

Using Busuu App to Learn Vocabulary For 7th-Grade of SMP Istafad

Elviana Lia Rahmawati¹, Murti Ayu Wijayanti², Yusti Fargianti³

¹²³ Universitas Sultan Ageng Tirtayasa, Indonesia

¹elvianaliarahmawati@gmail.com, ²murtiayuwijayanti@gmail.com, ³yusti@untirta.ac.id

Abstract

The purpose of this study is to examine how the Busuu learning application has been implemented in vocabulary learning, the challenges in using Busuu, and the students' responses to Busuu in vocabulary learning in grade 7 of Istafad Middle School. The researchers used a qualitative method with a case study design. Observations, interviews, and questionnaires were used to collect data. These data were analyzed using Miles and Huberman matrix analysis, which consists of conduction, display, and verification. The finding showed that the teacher implemented her Busuu application in vocabulary lessons by adapting the learning materials to the content of her Busuu application. When teachers used the Busuu application to teach vocabulary, they faced the challenge of building a good dialogue between teachers and students. On the other hand, when students use their Busuu application, they can chat with native speakers, use the voice note to check pronunciation, complete missing words in sentences, and take tests to rearrange words. Students will face multiple challenges such as the responses of students when using her Busuu application during vocabulary learning, which is something that kept them satisfied and actively engaged. They also enthusiastically participate in the learning process. Based on the research conducted, teachers are encouraged to be more creative with their learning media.

Keywords: *Busuu Application; Vocabulary; Vocabulary Learning*

INTRODUCTION

Vocabulary plays an important role in the acquisition of the four language skills as it enables students to communicate by communicating and expressing their ideas effectively and efficiently. As Richards and Renandya (2002) stated that vocabulary is a core element of language and underlies how people speak, hear, read and write. To teach vocabulary to students, teachers need classroom strategies and techniques, including the use of learning media in the classroom. Research by Becerra (2015) says that "knowledge of vocabulary plays an important role in learning a second language. Vocabulary is the key to conveying an idea both in spoken and written form ...". From the definition of vocabulary, it can be concluded that vocabulary is very important in a second language so that second language learners can convey ideas both orally and in writing. Therefore, we need a learning medium that can help students improve their vocabulary mastery, both in oral form by practicing how to pronounce the vocabulary, and in written form by writing the vocabulary.

At Istafad Middle School, students have deficiencies in English language skills. This is because students lack mastery of vocabulary. They have difficulty memorizing or remembering the vocabulary for every English lesson, as well as the limitations of the learning media used by teachers there. Teachers only use LKS books (Lembar Kerja Siswa) as learning media. For this reason, schools need to develop English learning media by using applications in the learning process, namely the Busuu application.

To overcome this problem, teachers use the Busuu Learning application as a learning medium. This is due to the limitations of the learning media used. The use of Busuu Learning media is one of the learning media that can be an option for learning English. This Busuu Learning app is not only for learning one language skill, but also for learning other language skills, such as listening, speaking and writing, making this app very important in improving English language skills. Many researchers prove that this application has an effect on English language skills. In a study entitled "Developing English Vocabulary Through The Busuu App" by Khairatunnisa, Izzah, & Hadi (2021) the purpose of this study was to improve the English vocabulary of 10th-grade science students at SMA Al-Mukhlisin Ciseeng Bogor. This study uses quantitative methods and the results of this study show that the t.count score of 12.492 is higher than the t.table score of 2.042 at the 5% significance level. This means that the Busuu application improves the vocabulary skills of 10th-grade science students at SMA Al-Mukhlisin Ciseeng Bogor. In a study entitled "The Effectiveness of Using Busuu in Teaching Speaking" which was researched by Mulyadi and Maesaroh (2021), it was found that there were differences in students before using the Busuu Learning application and after using Busuu Learning. The results of the study showed the effectiveness of using Busuu Learning in improving students' speaking. Therefore, this application is very important to use as a learning medium to improve students' English skills.

