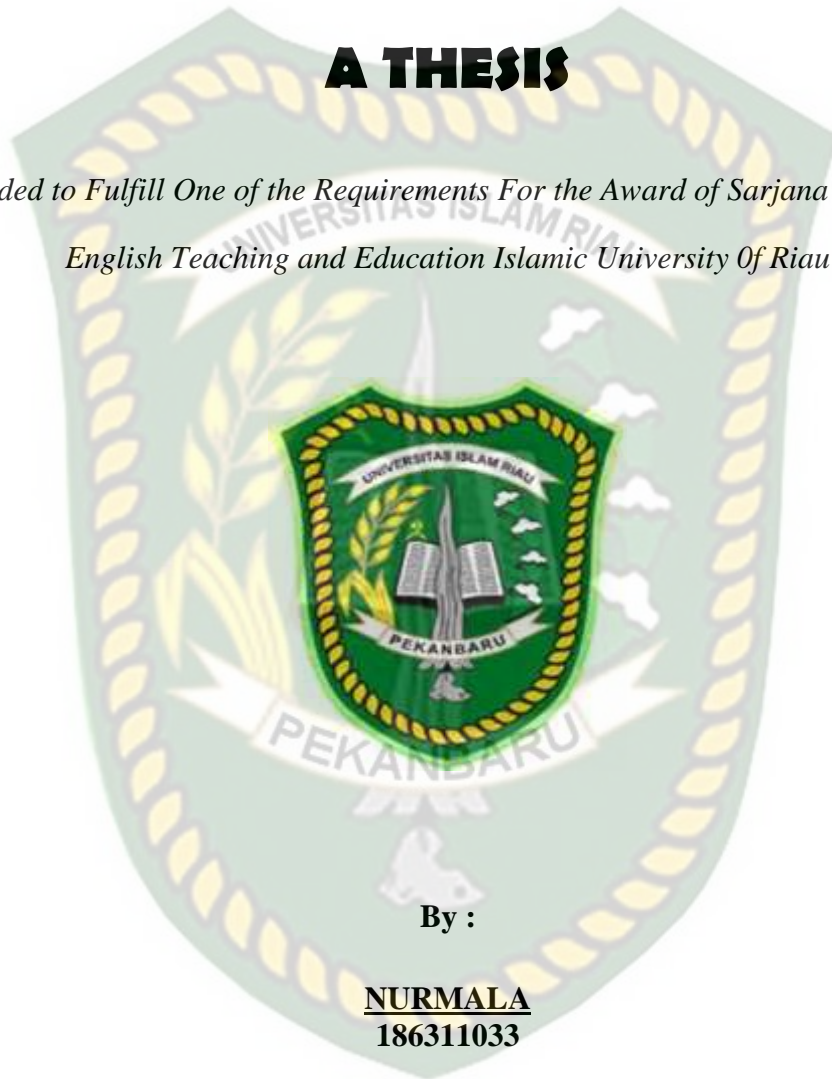


**THE EFFECT OF BUSUU APPLICATION TOWARDS STUDENTS'
LISTENING SKILL OF THE FIRST GRADE AT SMAN 1 TAMBANG**

A THESIS

*Intended to Fulfill One of the Requirements For the Award of Sarjana Degree in
English Teaching and Education Islamic University Of Riau*



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4	March 8 th , 2022	Revised Chapter II, III	Revise Conceptual framework Research Design & Collection technique	
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7	June 24 th , 2022	Revised Chapter IV, V	Revise Recapitulation, chart Data interpretation, Suggestion	
8	June 23 th , 2022	approved to join the thesis	Revise the advice that given by the examiner	

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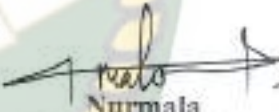
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I here by declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly) that were adapted or taken from various sources included in the "References". Scientifically, I took responsible for the data and the fact which contain in this thesis.

Pekanbaru, August 2022

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Finally the researcher really realizes that there are weaknesses on this paper. Therefore, Constructive critiques and Suggestion are needed in order to improve this thesis.

Pekanbaru, August 2022
The researcher,

Nurmala

ABSTRACT

Nurmala, 2022. The Effect of busuu application towards students' listening skill of the first grade at SMAN 1 Tambang.

Keywords : *listening skill, busuu application.*

This study was designed to know the significant effect of busuu application towards students listening skill. It aimed at finding out how applying busuu application could be used to see the significant effect towards students' listening skill of the first grade at SMAN 1 Tambang.

This research consists of two variables, there were independent variable (X) and dependent variable (Y). Independent variable refers to busuu application and dependent variable refers to listening Skill. The research method used in this study was quantitative method with design was one group pre test and post test and use one class as experimental class. The samples of this research were 20 students at first grade of SMA Negeri 1 tambang in the 2021/2022 academic year. This research was conducted 6 meetings, following the procedure of pre - test, treatment and post test. The data of this research was obtained through listening test, instrument and documentation.

After calculating data, the researcher found the value of $T_{calculated}$ (to) in experimental class was 15.458 and the degree of freedom (df) is 19. While T_{table} (tt) of level significant 5 % was 2.030. It can read $15.458 > 2.030$, it means that $T_{calculated}$ (to) higher than T_{table} (tt). Furthermore, it could be seen that the significant value in experimental class was 0.000 and it was lower than significant 5 %, $0.000 < 0.05$. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant Effect of Using Busuu Application Towards Students' Listening Skill of the First Grade at SMAN 1 Tambang.

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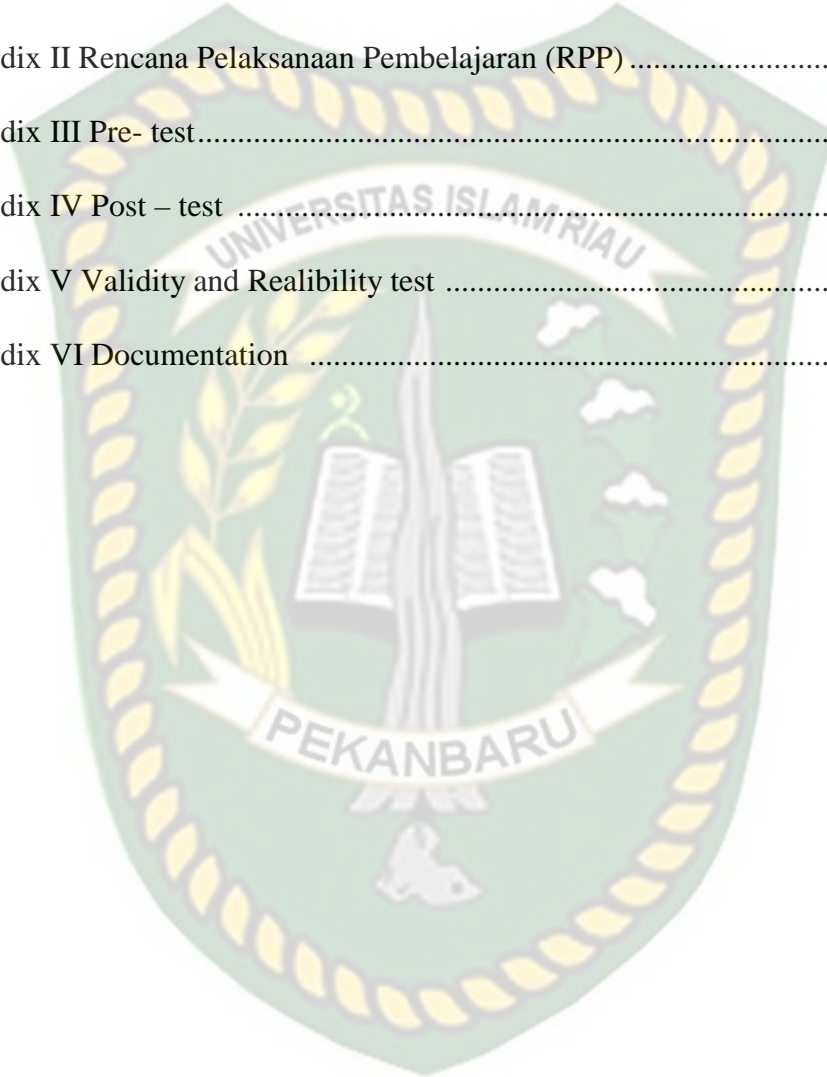


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CHAPTER I

INTRODUCTION

1.1 Background of the problem

In teaching and learning English, There are four skill in learning English those are listening, speaking, reading and writing. the learners should be capable of using four language skills. Language is one of the things that have an important role in our social life that we use to communicate. When we want to communicate with others, we should understand the language. However, understanding language is not enough to create good communication. we should also be a good hearer to respond to what the speaker said.

Listening is an activity that we listen to what the speaker says, so we can understand and can respond to it. Listening is the first step of learning the language. The child who learns to speak will listen to the words first, so they can pronounce that words. We know as well that people begin learning a language with listen to the sound and from that they will try to follow and imitate it.

On the other side, we can say that listening is a component that helps someone to speak. According to Broughton (2003). "Listening is a process to understand something that we hear. How often we hear, it will help us to understand fast." To improve our skills in listening, we should always practice listening.

