# The Use of Busuu Application to Improve Students' Vocabulary Mastery

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**ABSTRACT**

Busuu is a language learning app that offers interactive audio-visual tools designed to assist students in learning English including vocabulary. The aim of this research was to know whether there is a significant effect of Busuu application at the seventh-grade students. This research was quasi experiment and was conducted by using quantitative method, 72 students as the sample which is divided into 36 students in the experimental class and 36 students in the control class. The sample taken non-random by purposive sampling. The research data was collected through pre-test and post-test as main data and observation as supporting data. The hypotheses data was tested using formula of t-test. It means there is significant effect used Busuu application to improve students' vocabulary mastery at the seventh-grade students because the condition of students in experimental class is active and had many opinions during the learning. Besides that, they more easily to improve students' vocabulary mastery by using Busuu application than control class only taught by used conventional method.

**Keywords**: Vocabulary Mastery, Busuu Application, Descriptive Text, Student, Improving

## INTRODUCTION

English encompasses four fundamental language abilities, which are listening, speaking, reading, and writing. When acquiring proficiency in the English language, it is imperative to include vocabulary instruction as an essential component for students. Vocabulary is a very important component when you want to learn about a language, especially when learning about English. Learning English will be fun if we have a lot of vocabulary. If we master a lot of vocabulary, it will make it easier for us to write or even speak in English. As Berta & Swarniti (2020) stated that one of the important elements that can build students' skills in learning English is vocabulary. When they can master vocabulary, students can think, communicate, and can express their ideas in English. A few students prefer memorizing vocabulary even while students need to have a good vocabulary. If students frequently memorize vocabulary, it will be easier for students to interpret English reading quickly.

There are many factors that cause students' low English proficiency. One of them is that there are differences between writing and pronunciation in English texts, it means students feel difficult in learning English because if students want to learn English well then one of the most important components that

they must be able to master is vocabulary (Hernindaria, et al., 2024). Meanwhile, Ambarwati & Mandasari (2020) stated that the most important element when learning English is vocabulary.

Vocabulary mastery is the capacity to use words effectively vocabulary both in spoken and written form. Hence, Kusumadewi & Widyastuti (2018) stated that vocabulary is a crucial component of language skills because it is essential to speaking, listening, reading, and writing. According to Harpia et al., (2020) vocabulary is a language component that essentials to learning a language. Vocabulary is the most important part that can not be separated from every language process. In fact, vocabulary is a means very helpful for language learners. As recorded by Ghonivita et al., (2021) that vocabulary is a first element that students need to learn and master in order to master English well, apart from other English components and skills.

According to Busuu cited in AlDakhil & AlFadda (2021) that Busuu is a mobile language learning application created to integrate individual language study with a global social network for language learners. According to Syafrizal & Septiawati (2022) stated "Busuu application supports a total of 13 languages." Therefore, Busuu is the most widely utilized smartphone application. Also argued by Meniwati & Mutiaraningrum (2022) that a community of 100 million learners worldwide trusts the mobile app Busuu. Additionally, Busuu online media can be accessed anywhere to improve English competence. According to Winarso et al., (2021) with the existence of Busuu media, it

may facilitate students' ability development to study vocabulary tests. Also recorded by Shibata (2020) that there are 4 levels of language courses: (1) Beginner, (2) Elementary, (3) Lower Intermediate, (4) Upper Intermediate. Advanced learners are not intended for Busuu's online language learning courses.

According to Ismayanti & Kholiq (2020) text that describes persons, places, and objects physically through appearance is known as a descriptive text. Also stated by Novitri et al., (2019) that descriptive text's objective is to clarify the information in a text so that readers can read and describe it. Futhermore, as recorded by Elvinna M et al., (2022) that descriptive text also has a generic structure and language features. According to Novitri et al., (2019) that the generic structure of descriptive text is consisting of identification and description.

The meaning of identification is the first paragraph, serves to identify an item that will be explored. Before going into deeper detail in the following paragraph, the identification's goal is to acquaint the reader with the thing that will be discussed. Besides that, the meaning of description is in the second paragraph, description that covers the nature of a thing that was first introduced to the reader is found, and so on. Then, simple present tense attribute verbs, nouns, action verbs, and a person-centered emphasis are among the language features of descriptive text.

According to Santoso & Andriyadi (2019) technology plays a significant role in the world in which we live. As time progresses, technology will continue to develop. The development of technology in

this world is very fast. Technology also has great benefits for humans, with the existence of technology it can facilitate human work. With the existence of technology, learning using media will be more able to attract students' attention. As stated by Forsia (2021) that if interaction happens solely between teachers and students in traditional learning systems, so students become inactive as a result of this. They are not given any assistance in developing their own knowledge. They only become followers and rely on their teacher's directions. Therefore, teachers must also focus on the process of learning English, so one way to make it easy for students to acquire new vocabulary is to use the Busuu application, so with that the writer hopes that with the Busuu application, it makes students not bored anymore to learn English vocabulary. According to Citrayasa (2019) "the Busuu application can help students learn English effectively." Because when using it, the Busuu application gives the meaning and how to pronounce it well.

