THE EFFECTIVENESS OF BUSUU APPLICATION TOWARDS STUDENTS' LISTENING SKILL IN ENGLISH LANGUAGE TEACHING CLASSROOM

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

2025

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Submitted as a Partial Fulfillment of the Requirement for the Degree of Education (S.Pd.) in the English Education Department

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MALANG

2025

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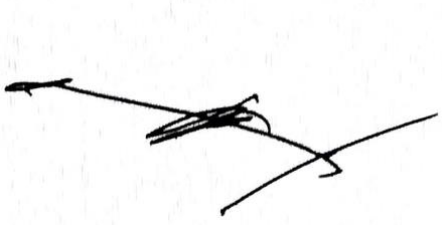

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Malang

Assalamualaikum Wr. Wb

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Thesis	: The Effectiveness Of Busuu Application Towards Student's Listening Skill In English Language Teaching Classroom

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Wassalamualaikum Wr. Wb

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APPROVAL

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Declaration that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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Malang, 26 Mei 2025

The Researcher,

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NIM. 210107110044

MOTTO

"Shattered, scarred, and silently bruised — yet here I am, still standing, still trying. The world didn't wait, but I chose to begin anyway. With pain, with peace, and with grace, I made it through."

THESIS DEDICATION

To the ones who held me through everything.

To my beloved parents — for your endless prayers, your silent strength, and your love that carried me always.

To my thesis advisor — thank you for your guidance, your patience, your support throughout this thesis journey.

To the friends who stayed — thank you for showing up even when I disappeared.

To every version of me — thank you for holding on. I see you, I love you, I made this for us.

And above all,

To God — for being the constant in my chaos, the light when everything felt dark.

This work was written through breaking, healing, doubting, believing and in all that, I found enough.

This is for the ones who are still trying. May you always find room to grow.

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Above all, I express my heartfelt gratitude to Allah, the Sustainer of all creation. Through His mercy, grace, and the countless blessings He has bestowed upon me, I was able to complete this thesis. I also send prayers and peace upon the Prophet Muhammad SAW, whose life and teachings remain a guiding light and source of inspiration for me.

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4. All of the teacher and students of MAN 1 J who provided the opportunity.

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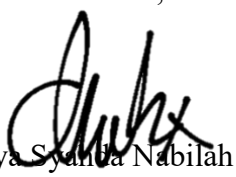
I am fully aware that this thesis is far from perfect, and for that, I warmly welcome any suggestions and constructive feedback for its improvement. No words can fully express how grateful I am for all the support throughout this journey. May Allah, repay your kindness with peace, and lasting joy.

Malang, 26 Mei 2025

The Researcher,



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LATIN ARABIC TRANSLITERATION

The Arabic-to-Latin transliteration in this thesis follows the joint regulation No. 158/1987 and No. 0543b/U/1987 issued by the Indonesian Ministry of Religious Affairs and the Ministry of Education and Culture. The main points of these guidelines are summarized as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

اَوْ	=	aw
اَيْ	=	ay
اُوْ	=	ŭ
اِيْ	=	î

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ABSTRACT

Rahma, Auliya Syahda Nabilah. 2025. The Effectiveness Of Busuu Application Towards Student's Listening Skill In English Language Teaching Classroom. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Dr. Alam Aji Putra, M.Pd

Key Word: Busuu, Digital Media, Listening Skills, English Learning, Listening

One of the challenges faced in English language teaching is the limited availability of interactive media to support students' listening comprehension. Thus, this study aims to determine the effectiveness of the Busuu application to improve students' listening skills. The research was conducted at MAN 1 Jembrana, Bali involving two groups of students: an experimental class (18 students) and a control class (22 students). A quasi-experimental method was applied, using pre-test and post-test instruments to measure students' listening achievement. The experimental group received treatment using the Busuu application during four learning sessions, while the control group followed listening instruction without using Busuu app. The results showed that the experimental group experienced a significant increase in their post-test scores compared to the control group. Statistical tests (Wilcoxon and Mann-Whitney U) confirmed that the improvement was statistically significant. Based on these findings, it can be concluded that the Busuu application is effective and can be used as an alternative digital media to enhance students' listening skills in English learning.

ABSTRAK

Rahma, Auliya Syahda Nabilah. 2025. Efektivitas Aplikasi Busuu terhadap Kemampuan Menyimak Siswa dalam Pembelajaran Bahasa Inggris di Kelas. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Dr. Alam Aji Putra, M.Pd

Kata Kunci: Busuu, Media Digital, Keterampilan Menyimak, Pembelajaran Bahasa Inggris, Listening

Salah satu tantangan dalam pengajaran Bahasa Inggris adalah terbatasnya ketersediaan media yang interaktif dan kontekstual untuk mendukung pemahaman menyimak siswa. Maka dari itu, penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Busuu dalam meningkatkan keterampilan menyimak siswa. Penelitian ini dilaksanakan di MAN 1 Jemrbrana, Bali dengan melibatkan dua kelompok siswa: satu kelas eksperimen (18 siswa) dan satu kelas kontrol (22 siswa). Metode yang digunakan adalah quasi-eksperimental dengan instrumen pre-test dan post-test untuk mengukur pencapaian menyimak siswa. Kelompok eksperimen mendapatkan perlakuan menggunakan aplikasi Busuu selama empat kali pertemuan, sedangkan kelompok kontrol mengikuti pembelajaran menyimak tanpa menggunakan aplikasi Busuu. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan nilai post-test yang signifikan dibandingkan kelompok kontrol. Uji statistik (Wilcoxon dan Mann-Whitney U) menunjukkan bahwa peningkatan tersebut signifikan secara statistik. Berdasarkan temuan ini, dapat disimpulkan bahwa aplikasi Busuu efektif dan dapat digunakan sebagai media digital alternatif untuk meningkatkan keterampilan menyimak siswa dalam pembelajaran Bahasa Inggris.

خلاصة

رحمة، أوليا شهدى نبيلاه .2025 .فعالية تطبيق "بوسو "في تنمية مهارة الاستماع لدى الطلاب في ،تعليم اللغة الإنجليزية داخل الصف الدراسي .رسالة جامعية، قسم تعليم اللغة الإنجليزية كلية العلوم التربوية وإعداد المعلمين، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم .مالانغ

المشرف :الدكتور علم أجي بوترا، الماجستير في التربية

الكلمات المفتاحية :بوسو، الوسائط الرقمية، مهارات الاستماع، تعليم اللغة الإنجليزية، الاستماع

تُعدّ قلة توفر الوسائط التفاعلية والسياقية أحد التحديات في تعليم اللغة الإنجليزية، مما يعيق فهم الطلاب لمهارة الاستماع .فمهارة الاستماع، كونها من المهارات الاستقبالية، تتطلب التعرض المتكرر للمواد الصوتية الأصلية وسياقات التواصل الواقعية، وهو ما يصعب تحقيقه غالبًا في الفصول التقليدية .تهدف هذه الدراسة إلى معرفة فعالية استخدام تطبيق "بوسو "كوسيلة تعليمية رقمية لتحسين مهارة الاستماع لدى الطلاب .أُجريت بمشاركة مجموعتين (MAN 1 Jembrana) الدراسة في المدرسة الثانوية الإسلامية الحكومية بجزيرة بالي من الطلاب :فصل تجريبي)18 طالبًا (وفصل ضابط)22 طالبًا .(استخدم الباحث المنهج شبه التجريبي، مع اختبارين قبلي وبعدي لقياس مستوى التحصيل في مهارة الاستماع .تلقى الفصل التجريبي تدريبًا باستخدام .تطبيق "بوسو "خلال أربع حصص، بينما تلقى الفصل الضابط تعليمًا استماعيًا تقليديًا دون استخدام التطبيق أظهرت نتائج الدراسة أن الفصل التجريبي حقق تحسنًا كبيرًا في نتائج الاختبار البعدي مقارنةً بالفصل الضابط .كما أكدت التحاليل الإحصائية)اختبار ويلكوكسون واختبار مان-ويتني (أن هذا التحسن ذو دلالة إحصائية .وبناءً على هذه النتائج، يمكن الاستنتاج أن تطبيق "بوسو "فعّال ويمكن استخدامه كوسيلة رقمية .بديلة لتعزيز مهارة الاستماع لدى الطلاب في تعليم اللغة الإنجليزية

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about the introduction; background study, statement of the problem, the objective of study, significance of study, scope and limitations of study, and definition of key term.

1.1 Background of The Study

In today's era of globalization, English proficiency has become an essential skill that students around the world, including in Indonesia, are expected to possess. English functions not only as a tool for communication but also as a gateway to accessing rapidly evolving knowledge, technology, and international collaboration. Among the core language skills, listening plays a crucial role in the process of English language learning, particularly in the context of English as a Foreign Language (EFL). As Gilakjani and Sabouri (2016) emphasize that listening comprehension is central to language learning, as it provides the foundation for acquiring input, which is essential for the development of other language skills such as speaking, reading, and writing. However, many students face difficulties in listening due to a lack of listening practice, limited exposure to authentic English input, and the use of inadequate learning media, which hinder students' ability to adapt to an English-speaking environment (Kulsum & Hidayatullah, 2023). Therefore, despite its perceived difficulty, listening still should be treated as one of key component in the journey toward English language proficiency, especially in EFL settings. This in line with the principles of education in Islam, the Qur'an teaches the importance of effort in acquiring knowledge. As stated in Surah Al-Mujadalah 11:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ۝١١

"O you who believe, when it is said to you: 'Make room in the assembly,' then make room, surely Allah will make room for you. And when it is said: 'Stand up,' then stand up. Allah will raise (the degree of) those who believe among you and those who are given knowledge by several degrees. And Allah is All-Knowing of what you do." (QS. Al-Mujadila: 11).

This verse emphasizes the importance of knowledge and education, and shows that Allah SWT glorifies those who believe and have knowledge. Developing listening skills in line with the spiritual and moral values taught in Islam. Listening skills are a vital component in learning English, but many research shows that the listening learning process in Indonesia still faces various challenges. Research by Syadiah (2017), show that EFL students in Indonesia face difficulties in listening comprehension due to too fast speaking speed, foreign accents, lack of vocabulary, and low concentration, poor audio quality and anxiety also worsen their understanding. In addition, research by Mandiri et al. (2022), revealed that a lack of opportunities to repeat the material, insufficient contextual and cultural knowledge, as well as limitations in grammar and vocabulary, also contribute to the difficulties in understanding listening materials. These factors indicate that although listening skills are crucial in English communication, many students in Indonesia still face significant challenges in mastering them.

One clear example can be observed at MAN 1 Jembrana. After conducting observations in this school, researcher found that among the four main language skills in English, listening was the skill with the lowest level of mastery among the students. In classroom learning activities, the teacher predominantly uses Bahasa Indonesia as the language of instruction, and listening materials are rarely provided on a regular basis. Even when listening activities are conducted, it tends to be delivered in a sudden and monotonous way, such as merely playing audio without engaging strategies or interactive media. As a result, students struggle to understand the audio content and feel demotivated when participating in listening tasks. This condition directly affects their listening performance, both in terms of comprehension and learning interest. At the same time, this school is equipped with adequate facilities such as computer laboratories and the latest technological devices. Also, this school has implemented the independent curriculum which allowed student using smartphone to engage learning process in classroom. However, the integration of technology in the learning process is still limited to the use of basic media only. In the context of listening, teachers generally only provide audio materials without any accompanying visual support or interactive media, resulting in a one-way learning process that tends to be less engaging for students.

Furthermore, the use of online language learning applications that can be accessed conveniently through smartphones became one of promising approach in enhancing student listening skill. These online language learning applications, offer students opportunities for authentic and interactive listening practice beyond the classroom, providing exposure to diverse accents, real-life conversations, and contextualized audio materials. Unlike traditional media, which may be limited in

scope and engagement, digital platforms present flexible, learner-centered environments where students can practice at their own pace and according to their individual needs. Research shown that mobile-assisted language learning (MALL) tools are able to enhance learners' listening comprehension by integrating gamified elements and instant feedback mechanisms (Tuong & Dan, 2024). This development is particularly beneficial in contexts where English is not the daily spoken language, such as Indonesia, enabling students to bridge the gap between classroom learning and real-world communication through continuous and accessible listening practice.

One of the applications that supports those advantages is Busuu App. Where this app not only provide sound but also visuals, allows students to see facial expressions, gestures, and the context of the communication situation that provide additional clues to understanding the speaker's intent. In this way, students not only listen but also learn how to interpret information visually, which is closer to real communication conditions. One of the main advantages of using Busuu is its ability to provide diverse and realistic materials, such as dialogues clips from native speakers, listening exercises that focus on various accents, and communication situations that are close to real life. By offering listening exercises based on everyday situations and varying levels of difficulty, Busuu can help students develop their ability to understand English in more natural and diverse contexts. Interactive features such as video-based exercises and direct feedback from the learning community also play an important role in increasing the effectiveness of learning, because students not only listen but also practice using the language in real communication contexts.

Related initial research by Meniwati and Mutiaraningrum (2022), shows a positive impact on students' listening skills after using the Busuu application. This research aims to investigate the use of the Busuu application to improve listening skills in English, using a qualitative approach including surveys and interviews to collect data about the effectiveness of the Busuu application. The authors suggest that these applications be integrated into regular classroom activities and recommend training for teachers to maximize the use of technology in listening practice, as well as encouraging blended learning approaches. The gap identified in this research was the qualitative methods and does not involve direct measurement of the improvement of students' listening skills, therefore using quantitative data such as pre-test and post-test to measure the effectiveness of the Busuu application, will impact on more objective and measurable results.

Another related research by Syafrizal and Septiawati (2022), examined the effect of the Busuu application on the listening skills of Indonesian EFL university students. Using a pre-test and post-test design within a single class, their study found a significant improvement in students' listening performance after engaging with the Busuu platform. The authors concluded that integrating Busuu into language learning could effectively enhance listening comprehension. However, this study focused exclusively on university students, whose cognitive development and learning needs differ from high school students. Moreover, the absence of a control group limits the strength of the evidence regarding Busuu's effectiveness. Therefore, a study involving a stronger experimental design, including control and experimental groups, would provide more accurate insights into the application's impact on listening skills.

Another relevant study conducted by Utami and Astutik (2024) aimed to evaluate the impact of the Busuu application on the listening skills of junior high school students. Their findings showed a significant improvement in students' listening performance after using the application. This suggests that Busuu can be an effective tool for enhancing listening comprehension in English language learning. This study use a pre-experimental design involving only one group, without a control group for comparison. Which it's difficult to determine whether the improvement was truly due to the use of Busuu or other external factors. Therefore, further research is needed using a more laborious design, such as a quasi-experimental design with control and experimental groups, to better measure the effectiveness of the Busuu application in improving students' listening skills.

Considering the research gap and several reasons mentioned above, those factors serve as the underlying reason for conducting this study. This study is expected to identify the effectiveness of the Busuu application for the tenth-grade students in MAN 1 Jembrana, towards their listening skills. Thus, this study expected will make an important contribution to understanding how the effect of modern technology such as Busuu can overcome challenges towards listening in class.

1.2 Research Question

Listening is a key skill in English learning, but many students struggle to develop it, especially when learning media are limited. With the rise of educational technology, various digital platforms such as the Busuu application have been introduced to support language acquisition. Therefore, this study aims to explore

the effectiveness of Busuu in enhancing students' listening skills. Based on this aim, the researcher formulated the research question as follows:

1. Is the use of the Busuu application effective in improving students' listening skills at Senior High School?

1.3 Research Objective

In line with the research problem, this study aims to evaluate the effectiveness of the Busuu application in improving students' listening skills at Senior High School Level especially students of MAN 1 Jembrana. The primary focus is to measure the impact of using the application on students' listening performance. Based on this aim, the researcher formulated the research objective as follows:

1. To investigate the effectiveness of the Busuu application in improving students' listening skills at Senior High School.

1.4 Significance of The Research

This research is expected to provide significant contributions to the development of teaching listening. By investigating the effectiveness of the Busuu application as a learning media, this study aims to guide educators in optimizing the use of mobile-assisted language learning in the classroom. Furthermore, the results of this study are expected to demonstrate that applications like Busuu can positively affect listening teaching and learning processes. The integration of technology in education, particularly in listening, is anticipated to help overcome challenges such as limited access to learning resources. This study is also expected to encourage teachers to use smartphone more creatively and effectively, making learning more dynamic and significantly improving students' listening skills.

Ultimately, the findings of this research can serve as an important reference for educational institutions in designing modern and adaptive teaching and learning activities, as well as provide a foundation for further studies on the use of mobile-assisted language learning in English language teaching.

1.5 Scope and Limitation of The Study

This study focuses on the effectiveness of using the Busuu application in improving tenth-grade students' listening skills in English language teaching class at MAN 1 Jembrana, specifically learning listening skills under the theme “Self-Experienced” recount text material. This study exclusively focuses on the implementation of the Busuu application as a media for improving students' listening skills. Other potential influencing factors, such as student motivation, previous language learning experience, or frequency of app usage outside the classroom, are not analyzed in detail due to the scope and time constraints of the research. These aspects may be explored further in future studies to provide a more holistic view. The research participants consist of tenth-grade students from classes XK and XL enrolled at MAN 1 Jembrana during the academic year 2024/2025.

1.6 Definition of Key Terms

To reduce misunderstanding in this research, the researcher defined this research with key terms as follows:

1. Busuu Application

The Busuu app is an online language learning platform available on Android and iOS devices. The app offers a variety of language learning features, including listening exercises, dialogues with native speakers, and feedback from

the user community. In this study, Busuu was used as a learning medium to help students develop listening skills in English language teaching classes.

2. Listening Skill

Listening skills refer to students' ability to receive, understand, and process information delivered orally in English. These skills include understanding vocabulary, intonation, accent, and context of the material heard. In the context of this study, students' listening skills were measured after using the Busuu application as part of learning in English classes.

3. Language Teaching Classroom

English language teaching classroom refers to a formal learning space where students learn English as a foreign language. In this study, the classroom is a place where the Busuu application is used as a learning aid, aiming to know whether this App is effective for teaching students' listening or not.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss the theoretical framework underlying the research on the effectiveness of the Busuu app towards students' listening skills. The main focus of this chapter is to explore the main theories relevant to the variabels. This discussion includes variables under consideration, Busuu Application and Students' Listening Comprehension.