Listening is not a passive skill, because it involves the listener's understanding as process. It also deals with a response on the part of the

listener such as reply, an action, a facial expression and applause and something indicating that the messages have been received. As an important skill in English language, language learners should be able to master listening skills because by learning listening skills, they can improve their English better.

Since listening important skills that has to be mastered by the student, the curriculum also emphasizes this skill in English subject. According to KTSP, the aim of English teaching learning process is to make the students able to use and intonation. the participation from the an active skill is one of English both in oral and written form. Students are expected to have a good listening ` speaking ability as well as in reading and writing.

However, listening is not an easy skill to acquire, as Vandergrift (2004) states that listening is more difficult skill to be learned than the other language skills. In listening process, the listener does not only have to understand the meaning of word by word, but they also needs to comprehend the whole meaning of the listening material and get ideas of it. Therefore it is necessary for the listeners to give full attention to this skill.

In addition, as stated by Underwood (2006: 19), the first difficulty of listening English as a foreign language is that the listener cannot control the speed of the speaker speaks. Of course, they cannot always ask other people speak slowly. Asking other people to repeat what they have said for many times might be considered as impolite one. Besides, since listening is repetition might be happen.

however sometimes cannot get things repeated. an oral communication, Then, the trouble appears when the listeners have limited vocabulary, therefore they cannot understand what the speaker says. After that, the listeners sometimes fail to realize that the speaker has moved to the other topic since it is a foreign language. Struggle in interpretation of what speaker say can also happen in listening process.

Furthermore, Muniroh (2013) found that listening learning through a language laboratory was more effective in the classroom. Language laboratory is something that is very common in Indonesia to enhance students' listening learning experience in schools. Language laboratories provide more advantages than classrooms to practice interaction and communication between teachers and students (Huntley, 1998). So other problem about teaching listening in SMAN 1 Tambang. Do they not use laboratory as a tool to support teaching listening or they still use a traditional way. because they still use the traditional way to learn English, here the researcher tries to use the busu application as an option to learn listening that can be used anywhere, whether in the learning process or not.

Based on researcher experiences when the researcher conducted practice teaching in SMAN 1 Tambang from August 31th 2021 to 15th November 2021, there are still some problems that almost the process of teaching and learning listening. The first problem that makes the teaching learning process of listening does not run well is The students have difficulty in learning English, especially in the listening aspect. Perhaps the difficulty is that so far, most

students have considered English as a one-sided subject or difficult and unattractive. Because it is difficult and unattractive, students tend to dislike it, be lazy, and want to avoid it. As a result, students are lazy to follow the lesson or less serious, lazy to do the tasks assigned by the teacher. It all happened due to lack of motivation and interest in English subject. And also most of students often did not use internet for academic purpose. They only used internet for chatting with their friends, playing games, or streaming videos which were only for entertainment. It was hardly found that student employs internet access for academic purposes or for online learning. and last time limit in teaching listening moreover in pandemic COVID -19. In SMAN I Tambang itself, so students need a media that makes it easy for them to learn listening easily anywhere.

To overcome these problems, there are many ways that can be used, especially in improving students listening comprehension. One of them is by giving exercises or quiz to train the students become competent as the listeners to respond to sentences or instructions brown (2003). Here the teachers can use an application called "Busuu Application" in teaching-learning of listening skills.

The Busuu application was first published through the Busuu.com page in 2007 by Bernhand Niesner and the co-founder, Adrian Hilti in Spain. At that time Busuu is only available in the form of a page that provides learning services of various languages for free to users who want to learn languages in various parts of the world. In this application, the emphasis of learning is on

communicative abilities. This application is packed with a friendly and attractive appearance and is easy to use for users. (Taufiqurrahman, 2016).

Learning English with Busuu application is fun because Busuu has many subjects that students can choose to study in this application ,There are 12 languages provided by Busuu (Tapscott, 2009). In addition to the different types of topics provided, Busuu also provides many fun quizzes for you to learn. Other features are provided such as images, videos, a variety of learned materials and homework assignments. The features offered are part of the fun that makes them happy and keep wanting to learn. Learning with joy encourages students to be more motivated. The Busuu app also has hearing levels, so we do not think it is too difficult and very easy, but rather levels that we can set ourselves. In addition, Busuu is very useful by providing a space for students to learn directly from native speakers. This is something very interesting, we can use this application to help to learn English, especially in listening skills. (Busuu.com)

By using this application in teaching learning process, students can be more creative and innovative and better understand what the speaker conveys. They can also understand the lesson by relaxing without fear and getting rid of boredom. Because with listening skills used in the application, students can be more active both physically and mentally.

From the explanation above, the research focused on listening skills used Busuu application, to overcome this problem, the researcher tries to use Busuu application because most students like the way they learn to make it. more fun,

because in this study. And also the students were revealed to be aware that they learned with technology not only taking place in the classroom. This technology creates opportunities for students to learn outside of class and outside of English class. Most students study in class during class time and study with their own English teacher at home. Therefore, students mainly spend their free time by playing games or opening other websites that are not importance, therefore students are invited to use mobile phones as a means of learning over the Internet use bussu application to improve their listening skills.

Based on the background of the problem above the researcher interested to conduct research with the title "The effect of busuu application towards students' listening skill of the first grade at sman 1 tambang"

1.2 Setting of the problems

Based on the researcher observation in first grade of SMAN 1 Tambang (august, 2021), there was some students faced problems in listening skill. First, the researcher found that some students have considered English as a one-sided subject or difficult and unattractive. Because it is difficult and unattractive, students tend to dislike it, be lazy, and want to avoid it. As a result, students are lazy to follow the lesson or less serious, lazy to do the tasks assigned by the teacher. The dictionary, as an important aid in learning a foreign language, rarely has it. Some already have it, but are lazy to carry it because it is heavy. It all happened due to lack of motivation and interest in English subject.

Second, Most of students often did not use internet for academic purpose. They only used internet for chatting with their friends, playing games, or streaming videos which were only for entertainment. It was hardly found that student employs internet access for academic purposes or for online learning. Therefore, it would be more useful if they used internet for online learning, or listen beneficial materials which can increase their knowledge and improve their listening skill.

Third, time limit in teaching listening. Most of teachers in school commonly had to teach four English skill in limited time moreover in pandemic COVID - 19. In SMAN I Tambang itself, listening was only taught one meeting in one week, with 45 minutes in one meeting. Such amount of learning time was insufficient for students to practice their listening skill. In addition, to acquire successful listening skill, students need a media that makes it easy for them to learn listening easily anywhere.

1.3 Limitation of the problem

As previously stated , there were several problems causing students' low in listening skill, from the problems the researcher was focus on The effect of using busuu application towards students' listening skill of the first grade at SMAN 1 Tambang.

1.4 Formulation of the problem

Based on the limitation of the problem above, the researcher formulated the question as follow : “is there any significant effect or not of using busuu application towards students’ listening skill of the first grade at SMAN 1 Tambang?”.

1.5 Objective of the research

To find out whether there is significant effect or not of using busuu application towards students’ listening skill of the first grade at SMAN 1 Tambang.

1.6 Significance of the research

The researcher expects that the significance of this study can provide useful information for :

1. The researcher herself, the significance of this research will improve the researcher knowledge about how to use some media/ application to facilitate in teaching English, especially in listening skill more effectively by using busuu application.
2. English teacher of 10th grade of senior high school at SMAN 1 Tambang, the result of using busuu application can help them as a learning medium in teaching English , especially in listening skill.
3. Students in 10th grade of senior high school ,the researcher hope this application can helped students to comprehend their listening skill.
4. Future researchers who want to conduct similar research. The result of this study hope fully can help them as previous study for their research.

1.7 Definition of the key terms

To avoid misunderstanding about the terms use in this research, the terms were defined as follows:

1. Effect means change that somebody or something causes in somebody or someone else; result (Oxford Dictionary Third Edition)
2. Busuu is designed as one of the media for learning foreign languages platform for IOS and Android devices that allows users to interact with native speakers, winas (2020).
3. Listening is the ability to identify and understand what another person is saying. This process involves understanding the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and understanding the meaning. Hamouda (2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This section presents some theories that become the basis for the discussion. It is purposed to give better understanding about the basic principles related to the research. The discussion will be presented in four.

2.1.1 Listening skill

Listening is one of the most important skills. As we know, listening is the skill of understanding spoken language. Goh (2012) stated that listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills, Rost (2011) defined listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speaker. Listening has important role in communication, the listener needs focus on information from the speaker, it is help the listener in communication.

According to (Brown: 2006) listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. listening is important skill in English language learning, the listener especially the students need to understand what speaker says, and try to construct meaning when hear the information from the speaker.

Listening, according to Hamouda (2013), is the ability to identify and understand what another person is saying. This process involves understanding the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and understanding the meaning. The listener could potentially do all four of these things simultaneously. Broughton (2003) "Listening is a process to understand something that we hear. How often we hear, it will help us to understand fast." To improve our skills in listening, we should always practice listening.

One of very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to increase listening comprehension Brown (2006). Improving students ' listening comprehension is very important in learn language, the students must use their prior knowledge such as vocabulary in order to develop their listening skill.

The skill of listening is an essential part of communication and a basis for second- language learning. According to Nunan (2003, p. 26), listening is a process of decoding the sounds that are heard from the phonemes to the text completely. Brown (2001, p.263) suggests that learning to listen really means learning to respond and continue responding to listening as a chain. Listening skill means the skill of listening in order to understand the meaning of what is being listened to. The process of listening will help learners to respond to what is being asked/said. Moreover, listening is the key to all effective communication; without the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated.

