

EXPLORING BUSUU APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILL

By:

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Abstract: The study aimed to determine whether speaking achievement differed significantly between students who received instruction using the Busuu application and those who did not. Purposive sampling was used to gather the sample. 56 students made up the study's sample and were split into two groups using a coin flip: the experimental and control groups. Classes VIII.1 and VIII.3 represented the experimental and control groups. Data collection took place by oral examination. The data analysis was done using a t-test. An independent sample t-test revealed that the obtained value (7.939) was greater than the t-table (2.004). It was determined that there was a considerable difference in speaking achievement between the students taught using Busuu and those not, as seen by the rejection of H_0 and acceptance of H_a . The Busuu application was an excellent medium to improve students' speaking skills.

Keywords: busuu application, medium, speaking skill

INTRODUCTION

Speaking becomes essential because it is one of the ways to transfer information. Seraj et al. (2021) explain the importance of English learners should be skilled in oral English communication. Speaking is an essential talent for learning a second or foreign one

(Rao, 2019). It is essential to speak in

the interaction among people to keep the communication going well.

However, junior high students need help expressing their ideas orally. Dewi and Astriyanti (2021) reported that speaking can be challenging for someone learning a foreign language since they may

make grammatical or pronunciation mistakes. It can be challenging for students to speak English since they need to be proficient in various areas, such as articulation, vocabulary, structure of speech, and clarity (Kashinathan & Aziz, 2021).

Moreover, Riadil (2020) mentioned that students are concerned about their pronunciation, grammatical structure, and vocabulary, which makes them afraid to be criticized by others. As a result, students cannot speak English well because they fear speaking and need better vocabulary and grammatical and pronunciation errors (Gunadi et al., 2021).

In addition, students in speaking class often need to correct their structures when they speak English. When studying English as a second language, students might make

grammatical mistakes because of its structure, which might need to be clarified, or because the structure of the Indonesian language differs from that of the learners' first language (Maftukhin, 2023). Students often face a lack of grammar mastery, and as a result, they often make mistakes in building correct English word structures (Puspendari & Kartanegara, 2020).

Additionally, a lack of vocabulary might impair students' comprehension and communication. According to Hanafiah et al. (2022), students cannot undervalue the importance of language in communication since they need enough words to understand others or effectively convey their opinions. Many students cannot maintain the conversation because they need the appropriate vocabulary to express

what they are trying to say (Putri et al., 2020). In a study by Jati et al. (2019), students' restricted vocabulary often makes it difficult to express their ideas using the right words. As a result of their limited English vocabulary, students have difficulty speaking in English.

Further, students are frequently too hesitant or ashamed to speak up when they recognize they are not being understood by someone else. They fear criticism and worry that they may make mistakes. Kashinathan and Aziz (2021) state that panic, insecurity, and thoughtfulness are the main psychological factors preventing students from speaking in class. This is supported by Nijat et al. (2019), who state that students fear speaking in English. Suparlan (2021) states that students who suffer from worry are

more prone to shy away from speaking in a foreign language during such activities because they are afraid of making errors or taking unnecessary threats. Thus, students' problems in speaking are fear of mistakes, anxiety in speaking, less practice, feeling afraid to give opinions due to poor vocabulary, and lack of knowledge in topics that students will discuss.

To overcome students' problems, a website for English teaching named Busuu application was used in this study. Busuu application is an online foreign language learning website and phone application. Both are available in Busuu. Those are the website and application. An application called Busuu was created to help people learn foreign languages, like English, on their own (Mulyadi & Maesaroh,

2021). Busuu application promotes collaborative learning by providing users with the exceptional chance to study the language and practice speaking with support from a continuously expanding community of native speakers. According to AlDakhil & AlFadda (2021), the language courses in the Busuu application cover speaking in addition to vocabulary and translation. Busuu application allows users to acquire the speaking and the components that make up interactive skills (Ginting, 2023).

The Busuu application offers a user-friendly interface that encourages active participation, making language learning enjoyable and engaging for users (Rosell-Aguilar, 2018). Further, Fab (2015) adds that users can find and converse with the native speaker of that

language for real-life applications in the language that has been learned. Features of feedback and assessment are also significant; the Busuu application allows learners to receive constructive comments on their speaking abilities and, for this purpose, use feedback from peers. However, while the application has many advantages, some critiques suggest that its reliance on technology may limit opportunities for face-to-face interaction, which remains crucial for developing speaking skills in real-world contexts (Fan, 2015).