2.1. Busuu

2.1.1. Definition of Busuu

Image 2. 1 Icon of Busuu App

Busuu is a mobile-assisted language learning (MALL) application, which utilizes mobile technology to support language learning beyond the limitations of traditional classroom environments. According to Jabbar (2024), Mobile-Assisted Language Learning (MALL) refers to the concept of language learning supported by mobile technology which encompasses a variety of tools, including mobile applications, e-books, audio-visual materials, and social networking platforms, which allow learners to study languages, take quizzes, engage in interactive practice, and communicate via the internet anytime and anywhere. As one of MALL platforms, Busuu offers interactive and structured lessons that integrate the four essential language skills; listening, speaking, reading, and writing, tailored to various proficiency levels. The application provides users with real life

communication scenarios, immediate feedback, and personalized learning paths that enhance their overall language acquisition. According to Rizqiyyah and Drajati (2020), mobile applications like Busuu also support autonomous learning, allowing students to overcome spatial and temporal barriers commonly found in conventional classrooms. By combining technology with interactive learning features, Busuu serves as a practical and accessible tool in language education, especially for learners in environments with limited exposure to authentic English communication.

Founded in 2008 by Bernhard Niesner and Adrian Hilti, Busuu is committed to making language learning accessible and engaging for a global audience. The name "Busuu" is derived from a language spoken in Cameroon, symbolizing the platform's mission to promote intercultural communication. The application offers courses in 14 languages, including English, Spanish, French, and German, with structured learning paths aligned with CEFR (Common European Framework of Reference for Languages) international standards from beginner (A1) to advanced (B2) levels (Ginting, 2023). In addition, Busuu provides learners with diverse tools such as vocabulary training, grammar tips, dialogue simulations, and pronunciation exercises. One of its key features is the ability to interact with a global community of users, enabling peer feedback and language exchange with native speakers. The app also includes AI-based learning plans, offline access for premium users, and progress tracking.

2.1.2. The Advantages of Busuu

Busuu provides a range of advantages that contribute significantly to the effectiveness of language learning, Based on the findings of Syafrizal and

Septiawati (2022), the students demonstrated noticeable improvement between the pre-test and post-test as a result of the classroom treatment. They showed increased enthusiasm and engagement during the learning process, particularly when utilizing the Busuu application, which provided an enjoyable learning experience. The following advantages of Busuu can be highlighted:

1. Interactive Practice

Busuu offers engaging audio-visual exercises that help users understand and remember new words or simple sentence more effectively. These interactive tools are beneficial in enhancing user concentration and retention.

2. Support for Autonomous Learning

The application allows learners to study independently and at their own pace. This flexibility encourages students to manage their own learning schedules, which is especially useful for busy users or those in informal learning environments.

3. User-Friendly and Visually Appealing Interface

The app's intuitive layout and design make it easy to navigate and enjoyable to use. A comfortable and attractive interface helps maintain user interest and promotes sustained engagement with the learning material.

4. Native Speaker Feedback

One of Busuu’s standout features is the ability to interact with native speakers. Learners can submit writing or speaking exercises and receive corrections, which improves language accuracy and builds confidence.

5. Motivation Enhancement

The gamified elements and real-world relevance of Busuu's tasks help to increase learner motivation. Students reported greater enthusiasm in learning vocabulary using Busuu compared to more traditional methods.

2.1.3. The Disadvantages of Busuu

Besides to the benefits of using the Busuu application, there are also some drawbacks associated with its use.

1. Limited Free Features

The Busuu app offers a range of premium features that are very attractive, such as full access to all lessons, offline mode, and more detailed progress reports. While the free features only cover the basics which makes the learning experience is limited, while more complex and advanced materials are only available with a premium subscription. This can be restricted from maximizing the potential of the app.

2. Lots of Ads (for Free Users)

For the free version of Busuu, often play an ad during the learning process. These ads appear periodically and can distract from the learning material being studied. These frequent ads can be very distracting. This problem can be solved only by subscribing to the paid version, which removes ads and provides a more focused and uninterrupted learning experience.

2.2. Listening

2.2.1. Definition of Listening

Listening is one of the most fundamental skills in language acquisition, playing a central role in communication and language comprehension. According

to Rost (2011), listening is the process of receiving, constructing meaning from, and responding to spoken or non-verbal messages. It is not a passive activity, but an active and dynamic skill that involves cognitive processing, interpretation, and prediction based on the listener's knowledge and context. In line with this, Ambubuyog (2023), define listening as an active and constructive process in which learners interpret and process spoken input. It contributes significantly to the development of other language skills such as reading, speaking, and writing.

Listening is influenced by both cognitive and linguistic factors. Kim and Pilcher (2016), emphasize that cognitive skills such as working memory and inference-making play an essential role in decoding and understanding spoken messages. In this regard, listening goes beyond simply hearing; it requires learners to process input actively, starting from sound recognition, to constructing meaning, and finally to evaluating and responding appropriately. Ambubuyog (2023), also underline that this multi-step process is key to achieving listening comprehension.

Moreover, Alzamil (2021), notes that listening is a core element of second language learning. It not only supports learners' linguistic development but also plays a vital role in day-to-day communication. Challenges such as speech speed, unfamiliar pronunciation, and limited vocabulary often hinder comprehension. However, students' awareness and willingness to improve their listening abilities can significantly enhance their understanding and performance.

From the above perspectives, it can be concluded that listening is an active, multidimensional process that involves comprehension, interpretation, and response to spoken language. This skill encompasses not only literal understanding of spoken words but also sensitivity to contextual and emotional cues. Therefore,

listening forms the foundation for mastering other language skills and remains a critical component in English language learning, especially in EFL (English as a Foreign Language) contexts.

2.2.2. Kind of Listening

According to Chang (2012, as cited in Karlin & Karlin, 2021), listening is divided into two types: intensive listening and extensive listening. This classification is particularly useful for designing language learning activities that target different comprehension skills. According to Chang (2012), the distinction between the two is based on the amount of text, the level of learner engagement, and the instructional purpose of the listening activity.

Table 2.1 Differences between Extensive Listening (EL) and Intensive Listening (IL)

Extensive listening	***Intensive listening***
• Listening to (or being involved in) massive amounts of text • Text which learners can understand reasonably smoothly • High levels of comprehension • Listening without being constrained by pre-set questions or tasks • Listening at or below one's comfortable fluent listening ability	• Listening for specific information • Listening for the exact words of a phrase or expression • Listening for details • Listening to mimic a text

Extensive listening involves engaging with large amounts of spoken input that learners can generally understand with ease. The focus is on overall comprehension, and the activity is usually done without strict tasks or questions. Learners are encouraged to listen to texts such as podcasts, songs, or casual conversations to develop listening fluency and increase exposure to natural language (Chang, 2012; Karlin & Karlin, 2021). As shown in Table 2.1, extensive

listening allows learners to listen at their own level of comfort without pressure for detailed understanding.

In contrast, intensive listening emphasizes understanding specific pieces of information, exact words, or grammatical features. This type of listening is often accompanied by tasks such as identifying key phrases, answering detailed questions, or mimicking pronunciation. Intensive listening is generally used in classroom settings where the aim is to sharpen accuracy and listening strategies for decoding language (Chang, 2012).

Omar Karlin and Sayaka Karlin (2021), in their comparative study, further emphasize that both intensive and extensive listening contribute significantly to language development but serve different functions. While intensive listening enhances attention to detail and immediate comprehension, extensive listening builds fluency and natural language intuition over time.

2.2.3. Listening Comprehension

According to Alzamil (2021), listening comprehension plays a vital role in second language acquisition, as it supports learners in developing both linguistic and communicative competence. It is not just about decoding sounds, but also about interpreting messages based on context, speaker intention, and background knowledge. Ambubuyog et al., (2023), explain that listening comprehension requires an active construction of meaning. Learners must engage cognitively, using attention, working memory, and inferencing skills to connect audio input with existing knowledge. In a foreign language context, this process becomes even more challenging due to unfamiliar vocabulary, speech rate, and pronunciation.

Kim and Pilcher (2016), explain that listening comprehension requires the integration of bottom-up and top-down processing. Bottom-up processing involves decoding sounds, words, and grammatical structures from the audio input. Top-down processing, on the other hand, uses background knowledge, expectations, and contextual clues to interpret the overall message. From the explanations above, it can be concluded that listening comprehension is a complex yet essential component of language learning. It requires the coordination of various linguistic and cognitive skills, including sound recognition, vocabulary access, grammatical knowledge, and contextual interpretation. And it is shaped by individual learner factors such as prior knowledge, attention, and metacognitive awareness.

2.3. The Use of Busuu in Teaching English Listening Skill

The integration of technology in English language teaching has significantly influenced the way listening skills are taught and practiced. Listening is essential for comprehending conversations, following instructions, and interpreting oral messages. It also contributes to the development of speaking proficiency by enabling learners to imitate accurate pronunciation, intonation, and sentence patterns. In light of this, educators are encouraged to utilize digital tools that support the acquisition of listening skills in engaging and effective ways. One such tool is the Busuu application, a language learning platform that offers structured and interactive learning experiences. The use of Busuu can be particularly beneficial for students who show low motivation in learning English, as it provides a more dynamic and engaging learning environment. This is supported by Afifka and Daulay (2024), who found that students responded positively to Busuu as a learning tool due to its user-friendly design and engaging

features. Similarly, Syafrizal and Septiawati (2022) concluded that Busuu significantly enhances the listening skills of Indonesian EFL learners through its structured audio-based content.

The procedures of using Busuu application:

1. Download the Busuu app on the App Store for IOS users, Google Play Store for Android users.

Image 2. 2Busuu App in Google Play Store

2. After installing the application, create an account by following the steps shown on the screen.

Image 2. 3"Log-in" in Busuu App

3. Once the account is created, select the language that will be learn from the list provided. Busuu offers a variety of languages to learn.

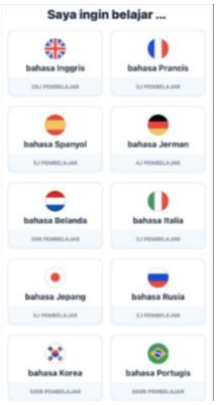


Image 2. 4 Language Options in Busuu App

4. After choosing a language, set the learning goals, such as the level of ability to achieve or the time.

Image 2. 5 Target View in Busuu App

5. After determining our goals, we will be directed to various learning materials, including quizzes, exercises, and interactive lessons. We can choose the topics we want to learn or start with basic lessons if we are just starting out.

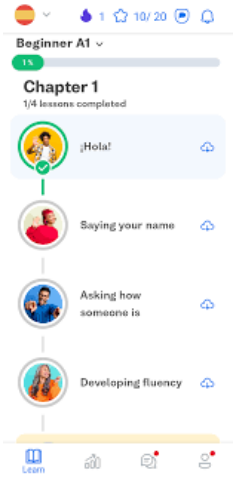


Image 2. 6 Home View in Busuu App

6. Follow the lessons available in the application. Lessons can include grammar, vocabulary, conversation, and listening exercises. Follow the instructions given in each lesson and complete the tasks given. Here are some examples of learning questions in the Busuu application.

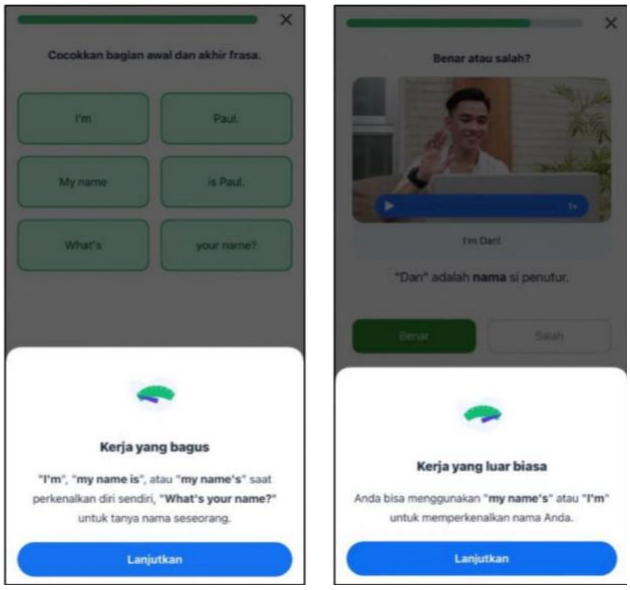


Image 2. 7 Sample Quetions in Busuu App

2.4. Previous Related Study

Several studies have examined the integration of mobile-assisted language learning (MALL) tools in the development of students' English language skills, particularly listening comprehension. Among these tools, the Busuu application has

received growing attention due to its structured content and interactive features. The following studies offer important insights into the potential of Busuu as a media for enhancing listening skills.

Syafrizal and Septiawati (2022) conducted a study entitled *Enhancing Listening Skills of EFL Indonesian Learners Through Busuu Application*. The research employed a classroom-based implementation of Busuu to examine its effect on the listening comprehension skills of Indonesian EFL students. Through qualitative observation and analysis of student outcomes, the study revealed that the app helped students improve their ability to identify key information in spoken texts. The researchers emphasized that the authentic dialogues and structured exercises in Busuu supported both vocabulary reinforcement and comprehension of sentence patterns. While these previous studies provide valuable insights into the effectiveness of Busuu in language learning, their study did not detail the instructional procedure or treatment steps.

Meniwati and Mutiaraningrum (2022) entitled *The Use of Busuu for Learning Listening in English,* examined the use of Busuu for learning listening in English through a descriptive qualitative method. Their study explored how students interacted with Busuu and what challenges they faced during independent listening activities. They reported that Busuu was effective in promoting learner autonomy, offering listening exercises that mimicked real-life communication. The application's immediate feedback and visual-audio support also helped students correct their own mistakes. While their study focused more on learner experiences and perceptions, it supports the idea that Busuu is an accessible and impactful tool for improving listening comprehension, particularly in self-directed contexts.

However, their research did not employ a quantitative design or measurable test instruments to evaluate the improvement in student listening skills.

Afifka and Daulay (2024) carried out a study entitled *Students' Perception On Using Busuu App As Learning Vocabulary Media*. Although their main focus was not listening, the study provides important context regarding students' motivation and engagement when using Busuu. Conducted with EFL learners in a vocational school, the study found that students felt more interested in learning English when using Busuu due to its gamified structure and real-world content. Since listening practice in Busuu is often integrated with vocabulary and dialogue-based activities, this study indirectly supports the application's role in enhancing listening through vocabulary exposure and contextual learning. The study is valuable in highlighting user experience and interface, yet it does not assess the impact of the app on listening outcomes, which is the focus of this study.

Utami and Astutik (2024) in their research titled *Tuning Up Listening Skills: Unveiling the Impact of Busuu Application on Junior High School Students' Listening Proficiency* employed a quasi-experimental method to determine whether Busuu improved students' listening abilities. Their participants were junior high school students. The results indicated that students in the experimental group, who used Busuu for four weeks, showed significant improvement in understanding spoken English, especially in identifying main ideas and specific information. Their study supports the effectiveness of Busuu not only as a vocabulary builder, but also as a listening comprehension enhancer, particularly when used consistently over time. Although similar in method, the current research differs in terms of participant

level and instructional integration, as this study includes with teacher-guided treatment sessions.

Those studies show that Busuu has potential as an effective language learning tool, especially in promoting listening comprehension. However, most of the previous research either focused on student perceptions, general language improvement, or used qualitative analysis. This study aims to build on those findings by applying a quasi-experimental quantitative approach using pre-test and post-test instruments to specifically measure the effect of Busuu on students' listening comprehension performance in an High School EFL classroom setting.

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes an explanation of the research method is used in this study. The research design, study subject, research instrument, data collection, and data validity are explained in this chapter

3.1. Research Design

This study using quantitative approach with a quasi-experimental design. Quantitative research refers to a method that involves the collection and analysis of numerical data, typically applied to specific populations or sample. Data are collected through standardized instruments, and the results are analyzed using statistical procedures to test predetermined hypotheses (Sugiyono, 2018). According to Sugiyono (2018), there are two types of quasi-experimental designs: Time-Series Design and Non-Equivalent Control Group Design. The Time-Series Design is applied in situations where random assignment is not possible, but the researcher still wants to observe the effect of a treatment over a period of time, often by using multiple pre-tests and post-tests on a single group. Meanwhile, the Non-Equivalent Control Group Design resembles the pretest-posttest control group design, but it involves two different groups without random assignment, and only one receives the treatment.

Based on the understanding of the two forms of quasi-experimental design above, the quasi-experimental design applied in this study is non-equivalent Control Group Design. There are two groups, the experimental group given a treatment using the Busuu application. While the control group received the same listening

materials through conventional instruction, without using Busuu or any other digital learning media. The research design can be seen in the figure below:

Table 3.1 Two Groups of Quantitative Research by Using Quasi-Experiment Research

Experimental Group	O1	X1	O2
Control Group	O3		O4

O1 : Pretest of experimental class

X1: Treatment using Buusu Application

O2: Experimental class student learning outcomes

O3: Pretest of control class

O4: Control class student learning outcomes

The purpose of the study was to determine whether the use of the Busuu application in the experimental class was influenced or not. This treatment was carried out four times, in the experimental class the treatment using the Busuu application. In the control class, the researcher will continue to provide material in conventional methode. From the plan above, the researcher wants to know whether there is an effect of the use of Busuu application on the listening skill of the XL student at MAN 1 Jembrana. The post-test results of the experimental group and the control group were then compared by the researcher. The purpose of this study was to determine whether there was an effect between the experimental group that used it. And the control group that did not use the Busuu application.

3.2. Research Time and Location

The implementation of this research was carried out in several stages, starting from the initial observation, pre-test, treatment sessions, and post-test. The

following table presents the detailed schedule of the research activities conducted at MAN 1 Jembrana.

No	Activity	Date
1.	Observation	June 2024
2.	Pre-Test	14 April 2025
3.	Treatment	18 April 2025
4.	Treatment	21 April 2025
5.	Treatment	25 April 2025
6.	Treatment	28 April 2025
7.	Post-Test	2 May 2025

Table 3. 2 Schedule of The Research for Experimental Class

No	Activity	Date
1.	Observation	June 2024
2.	Pre-Test	14 April 2025
3.	Treatment	17 April 2025
4.	Treatment	21 April 2025
5.	Treatment	24 April 2025
6.	Treatment	28 April 2025
7.	Post-Test	1 May 2025

Table 3. 3 Schedule of The Research for Control Class

3.3. Variable of The Research

A variable is an element, feature, or factor that is liable to vary or change. In research, a variable refers to an attribute, characteristic, or value associated with individuals, objects, or activities, which researchers observe and analyze to draw conclusions (Sugiyono, 2018). Variables are typically categorized into independent and dependent variables. The independent variable is the variable that is manipulated or introduced by the researcher to observe its effect, while the dependent variable is the outcome that is influenced by changes in the independent variable. In relation to this study, the variables used are as follows:

1. Dependent Variable

According to Sugiyono (2018), Dependent Variable (Y) is the variable that is influenced or that becomes the result of the independent variable. In this study, the dependent variable is the students' listening skill. It is the outcome that the researcher seeks to measure and is expected to change as a result of the treatment using the Busuu application.