**METHOD**

The writer employed a non-equivalent quasi-experimental design. The reason the writer chose this design was to determine how utilizing the Busuu application would affect students' vocabulary knowledge. The writer also had additional goals in mind, including the need to administer pre-test and post-test to the experimental and control classes. Since it will be challenging to obtain a random sample for academic study, the writer chose two groups using a non-probability sampling method. The participants in this research was the seventh grade students. Where the number of those students are 261 divided into 7 classes. The sample in this research totaled 72 students. In consequence, the sample of this research was separated into 36 students in the experimental group and 36 students in the control group.

Two ways or tools to collect data consist of test, and observation field note. The main components of the technique of collecting the data as following: Before the students using Busuu application, the writer would give pre-test to students to find out the students prior knowledge. After that, post-test was given to all students, to know their improve in vocabulary mastery. This acted administere to measure the students' vocabulary mastery after having the treatments. The questions in the post-test was similar in pre-test. The difference between the pre-test and post-test was conducted. In this research, vocabulary test was used as the instrument which the form is a multiple choice. It consists of 20 questions given in pre-test and post-test.

In this case, the writer as non-participant because the writer used observation field note to know the students' response concerning the use of vocabulary by Busuu application. As stated by Zevalkink (2021) that observation entails conducting an investigation while watching the individuals or research scenario. The goal of holding observation field note was to ensure that an object observed by the writer was indeed like that.

This research used quantitative analysis of the students' test results to get data. The writer collected the students' score by pre-test and post-

test. The writer analyzed the data used SPSS program. The data analysis technique consists of an analysis prerequisite test and a hypothesis test. Test prerequisite for analysis in this research was a normality test by using Kolmogorov-Smirnov and homogeneity test by using Levene Statistic with significance level > 0.05. The hypothesis test by using independent sample t test with a significance level < 0.05.

## FINDINGS AND DISCUSSION
### The Result of Observation
The writer made observation divided into three parts, namely first observation, second observation, and third observation. In the first observation that was when students do not have knowledge of the application of the Busuu application, then at the second meeting when students have received treatment where the writer taught using the Busuu application, and the third is the last meeting namely post-test where the writer saw the results of using the Busuu application in classroom learning, whether there was a significant effect.

### Pra Treatment
During the pre-test, the writer observed that the students' responses were just normal because the students did the questions on the paper provided by the writer. The class condition was quite conducive because the students focus on doing the pre-test given by the writer. At that time, students were not familiar with the Busuu application and did not have knowledge of how to operate the Busuu application. Meanwhile, students have never learned to use the application.

### Treatment
After the treatments, the students looked very enthusiastic about the learning atmosphere applied by the writer. Students experience a new learning atmosphere by using the Busuu application. Many students seem very enthusiastic about learning using the Busuu application. The students seem very enthusiastic about doing the practice questions on the Busuu application, although there were some students who looked normal because they experienced a little difficulty because they did not understand when registering for the Busuu application and the practice questions on the Busuu application used full English which in the end made some students find it somewhat difficult to understand some of the practice questions contained in the Busuu application.

### Post Treatment
The end of the lesson namely the post-test. Students took the post-test given by the writer. It was seen that the response from the students was very enthusiastic in answering the questions on the post-test that had been distributed by the writer. Many student responses were confident about the answers they gave because they had studied material related to the Busuu application. Students have improved their knowledge of English vocabulary after learning using the Busuu application.

From the result of observations, it can be concluded that at the first meeting the students did not know anything about the Busuu application. Then, students also do not have the knowledge about how to register and use the Busuu application. Students do not yet appear to have high enthusiasm for learning English.

After that at the second meeting namely treatment, the writer began to introduce the Busuu application to students and the writer also instructed students to install the Busuu application on the students' smartphones. Then, the writer directed students to register their accounts on the Busuu application and after that the writer guided students to did on practice questions. Most students looked very enthusiastic about learning by using the Busuu application because students felt a new learning atmosphere, namely by using an application that students had never experienced before. Students' responses looked very good when learning using the application. Students felt challenged to complete the practice questions in each chapter. Therefore, at the last meeting the students' scores were improved when learned using the Busuu application.

