

THESIS

**THE EFFECT OF USING BUSUU AS A MALL IN IMPROVING STUDENTS'
GRAMMAR IN SENIOR HIGH SCHOOL**

BY

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2025

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To Compile Thesis in Undergraduate Program English Education Department
Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic
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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2025

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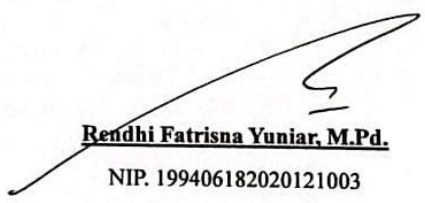
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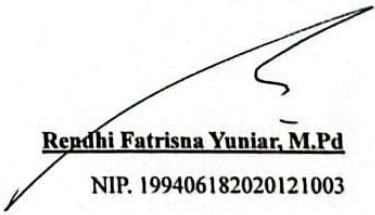
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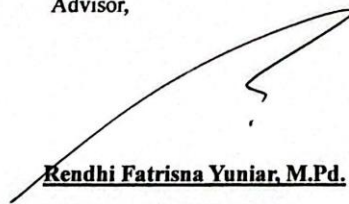
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MOTTO

القلق لا يغير شيء, لكن الشقة بالله تغير كل شيء

“Worrying doesn’t change anything, but trusting in Allah changes everything”

THESIS DEDICATION

I dedicate this thesis especially to my beloved family; my father Jalaluddin, my mother Hijrotul Anjaroni, my older sister Fifi, and my younger siblings Syafiq and Rahma for their endless support, love and prayers. Thank you very much so that I can complete this thesis well.

Furthermore, I dedicate this thesis to my supervisor, Rendhi Fatrisna Yuniar, M.Pd, thank you for your time, advice, guidance and motivation so that I can complete this thesis well.

Furthermore, I dedicate this thesis to my friends both on campus and in the dormitory who can't mention one by one. Thank you for the motivation and support that you have given and made my days full of color. And finally, I dedicate this thesis for myself. Thank you for myself who has struggled to complete this thesis.

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Words will not be enough to express my appreciation for the help and contributions to my thesis. May Allah always guide and grant happiness to all of you.

Malang, June 16, 2025

The Researcher,

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Lutfiyah Sobikhah Yuliani

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LATIN ARABIC TRANSLITERATION

This thesis's Arabic-latin transliteration criteria follow joint directives Number 158 of 1987 and Number 0543b/U/1987 issued by the Ministers of Education and Culture of the Republic of Indonesia. These directives can be 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	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Vocal (a) Panjang = â

Vocal (i) Panjang = î

Vocal (u) Panjang = û

C. Diphtong Vocal

أَوْ = aw

أَيَّ = ay

أَيَّ = û

أَوْ = î

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ABSTRACT

Yuliani, Lutfiyah Sobikhah. 2025. The Effect of Using Busuu as a MALL in Improving Students' Grammar in Senior High School. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang.

Advisor: Rendhi Fatrisna Yuniar, M.Pd.

Keywords: Busuu, MALL (Mobile-Assisted Language Learning), Grammar, Senior High School

In today's digital era, technology plays an essential role in supporting effective language learning, especially grammar, which is fundamental for communication. Traditional grammar teaching often emphasizes memorization, making it less engaging. Busuu, as a Mobile-Assisted Language Learning (MALL) platform, offers structured, interactive grammar activities that can help students learn in a more contextual and flexible environment.

This study investigates the effect of using Busuu to improve the grammar skills of 11th-grade students at SMA Laboratorium UM, focusing on the simple past and past continuous tenses. This research used a pre-experimental design with one-group pre-test and post-test involving 31 students from the Cross-Interest English class. The instrument was a multiple-choice grammar test.

Due to non-normal data distribution, the Wilcoxon Signed Rank Test was used. The results showed a significance value of $0.000 < 0.05$, indicating a significant improvement in students' grammar scores after the treatment. This study concludes that Busuu is effective in enhancing grammar skills and can be considered a helpful tool for English language instruction at the high school level.

ABSTRAK

Yuliani, Lutfiyah Sobikhah. 2025. Pengaruh Penggunaan Aplikasi Busuu sebagai *MALL (Mobile-Assisted Language Learning)* terhadap Peningkatan Kemampuan Tata Bahasa Siswa di Sekolah Menengah Atas. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Rendhi Fatrisna Yuniar, M.Pd

Kata Kunci: Busuu, *MALL (Mobile-Assisted Language Learning)*, Tata Bahasa, Sekolah Menengah Atas

Di era digital saat ini, teknologi memegang peran penting dalam mendukung pembelajaran bahasa yang efektif, khususnya dalam penguasaan tata bahasa yang merupakan komponen dasar dalam komunikasi. Pembelajaran tata bahasa secara tradisional cenderung menekankan pada hafalan, sehingga kurang menarik bagi siswa. Busuu sebagai platform Mobile-Assisted Language Learning (MALL) menawarkan aktivitas pembelajaran tata bahasa yang terstruktur dan interaktif, yang membantu siswa belajar secara kontekstual dan fleksibel.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Busuu terhadap peningkatan kemampuan tata bahasa siswa kelas XI di SMA Laboratorium UM, dengan fokus pada penggunaan simple past tense dan past continuous tense. Penelitian ini menggunakan desain pre-eksperimental dengan model one-group pre-test and post-test, melibatkan 31 siswa dari kelas Lintas Minat Bahasa Inggris. Instrumen yang digunakan berupa tes pilihan ganda untuk mengukur kemampuan tata bahasa.

Karena data tidak berdistribusi normal, maka digunakan uji Wilcoxon Signed Rank. Hasil uji menunjukkan nilai signifikansi sebesar $0.000 < 0.05$, yang berarti terdapat peningkatan signifikan pada skor tata bahasa siswa setelah diberi perlakuan. Dengan demikian, penelitian ini menyimpulkan bahwa aplikasi Busuu efektif dalam meningkatkan kemampuan tata bahasa dan dapat menjadi media pembelajaran yang bermanfaat dalam pembelajaran bahasa Inggris di tingkat sekolah menengah atas.

ملخص

بولاني، لطفية صابحة. ٢٠٢٥. مساعداً عبر الأجهزة تأثير استخدام تطبيق Busuu بوصفه تعلماً لغوياً المحمولة في تحسين مهارة القواعد لدى طلاب المرحلة الثانوية. اطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب. جامعة موالنا مالك بن إبراهيم مالنج الإسلامية الحكومية.

المشرف : راندي فاتريسنا يونيار ، ماجستير

الكلمات المفتاحية: *Busuu*, (MALL) التعلم اللغوي المساعد عبر الهاتف, القواعد, المرحلة الثانوية.

في هذا العصر الرقمي، تلعب التكنولوجيا دوراً مهماً في دعم تعلم اللغة بشكل فعال، وخاصة في إتقان القواعد التي تُعد من المكونات الأساسية للتواصل. إن تعليم القواعد بالطريقة التقليدية غالباً ما يركز على الحفظ، مما ، بوصفه أحد منصات التعلم اللغوي المساعد عبر الهاتف، Busuu يجعله أقل جاذبية للطلاب. ويُعد تطبيق وسيلة تعليمية تفاعلية ومنظمة تساعد الطلاب على التعلم بطريقة مرنة وسياقية.

على تحسين مهارات القواعد لدى طلاب الصف Busuu يهدف هذا البحث إلى معرفة تأثير استخدام تطبيق الثانوية، مع التركيز على زمن الماضي البسيط والماضي المستمر. وقد UM الحادي عشر في مدرسة مختبر استخدم هذا البحث تصميمًا شبه تجريبي بنموذج اختبار قبلي وبعدي لمجموعة واحدة، وشمل ٣١ طالباً من صف اختيار اللغة الإنجليزية. أما أداة البحث فكانت اختباراً من نوع الاختيار من متعدد لقياس مهارات القواعد.

ونظراً لعدم التوزيع الطبيعي للبيانات، فقد استخدم اختبار "ويلكوكسون للترتيب المرتبطة". وأظهرت النتائج قيمة ٠,٠٥، مما يشير إلى وجود فرق دال إحصائياً في درجات الطلاب بعد المعالجة. وبناءً على دلالة بلغت ٠,٠٥، فعال في تحسين مهارات القواعد، ويمكن اعتباره وسيلة Busuu على ذلك، خلص هذا البحث إلى أن تطبيق تعليمية مفيدة في تعليم اللغة الإنجليزية في المرحلة الثانوية.

CHAPTER I

INTRODUCTION

This chapter discusses the research background, research questions, research objectives, research significance, research scope, and definition of key terms.

1.1 Background of the Study

We are in the digital era, where technology cannot be separated from life, including education. By utilizing technology, the learning process becomes more accessible and more efficient. Not only that, the existence of technology can enrich media and learning methods that are innovative and interactive. In the Islamic view, humans are encouraged to utilize science to understand the signs of Allah's greatness. Technology, as one of the results of scientific progress, is an important tool that can be used to support various aspects of life, including education. As explained in the Al-Quran surah Yunus:

قُلْ انظُرُوا مَاذَا فِي السَّمٰوٰتِ وَالْاَرْضِ وَمَا تُعْنٰى الْاٰلِیُّمُ وَالنَّذٰرُ عَنْ قَوْمٍ لَا یُؤْمِنُوْنَ

"Say, 'Look at what is in the heavens and the earth!' The signs (of Allah's greatness) and the messengers who warn are of no avail to those who do not believe." (Yunus: 101)

This verse contains a message for humans to utilize the knowledge that Allah has given to explore the benefits both for ourselves and others.

In language learning, technology plays an essential role, especially in supporting the mastery of grammar which is a fundamental component of communication. Grammar can help students in understanding and constructing sentences appropriately, so that they are able to use English well in various communication contexts (Refat et al., 2020). Incorrect grammar usage can hinder

the clarity and intent of a message, making it challenging for others to fully grasp its meaning (Minkhatunnakhriyah et al., 2022). Proper grammar is vital for effectively understanding English as a second language, especially given the vast amount of global information available in English (Rozak, 2024). In addition, the use of correct grammar reflects one's intelligence and level of education. Therefore, mastering grammar is very important.

Grammar plays a fundamental role in the application of language, both in spoken and written forms. It is widely recognized as one of the three core components of the language system and is often considered one of the most challenging aspects of teaching English. Many students struggle with grammar because it is usually taught through memorization instead of real-life practice. For a long time, English grammar has been a challenging and widely discussed topic in English language teaching, often causing difficulties for both teachers and EFL students (Nurliana, 2020). Its complexity can lead to confusion and frustration, which affects students' overall language proficiency. The need for innovative teaching methods that prioritize student engagement and practical application has become increasingly evident. By shifting from rote memorization to contextual learning, students can develop a deeper understanding of grammar structures, gain confidence, and improve their ability to use English in real-life situations. Addressing these challenges can make grammar instruction more effective and meaningful in English language teaching.

In high school, English teaching that prioritizes grammar consumes a significant amount of time for both educators and students, yet the outcomes are not very clear. Previous approaches to grammar instruction emphasized teaching

methods for educators rather than catering to the needs of the learners (Zhou, 2017). This gap in teaching makes grammar lessons less effective because they do not always match students' experiences and needs. A student-centered approach with interactive and communicative methods can make learning more interesting and help students understand and remember grammar better. Teaching grammar in a way that fits students' needs not only improves their learning but also makes them more confident in using English.

The challenges in grammar instruction are closely connected to the fundamental principles of grammar itself. Grammar focuses on forming sentences, so students need to understand how to build correct sentences first. While doing this, they also learn how to use the vocabulary they already know to create more meaningful sentences (Willis, 2003). In addition, grammar provides the framework that allows us to analyze and discuss language. Siska (n.d.) explains that studying grammar more deeply helps students use language more effectively. It teaches them how to build sentences using words, phrases, and clauses with the right connectors and meanings based on context. Grammar is also related to the practical application of language, focusing on how it is used in different contexts and situations (Xavier, 2020). Previously, grammar teaching focused more on prescriptive approaches that only prioritized memorization of rules, but modern approaches now recognize the importance of context and grammar use in language learning.

In response to these challenges, Mobile-Assisted Language Learning (MALL) has emerged as an effective alternative. MALL provides learners with flexible, context-rich environments that support grammar learning through

interactive and adaptive tools (Kukulska-Hulme & Shield, 2008). Such tools enable students not only to learn grammatical rules but also to actively practice and apply them in realistic scenarios. MALL is a learning approach that is not limited by time or location, allowing mobile learners to access their devices whenever they have free time and from anywhere to learn languages. MALL can serve as an informal learning experience for individual learners to enhance their language skills (Lu, 2022). Schools can use it as a helpful tool to make language learning easier for students while also supporting what they learn in the classroom (Liu, 2017). By providing flexible, accessible learning, MALL helps students improve their grammar and language skills in a practical and engaging way.