Therefore, to find out more about the use of the Busuu application in vocabulary. This research focuses on how the Busuu app is implemented in teaching vocabulary, what challenges teachers and students face when using the Busuu app, and how students respond to the use of Busuu in vocabulary learning. After all, many educational institutions have been using digital technology as a learning medium. In addition, Busuu Learning can be used not only in the classroom but also outside the classroom using smartphones and computers.

METHOD

The purpose of this study is to explain how the implementation of the Busuu app works in vocabulary teaching, the challenges teachers and students face when using the Busuu app, and students' responses to using the Busuu app in vocabulary learning. This study uses a qualitative method with a case study design. According to Creswell (2009), "qualitative research is a means of exploring and understanding the meaning ascribed by individuals or groups to social or human problems."

The criteria for this research are class 7 students who are new to using applications in their learning process and students who have limited knowledge of English vocabulary. To reduce time and costs, researchers used purposive sampling to determine the sample. In this school, there are 3 classes for 7th grade students. The researchers used the average daily English test scores of the three classes to compare, students in class 7A had the lowest average scores. Therefore, this research was

conducted at Istafad Middle School and the participants were in class 7A with a total of 35 students.

The researcher used observation, interviews, and questionnaires to collect data. According to Kumar (2011), observation is a way for researchers to collect primary data by observing or listening to interactions and phenomena that occur. The researcher observed class 7A in three meetings. The observation index in this study is the learning process activities consisting of opening activities, core activities, and closing activities. Data collection using interview techniques must be thorough. According to Given (2008), an in-depth interview is one in which participants are encouraged to talk at length about the topic under study, rather than asking the researcher to develop a long list of questions. In the interview, the researcher used the technique of preparing structured questions to ask the respondents. For data collection by interview, interviews were conducted with 6 students and 1 teacher. According to Kumar (2011), a questionnaire is a written list of questions that can be read and interpreted by respondents. The researchers will distribute a list of questionnaires to the students. This questionnaire will be distributed to 35 Class 7A students as learning participants. The data is then analyzed using condensation, display and verification techniques.

RESULTS AND DISCUSSION

1. Implementing Busuu in Teaching Vocabulary

First Meeting

The learning process is divided into three sessions: Opening, Core, and Closing. At first, the teacher started learning with greetings such as "Good morning, how is your day?" The researchers greeted the students and introduced themselves. The researchers also helped the teacher prepare the tools, specifically her infocus installation with the assistance of two of her schoolboys. The teacher brought no books, only laptops, and speakers from the school grounds. The teacher compared their current learning materials with the ones in the Busuu app.

At the core of the lesson, the teacher first explained how to seek information. The teacher then brought up her Busuu app and opened the Lesson 23 material, "Describe Your Hometown," within the app. The Vocabulary section shows different vocabularies: "city," "nearby," "big," "small," "busy," "quiet," "hometown," "village," and "town." The teacher first explained the vocabulary. Then read the vocabulary out loud and have the students repeated it. The teacher will show the quiz section and ask students to choose the correct answer from several words provided. There are 10 quiz questions in total and you have to choose the appropriate vocabulary and pick the word 'small' or 'big' to complete a sentence like 'My village is beautiful ____'. After the students answered on paper, the teacher invited the students to answer together. However, in this section, students preferred to answer and interact directly with the teacher. This can also be seen in students' homework, where they write the answer first and then stop writing.

In the final part, the teacher reviewed the material by asking about the meaning of the vocabulary learned. The teacher then instructed the students to study Lesson 26, "Learn Adjectives to Describe Your Work," at home. This lesson will be taught tomorrow. The class ended with prayers and greetings from the students.