2. Independent Variable

Independent variables (X) are variables that affect or cause changes and the emergence of dependent (Sugiyono, 2018). This variable represents the treatment introduced in the experimental group to examine whether it significantly affects students' listening skill. The independent variable in this study is the use of the Busuu application.

3.4. Population and Sample

3.4.1. Population

According to Sugiyono (2018), population is a generalization area consisting of objects and subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. In this study, the population in this study were all the ten grade students at MAN 1 Jembrana.

3.4.2. Sample

In this research, the population is followed by a sample, which refers to a portion of the population selected for study. According to Sugiyono (2018), a sample is part of the number and characteristics possessed by the population. Sampling techniques are generally divided into two categories: probability sampling and non-probability sampling. This study employed a non-probability sampling technique, specifically purposive sampling, where the researcher selects

the sample based on specific considerations. Based on this approach, the sample in this study consisted of two classes: 18 students from class XL as the experimental group (who received the treatment using the Busuu application) and 22 students from class XK as the control group (who received conventional instruction without using Busuu).

3.5. Research Instrument

According to Sugiyono (2018), a research instrument is a tool used to measure observed natural or social phenomena. It must be carefully developed to suit the variables studied and the research objectives. Instruments serve as a bridge between the research subject and object, helping the researcher collect valid and reliable data for analysis. In this study, the researcher used pre-test and post-test instruments to collect the necessary data. The test consisted of 15 multiple-choice questions for both the pre-test and post-test, assessing students' ability to identify main ideas, details, and inferences from spoken texts. The instrument was developed by modified materials from the student textbook, which is then made into audio format and played in class using speakers. The test was administered offline using printed worksheets, and each correct answer was awarded 6.67 point, making the maximum possible score 100.

A pre-test was conducted at the beginning of the study to measure the students' initial listening abilities before the treatment was implemented. Following the pre-test, the two groups received different treatments: the experimental group was taught using the Busuu application, while the control group received instruction without using Busuu. After the treatment period, a post-test was administered to both groups to evaluate any improvement in their listening skills. These research

instruments were validated by a lecturer from the English Education Department at UIN Maulana Malik Ibrahim Malang, ensuring their relevance, clarity, and alignment with the learning objectives.

3.6. Validity and Realibility

3.6.1. Validity

According to Sugiyono (2018), validity is the degree to which an instrument accurately measures what it is intended to measure. In this study, content validity was employed to ensure that the listening test instruments were appropriate and relevant for assessing students' listening comprehension. To establish content validity, expert judgment was conducted by involving a lecturer from the English Education Department at UIN Maulana Malik Ibrahim Malang. The expert reviewed the test items for clarity, appropriateness, and alignment with the learning objectives. To support this process statistically, item analysis was conducted using Microsoft Excel by applying the Product Moment Correlation formula as follows:

$$Rxy \quad : \frac{\mathbf{N} \sum \mathbf{XY} - (\sum \mathbf{X})(\sum \mathbf{Y})}{[\mathbf{N} \sum \times \mathbf{2} -][\mathbf{N} \sum \mathbf{Y2} - (\sum \mathbf{Y})\mathbf{2}]}$$

RXY : Correlation coefficient between variables X dan Y

N : Total number of respondents

∑X : Total score of items

∑Y : Individual total scores

∑X2 : Sum of the squared scores of the items

∑Y2 : Sum of the total scores for the squares of the items

3.6.2. Realibility

According to Sugiyono (2018), reliability refers to the consistency of an instrument in measuring a particular variable. A research instrument is considered reliable if it can produce consistent results when administered to the same subject under similar conditions. In other words, a reliable instrument will yield relatively the same results even when used repeatedly. In this study, the reliability of the instrument was measured using Cronbach's Alpha, calculated through SPSS software. The reliability test aimed to determine the internal consistency of the items used to assess students' listening comprehension. the following interpretation criteria for Cronbach's Alpha values:

a. If the alpha Cronbach score is 0.81 - 1.00: very reliable.
b. If the alpha Cronbach score is 0.61 - 0.80: reliable
c. If the alpha Cronbach score is 0.41 - 0.60: reliable enough
d. If the alpha Cronbach score is 0.21 - 0.40: rather reliable
e. If the alpha Cronbach score is 0.00 - 0.20: low reliability

3.7. Data Collection

3.7.1. Pre-Test

The purpose of the pre-test in this study was to assess students' understanding of listening comprehension before the treatment was applied. The pre-test was administered to two groups: the experimental group and the control group. During the pre-test, students were asked to answer 15 multiple-choice questions by selecting the correct answer based on the audio they listened to in class. After completing the test, students submitted their answer sheets, and the researcher then analyzed the results to evaluate their initial listening abilities prior

to the implementation of the treatment. The transcript of the pre-test is presented in the **Appendix VI**.

3.7.2. Treatment

The treatment in this study was conducted over four classroom meetings within a two-week period for both the experimental group (Class XL) and the control group (Class XK). Each session focused on developing students' listening skills using the same learning objectives, materials, and classroom procedures across both groups. The key distinction was the integration of Busuu as a technological tool in the experimental class (XL), aiming to provide more meaningful and interactive listening experiences. In contrast, the control class (XK), also taught by the researcher, used conventional methods such as audio playback and printed worksheets without the support of the Busuu application.

In the first meeting, both classes were introduced to the topic of recount text through an interactive presentation. The lesson began with an explanation of the essential characteristics of recount texts, including their communicative purpose, generic structure (orientation, series of events, and reorientation), and the typical language features used, such as past tense verbs and time connectives. To create an engaging classroom environment, teacher used PowerPoint slides as the main instructional media. At the end of the session, students from both classes were asked to listen to an audio recording and then answer several questions related to the audio. While for the homework, the students were asked to retell the audio in written form. They were also instructed to identify the generic structure and language features of the audio they had heard as homework. In addition, students in the experimental class were also introduced to the Busuu application. The teacher

showed how to accessed Busuu on mobile phone and the students were instructed to download and prepare the application on their personal devices for use in the upcoming sessions.

In the second meeting, both the experimental and control classes began with a brief review of the previous lesson about recount texts. The teacher facilitated a short discussion to reinforce students' understanding of the generic structure and key language features. This review served as a warm-up before starting the core listening activity. After the review, both classes focused on a listening activity, particularly identifying main ideas and specific information from a short audio passage. In the control class, students listened to the audio played via speaker. After listening twice, they were asked to answer several questions in the worksheet, including multiple-choice and matching words. The teacher guided students in answering and then led a class discussion to review the answers. For the experimental class, students accessed the Busuu application on their personal devices. During the session, the teacher guided students to complete Busuu listening tasks that involved recognizing key information from the audio provided and matching words to audio that is heard.

In the third meeting, the experimental class students were directed to listen to audio in Busuu App, containing a story of someone's personal experience in the past, then work on the exercises available in the application, such as reordering sentences according to the sequence of events in the audio. The teacher facilitated the process and provided technical assistance and understanding of the material when needed. Meanwhile, in the control class, students listened to an audio on a similar topic, then in groups were given sentence fragments in the form of cards

that had been previously shuffled. The students' task was to reorder the sentence fragments according to the sequence of events they heard in the audio. After finishing, each group was asked to stick the results of their arrangement and present the sequence of the story orally in front of the class. The teacher then provided clarification and reinforcement of the correct sequence of events. During the session, students from both classes were also asked to identified main ideas and specific information from the audio heard.

In the fourth meeting, the activities focused on reinforcement and final evaluation of the previous two meetings. In the experimental class, students reviewed the two Busuu chapters that had been studied previously. The teacher played back audio clips from the previous chapter, then students were asked to answer the question provided in the app related to the audio content they had heard, and to retell the story orally. Meanwhile, in the control class, the teacher played back audio clips from the two sources that had been used previously and gave oral questions that had to be answered by students. In addition, students were asked to summarize the story spontaneously using their own language. The detailed lesson plans used during the treatment sessions, including instructional objectives, procedures, media, and assessment, are presented in the **Appendix** XI.

3.7.3. Post-Test

The post-test was administered after all treatment sessions were completed, with the purpose of measuring students' listening comprehension following the use of the Busuu application in the experimental class and conventional instruction in the control class. The test format was similar to the pre-test, consisting of 15 multiple-choice questions. This post-test served as the final

evaluation to determine whether there was a significant difference in learning outcomes between the control class, which did not use the Busuu application, and the experimental class which using the app. The results were used to analyze the effectiveness of the Busuu application in enhancing students' listening comprehension. The transcript of the pre-test are presented in the **Appendix VIII**.

3.8. Data Analysis

The technique of data analysis in this study was based on the comparison of pre-test and post-test scores obtained from both the experimental and control groups. The researcher examined the students' performance before and after the treatment to assess the impact of the learning intervention. The collected data were then analyzed using statistical procedures, with a particular focus on hypothesis testing to determine whether there was a significant difference in the listening achievements between the two groups. In conducting the analysis, the study employed three types of statistical tests:

3.8.1. Normality Test

The normality test in this study was conducted to determine whether the data from both the experimental and control classes followed a normal distribution. This step served as a preliminary requirement before proceeding with further statistical analysis. Since the number of research subjects in each class was fewer than 50, the researcher used the Shapiro-Wilk test, which is more appropriate for small sample sizes (Haryono et al., 2023). The analysis was carried out using IBM SPSS Statistics version 26 for Windows, with a significance level of $\alpha = 0.05$. Based on this test, the criteria used were as follows: if the significance value (p-value) > 0.05, the data were considered normally distributed (H_0 accepted); however, if the

p-value ≤ 0.05, the data were considered not normally distributed (H_0 rejected, Ha accepted). In this study, the results showed that the pre-test data for both the experimental and control classes were normally distributed, indicating that the initial ability scores of the subjects in both groups met the assumption of normality. However, the post-test data for both classes did not follow a normal distribution, as indicated by p-values ≤ 0.05. Due to the non-normal distribution of the post-test data, further statistical analysis must consider non-parametric methods for comparing the groups post-test results.

3.8.2. Homogeneity Test

Homogeneity test to determine whether the data from both the experimental and control classes had equal variance. This test was important to assess whether the two groups used in the study had similar distribution characteristics before proceeding to hypothesis testing (Widana & Muliani, P. L, 2020). This study employed Levene's Test of Homogeneity of Variance, using IBM SPSS Statistics version 26 for Windows, with a significance level of $\alpha = 0.05$. The decision rule applied was: if the significance value was greater than or equal to 0.05, then H_0 was accepted, indicating that the data were homogeneous; however, if the value was below 0.05, then H_0 was rejected and the data were considered not homogeneous. In this study, the homogeneity test results showed that the significance value was below 0.05, which means the data from both classes were not homogeneously distributed. Therefore, the researcher proceeded to use non-parametric statistical tests for hypothesis testing, as the assumption of homogeneity was not fulfilled.

3.8.3. Hypothesis Test

Hypothesis testing is conducted to determine whether there is a statistically significant effect of a treatment or intervention based on sample data representing a population (Nuryadi et al., 2017). In this study, hypothesis testing was carried out to assess the effectiveness of the Busuu application in improving students' listening comprehension during the English learning process for tenth-grade students at MAN 1 Jembrana in the 2024/2025 academic year.

Before performing hypothesis testing, it is necessary to decide whether to use parametric or non-parametric statistical tests, which depends on two main assumptions: normality and homogeneity. Parametric tests offer stronger results if these assumptions are met. The normality test is used to assess whether the data distribution follows a normal curve. If the data is symmetrically distributed and the values of mean, median, and mode are close, it is considered normal. If the data is randomly spread, asymmetrical, or contains many outliers, it is considered not normal. The second assumption, homogeneity of variance, determines whether the variance between the experimental and control groups is similar. If either of these assumptions is violated, non-parametric tests are recommended because they do not require normally distributed data.

In this research, the post-test scores from both the experimental and control classes were not normally distributed. In addition, the result of the homogeneity test indicated that the data were not homogeneous, so non-parametric statistical tests were applied. The hypothesis test used in this study is the Mann-Whitney U test assisted by IBM SPSS Statistics 26 for Windows software with a significance level of a = 0.05.

Before conducting the Mann-Whitney U test to examine whether there was a significant difference between the experimental and control groups, the researcher first conducted a Wilcoxon Signed-Rank Test to determine whether there was a significant improvement between the pre-test and post-test scores within the experimental group. This step was important to ensure that the treatment using the Busuu application had a measurable impact on students' listening comprehension before comparing it with the control group. This test works by comparing the ranking of the difference between pre and post scores, not the raw scores. The results are analyzed using p-value, and if $p < 0.05$, then it is concluded that there is a significant difference, so the null hypothesis (H_0) is rejected. The formula used in this test is:

$$T=\sum R$$

Where:

R = the rank of the absolute differences between pre-test and post-test scores

T = the smaller sum of ranks between the positive and negative differences.

Based on the results of the Wilcoxon Signed Ranks Test, the significance value (Asymp. Sig. 2-tailed) = 0.001. Since $0.001 < 0.05$, it can be concluded that there is a significant difference between the pre-test and post-test scores in the experimental group (pre < post). This indicates that there was an improvement in students' listening comprehension after the treatment using the Busuu App.

The hypothesis test used in this study is the Mann-Whitney U test, which work by compare the post-test scores between the experimental class (using Busuu) and the control class (without Busuu). This test is a non-parametric alternative to the independent samples t-test. Serves to see if there is a significant difference in

the ranking of scores between two groups. Like the Wilcoxon test, the results of the Mann-Whitney test are also determined through the p-value, and if the p-value is less than 0.05, then it can be concluded that the difference between the groups did not occur by chance. From the results of the Mann-Whitney U test, the following conclusions will be drawn:

H_0 (Null Hypothesis): There is no positive and significant influence from the use of Busuu App on students' listening skill in class X of MAN 1 Jembrana in the academic year 2024/2025.

H_a (Alternative Hypothesis): There is a positive and significant influence from the use of Busuu App on students' listening skill in class X of MAN 1 Jembrana in the academic year 2024/2025.

The formula used in this test is:

$$\boldsymbol{U} = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

Where:

$\boldsymbol{n_1}$ = number of participants in group 1 (e.g., experimental class)

$\boldsymbol{n_2}$ = number of participants in group 2 (e.g., control class)

$\boldsymbol{R_1}$ = the sum of ranks for group 1

The criteria for accepting or rejecting the hypothesis were:

If Sig. ≤ 0.05, then H_0 is rejected and H_a is accepted.

If Sig. > 0.05, then H_0 is accepted and H_a is rejected.

This means that if the significance value (Sig.) is less than or equal to 0.05 (Sig. ≤ 0.05), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Conversely, if the significance value is greater than 0.05 (Sig. > 0.05), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

Based on the Mann-Whitney U Test, the significance value (Asymp. Sig. 2-tailed) was 0.048. Since 0.048 < 0.05, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that there is a statistically significant difference between the post-test results of both groups. The mean rank of the experimental group = 24.39, while the control group = 17.32, indicating that students taught using Busuu App achieved higher scores. This result confirms that there is a positive and significant influence from the use of Busuu App on students' listening skill in class X of MAN 1 Jembrana in the academic year 2024/2025..

To measure how much students' learning outcomes improved after the treatment, the researcher conducted an analysis using the N-Gain Test. This test calculates the difference between the pre-test and post-test scores and normalizes it based on the maximum possible improvement. By doing so, it provides a clearer indication of the relative learning gains resulting from the treatment (Sukarelawan et al., 2024). The results of the N-Gain Test are then categorized into three levels of effectiveness: low, medium, or high, which helps to further support the evaluation of the treatment's impact on students' learning progress. The formula:

$$N - Gain = \frac{\text{PostTest Score} - \text{PreTest Score}}{\text{Maximum Score} - \text{PreTest Score}}$$

The criteria in the standard effectiveness of the N-Gain test, researcher refers to Hake (1999) in categorizing it as in table below:

Table 3. 4 N-Gain Test

Table 3.5 N-Gain test result	**Criteria**
G > 0,7	High
0,7 ≥ G ≥ 0,3	Medium
0,3 > G	Low

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter outlines the results of the research along with an in-depth discussion. The data gathered by the researcher throughout the study at MAN 1 Jembrana, Bali. Comprises the analysis of pre-test outcomes, normality testing, homogeneity testing, hypothesis testing based on post-test results, and a thorough interpretation of the findings.

4.1 Finding

4.1.1. Data Analysis of Pre-Test

As an initial step in the research, the researcher conducted a pre-test on listening skills consisting of four parts: short conversation (Part A), long conversation (Part B), short monologue (Part C), and long monologue (Part D). This test includes a total of 15 questions, with each audio played twice so that participants have a better chance of understanding the context. Students are asked to mark the correct answer from the four choices available on the answer sheet. The working time is set for 40 minutes, equivalent to one learning session. This activity was carried out on April 14, 2025 and involved two classes, namely class XK consisting of 22 students and class XL consisting of 18 students. After the test was conducted, the researcher assigned class XL as the experimental group and class XK as the control group. All audio was played through speakers in the classroom so that each student received the same input. Before the implementation, the researcher also coordinated with the subject teachers and ensured that all students understood how to do it, and guaranteed that the test results would be used confidentially and solely for research purposes.