MALL platforms, such as Busuu, integrate grammar teaching into real-life communication scenarios, encouraging learners to engage with language actively. With features designed to contextualize grammar learning, Busuu allows users to immediately apply what they have learned in dynamic exercises and conversations, bridging the gap between theory and practice. This approach addresses the challenges faced in traditional grammar instruction, promoting not just knowledge of rules but also the practical use of grammar in dynamic, real-world settings. Busuu distinguishes itself through its customized learning pathways, individualized feedback, and a variety of educational resources designed to meet the needs of various learners, which makes it an exceptionally interactive platform for students of all proficiency levels.

The combination of structured methodology and practical application gives Busuu a unique edge over other language learning apps. While many platforms offer interactive learning, the way Busuu structures its lessons and feedback system

sets it apart from competitors like Duolingo and Memrise. Busuu, Duolingo, and Memrise differ in user experience and language learning approaches. One key difference is that Busuu offers a more structured learning experience with a focus on cultural context, whereas Duolingo relies heavily on gamification with badges and daily challenges, which some users find excessive and distracting (Soyupak & İpek, 2024). However, Memrise emphasizes everyday language and slang, but some users struggle to understand certain icons and terminology used in the app (Soyupak & İpek, 2024). A unique advantage of Busuu is its native speaker correction feature, which allows users to receive direct feedback from proficient speakers of their target language. Additionally, Busuu offers a placement test that helps users start learning at the appropriate level and provides content that not only focuses on grammar but also integrates cultural aspects, leading to a deeper understanding of the language. Considering these factors, Busuu stands out as the most suitable platform for this study. Its structured approach to grammar learning, combined with interactive features and real-life language applications, makes it an effective tool for improving students' grammar proficiency in a Mobile-Assisted Language Learning (MALL) environment.

The distinctive aspects of Busuu are backed by multiple studies demonstrating its effectiveness in enhancing various language skills. There have been several previous studies highlighted the effectiveness of Busuu in improving language skills across various domains. The first study, Sholikha (2024) analyzed the use of Busuu for vocabulary acquisition among seventh-grade junior high school students. The study found that Busuu provided an engaging learning experience through features such as interactive exercises, native speaker audio, and

quizzes, making students more motivated to learn. The findings confirmed that Busuu significantly enhanced students' vocabulary mastery. However, this study focused solely on vocabulary acquisition and did not examine how Busuu contributes to other aspects of language learning, such as grammar or pronunciation.

The second study, Nabila et al. (2024) explored the impact of Busuu on listening comprehension skills among first-grade students at SMPN 3 Palembang. Using a quasi-experimental design, they compared students who used Busuu with those who did not. The study revealed a significant improvement in the experimental group's listening comprehension, with post-test scores significantly higher than pre-test scores. Despite this, the study did not investigate whether Busuu also helps improve other language skills, such as speaking and grammar, leaving a gap in understanding its broader effectiveness.

The third study, Jannah et al. (2021) examined the impact of Busuu on undergraduate students' grammar skills. Using a pre-experimental design, the research involved pre-test and post-test assessments. The results showed a significant improvement in students' grammar proficiency, demonstrating that Busuu is an effective tool for grammar learning in higher education. However, this study focused on university students, and there is still limited research on how Busuu impacts high school students' grammar skills, particularly in formal education settings.

Next, a study by Firdaus (2023) investigated the effectiveness of Busuu in teaching speaking ability at an Islamic school. Using a quasi-experimental method, the research compared an experimental group that used Busuu with a control group

that received conventional instruction. The results showed a significant improvement in the experimental group, with an average post-test score of 54.3 compared to 43.15 in the control group. The t-test analysis confirmed that the improvement was statistically significant, leading to the conclusion that Busuu is effective in enhancing students' speaking ability. The study also highlighted that students found Busuu engaging due to its interactive features, including vocabulary exercises, grammar practice, and peer feedback. Nevertheless, the study did not examine Busuu's effectiveness in improving grammar in a structured high school setting.

The last previous study, Rosell-Aguilar (2018) conducted a large-scale survey involving 4,095 participants to evaluate the use of the Busuu app in autonomous language learning. The study found that most users were beginners who primarily used the app for personal interest. The findings revealed that vocabulary acquisition was the most improved skill, followed by grammar and listening. Additionally, the study indicated that 35.8% of users relied solely on Busuu for language learning, highlighting its perceived effectiveness. However, this study focused on autonomous learners and did not assess how Busuu can be implemented in formal classroom settings, particularly in high schools.

Although various studies have shown the benefits of MALLs and language learning apps such as Busuu, there are still limited studies that specifically evaluate the effectiveness of using Busuu in improving students' grammar skills at the high school level. Previous studies tend to focus on vocabulary and listening aspects. In addition, in the aspect of grammar, previous research has been done on subjects related to college students. Therefore, this study aims to specifically examine the

impact of using Busuu as a MALL on improving the grammar skills of high school students, particularly in mastering the simple past and past continuous tenses as essential components of narrative text.

1.2 Problem of the Study

Based on the background above, the researcher formulates as follows:

"Is there any effect of using Busuu as a MALL (Mobile-Assisted Language Learning) in students' grammar especially the use of simple past and past continuous tenses at the senior high school level?"

1.3 Objective of the Study

Based on the problem that has been formulated, this study aims to determine the effect of using Busuu as a MALL (Mobile-Assisted Language Learning) on students' grammar in senior high school, especially in improving their use of simple past and past continuous tenses.

1.4 Significance of the Study

1.4.1 Theoretical Significance

The results of this study are expected to give useful insights into how effective the Busuu application is in helping students improve their grammar. Since this research used an experimental design, the findings provide clear evidence about the impact of Busuu on students' grammar skills. These results can help teachers and schools in choosing the right digital tools to support grammar learning in the classroom.

1.4.2 Practical Significance

Researcher hopes that this study can be helpful for teachers, students, and other researchers. With this research, teachers can help students learn English grammar using the Busuu application. Students are expected to utilize the Busuu application to improve their grammar skills. With this application, they can learn anytime and anywhere, so they can learn according to their time. For future researchers, this study is expected to add information when examining the effects of using the Busuu app in improving grammar skills.

1.5 Scope and Limitation of the Study

This research focuses on Busuu's effect as a Mobile-Assisted Language Learning (MALL) tool on improving students' grammar, especially on the simple past and past continuous. The aim of this study was to assess how the interactive and adaptive features of Busuu contribute in improving the understanding and application of grammar rules in real-life communication. The subjects of this study were 11th-grade students at SMA Laboratorium UM, who were chosen as research participants because their English language skills were at a basic level (A2). This level was considered suitable since students at the A2 level often struggle with understanding and applying basic grammar rules, making them ideal participants to examine the effectiveness of Busuu in supporting grammar development.

However, this study has some limitations. Firstly, the study was limited to a specific group of students which is students at SMA Laboratorium UM. It means the findings may not be generalizable to other age groups or educational

institutions. In addition, this study only evaluates the use of Busuu in the context of grammar improvement, without considering other aspects of language learning such as vocabulary, listening or speaking skills.

1.6 Definition of Key Terms

There are several keyword terms presented in this research, including:

1. **Busuu** is an online language learning platform that can help students learn languages through interactive and exciting lessons because this platform is a game-based learning media technology. In this research, Busuu is used as a tool to improve grammar mastery of senior high school students, focusing on the use of simple past and past continuous tenses.
2. **MALL (Mobile-Assisted Language Learning):** As technology develops, it is indisputable that it can be used in the field of education. MALL offers a practical and economical way to learn languages by buying a smartphone. By utilizing applications or features on mobile phones, we can learn anytime and anywhere. In this study, MALL refers to the use of the Busuu to support students' grammar learning, especially in mastering simple past and past continuous tenses in senior high school.
3. **Grammar** is the rule for composing sentences to make the correct meaning in a language. It includes phrases, word classes, tenses, and punctuation. Grammar is very important because it helps us establish clear and easy-to-understand communication so that communication runs effectively. This research focuses on grammar in the context of learning English at the senior

high school level especially in improving students' grammar performance related to simple past and past continuous tenses.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains the theoretical framework used in this research, which will include Mobile-Assisted Language Learning (MALL), Busuu, Grammar, and other theories related to this research.

2.1 Grammar

2.1.1. Definition of Grammar

Learning a language means knowing and using skills like speaking, listening, reading, and writing. Grammar is an important part of a language because it helps make writing, reading, and speaking clearer. It helps students understand how to form words and make correct sentences (Nhan & Yen, 2021). Grammar is also closely linked to language development, making it an essential part of learning and teaching a language. Grammar is essential for those learning the language, as it plays a key role in conveying ideas and thoughts clearly. As Nhan and Yen (2021) mention, when language is used incorrectly, it can prevent someone from expressing their ideas effectively.

Experts have different ways of defining grammar. According to Ismiyati (2018), grammar refers to the system by which individual components are organized to create the overall structure of a sentence. Similarly, grammar is often understood as a set of rules that govern how words are combined, arranged, and altered to express different meanings. In line with this, Greenbaum and Leech, as cited in Hasan et al. (2019), describe grammar as a mechanism that organizes words and references

according to their communicative functions. In essence, grammar serves as the foundation for constructing meaningful and coherent language, enabling effective communication.

Overall, grammar is not just about following rules but also about improving communication. It acts as the foundation that helps learners construct meaningful and understandable sentences, whether in spoken or written form. A strong understanding of grammar allows individuals to express ideas more accurately, avoid misunderstandings, and engage effectively in conversations. Without proper grammar knowledge, communication may become unclear and difficult to interpret. Therefore, mastering grammar is a crucial part of language learning, as it supports fluency, accuracy, and overall language competence in different contexts.

In this study, the focus of grammar is specifically on the simple past tense and the past continuous tense. The simple past tense is typically used to express actions that were finished at a specific point in time, while the past continuous tense is used to show actions that were ongoing in the past or interrupted by another event (G'afforovna & Qizi, 2025). In terms of form, the simple past tense is generally formed by adding *-ed* to regular verbs (e.g., played, watched), while irregular verbs have unique forms (e.g., went, saw). The past continuous tense is formed using the auxiliary verb *was/were* followed by the present participle (*verb + -ing*) for example, was playing or were watching. These two tenses are essential for expressing time-related actions and are particularly useful in both written and spoken narrative forms.

2.1.2 The Importance of Grammar

Grammar mastery is very important in developing language skills. It is undeniable that grammar mastery improves an individual's skills in reading, writing, speaking, and listening. It lays the essential groundwork for successful communication, allowing individuals to articulate their thoughts and ideas clearly (Jannah et al., 2021). Understanding grammar enables individuals to organize and express their thoughts more effectively (Qizi, 2023). As mentioned earlier, by including the rules and structures that regulate language use, grammar enables learners to form meaningful sentences and communicate their messages in a cohesive way. In addition, a strong grasp of grammar enables language learners to achieve exceptional proficiency and precision (Ghorbani & Ebadi, 2020). Understanding grammatical rules helps individuals appear more like native speakers while also enhancing their ability to write more efficiently and effectively (Yurko & Vorobel, 2020).

In the context of this research, students' mastery of simple past and past continuous tenses is essential because these tenses are foundational to many types of English texts and communication. They are especially important in describing past experiences and events with clarity and chronological coherence. Mastering these tenses helps students distinguish between completed actions and ongoing past actions an ability that reflects deeper grammatical understanding and communicative competence.

2.1.3 Grammar Strategy

Grammar strategy refers to specific, conscious techniques or actions that learners use to better understand, remember, and apply grammar rules in meaningful contexts. These grammar strategies are part of broader language learning approaches designed to make the learning process more efficient, self-directed, and applicable to new contexts (Lai et al., 2022). In grammar learning, such strategies might include recognizing sentence patterns, taking notes on errors, reviewing rules repeatedly, using grammar-focused exercises, or applying self-correction techniques. These actions help learners become more active and aware in the grammar learning process.

According to Pawlak (2020), grammar learning strategies (GLS) are deliberate efforts made by learners to enhance their understanding and control of grammatical structures. He categorizes these strategies into three: cognitive, metacognitive, and socio-affective. First, cognitive strategies involve direct engagement with grammatical material to internalize rules through practice. For example, practicing verb conjugations means students repeatedly convert base verbs into the correct tense forms, such as changing *go* to *went* or *play* to *played*, which reinforces memory of irregular and regular verb patterns (Anderson, 2020). They may also do substitution drills, which means swapping words or phrases to build new sentences using the same structure — for instance, changing *I watched TV* into *They did homework* or *She played guitar* into *He sang a song*. In the context of Busuu, these strategies appear when students complete sentence-based drills, select

the correct verb tense in multiple-choice tasks, and repeat grammar exercises for mastery. This kind of repetitive practice supports automatization, a key part of grammar accuracy.