Moreover, the Busuu application allows students to communicate in English. the Busuu application effectively teaches students' speaking abilities (Firdaus, 2023). Using the Busuu application will make speaking activities more attractive because students can learn

to speak productively, especially in descriptive text.

Students can enhance their speaking abilities more engaging and variedly by using the Busuu application. It can be used as a supporting medium (Citrayasa, 2019). Busuu application was chosen as a learning medium because it can make learning in the classroom more fun and exciting for students. Therefore, the research aimed to determine if there was a noteworthy distinction in speaking proficiency between the students who received instruction through the Busuu application and those who did not.

METHODOLOGY

The investigation was carried out through a quasi-experimental design. The study's participants comprised all eighth-grade students

enrolled in SMP Negeri 2 Sungai Pinang. In this study, purposive sampling was employed. Two classes in English were selected as the sample because they met the exact requirements, including having the same number of students, being taught by the same English teacher, and being at the same language level. There were two courses, class VIII. 1 and class VIII. 3, with 28 students in each group. A flip coin was used to identify the experimental and control groups.

Furthermore, data was gathered through oral testing. Students were instructed to select one of the six topics covered in the test. They then gave it an oral performance for a maximum of five minutes. The pretest and the posttest were the two administrations of the test. A pretest was administered to determine the

students' speaking proficiency as a baseline before the intervention. A posttest was administered to determine the students' speaking proficiency following the treatment. Speaking rubrics were used to score the test. A t-test was used to analyze data.

RESULTS AND DISCUSSION

The experimental group's paired sample t-test results showed that the mean difference between the pretest and posttest was 18.03 with a standard deviation of 9.83, a standard error mean of 1.85, and t-obtained was 9.70 at the significant level of $p < 0.05$ in two-tailed data with $df = 27$, the critical value of $t_{table} = 2.05$. The value t-obtained was more than the table's critical value of $9.70 > 2.05$. It was indicated that the experimental group had made progress toward

speaking achievement. By using the Busuu application, students' speaking abilities increased. It gave students exposure, motivation, and the opportunity to learn and practice language as freely and communicatively as possible.

Meanwhile, the control group's paired sample t-test results showed that the mean difference between the pretest and post-test was 8.48 with a standard deviation of 5.73 and a standard error mean of 1.08. t-obtained was 7.80 at the significant level of $p < 0.05$ in two-tailed data with $df = 27$, the critical value of $t_{table} = 2.05$. It indicated that the control group's learners' speaking abilities had improved. They could get the point of what the teacher delivered about the material to them, and they responded well to the teacher's explanation.

The independent sample t-test revealed that in two-tailed testing with $df=54$, the critical value of the t-table was 2.00, and the value of $t_{obtained}$ 7.939 at the significant level of $p<0.05$. It proved that students taught using the Busuu application showed significantly better speaking achievement than those who did not.

The results reported that using the Busuu application positively impacts students' ability to speak descriptive text. The features available in the Busuu application helped students improve their speaking skills. The lessons in the Busuu application can be adapted to the student's level, which allows students to learn to speak English. Busuu application also helped students to improve their fluency and pronunciation. Mulyadi and Maesaroh (2021) mentioned that the Busuu

application is an online language learning program designed to help users become more fluent speakers of their target language.

The Busuu application could improve students' grammar, vocabulary, and pronunciation. Busuu application helped students with speaking practice and learning conversational vocabulary. According to Rahmawati and Hidayat (2024), students could identify whether their pronunciation is correct or incorrect using the Busuu application. Busuu application has audio and video that support students in learning to speak with native speakers and is equipped with audio feedback.

The Busuu application made students dare to speak in front of the class and not be shy about conveying their ideas. Busuu application helped shy students gain self-confidence to

share their ideas in the classroom (AlDakhil & AlFadda, 2021). It was in line with Firdaus (2023), who says it is easier to develop their speaking skill with the help of this Busuu application. Busuu application is a valuable resource for language learning and developing speaking skills. In conclusion, the Busuu application was an excellent medium to improve students' speaking skills.

CONCLUSION

The Busuu application significantly enhances students' speaking skills, as evidenced by the experimental group's superior performance compared to the control group. The application's features include level-adaptable lessons, audio feedback, native-speaker interactions, and improved fluency, pronunciation, grammar, and vocabulary. It also

boosted students' confidence, particularly among shy learners, and facilitated communicative and practical language practice. The Busuu application proves to be an effective and valuable tool for improving speaking achievement in language learning.

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