**FINDINGS AND DISCUSSION**
The writer would describe the difference score of post-test in the experimental and control class. It can be seen in the table as follows:

Table 1. Difference of Post-Test in the Experimental and Control Class.

| | N | Mini mum | Maxi mum | Me an | Std. Deviatio n |
|---|---|---|---|---|---|
| Post-Test Experimental Class | 36 | 35 | 95 | 62. 78 | 15.187 |
| Post-Test Control Class | 36 | 35 | 85 | 55. 69 | 12.372 |
| Difference | - | 0 | 10 | 7.0 9 | 2.815 |

Based on the table there was a difference in score between the post-test in the experimental and control

class. The minimum score of post-test in the experimental and control class were same that was 35, so the difference between the minimum score of post-test in the experimental and control class were 0. Then, the maximum score of post-test in the experimental class was higher than the maximum score of post-test in the control class that was 95 while the maximum score of post-test in the control class was lower than the maximum score of post-test in the experimental class that was 85, so the difference between the maximum score of post-test in the experimental and control class were 10. Therefore, the mean of post-test in the experimental class was 62.78 and the mean of post-test in the control class was 55.69, so the difference between the mean of post-test in the experimental and control class were 7.09. Thus, the mean of post-test in the experimental class was higher than the mean of post-test in the control class. Below are the results data the difference of post-test experimental and control class in the form of a chart which can be seen as follows:
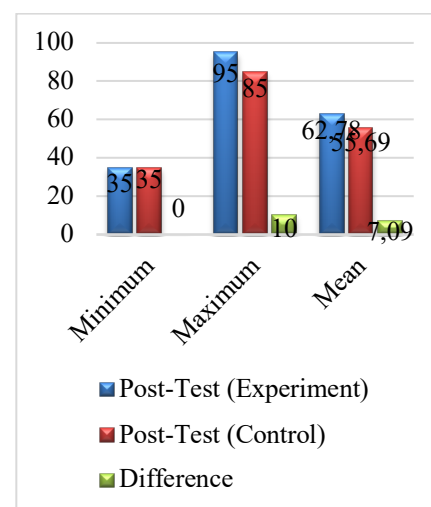


Figure 1 Difference post test Experiment and Control Class

Based on the chart, it is possible to establish that students who were taught utilizing the Busuu application have higher scores compared to students who taught only using conventional methods.

The writer used Independent Sample T Test to determine the impact of using Busuu application to improve students' vocabulary mastery. The aim of this test was to compare the pre-test and post-test score. The table can be seen as follows:

Table 2 Independent Sample T Test of Students' Vocabulary Mastery

| | t | df | Sig. (2-tailed) |
|---|---|---|---|
| Equal variances assumed | 2.170 | 70 | .033 |
| Equal variances not assumed | 2.170 | 67.252 | .034 |

In accordance with the table that the significance (2-tailed) was 0.033 < o.o5. It implies that there was a significant effect of Busuu application to improve students' vocabulary mastery.

The purpose of this research was to look into whether using Busuu application was effective or not to improve the students' vocabulary mastery. The writer has found the result of the students' vocabulary by given pre-test and post-test. The test consists of 20 items of multiple choice for vocabulary test.

After the writer finished giving the pre-test and post-test to the students, the writer analysed the results. The post-test scores' students of experimental and control class were difference. The post-test score classification in the experimental class reached the very good category,

while the post-test score classification in the control class only reached the good category, so the results of post-test in the experimental class were higher than the results of post-test in the control class. Thus, it can be seen that there was an improvement of students' post-test scores in the experimental class compared to students' post-test scores in the control class. In addition, the results of statistical calculations from this research also can be concluded that Ha is accepted and Ho is rejected. It means that there was significant effect of using Busuu application to improve students' vocabulary mastery

In the result of observation, the writer made observations in 3 parts. The first was in the pre-test, the second was in the treatments and the last was in the post-test. The writer took six students as representative for observation, namely taken from the two lowest students' scores, the two average students' scores, and the two highest students' scores. Besides that, in the pre-test the students looked normal and not too excited about learning English. Students did the pre-test on the paper that has been given by the writer. During the treatments, students began to look enthusiastic and have enthusiasm in learning because students felt a new learning atmosphere namely by using the Busuu application. After that, at the last meeting namely the post-test, students were seen to have improved scores compared to the pre-test. It can be seen in the students' improved scores.

The writer may deduce from the data analysis that the Busuu application has a substantial influence on students' vocabulary mastery since the results of the vocabulary test after

the writer did treatments were higher than before being taught by the Busuu application. This indicates that using the Busuu application for students, particularly those in the seventh grade, had excellent results.

Teaching English vocabularies using Busuu application have a good reaction from the students. Most of them have a good and positive reaction during teaching learning process. The students can be studied every time by using this Busuu application. All the material in Busuu application was easily to learn for the students. The use of media in the learning process can help students improved their vocabulary mastery. This was supported by Mulyadi & Maesaroh (2021) said that the results showed significant differences between students taught using the Busuu application as a media, then Khairunnisa et al., (2021) also said that the result of the t-test calculation significantly affects students' language abilities, it means that the

Busuu application improves the vocabulary skills. Another researcher, Susanto et al., (2022) who said that the performance of the online learning platform Busuu significantly contributed to the motivation and performance of vocabulary learners.

**CONCLUSION**
After conducting teaching vocabulary mastery using Busuu application, then the data analysis was carried out that the result of the students' score showed positive significant result after learning by used Busuu application. It means that there was significant effect of using Busuu application to improve students' vocabulary mastery. Besides that, the result of the implementation of Busuu application in learning vocabulary based on the observation showed positive results because the students' response was very excited when learning by using the Busuu application.

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