Second, metacognitive strategies refer to how learners consciously plan, organize, and monitor their learning process. Examples include deciding when and where to study, setting goals for how many topics to finish in a week, selecting which exercises to repeat, and evaluating their understanding after completing tasks. For example, a student might notice they keep making mistakes with *was* and *were* and decide to repeat that lesson in Busuu. Learners may also set reminders to review past lessons before tests. In Busuu, students can check their quiz results, view their progress dashboard, and choose to redo specific units. This aligns with Pawlak's (2020) point that planning and reflection help learners become more independent and responsible for their grammar development (Lai et al., 2022).

Third, socio-affective strategies involve social interaction and managing feelings that may affect learning. Learners can ask classmates or teachers for clarification when they face difficulties, discuss confusing grammar items in groups, or compare answers to find mistakes together. For instance, students might ask, *Why do we use "was playing" instead of "played" here?* and get explanations from peers. In Busuu, students might finish a task, then ask the teacher to check parts they still misunderstand, or work in pairs to talk about the feedback they receive from the app. According to Pawlak (2020), using socio-affective strategies can boost

learners' motivation and reduce anxiety because they feel supported by their community. This is supported by Draji (2020), who found that digital tools combined with peer discussion help students stay engaged and confident when practicing grammar in English classes.

Combining these three strategies: cognitive, metacognitive, and socio-affective allows students to take more control of their learning and adapt to different grammar challenges. Using an app like Busuu, which provides drills, progress tracking, and opportunities for discussion, helps integrate all these strategies in one practical platform, making grammar study more systematic and meaningful (Chen et al., 2020).

In today's educational setting, technology plays a major role in supporting grammar strategies. Mobile-Assisted Language Learning (MALL) platforms like Busuu integrate many of these strategies naturally. Through interactive tasks, personalized feedback, and the option to repeat grammar-focused exercises, Busuu encourages learners to engage cognitively and metacognitively. This aligns with the findings of Chen et al. (2020), who state that digital applications offering strategy-based tasks can effectively foster grammatical accuracy and autonomy. As Pawlak (2020) points out, learners benefit most when strategies are not only taught but also practiced in meaningful contexts supported by structured tools such as digital applications. In this study, the grammar strategies embedded in Busuu help students internalize the simple past and past continuous tenses more effectively through repetition, feedback, and contextual learning activities. Repetition means that students can repeat grammar tasks and

drills multiple times to strengthen their memory of verb forms and sentence structures; for example, they may redo similar units in Busuu if their scores are low, which helps them master regular and irregular verbs through repeated exposure. Feedback refers to the instant responses that Busuu gives when students submit their answers: the app immediately shows if the answer is right or wrong, explains the correct form, and often includes an example sentence to clarify the rule. This immediate correction supports students in noticing and understanding their mistakes so they can fix them on the spot. Meanwhile, contextual learning activities ensure that grammar is not learned in isolation but applied through realistic examples and situations; Busuu presents tenses and grammar points using clear sentences and everyday scenarios, so students can see how grammar works in real communication. By combining these three elements—repetition for practice, instant feedback for correction, and context for real-life application Busuu makes grammar learning more meaningful and helps students apply grammar rules accurately and fluently in different situations.

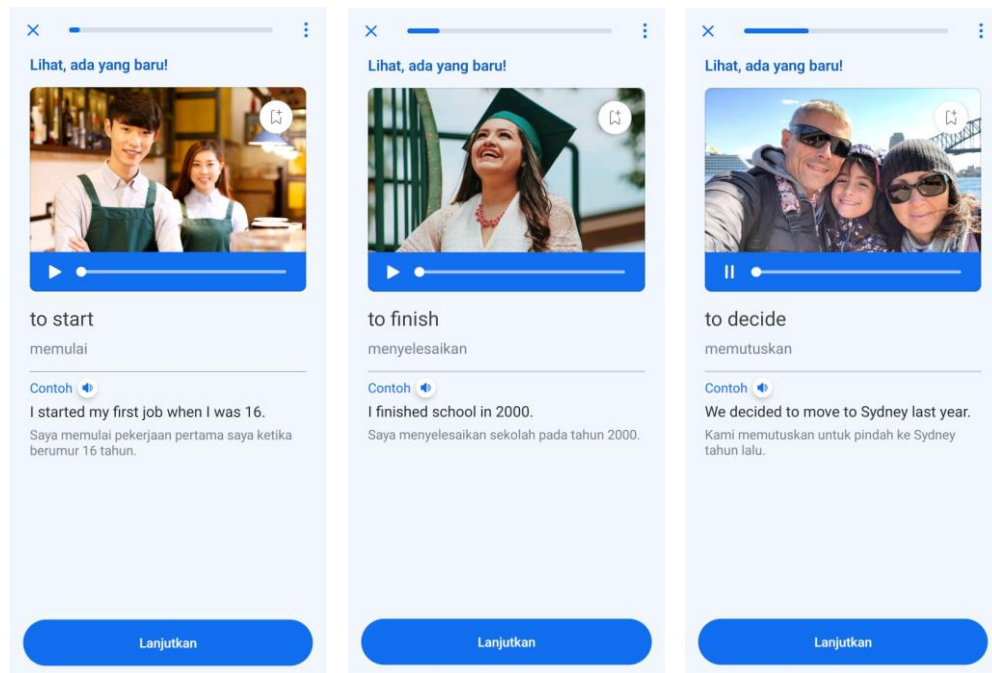
In this study, students use of Busuu reflects the three grammar learning strategies described by Pawlak (2020), they are cognitive, metacognitive, and socio-affective. *The first strategy*, cognitive, refers to the learners' direct engagement with the language material to understand and master grammatical forms. In Busuu, this can be seen when students do sentence-based grammar drills, such as filling in the blanks with the correct past tense form or changing verbs from base form to past form (for example: *finish* to *finished*). These drills help students practice how verbs change in

real contexts. Another example is when learners read example sentences and repeat them out loud to memorize the correct sentence structure. They also compare correct and incorrect answers and note the differences to avoid repeating mistakes. The repeated practice of these drills strengthens their memory of verb patterns and sentence structures.

The second strategy, metacognitive, involves higher-order thinking skills where learners plan, monitor, and evaluate their learning progress. In Busuu, this happens when students decide which lessons to study first, set goals for finishing certain grammar units, and choose to repeat exercises they find difficult. For instance, when they get an answer wrong, they can review the explanation and then redo similar questions until they feel more confident. Some students also check their progress reports in the app to see which parts they have mastered and which need more practice. This shows that they actively plan and regulate their own learning rather than just following instructions passively.

The third strategy, socio-affective, includes actions where learners interact with other people or manage their own feelings to support learning. In Busuu, students can use the community feature or class discussions to ask classmates or the teacher when they don't understand certain grammar rules. They might discuss tricky answers together after finishing an exercise. This peer discussion helps clarify confusing grammar points and reduces anxiety because they know they are not learning alone. Moreover, getting immediate corrective feedback from the app or the teacher boosts their confidence and helps them stay motivated to keep practicing.

Figure 2 1 Recognizing sentence patterns and reviewing rules repeatedly

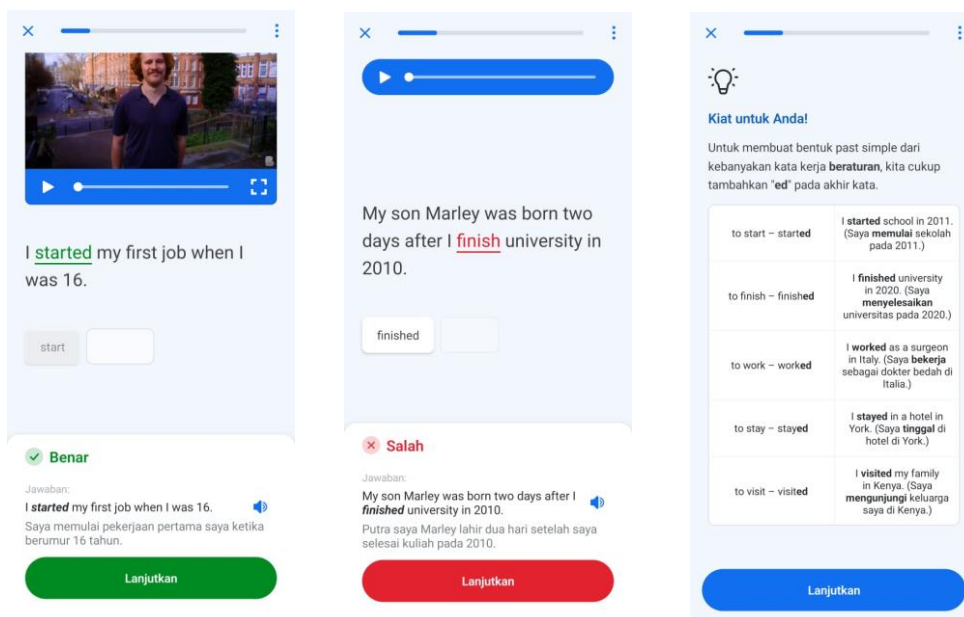


The images above illustrate how Busuu guides learners to recognize sentence patterns and review grammar rules through clear, contextual examples. Each screen shows a base verb and how it changes form in the simple past tense within a real sentence, such as *“I started my first job when I was 16,”* or *“I finished school in 2000.”* This presentation helps students see the verb, its function, and its placement in a sentence. By repeatedly showing verbs used in meaningful contexts, Busuu supports learners in identifying common structures and understanding how grammar rules work in real communication.

This repeated exposure and correction strengthen cognitive strategies like recognizing patterns and applying self-correction. When students choose the wrong form, Busuu immediately provides the right answer and explanation, which encourages them to reflect and adjust. Such features not only help students memorize rules but also train them to notice

and use them correctly. In this way, Busuu integrates grammar strategies naturally, combining clear input, practice, and feedback to help learners develop stronger control over grammatical forms.

Figure 2.2 Taking notes on errors and self-correction



The images above show how Busuu supports students in applying grammar strategies like taking notes on errors and practicing self-correction. In the first image, the student is asked to complete a sentence using the correct past tense form of “start” and receives instant feedback showing the right answer if they choose correctly. The second image goes deeper: when the student uses the wrong verb form “finish” instead of “finished,” Busuu marks it as incorrect, shows the correct form, and gives the right sentence. This direct correction helps learners notice their mistake and understand why it is wrong. The third image provides a clear summary of how to form the simple past tense for regular verbs by adding “-ed,” along with practical examples. Together, these tasks guide learners to pay attention to the correct structure, remember the rule, and compare their answers with the right

forms. By repeating this process, students are encouraged to reflect on their mistakes, make mental notes of common errors, and fix them in future tasks. This repeated cycle of checking, correcting, and confirming helps build self-awareness and accuracy, which are key elements in mastering grammar through self-correction strategies.

Overall, the integration of cognitive, metacognitive, and socio-affective strategies through Busuu demonstrates how modern language learning platforms can bridge theory and practice in grammar instruction. By combining clear explanations, practical drills, instant feedback, self-monitoring tools, and opportunities for discussion, Busuu does not only help students understand grammar rules but also encourages them to use these rules actively and correctly. This comprehensive support system empowers students to become more responsible for their own learning progress and fosters a habit of self-correction and reflection both of which are essential for long-term grammatical accuracy (Pawlak, 2020; Chen et al., 2020). In this way, Busuu provides a practical model for applying grammar strategies that align with current educational demands, showing how technology can enhance students' mastery of grammar in real contexts.

2.2 Mobile-Assisted Language Learning (MALL)

2.2.1 Definition of Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is a language learning method that utilizes mobile devices such as smartphones, tablets, and other digital tools. It is considered an extension of Computer-Assisted Language

Learning (CALL), focusing specifically on mobile and flexible learning environments. According to Pozo (2015), MALL enables learners to study languages through mobile devices, continuing CALL's principle of allowing learning to happen anytime and anywhere. MALL supports flexible language learning so that it can be learned anytime and anywhere and can improve language skills. It emphasizes the role of mobile technology as an educational tool (Yuniar, 2024) and its effectiveness in foreign language learning can be improved through text-based or linguistic communication and various other methods (Z. Chen et al., 2020). As mobile technology evolves, MALL also advances, supported by the development of diverse language learning apps.

With MALL, learning is no longer limited by time or location. Students can engage with varied content—such as texts, images, and videos making the experience more interactive and enjoyable (Putri, 2021). Because of its flexibility, MALL is a valuable approach to modern language education. According to Putri (2021), mobile learning tools also include built-in features like calendars and reminders that notify students about lessons anytime and anywhere. These tools also provide instant feedback from teachers, allowing learners to monitor their progress while teachers track students' learning paths. MALL encourages autonomous learning through apps such as Busuu, Duolingo, and Memrise. These applications offer interactive activities including vocabulary drills, grammar exercises, and structured conversations that help learners practice and improve their language skills.