Based on the results of initial observational meetings, the researchers found that the use of the Busuu application in the vocabulary learning process relied heavily on interaction between teachers and students. If one of them is not active, such as a student who has not answered a quiz, the learning process will not work. This is

shown by the teacher continuing to ask questions during the quiz, reading the vocabulary together, and finally asking the students what vocabulary they had learned. Therefore, students will remember what they have learned as they watch and practice the words directly over and over again. According to McCarten (2007), repetition and cycling are good techniques for vocabulary teaching. According to him, vocabulary learning is related to memory. Students have to learn something by watching, listening, and writing repeatedly.

Second Meeting

The second meeting for the English lesson went the same way as the first meeting. Learning started with greetings from the teacher. Researchers focused and prepared the tools. At the core of the learning process, the teacher displays the material for Lesson 26, "Learning Adjectives to Describe Jobs," in her Busuu application. The "Vocabulary" section displayed what to learn. Then listen to the audio that reads the sentence "What are you doing?" "I work at..." Then have the students read it together and repeat it. The teacher then asks the student for the correct answer to the picture. The students answered correctly. The Busuu app also displays a short description of the grammar material (I work in +a). The teacher explained the formula to students and showed example sentences and their meanings in the application. Then, they read the word "doctor" together. Then, the teacher asked the students whether the statement "Lucas is working at school" was true or false.

In the second observation, the researchers can conclude that in her Busuu application, teacher have been able to teach not only vocabulary but also grammar directly. When the teacher explained how to assemble sentences using the formulas (I work in + a). This allows students to learn directly how vocabulary is used in sentences, and how to place their vocabulary in texts and create correct sentences. Writing skills can be influenced by acquiring vocabulary and grammar at the same time. According to Thornbury (2002), you can hardly teach without grammar, but you cannot teach anything without vocabulary.

Third Meeting

At the third meeting, the learning process began with the usual welcome. Today, Class 7A learned polite expressions. The teacher first briefly explained the importance of expressing politeness. The teacher then showed her Busuu application for lesson 30 polite requests and adjusted the material. Here we see a Discover section with various vocabulary names, i.e. her Busuu app "Can you help me? May I have the bill, please? Could we have a jug of Water, please?" Then listen to the spoken sentence and choose the words. The teacher asked the students what words the woman used. Some students answer "maybe", and others don't. Teachers use the app to explain the different functions of the words can, may, and could in a very short and easy-to-understand way. Then the teacher shows the quiz section. The app presents the sentence with the missing vocabulary and an answer choice of "____ Would you like me to reserve a table for 4?" Please answer the option Yes or No. Some students answer "yes," and others answer "maybe." There was also a quiz asking for the correct sentence structure. There were the words (help me), (can you?), and (can) (me). Teachers interacted with students to answer these tests and students responded positively. The teacher checks the learning by asking about the difference between "can", "may" and "could". Students can answer this.

From this, we can conclude that the Busuu application is an additional medium in the learning process, helping teachers to briefly explain the material and students to

understand the material. In addition, there are also various quiz questions that teachers no longer need to do exercises. The quiz questions in the application and the subsequent application by the teacher in the learning process can give students a challenging mood, especially because they can quickly see if their answer is correct or incorrect. Increases student interest in learning. This is consistent with Bancha (2012) who stated that learning vocabulary using quizzes and result assignments can increase students' interest in learning and motivate students to memorize the vocabulary.

2. Challenges for Teachers and Students in Using The Busuu App

Challenges for the Teacher

The Busuu app has a large number of quizzes, so teachers need to ask and answer questions to build a good dialogue with their students. This presents a challenge for teachers as the learning process will not work if the students are not actively participating in the learning process using this application. This English teacher said: *"The application is very easy to learn and the challenge is not too big as it is a kind of quiz game. With many quizzes, it becomes a challenge from the student's point of view and motivates students to actively participate in learning. If students are quiet, they will not be able to learn well with the application"* (Teacher, December 07, 2023).