Based on several definitions above, it can be concluded that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

2.1.2 Component of Listening

According to Vishwanath (2013), The component of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding as follow:

- 1) Step-1 Receiving (Hearing): Hearing it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.
- 2) Step-2 Understanding (Learning): Understanding this step helps to understand the symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a

function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

- 3) Step-3 Remembering (Recalling): Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. Listening to our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
- 4) Step-4 Evaluating (Judging): Evaluating only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.
- 5) Step-5 Responding (Answering): Responding this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

From the explanation above about the component purpose of the listening is to have social relationships with people around and we can do many things

because the conversation has many functions one of which we can mingle with everyone and The purpose of listening performance is not necessarily to look for global or general meanings but to be able to comprehend designated information. Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures.

2.1.3 Types of Listening

In a broad sense, listening can be categorized into two types. There are one- way listening and two-way listening. On one hand, the former is typically linked to the transmission of information. This can be found in the use of monologues. This type of listening is also called transactional listening. On the other hand, the second is also called interactional listening as it is characteristically associated with maintaining social relations. Nation and Newton, (2009).

Furthermore, Brown (2004) divides listening into four categories. The categories can be explained as follows:

1) Intensive

This is listening to get the specific language components such as phonemes, word, intonation, discourse markers, etc. intensive listening becomes an important part in listening proficiency although it is rarely in the daily life contexts

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check,) in order to make an equally short response.

3) Selective

In selective listening, the listeners focus more on scanning for the specific information rather than drawing a global meaning of the genuine aural texts. Generally, in selective listening, the listeners deal with a discourse such as short monologues for several minutes.

4) Extensive

Different from intensive listening, extensive listening requires the listeners to grasp the global message of the aural text. In this type of listening, the listeners carry out top-down processes. The typical activities of extensive listening are listening for the gist, main idea, and making inferences.

2.1.4 Listening Process

There are two different kinds of processing which are commonly engaged in the listening process. Nation and Newton (2009: 40), Those processing can be explained as follows:

1) Bottom-up Processing

This processing involves the utilization of the received input as the basic for understanding the message. Richards (2008). Listener can understand the message by collecting the message piece by piece. In line with that, Field (2003) in Nation and Newton (2009) states that bottom-up processing involves perceiving and parsing the speech stream at increasingly large levels beginning with auditory- phonetic, phonemic, syllabic, lexical, syntactic , semantic, propositional, pragmatic and interpretive.

In this processing, listening is a process of decoding the sounds that a listener hears in a hierarchical manner, from the phonemes to complete texts. Nunan (1997), In Richards and Renandya (2002). Phonemic units are decoded and combined into words, which in turn, together make up phrases, clauses, and sentence. At the end of the step, the meaning is generated as the individual sentence are linked together. Here, listener use their lexical and grammatical competence in a language to comprehend the content of the whole message.

The key features of bottom-up processing are identified by Clark (1997) in Richards (2008). as follows ;

- a) Listeners receive raw speech and grasp a phonological representation of it in working memory.
- b) They instantly try the phonological representation into constituents and then to indentify their content and function.
- c) They identify each constituent and then generate underlying propositions, assembling continually onto a hierarchical representation of propositions.

- d) Once they have identified the propositions for a constituent, they retain them in working memory and at part eliminate memory of the phonological some representation. In doing this, they forget the exact wording and retain the meaning.

It is clear that bottom-up processing in listening refers to a form of language processing that bases inferences on perceptual cues taken from the incoming language boundaries. In this processing, the listeners recognize the word and perceive the speech uttered by the speaker. Listener analyze the small parts of language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts.

2) Top-down Processing

According to Morley (2001), top-down processing refers to the attribution of meaning, drawn from one's own world knowledge, to language input. It involves the listener's ability to bring prior information to bear on the task of understanding the language they hear. In line with it, Richards (2008) states that in top-down processing, listeners understand the meaning of a message by utilizing their background knowledge. It involves the listener in going from the whole to the parts. Using the incoming sounds as clues, listeners actively reconstruct the original meaning of the speaker. Nunan (1997) in Richards and Renandya (2002). It means that listeners do an inferencing process. They utilizing the knowledge they have known before to guess the information contained in the message and utilize its parts to check or add to this.

Moreover, Nation and Newton (2009) states that prior knowledge may be related to the context, the topic, the speaker or speakers and their relationship to the situation. Human knowledge is organized and stored in memory according to reoccurring events. By storing an event as a schema in memory, individuals can negotiate the future events and predict what will probably happen next. Similarly, knowledge of previous spoken or written texts also enables individuals to negotiate subsequent text. Studies have shown that familiarity with the subject matter influence the listeners levels of comprehension. If the listeners are familiar with the subject matter, they will have the higher level of comprehension, vice versa. Listening utilize the knowledge about the general meaning of the text to fix the problems dealing with the micro level elements such as sound, syntax, words..

Ibid (2008: 7). Top-down processing develop the learner's ability to do the following :

- a. Use key word
- b. Infer the setting for a text
- c. Infer the role of the participants and their goals
- d. Infer cause and effects
- e. Infer unstated details of situation
- f. Anticipate questions related to the topic or situation

To listen successfully to spoken language, the listener needs to be able to work out what speakers mean when they use particular words in particular ways

on particular occasion. Thus, Listening Comprehension is needed very much in communication and understanding what the speaker or native speaker said. Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Approaches that gave more importance to listening were based on different ideas.

2.1.5 Teaching Listening

Teaching listening skill is one of the most difficult for teachers. Because of successful listening skill are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to increase skills. This is not saying that there are not ways of improving listening skills; however they are difficult to quantify.

Brown (2006) state that theme will be motivation. Because listening is so challenging, teachers need to think carefully about making teachers' activities successful and teachers' content interesting. As can be seen, a child learns a language by listening to the adult around them and then follows by imitating (speaking), and the students learn how to read and write letter especially at school. On the other hand, it is logical to assume that is receptive skill, for example, listening and writing precede the productive skill in listening process. The component part receptive skill and productive skill are the same, for the example phonology, semantics, syntax, so the three components are always involved in

listening, speaking, and writing skill. Language learning depends on listening; listening as the basis for language acquisition and learner to interact in spoken communication. Teaching in interested ways can increase the students' listening comprehension, so the teachers need to prepare the materials in interesting ways.

2.1.6 Technique In Teaching Listening

Sometimes teacher have difficulty determining the appropriate technique to teach listening. What happens is that listening is traditionally seen as a passive process through which the listener receives the information sent by the speaker. So it needs to make teachers more creative and challenging to find the right technique. Here are some listening techniques that the author used in this study taken from Nation and Newton (2009) as follows:

a. Oral Croz Exercises

Oral cloze exercises are the listener listening to the story and sometimes the teacher stops so students can guess the next word in a story. The word must be easily guessed by students and guesses should not disturb the story too much. If students can produce very little English, a list of words might be placed on the board for them to choose, or students could answered using their first language. And after students could guess, the teacher could gave the corrected answered to his students.

b. Silent viewing (for language)

The teacher plays the video at normal speed but without sound. Students have to guess what the characters are saying. When they did it.

The teacher plays a video with sound so the children can check if they guessed correctly. This technique can be used to stimulate language activity towards what is seen on the screen (instead of what is said), or to focus on what is said, through multiple questions/ guess.

c. Freeze frame

Stop the image at any time in a video sequence, we can "freeze" the image, audio or video. At this point, students are encouraged to watch a video that can be helpful to ask friends what they think will happen next or what the next character says. With this video technique, it is hoped that there will be stimulation to remember the language by guessing words to stimulate language activity on what is seen on the screen, and can help students interpret the language.

2.1.7 Busuu Application

Busuu is designed as one of the media for learning foreign languages platform for iOS and Android devices that allows users to interact with native speakers. Busuu was founded in 2008 by Bernhard Niesner and Adrian Hiltl. Winans (2020). The name Busuu comes from a Cameroonian language that was nearly extinct in . Busuu employees went there, met a community of Busuu speakers, and even created courses on the platform. Busuu to learn languages. In 201 , Busuu registered 50 million users and has now grown from to 80 million users claiming that it is "the largest social network for learning languages". Busuu is only available as a site that provides various language learning services for free to users who want to learn languages in different parts of the world. In this

application, the focus of learning is on communication skills. This application comes with a user-friendly and attractive interface and is easy to use. (Muharam, 2018)

According to James (2011), Busuu was originally a free website developed as a communication channel to learn languages from other countries, aimed at students of all ages. In general, Busuu is designed to be used as a language discussion through a computer. There is a comment column in this application where thousands of comments are posted for site users to further correct so that users know about language errors quickly while learning. In addition, Busuu provides four language learning skills (listening, speaking, reading and writing)

The purpose of Busuu app was conceived to help students, parents, teachers and lecturers. Educators and professionals in achieving language learning goals rely on web technology. Mark Doman as McGrawHill President of International and Professional Education pointed out that Busuu app usage continues to grow every day. Access the platform through technology devices. This incident is indeed beneficial because Internet users are increasing every day. Wireless networks are evolving and the growth of mobile devices is also increasingly diverse and can be owned by anyone from anywhere in the world. (Taufiqurrahman, 2016)

Busuu app has a modest selection of language courses, but top-notch content (Duffy, 2017). The Busuu application is supported by a team of native

speakers from 12 countries (English, French, German, Arabic, Dutch, Italian, Chinese, Japanese, Brazilian, Spanish, Russian and Turkish). The Busuu application is extremely well organized in those features. It has a dashboard where the users can see exactly what the level they are. Especially for beginners, it helps to know what the user will learn today, what they are expected to learn, and what they will learn next. All the materials taught are in 12 languages provided by the Busuu application for free. If users want better and more multiple features and facilities, they can register as premium and paid members.