One notable example of a MALL platform is Busuu, a language learning application that offers structured modules in grammar, vocabulary, and communication. Busuu is especially relevant to this study because it provides targeted grammar instruction, including lessons on simple past and past continuous tenses, which are the focus of this research. Through its interactive features such as instant feedback, level-based progression, and practice tasks, Busuu allows students to engage actively in grammar learning in a mobile environment. Its ability to support autonomous yet guided learning makes it suitable not only for individual use but also for integration in formal classroom settings like senior high school grammar instruction.

2.2.2 Effectiveness of Mobile-Assisted Language Learning (MALL)

In this digital era, almost all aspects of our lives are touched by technology, including in the world of education. Not only learning from books and teachers in the classroom, students can now utilize the technology that we use every day. Mobile-Assisted Language Learning (MALL) is one example of how technology plays a role in opening up wider, more flexible, and more interactive access to learning. With the proliferation of devices such as smartphones, tablets, laptops, digital cameras, e-readers, and gaming consoles, the world has transitioned into a digitally interconnected learning environment. This "mobigital" space allows teaching and learning activities to occur seamlessly, irrespective of time and place, leveraging the versatility and portability of modern technology (Chen, 2017). The advancement of mobile devices is closely aligned with progress in scientific and

technological innovation. This evolution has also influenced Mobile-Assisted Language Learning (MALL), positioning it as a valuable tool for enhancing language learning processes by providing accessible and interactive educational support.

There are several studies that emphasize the effectiveness of Mobile Assisted Language Learning (MALL) tools, specifically apps such as Duolingo, Babbel, and Memrise, in enhancing the language learning experience. Essafi, Belfakir, and Moubtassime (2024) highlight that these apps offer flexible, interactive, and accessible features, such as offline learning and gamification, which contribute to language acquisition, especially at the primary and secondary levels. Meanwhile, Suherman et al. (2023) demonstrated the positive impact of Duolingo in increasing student motivation in higher education. Their research showed that the gamification features of the app, including pronunciation training, vocabulary development, and competitive elements, significantly increased student engagement and motivation. Both studies concluded that MALL tools not only support language learning but also encourage personalized and self-regulated learning experiences, making them a valuable resource in modern educational settings, especially in contexts with limited resources.

Among various MALL tools, Busuu stands out for its structured grammar modules, interactive feedback, and user-friendly interface tailored for learners at various levels. Unlike some other language apps that focus primarily on vocabulary or speaking, Busuu provides explicit grammar instruction and practice, including simple past and past continuous tenses,

which are essential components of English grammar for high school students. This makes it suitable for use in formal classroom contexts. However, while several studies have examined Busuu's role in improving vocabulary or listening, there is limited research on how Busuu can effectively improve students' grammar skills, especially within the senior high school setting. Therefore, this study aims to fill that gap by examining the effect of using Busuu as a MALL platform to improve grammar performance, focusing on the use of simple past and past continuous tenses in a structured classroom setting.

2.3 Busuu

2.3.1 Definition of Busuu

Busuu is a language learning app developed by native speakers of each language. It is the largest social linguist website for language learning in the world (Grego, 2016). In Busuu, users can choose a target language to learn, and they can set their learning pace according to their interests and learning goals. There are five levels of English learning in Busuu: (1) beginner, (2) elementary, (3) intermediate, (4) upper-intermediate, and (5) advanced. These levels can help users create clear learning goals because after users install the app, there is a learning goal questionnaire that users fill out, after which Busuu recommends several learning plans that users can follow (Shibata, 2020). Therefore, this app is suitable for anyone, including children.

Busuu offers 14 language courses: Arabic, Mandarin, Dutch, English, French, German, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish and Turkish. Busuu provides quizzes on vocabulary, phrases, and grammar. Most of the learning on Busuu is mechanical practice using flashcards and dictation to learn vocabulary and grammar points (Shibata, 2020). In addition, Busuu also provides a dictionary of learned vocabulary and grammar to assist users in learning languages. Busuu also provides a feature where users can interact with other users to practice foreign languages directly.

This Busuu application has several advantages and disadvantages, including:

1) Advantages of using Busuu

- a. Albatani (in Sholikha, 2024) states that Busuu uses a CEFR-based curriculum that helps users learn languages through various standardized levels.
- b. Interactive and practical applications so that they can be accessed anytime and anywhere.
- c. Feedback from native speakers is available. Users can get pronunciation and grammar corrections directly from native speakers through the Busuu community.
- d. There are various languages that can be learned so that users can choose the language they want.

2) Disadvantages of using Busuu

- a. Internet connection required

- b. Limited app features for free users. If you want to have full features, you can subscribe for an unlimited learning experience.
- c. Albatani (in Sholikha, 2024) mentions that this application is only suitable for beginners and intermediate levels because the material provided only focuses on the basics of language and daily communication.

2.3.2 Steps to Use Busuu on Mobile

Below are the steps for using Busuu:

1. Download the Busuu app on the Play Store or App Store.



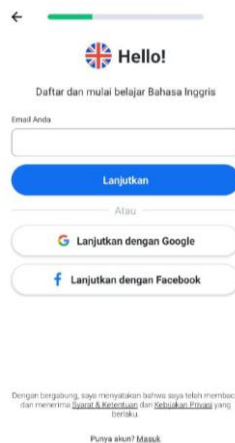
2. Open the application until the display appears as below. Then click “mulai belajar”.



3. Select the language you want to learn, which is “Bahasa Inggris”.



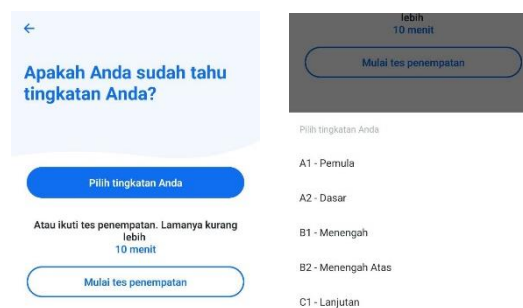
4. Next, students can register an account using email or can connect the apple, google or facebook account they already have.



5. After successfully creating an account, a display will appear as below. Students can choose “saya tahu Bahasa Inggris sedikit”, considering that high school students already know a little English.



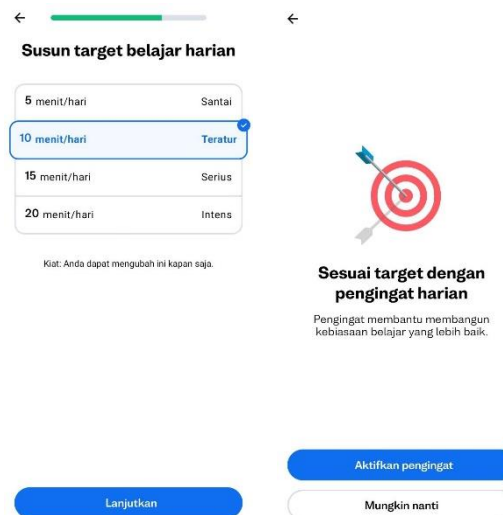
6. Next press “pilih tingkatan anda”. Then choose “A2 - dasar”, because this level is good for students who know some English but still need help with basic grammar. It matches their skills and helps them learn step by step.



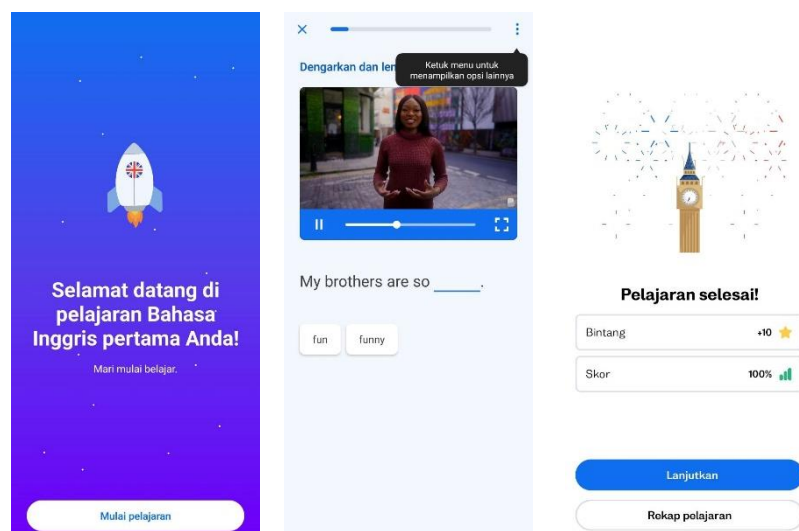
7. After that, students can select “education” as the reason why they are learning English.



8. Then students can choose their learning target which is “teratur” and continue with activating daily reminders to build better study habits.



9. Next, students can press the “mulai pembelajaran” button. Students can start working on questions and get a score for each chapter.



2.4 How Busuu Improve Grammar

Busuu is a widely used Mobile-Assisted Language Learning (MALL) platform that provides learners with structured grammar instruction through

interactive activities, personalized feedback, and contextual exercises. One of the key features that makes Busuu effective in improving grammar is its ability to provide immediate corrective feedback, which allows learners to recognize and correct their grammatical errors in real-time (Rosell-Aguilar, 2018). This feature supports self-regulated learning by encouraging learners to reflect on their performance and apply grammar rules more accurately.

Busuu enhances grammar mastery by embedding grammar lessons into real-life communication tasks, such as sentence building, dialogue completion, and grammar quizzes. These tasks are designed based on language proficiency levels, ensuring that learners receive grammar input appropriate to their learning stage (Hasanah et al., 2023). Furthermore, learners are given repeated exposure to specific grammar patterns, such as verb tenses, sentence structures, and conjunctions, which helps improve retention and application (Firdaus, 2023).

In addition to structured input, Busuu facilitates autonomous grammar learning by allowing learners to access materials anytime and anywhere. As emphasized by Drajiati (2020), this flexibility enhances learners' engagement and encourages independent review and repetition, which are essential for grammar acquisition. Busuu also includes native speaker interactions and peer correction features that further strengthen learners' grammar awareness in authentic communication contexts (Soyupak & İpek, 2024). These communicative activities create opportunities for learners to apply grammar rules in meaningful situations, promoting deeper understanding and usage.

Studies have shown that students who use Busuu demonstrate better grammatical accuracy, especially in their use of tenses and sentence formation. For

example, Jannah et al. (2021) found that the use of mobile applications like Busuu significantly improved university students' grammar performance during online learning. Although their research focused on higher education, similar results have been observed in secondary school settings where Busuu was used in classroom instruction to reinforce grammar concepts such as the simple past and past continuous tenses (Sholikha, 2024; Nabila et al., 2024).

Moreover, Busuu supports cognitive and metacognitive grammar strategies. Learners can plan their practice, track their progress, and evaluate their understanding through built-in progress tools and review sections (Pawlak, 2020). These features align with grammar strategy frameworks that emphasize learner autonomy and reflective learning. By integrating structured grammar content with interactive digital tools, Busuu offers a comprehensive approach that not only improves grammatical knowledge but also fosters students' ability to use grammar effectively in communication.

In summary, Busuu improves grammar through a combination of structured lessons, real-time feedback, contextualized tasks, and autonomy-supportive tools. The platform's design aligns with current language learning theories that advocate for meaningful, repetitive, and learner-centered grammar instruction in both formal and informal learning environments.

2.5 Previous Study

As a theoretical basis, this study has several previous studies related to the use of the Busuu application. *First*, “Autonomous Language Learning Through a Mobile Application: a User Evaluation of the Busuu App,” was written by

Fernando Rosell-Aguilar (2018). This study aims to describe the real experience of autonomous users in using the Busuu application. The method used in this study is an online questionnaire that presents 30 questions. The questionnaire was distributed in English and Spanish. The results show that this research indicates a positive impression from the users. The app can help users improve their knowledge of the language they are learning. The main areas utilized by respondents through the app are vocabulary acquisition (82.26%), translation (66.13%), and grammar (58.06%). The app also supports beginner learners and motivates self-learning. However, this study primarily examined learner perceptions in autonomous settings and did not involve formal instruction or structured intervention. Therefore, a gap remains in understanding how Busuu performs as a grammar teaching tool within a high school classroom context a gap this research seeks to address.

Second, “The Effectiveness of Mobile Phone Application to Improve Grammar Skill for Undergraduate Students” was written by Irham Miftakhul Jannah, Mira Patlasari, and Fahrur Rijal Ardiyanto (2021). The purpose of this study was to determine the effectiveness of using mobile applications in improving grammar learning for undergraduate students. This study uses quantitative methods with data collection techniques through tests (pre-test and post-test). The results showed that the average score of the participants increased, which means that the use of mobile applications is effective for the teaching and learning process in online learning. Although the study focused on university students, there is still little research on how Busuu helps high school students improve their grammar, especially in classroom settings.