Interaction is a challenge for teachers, but teachers can never fail in the learning process when using the Busuu application. At the start of the research observation, when the teacher asked students to write down quiz answers in an application, it didn't work. This can be seen from the fact that student answer sheets are not filled out on average. The Students are more likely to answer directly than to write down their answers when they see a quiz and the teacher presents it. The researchers' findings are consistent with research by Liu Elicker (2005) that students feel more confident and secure when teachers ask specific questions or ask students to participate as part of the interaction.

Challenges for the Students

Students are challenged to converse with native speakers

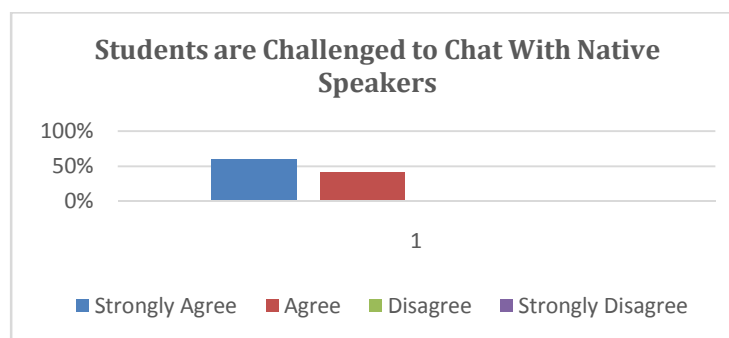


Figure 4.1 Challenge For Students

Based on Figure 4.1, we get the following results: 59% strongly agree (SA), 41% agree (A), 0% disagree (D), and 0% strongly disagree (SD). These results show that 59% of students fully agree that they have their challenges when conversed with native speakers. This can force students to use English when they conversed with native speakers. So that they will look for the vocabulary to be used and remember the vocabulary to be used again in the conversation. In this case, it is consistent with

a study by Wahyuni and Afrianti (2021). The study states that conversations with native speakers can have a positive impact on students, namely increasing students' confidence in language, vocabulary, and intimacy that reinforces students' knowledge. increase. Expressions from everyday language.

Voice notes feature challenges students to pronounce words correctly

The voice memo function records the user's voice while reading a word and judges whether the pronunciation is correct. The results obtained were 52% completely agree, 48% agree, 0% disagree, and 0% strongly disagree. From these results, we can see that 52% of his students completely agree that the Busuu application's voice memo feature to record their pronunciation is a challenge for them. This is because English is a second language and students are not used to using it and have difficulty pronouncing English vocabulary correctly. The following students said:

"The hard part is putting the words together and repeating the vocabulary. Sometimes there are words that are difficult to pronounce..." (2nd student, December 07, 2023).

Based on interview excerpts and survey results that researchers found, this is in accordance with Lasabuda's (2017) research that there are several factors that cause students' difficulties in learning English pronunciation. This factor is in the pronunciation of similar vocabulary, they still mispronounce it because they rarely practice the pronunciation of English vocabulary and are still carried away by regional accents.

Word-composing quiz

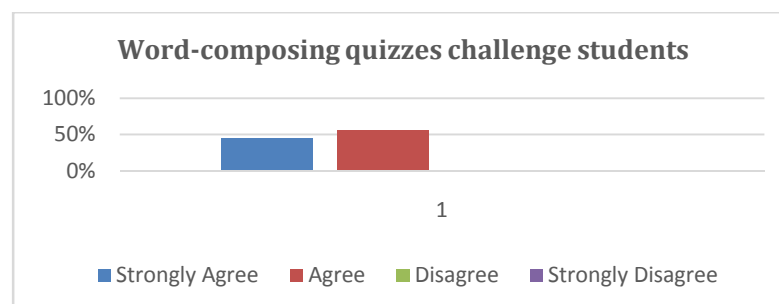


Figure 4.2 Challenge For Students

The results obtained were 85% Strongly Agree (SA), 15% Agree (A), 0% Disagree (D), and 0% Strongly Disagree (SD). From these results, it can be seen that 85% of the students agreed that they felt challenged because the test arranged the words into a correct sentence. This is because students have to rely on their memory of the vocabulary and word order they learned at the beginning of the material provided in the app. The author's research results are consistent with Harahap's (2017) study that attempts to improve students' word composition by enriching students' vocabulary. According to him, students with better vocabulary are often able to arrange words into correct sentences.