Users can learn language skills and elements directly from native speakers, especially when it comes to listening skills, so that the Busuu app is more reliable in presenting learning materials. Not only that, it is reliable in presenting learning material. Not only that, the Busuu application also completes learning materials by having 4 skills that is listening, speaking, writing and reading.

language learning independently through the medium of discussion so that the teaching and learning process is not one-way. The Busuu app also develops a community of language users from all over the world so that users can communicate with each other, practice together, and more. Busuu's ability to form a community of language users has made the Busuu app more and more popular, widely recognized and recognized as being able to connect communities between language users from many countries different families. Because, fundamentally, language is a tool of communication.

The Busuu application has won several awards as a language learning application, including: BETT Innovator Award, Tech Crunch Europe Award and EdTech Europe's Best Educational Startup in Europe. This achievement is proof that the Busuu app deserves further research and the research results obtained from using the Busuu app can be made available to users such as: students, teachers or lecturers, as well as for other companies. (Huda, 2017)

2.1.8 Procedures to Use 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:

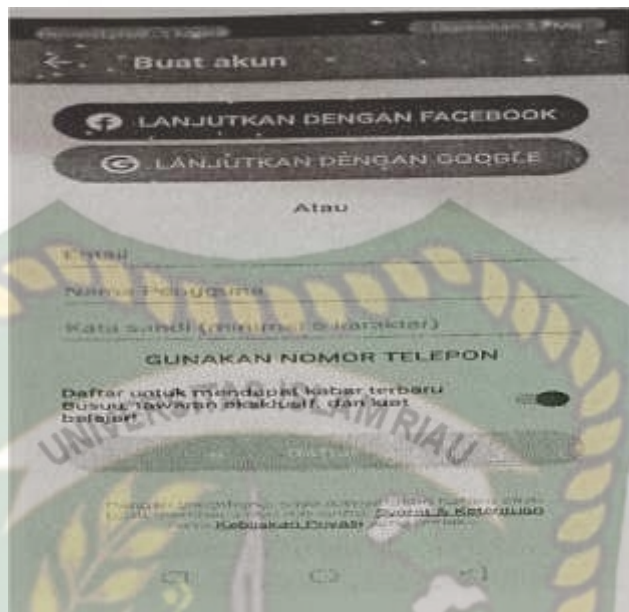


Figure 2.1 Busuu login page

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 username, email and password.



Figure 2.2 busuu language selection page

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

Busuu present a listening test with vocabulary with an attractive appearance such colors, audio, video, and images making busuu application that different from other applications.

2.1.9 Features on Busuu Application

The Busuu app provides English language learning material in 4 (four levels), Beginner, Elementary, Intermediate, and Upper Intermediate B2. This free application features only provide learning materials including vocabulary, quizzes, and conversations (Albantani 2018:5-6).

At each level and each topic has a listening English learning feature, in this application students will be given instructions to listen a short videos or dialogues and after that students will be given some quiz from the video or dialog that has been listened from the busuu application to further train students'

listening skills. So the four level and topics contained in the level according to Albantani (2018) bellow :

- 1) Beginner At this level, there are 19 lessons. Themes presented at this level include Greeting people, About me, How are you?, Appearance, Jobs, Numbers and Colors, My Family, Everyday objects, Size, City and city, Food and beverage, Free time, My house, Daily routine, Numbers and dates, Daily tasks, At the bar, Personal diets, and Directions.
- 2) Elementary At these levels, there are 15 lessons. Themes presented at this level include Friends Meeting, Subject, Different Personality, At Work, My Body, Housework, Clothing Shopping, Dining, Travel, Planning, Weather Forecast, Transportation, At Home, Pain, Stay Healthy.
- 3) Intermediate At this level, there are several lessons including Opinions, News, Express yourself on the weekend, Homework, Talent, Feelings and Emotions, Holiday, Dating and The World Around Us, and Culture.
- 4) Upper-Intermediate At this stage, there are 11 lessons. Themes presented at this level include Rules and Morals, Exploring Nature, Our Planet, Luxury Goods, Universe, Entertainment, Worldwide, Running, Exterior, Modern World, and Life Choices.

According to Taufiqurrachman (2016), there some common features in learning with Busuu app:

- 1) Busuu app is a representative website for learning including English learning. Vol. 8, No. 1|237

- 2) Busuu app includes learning four language skills and three language elements. The features and facilities of the Busuu app are very comprehensive, including lessons, exercise, vocabulary and personal notes. The subject is divided into 5 levels with 68 themes. The materials are structured, with text, audiovisual, and training formats. The materials are conceptual. Interactive, user-friendly, contain contemporary vocabulary and themes.
- 3) Website analysis results on the Busuu app are viewed from 5 parameters (accessibility, readability, speed, content, technology) all of which show good value.
- 4) Busuu app, a web-based language learning model, has fulfilled 5 features of independent learning, namely: self-learning, autonomous learning, autodidact, self-education, and open learning.

2.1.10 Advantages of Busuu Application

The Advantages of Busuu app According to Mujtaba (2019), there are several reasons why the Busuu app is the best English language learning app and gives several advantages to the students as users. These reasons include:

- 1) Learning materials arranged by level Before learning with this app, the students can choose the level based on the material that they already learned. The selection of this level is done by running an in-app test. The stage will be adapted to the students' abilities, so they can save time from learning the material that already comprehended.
- 2) Interactive Learning Media The material provided by this application is clearly developed. In those features, vocabulary learning is supported by the sound so that students can understanding vocabulary and practicing listening at once. Moreover, the students also have opportunities to evaluate their pronunciation through speaking activities. The Busuu app will determine whether the student's pronunciation is correct or incorrect. In addition, some video media programs are also provided to further sharpen the students' understanding. In sum. Busuu app is the complete interactive media, adaptable to all materials both speaking, listening, and even writing.
- 3) Constantly Evaluate Student Development When the students are done studying a material. This app will ask some questions related to what they already learned based on the students' level whether basic, intermediate, or advanced. In addition, this app is also completed with a learning plan. This plan includes setting lesson plans, reminders, and even estimating when the students will complete the lessons learned from the schedule they created earlier. This feature is very useful, the student can guess when

completing the learning based on the objective if it can take too long to reset the schedule by adding study hours.

- 4) Convenient, Fast, and Easy to Navigate the Application This app is convenient, fast, easy to navigate and to use. With only 40 MB in size, the Busuu app doesn't spend smartphones battery when it's open, even for low-end devices. With an elegant look, clean, and interactive, the Busuu app is very comfortable to wear.
- 5) The ability to interact with other users Besides learning, the students also give the opportunity to communicate, chat or practice English presently with other users. The app provides a friend feature. The students can make friends with people who are also learning English.

2.1.11 Disadvantages of Busuu Application

There is little something to consider in using Busuu application According to Nushi and Jenabjazadeh (2016:49), the disadvantages of Busuu in English language learning are: The material is available for free just basic material, while the intermediate material and advance must pay. So we need a lot of money to use offline. Unsuitable to deep learner because he must pay and the material presented heavy. We need high concentration. The kind of language used in Busuu un complete, especially for the middle east language, so it is not for all we want in available learning in Busuu.

2.2 Relevance Studies

Some researcher has conducted some studies relating toward students' listening skill through some application. They are as follows.

