

**THE EFFECTIVENESS OF USING THE BUSUU
APPLICATION IN TEACHING VOCABULARY
OF SEVENTH GRADE STUDENTS AT
UPTD SMPN 7 SINJAI**



THESIS

As a Requirements for Compiling a Thesis
English Education Study Program

By:

A.KHUSNUL KHATIMAH HASBI

200110001

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
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Sinjai, June²⁶ 2024

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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Using English Selected Songs on Listening Ability at Tenth Grade Students of SMKN 1 Sinjai*, yang ditulis oleh Hasnia, Nomor Induk Mahasiswa (NIM) 200110008, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Juli 2024 M bertepatan dengan 18 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

A. Khusnul Khatimah Hasbi. The Effectiveness of Using Busuu Application in Teaching Vocabulary of Seventh Grade at UPTD SMPN 7 Sinjai. Sinjai: English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University Sinjai, 2024.

This study aims to determine: 1) Is the Busuu application effective in teaching vocabulary to seventh grade students at UPTD SMPN 7 Sinjai?; 2) Are there any changes before and after using the Busuu application in teaching students' vocabulary?.

The type of research used is quasi-experimental research with a one group pretest-posttest design with a quantitative approach. This research was conducted on grade VII-4 students at UPTD SMPN 7 Sinjai totaling 29 students as the research sample. Data collection techniques used in this study were observation, questionnaires, tests, and documentation. Data analysis techniques used Normality Test, Homogeneity Test, T Test (Paired Sample T-Test), and N-Gain Test.

The results of the study showed that, first, the Busuu application is effective in teaching vocabulary to class VII-4 students of UPTD SMPN 7 Sinjai. This was concluded based on the results of the Paired Sample T-Test, which obtained a significance result of $0.000 < 0.05$, which means that H_0 is rejected and H_a is accepted or in other words that the use of the Busuu application is effective in learning English. In addition, the results of the N-Gain score test in the study obtained an N-Gain value of 0.57 or in the N-Gain percentage of 57%. The value of the N-Gain test results is in the second interval, which is equal to 0.30 and less than or equal to 0.70. Thus, the student's score is included in the fairly effective category. Second, from the results of the descriptive statistical analysis of the pretest and posttest, there were changes in the form of an increase from before students were given treatment using the Busuu application in vocabulary teaching which can be seen from the average value in the pretest of 45.17 to the posttest of 73.62 in class VII-4 students of UPTD SMPN 7 Sinjai.

Keywords: Effectiveness, Busuu Application, Vocabulary Teaching

مستخلص البحث

أ. حسن الحافظة حسبي. فعالية استخدام تطبيق *Busuu* في تدريس المفردات لطلاب الصف السابع في مدرسة الثانوية الحكومية ٧ سنجالي. سنجالي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجالي، ٢٠٢٤.

تهدف هذه الدراسة إلى تحديد: (١) هل تطبيق *Busuu* فعال في تدريس المفردات لطلاب الصف السابع في مدرسة الثانوية الحكومية ٧ سنجالي؟ (٢) هل هناك أي تغييرات قبل وبعد استخدام تطبيق *Busuu* في تدريس مفردات الطلاب؟ نوع البحث المستخدم هو بحث شبه تجريبي بتصميم اختبار ما قبل الاختبار وبعد مجموعة واحدة مع طرح كمي. أجري هذا البحث على طلاب الصف السابع إلى الرابع في مدرسة الثانوية الحكومية ٧ سنجالي بإجمالي ٢٩ طالبًا كعينة بحث. كانت تقنيات جمع البيانات المستخدمة في هذه الدراسة هي الملاحظة والاستبيانات والاختبارات والتوثيق. استخدمت تقنيات تحليل البيانات اختبار الطيعة واختبار التجانس واختبار T (اختبار T للعبء المقنونة) واختبار N-Gain. أظهرت نتائج الدراسة، أولاً، أن تطبيق *Busuu* فعال في تعليم المفردات لطلاب الصف السابع إلى الرابع في مدرسة الثانوية الحكومية ٧ سنجالي. تم التوصل إلى ذلك بناءً على نتائج اختبار T للعبء المقنونة، والذي حصل على نتيجة دلالة $p < 0.0005$ مما يعني رفض H_0 وقبول H_a أو بمعنى آخر أن استخدام تطبيق *Busuu* فعال في تعلم اللغة الإنجليزية. بالإضافة إلى ذلك، حصلت نتائج اختبار درجة N-Gain في الدراسة على قيمة N-Gain ٥٧% أو في نسبة N-Gain ٥٧% قيمة نتائج اختبار N-Gain في القاموس الثاني، والتي تساوي ٠.٣٠ وأقل من أو تساوي ٠.٧٠. وبالتالي، يتم تضمين درجة الطلاب في فئة فعالة إلى حد ما. ثانياً، من نتائج التحليل الإحصائي الوصفي للاختبارين الأولي واللاحق، كانت هناك تغييرات في شكل زيادة من قبل إعطاء الطلاب العلاج باستخدام تطبيق *Busuu* في تدريس المفردات والذي يمكن ملاحظته من القيمة المتوسطة في الاختبار الأولي من ٤٥.١٧ إلى الاختبار اللاحق ٧٣.٦٢ لدى طلاب الصف السابع إلى الرابع في مدرسة الثانوية الحكومية ٧ سنجالي.