Third, “Busuu Application in Teaching Speaking Ability at Islamic School” was written by Mohamad Adam Firdaus (2023). This study aimed to explore the speaking ability of tenth-grade students at MA Ar Ribathiyah Cikulur and assess the effectiveness of the Busuu application in teaching speaking skills. The researcher used a quantitative quasi-experimental design involving 40 students, which were divided into an experimental group and a control group. The study concluded that Busuu's interactive features, such as native speaker conversations, quizzes, and voice/video chat, significantly enhance students' speaking skills, making it a valuable tool for English language learning in Islamic schools. However, this study mainly focused on speaking and didn't look into how Busuu might help students improve other skills like grammar, so there's still gap to explore the effectiveness in language learning.

Fourth, “The Use of Busuu Application to Improve First Graders' Listening Comprehension Achievement” was written by Zovanka Putri Nabila, Nike Angraini, and Dio Restu Permana (2024). This study aimed to examine the significant improvement in students' listening comprehension after using the Busuu application and to compare the results between students who used Busuu and those who did not. Using a quantitative quasi-experimental design, the research involved 66 seventh-grade students from SMPN 3 Palembang, divided into an experimental group and a control group. The findings revealed that the experimental group's average pre-test score was 65.72, which increased to 86.91 in the post-test, whereas the control group improved from 62.00 to 76.47. The study concluded that Busuu effectively enhances students' listening comprehension due to its interactive features, including native speaker audio, quizzes, and engaging

exercises, which motivate students to learn both inside and outside the classroom. However, this study focused on listening skills and did not address grammar learning, which remains underexplored.

Fifth, “The Effectiveness of Busuu Application Towards Students' Vocabulary Mastery at Seventh Grades of Junior High School” was written by Aprilla Iswatul Sholikha (2024). This study aims to determine whether the use of the Busuu application is effective in the vocabulary mastery of seventh-grade students. The researcher used a quantitative approach using the quasi-experimental method. The technique used by researchers in collecting data is pre-test and post-test by taking two classes as experimental and control classes. The results showed that there was a significant difference between the post-test scores in the experimental and control classes. The Independent Sample T-Test showed a significance value of 0.00, which is in accordance with the provisions of Sig. (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted. So, it can be concluded that the Busuu application is effective in students' vocabulary mastery. Nevertheless, this study was limited to exploring vocabulary development and did not investigate role of Busuu in improving other language components like grammar or pronunciation.

The previous studies highlight the effectiveness of Busuu in vocabulary mastery at junior high school level (Sholikha, 2024), listening comprehension improvement (Nabila et al., 2024), and speaking skill enhancement at the Islamic school level (Firdaus, 2023). Additionally, mobile applications have been proven effective in grammar learning for undergraduates (Jannah et al., 2021), while user evaluations of Busuu emphasize its capacity for autonomous language learning,

particularly in vocabulary, translation, and grammar (Rosell-Aguilar, 2018). However, this study uniquely focuses on improving grammar specifically for senior high school students using Busuu, employing a quantitative method to provide statistical evidence of its effectiveness. This study mainly focuses on students' ability to understand and use simple past and past continuous tenses, which are important grammar points in writing and understanding narrative texts. This distinction fills a gap by targeting a different educational level and offering a focused analysis of grammar development through quantitative data.

2.6 Hypothesis

This study aims to investigate the effect of using Busuu as a Mobile-Assisted Language Learning (MALL) tool in improving students' grammar skills, especially their understanding and use of simple past and past continuous tenses. Based on previous research and the theoretical framework, the following hypotheses are proposed:

- Null Hypothesis (H_0) : The use of Busuu application as a MALL tool is not effective in improving students' grammar skills.
- Alternative Hypothesis (H_1) : The use of Busuu application as a MALL tool is effective in improving students' grammar skills.

CHAPTER III

RESEARCH METHOD

This chapter contained an explanation of the research methods used in this study. Research design, research subjects, research instruments, research variable, data collection, data analysis are explained in this chapter.

3.1 Research Design

In this study, researcher used quantitative methods. According to Creswell (2015), quantitative methods include the steps of collecting, analyzing, interpreting, and reporting the findings of a study. This research applied a pre-experimental design, which included three main steps: a pre-test, a treatment, and a post-test. The pre-experimental design uses numbers and statistics to examine the effect of a treatment (Khakim & Anwar, 2020). The following is an illustration of the research design:

Table 3. 1 Design of Study

Pre-test	Treatment	Post-test
Y ₁	X	Y ₂

The table shows the research design used in this study, which follows a pre-experimental design using a one-group pre-test and post-test model. In this design, there is only one group of students involved in the research. First, the students take a pre-test (Y₁) to measure their grammar skills before the treatment. Then, they receive a treatment (X) by using Busuu application in the learning process. After the treatment, they take a post-test (Y₂) to see if there is any improvement in their grammar ability. By comparing the results of the

pre-test and post-test, the researcher can find out whether the use of Busuu has a positive effect on students' grammar performance.

3.2 Research Subjects

The subjects of this study were the 11th-grade students of SMA Laboratorium UM in the academic year 2024/2025. The participants were from one class, totaling 31 students, consisting of 18 female students and 13 male students. This class was a Cross-Interest English class, where students from different major backgrounds chose English as an additional subject based on their interests. This class was chosen because the students had different levels of English ability, but they all shared the same interest in learning the language. This made them a suitable group for observing the effect of using the Busuu application as a Mobile-Assisted Language Learning (MALL) tool in improving grammar skills, particularly in mastering simple past and past continuous tenses.

3.3 Research Variables

This research consists of two variables:

1. Independent variable: The use of Busuu application as a learning method.
2. Dependent variable: Students' grammar skills.

The independent variable influences the dependent variable, while the dependent variable is influenced. In this study, the use of Busuu application as a learning method is an independent variable, while the students' grammar skills is the dependent variable.

3.4 Research Instrument

A research instrument is a tool used to collect data. In this study, the researcher used a test as an instrument. The researcher provided a multiple-choice test to determine the effect of using Busuu application on improving students' grammar. In this study, researcher used two sections of tests, namely a pre-test and a post-test. The aim was to measure the students' grammar skills before and after the treatment and to see whether there was a significant improvement as a result of using Busuu application.

During the pre-test, the researcher wanted to measure the students' initial grammar ability before being given the treatment. In this pre-test, students had to answer 15 multiple choice questions covering the use of simple past and past continuous tenses. The items included sentence completion, verb form identification, tense distinction in context, and changing present verbs into simple past. Simultaneously, the post-test was conducted to assess the progress of grammar skills after the treatment. Therefore, both testing stages play an important role in obtaining important data to achieve the research objectives. The post-test also consisted of 15 multiple-choice questions, which were different from the pre-test items but have the same level of difficulty and focus on the same grammatical aspects. Students' scores were calculated based on the number of correct answers they provided. The scoring formula used in this study was:

$$\text{Score} = \frac{\text{right answer}}{15} \times 100$$

According to this formula, a student who got all answers right would receive a full score of 100. Conversely, if they answered only a portion correctly, their score would reflect that percentage. This scoring method ensures a fair evaluation of each student's grammar proficiency both before and after the treatment. By analyzing these scores, the researcher can determine the effectiveness of the intervention and identify any improvements in students' grammar skills.

3.5 Data Collection

To collect data, researcher applied two stages of tests, namely pre-test and post-test. Before the test questions were given, the researcher had to analyze that the pre-test and post-test questions were valid. The pre-test was given before the researcher treated Busuu application in the class, then the post-test was given after the treatment.

3.5.1 Pre-test

The pre-test is an initial test conducted to measure students' grammar abilities before receiving any treatment. The test consists of 15 multiple-choice questions and is conducted during regular English class hours with a time limit of 20 minutes. The questions are designed to assess students' understanding of basic grammar, particularly the use of simple past and past continuous tenses. The pre-test is given using printed papers. After completing the test, students submit their answer sheets, followed by the collection and analysis of these sheets to

determine their initial grammar proficiency. This data is used as a comparison point for the post-test results.

3.5.2 Treatment

The students received treatment using the Busuu application, which was integrated into classroom activities over two sessions. The learning focused on grammar, especially the simple past and past continuous tense through interactive exercises, discussions, and feedback available on Busuu. Below is the procedure for the experimental group:

Table 3. 2 The Treatment Scema

No.	Learning Objectives	Stage	Activity
1.	<ul style="list-style-type: none"> ○ Students recognize and correctly use the simple past tense. ○ Students practice simple past using Busuu application 	Treatment 1 Pre-teaching	<ul style="list-style-type: none"> ▪ The researcher conducts brainstorming by asking students questions about past activities. ▪ The researcher explains the function of simple past tense.
		Main teaching	<ul style="list-style-type: none"> ▪ The researcher explains the form of simple past. ▪ The researcher asks students to download Busuu app.

			<ul style="list-style-type: none"> ▪ The researcher introduces Busuu app to students and explains how to use Busuu. ▪ Students open Busuu level A2 and work on simple past grammar exercises. ▪ The researcher monitors and gives directions while students are learning on the app.
		Post-teaching	<ul style="list-style-type: none"> ▪ The researcher provides feedback to the students and summarizes the lesson. ▪ The researcher gives information about the material for the next meeting.
2.	○ Students understand the use of past continuous.	Treatment 2 Pre-teaching	<ul style="list-style-type: none"> ▪ The researcher greets the students and reviews the previous material.
	○ Students distinguish simple past	Main teaching	<ul style="list-style-type: none"> ▪ The researcher explains the form and function of the past continuous.

	and past continuous.		<ul style="list-style-type: none"> ▪ Students doing exercises on Busuu. ▪ Students make groups of 4-5 people to discuss comparing simple past and past continuous. ▪ The researcher guides the discussion and gives additional examples.
		Post-teaching	<ul style="list-style-type: none"> ▪ The researcher summarizes the use of simple past and past continuous.
3.	<ul style="list-style-type: none"> ○ Analyze narrative texts appropriately. ○ Use Busuu independently to learn grammar. 	Treatment 3	
		Pre-teaching	<ul style="list-style-type: none"> ▪ Quiz identifying sentence tense.
		Main teaching	<ul style="list-style-type: none"> ▪ The researcher and students doing exercise on Busuu together. ▪ Selected students share their answers and reasoning with the class.
		Post-teaching	<ul style="list-style-type: none"> ▪ The researcher sums up the overall material.

In the first treatment session, the researcher started the lesson with a short brainstorming session by asking students about their past experiences, such as what they did last weekend or during school holidays. This activity was designed to activate students' prior knowledge and introduce the concept of past events. After the warm-up, the researcher gave a clear explanation of the simple past tense, including its function, structure, and examples. During the main teaching stage, students were asked to download the Busuu application and were introduced to its features. After guiding students through the login and setup process, the researcher instructed students to access level A2 and begin working on simple past grammar exercises. Level A2 was chosen because it includes materials specifically focused on the simple past and past continuous tenses, which are the target grammar points in this study. Additionally, A2 level aligns well with the general grammar proficiency of high school students, making it both accessible and appropriately challenging for the participants. The researcher supervised the class during this activity, providing assistance when needed. At the end of the session, the teacher summarized the lesson and highlighted the importance of understanding the simple past tense for daily communication and future lessons.

In the second treatment session, the researcher began by reviewing the previous material on the simple past to ensure that students retained the key concepts. The main focus of this session was the past continuous tense. The researcher explained its structure, usage,

and how it differs from the simple past, using clear examples and simple explanations. After that, students practiced grammar exercises related to the past continuous tense using the Busuu app. To strengthen their understanding, the class was divided into small groups, and each group was tasked with comparing the simple past and past continuous tenses through guided discussion. The researcher monitored the discussions, provided additional input when necessary, and helped clarify any misunderstandings. At the end of the session, a quick recap was conducted to reinforce students' understanding of both tenses.

In the final treatment session, the researcher began with a brief quiz activity where students identified the tenses used in various example sentences, helping them review the simple past and past continuous. During the main teaching stage, the researcher and students worked through grammar exercises on the Busuu application together, with the researcher providing guidance and explanations. Some students were invited to share their answers and explain their reasoning in front of the class, encouraging peer learning and active participation. To close the session, the researcher summarized the key points from all previous meetings, including the form and usage of both tenses, and encouraged students to continue practicing independently using Busuu to strengthen their grammar skills.

3.5.3 Post-test

The post-test was conducted after using the Busuu application in grammar learning. At this stage of the post-test, the researcher

presented 15 questions in the form of multiple choice. As for the post-test implementation technique is the same as the pre-test, students work within 20 minutes. In addition, the types of questions used are different from the pre-test but still have the same level of difficulty. Then, the last stage of the post-test is to compare the scores between the pre-test and post-test.

3.6 Validity and Reliability

The key stage in collecting data is testing. Therefore, it is necessary to measure the reliability of the instrument or tool. By ensuring validity and reliability, researcher can provide accurate results.