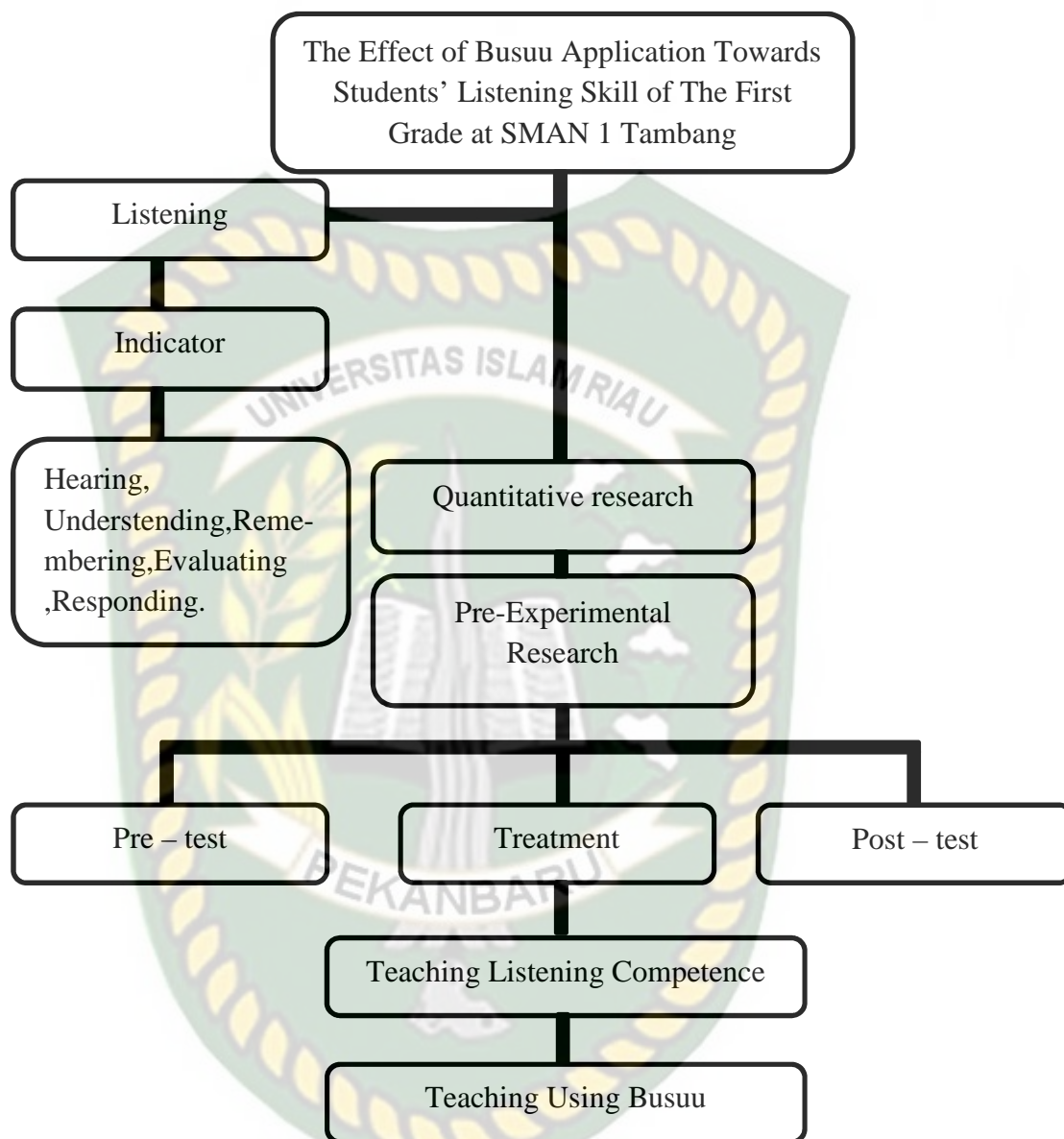
First, the research journal from Abdis,(2020) entitled “ the application of bussu as media in improving students’ pronunciation at class XII in SMA Muhammadiyah makasar” conclude that after the data has been obtained, it was found that This application really helps learners to work on their pronunciation, grammar, and vocabulary right away. Busuu offers studied material that covers different day today topics and it gave learners various activities to comprehend the material such as multiple choice questions, drag and drop (building a sentence from a word scramble, pairing, and word ordering), and fill in the blanks. The content, materials, and the features encourage the learners to experience foreign language learning and to boost their confidence.

Second, the research from Nushi, (2016) entitled "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. Busuu.com contains learning four language skills and three language categories. The features and utilities of Busuu.com are very complete, including: lessons, exercises, vocabulary, and personal notes, The subject is divided into 5 levels with 68 topics. Teaching materials are organized by topic, equipped with textual, audiovisual and training formats. Contextual, interactive, user-specific educational materials containing vocabulary and contemporary topics.

Third, the research from Gangaiamaran et al (2017) in their research about “Review on Use of Mobile Apps for Language Learning”. They found that mobile devices provide plenty of resources to develop the listening skill of the learners who can exposed to authentic material like lived streams, English songs, radio, listening to English news. The research classified mobile apps intending to aid the English language learners to choose a suitable app. The categorization of apps could enhance the used of mobile learning in acquiring different skills in the language.

2.3 Conceptual Framework

The conceptual framework of this research was illustrated as follows:



For users who do not have free time to learn English or want to learn foreign languages independently based on online technology, they can use the Busuu application because it is accessible from various devices such as computers, tablets and mobile phones. This site offers two types of membership, free and paid systems. The quality of learning provided by the Busuu app is always guaranteed. Busuu is also a mobile app that makes it easy for students to

learn how to relax while traveling, which means students can study anytime even while traveling.

2.4 Hypothesis

From all of theories that are discussed above, the hypothesis can be formulated as follows:

1. Alternative hypothesis (H_a) : There is significant effect towards students' listening skill when using Busuu application of the first grade at SMAN 1 Tambang.
2. Null hypothesis (H_0) : there is no significant effect towards students' listening skill when using Busuu application of the first grade at SMAN 1 Tambang.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains research methodology . Those are the research design, the location and time of the research , the population and sample of the research, the result of instrument, the research procedure, data collection technique, and data analysis technique.

3.1 Research Design

Quantitative research is a mean for testing objective theories by examining the relationship among variables. these variables can be measured, typically on instruments, so that numbered data can be analyzed by using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell: 2014).

The design of this research is Pre-experimental design because the researcher wants to measure the effect using Busuu application towards students' listening skill. According to Sugiyono (2011) states that One group pretest-posttest design is a pre-experimental design that includes a pre-test (test before being given treatment) and post test (test after being given treatment) in one groups. This research use one group pre-test and post-test. The purpose of using the pretest is to know the students' listening skill before given treatment and the purpose of posttest is to see whether there is any effect on the students' listening skill after being taught using Busuu application or not.

In conducting this research, the data will be taken by pretest (T1) and posttest (T2), In this design, it only takes one group as the subject and uses a

pretest to measure the dependent variable, applying experimental treatment X to the subject as a treatment, and giving posttest using the following formula:

Table 3.1 One Group Pre-test and Post-test Design adapted from Ary (2010)

Pre-test	Treatment	Post-test
T1	X	T2

Note:

T1 : Pre-test experimental group

T2 : Post-test experimental group

X : Receiving treatment that is using Busuu application (Independent variable)

In treatment activity will use Busuu application. The posttest activity will be given to see there is any effect on the students' listening skill after being taught using Busuu application or not.

3.2 The Location And Time Of Research

This research carried out at class X MIPA at SMA Negeri 1 Tambang with location Jl. Raya Pekanbaru - Bangkinang KM.29, Sungai Pinang, Kec. Tambang, Kabupaten Kampar, Riau 28293 in 2021/2022 academic year. The researcher took 6 weeks for 6 meetings. The research consist of 153 students that divided into 7 classes.

3.3 The Population And Sample Research

3.3.1 Population

The population is a group to which the researcher would like to generalize the results of the study (Creswel, 2008). The population of this research is all the tenth grade students of SMAN 1 Tambang academic 2021/2022. In tenth grade students, here are seven classes. The total numbers of the tenth grade students are 234 students. This population is very important in a research because it will be impossible for a researcher to collect data requires in research.

Table 3.3.1

The population of the 10th grade students of SMAN 1 Tambang

NO	Class	Poplation
1.	X MIPA 1	25
2.	X MIPA 2	20
3.	X MIPA 3	25
4.	X MIPA 4	22
5.	X IPS 1	20
6.	X IPS 2	21
7.	X IPS 3	20
Total		153

3.3.2 Sample

The research use cluster random sampling. According to Gay (2000), cluster random sampling is the most useful when the population is very large or spread out over a wide geographic area. The reason of researcher using this technique because the students had been already formed into classes. The researcher chose one class as the sample, that are class X MIPA 2 which consist of 36 students.

Table 3.3.2
The sample of the 10th grade students of SMAN 1 Tambang

No	Class	Types	Students		Total
			Female	Male	
1	X MIPA 2	Experimental Class	12	8	20

3.4 Instrument of The Research

The According to Siregar (2013), stated that instrument is a tool can be using to get, process, and interpretation information acquired from respondent. The instrument in this researcher listening test . The instrument will be uses to measure students ' listening skill after the treatment is done . There are 10 fill in the blanks and 5 essay questions in this research related to the topics . The students should answer all question according to the intructions that have been given. All of the question will be developed based on component of listening skill. The researcher focuses on five component of listening skill. They are , The indicators such as Hearing ,Undestending, Remembering, Evaluating and Responding.

Table 3.4
Blue Print of the Test Item

PRE – TEST and POST – TEST				
No	Listening test	Category		Number
1	Hearing ,Understanding	Part 1	Fill in the blank	1 – 10
2	Remembering ,Evaluating	Part 2	Essay	1 – 4
3	Responding	Part 3	Essay	5

3.4.1 Validity of the Instrument

(Cooper & Schindler, 2003; Hair, Black, Babin, & Anderson, 2011) in Einar Marnburg and Zhenpeng Luo (2014:39), validity is crucial if the instrument is used to measure what that actually wish to measure. In this case, the researcher measured students' listening skill test that made by researchers from the internet and busuu application . The content validity gained through table of classification of materials taught by researcher that refers to the syllabus . The questions that has been checked the validity of the test is 15 question about make plan and has been tryout in class non sample. there are numerous statistic tests and measures to assess the validity of quantitative instruments,which gwnerally involves guide testing product moment (Using SPSS).