3. Student's Response to Using The Busuu App

The teacher explains the content more systematically

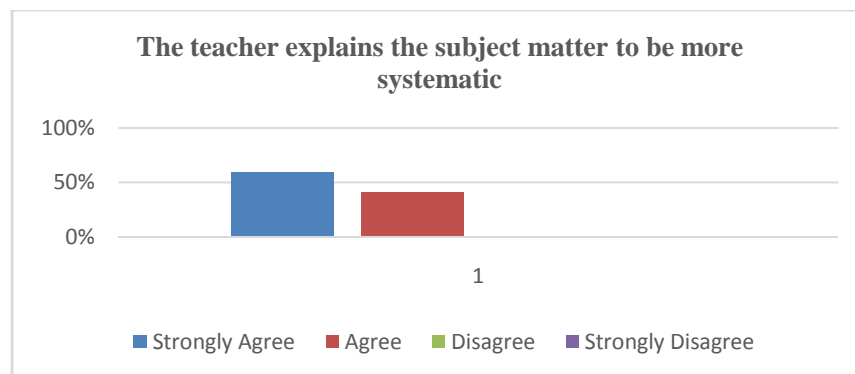


Figure 4.4 Response Students

The results obtained were 59% Strongly Agree (SA), 41% Agree (A), 0% Disagree (D), and 0% Strongly Disagree (SD). From these results, it can be seen that 59% of students strongly agree that by using the Busuu application the teacher's explanation is more systematized. This is because the teacher during the learning process opens with greetings, provides explanations related to the material, and gives English practice quizzes by asking questions to students. This is also why Students responded by giving statements:

"The structure begins with a greeting, explanation of the material, and a question and answer session on English practice, and ends immediately with a prayer and greeting." (3rd student, March 30, 2023).

Easy to understand teacher explanation

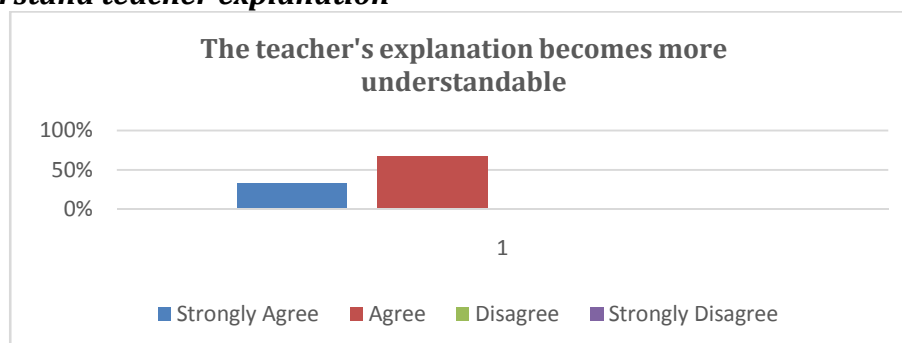


Figure 4.5 Response Students

The results obtained were 59% strongly agree (SA), 41% agree (A), 0% disagree (D), and 0% strongly disagree (SD). From these results, we can see that 59% of students completely agree that using her Busuu application allows them to better understand what their teacher is explaining. This is because the Busuu application includes images and examples. In addition, students will know whether their answers are correct or incorrect. Judging by what the students said:

"There are also pictures, i.e. examples, so I can understand better." (1st student, December 07, 2023).