الكلمات الأساسية: الفعالية، تطبيق *Busuu*، تدريس المفردات

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A.Khusnul Khatimah Hasbi

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CHAPTER I INTRODUCTION

A. Background of The Problem

Language is one of the tools to communicate. There are various languages around the world including local, national and also international languages. English is one of the international languages. Many other countries use English as their national language. Therefore, more people in the world use English to communicate with people in other countries.

Many people communicate with people from other countries using English makes English important to learn. One of the important things why it is important to learn English is to be able to communicate and understand what is meant by language use when we talk to foreigners (Melati & Sabaruddin, 2022). There are several thing to considered in learning English.

There are four English language skills that need to be considered such as speaking, listening, writing, and reading skills. Based on these four skills, vocabulary is one of the components of the four important things that must be taught in school. Allah say in the Qur'an Surah Al-Baqarah verse 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي
بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

In Surah Al-Baqarah verse 31 it is mentioned that the beginning of language learning is with the names of things, this means it is related to vocabulary. Vocabulary is important in communicating or making a sentence. If students are lack of vocabulary, it will be difficult for them to master the four skills. However, teachers and students do not realize the importance of vocabulary mastery.

The lack of vocabulary of learners certainly makes them unable to know what the other person means or cannot translate the meaning of a reading. Murcia in (Parmawati, 2018) states that understanding vocabulary plays a key role in mastering language, be it the first, second, or foreign language. So learning vocabulary is not just a matter of learning various words, but also learning vocabulary can improve the ability to communicate with others.

Students who have a large vocabulary can easily communicate and can also master the four English skills. Thonbury in (Arik Aryawathi et al., 2021) says that

without grammar only a little meaning can be conveyed, without vocabulary nothing can be conveyed. Therefore, vocabulary is an important aspect of language and is always present in every language skill (listening, speaking, reading and writing).

Students in junior high school generally expected to have a vocabulary of around 1.000 words by the end of the school year (Lbs, 2020). This vocabulary range is essential for effective communication and comprehension across a range of subjects. In seventh grade, students should have a vocabulary between 140 to 160 English words. Research shows that students can learn about 5 new words per session, which if done consistently for 8 weeks can reach that total (Suriyanti, 2022)

Based on the researcher experience when teaching students in junior high school during the internship program, the researcher found a problem in students English learning, such as the lack of students' vocabulary. This is the most influential factor in the problems that students often experience in learning. The reason why students have a lack of vocabulary is that students are not interested in learning English. Many students say that

learning English is boring. Therefore, the vocabulary that students have becomes less and doesn't increase much.

From students opinions, a teacher is required to teach not monotonously and also creatively in choosing methods or learning media that can increase students desire to learn English vocabulary. The method or learning media used must be able to involve students in memorizing new vocabulary and also practice the use of these vocabulary. It is better for teachers to utilize current technology to help in learning, especially vocabulary learning.

Currently, society is faced with the fifth industrial revolution, known as the Era Society 5.0. In the era of society 5.0, the emphasis is on the utilization and use of technology. Various things that are done will be faster and more effective with the use of technology.

In the field of education, the era of society 5.0 is called "Era Education 5.0", which is a tough challenge faced by educators. Various learning media used must be appropriate so that the teaching and learning process is maximized and more effective in achieving learning objectives. Latip in (Shafa, 2022) suggests that there are four competencies that teachers must have in the era of

education 5.0, one of which is 21st century learning which is characterized by the development of technology.

Information and communication technology has developed rapidly and brought drastic changes to society, especially in the field of education. It can be seen in Permendikbud Number 22 of 2016 that the utilization of information and communication technology with the intention as one of the solutions to improve the efficiency and development of learning and the effectiveness of learning. Likewise, UU number 20 of 2003 concerning the national education system in Indonesia also discusses providing a legal basis for the development and utilization of technology in education.

Technology has been widely used in improving and assisting language learning. Technology continues to play an important role as a medium or tool in helping teachers provide language learning facilities for students. Students can access a wide range of apps, websites and more for language learning.

Supported by the views of Larsen-Freeman in (Suhardiana, 2019)said that technology as a provider of teaching resources that can clearly be associated with language teaching and also technology provides a better

learning experience. Technology is not just about contributing machines or available materials, but it also gives students greater access to language learning. With the use of technology, there will be many teaching materials, methods, or learning models that students can access in order to increase their language learning motivation.

One of the learning models that utilize technology is Mobile Learning. Mobile learning in the context of education is defined as mobile learning, which means that learning is more flexible and not bound by place and time. According to Traxler in (M. Sholihah, 2019), mobile learning is defined as the use of mobile devices such as smartphones to access electronic learning (e-learning). So mobile learning is more inclined to the utilization of smartphone sophistication that can be used anywhere and anytime to learn.