Table 3.4.1
Validity of Test

No	Question	Pearson Correlation	r – table, N=10 (Significant 5%) decision	
1.	Q1	0.978	0.632	Valid
2.	Q2	0.966	0.632	Valid
3.	Q3	0.979	0.632	Valid
4.	Q4	0.870	0.632	Valid
5.	Q5	0.980	0.632	Valid
6.	Q6	0.892	0.632	Valid
7.	Q7	0.853	0.632	Valid
8.	Q8	0.966	0.632	Valid
9.	Q9	0.924	0.632	Valid
10.	Q10	0.951	0.632	Valid
11.	Q11	0.736	0.632	Valid
12.	Q12	0.687	0.632	Valid
13.	Q13	0.790	0.632	Valid
14.	Q14	0.772	0.632	Valid
15.	Q15	0.690	0.632	Valid

Based on the table above, we can see that all of the question was valid. The question will be valid If $r\text{-calculated} > r\text{-table}$ (0,632) declared valid and If $r\text{-calculated} < r\text{-table}$ (0,632) declared invalid.

3.4.2 Reliability of the Instrument

Einar Marnburg and Zhenpeng Luo (2014:39), Reliability is an important index for an instrument if it is used at different times under different conditions. In

other hand, reliability is the degree to which an assessment tool produces stables and cosistent result. A relisbility coefficient is often the statistic of choice in determining the reliability of a test. This coefficient merely represents a correlation, which measure the intensity and direction of a relationship between two variable. Dr. Ir.Edy Supriadi, MBA (2014:29), reliability is a tool to determine corresponding or not measuring instrument with test or instrument.

According to Trihendradi (2013:195) reliability test in SPSS using reliability statistics SPSS cronbach alpha by comparing the cronbach alpha value must be greater than 0,6 and then revealed reliability. So, the criteria of test reliability in this research was:

- If cronbach alpha value $> 0,6$ the indicators are reliable
- If cronbach alpha value $< 0,6$ the indicators are not reliable

Table 3.4.2

The Result of Reliability Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.814	15

Source : Output SPSS.26

Based on table above, it can be conclude that the indicators of listening skill that has been used in this instrument is reliable because cronbach alpha value was $0,814 > 0,6$. It is mean the croanch alpha value higher then the creteria of indicators reliable so the realibility catagories of this realiable is high.

3.5 Data Collection Technique

1. Pre – test

Before the students using Busuu application, the researcher gave pre-test to students to find out the students prior knowledge. The listening test that has been given to the student in pre-test is taken from the internet and busuu application which has been tested the validity and realibility of the test in non sample class. Students were given pre-test before they treatment. The researcher was give pre-test to X MIPA 2 as experimental class. The aimed for giving test is to know the pevious students activity in listening. in pre-test the students asked to fill in 15 question in the form of fill in the blanks and essay based on the topic of listening skill. Where as the topic in pre-test is make a trip plan to argentina and santiago

Table 3.5.1

Blue print pre - test for experimental class

Meeting 1	Measurement	Topic	Indicator
1	Pre-test	Make vacation plan to Argentina and Santiago	Students are able to Hearing, Understanding, Remembering , Evaluating, and Responding well what the speaker is saying

2. Treatment

After giving pre-test, the researcher was giving the treatment listening material use busuu application. This treatment was taken in order to know is there

significant effect of busuu application towards students listening skill. The treatment was give only experimental class. In each meeting the treatment of using busuu application towards students listening skill prosedure (Busuu.com) as follows :

1. The researcher asked students to open the Busuu Application
2. The researcher explains about the Busuu Application and explains what students can learn from this application.
3. The researcher will display a dialogue from busuu that must be heard by students, according to the teaching material/syllabus.
4. Students listen to the dialogue, using the preeze frame/video technique to practice 5 indicators in listening.
5. After students listen to the dialogue, then students will be given a test from the busuu application according to the video they have heard
6. The last researcher checked students' answers by testing and comparing students' interest in learning through the results of their cars using the Busuu Application and manually.

Table 3.5.2

Blue Print Research Material

No	Meeting	Activity	Topic
2	II	Treatment for experimental class	Make a trip plan
3	III	Treatment for experimental class	Make a plan of what to do
4	IV	Treatment for experimental class	Make plan of important thing to bring
5	V	Treatment for experimental class	Make plans for next vacation

3. Post – test

After teaching four meeting for experimental group, the researcher gave post-test. Post-test conducted after treatment to experimental class, to know the effect using busuu application toward the students' listening skill. The listening test that has been given to the student in post-test is taken from the internet and busuu application which has been tested the validity and realibility of the test in non sample class.

After completing of teaching session for four meetings by applying busuu application toword students listening skill of the first grade students of SMAN 1 Tambang, the researcher carry out post-test to the students in order to find out know the effect using busuu application toward the students' listening skill. In post test the students asked to fill in 15 question in the form of fill in the blanks and essay based on the topic of listening skill. Where as the topic in pre-test is Make a vacation plan to Bariloce and Hongkong.

Table 3.5.3

Blue Print Post – Test for Experimental Class

Meeting 1	Measurement	Topic	Indicator
1	Post-test	Make a vacation plan to Bariloce and Hongkong	Students are able to Hearing, Understanding, Remembering , Evaluating, and Responding well what the speaker is saying

3.6 Data Analysis Technique

After the data was collected by pre-test, treatment and post-test. Researchers use the Social Science Statistics Package (SPSS) 26, program to analyze data and also use the Paired sample T-test. Analyzing the data is very important in this research as it aims to answer the research question that have a significant effect or not.

1.6.1 Hypothesis Testing

To know whether there is significant effect of using busuu application towards students' listening skill or not. The hypothesis of this research can be formulated as follows:

H0: There is no significant effects for the students' Listening skill when use the Busuu application

H1: There is significant effects for the students' listening skill when use the Busuu application.

To analyze the data using SPSS 26 and using Paired-Sample T-test. and to know the average score of the students' listening skill, Finding the Mean score,

If t-table employed to see whether there was a significant difference between the mean score of pre-test and post-test.. The value of obtain is consult with the value of t-table. The data analyzed by using simple regression for hypothesis with 5% (0.05) of significant l

Table 3.6 Classification of Students' Score

Total Score	Level of Ability
81-100	Very Good
61-80	Good
41-60	Average
21-40	Poor
0-20	Very Poor

Adopted by Arikunto (2009:245)

CHAPTER IV

THE RESEARCH FINDINGS

This chapter present the research finding dealing with the data analyzed and interpreted , which have been taken from given pre - test and post - test of one class the researcher showed that the students ' score increase from pre - test and post - test aims to find out whether there is significant effect of using Busuu application toward students' listening skill of the first grade at SMAN 1 Tambang.

4.1 Data Presentation

This research was conducted to know the effect of using Busuu application toward students' listening skill of the first grade at SMAN 1 Tambang. Subsequently , the researcher find out students ' score in listening skill at senior high school 1 Tambang from 20 students. This researcher was classified to experimental research that is quantitative research . Therefore data of this research got from students ' score in pre - test and post - test .

4.1.1 Data Presentation of Pre - Test

Before conducting a treatment, the writer had given pre-test. It was done to know speaking ability of 10th grade at SMAN 1 Tambang. After evaluating and computing the students' scored, the researcher calculated their percentage in order to know their ability level in listening.

The following described the results of research and discussion.

Table 4.1.1 Students' Score of Pre-Test in Experimental Group

Name	H + U	Rem + E	Res	H+U+Rem+E+Res	Score
Student 1	5	7	2	14	56
Student 2	6	5	1	12	48
Student 3	5	8	3	16	64
Student 4	5	5	3	13	52
Student 5	6	4	2	12	48
Student 6	7	6	3	16	64
Student 7	4	6	2	12	48
Student 8	4	7	1	11	44
Student 9	7	5	2	14	56
Student 10	5	5	3	13	54
Student 11	7	5	2	14	56
Student 12	7	5	3	15	60
Student 13	4	3	1	8	32
Student 14	4	5	2	11	44
Student 15	8	7	3	18	72
Student 16	3	6	2	11	44
Student 17	7	5	3	15	60
Student 18	6	5	1	12	48
Student 19	5	3	1	9	36
Student 20	5	4	1	10	40
Total	110	106	42		1.026

Mean	5,50	5,30	2,10		51.30
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Based on table of 4.1 the total score of pre-test from sample class at SMAN 1 Tambang with 20 respondents. Based on the table above the highest total score was 72 from students- 20. The total score of pre-test is 1.026. From the total score of pre-test, the researcher got the mean of pre-test 51.30. Meanwhile, students score in listening skill of pre-test entitled Make a vacation plan to Argentina and Santiago. First, the total score of Hearing and Understanding components was 110 with Mean score was 5,50. Second, the total score of Remembering and Evaluating components was 106 with Mean score was 5,30. And the last total score Responding components was 42 with Mean score 2,10.

The recapitulation of five components of listening in pre-test can be seen in the following table:

Table 4.1.1 Recapitulation of Students' Score of Pre-Test.

No	Components in Listening Skill	Total Score	Mean
1	Hearing and Understanding	110	5,50
2	Remembering and Evaluating	106	5,30
3	Responding	42	2,10

After the researcher found the mean and recapitulation five components of listening skill, the researcher needed to analyzed the data of post-test to find out

the score of variance and standard deviation of experimental group. The data was required to be analyzed to find out the students' score in post-test.