Use the Busuu app as a means of making learning fun

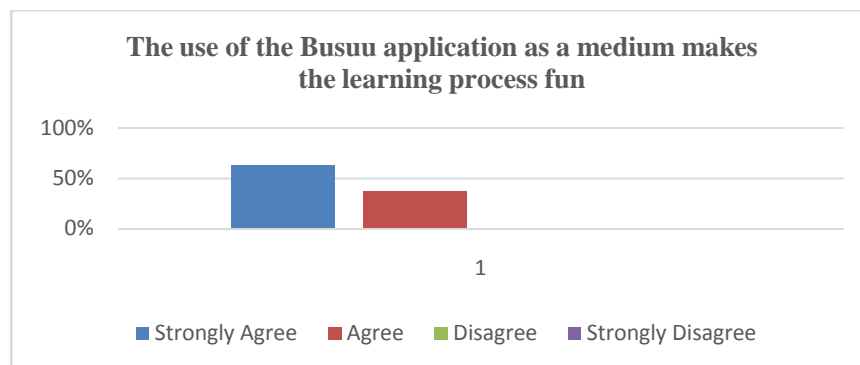


Figure 4.6 Response Students

The results obtained were 63% strongly agree (SA), 37% agree (A), 0% disagree (D), and 0% strongly disagree (SD). From these results, it seems that 63% of students completely agree that her Busuu application makes the learning process more enjoyable. This is because there is a quiz when using the Busuu application, so it is more challenging for students and they also have a better understanding of what they are learning. This is clear from the students' comments such as:

"It's fun, so I want to learn English more, especially since this application can be used on mobile phones." (1st student, December 07, 2023).

Make students interested in learning English, especially vocabulary

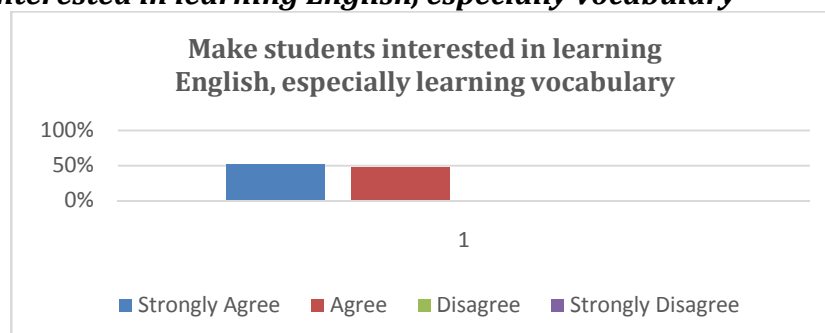


Figure 4.7 Response Students

The results obtained were 52% Strongly Agree (SA), 48% Agree (A), 0% Disagree (D), and 0% Strongly disagree (SD). From these results, it can be seen that 52% of students completely agree that they are interested in learning English because of using the Busuu application in the media of learning. Indeed, they are interested in the quizzes on the Busuu app. In addition, the app can be downloaded to smartphones so that students can use the app anytime, anywhere, not just at school. Students stated that:

"Yeah, that's why I like it better. Because at home, I study and play on my phone, and I also learn English." (2nd student, December 07, 2023).

Students become more active in the classroom

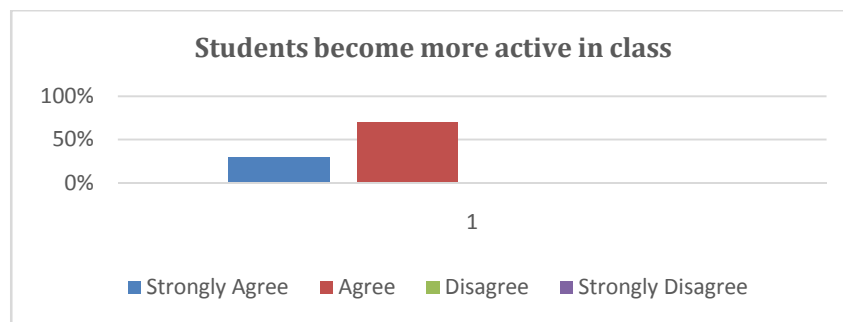


Figure 4.8 Response Students

The results obtained were 44% Strongly Agree (SA), 52% Agree (A), 4% Disagree (D), and 0% Strongly disagree (SD). From these results, it can be seen that 52% of students agree that they are more active in class when using the Busuu app in the learning process. Students become more active in class because they are viewed and given live feedback, so teacher-student interaction is very strong, and students focus while learning. This has been confirmed by the English teacher:

"Students are more active because during this time the teaching is very monotonous and only using the blackboard, with this application we can use other means such as Infocus. So students can watch live and answer live. As such, the interaction between students and teachers is very strong. Students also become more focused on their studies" (Teacher, December 7, 2023).

Students' vocabulary increased after using the Busuu app

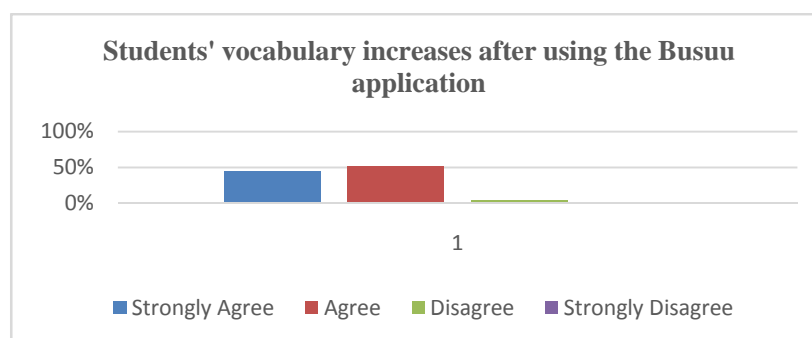


Figure 4.11 Response Students

Based on Figure 4.11 scores were 44% Strongly Agree (SA), 52% Agree (A), 4% Disagree (D), and 0% Strongly Disagree (SD). From these results, it can be seen that 52% of students agree that their English vocabulary has increased. Indeed, by using the Busuu application, students understand English material better, involving repetition of vocabulary, helping students to remember vocabulary better, and this application can also be used in any place. In this way, students' vocabulary increases, and students perceive the usefulness of vocabulary. Students emphasize this by saying:

"Yes, because I can understand it and the app can be used anywhere for me to learn more English." (2nd student, December 07, 2023).

Increase students' interest and enthusiasm for learning English

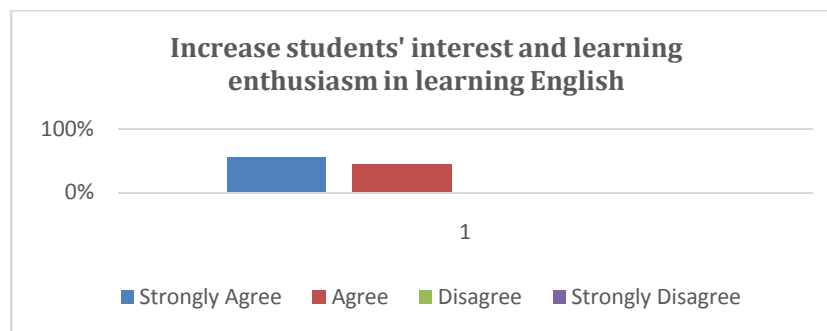


Figure 4.12 Response Students

The results obtained were 56% Strongly Agree (SA), 44% Agree (A), 0% Disagree (D), and 0% Strongly disagree (SD). From these results, it can be seen that 56% of students completely agree that they feel excited or enthusiastic about learning English when using the Busuu app. Students are excited to learn when teachers use new teaching methods including the Busuu application so that students are not rigid in the learning process. This is confirmed by the teacher's statement:

"I see that the students are very enthusiastic because this is a new method that I am applying to them with the Busuu applications and also with learning materials on laptops, all kinds of in focus. So, they are not rigid in learning." (Teacher, December 07, 2023).