3.6.1 Validity

Validity is the level of accuracy of a measuring instrument in measuring what should be measured. Creswell (2021) explains that validity refers to the basis for interpreting test scores, emphasizing the outcomes and implications of using those scores within an instrument. Validity is very important because if an instrument does not have validity aspects, the research results cannot be said to be accurate. Therefore, validity is an important factor in determining the credibility of a study. In this study, researcher used content validity, construct validity, and item validity.

a. Content Validity

Content validity ensures that the test items adequately represent the subject matter being measured. In this study, the test

items for both the pre-test and post-test were reviewed by experts in English language teaching and assessment to verify that they align with the objectives of the grammar material being tested. This process involved matching the test items with the curriculum and the learning objectives targeted by the use of the Busuu application.

b. Construct Validity

Construct validity examines whether the test measures the theoretical concept it is designed to assess. The grammar test used in this study was developed based on established grammar constructs, such as verb tenses and subject-verb agreement. These constructs align with the skills that the Busuu application aims to improve. Experts provided feedback to ensure that the test items were suitable for evaluating students' grammar proficiency.

c. Items Validity

The degree of validity of each question directly affects the overall validity of the instrument. Therefore, if the validity of a question relative to the overall test result is high, the overall validity of the test instrument is also high. In this study, Pearson's product-moment correlation formula was used to calculate the correlation between each item and the total score of each respondent. This study utilized the Pearson Product Moment Correlation formula, which can be found below:

$$r = \frac{n\sum xy - \frac{(\sum x \sum y)}{n}}{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right) \left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}$$

Note:

r = Pearson r correlation coefficient

n = Number of samples

x = Independent variable

y = Dependent variable

3.6.2 Reliability

Reliability is the level of consistency and stability of a measuring instrument in producing the same results when used repeatedly under similar conditions. In other words, reliability measures the extent to which a research instrument can provide consistent and reliable results. Creswell (2015) explains that reliability refers to the consistency of a measurement over time. In other words, a test or research instrument is considered reliable if it produces the same results when repeated under similar conditions.

There are five types of reliability tests used in research based on research objectives. In this study, researcher used one type of reliability test, namely internal consistency. This internal consistency aims to measure inter-item consistency in the instrument used, namely the extent to which all items measure the same concept. The implementation of internal consistency and reliability is carried out using Cronbach's Alpha technique. Cronbach's Alpha is a statistical measure that measures the level of consistency between items in an

instrument. The higher the alpha value, the higher the internal consistency of the instrument. The following is the formula for Cronbach's Alpha:

$$C\alpha = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum \sigma b^2}{\sigma^2} \right\}$$

Note:

$C\alpha$ = Instrument reliability

K = Number of instrument items

$\sum \sigma b^2$ = Number of items variance

σ^2 = Total of variance

After calculating the data using Cronbach's Alpha formula, the researcher then analyzed the data. The results of the data analysis were compared with Cronbach's alpha table to assess the reliability of each item. The following is a table that describes the interpretation of Cronbach's alpha:

Table 3. 3 Correlation Interpretation

Cronbach's Alpha	Internal Consistency
0.81 – 1.00	Very high
0.61 – 0.81	High
0.41 – 0.61	Moderate
0.21 – 0.40	Low
0.01 – 0.20	Very low

3.7 Data Analysis

Data analysis is the process of processing data with the goal of finding useful information as a basis for decision-making to solve problems.

3.7.1 Normality Test

A normality test is a test to determine whether certain data are normally distributed. This procedure can be used to assess the suitability of the normal distribution assumption for data analysis. To test the normality of the data in this study, researchers used the Shapiro-Wilk test because this test is suitable for small to medium sample sizes. In the Shapiro-Wilk test, data is considered normal if the significance value is greater than 0.05 ($p > 0.05$). Conversely, if the significance value is less than or equal to 0.05, then the data is considered not normally distributed ($p \leq 0.05$).

3.7.2 T-Test

According to Creswell (2015), hypothesis testing is a statistical method used to determine whether there is a significant difference based on collected data. In this study, the researcher used the Paired Sample t-test to compare the students' scores before and after the treatment. Since this research only involved one group, the Paired Sample t-test was used to see if there was a significant improvement in students' grammar skills after using the Busuu application. The test compared the results of the pre-test and post-test from the same group to measure the effect of the treatment.

To determine whether the effect of using Busuu was statistically significant, the p-value was analyzed. The decision-making process was based on the significance level (Sig(2-tailed)) obtained from the t-test. If the p-value was greater than 0.05, the null hypothesis (H_0) was accepted, meaning there was no significant difference in students' grammar improvement. However, if the p-value was less than 0.05, the null hypothesis (H_0) was rejected, indicating a significant difference in students' grammar performance due to the use of Busuu. Based on this, the hypotheses for this study were formulated as follows:

H_0 (Null Hypothesis) There is no significant difference in students' grammar improvement before and after using Busuu as a Mobile-Assisted Language Learning (MALL) tool.

H_1 (Alternative Hypothesis) There is a significant difference in students' grammar improvement before and after using Busuu as a Mobile-Assisted Language Learning (MALL) tool.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

In this chapter, the researcher shows the analysis of the pre-test and post-test scores, compares the results of both tests, and presents the result of the validity test, reliability test, normality test, and t-test.

4.1.1 Data Analysis of Pre-test

The pre-test was conducted on May 7, 2025, consisting of 31 students as samples in one class. In this section, students were asked to do a pre-test of 15 questions in the form of multiple choices. This pre-test activity aims to see the students' abilities before using the Busuu application. The results of the student pre-test are presented in the following table:

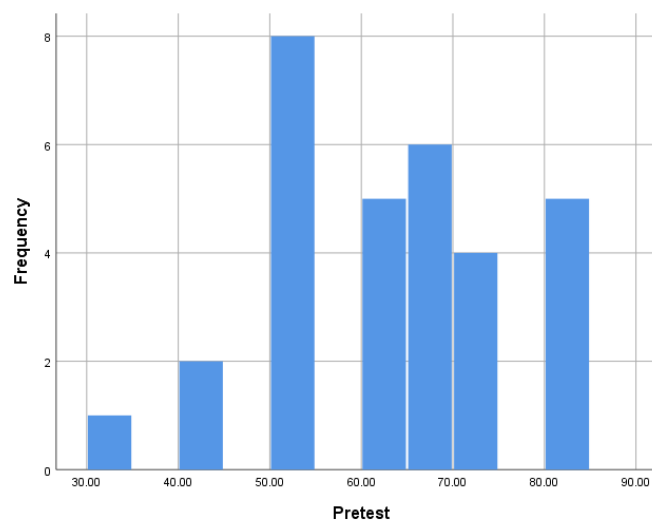
Table 4 1 The Result of Pret-test

NO	NAME	SCORE
1	MFN	60
2	A	73
3	MAN	80
4	MH	33
5	IF	40
6	SR	60
7	CHS	80
8	NDL	80
9	AW	60
10	SWR	60
11	KMK	67
12	ASR	80
13	EF	67
14	VMM	73
15	TAW	53
16	ADR	67
17	FSI	40

18	NA	53
19	RB	53
20	ACS	53
21	AKA	73
22	ZR	67
23	Y	53
24	DMA	60
25	AAS	67
26	ANR	67
27	FMA	53
28	AK	53
29	AH	53
30	KV	73
31	AN	80
AVERAGE		62.29032

The table above illustrates the range of student scores from the lowest score of 33 to the highest score of 80. In addition, the average score of the pre-test was 62.29. This histogram helps in representing the overall performance of the students in conducting the pre-test for their initial assessment.

Histogram 4 | Pre-test Score



The histogram above illustrates that the frequency distribution of the pre-test scores. The scores range from 33 to 80. The most frequent score is 53,

achieved by eight students, making it the most common performance level among the class. The second most common score is 67, with six students obtaining it. Other scores such as 73 with four students and 60 with five students also appear, though less frequently. The scores of 33 and 40 were the least common, each earned by only one student and two students, suggesting that very few students performed at the lowest levels. In contrast, the highest score, 80, was obtained by five students.

Table 4 2 Descriptive Statistic

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	31	33.00	80.00	1931.00	62.2903	12.55440
Valid N (listwise)	31					

Table 4.2 contains a summary of descriptive statistical data information on pre-test scores. With a minimum score of 33 and a maximum score of 80, the combined pre-test post-test score are 1931. In contrast, the standard deviation is 12.55 and the mean score is 62.29. Because the standard deviation number is less than the mean, it is evident from the above statistics that the pre-test has relatively consistent data quality.

4.1.2 Data Analysis of Post-test

The post-test was conducted on May 28, 2025, consisting of 31 students as samples in one class. In this section, students were asked to do a post-test of 15 questions in the form of multiple choices. This post-test activity aims to see students' abilities after using the Busuu application. The results of the student post-test are presented in the following table:

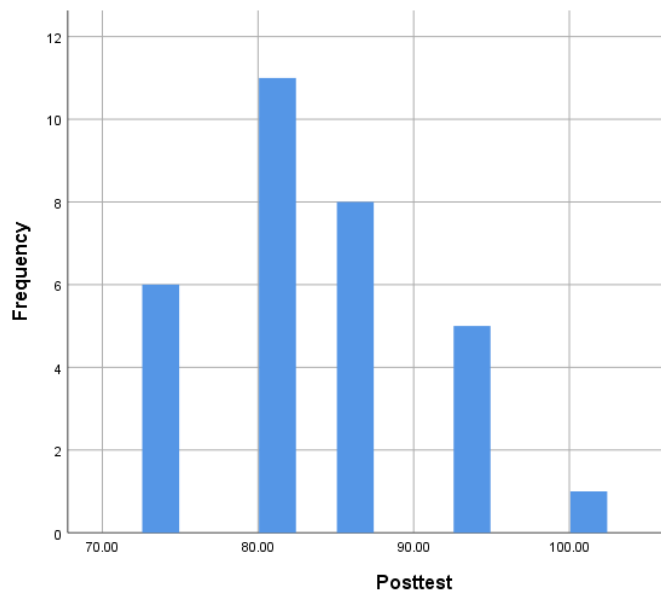
Table 4 3The Result of Post-test

NO	NAME	SCORE
1	MFN	73
2	A	80
3	MAN	100
4	MH	80
5	IF	80
6	SR	87
7	CHS	93
8	NDL	93
9	AW	87
10	SWR	73
11	KMK	87
12	ASR	87
13	EF	73
14	VMM	80
15	TAW	80
16	ADR	80
17	FSI	87
18	NA	73
19	RB	87
20	ACS	73
21	AKA	93
22	ZR	80
23	Y	80
24	DMA	80
25	AAS	87
26	ANR	80
27	FMA	73
28	AK	80
29	AH	87
30	KV	93
31	AN	93
AVERAGE		83.19355

The table above illustrates the range of student scores from the lowest score of 73 to the highest score of 100. In addition, the mean score of the pre-

test was 83.19. The histogram below visually presents the distribution of scores using SPSS 26. This histogram helps in representing the overall performance of the students in conducting the post-test after the treatment.

Histogram 4 2 Post-test Score



The histogram above illustrates the frequency distribution of the post-test scores from lowest to highest. The scores range from 73 to 100. It can be seen in the score 73 there are six students, in scores 80 there are eleven students. In scores 87 there are eight students, scores of 93 there are five students and score of 100 was achieved by one student. Below is presented descriptive data from the calculation of post-test scores by using SPSS 26:

Table 4 4 Descriptive Statistic

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	31	73.00	100.00	2579.00	83.1935	7.33675
Valid N (listwise)	31					

Table 4.4 contains a summary of descriptive statistical data information on post-test scores. The total student post-test score is 2579 with a minimum

score of 73 and a maximum score of 100. While the average is 83.19. For standard deviation is 7.33. based on the data, it can be concluded that the post-test result has good data quality since the standard deviation is smaller than the mean.

4.1.3 Students' Achievement in Grammar Before and After Using Busuu

Table 4 5 The Result of Pre-test and Post-test

No	Name	Difference		Description
		Pre-test	Post-test	
1	MFN	60	73	Increase
2	A	73	80	Increase
3	MAN	80	100	Increase
4	MH	33	80	Increase
5	IF	40	80	Increase
6	SR	60	87	Increase
7	CHS	80	93	Increase
8	NDL	80	93	Increase
9	AW	60	87	Increase
10	SWR	60	73	Increase
11	KMK	67	87	Increase
12	ASR	80	87	Increase
13	EF	67	73	Increase
14	VMM	73	80	Increase
15	TAW	53	80	Increase
16	ADR	67	80	Increase
17	FSI	40	87	Increase
18	NA	53	73	Increase
19	RB	53	87	Increase
20	ACS	53	73	Increase
21	AKA	73	93	Increase
22	ZR	67	80	Increase
23	Y	53	80	Increase
24	DMA	60	80	Increase
25	AAS	67	87	Increase
26	ANR	67	80	Increase
27	FMA	53	73	Increase
28	AK	53	80	Increase

29	AH	53	87	Increase
30	KV	73	93	Increase
31	AN	80	93	Increase
Average		62.29032	83.19355	Increase

Table 4.5 shows the scores of pre-test and post-test result of the XI Cross-Interest English A. The pre-test was conducted before treatment using Busuu, while the post-test was conducted after the treatment. After get the score of the pre-test and post-test, the researcher compares the test result. It can be seen, that the pre-test average for the students is 62.29, and the post-test average is 83.19. As a result, it can be concluded that the use of podcasts has enhanced students' listening abilities.