4.1.2 Data Presentation of Post – Test

Data Presentation of Post - Test After the researcher carried out treatments to the experimental class . The researcher gave post - test to the students in the last meeting . The researcher presented the students' listening skill use Busuu application on post-test as followed :

Table 4.1.2 Students' Score of Post-Test in Experimental Class

Name	H + U	Rem + E	Res	H+U+Rem+E+Res	Score
Student 1	8	7	3	18	72
Student 2	8	6	2	16	64
Student 3	7	8	4	19	76
Student 4	6	7	4	17	68
Student 5	7	6	3	16	64
Student 6	9	7	4	20	80
Student 7	8	7	3	18	72
Student 8	6	7	3	16	64
Student 9	8	7	4	19	76
Student 10	7	6	3	16	64
Student 11	6	7	4	17	68
Student 12	8	7	3	18	72

Student 13	6	5	2	13	52
Student 14	7	6	3	16	64
Student 15	10	8	5	23	92
Student 16	7	8	3	18	72
Student 17	9	6	3	18	72
Student 18	7	6	3	16	64
Student 19	7	5	4	16	64
Student 20	6	5	3	14	56
Total	147	131	66	344	1.376
Mean	7,35	6,55	3,30		68,80

Based on table of 4.2 the total score of post-test from sample class at SMAN 1 Tambang with 20 respondents. Based on the table above the highest total score was 92 from students- 20. The total score of post-test is 1.376. From the total score of post-test, the researcher got the mean of post-test. Meanwhile, students score in listening skill of post-test entitled Make a vacation plan to Bariloce and Hongkong. First, the total score of Hearing and Understanding components was 147 with Mean score was 7,35. Second, the total score of Remembering and Evaluating components was 131 with Mean score was 6,55. And the last total score Responding components was 66 with Mean score 3,30.

The recapitulation of five components of listening in pre-test can be seen in the following table:

Table 4.1.2 Recapitulation of Students' Score of Post-Test.

No	Components in Listening Skill	Total Score	Mean
1	Hearing and Understanding	147	7,35
2	Remembering and Evaluating	131	6,55
3	Responding	66	3.30

4.1.3 Data Presentation of Pre-Test and Post-Test in Experimental Class

After conducting the pre-test, then the treatment was implemented four times followed by post-test. Data regarding the pre-test and post-test score from 20 students of the first grade at SMAN 1 Tambang are shown in this table bellow :

Table 4.1.3 Students' Score of pre-test and Post-Test in Experimental Class

No	Students	Experimental Class	
		Pre-test	Post-test
1.	Student 1	56	72
2.	Student 2	48	64
3.	Student 3	64	76
4.	Student 4	52	68
5.	Student 5	48	64
6.	Student 6	64	80
7.	Student 7	48	72
8.	Student 8	44	64

9.	Student 9	56	76
10.	Student 10	54	64
11.	Student 11	56	68
12.	Student 12	60	72
13.	Student 13	32	52
14.	Student 14	44	64
15.	Student 15	72	92
16.	Student 16	44	72
17.	Student 17	60	72
18.	Student 18	48	64
19.	Student 19	36	64
20	Student 20	40	56
.Score		1.026	1.376
Mean		51.30	68,80

From the table 4.3, it can be seen that total number of the students was 20. the total score of the students before using the Busuu application was 1.026 with mean 51. 30, and after using the Busuu application was 1.376 with mean 68,80. While the pre-test highest score was 72 and post test highest score was 92.

And then the recapitulation of five components of listening in pre-test and post –test can be seen in the following table:

Table 4.1.3 Recapitulation of Students' Score of pre-test and Post-Test.

No	Component of Listening Skill	Total Score		Mean Score	
		Pre-Test	Post-Test	Pre-Test	Post-test
1.	Hearing and Understanding	110	147	5,50	7,35
2.	Remembering and Evaluating	106	131	5,30	6,55
3.	Responding	42	66	2,10	3.30

From the table 4.1.3, it can be seen that the recapitulation from five component of listening skill. First Hearing and Understanding, the total score of pre-test was 110 and post test was 147. while the total of mean score from pre-test was 5,50 and post-test was 7,35. Second Remembering and Evaluating, the total score of pre-test was 106 dan post test was 131. While the total mean score from pre-test was 5.30 and post-test was 7,35. Third Responding , the total score from pre-test was 42 and post –test was 66. While the total mean score of pre-test was 2.10 and post-test was 3.30 . So from five componet of listening that which high effect on improving students’ listening skil using busuu application is hearing and understanding.

After that, the researcher analyzed the data of pre-test and post-test using SPSS 26. The analyzed of the paired sample test was also find out the difference of test. It can be seen on the table as followed:

Table 4.3 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51.3000	20	10.03730	2.24441
	Posttest	68.8000	20	8.66694	1.93799

Based on the table 4.3 it could be seen the total of students was 20, the mean of pre - test was 51.30 and the mean of post - test was 68,80. Standard deviation pre - test was 10.03, while standard deviation from post - test was 8.666. Standard error mean from pre - test was 2.244 , and post - test was 1.937. So it could be seen that students ' score of pre - test and post - test was different . Students score was increase after getting treatment . Furthermore , the paired correlation of the test could be described by this following table :

Table 4.4 Paired Samples Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.863	.000

From the table 4.4, it can be could be seen the total of students was 20, the correlation between pre - test and post – test were 0.863, while significant was 0.001.

Table 4.5 Paired Samples Test

Paired Samples Test						
Paired Differences						
	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Sig. (2-tailed)
Mean	n	Mean	Lower	Upper		

Pair	pretest -	-17.50000	5.06276	1.13207	-19.86945	-15.13055	-15.458	19	.000
1	posttest								

Based on output SPSS, Paired sample T-test showed paired difference to know the same variance.

If sig . (2 - tailed) > 0.05 H_0 is accepted and H_a is rejected .

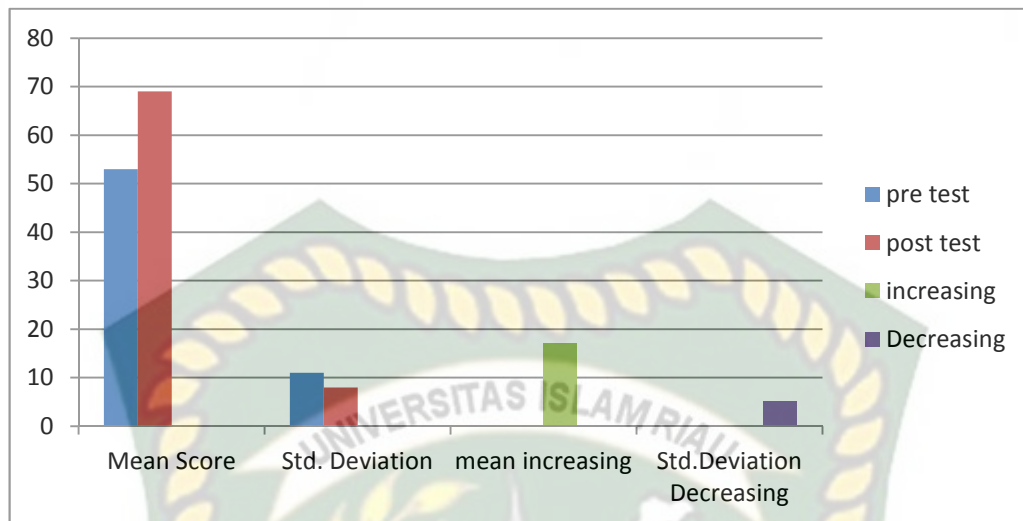
If sig . (2 - tailed) < 0.05 H_0 is rejected and H_a is accepted .

From the table 4.5, it could be seen the level of significant was 0.000 and it was less than 0.05 . It means that $0.000 < 0.05$. Therefore , the null hypothesis (H_0) is rejected and hypothesis alternative (H_a) is accepted . So, there was significant effect of using Busuu application toward students' listening skill of first grade at SMAN 1 Tambang.

4.2 Progress of Students' Score

The researcher applied experimental research and got score of pre – test and post – test. The researcher analyzed the progress of students' result by using Busuu application toward students' listening skill.

Chart 4.1 Result of Pre-test and Post-test



Based on the chart above showed that there was significant in mean score between result of pre - test and post - test . Mean score of pre - test is 51.30 while mean score of post - test is 68.80 it increased around 17.50 point . Furthermore , standard deviation between pre – test and post – test and also decreased 5.09 point . According to mean of pre - test and post - test increased 17.50 its mean there was an effect of using Busuu application toward students’ listening skill of the first grade at SMAN 1 Tambang.

4.3 Teaching and Learning Process

Researcher and students’ activities while learning process, because the busuu application uses a paid system, if the students’ want to change levels or move material not sequentially this application will asked to pay for that material from busuu application, so to apply the listening skill using busuu application and must follow the material that will be learn by students, here the researcher uses the busuu application using projector and speaker in every learning activity, the activity in six meeting can describes below :

The first meeting : at first meeting was conducted on april,19th 2022. the teacher introduces her self and explains the purpose of entering the class, because the teacher has done teaching training in the class, the teacher does not extend her words, after the student understands the teacher's explanation of the purpose and what the student will do directly. just give a pre -test in the form of a listening question about make a plan, this activity is conducted in an experimental class. This activity is conducted for 2 x 45 minutes according to the lesson time allocation. After all students have finished, students are asked to collect test sheets. to close the class teacher explained a little about what will be done in the next meeting and ask them to donwload busuu application before the learning process.