Therefore, the results of the above researcher's findings related to students' responses to the feature of using the learning media of the Busuu application, this is consistent with the theory according to Miftah (2013) that the method of learning convenience has several functions. First, the learning medium is a source of motivation for students, the medium becomes an external motivation for students because the learning medium can be more interesting and focus the students' attention. Second, the media works to provide a good explanation for students to better understand the knowledge and experience they are gaining. Third, the media serves to stimulate student learning, especially by fostering great curiosity in students.

CONCLUSION

Based on the results of the research analysis, the researcher found that teachers deploy the Busuu application in teaching vocabulary by adapting lesson materials with Busuu materials. In addition, the teacher can teach how to use vocabulary in English sentences because there is grammar material in Busuu. Next, the challenges of using the Busuu app for teachers and students. For a teacher using the Busuu app in teaching, the challenge is to create interaction between teacher and student. For students, the challenge is to chat with native speakers, the voice notes feature, where students can record their voice to know the right or wrong pronunciation of vocabulary. The quiz on putting words into correct sentences is also a challenge for students. Finally, student feedback on the use of Busuu in vocabulary learning includes, the teacher explaining the lesson more systematically so that the students better understand the lesson explained by the teacher and use the application Busuu, students feel happier when learning English. They are active and enthusiastic in class throughout the learning process.

Therefore, there are several suggestions from the researcher. English teacher should be creative in using learning materials in the learning process, for example by adding learning resources and not just using books. When a teacher wants to present material in the form of a video or image, the teacher can obtain it via the internet, use an application, or create it using an editing application. This study was only done in one classroom. Therefore, future researchers should conduct studies in multiple layers to compare the effects of using the Busuu app from different classes.

ACKNOWLEDGMENT

The author would like to thank the supervisors Dr. Murti Ayu Wijayanti, M. Pd and Yusti Fargianti, M. Pd who have guided the author in writing this journal. The author would also like to thank Dian Purnama Sari, M. Pd for allowing me to conduct research in class 7 of Istafad Junior High School. Finally, the author would like to thank her parents and friends who have provided moral and material support during the process of writing this article.

REFERENCES

- Bancha, W. (2012). Effects of Using Vocabulary Quizzes on Vocabulary Memorization and Retention of First Year Students at Faculty of International Studies, Prince of Songkla University, Phuket. *Prince of Songkla University*.
- Creswell, J. W. (2009). *Research Design*. United States of America: Sage.
- Given, L. M. (2008). *Qualitative Research Methods Volumes 1 & 2*. United States of America: Sage.
- Harahap, E. H. (2017). Pengaruh Penguasaan Kosakata Siswa Kelas VII SMP Negeri 1 Padangsisimpuan Tahun Pelajaran 2016-2017. *Jurnal Education and Development STKIP Tapanuli Selatan*.
- Huberman, M. B. (1994). *Qualitative Data Analysis*. London: Sage Publication.
- Khairatunnisa, Izzah, & Hadi. (2021). Developing English Vocabulary Through The Busuu App
- Kumar, R. (2011). *Research Methodology 3 Edition*. United States of America: Sage.
- Lasabuda, N. (2017). An Identification of Students' Difficulties in Pronunciation. *Al-Lisan Journal Bahasa*.
- Linuwih, E. R. (2020). Improving Students' Writing Skill Using A VMobile Learning Application. *Journal Basis*.
- McCarten, J. (2007). *Teaching Vocabulary Lessons From The Corpus, Lessons For The Classroom*. United States of America: Cambridge University Press.
- Miftah, M. (2013). Fungsi dan Peran Media Pembelajaran Sebagai Upaya Meningkatkan Kemampuan Belajar Siswa. *Jurnal Kwangsan*.

Nur Wahyuni, I. A. (2021). The Contribution of Speaking Practice with the Native Speaker to Student's Speaking Ability in Junior High School. *Ainara Journal*.

Thornbury, S. (2002). *How to Teach Vocabulary*. Edinburgh: Person Education Limited.