4.1.4 The Result of Validity Test

Researchers tested the validity of pre-test and post-test in one class. The pre-test and post-test were conducted in class XI Cross-Interest English C. This class consisted of 30 students. The purpose of this validity test was to ensure that the questions were appropriate and relevant to the material being tested. Both the pre-test and post-test were given to the same group of students, and the validity was analyzed by calculating the correlation coefficient between their scores to determine whether the test items were valid and suitable for use. For the number of samples (n) = 30, with degrees of freedom (df) = 28, the r table value at the 0.05 significance level is 0.361. If the correlation coefficient value obtained is greater than this value, it can be concluded that there is a significant relationship. This testing process is carried out using Microsoft Excel to calculate the correlation coefficient, thus supporting statistical analysis efficiently.

After conducting the reliability test on the pre-test items, the result showed a Cronbach's Alpha value of 0.84. This means that the data is considered reliable and appropriate to be tested on the sample, since the value is higher than 0.08.

Figure 4.4 Reliability Testing Post-test

Variabel Instrumen Post-test Reliabilitas Kelas XI																
Responden	x1	x3	x4	x5	x7	x8	x9	x10	x11	x13	x15	x16	x17	x19	x20	Total
1	0	1	1	0	0	1	0	0	1	0	1	1	1	0	0	7
2	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	11
3	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
4	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	11
5	0	1	0	1	1	0	0	0	1	1	0	0	1	1	1	8
6	1	0	0	0	0	1	1	1	1	0	0	0	0	0	1	6
7	1	0	0	1	0	0	0	1	1	1	0	0	1	0	1	7
8	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	10
9	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	3
10	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	9
11	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	10
12	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	14
13	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	4
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
16	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	5
17	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	12
18	1	1	0	1	0	0	0	1	1	0	1	1	1	1	0	9
19	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	4
20	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	4
21	1	1	0	1	0	1	0	0	1	0	0	0	0	0	1	5
22	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	13
23	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	12
24	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	12
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
26	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	13
27	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	14
28	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	13
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Varian Total	0.1655172	0.1437	0.2586	0.1437	0.2402	0.2023	0.254	0.1655	0.2575	0.1655	0.2575	0.2402	0.1655	0.254	0.1651	15.545
Varian Butir																3.0989
Nilai cronbach alpha	0.86															
Standar	0.6															
Keterangan	reliable															

Based on the picture above, the reliability test for the post-test instrument was conducted using responses from 30 students and 20 items. The result shows a Cronbach's Alpha value of 0.86, which exceeds the standard threshold of 0.6. This indicates that the post-test items are reliable and consistent for measuring what they are intended to assess. Therefore, the instrument is suitable to be used in the research.

4.1.6 The Result of Normality Test

Normality test is used to find out whether the data is normally distributed or not. A normal distribution is important because it is the basis for many statistical methods. This test uses interval data and is usually applied in parametric analysis. In this research, the researcher used numerical methods, specifically the Shapiro-Wilk test because the number of samples used is less

than 50. Data is considered normal if the significance value (p-value) is equal to or greater than 0.05. The following are the results of the normality test:

Table 4 6 The Result of Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.133	31	.174	.934	31	.057
Posttest	.217	31	.001	.906	31	.010

a. Lilliefors Significance Correction

Based on the table above, the result of the significance value showed that the pre-test has 0.057. This indicates that pre-test data was normally distributed. while the post-test value showed the significance is 0.010. This indicates that the post-test data was non-normally distributed, because the significance value is less than 0.05.

4.1.7 The Result of Wilcoxon Signed Rank T-test

The Wilcoxon Signed-Rank Test is a nonparametric statistical test used to compare two related samples or repeated measurements on a single group to assess whether their population mean ranks differ. It is often used as an alternative to the paired sample t-test when the data are not normally distributed. This test is suitable when dealing with ordinal data, non-normal distributions, or small sample sizes. The main objective of the Wilcoxon test is to evaluate the null hypothesis (H_0), which states that there is no difference between the two sets of scores, against the alternative hypothesis (H_1), which assumes a significant difference between them.

In this study, the Wilcoxon test was employed due to the post-test data being not normally distributed, as indicated by the Shapiro-Wilk result ($\text{Sig.} = 0.010 < 0.05$). Since the assumption of normality was not met, the researcher used the Wilcoxon test to determine whether the treatment using the Busuu application had a statistically significant impact on students' grammar scores. If the Asymp. Sig. value obtained from the Wilcoxon test is less than 0.05, it indicates that the null hypothesis (H_0) should be rejected and the alternative hypothesis (H_1) should be accepted, meaning there is a significant difference between the pre-test and post-test scores. This supports the conclusion that the Busuu application effectively improved students' grammar performance.

Table 4 7 The Result of Wilcoxon Signed Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	31 ^b	16.00	496.00
	Ties	0 ^c		
	Total	31		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

The table above shows that 31 students had higher post-test scores than pre-test scores (positive ranks), while no students had lower scores (negative ranks = 0) or equal scores (ties = 0). This indicates that all students showed an improvement in their grammar scores after using the Busuu application.

Table 4.8 Wilcoxon Signed Rank Test

Test Statistics ^a	
	Posttest - Pretest
Z	-4.887 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

As shown in Table 4.9, the Asymp. Sig. (2-tailed) value is 0.000, which is less than 0.05. This indicates that there is a statistically significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H_0), which states that there is no difference, is rejected, and the alternative hypothesis (H_1) is accepted.

4.2 Discussion

The results of this study indicate that the Busuu application has a significant impact on improving students' grammar skills. This is evident from the difference in students' scores before and after using Busuu. This study provides a new contribution that differs from previous studies by Sholikha (2024), Nabila et al. (2024), Jannah et al. (2021), Firdaus (2023), and Rosell-Aguilar (2018), which focused more on vocabulary, listening, and speaking skills. Additionally, in terms of grammar, previous research has been conducted on subjects related to college students. This study expands the function of Busuu in the area of grammar for high school students.

This can be seen from the increase in the average score of students before and after being given treatment in the form of learning using Busuu. The

average score before treatment was 62.29 and became 83.19 after treatment. The difference in the average score of students shows that there is effectiveness in the use of digital media in the grammar learning process. This result aligns with the growing body of evidence suggesting that mobile-assisted language learning (MALL) applications like Busuu can improve students' language proficiency more effectively than conventional methods. According to Rosell-Aguilar (2018), digital applications that provide interactive and autonomous learning experiences, such as vocabulary and grammar exercises with instant feedback, help students stay engaged and reinforce language structures more efficiently. In this study, students were not only exposed to explicit grammar instruction but also practiced the material through interactive drills provided by Busuu, allowing for more repetition and application in context. The consistent exposure to both simple past and past continuous tenses in a flexible, app-based environment supported deeper understanding and retention. Therefore, the improvement in students' grammar performance provides strong evidence that the integration of digital tools like Busuu contributes significantly to grammar mastery in high school learners.

Post-test results showed a notable improvement in students' grammar mastery, especially in their ability to use the simple past and past continuous tenses accurately. The test assessed a variety of grammatical forms, including affirmative, negative, and interrogative sentences, as well as students' ability to correctly apply conjunctions such as *while* and *when*. After using the Busuu application, students showed better accuracy in distinguishing when to use the simple past to describe completed actions and when to use the past continuous

for ongoing events in the past. This is in line with research by Putra and Maryani (2021), who emphasize that mobile-assisted learning platforms support students' understanding of grammatical functions through structured and repetitive exposure. Additionally, the students' improvement in forming negative and question forms suggests that Busuu's interactive drills and feedback features played an important role in reinforcing these patterns. As noted by Rahmawati (2023), immediate corrective feedback in digital language apps helps learners to internalize grammar rules more effectively. These findings further confirm that the structured, scaffolded tasks provided in Busuu not only enhance students' grammatical accuracy but also supported their ability to apply the rules in structured grammar tasks.

The research design used in this study was a pre-experimental design with a one-group pre-test and post-test model. This design is considered appropriate for measuring the effect of a treatment in a single group without a comparison group, especially in educational settings where randomization may not be feasible (Arikunto, 2020). For the data analysis, the Wilcoxon Signed Rank Test was applied because the data were not normally distributed. According to Widiyanto (2021), the Wilcoxon test is a non-parametric statistical method used to compare two related samples or repeated measurements on a single sample to assess whether their population mean ranks differ. The result of the test showed a significance value of $0.000 < 0.05$, indicating a statistically significant difference between students' grammar performance before and after being treated using the Busuu application. This

suggests that the treatment had a meaningful impact on improving students' grammar skills.

The improvement in students' grammar scores after the use of Busuu also aligns with findings from previous studies. For instance, Irham, Patlasari, and Ardiyanto (2021) found that the use of mobile applications significantly improved grammar skills among undergraduate students in online learning settings. Similarly, Rosell-Aguilar (2018) emphasized that grammar was one of the key components improved through Busuu, especially in autonomous learning environments. However, unlike those studies, this research focused specifically on senior high school students in a classroom context using a structured pre-experimental design. The use of Busuu in this study helped students understand key grammar concepts such as simple past and past continuous both in affirmative, negative, and interrogative forms along with the use of “while” and “when” as time conjunctions. This focus on targeted grammar instruction within a guided classroom environment makes this study distinct, showing how MALL (Mobile-Assisted Language Learning) can be effectively integrated into formal grammar teaching to enhance students' mastery in meaningful and measurable ways.

Beyond the linguistic aspect, the effectiveness of using Busuu in this study can also be attributed to the structured and interactive design of the application. The app's features such as instant feedback, grammar-focused exercises, and progress tracking provided consistent opportunities for reinforcement and self-correction. This aligns with AlDakhil & Alfadda (2021), who found that the practical design and accessibility of Busuu

supported efficient language skill development among EFL learners. The application also allows learners to revisit materials and practice independently, which contributes to improved performance over time. As Drajati (2020) explains, Busuu enables users to manage their own learning content and pace, which can strengthen consistency and provide repeated structured practice of grammar forms. Therefore, the structured learning path offered by Busuu plays a vital role in supporting measurable grammar improvement in a controlled learning environment.

In addition to enhancing students' grammar performance, the use of Busuu also facilitated independent grammar practice. When students used Busuu, they were not only relying on the teacher's explanations but also actively engaging with the material on their own through the app's exercises and feedback system. This aligns with the perspective of Drajati (2020), who found that Busuu supports learner autonomy by enabling students to manage their own learning pace, content, and strategies, particularly through its interactive and accessible grammar-focused features. The self-paced nature of Busuu allowed students to revisit grammar rules and practice multiple times, which is especially beneficial for mastering complex structures like the use of "while" and "when" in past continuous contexts. This indicates that integrating mobile learning applications can help reinforce students' grammar knowledge beyond classroom instruction.

Moreover, the collaborative discussions during the treatment sessions also contributed to the improvement of students' grammar understanding. After practicing on Busuu, students were encouraged to discuss their answers and

reasoning with peers, which supported peer learning and reinforced their grasp of the material. This form of social interaction is crucial, as stated by Friska (2021), who found that collaborative digital learning among Indonesian EFL students significantly enhanced their language use and comprehension. In this study, group tasks and whole-class feedback sessions allowed students to identify and correct grammatical errors during group review activities and strengthened students' grammatical accuracy as shown by their post-test results. The combination of mobile-assisted individual work and peer-supported reflection created a balanced learning approach that and strengthened students' grammatical accuracy, as supported by their improved post-test results.

Overall, the results of this study indicate that the integration of technology in grammar instruction, particularly through the use of the Busuu application, can significantly improve the effectiveness of grammar learning. This application supports students in understanding grammar rules such as the simple past and past continuous tenses and helps them apply those rules more accurately in a variety of sentence structures. Additionally, students demonstrated improved accuracy and consistency in their grammar use, as reflected in their post-test performance. Although challenges such as differences in digital literacy levels and internet accessibility may arise, the findings confirm that mobile-assisted language learning remains a practical and effective strategy for grammar instruction in senior high school settings.