The scond meeting : the first treatment was conducted on may 10th 2022. The topic was make a trip. In pre teaching the researcher as teacher greeted the students attendance list , the researcher asked some questions about students condition and warming up to make atmosphere enjoyable . Before learning , the researcher ask the students some questions such as " what do you know about make a plan?

In during teaching, the teacher tells the students to open the busuu application that they have downloaded at home, and teach them how to use it and expland explain about what student can learnt from this application. because busuu application can only be opened sequentially, here teachers try to explain the material they will learn through busuu using infocus, in order to adjust between the subject matter with busuu application. After that, the researcher gave same

video about make a trip from busuu application , the students were require to listen carefully , after listening the researcher asked the students the poin from the video to train students' hearing, remembering and understanding of their listening skill. While teaching , some students not got the meaning/undestending, and the researcher repeated the video to gave same evaluating and aks their responding to students .

The researcher used this way to make the students be more familiar in listening use busuu application and also more understood what the points in the video . The students practice more listening after the students complete the information from the video , and the researcher gave assignment to make the students have already understood about the topic . In assignment practice , the students would heard question from busuu application , after the students finish their assignment practice , the researcher and the students discussed together which one is the right answer . In closing part , the researcher checked that the st udents have already understood about the information and explained for the next meeting .

The Third Meeting : the second treatment was conducted may, 17th. In the pre The third meeting was conducted teaching the researcher as the teacher greeted the students and checked attendance list . Before listening to the video the researcher asked about last topic that learn before . After that the teacher asked some question about " make a plan of what to do"

During the learning process , the researcher gave the students the video to watched and listen to the video about make a plan of what to do. In the meeting

the researcher just played the video and asked the students what the the meaning of the video , in the first time played the video the students not understood the meaning of the video , the researcher replayed the video to checked students remebering and understanding the meaning of the video . After playing the video the researcher asked the students " do you know what is the point ? " . All of the got some information , the researcher as the teacher gave appreciate their good job to make the students more confident .

The researcher explained the point about the topic and discussed about the topic , after that the researcher asked the students to make a sentences by using some words that the researcher gave before . The researcher give exercise to students to make the students understood the topic , after the students finish their exercise , the researcher and the students discussed together . In the closing part , the researcher greeted the students.

The fourth Meeting : The third treatment was conducted on may,24th 2022. The topic in this meeting was " make plan of important thing to bring" . In pre - teaching the researcher as teacher greeted the students and checked attendance list . Before teaching , the researcher asked the questions about the last topic , after that asked the question about the related question about the topic "have you ever planned a trip? and what important items do you want to bring? " after that,students watch same conversation between two person and listen to the video , the researcher asked the student the point about the video and replayed the video because some students not understood the point in the video , the researcher gave explanation to the students about the topic.

After giving the students explanation , the researcher gave the students exercise , and discussed together about the exercise . In the closing part , the researcher make sure that the students have already understood about the information and explained for next meeting .

The five Meeting : The last treatment was conducted on may, 31th 2022. In pre - teaching the researcher as the teacher greeted the students and checked the attendance list . Before learning the researcher asked some question about the last topic . After that the researcher ask question that related to make plan for next vacation. During the learning process , the research er gave the video convertation between two person to the students about make plan for next vacation , the students listen carefully to the video , a lot of the students understood and know the vocabulary about make plan for next vacation, after playing the video the researcher asked the question about the video like " where will you go for the next vacation? " the researcher gave assignment to the students to make student understood about the topic like the previous meeting.

After that the teacher gave assignment practice , the students would heard where are they planning to go next vacation, after the students finish their assignment practice , the researcher and the students will discussed together which one is the right answer . In closing part , the researcher checked that students already understood about the information and explained for the next meeting .

The Last Meeting : was conducted june,6th 2022, As usual , the teacher starts by greeting and turning students . Then the teacher provides motivation so

that students can learn about a successful future , before the teacher shares the post - test for all students in the experimental class . And the teacher warns again about learn listening skill use busuu application, after which students work on the post - test questions .

4.4 Data Interpretation

From the data analysis, the researcher interpretate these research finding of pre – test, post – test and the final finding of hypothesis as followed :

1. Based on data of experimental group in pre-test (table 4.1), it was found the total score was 1.026 points with the mean 51.30. while based on data of experimental group in post - test (table 4.4) it was found the total score was points 1.376 and the mean was 68.80.
2. Based on the data recapitulation pre-test and post-test of five component of listening for Hearing and Understanding, the total score of pre-test was 110 and post test was 147. while the total of mean score from pre-test was 5,50 and post-test was 7,35. So from five componet of listening that has the highest mean score from the effect of using busuu appliaacation toward listening skill is hearing and understanding.
3. Based on the statistical findings , the researcher found that the null hypothesis was rejected and the alternative hypothesis was accepted , because the sig . (1 tailed) was 0.000 its less than 0.05 .
4. Based on the result of statistical analysis, it could be interpreted that the used Busuu application toward students listening skill

4.5 Hypothesis Testing

The data was analyzed to know the significant effect of using Busuu application towards students' listening skill. The researcher use SPSS 26 to analyzed the data.

From calculation of analysis data, it could be seen the value of $T_{\text{calculated}}$ (t_o) in experimental class was 15.458 While T_{table} (t_t) of level significant 5 % was 2.030 . It can read $15.458 > 2.030$, it means that $T_{\text{calculated}}$ (t_o) higher than T_{table} (t_t). Furthermore, it could be seen that the significant value in experimental class was 0.000 and it was lower than significant 5 %, $0.000 < 0.05$. Therefore, null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted . It can be concluded that there was significant effect of using Busuu application towards students' listening skill of the first grade at SMAN 1 Tambang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

5.1 Conclusion

Based on research findings, the researcher makes a conclusion as follow:

5.1.1 Practical Conclusion

After analyzing the result of the experimental research, the researcher got the data from students' score before and after using Busuu application towards students' listening skill. Based on the data from the pre - test of the first grade students of SMAN 1 Tambang.

1. the researcher found that the students' pre - test score from 20 students at SMAN 1 Tambang was 1.026 points its less than the post- test with the total score was 1.376 points or the total score of post - test was higher than total score of pre - test.
2. The researcher pouned that the data recapitulation pre-test and post-test of five component of listening for Hearing and Understanding, the total score of pre-test was 110 and post test was 147. while the total of mean score from pre-test was 5,50 and post-test was 7,35 point.
3. The mean score of post test was higher too than pre - test . the mean of pre - test was 51.30 while mean score of post - test was 68.80. It is indicated that the students have a progress score when the teacher using Busuu application in listening skill (post - test) than without using Busuu application in listening skill (pre - test).
4. Based on the result from SPSS version 26, pre test and post test we can found there was significant in mean score between result of pre - test and post - test . Mean score of pre - test is 51.30 while mean score of post - test

is 68.80 it increased around 17.50 point. Furthermore, standard deviation between pre – test and post – test and also decreasing 5.062`point .

5. The value of $T_{\text{calculated}}$ (t_o) in experimental class was 15.458 While T_{table} (t_t) of level significant 5 % was 2.030 . It can read $15.458 > 2.030$, it means that $T_{\text{calculated}}$ (t_o) higher than T_{table} (t_t).
6. Its mean the conclusion can be seen from the statistical calculation from SPSS that has been explained before, that where the sig . (1 tailed) less than 0.005 which is 0.000 . from the explanation it can be concluded that is there any significant effect of using Busuu application towards students' listening skill.

5.1.2 Theoretical Conclusion

After the researcher concludes the data from the result of the practice, finally the researcher conducted from The main problem of this research are whether there is significant effect or not of using busuu application towards students' listening skill of the first grade at SMAN 1 Tambang. Bellow :

1. From the result of the analysis of the researcher, it is proven that the students' score of listening by using Busuu application is increase. This result has answered the formulation of the problem that use of Busuu application towards students' listening skill of the first grade at SMAN 1 Tambang is effective.

2. After conducting the Busuu application, the students' in listening skill of first grade at SMAN 1 Tambang was increased in hearing and understanding, it can be seen from the result of pre – test and post – test of the students.
3. The use of Busuu application makes students use internet for academic purpose and increase their listening skill.
4. The use of Busuu application makes students more motivated in learning and easier to grasp the lesson.
5. The use of Busuu application gives positive contribution and better outcome to rise the students' listening skill.

5.2 Suggestions

Based on the result analysis and conclusion above, the researcher like to give the suggestion that might be useful. The suggestion was as followed:

1. For the teacher

- a. Teachers can apply Busuu application in learning to improve students' listening skill in hearing and understanding.
- b. Using Busuu application in learning process can make students more interesting with a learning system from Busuu that can be done anywhere and easier to understand in learning listening skill.

2. For the students

- a. Students can use Busuu application media to improve their listening skill if they use according to busuu procedures.

- b. Students can be more active and easier in the listening learning process by using Busuu application.

3. For the next researcher

- a. Future researchers are expected to use Busuu application in other fields
- b. Future researchers need to evaluate tests related to variables that need to be measured from busuu application.



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