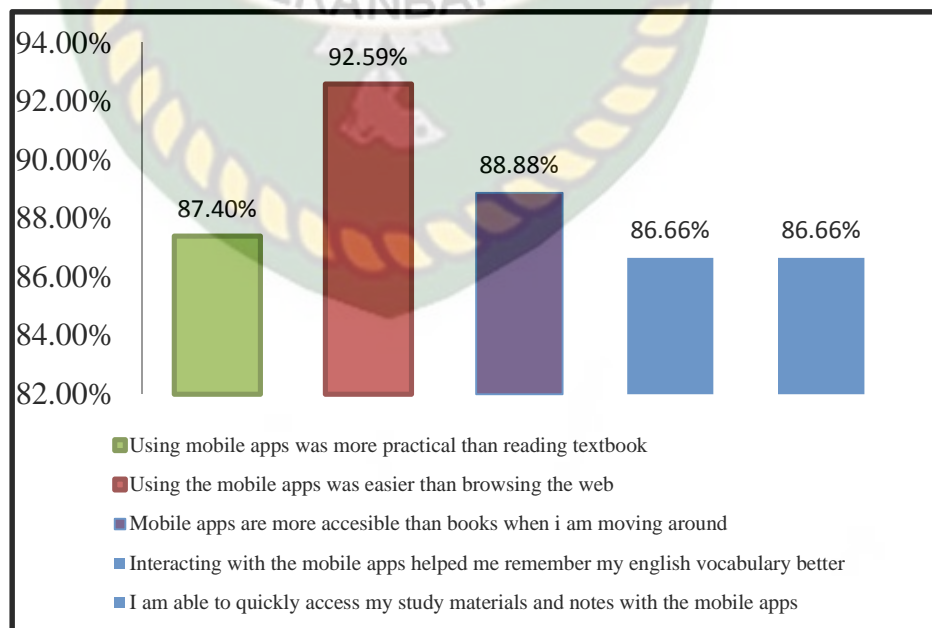
The percentage of item number 14 is  $P = 85.92\%$ . At the Very High level, because there were 13 students who chose Strongly Agree, 11 students chose to Agree, 1 student chose Neutral, 2 students chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think that by participating in often non-threatening situations/testing (with applications), students can now face more challenges in real life.

The percentage of item number 15 is  $P = 90.37\%$ . At the Very High level, because there were 16 students who chose Strongly Agree, 10 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they think using the mobile app allows students to communicate with classmates outside of the classroom.

Finally, the researcher can conclude from items 11, 12, 13, 14, and 15 that the overall percentage of 88.73% is at the Very High level. This is because almost all students strongly agree to use cell phones. Students can manage relationships between classmates and establish better communication with friends outside of class.

#### 4.3.4 The Use of Multimedia in Education

**Figure 4.5. The Graphic of The Use of Multimedia in Education**



The use of learning media that can present visualization of lesson material will greatly help not only teachers in delivering material but also students as learning subjects so that learning objectives can be achieved. The use of multimedia in learning is in order to answer these needs. With multimedia, the material can be presented in the form of two-dimensional or three-dimensional images, interactive text displays, animation effects (moving images), attractive color combinations and voice aids (audio) that help students understand the material more easily.

The use of multimedia also plays an important role in being able to create joy in students during the teaching and learning process. This will increase student motivation during the teaching and learning process so that the learning objectives can be maximally achieved. Based on a survey I have conducted on my students at a school, 90% of students like learning using multimedia and find it easier to understand the subject matter.

The use of multimedia and teaching aids in learning is an effort to create a creative and innovative learning atmosphere without reducing the real learning objectives, namely changes in student behavior that can be measured and observed. Creating an attractive learning atmosphere for students is certainly what the teacher wants to achieve anywhere and anytime. By attracting students' attention to the teaching and learning activities that the teacher creates, student learning motivation will increase as well as understanding of the concept of subject matter which of course has an impact on increased student learning outcomes as well.