A pre-test was given to both classes using the same questions to ensure initial equality in student abilities. After the pre-test was carried out, students in the control class continued the learning process as usual without using the Busuu application, while students in the experimental class received the same learning materials but with the addition of the use of the Busuu application as a supporting medium. This pre-test aims to determine the level of students' initial ability in listening skills before being given treatment, so that the results can be used as an initial reference in analyzing the effectiveness of using the application. The pre-test results obtained are as follows:

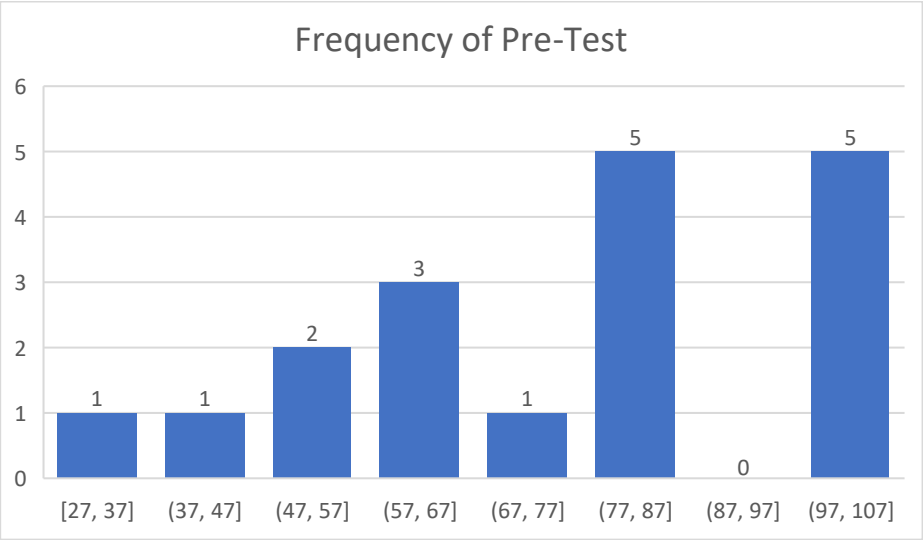
Table 4. 1 Pre-test of Experimental Class Students

No.	Initial Name	Score
1.	ARP	100
2.	ASM	40
3.	AFA	100
4.	AFR	53
5.	DAF	80
6.	FYL	100
7.	HPY	100
8.	IRF	87
9.	MRA	100
10.	LAH	60
11.	MF	27
12.	MMDE	67
13.	RNM	87
14.	RMA	53
15.	RSN	87
16.	SI	60
17.	SA	87
18.	FI	73
Total		1361
Average Score		75,61

Based on the pre-test data listed in Table 4.1, it can be seen that class XL MAN 1 Jembrana which acts as an experimental class shows quite diverse variations in learning outcomes. The students' pre-test scores show the lowest score

of 27, while the highest score obtained by students is 100. The total score collected from all students in this class is 1361, with an average score (mean) of 75.61. The distribution of the pre-test scores of this experimental class is displayed visually through the following histogram graph:

Diagram 4. 1 Pre-test Experimental Class



Based on the histogram above showing the frequency of pre-test scores from 18 students of class XL MAN 1 Jembrana, it can be observed that the data has been grouped into seven value intervals, with the lowest value range of 27 and the highest of 100. Intervals (27-37) and (37-47) each have 1 student. In the interval (47-57), there are 2 students, while the interval (57-67) contains 3 students. The interval (67-77) only includes 1 student. The highest frequency is seen in two intervals, namely (77-87) and (97-107), each of which has 5 students, indicating that most students get high scores on this pre-test. There are no students in the interval (87-97), indicating a score gap in that range. When compared with the Minimum Completion Criteria (KKM) of 75, it can be concluded that the majority of students have achieved the KKM standard, as seen from the frequency

dominance in the intervals (77-87) and (97-107). The descriptive statistics of the pre-test scores in the experimental class are as follows:

Table 4. 2 Descriptive Statistic of Pre-test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Nilai	18	73	27	100	1361	75.61	22.667	513.781	-.641	.536	-.540	1.038
Valid N (listwise)	18											

Table 4.2 shows that the mean pre-test score of students in the experimental class is 75.61, with a standard deviation of 22.667. These data also show that the minimum score obtained by students is 27, while the maximum score reaches 100, so the range of scores is at 73. The fairly large standard deviation value indicates a fairly wide spread of scores among students. However, because the average score remains high and most students score above the Minimum Completion Criteria (KKM), it can be concluded that the pre-test results of this experimental class still show fairly good data quality. In addition, the skewness value of -0.641 indicates that the data distribution is slightly skewed to the left, while the kurtosis value of -0.540 indicates that the data distribution is slightly flatter than the normal distribution.

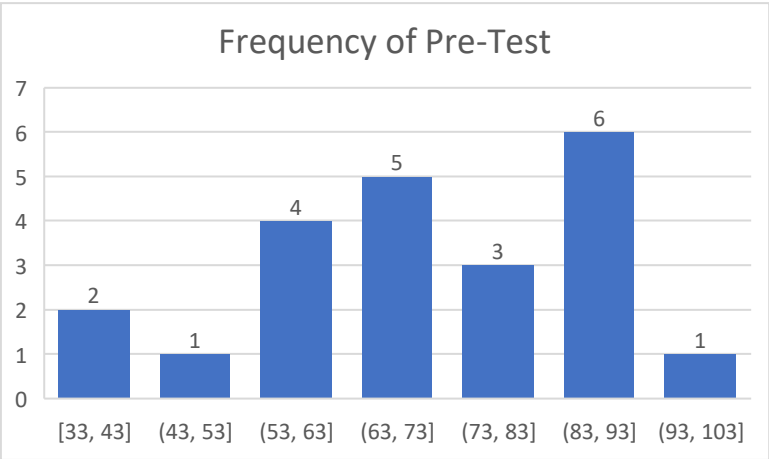
Table 4. 3 Pre-test Scores of Control Class Students

No.	Initial Name	Score
1.	AGM	67
2.	ANF	87
3.	AMS	87
4.	ARY	87
5.	AINCR	60
6.	AR	87
7.	CRP	67
8.	DNF	60
9.	DHK	47
10.	FRA	60
11.	MFAH	60
12.	MIJS	80

13.	MPRH	80
14.	MR	73
15.	QTT	93
16.	NRO	73
17.	RKM	40
18.	SAB	87
19.	SLI	73
20.	TSA	100
21.	RRFH	80
22.	RHDR	33
Total		1581
Average Score		71,86

Based on the pre-test results data displayed in Table 4.3, it can be seen that students of class XK MAN 1 Jembrana who acted as the control class showed quite diverse variations in initial learning outcomes. The highest pre-test score obtained by students was 100, while the lowest score was recorded at 33. The total accumulated scores from all 22 students in this class were 1581, with an average score (mean) of 71.86. The average score is slightly below the Minimum Completion Criteria (KKM) which is set at 75. However, there are also a number of students who have shown quite good initial mastery, as indicated by the high scores, namely 93 and 100. The distribution of pre-test scores for this control class is displayed visually through the following histogram graph:

Diagram 4. 2 Pre-test Control Class



Based on the histogram above showing the frequency of pre-test scores from 22 students of class XK MAN 1 Jembrana, the score data has been grouped into seven intervals. In the interval (33-43), there are 2 students, the interval (43-53) only includes 1 student, and (53-63) includes 4 students, the interval (63-73) has 5 students, and 3 students are in the range (73-83), 6 students get scores in the interval (83-93), which is the highest frequency. Finally, there is 1 student who is in the highest interval (93-103), with a maximum score reaching 100. This distribution shows that although the average class score is still slightly below the Minimum Completion Criteria (KKM) of 75, there is an indication that most students have quite strong initial readiness. This can be seen from the high frequency in the interval (83-93), which shows the dominance of students with scores approaching or exceeding KKM. The descriptive statistics of the Control class pre-test data scores are:

Table 4. 4 Descriptive Statistic of Pre-test Control Class

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Nilai	22	67	33	100	1581	71.86	17.376	301.933	-.626	.491	-.090	.953
Valid N (listwise)	22											

Table 4.4 shows that the mean pre-test score of control class students is 71.86. The standard deviation is recorded at 17.376. The smallest (minimum) score obtained by students is 33, while the highest (maximum) score reaches 100, with a range of 67. The total score (sum) of 22 students is 1581, and the variance value is 301.933. Skewness of -0.626 indicates that the distribution of scores is slightly skewed to the right or has a slightly negative distribution, which means that there are some students with high scores. The kurtosis value of -0.090 indicates that the

data distribution is relatively normal, because it is close to zero. With a standard deviation that is smaller than the average, it can be concluded that the distribution of student scores is not too far from the average. This shows that the control class pre-test data has quite good stability.

4.1.2. Data Analysis of Post-Test

The post-test for the experimental class (XL) was conducted on May 2, 2025, which was right after the entire series of learning treatments were completed during the four meetings. Meanwhile, the post-test for the control class (XK) was conducted the day before, on May 1, 2025. This post-test was given at the end of the learning session as an evaluation instrument to measure the extent to which students' abilities had improved after following the learning process, both with and without special treatment. In its implementation, students were asked to answer 15 multiple-choice listening questions, which were arranged in a similar pattern to the pre-test questions. This was done to maintain the consistency of the evaluation form and to allow for a balanced comparison between the pre-test and post-test results. The time given for the work was one lesson hour, approximately 40 minutes, and the method of work remained the same as in the pre-test, students were asked to choose the answer that was considered the most appropriate. Through the results of this post-test, researchers can analyze the effectiveness of the treatment that has been given during the four meetings in the experimental class. The table below presents the post-test results, which allow for a comparison of students' scores prior to and following the classroom treatment.

Table 4. 5 Post-test Score of Experimental Class Students

No.	Initial Name	Score
1.	ARP	100

2.	ASM	80
3.	AFA	100
4.	AFR	80
5.	DAF	100
6.	FYL	100
7.	HPY	100
8.	IRF	100
9.	MRA	100
10.	LAH	80
11.	MF	93
12.	MMDE	87
13.	RNM	93
14.	RMA	80
15.	RSN	100
16.	SI	80
17.	SA	100
18.	FI	100
Total		1673
Average Score		93

Table 4.4 shows that the average post-test score of the experimental class students was 93 with a total score of 1673 from 18 students. The data also shows that the minimum score obtained by students was 80, while the maximum score reached 100, so the range of scores was at 20. The high average score and the fairly high minimum score indicate that all students succeeded in achieving or exceeding the Minimum Completion Criteria (KKM) set at 75. The distribution of scores can be seen in the following histogram graph:

Diagram 4. 3 Post-Test Experimental Class

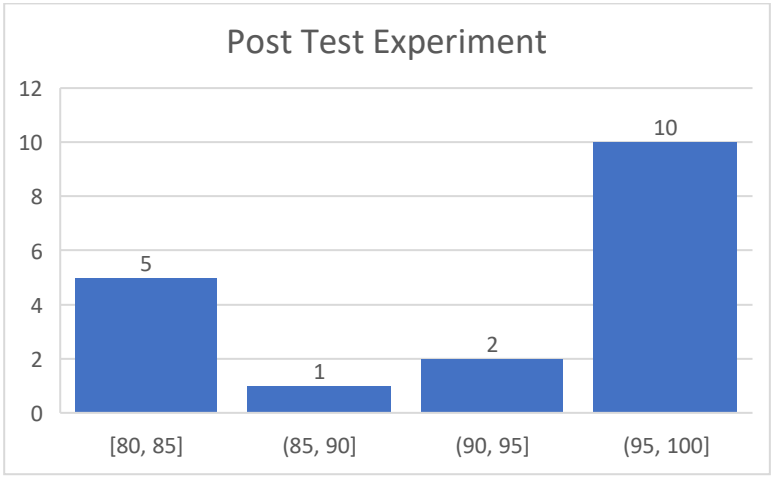


Diagram 4.3 shows that the distribution of post-test scores of experimental class students is spread across four value ranges. With the first value range (80–85), occupied by 5 participants. The range (85–90) only includes 1 participant, making it the group with the lowest frequency. Then, 2 participants scored in the range (90–95). and 10 students managed to achieve scores in the highest range (95–100). This indicates that more than half of the students achieved very good results in the post-test, far exceeding the predetermined KKM. With no students getting scores below 75, it can be concluded that all students in the experimental class managed to exceed the minimum pass mark (KKM). The descriptive statistic of the post-test scores in the Experimental class is as follows:

Table 4. 6 Descriptive Statistic of Post-test Experimental Class

Descriptives

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Nilai	18	20	80	100	1673	92.94	8.980	80.644	-.689	.536	-1.468	1.038
Valid N (listwise)	18											

Table 4.6 shows that the average post-test score of experimental class students is 92.94, with a total score of 1673 from 18 students. The minimum score

obtained by students is 80, while the maximum score reaches 100, resulting in a range of 20. The standard deviation is recorded at 8.980, with a variance value of 80.644. The skewness value of -0.689 indicates that the data distribution is skewed to the left or negative, meaning that most students get high scores. This is also reinforced by the kurtosis value of -1.468 which indicates that the data distribution is platykurtic, which is flatter than the normal distribution. In other words, students' scores are more spread out and not too centered around the average. All data analyzed came from 18 students with no missing data. Given that the Minimum Completion Criteria (KKM) is 75, it can be concluded that from the post-test results, experimental class students scored above that limit.

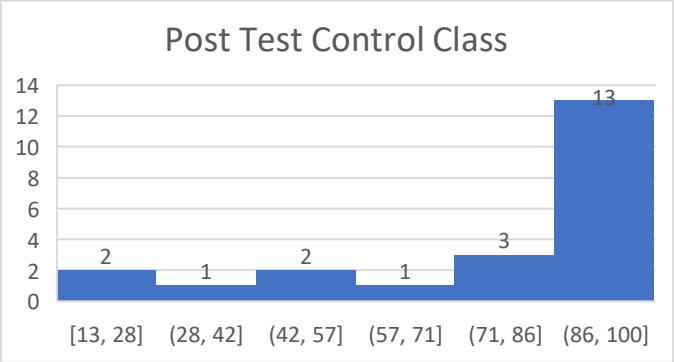
Table 4. 7 Post-test Score of Control Class

No.	Initial Name	Score
1.	AGM	93
2.	ANF	100
3.	AMS	73
4.	ARY	100
5.	AINCR	93
6.	AR	100
7.	CRP	20
8.	DNF	93
9.	DHK	47
10.	FRA	47
11.	MFAH	93
12.	MIJS	93
13.	MPRH	93
14.	MR	13
15.	QTT	100
16.	NRO	60
17.	RKM	40
18.	SAB	100
19.	SLI	80
20.	TSA	100
21.	RRFH	87
22.	RHDR	73
Total		1701

Average Score	77

The post-test of control class result data shows that the total score obtained by 22 students is 1701, with an average score of 77. The highest score achieved is 100 and was achieved by several students, such as ANF, ARY, AR, QTT, SAB, and TSA. Meanwhile, the lowest score is 13, which was obtained by a student with the initials MR. When compared to the Minimum Completion Criteria (KKM) of 75, the average student score is only slightly above the threshold. The distribution of scores can be seen in the following histogram graph:

Diagram 4. 4 Post-test Control Class



The bar chart shows the distribution of post-test scores of control class students in six score ranges. The majority of students (13 out of 22) are in the score range (86-100), which indicates very good achievement and above the KKM (75). However, there is also a group of students who scored far below the KKM, such as 2 students in the range (13-28), 1 student in (28-42), and 2 students in (42-57). The descriptive statistic of the post-test scores in the Control Class is as follows:

Table 4. 8 Descriptive Statistic of Post-test Control Class

Descriptives

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Nilai	22	87	13	100	1698	77.18	27.302	745.394	-1.202	.491	.322	.953
Valid N (listwise)	22											

Based on the Descriptive Statistics table in the figure, it is known that the post-test score data from 22 control class students has an average score of 77.18, which is slightly above the Minimum Completion Criteria (KKM) of 75. The maximum score obtained is 100 and the minimum score is 13, resulting in a range of 87 which indicates a very striking difference in scores between students. Overall, although most students achieved high scores, there are still disparities in learning outcomes, especially for students who are below the KKM.

4.1.3. Students Achievement in Listening Before and After Using Busuu App

Table 4. 9 Result Pre-test and Post-test of Experimental Class

No.	Initial Name	Difference		Description
		Pre-Test	Post-Test	
1.	ARP	100	100	-
2.	ASM	40	80	Increase
3.	AFA	100	100	-
4.	AFR	53	80	Increase
5.	DAF	80	100	Increase
6.	FYL	100	100	-
7.	HPY	100	100	-
8.	IRF	87	100	Increase
9.	MRA	100	100	-
10.	LAH	60	80	Increase
11.	MF	27	93	Increase
12.	MMDE	67	87	Increase
13.	RNM	87	93	Increase
14.	RMA	53	80	Increase
15.	RSN	87	100	Increase
16.	SI	60	80	Increase
17.	SA	87	100	Increase

18.	FI	73	100	Increase
Total		1410	1653	Increase
Average Score		78,33	91,83	

Based on the table of pre-test and post-test scores in the experimental class, there were significant changes in student learning outcomes after being given learning treatment. The pre-test was conducted before the use of the Busuu application, while the post-test was conducted after the learning process was completed. The average pre-test score of students was 78.33 and increased to 91.83 in the post-test, indicating an average increase of 13.5 points. Of the 18 students, 15 students experienced an increase in scores, while 5 students obtained scores that remained the same, and no students experienced a decrease in scores. This shows that most students have made progress in understanding the material being taught. With no decrease in scores and a dominant increase in scores, it can be concluded that the application of learning media used in the experimental class has a positive impact on the achievement of student learning outcomes.

Table 4. 10 Result Pre-test and Post-test of Control Class

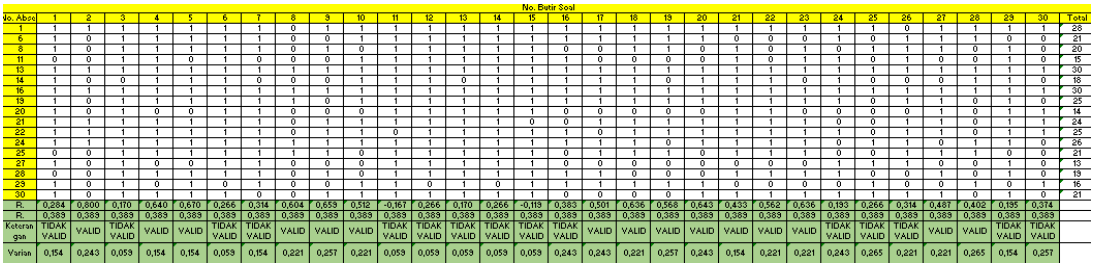
No.	**Initial Name**	**Difference**		**Description**
		Pre-Test	**Post-Test**	
1.	AGM	67	93	Increase
2.	ANF	87	100	Increase
3.	AMS	87	73	Decrease
4.	ARY	87	100	Increase
5.	AINCR	60	93	Increase
6.	AR	87	100	Increase
7.	CRP	67	20	Decrease
8.	DNF	60	93	Increase
9.	DHK	47	47	-
10.	FRA	60	47	Decrease
11.	MFAH	60	93	Increase
12.	MIJS	80	93	Increase
13.	MPRH	80	93	Increase

14.	MR	73	13	Decrease
15.	QTT	93	100	Increase
16.	NRO	73	60	Decrease
17.	RKM	40	40	-
18.	SAB	87	100	Increase
19.	SLI	73	80	Increase
20.	TSA	100	100	-
21.	RRFH	80	87	Increase
22.	RHDR	33	73	Increase
Total		1581	1701	Increase
Average Score		71,86	77	

Based on the pre-test and post-test data of the control class, it can be seen that learning carried out without special treatment still resulted in an increase in student scores, although not as strong as the increase that occurred in the experimental class. The average pre-test score was 71.86 and increased to 77 in the post-test, which means there was an average increase of 5.14 points. Of the 22 students, 13 students experienced an increase in scores, 3 students maintained the same score, and 6 students experienced a decrease in scores. Although the majority of students experienced an increase, the existence of several students who actually experienced a decrease indicates that the learning method applied in the control class has not been able to improve learning outcomes evenly and optimally. Thus, although in general there was an increase in scores in the control class, the results were still below the level of increase that occurred in the experimental class.