These findings not only reinforce the practical benefits of using MALL based application like Busuu but also provide valuable implications for both

theory and practice. Theoretically, this study enriches the literature on Mobile-Assisted Language Learning (MALL) by confirming that mobile platforms can effectively support structured grammar learning an area previously underexplored in high school level. Practically, the success of Busuu in this research offers an alternative method of teaching for English teachers to integrate mobile applications in the classroom, making grammar learning more accessible, interactive, and tailored to students' progress.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter gives the conclusions based on the results and discussion. It also includes suggestions for teachers, students, and future researchers.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it was shown that the implementation of Busuu as a Mobile-Assisted Language Learning (MALL) tool resulted in a significant improvement in students' grammar ability. This was evidenced by the increase in students' average score from 62.29 in the pre-test to 83.19 in the post-test. The statistical test using the paired sample t-test showed a significance value of 0.000, which is lower than 0.05. This means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating a significant difference between the students' grammar mastery before and after using the Busuu application. Therefore, it can be concluded that the use of Busuu in grammar instruction was successful and effective in improving students' grammar performance.

This research contributes both theoretically and practically to the field of English language teaching, particularly in grammar instruction. Theoretically, this study provides support for the integration of digital tools and mobile learning platforms in English education. It also reinforces the idea that constructivist learning environments, where students are actively engaged through personalized and interactive activities like those offered by Busuu, can enhance learning outcomes. By practicing grammar independently and receiving immediate feedback, students can internalize grammar rules more effectively.

From a practical perspective, this study offers valuable guidance for English teachers who aim to improve their grammar teaching methods. The use of the Busuu application in the classroom shows that students are more engaged and motivated when given the opportunity to learn through mobile-based platforms. This approach can be implemented by teachers to strengthen their lesson plans, particularly when teaching grammar topics such as simple past and past continuous, which require repeated practice and contextual understanding.

Therefore, the findings of this study not only prove the effectiveness of Busuu in improving grammar learning but also highlight its potential as a valuable tool within Mobile-Assisted Language Learning (MALL).

5.2 Suggestion

In this part, the researcher gives suggestions for students, teachers, and future researchers who are interested in this area. These suggestions are expected to serve as useful references to support the teaching and learning process.

1. Student

For students, it is important to take an active role in the learning process, especially when using learning applications such as Busuu. Students are encouraged to explore grammar topics independently through the app and make use of its interactive features regularly. By practicing consistently and reviewing grammar materials outside the classroom, students can improve their understanding and become more confident in using English grammar.

2. Teacher

For teachers, this study can be used as a reference to apply technology-based learning in grammar instruction. Busuu, as a MALL tool, can support teachers in

delivering grammar lessons more effectively and engagingly. Teachers are also encouraged to combine mobile learning with classroom instruction, guide students in using the app, and monitor their progress to create a more interactive and student-centered learning environment.

3. Further Research

For future researchers, it is recommended to expand this study by applying Busuu in other English language skills such as speaking, writing, or reading. Further research could also examine students' motivation, engagement, or learning attitudes when using mobile-assisted language learning platforms. Additionally, researchers may consider using a different research design, larger sample size, or longer treatment period to gain deeper insights into the long-term effectiveness of Busuu in English learning.

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APPENDICES

Appendix I Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : 1495/Un.03.1/TL.00.1/05/2025
Sifat : Penting
Lampiran : -
Hal : Izin Survey

02 Mei 2025

Kepada

Yth. Kepala SMA Laboratorium UM
di
Malang

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 : Lutfiyah Sobikhah Yuliani
NIM : 210107110042
Tahun Akademik : Genap - 2024/2025
Judul Proposal : **The Effect of Using Busuu as a MALL in Improving Students Grammar in Senior High School**

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 Akademik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Validation Sheet

C. Validation Sheet

No.	Aspect	Score				
		1	2	3	4	5
1	Suitability of instrument with basic competencies					✓
2	Clarity of instrument on each questions in the research instrument				✓	
3	The research instrument is relevant with the research objectives					✓
4	The research instrument can help the researcher find out students' ability in grammar skills					✓
5	The research instrument is easy to understand				✓	
6	The research using proper grammar				✓	
7	The choice answer is appropriate and logical in terms of material					✓
8	The subject matter must be formulated and clearly					✓

D. Suggestion

Distribute irregular verbs and regular verbs equally.

.....

.....

.....

.....

.....

E. Conclusion

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

Please cross out (a, b, c, or d) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument can't be used.

Malang, April 02, 2025

Validator,



Ima Mutholliatil Badriyah, M.Pd

19832172023212017

Appendix III Pre-test question

PRE-TEST

Name :

Class :

Choose the correct answer!

1. The mango.....(fall) from the tree because of the strong wind.
 - a. Fell
 - b. Falls
 - c. Falling
 - d. Fallen
2. Thomas didn't.....(tell) his parents about his english test score last week.
 - a. Told
 - b. Tell
 - c. Telling
 - d. Telled
3. Did you and your mother.....(cook) this delicious food for us 1 hour ago?
 - a. Cooking
 - b. Cook
 - c. Cooks
 - d. Cooked
4. We.....(knit) a sock at 11 o'clock last night.
 - a. Was knitting
 - b. Were knitting
 - c. Is knitting
 - d. Are knitting
5. The students.....(work) on their assignment two days ago.
 - a. Was not working
 - b. Were not working
 - c. Is not working
 - d. Are not working
6.you writing a poem last Sunday?
 - a. Was
 - b. Were
 - c. Did
 - d. Does
7. I was listening to music when my mother.....my room.
 - a. Has entered
 - b. Was entering
 - c. Enter
 - d. Entered
8. They.....to museum when they were studying history.
 - a. Wasn't going
 - b. Weren't going
 - c. Didn't go
 - d. Don't go
9. Was John watching movie when his father.....me?
 - a. Was calling
 - b. Calls
 - c. Called
 - d. Were called

Change into simple past tense!

10. Dodo **fixes** his motorcycle.
 - a. Dodo had fixed his motorcycle
 - b. Dodo fix his motorcycle
 - c. Dodo fixed his motorcycle
 - d. Dodo fixd his motorcycle

11. We **don't go** to the zoo last Sunday

- a. We didn't go to the zoo last Sunday
- b. We don't went to the zoo last Sunday
- c. We doesn't go to the zoo last Sunday
- d. We didn't goes to the zoo last Sunday

12. **Do they clean** the classroom every morning?

- a. Did they clean the classroom every morning?
- b. Do they cleaned the classroom every morning?
- c. Did they cleaned the classroom every morning?
- d. They cleaned the classroom every morning?

Change into past continuous tense!

13. My parents **are preparing** dinner right now.

- a. My parents prepared dinner right now
- b. My parents were preparing dinner right now

c. My parents are preparing dinner right now

d. My parents prepare dinner right now

14. The rabbit **is not running** in the park.

- a. The rabbit was not running in the park
- b. The rabbit did not run in the park
- c. The rabbit is not run in the park
- d. The rabbit does not run in the park

15. **Are you washing** the car?

- a. Were you washing the car?
- b. Did you wash the car?
- c. Do you wash the car?
- d. You were washing the car?

Appendix IV Post-test question

POST-TEST

Name :

Class :

Choose the correct answer!

1. We.....(walk) to the school yesterday.
 - a. Walking
 - b. Walk
 - c. Walked
 - d. Be walking
 2. Tono and his family.....in Jakarta last week.
 - a. Were not
 - b. Was not
 - c. Am not
 - d. Is not
 3. Did you.....(teach) your student mathematic last year?
 - a. Taught
 - b. Teach
 - c. Teaches
 - d. Teaching
 4. He.....(write) a letter for his brother at 9.30 last night.
 - a. Were writing
 - b. Was writing
 - c. Is writing
 - d. Writing
 5. Jono and Jimy.....(read) some books at 8 o'clock yesterday.
 - a. Are not reading
 - b. Is not reading
 - c. Was not reading
 - d. Were not reading
 6.it raining when you arrived at the station?
 - a. Is
 - b. Was
 - c. Were
 - d. does
 7. When I.....home, my mother was still preparing lunch.
 - a. Arrived
 - b. Was arriving
 - c. Were arriving
 - d. Arrive
 8. My brother.....a shower when someone knocked on the door.
 - a. Weren't taking
 - b. Wasn't taking
 - c. Isn't taking
 - d. Aren't taking
 9. Were the children.....in the yard when it started to rain heavily?
 - a. Played
 - b. Play
 - c. Playing
 - d. Plays
- Change into simple past tense!
10. I eat dinner with my family.
 - a. I eaten dinner with my family
 - b. I was eating dinner with my family
 - c. I ate dinner with my family
 - d. I eats dinner with my family

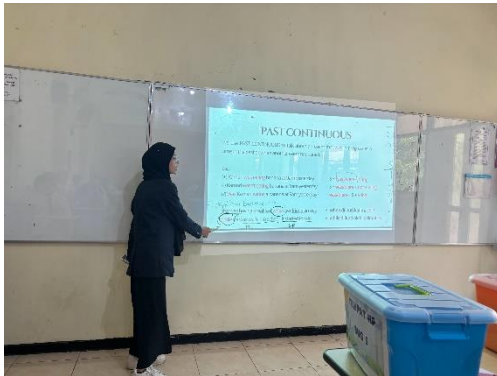
11. She doesn't write a letter to her friend.
- She don't write a letter to her friend
 - She doesn't write a letter to her friend
 - She didn't write a letter to her friend
 - She Doesn't wrote a letter to her friend
12. Do you takes a photo of the sunset?
- Did you take a photo of the sunset?
 - Do you take a photo of the sunset?
 - Did you took a photo of the sunset?
 - She took a photo of the sunset?

Change into past continuous tense!

13. He is driving his car to the office
- He driving his car to the office
 - He are driving his car to the office
 - He was driving his car to the office

- He were driving his car to the office
14. You aren't making a beautiful cake.
- You weren't making a beautiful cake
 - You wasn't making a beautiful cake
 - You making a beautiful cake
 - You is making a beautiful cake
15. Are the students studying for the test?
- Are the students studying for the test?
 - Do the students study for the test?
 - Were the students studying for the test?
 - Did the students study for the test?

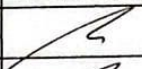
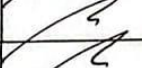
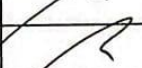




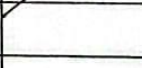

Appendix V Documentation



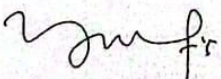
Appendix VI Evidence of Consultation

Name : Lutfiyah Sobikhah Yuliani
 NIM : 210107110042
 Title : The Effect of Using Busuu as a Mall on Improving Students' Grammar in Senior High School
 Supporting lecture : Rendhi Fatrisna Yuniar ,M.Pd

LEMBAR BIMBINGAN SKRIPSI

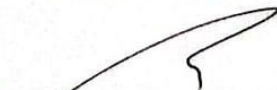
No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1.	24 / 09 / 2024	Konsultasi judul	
2.	04 / 12 / 2024	Konsultasi bab 1 dan 2	
3.	31 / 01 / 2025	Revisi bab 1 dan 2	
4.	18 / 02 / 2025	Konsultasi bab 3	
5.	25 / 02 / 2025	Revisi bab 3	
6.	17 / 04 / 2025	Revisi proposal skripsi	
7.	02 / 06 / 2025	Konsultasi bab 4 dan 5	
8.	10 / 06 / 2025	Revisi bab 4 dan 5	
9.	11 / 06 / 2025	ACC Skripsi	
10.			
11.			
12.			
13.			

Mahasiswa,


 Lutfiyah Sobikhah Yuliani
 NIM. 210107110042

Malang,
 Mengetahui,

Dosen Pembimbing,


 Rendhi Fatrisna Yuniar ,M.Pd
 NIP. 199406182020121003

Appendix VII Curriculum Vitae

Nama Lengkap	: Lutfiyah Sobikhah Yuliani	
Tempat, Tanggal Lahir	: Sidoarjo, 26 Juli 2003	
Jenis Kelamin	: Perempuan	
Agama	: Islam	
Fakultas	: Tarbiyah dan Keguruan	
Jurusan	: Tadris Bahasa Inggris	
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang	
Alamat Rumah	: Jl. Raya no.3 depan KUA, Kalitengah, Tanggulangin, Sidoarjo	
No. Hp/Telp	: 08885204810	
Alamat Email	: lutfiyahsobikhah@gmail.com	

Riwayat Pendidikan

- | | |
|--------------|------------------------------------|
| 1. 2007-2009 | : TK Ma'arif NU Ngaban |
| 2. 2009-2015 | : SD Islam Sabilil Huda |
| 3. 2015-2018 | : SMP Bilingual Terpadu Krian |
| 4. 2019-2021 | : MA Bilingual Krian |
| 5. 2021-2025 | : UIN Maulana Malik Ibrahim Malang |

Malang. 16 Juni 2025

Mahasiswi,



Lutfiyah Sobikhah Yuliani

NIM. 210107110042