#### 4.3.4.1 Questionnaire Results

Figure 4.5 shows the percentage of performance condition aspects of The Use of Multimedia in Education. The percentage of item number 16 is  $P = 87.40\%$ . At the Very High level, because there were 14 students who chose Strongly Agree, 10 students chose to Agree, 2 students chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students chose Strongly Agree because they thought that using mobile apps would be more practical than reading textbooks.

The percentage of item number 17 is  $P = 92.59\%$ . At the Very High level, because there were 19 students who chose Strongly Agree, 7 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 0 students chose Strongly Disagree. More students choose Strongly Agree because they find it easier to use the mobile app than surfing the web.

The percentage of item number 18 is  $P = 88.88\%$ . At the Very High level, because there were 17 students who chose Strongly Agree, 8 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 1 student chose Strongly Disagree. More students chose Strongly Agree because they found mobile apps more accessible than books when students moved around.

The percentage of item number 19 is  $P = 86.66\%$ . At the Very High level, because there were 14 students who chose Strongly Agree, 11 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 1 student chose Strongly Disagree. More students choose Strongly Agree because they think interacting via the mobile app helps students remember English vocabulary better.

The percentage of item number 20 is  $P = 86.66\%$ . At the Very High level, because there were 14 students who chose Strongly Agree, 11 students chose to Agree, 0 students chose Neutral, 1 student chose to Disagree, and 1 student chose Strongly Disagree. More students are choosing Strongly Agree because they think students can quickly access course materials and notes with the mobile app

Finally, the researcher can conclude from items 16, 17, 18, 19, and 20 that the overall percentage of 88.43% is at the Very High level. This is because almost all students strongly agree to use cell phones in the learning process at school making it easier for students to access information and more practical when used.

Based on the research results, each indicator gets a very high level, where the percentage of vocabulary learning performance is 90.96%, the percentage of confidence is 86.36%, the percentage of class participation is 88.73%, and for the percentage of the use of multimedia in education is 88.43%. This is because most students feel that the Busuu application is able to improve their vocabulary learning. Students also feel that learning vocabulary using applications makes them more confident, they can improve their communication skills both inside and outside the classroom. Students also find it easier to get information in vocabulary learning using a mobile application.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

The results of this study are to determine the problems that affect student performance towards Students' Perspectives In Learning English Vocabulary Using Busuu Application Of The First Grade At Smkn 1 Dayun. The factors experienced by students include vocabulary learning performance, confidence, class participation, and the use of multimedia in education.

Regarding the learning method or process applied by the teacher in learning, it can be concluded that the learning in the use of Busuu faced by students in learning vocabulary has increased a lot and is effective, especially in the vocabulary learning performance factor. This resulted in vocabulary learning becoming more practical and helpful because of the use of cell phones in the learning process.

The conclusion of this study is that students become more confident with the use of cell phones in the teaching and learning process. By using Busuu as a tool in training students' vocabulary to be more understanding and easier to understand the material presented by the teacher. In addition, students become more active and courageous in expressing their opinions because of the availability of lots of information on the cell phones they use. Students also become more confident and easily communicate with anyone because the use of multimedia in learning helps students get materials, visual images, and examples of the material that students want to find

## 5.2. Suggestions

Based on the results of the research and the conclusions described above, the following suggestions can be made:

### 1. For teachers

The teacher can use the results of this study as a guide in improving the teaching and learning process of English and increasing the use of multimedia in learning and being creative to attract students' interest during the learning process.

### 2. For students

Students should practice improving vocabulary performance which can be done by listening to news and stories, viewing visual images, and reading the information provided on cell phones. Then students can practice writing the main story and the elements contained in the story and become a good story to improve students' vocabulary performance.

### 3. For further researchers

For further researchers, it is suggested to test the students' self-confidence which is still not good enough so that it affects student performance in using the Busuu application in learning English vocabulary.

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