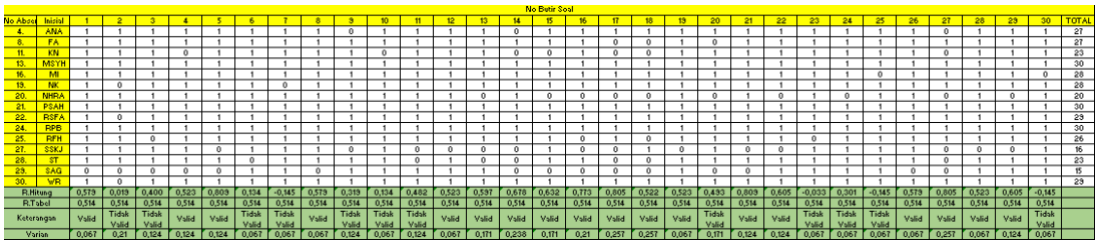
4.1.4. Result of Validity Testing

Image 4. 1 Test of Validity (Pre-Test)



No. Abs	No. Butir Soal																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	28
6	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0	0	1	21
8	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	0	20
11	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	0	1	1	0	0	0	15
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
14	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	0	18
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
19	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	25
20	1	0	1	0	0	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0	1	1	14
21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	24
22	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	25
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	26
25	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	0	21
27	1	0	1	0	0	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	13
28	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	0	1	0	19
29	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	16
30	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	21
R.	0,284	0,800	0,170	0,640	0,670	0,266	0,314	0,604	0,653	0,512	-0,167	0,266	0,170	0,266	-0,119	0,383	0,501	0,636	0,568	0,643	0,433	0,562	0,636	0,193	0,266	0,314	0,487	0,402	0,195	0,374	
R.	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	0,383	
Keterangan	TIDAK VALID	VALID	TIDAK VALID	VALID	VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	TIDAK VALID	TIDAK VALID	TIDAK VALID	TIDAK VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	TIDAK VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	TIDAK VALID	TIDAK VALID	
Varian	0,154	0,243	0,059	0,154	0,154	0,059	0,154	0,221	0,257	0,221	0,059	0,059	0,059	0,059	0,059	0,243	0,243	0,221	0,257	0,243	0,154	0,221	0,221	0,243	0,265	0,221	0,221	0,265	0,154	0,257	

Image 4. 2 Test of Validity (Post-Test)



No Absen	Initial	No Butir Soal																												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL
4.	ANA	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	27
8.	FA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	27
11.	KN	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	23
13.	MSYH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
16.	MI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	28
19.	NK	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28
20.	NHRA	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	1	20
21.	PJAH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
22.	RSFA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
24.	RPB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
25.	RFH	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	26
27.	SSKJ	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	1	1	1	1	0	0	0	1	16
28.	ST	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	23
29.	SAG	0	0	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1	15
30.	WR	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
R.Hitung		0,573	0,019	0,400	0,523	0,809	0,514	-0,145	0,573	0,319	0,514	0,482	0,523	0,597	0,678	0,632	0,773	0,805	0,522	0,523	0,493	0,809	0,605	-0,033	0,301	-0,145	0,573	0,805	0,523	0,605	-0,145	
R.Tabel		0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	
Keterangan		Valid	Tidak Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Tidak Valid	
Varian		0,067	0,21	0,124	0,124	0,124	0,067	0,067	0,067	0,124	0,067	0,124	0,067	0,171	0,238	0,171	0,21	0,257	0,257	0,067	0,171	0,124	0,124	0,067	0,067	0,067	0,067	0,257	0,067	0,124	0,067	

Based on the two images of the pre-test and post-test validity test results above, it can be seen that a question item is said to be valid if the r count value > r table. In the pre-test validity test (first image), it is known that 15 questions declared invalid. The questions that are invalid in the pre-test are questions number 1, 3, 6, 7, 11, 12, 13, 14, 15, 16, 24, 25, 26, 29, and 30, while the other 15 questions are declared valid. Meanwhile, in the post-test validity test (second image), it can be seen that out of the 30 questions tested, there are several questions that have a r count value < r table (0.514), so they are declared invalid. The questions that are invalid in the post-test are questions number 2, 3, 6, 7, 9, 10, 11, 20, 23, 24, 25, 30, while the other 18 questions are declared valid. Thus, it can be concluded that out of 60 questions tested, 33 questions are valid. Since the total questions needed are only 30, the researcher only used 30 questions out of 33 valid questions, with a pre-test and post-test division of 15 questions each.

4.1.5. Result of Reliability Testing

Image 4. 3 Reliability Test (Pre-test)

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded[a]	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.849	30

Image 4. 4 Reliability Test (Post-test)

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded[a]	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.875	30

Based on the results of the reliability test of the pre-test and post-test question instruments conducted using the KuderRichardson 20 (KR-20) formula, the reliability value obtained was 0.849 for the pre-test and 0.875 for the post-test. Both values exceed the reference value of 0.70, which means that all questions used in the pre-test and post-test are included in the reliable category. Thus, the instrument used in this study can be trusted to measure students' abilities consistently, both before and after the learning treatment is given.

4.1.6. Result of Normality Testing

Image 4. 5 Normality Testing

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre Ex	.192	18	.077	.902	18	.063
	Post Ex	.340	18	<,001	.705	18	<,001
	Pre Con	.135	22	.200*	.947	22	.274
	Post Con	.264	22	<,001	.803	22	<,001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test shown in the table above, the test was conducted using the Shapiro-Wilk test because the number of samples was less than 50 respondents. The test results showed that the significance value for the pre-test data in the experimental class was 0.063 and in the control class was 0.274. Because both values are greater than 0.05, the pre-test data in both classes can be stated to be normally distributed. However, in the post-test data, the significance values of the experimental class and the control class were each <0.001, which means less than 0.05. This shows that the post-test data in both groups were not normally distributed. Thus, it can be concluded that not all data meets the assumption of normality, so further inferential analysis should use non-parametric statistical tests, such as the Mann-Whitney U test.

4.1.7. Result of Homogeny Test

Image 4. 6 Homogeneity Testing

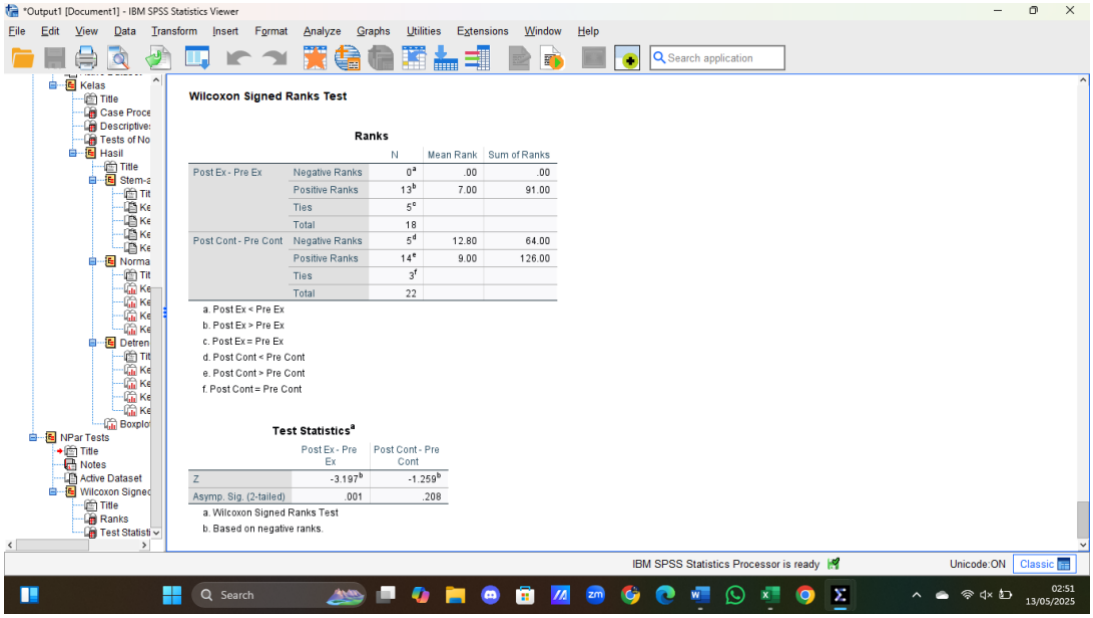
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	15.388	1	38	<,001
	Based on Median	4.239	1	38	.046
	Based on Median and with adjusted df	4.239	1	25.421	.050
	Based on trimmed mean	12.416	1	38	.001

Based on the results of the homogeneity test, it can be seen that if the significance value (Sig.) < 0.05, then the data is declared not homogeneous, while if the significance value ≥ 0.05, then the data is considered homogeneous. In the table above, the results of the homogeneity test based on the average (mean) show a significance value of < 0.001, which means less than 0.05. So, it can be concluded that the data tested does not meet the assumption of homogeneity of variance. Therefore, further data testing cannot use parametric tests such as the Independent Sample t-Test, and should use non-parametric tests that do not require homogeneity.

4.1.8. Result of Wilcoxon Testing

Image 4. 7 Wilcoxon Testing



Based on the results of the Wilcoxon Signed Ranks Test shown in the table above, it is known that the significance value (Asymp. Sig. 2-tailed) for the comparison between the post-test and pre-test scores in the experimental class is 0.001. Because the significance value is less than 0.05, it can be concluded that there is a significant difference between the pre-test and post-test results in the experimental class. This shows that there is an increase in student learning outcomes after being given treatment using Busuu App. Meanwhile, in the control class, the significance value between the post-test and pre-test is 0.208, which means it is greater than 0.05. Thus, there is no significant difference between the pre-test and post-test scores in the control class. These results indicate that there is no significant increase in student learning outcomes in the control class, which is not given any particular treatment. Therefore, the treatment applied to the experimental class can be considered to have a significant effect on improving student learning outcomes.

4.1.9. Result of Mann-Whitney Testing

Image 4. 8 Mann-Whitney Testing

Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Hasil	Post Ex	18	24.39	439.00
	Post Con	22	17.32	381.00
	Total	40		

Test Statistics[a]

	Hasil
Mann-Whitney U	128.000
Wilcoxon W	381.000
Z	-1.979
Asymp. Sig. (2-tailed)	.048
Exact Sig. [2*(1-tailed Sig.)]	.058[b]

a. Grouping Variable: Kelas

b. Not corrected for ties.

Based on the results of the Mann-Whitney U test conducted to compare the post-test results between the experimental group (Post Ex) and the control group (Post Con), the Asymp. Sig. (2-tailed) value was obtained as 0.048. This value is smaller than the set significance limit ($\alpha = 0.05$), so the decision taken is to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). Thus, it can be concluded that there is a statistically significant difference between the post-test results of students in the experimental group and the control group. The average rank (mean rank) of the experimental group was 24.39, higher than the control group which was only 17.32. This indicates that students in the experimental group tend to get better post-test scores compared to the control group. This finding shows that the Busuu App, has a positive effect on improving student listening skill.

4.1.10. N-Gain Test Result

The N-Gain calculation is utilized to evaluate how effective the treatment given to students is. This effectiveness is measured by comparing students' listening skill scores from the pretest and post-test. Through the N-Gain analysis, the magnitude of improvement after the intervention can be assessed. The results obtained from this analysis will indicate whether the applied method successfully improved students' listening skill. The N-Gain results for the listening skills of the experiment class students are displayed in the table below:

Table 4. 11 N-Gain Score Experiment Class

No.	Initial Name	N-Gain Score	Category
1.	ARP	0	Low
2.	ASM	0.67	Medium
3.	AFA	0	Low
4.	AFR	0.57	Medium
5.	DAF	1.00	High
6.	FYL	0	Low
7.	HPY	0	Low
8.	IRF	1.00	High
9.	MRA	0	Low
10.	LAH	0.50	Medium
11.	MF	0.90	High
12.	MMDE	0.61	Medium
13.	RNM	0.46	Medium

14.	RMA	0.57	Medium
15.	RSN	1.00	High
16.	SI	0.50	Medium
17.	SA	1.00	High
18.	FI	1.00	High

Table 4. 12 N-Gain Score Control Class

No.	Initial Name	N-Gain Score	Category
1.	AGM	0.79	High
2.	ANF	1.00	High
3.	AMS	-1.08	-
4.	ARY	1.00	High
5.	AINCR	0.825	High
6.	AR	1.00	High
7.	CRP	-1.42	-
8.	DNF	0.825	High
9.	DHK	0	Low
10.	FRA	-0.325	-
11.	MFAH	0.825	High
12.	MIJS	0.65	Medium
13.	MPRH	0.65	Medium
14.	MR	-2.22	-
15.	QTT	1.00	High
16.	NRO	-0.48	-

17.	RKM	0	Low
18.	SAB	1.00	High
19.	SLI	0.259	Low
20.	TSA	0	Low
21.	RRFH	0.35	Medium
22.	RHDR	0.60	Medium

Based on the analysis of students' pre-test and post-test scores, the N-Gain results revealed a significant difference in learning outcomes between the control and experimental classes. In the control class, out of 22 students, only 13 showed an increase in their post-test scores, while 6 students experienced a decrease, and 3 students had no change in performance. The N-Gain values in this group were varied; although some students reached the *high* category (N-Gain ≥ 0.7), several others were categorized as *medium* or *low*, and a few even obtained negative scores, indicating a decline in learning. This suggests that while the conventional learning process without the use of Busuu, relying only on PowerPoint presentations and basic listening activities did have a positive effect on some students, but it lacked consistency in improving overall class performance. In contrast, the experimental class, which consisted of 18 students, demonstrated a more consistent and favorable pattern. All students in this group either maintained or improved their scores, with no cases of decreased performance. Out of the 18 students, 11 achieved N-Gain scores in the *high* category, while the remaining 7 were categorized as *medium*. No students fell into the *low* or negative categories. Additionally, multiple students maintained a perfect score of 100 from the pre-test to the post-test, indicating sustained academic excellence. The average N-Gain score of the experimental class

was substantially higher than that of the control class, reflecting the effectiveness of the learning intervention applied. These results indicate that the use of the Busuu App in the experimental class significantly effective in enhanced students' listening ability.

4.2 Discussion

This research was conducted at MAN 1 Jembrana and involved two classes: class XL as the experimental class (18 students) and class XK as the control class (22 students). The pre-test was conducted on April 14, 2025. The experimental class received treatment using the Busuu application for four sessions, while the control class underwent conventional learning without the assistance of Busuu App. The post-test was administered after the completion of all treatments, on April 28, 2025 for the control class and May 2, 2025 for the experimental class. Throughout the research process, the English teacher actively participated in supervising and supporting the implementation of the learning activities in both classes.

The treatment sessions in the experimental class were designed in stages to optimize the use of the Busuu application as a learning medium. In the first session, students were introduced to recount text material through an interactive PowerPoint presentation, enhanced with short quizzes at each slide transition to keep the students engaged. The second session focused on introducing Busuu’s features. Previously, students had been asked to download and try the app independently at home. During this session, the teacher guided them in understanding and practicing the app’s basic functions. In the third meeting, students completed various listening exercises in the app, which were tailored to their proficiency levels. These exercises provided repeated and contextual listening

practice. The final session served as a closing activity where students wrote recount texts about their experience using Busuu and presented them to the class while demonstrating the app features directly.

Meanwhile, the control class engaged in listening-focused learning through conventional means. The material used came from the same audio used in the pre-test, material delivered via PowerPoint without support from additional digital tools. There were no supplemental features such as visualizations, interactive tasks, or automated feedback as found in Busuu. Although the teacher facilitated the listening sessions effectively, the limited media variety reduced the overall engagement and appeal. This likely influenced the post-test results, which showed no significant improvement. These findings suggest that interactive tools like Busuu are more effective in enhancing students' listening comprehension, in line with Syafrizal and Septiawati (2022) and Meniwati and Mutiaraningrum (2022), who both highlight the positive impact of Busuu in supporting listening performance and learner engagement.

During the learning process, students in the experimental class responded very positively to the Busuu application. They were enthusiastic and encountered no major issues in using the app. Some students reported that the auto-correction and pronunciation features were the most helpful, while others enjoyed the native-speaker video content and interactive dialogues. Even though the free version of the app included advertisements, it did not disrupt the learning process. This demonstrates that integrating Busuu in the classroom yields not only quantitative improvements but also fosters a fun, independent, and meaningful learning experience.

Beyond improving listening skills, the use of Busuu also supports the development of students' autonomous learning abilities. Students were encouraged to explore app features, follow instructions independently, and monitor their progress through feedback and scores provided by the system. This positioned students not only as passive recipients but as active participants in the learning process. In the context of the Independent Curriculum, which emphasizes differentiated learning and independent character development, the use of platforms like Busuu aligns with national education policy directions.

The results of this study indicate that the Busuu application is effective for improving the listening comprehension of tenth-grade students at MAN 1 Jembrana. This is evidenced by the average post-test score of the experimental class 91.83, a significant increase from the pre-test average of 78.33. The Wilcoxon Signed-Rank Test showed a significance value of 0.001 (<0.05), indicating a significant difference between pre- and post-test scores in the experimental group. In contrast, the control class only improved from 71.86 to 77, with a significance value of 0.208 (>0.05), meaning the improvement was not statistically significant. A comparison of the post-test scores between the two classes using the Mann–Whitney U Test also showed a significant difference (sig. 0.048 <0.05), suggesting that Busuu significantly improved students' listening comprehension outcomes.

These results align with the findings of Ginting (2023) emphasized that Busuu is an effective language-learning app. Nevertheless, several external factors such as students' learning motivation, device availability, and usage frequency outside class may also affect the effectiveness of the app. These factors were not explored in depth in this study. Future research with broader scope and longer

implementation time is recommended to gain a more comprehensive understanding of Busuu's impact on English listening comprehension.

Overall, this study confirms that Busuu is an effective learning medium for improving students' listening comprehension. Its implementation offers an alternative for teachers to foster a more interactive classroom environment. The results of this study are expected to contribute to promoting the integration of educational technology into English learning in a more adaptive and meaningful way.

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the results of this study, it can be concluded that the use of the Busuu application significantly improved the listening comprehension of 10th grade students at MAN 1 Jembrana. Through a quasi-experimental design, the experimental group (XL), which used Busuu, outperformed the control group (XK), which did not using Busuu. Statistical analysis using the Wilcoxon Signed-Rank Test and Mann Whitney U Test confirmed the significance of these findings, with p-values of 0.001 and 0.048 respectively. In addition to the statistical findings, students informally expressed positive impressions of using the Busuu application. They reported feeling more engaged, motivated, and confident when completing listening tasks.

In conclusion, the findings of this study confirm that the use of the Busuu application has a significant and positive impact on students' listening skill. The improvement in post-test scores, supported by statistical analysis, demonstrates that mobile assisted language learning tools like Busuu can effectively enhance students' English listening skills when integrated into classroom instruction.

5.2 Suggestion

5.2.1. The English Teacher

Based on the results of this study, it is recommended that English teachers consider using the Busuu application as an alternative learning tools, especially in improving listening skills. This application not only provides varied and contextual exercises, but is also able to create a more interesting and interactive learning

atmosphere. Teachers can utilize the features in the application to support independent learning, while guiding students to be able to use technology appropriately in the learning process. In addition, teachers are also expected to be able to adapt and innovate in technology-based classroom management. The use of applications such as Busuu can be combined with other learning methods, such as group discussions, student presentations, or independent reflections, so that learning becomes more meaningful.

5.2.2. The Future Researcher

This study still has limitations, such as the limited number of participants and the relatively short treatment time. Therefore, it is recommended for further researchers to conduct further studies with a wider scope, both in terms of the number of samples, education level, and duration of treatment. Further research can also explore the use of the Busuu application in other language skills, such as speaking, reading, or writing, in order to gain a more comprehensive understanding of the effectiveness of this application in learning English. In addition, further researchers can also combine quantitative and qualitative approaches to explore more deeply the learning experience of students when using digital applications. Aspects such as learning motivation, independent learning strategies, and student perceptions of learning media can be the focus of further research.

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APPENDICES

Appendix I Research Survey Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin-malang.ac.id

Nomor : 78/Un.03.1/TL.00.1/01/2025 09 Januari 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala MAN 1 Jembrana
di
Jembrana

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Auliya Syahda Nabilah Rahma
NIM	:	210107110044
Tahun Akademik	:	Genap - 2024/2025
Judul Proposal	:	**The Effectiveness Of Busuu Application Towards Students' Listening Skill in English Language Teaching Classroom**

Diberi izin untuk melakukan survey/studi pendahuluan di *lembaga/instansi yang* menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix I Research Survey Permit Letter

Appendix II Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 632/Un.03.1/TL.00.1/02/2025 19 Februari 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala MAN 1 Jembrana
di
Jembrana

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Auliya Syahda Nabilah Rahma
NIM	:	210107110044
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2024/2025
Judul Skripsi	:	**The Effectiveness Of Busuu Application Towards Students' Listening Skill in English Language Teaching Classroom**
Lama Penelitian	:	**April 2025** sampai dengan **Juni 2025** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permit Letter

Appendix III Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-141 /Un.03/FITK/PP.00.9/01/2025 14 Januari 2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Septia Dwi Jayanti, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Auliya Syahda Nabilah Rahma
NIM	:	210107110044
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness Of Busuu Application Towards Students' Listening Skill in English Language Teaching Classroom
Dosen Pembimbing	:	Dr. Alam Aji Putera, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix III Validation Letter

Appendix IV Validation Sheet

Validation Sheet
English Listening Test Instrument

"The Effectiveness Of Busuu Application Towards Student's Listening Skill In English Language Teaching Classroom"

Validator : Septia Dwi Jayanti, M.Pd
NIP : 198909122023212051
Instance : Maulana Malik Ibrahim Islamic State University of Malang
Validation Date : (05/03/2025)

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of English questions in listening form. This instrument will be addressed to the research subjects, namely tenth-grade senior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns below:
   1: Very Poor
   2: Poor
   3: Average
   4: Good
   5: Excellent
2. Please give comments and suggestions in the columns below:

C. Validation Sheet

No.	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies					✓
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question in the research instrument				✓	
4.	The research instrument is relevant to the research objectives					✓
5.	The research instrument can help the researcher find out students' abilities listening skills					✓
6.	The research instrument is easy to understand					✓
7.	The research using proper grammar				✓	
8.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	

9.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

Provide clearer ~~instrument~~ instruction.

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made are:

Please cross out (abcd) the answer that does not match the conclusion given.

a. The instrument can be used without revision.

b. The instrument can be used with slight revision.

c. The instrument can be used in many revisions.

d. The instrument cannot be used.

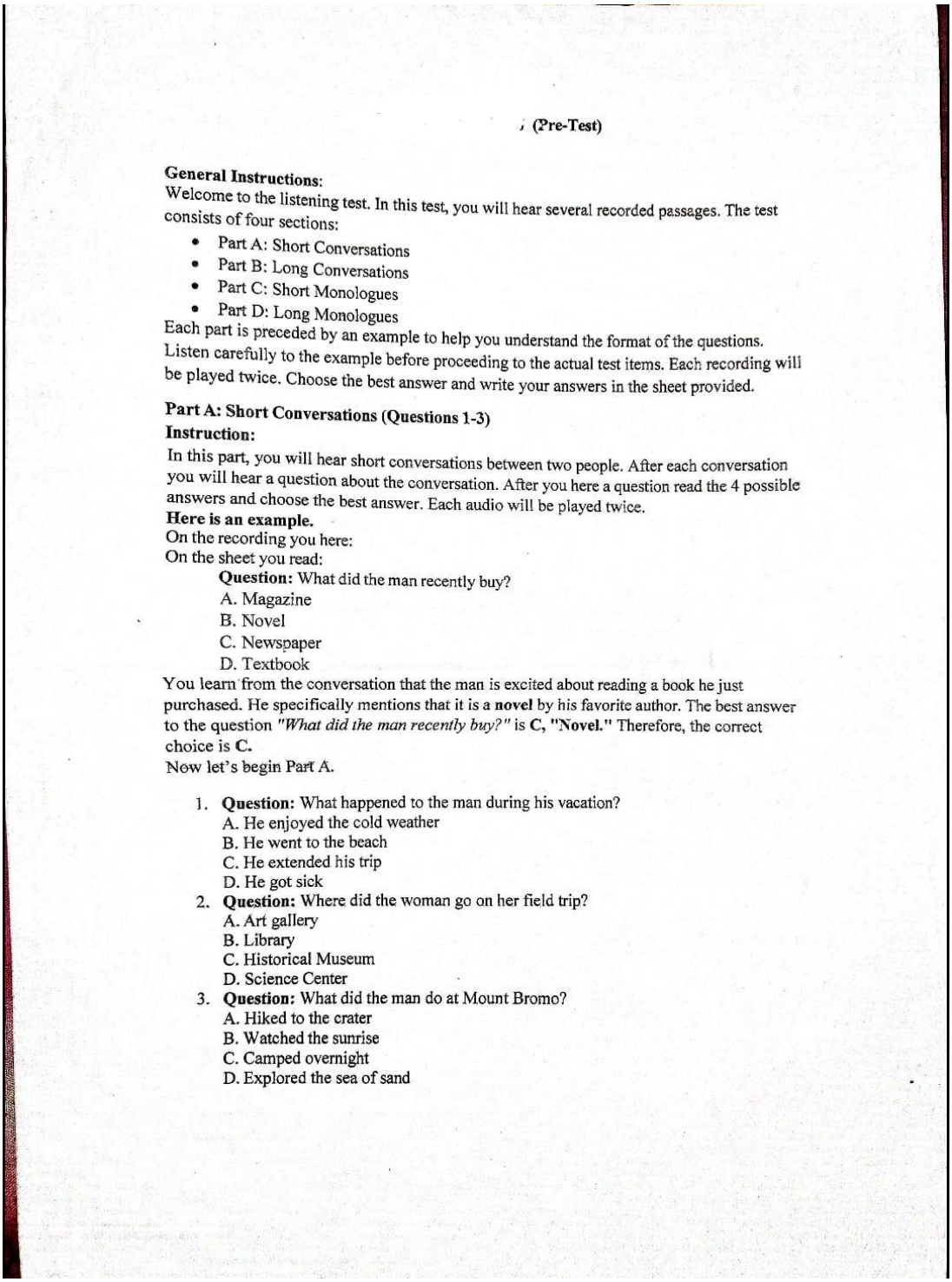
Malang, 5 Maret 2025

Validator,

Septia Dwi Jayanti, M.Pd

NIP. 198909122023212051

Appendix V Pre-Test Question Sheet



(Pre-Test)

General Instructions:
Welcome to the listening test. In this test, you will hear several recorded passages. The test consists of four sections:

- Part A: Short Conversations
- Part B: Long Conversations
- Part C: Short Monologues
- Part D: Long Monologues

Each part is preceded by an example to help you understand the format of the questions. Listen carefully to the example before proceeding to the actual test items. Each recording will be played twice. Choose the best answer and write your answers in the sheet provided.

Part A: Short Conversations (Questions 1-3)
Instruction:
In this part, you will hear short conversations between two people. After each conversation you will hear a question about the conversation. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:
On the sheet you read:

Question: What did the man recently buy?
A. Magazine
B. Novel
C. Newspaper
D. Textbook

You learn from the conversation that the man is excited about reading a book he just purchased. He specifically mentions that it is a **novel** by his favorite author. The best answer to the question *"What did the man recently buy?"* is **C, "Novel."** Therefore, the correct choice is **C.**
Now let's begin Part A.

1. **Question:** What happened to the man during his vacation?
   A. He enjoyed the cold weather
   B. He went to the beach
   C. He extended his trip
   D. He got sick
2. **Question:** Where did the woman go on her field trip?
   A. Art gallery
   B. Library
   C. Historical Museum
   D. Science Center
3. **Question:** What did the man do at Mount Bromo?
   A. Hiked to the crater
   B. Watched the sunrise
   C. Camped overnight
   D. Explored the sea of sand

Appendix V Pre-test Question Sheet

Part B: Long Conversations (Questions 4-6)
Instruction:
In this part, you will hear long conversations. After the conversation you will hear several question about the conversation. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:
(Narrator) Question:
1. What happened to Sarah last weekend?
(Short Pause)
2. How did Sarah and her cousins find their way back?
On the sheet you read:

1. What happened to Sarah last weekend?
   A. She went camping.
   B. She got lost while hiking.
   C. She found a hidden trail.
   D. She had a picnic.
2. How did Sarah and her cousins find their way back?
   A. They followed the stars.
   B. They asked for directions.
   C. They used a map on a phone.
   D. They waited for rescue.

You learn from the conversation that Sarah went hiking with her cousins but **got lost** in the forest. And they were able to find their way back using a **map on a phone**. The best answer to the question *1.What happened to Sarah last weekend?* is **B. She got lost while hiking.** And the best answer to the question *2. How did Sarah and her cousins find their way back?* is **C. They used a map on a phone.**
Now let's begin Part B.

4. What did the man enjoy at the National Museum?
   A. The artifacts
   B. The traditional dances
   C. The interactive exhibitions
   D. The historical paintings
5. What other activity did they do during the trip?
   A. Rode a double-decker bus
   B. Explored a historical park
   C. Watched a cultural performance
   D. Toured a botanical garden
6. How did they feel about the trip overall?
   A. Boring
   B. Average
   C. Tiring
   D. Exciting

Part C: Short Monologues (Questions 7-10)
Instruction:
In this part, you will hear short monologue. After each monologue you will hear a question about the monologue. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:

(Narrator) Question: What did the speaker learn to do for the first time?

On the sheet you read:

Question: What did the speaker learn to do for the first time?
A. Take care of chickens
B. Make traditional rice cakes
C. Play traditional games
D. Harvest rice

You learn from the monologue that the speaker mentions their grandmother taught them how to make traditional rice cakes, and at first, it was difficult. The best answer to the question *"What did the speaker learn to do for the first time?"* is **B, "Make traditional rice cakes."** Therefore, the correct choice is **B.**
Now let's begin Part C.

7. **Question:** How did the speaker feel when she first entered a new school?
   A. Happy and confident
   B. Nervous and awkward
   C. Angry and disappointed
   D. Confused and scared
8. **Question:** What happened when the speaker tried to cook an omelette?
   A. The omelette burned
   B. He cooked it perfectly
   C. The omelette was very delicious
   D. The omelette fell to the floor
9. **Question:** What caused the speaker to get lost?
   A. He went into the toy store without telling his mother
   B. He walked too fast
   C. His mother left him in the mall
   D. He forgot the way home
10. **Question:** How did the speaker feel when his name was announced as the winner?
    A. Disappointed and sad
    B. Surprised and proud
    C. Angry and upset
    D. So-so

Part D: Long Monologues (Questions 11-15)
Instruction:
In this part, you will hear 2 long monologue. After each monologue you will hear several question about the monologue. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:
(Narrator) Question:
1: What new activity did the speaker try on the farm?
(Short Pause)
2: How did the speaker feel about their time on the farm?

On the sheet you read:

1. What new activity did the speaker try on the farm?
   A. Feeding cows

B. Riding a horse
C. Cleaning the barn
D. Harvesting corn

2. How did the speaker feel about their time on the farm?
A. Bored and tired
B. Happy and relaxed
C. Scared and nervous
D. Uncomfortable and stressed

You learn from the monologue that the speaker did many activities on the farm. However, the speaker specifically mentions that their uncle let them ride a horse for the **first time**. The speaker also described their time on the farm as fun and unforgettable. The fresh air and peaceful environment also made them feel relaxed.
The best answer to the question 1.*"What new activity did the speaker try on the farm?"* is **B, "Riding a horse."**. And the best answer to the question *"How did the speaker feel about their time on the farm?"* is **B, "Happy and relaxed."**
Now let's begin Part D

Monologue 1 (Questions 11-13)

11. What did the speaker do on the first day in Lombok?
A. Visited a traditional Sasak village
B. Explored Senggigi Beach and watched the sunset
C. Took a boat to the Gili Islands
D. Tried snorkelling for the first time
12. What was the speaker's first-time experience during the trip?
A. Swimming with dolphins
B. Learning how to weave
C. Snorkelling and seeing coral reefs
D. Climbing a mountain
13. What did the speaker learn at the traditional Sasak village?
A. How to cook local food
B. The art of weaving and traditional houses
C. How to make pottery
D. The history of Lombok Island

Monologue 2 (Question 14-15)

14. What local food did the speaker try?
A. Rendang
B. Pempek
C. Naniura
D. Satay
15. .What souvenir did the speaker buy?
A. Traditional Batak ulos
B. Wooden carving
C. Batik cloth
D. Miniature boat

Appendix VI Pre-Test Transcript

Question
1. *Man*: "I got sick during my last vacation because of the cold weather in Bandung." *Woman*: "Oh no! Did you get better before returning home?" **Question:** What happened to the man during his vacation? A. He enjoyed the cold weather B. He went to the beach C. He extended his trip D. He got sick 2. *Woman*: "My school organized a field trip to a historical museum." *Man*: "Which museum did you visit?" **Question**: Where did the woman go on her field trip? A. Art gallery B. Library C. Historical Museum D. Science Center 3. *Man*: "I was so amazed by the sunrise at Mount Bromo last weekend." *Woman*: "Did you take pictures of it?" **Question**: What did the man do at Mount Bromo? A. Hiked to the crater B. Watched the sunrise C. Camped overnight D. Explored the sea of sand *Woman*: "Do you remember our school trip to Jakarta last semester?" *Man*: "Yes, we visited the National Monument." *Woman*: "I loved the observation deck at the top. The view of the city was incredible!" *Man*: "I agree, but my favorite part was visiting the National Museum. The artifacts were fascinating." *Woman*: "True, especially the ancient tools and traditional weapons. I also enjoyed the city tour on the double-decker bus." *Man*: "Me too! It was a great experience." 4.What did the man enjoy at the National Museum? A. The artifacts B. The traditional dances C. The interactive exhibitions D. The historical paintings 5. What other activity did they do during the trip? A. Rode a double-decker bus B. Explored a historical park C. Watched a cultural performance D. Toured a botanical garden 6. How did they feel about the trip overall?

A. Boring
B. Average
C. Tiring
D. Exciting

7. “I still remember my first day at a new school. I felt nervous and awkward because I didn't know anyone. When I entered the class, a girl named Rina greeted me and asked me to sit with her. She was very friendly and helped me adapt to the new environment. Since then, I felt more comfortable and even made some new friends.”
Question: How did the speaker feel when she first entered a new school?
A. Happy and confident
B. Nervous and awkward
C. Angry and disappointed
D. Confused and scared

8.“One day, I tried cooking for the first time. I wanted to make an omelette, but I didn't know how to flip it properly. When I tried, my omelette fell to the floor! I panicked, but my mom came and laughed at the incident. She taught me how to cook properly. Even though the result was not perfect, I felt proud that I tried.”
Question: What happened when the speaker tried to cook an omelette?
A. The omelette burned
B. He cooked it perfectly
C. The omelette was very delicious
D. The omelette fell to the floor

9.“I once got lost in a big mall when I was little. At that time, I was walking behind my mother, but then I saw a toy store that caught my attention. I went in without telling my mother. When I came out, I didn't see her anywhere. I started to panic and almost cried. Luckily, a security guard helped me find my mother who was looking for me too.”
Question: What caused the speaker to get lost?
A. He went into the toy store without telling his mother
B. He walked too fast
C. His mother left him in the mall
D. He forgot the way home

10.“Last month, I joined a short story writing competition at school. At first, I wasn't sure I could win because there were so many talented participants. However, I kept trying and wrote a story that I liked. When the winner announcement came, I was so surprised because my name was called as the first winner! I felt so proud and happy with my achievement.”
Question: How did the speaker feel when his name was announced as the winner?
A. Disappointed and sad
B. Surprised and proud
C. Angry and upset
D. So-so

"Two years ago, I had the chance to visit Lombok Island. On the first day, we explored Senggigi Beach and enjoyed the sunset. The next day, we took a boat to the Gili Islands. I tried snorkelling for the first time, and it was incredible to see the vibrant coral reefs and colourful fish. On the last day, we visited a traditional Sasak

village and learned about their unique culture, including weaving and trip to traditional houses. It was an unforgettable trip!"

11.What did the speaker do on the first day in Lombok?
A. Visited a traditional Sasak village
B. Explored Senggigi Beach and watched the sunset
C. Took a boat to the Gili Islands
D. Tried snorkelling for the first time

12.What was the speaker's first-time experience during the trip?
A. Swimming with dolphins
B. Learning how to weave
C. Snorkelling and seeing coral reefs
D. Climbing a mountain

13.What did the speaker learn at the traditional Sasak village?
A. How to cook local food
B. The art of weaving
C. How to make pottery
D. The history of Lombok Island

"Last year, my family and I went on a vacation to Lake Toba in North Sumatra. We left early in the morning, and the journey took several hours. When we arrived, I was amazed by the beauty of the huge lake with its clear blue water. We took a boat to Samosir Island. There, we visited a traditional Batak village and saw unique traditional houses. I also tried a local Batak dish called naniura, which tasted delicious. After that, I walked around the lake and enjoyed the fresh air. I also bought some souvenirs, including an ulos, a traditional Batak woven cloth. It was a wonderful trip that I will never forget."
14. What local food did the speaker try?
A. Rendang
B. Pempek
C. Naniura
D. Satay
15. What souvenir did the speaker buy?
A. Traditional Batak ulos
B. Wooden carving
C. Batik cloth
D. Miniature boat

Appendix VI Pre-Test Transcript

Appendix VII Post-Test Question Sheet

POST-TEST

General Instructions:
Welcome to the listening test. In this test, you will hear several recorded passages. The test consists of four sections:

- Part A: Short Conversations
- Part B: Long Conversations
- Part C: Short Monologues
- Part D: Long Monologues

Each part is preceded by an example to help you understand the format of the questions. Listen carefully to the example before proceeding to the actual test items. Each recording will be played twice. Choose the best answer and write your answers in the sheet provided.

Part A: Short Conversations (Questions 1-3)
Instruction:
In this part, you will hear short conversations between two people. After each conversation you will hear a question about the conversation. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:
On the sheet you read:

Question: What did the man recently buy?
A. Magazine
B. Novel
C. Newspaper
D. Textbook

You learn from the conversation that the man is excited about reading a book he just purchased. He specifically mentions that it is a **novel** by his favorite author. The best answer to the question *"What did the man recently buy?"* is **C, "Novel."** Therefore, the correct choice is **C.**
Now let's begin Part A.

1. **Question:** What did the woman do in Lombok?
   A. Enjoyed at the beaches
   B. Hiked Mount Rinjani
   C. Both a and b
   D. None of the above
2. **Question:** What activities did the woman try in Bali?
   A. Painting scenery
   B. Playing traditional music
   C. Cooking traditional food
   D. Practice traditional dance
3. **Question**: What did the woman do in her grandparents' village?
   A. Harvested rice and fed animals
   B. Explored the village on foot
   C. Played with her cousins
   D. Took care of the garden

Part B: Short Conversations (Questions 4-6)
Instruction:
In this part, you will hear long conversations. After the conversation you will hear several questions about the conversation. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:
(Narrator) Question:
1. What happened to Sarah last weekend?
(Short Pause)
2. How did Sarah and her cousins find their way back?
On the sheet you read:

1. What happened to Sarah last weekend?
   A. She went camping.
   B. She got lost while hiking.
   C. She found a hidden trail.
   D. She had a picnic.
2. How did Sarah and her cousins find their way back?
   A. They followed the stars.
   B. They asked for directions.
   C. They used a map on a phone.
   D. They waited for rescue.

You learn from the conversation that Sarah went hiking with her cousins but **got lost** in the forest. And they were able to find their way back using a **map on a phone**. The best answer to the question *1. What happened to Sarah last weekend?* is **B. She got lost while hiking.** And the best answer to the question *2. How did Sarah and her cousins find their way back?* is **C. They used a map on a phone.**
Now let's begin Part B.

4. What did Budi do during the camping trip?
   A. Ate at a restaurant
   B. Set up tents and cooked food
   C. Played video games
   D. Watched a movie
5. What was the most memorable part for Budi?
   A. Cooking food
   B. Walking around the city
   C. The campfire night
   D. Reading a book
6. Why was Budi scared to sleep in the forest at first?
   A. Because there were too many mosquitoes
   B. Because the weather was too cold
   C. Because his tent was too small
   D. Because it was dark and he could hear animal noise

Part C: Short Monologues (7-10)
Instruction:
In this part, you will hear short monologue. After each monologue you will hear a question about the monologue. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.

Here is an example.
On the recording you here:
(Narrator) Question: What did the speaker learn to do for the first time?
On the sheet you read:

Question: What did the speaker learn to do for the first time?
A. Take care of chickens
B. Make traditional rice cakes
C. Play traditional games
D. Harvest rice

You learn from the monologue that the speaker mentions that their grandmother taught them how to make traditional rice cakes, and at first, it was difficult. The best answer to the question *"What did the speaker learn to do for the first time?"* is **B, "Make traditional rice cakes."**
Therefore, the correct choice is **B.**
Now let's begin Part C.

7. **Question:** Where did the speaker go on a school trip?
   A. A zoo
   B. A shopping mall
   C. A theme park
   D. A national museum
8. **Question:** Who helped the speaker learn to ride a bike?
   A. His teacher
   B. His brother
   C. His father
   D. His best friend
9. **Question:** What did the speaker do at night during the camping trip?
   A. Went fishing
   B. Played soccer
   C. Sat around the campfire and told stories
   D. Slept early
10. **Question:** What did the speaker lose?
    A. A phone
    B. A book
    C. A wallet
    D. A watch

Part D: Long Monologues (Questions 11-15)
Instruction:
In this part, you will hear 2 long monologues. After each monologue you will hear several questions about the monologue. After you here a question read the 4 possible answers and choose the best answer. Each audio will be played twice.
Here is an example.
On the recording you here:
(Narrator) Question:
1: What new activity did the speaker try on the farm?
(Short Pause)
2: How did the speaker feel about their time on the farm?

On the sheet you read:

1. What new activity did the speaker try on the farm?
   A. Feeding cows
   B. Riding a horse
   C. Cleaning the barn
   D. Harvesting corn
2. How did the speaker feel about their time on the farm?
   A. Bored and tired
   B. Happy and relaxed
   C. Scared and nervous
   D. Uncomfortable and stressed

You learn from the monologue that the speaker did many activities on the farm. However, the speaker specifically mentions that their uncle let them ride a horse for the **first time**. The speaker also described their time on the farm as fun and unforgettable. The fresh air and peaceful environment also made them feel relaxed. The best answer to the question 1.*"What new activity did the speaker try on the farm?"* is **B, "Riding a horse.".** And the best answer to the question *"How did the speaker feel about their time on the farm?"* is **B, "Happy and relaxed."**

Now let's begin Part D

Monologue 1 (Questions 11-13)

11. Where did the speaker go last weekend?
    A. The beach
    B. The mountains
    C. A theme park
    D. A zoo
12. How was the weather during the trip?
    A. Rainy
    B. Windy
    C. Sunny
    D. Cloudy
13. What did the speaker drink in the afternoon?
    A. Lemonade
    B. Tea
    C. Hot chocolate
    D. Coconut water

Monologue 2 (Questions 14-15)

14. How did the speaker feel before the competition?
    A. Excited
    B. Nervous
    C. Bored
    D. Confident
15. What did the judges say about the dish?
    A. It was too salty
    B. It was too spicy
    C. It was not cooked well
    D. It was delicious

Appendix VIII Post-Test Transcript

Question
1. *Man*: "I heard you visited Lombok last semester break. How was it?" *Woman*: "It was incredible! The beaches were so pristine, I enjoyed the beaches a lot." **Question**: What did the woman do in Lombok? A. Enjoyed at the beaches B. Hiked Mount Rinjani C. Both a and b D. None of the above 2. *Man*: "How did you spend your holiday in Bali?" *Woman*: "I explored cultural villages and learned how to do Balinese traditional dance!" **Question**: What activities did the woman try in Bali? A. Painting scenery B. Playing traditional music C. Cooking traditional food D. Practice traditional dance 3. *Man*: "How was your visit to your grandparents' village last holiday?" *Woman*: "It was so peaceful! I helped them harvest rice and fed the animals." **Question**: What did the woman do in her grandparents' village? A. Harvested rice and fed animals B. Explored the village on foot C. Played with her cousins D. Took care of the garden Budi: "Hey, Andi! Guess what? Last week, I joined a school camping trip in the forest." Andi: "Wow, that sounds exciting! What did you do there?" Budi: "We set up tents, cooked some food, and did a jungle tracking activity. It was an amazing experience!" Andi: "That sounds fun! What was the most memorable part for you?" Budi: "The campfire night! We sang songs and listened to scary stories from our senior guides." Andi: "That must have been thrilling! Were you scared sleeping in the forest?" Budi: "At first, yes! It was really dark, and I could hear strange animal noises at night. But after a while, I got used to it." Andi: "That's brave of you! How long was the camping trip?" Budi: "It lasted for three days. I had so much fun and would love to do it again!" 4. What did Budi do during the camping trip? A. Ate at a restaurant B. Set up tents and cooked food C. Played video games D. Watched a movie 5. What was the most memorable part for Budi? A. Cooking food B. Walking around the city C. The campfire night

D. Reading a book

6. Why was Budi scared to sleep in the forest at first?
A. Because there were too many mosquitoes
B. Because the weather was too cold
C. Because his tent was too small
D. Because it was dark and he could hear animal noises

7. “Last month, my class went on a school trip to the national museum. We were so excited to see historical artifacts and learn about our country’s past. Our teacher guided us through different exhibition halls, explaining the significance of each item. My favorite part was seeing the ancient sculptures and paintings. At the end of the trip, we wrote a report about what we learned. It was an unforgettable experience!”
Question: Where did the speaker go on a school trip?
A. A zoo
B. A shopping mall
C. A theme park
D. A national museum

8. “I still remember the first time I learned to ride a bike. My father helped me balance while I pedaled slowly. At first, I was scared of falling, but he encouraged me to keep trying. After several attempts, I finally managed to ride without his help! I felt so proud and happy. Since that day, cycling has become one of my favorite activities.”
Question: Who helped the speaker learn to ride a bike?
A. His teacher
B. His brother
C. His father
D. His best friend

9. “Last summer, I joined a camping trip with my cousins. We went to a beautiful forest near a river. During the day, we hiked, swam, and played games. At night, we gathered around the campfire, roasted marshmallows, and told scary stories. It was my first time camping, and I loved every moment of it. I can’t wait to go camping again!”
Question: What did the speaker do at night during the camping trip?
A. Went fishing
B. Played soccer
C. Sat around the campfire and told stories
D. Slept early

10. “One day, I was walking home when I realized that my wallet was missing. I started to panic because it had my ID card and some money inside. I retraced my steps and looked everywhere. Luckily, a kind stranger found it and returned it to me. I was so grateful and promised to be more careful in the future.”
Question: What did the speaker lose?
A. A phone
B. A book
C. A wallet
D. A watch

“Last weekend, my family and I went to the beach. The weather was sunny and perfect for a trip. We played in the sand, collected seashells, and swam in the sea. I also tried surfing for the first time, and it was really fun! In the afternoon, we had a picnic and enjoyed fresh coconut water. It was a wonderful day, and I hope to visit the beach again soon.”

11. Where did the speaker go last weekend?
A. The beach
B. The mountains
C. A theme park
D. A zoo

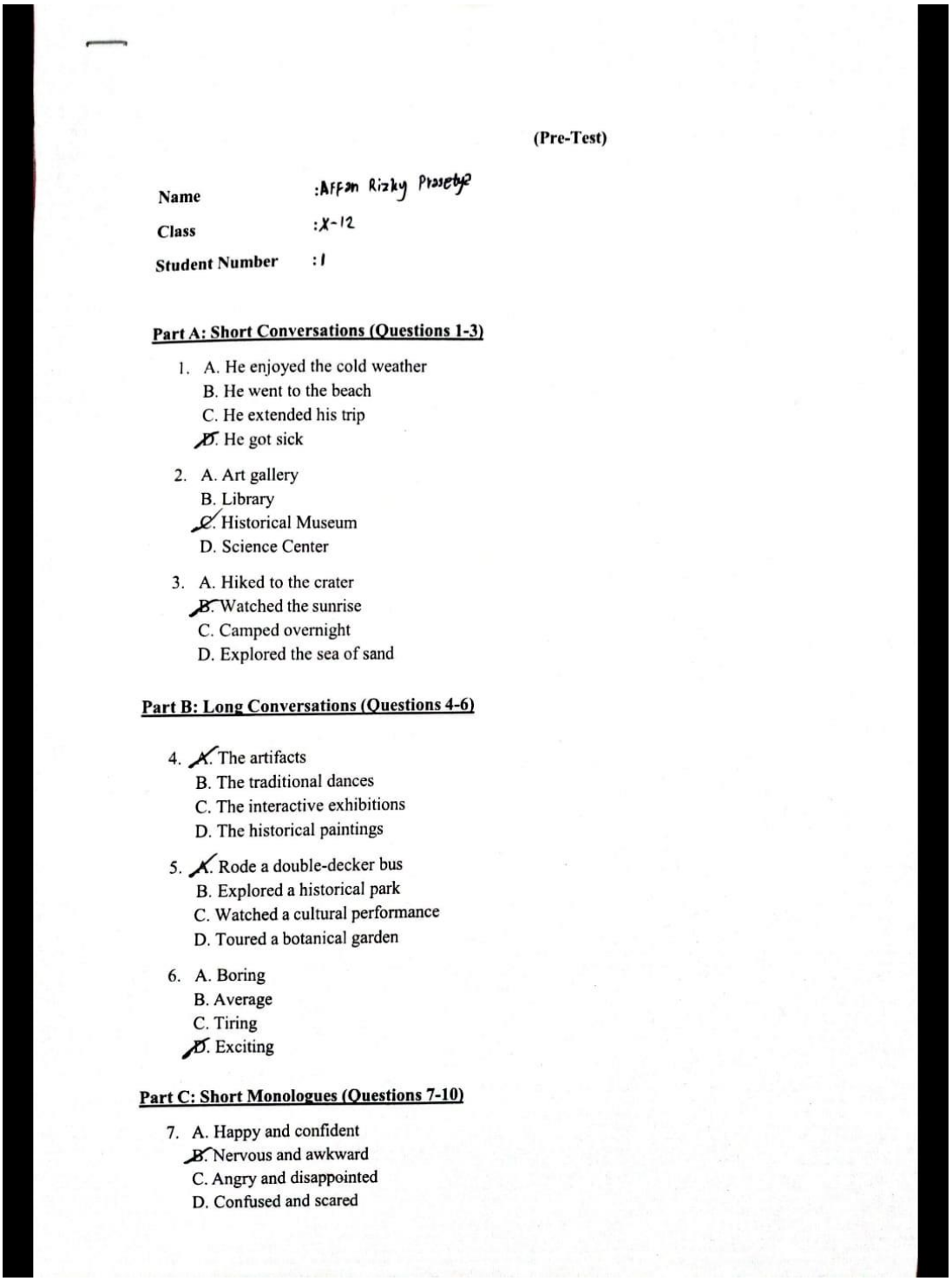
12. How was the weather during the trip?
A. Rainy
B. Windy
C. Sunny
D. Cloudy

13. What did the speaker drink in the afternoon?
A. Lemonade
B. Tea
C. Hot chocolate
D. Coconut water

“Last month, I joined a cooking competition at my school. I was very nervous because it was my first time competing. I decided to make fried rice, my favorite dish. I carefully prepared the ingredients and cooked with confidence. When the judges tasted my dish, they smiled and said it was delicious. In the end, I won second place! I was so happy and proud of myself.”
14. How did the speaker feel before the competition?
A. Excited
B. Nervous
C. Bored
D. Confident
15. What did the judges say about the dish?
A. It was too salty
B. It was too spicy
C. It was not cooked well
D. It was delicious

Appendix VIII Post-Test Transcript

Appendix IX Student Pre-Test Answer Sheet



(Pre-Test)

Name :Affan Rizky Prasetyo

Class :X-12

Student Number :1

Part A: Short Conversations (Questions 1-3)

1. A. He enjoyed the cold weather
   B. He went to the beach
   C. He extended his trip
   ✓D. He got sick
2. A. Art gallery
   B. Library
   ✓C. Historical Museum
   D. Science Center
3. A. Hiked to the crater
   ✓B. Watched the sunrise
   C. Camped overnight
   D. Explored the sea of sand

Part B: Long Conversations (Questions 4-6)

4. ✓A. The artifacts
   B. The traditional dances
   C. The interactive exhibitions
   D. The historical paintings
5. ✓A. Rode a double-decker bus
   B. Explored a historical park
   C. Watched a cultural performance
   D. Toured a botanical garden
6. A. Boring
   B. Average
   C. Tiring
   ✓D. Exciting

Part C: Short Monologues (Questions 7-10)

7. A. Happy and confident
   ✓B. Nervous and awkward
   C. Angry and disappointed
   D. Confused and scared

Appendix IX Student Pre-Test Answer Sheet

8. A. The omelette burned
   B. He cooked it perfectly
   C. The omelette was very delicious
   D. The omelette fell to the floor

9. A. He went into the toy store without telling his mother
   B. He walked too fast
   C. His mother left him in the mall
   D. He forgot the way home

10. A. Disappointed and sad
    B. Surprised and proud
    C. Angry and upset
    D. So-so

Part D: Long Monologues (Questions 11-15)

Monologue 1 (Questions 11-13)

11. A. Visited a traditional Sasak village
    B. Explored Senggigi Beach and watched the sunset
    C. Took a boat to the Gili Islands
    D. Tried snorkelling for the first time

12. A. Swimming with dolphins
    B. Learning how to weave
    C. Snorkelling and seeing coral reefs
    D. Climbing a mountain

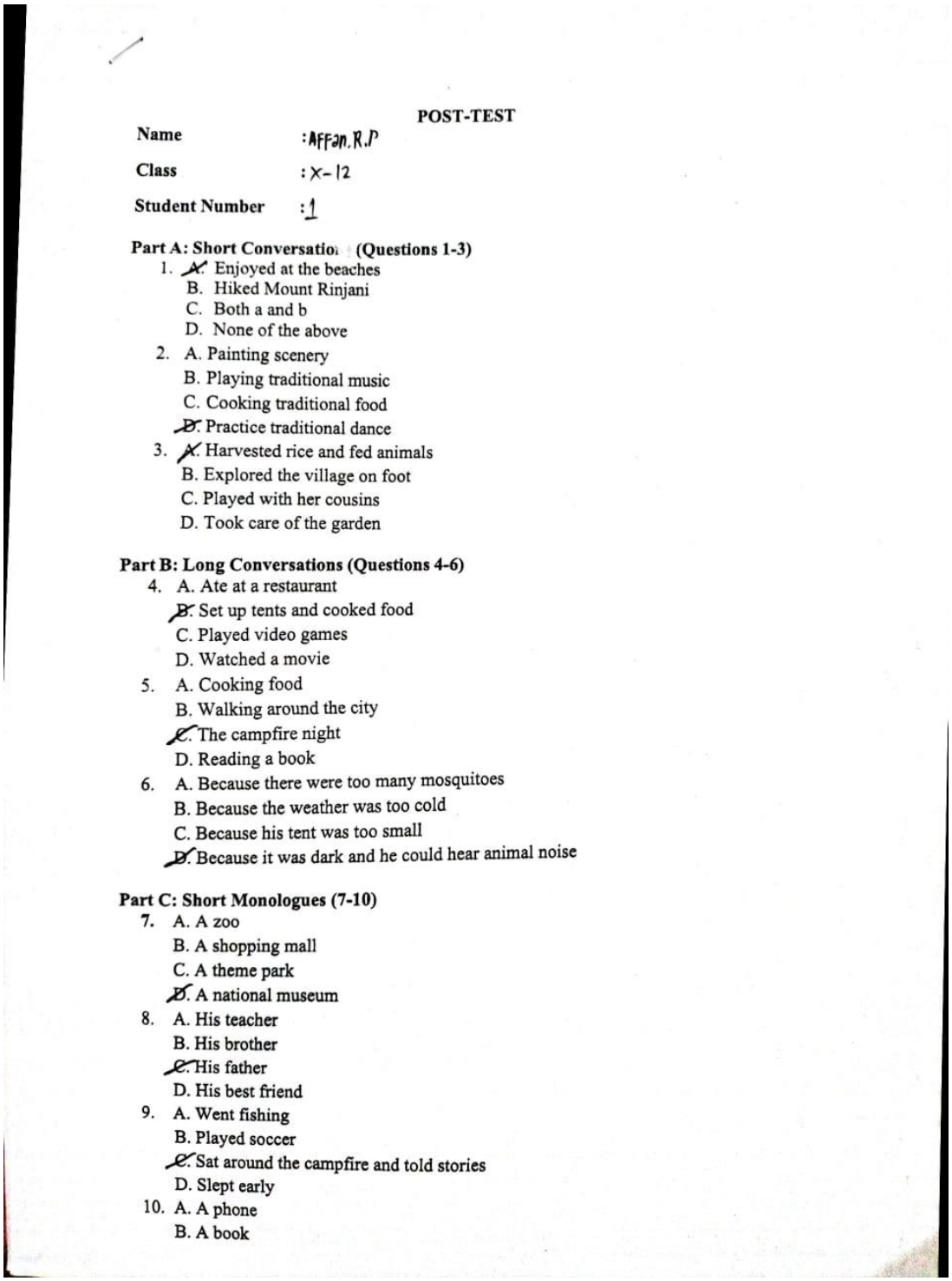
13. A. How to cook local food
    B. The art of weaving and traditional houses
    C. How to make pottery
    D. The history of Lombok Island

Monologue 2 (Question 14-15)

14. A. Rendang
    B. Pempek
    C. Naniura
    D. Satay

15. A. Traditional Batak ulos
    B. Wooden carving
    C. Batik cloth
    D. Miniature boat

Appendix X Student Post-Test Answer Sheet



POST-TEST

Name : Affan. R. P

Class : X - 12

Student Number : 1

Part A: Short Conversation (Questions 1-3)

1. ~~A.~~ Enjoyed at the beaches
   B. Hiked Mount Rinjani
   C. Both a and b
   D. None of the above
2. A. Painting scenery
   B. Playing traditional music
   C. Cooking traditional food
   ~~D.~~ Practice traditional dance
3. ~~A.~~ Harvested rice and fed animals
   B. Explored the village on foot
   C. Played with her cousins
   D. Took care of the garden

Part B: Long Conversations (Questions 4-6)

4. A. Ate at a restaurant
   ~~B.~~ Set up tents and cooked food
   C. Played video games
   D. Watched a movie
5. A. Cooking food
   B. Walking around the city
   ~~C.~~ The campfire night
   D. Reading a book
6. A. Because there were too many mosquitoes
   B. Because the weather was too cold
   C. Because his tent was too small
   ~~D.~~ Because it was dark and he could hear animal noise

Part C: Short Monologues (7-10)

7. A. A zoo
   B. A shopping mall
   C. A theme park
   ~~D.~~ A national museum
8. A. His teacher
   B. His brother
   ~~C.~~ His father
   D. His best friend
9. A. Went fishing
   B. Played soccer
   ~~C.~~ Sat around the campfire and told stories
   D. Slept early
10. A. A phone
    B. A book

Appendix X Student Post-Test Answer Sheet

C. A wallet
D. A watch

Part D: Long Monologues (Questions 11-15)
Monologue 1 (Questions 11-13)

11. A. The beach
    B. The mountains
    C. A theme park
    D. A zoo
12. A. Rainy
    B. Windy
    C. Sunny
    D. Cloudy
13. A. Lemonade
    B. Tea
    C. Hot chocolate
    D. Coconut water

Monologue 2 (Questions 14-15)

14. A. Excited
    B. Nervous
    C. Bored
    D. Confident
15. A. It was too salty
    B. It was too spicy
    C. It was not cooked well
    D. It was delicious

Appendix XI Lesson Plan

ENGLISH LANGUAGE TEACHING
LESSON PLAN CLASS X/PHASE E
MATERIAL RECOUNT TEXT

GENERAL INFORMATION		
A. IDENTITY		
Author	:	**Auliya Syahda Nabilah Rahma**
Institution	:	**MAN 1 Jembrana**
Year of Development	:	**2025**
Educational Level	:	**MAN/SMA**
Subject	:	**English**
Phase / Class	:	**E/10**
Semester	:	**II (Genap)**
Time Allocation	:	**2 x 40 minutes and 2 x 80 minutes**
B. INITIAL COMPETENCIES		
Students are expected to have a basic understanding of recount texts, including their structure and language features. They are also expected to have prior experience listening to short, simple spoken texts and identifying general information.		
C. PANCASILA STUDENT PROFILE		
Faith, fear of God Almighty, and Noble Character, Global Diversity, Cooperation, Independence, Critical Reasoning, Creative		
D. FACILITIES AND INFRASTRUCTURE		
Facilities: Student worksheets, Text recount material modules, Active or portable speakers, Teacher's laptop/gadget to play audio, Students' personal mobile phones and earphones/headsets (for experimental classes only), Internet connection (for experimental classes to access the Busuu application) Infrastructure: Conducive classrooms, Whiteboards and markers, Projectors, Sufficient desks and chairs, Electrical access for electronic devices		
E. TARGET STUDENTS		
Regular/typical students in general, there are no difficulties in digesting and understanding the teaching material.		
F. NUMBER OF STUDENTS		
Minimum 15 Students, Maximum 35 Students		
G. LEARNING MODEL		
Face-to-Face Learning (interactive), Blended-Learning		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		

Learning Outcomes : Listening – Speaking
By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Learning Objectives :
Students are able to identify general and detailed information from the oral text of the recount listened to through audio media.
Students are able to determine the structure of the text (orientation, events, re-orientation) in the recount text based on the audio listened to.
Students are able to rearrange the sequence of events in the recount text based on the audio content precisely.

B. MEANINGFUL UNDERSTANDING

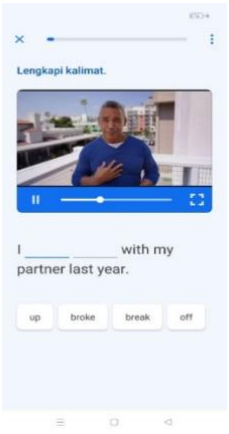
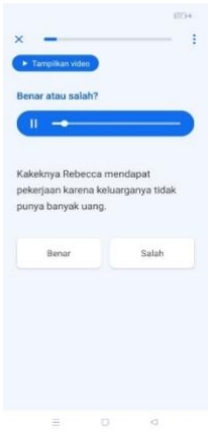
Students understand the importance of actively listening to past information and being able to rearrange events sequentially and logically, as the basis of good communication skills.

C. IGNITER QUESTIONS

Have you ever experienced a very memorable event in the past? If so, can you tell it in chronological order from the beginning to the end?
When you hear someone tell you about their vacation, what do you usually pay attention to first — the place? Time? Or what happened?

D. LEARNING ACTIVITIES

Meeting 1 (40 minutes)	
Introduction (5 minutes)	Teachers prepare students psychologically and physically to participate in the learning process by greeting, inviting students to tidy up their class and appearance, inviting students to start activities by praying, and checking the attendance of students. Students were given starter questions Students listen to the learning objectives or basic competencies that will be achieved.
Core (25 minutes)	Students listen to the teacher's explanation about *recount text* (communicative purpose, generic structure and the typical language features used) The teacher gives examples of recount texts and highlights its structure and linguistic characteristics. Students are asked to write important points. The teacher plays an audio recount (a vacation experience), then students answer some related questions. Teacher and student discuss answers together **Extras to Experimental Classes:** Teachers introduce the Busuu application using projectors or live demonstrations via cellphones. The teacher shows how to download, create an account, and access the basic materials in Busuu. Students are required to download and ensure the Busuu app is ready to use for the next meeting.

Closing (10 minutes)	Teachers and students jointly reflect on what has been learned at this meeting. Teacher delivers assignments: Rewrite the content of the audio recount that has been heard in the form of a paragraph. Marking the structure of the text and linguistic features in their writing. Teacher gives the opportunity for questions and answers. The teacher informs the next meeting activity.
Meeting 2 (80 Minutes)	
Introduction (15 minutes)	The teacher greets the students and performs attendance. Teachers and students merivew previous assignments together **Extras for Experiment Classes:** The teacher explained that Busuu was used as a learning tool; Check student accounts & devices A brief review of Busuu features together
Core (50 minutes)	**Experimental Classes** Students open the Busuu app and access the intended chapter. The teacher provides instruction and monitors student activities. Activities carried out: Listen to audio and recognize important information Complete the sentence according to the audio heard Organize events according to audio heard Teacher helps in case of technical problems.   

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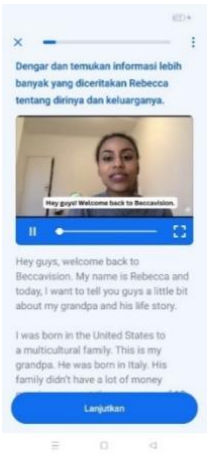

Control Class
The teacher plays the audio through the speakers.
Students are asked to:
Recognize related information
Complete the sentence according to the audio heard
Organize events according to audio heard
The teacher guides and discusses the answers with the students.

1. Where was the speaker born?
A. Central Java
B. In a small mountain city in Indonesia
C. In the capital city
D. In a village near Jakarta
2. What was the profession of the speaker's grandmother?
A. Teacher
B. Farmer
C. Tailor
D. Chef
3. How did the grandmother meet the grandfather?
A. At school
B. In the village
C. While delivering clothes
D. At a market
4. How many children did the grandmother have?
A. Three
B. Four
C. Five
D. Six
5. What lesson did the speaker learn from the grandmother?
A. How to sew clothes
B. Importance of saving money
C. Patience, kindness, and hard work
D. To become a teacher

10. Write numbers 1–5 next to each sentence.
☐ The speaker's grandmother moved to the city to work.
☐ The speaker talks about her inspiration.
☐ The grandmother told stories about her life.
☐ The grandmother met the grandfather.
☐ The grandmother supported her siblings by working hard.

Part D: True or False
Read the following sentences. Decide whether each statement is True (
on the audio.

11. The speaker's grandma was born in Jakarta. (T / F)
12. She moved to the city at the age of 17 to become a tailor. (T / F)
13. The speaker's grandfather was a school teacher. (T / F)
14. The speaker is still in high school. (T / F)
15. The speaker's grandma often told stories that inspired her. (T / F)

Part B: Fill in the Blanks
Fill the missing words in the sentences based on the audio.

6. My grandma was born in _____.
7. She moved to the city at the age of _____.
8. My grandpa was a _____.
9. My grandma loved telling stories about her _____, dreams, and struggles.

Word Bank:
small village - childhood - 17 - teacher – hopes – 19 – farmer – 15 - stories – youth - difficulties - big city
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<td>Closing (10 minutes)</td>
<td>Teacher gives feedback on listening activities.
The teacher reviews the key points about recounting text and audio content.
Students expressed their impressions of today's activity.
The teacher gave a preview of the next meeting activity.</td>
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<tr>
<td colspan="2">Meeting 3 (40 Minutes)</td>
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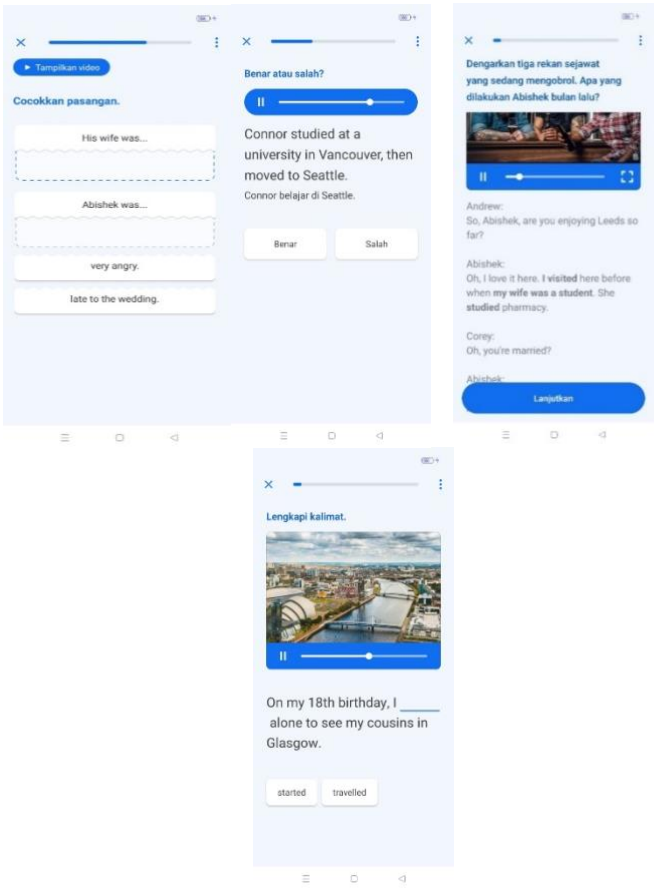
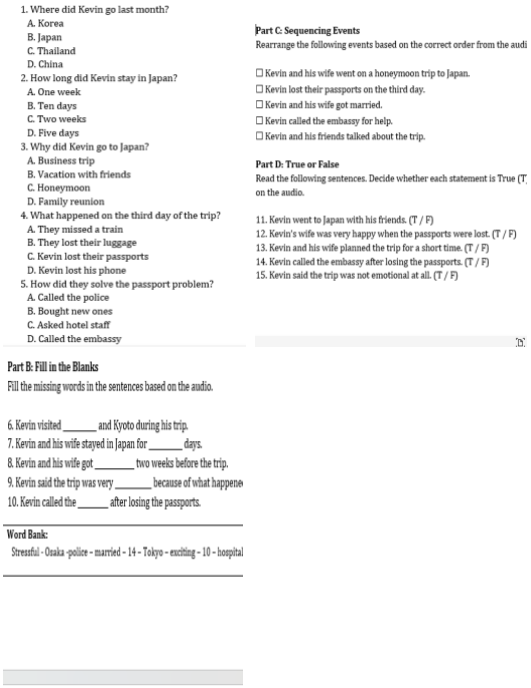
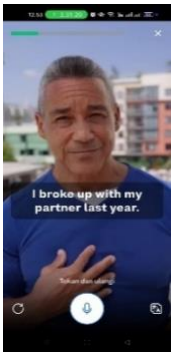
Introduction (10 Menit)	The teacher greets the students and makes their presence. Teachers and students merivew previous activities together **Extras to Experimental Classes:** The teacher explained that Busuu was used as a learning tool; Check student accounts & devices
Core (25 minutes)	**Experimental Classes** Students open the Busuu app and access the intended chapter. The teacher provides instruction and monitors student activities. Activities carried out: Listen to audio and recognize important information Complete the sentence according to the audio heard Organize events according to audio heard Teacher helps in case of technical problems.  **Control Class** Teacher plays audio through speakers. Students work on worksheets: Recognize related information Complete the sentence according to the audio heard Organize events according to audio heard The teacher guides and discusses the answers with the students.

	
Closing (5 minutes)	The teacher provides feedback on the listening activity. Students expressed their impressions of today's activity. The teacher gave a preview of the next meeting activity.
Meeting 4 (80 Minutes)	
Introduction (10 minutes)	The teacher greets the students and makes their presence. Teachers and students merivew previous activities together **Extras to Experimental Classes:** The teacher explained that Busuu was used as a learning tool; Check student accounts & devices
Core (60 minutes)	**Experimental Classes** Students open the Busuu app and access the intended chapter. The teacher provides instruction and monitors student activities. Students are required to listen to audio and recognize related information  

	Students reviewed the previous two Busuu chapters. The teacher plays the audio of the 2 chapters. Students are asked to re-convey the content of the story orally. **Control Class** The teacher plays the audio through the speakers. Students are asked to listen to audio and recognize related information. Students reviewed the previous two meetings. The teacher played back the audio from the 2 meetings Students are asked to re-convey the content of the story orally
Closing (10 minutes)	The teacher gives feedback on the results of the students' work. Students share what they learned today. The teacher submits the plan for the next meeting or evaluation.

E. REFLECTION

Teacher Reflection: Teachers evaluate student involvement, achievement of learning goals, and obstacles during the learning process as a basis for improvement.

Reflection of Students:

The student expresses verbally what he or she learned today ;

What was learned today

The most interesting or challenging part

What they feel has been mastered and still needs to be improved

Appendix XII Research Completion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBRANA
MADRASAH ALIYAH NEGERI 1
Jalan Ngurah Rai No. 103 Kel. Dauh Waru Kab. Jembrana
Telp: (0365) 41308, email : mannegarabali@gmail.com website : man1jembrana.sch.id
NSM : 131151010001, NPSN : 50105600

SURAT KETERANGAN
NOMOR : B- 854 /Ma.18.2/PP.00.6/5/2025

Yang bertanda tangan di bawah ini,

Nama	: Drs. Saras Mawantyo, M. Pd
NIP	: 19671010 199403 1 005
Jabatan	: Kepala Madrasah

dengan ini menerangkan bahwa

Nama	: Auliya Syahda Nabilah Rahma
NIM	: 210107110044
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester – Tahun Akademik	: Genap – 2024/2025
Judul Skripsi	: The Effectivenes Of Busuu Application Towards SStudents' Listening Skill in English Language Teacing Classroom
Lama Penelitian	: April 2025 Sampai dengan Juni 2025 (3 bulan)

yang bersangkutan telah selesai mengadakan penelitian pada Madrasah Aliyah Negeri (MAN) 1 Jembrana untuk keperluan penyusunan skripsi.

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk Dipergunakan seperlunya.

Jembrana, 26 Mei 2025
Kepala Madrasah Aliyah Negeri 1 Jembrana

SARAS MAWANTYO

Appendix XIII Documentation

Appendix XIII Documentation

Appendix XIV Curriculum Vitae

CURRICULUM VITAE

Name	:	Auliya Syahda Nabilah Rahma
Place, Date of Birth	:	Negara, 27th of December 2001
Gender	:	Female
Religion	:	Islam
Faculty	:	Faculty of Education and Teacher Training
Department	:	English Education
University	:	UIN Maulana Malik Ibrahim Malang
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