This kind of technological learning model that teachers can utilize today to teach their students to learn languages, especially learning English. Nowadays, almost all junior high school students already have smartphones. Students can learn by accessing various learning applications available to learn vocabulary. By learning through applications, this can be one way students do not feel bored

or saturated anymore and students will be motivated to increase the vocabulary they know.

There are various types of learning applications that teachers can use in learning English vocabulary including Hello English, Duolingo, Cake, BBC Learning, etc. However, among the many applications, the researcher chooses to use one of them. But among the many applications, researcher chooses one vocabulary learning application called Busuu.

Researcher chooses the Busuu application over other English learning applications for several reasons. First, there has not been much research regarding the application of Busuu in teaching vocabulary. Most people use Duolingo, Cake and other applications. Second, learning in the Busuu application is more structured than other applications that researcher have tried. The Busuu application is structured progressively from beginner to advanced level. Third, Busuu provides longer and more contextual lessons, such as daily conversations, business situations, culture, and others. When compared with other applications, one of which is the Duolingo application, the learning focuses more on basic phrases with a little situational context.

Busuu is an app launched in 2008 that anyone can access. The Busuu application offers various types of English learning and exercises such as grammar, vocabulary, listening, speaking. According to Citrayasa's view in (Gabriel, 2021) it appears that busuu offers a variety of exercises and activities that can attract students' attention and increase students' learning motivation which leads to better language learning.

Busuu is an exciting language learning platform to deepen your English skills. With a variety of features, the app makes the learning experience more enjoyable. In addition, Busuu tailors its learning materials to the user's ability level, ensuring effective and tailored learning.

To get the Busuu application, simply download it via their respective smartphones for free. Students can learn and practice using English in a fun way wherever and whenever students want access.

Based on the discussion above, in this research, researcher used the Busuu application for learning English vocabulary for students in junior high school. Therefore, researcher conducted research with the title "***The Effectiveness Of Using The Busuu Application In***

Teaching Vocabulary Of Seventh Grade Students At UPTD SMPN 7 Sinjai".

B. Problem Formulation of the Research

Based on the background of the problem above, the problem formulation of this research were as follows:

1. Is the Busuu application effective in teaching vocabulary of seventh grade students at UPTD SMPN 7 Sinjai?
2. Are there any changes before and after using the Busuu application in teaching students vocabulary?

C. Objective of the Research

Based on the problem formulation above, this research aims to :

1. Determine the effectiveness of the Busuu application in teaching vocabulary of seventh grade students at UPTD SMPN 7 Sinjai.
2. Find out the changes before and after using the Busuu application in teaching students vocabulary

D. Significance of the Research

1. Theoretical Benefits

This research has the potential to contribute to the academic community by enriching existing knowledge and becoming an important input in efforts to develop knowledge, especially those related to vocabulary teaching.

2. Practical Benefits

- a. This research can provide insight into how the use of the Busuu application can influence English language learning, especially in terms of teaching vocabulary. The results of this research can be used to improve English teaching methods at the junior high school level.
- b. This research can encourage collaboration between the education sector and the social media sector, thus opening a wider path regarding the impact of the Busuu learning application on vocabulary teaching.
- c. The results of this research can also be used to develop an English education curriculum that is more oriented towards the use of technology and

social media. This can help students develop skills that are relevant to the modern world.

- d. Innovative approaches such as using the Busuu application can increase students' motivation in learning English. They may be more eager to participate in learning because of its relevance to their daily lives.
- e. The results of this research can also be used to develop an English education curriculum that is more oriented towards the use of technology and social media. This can help students develop skills that are relevant to the modern world.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Effectiveness

a. Definition of Effectiveness

Effectiveness comes from the word "effective" which means the achievement of success in achieving a predetermined goal. Hidayat suggests that effectiveness is a level that states how far the target (quantity, quality, and time) has been achieved. According Angrayini, if the target presentation achieved is greater, the higher the effectiveness (Angrayni & Yusriati, 2018)

According to the Indonesian National Encyclopedia, effectiveness means showing success in terms of whether or not the target has been achieved, the results that are closer to the target mean high effectiveness. According to Etzione, effectiveness is the level of success in achieving goals or objectives. In line with Prokopenko who states that effectiveness is an important concept because it is able to provide an overview of one's

success in achieving goals or objectives (Nursalam in (Irmayanti, 2021)

Effectiveness occurs when changes bring positive impact, significance, and value. Successful learning is characterized by an emphasis on actively empowering students. While mastery of knowledge remains important, the main focus is internalization, so that knowledge is integrated as a moral and vital value that is implemented in students' lives (Yusuf, 2018).

Based on the description above, it can be concluded that effectiveness is something that has a reciprocal relationship from a plan that can provide success in order to achieve predetermined goals.

b. Aspects of Learning Effectiveness

The essence of effective learning is a teaching and learning method that not only emphasizes student achievement, but also how the learning process is able to provide in-depth understanding, increase intelligence, perseverance, provide opportunities, guarantee quality, and encourage cognitive, behavioral and social changes.

psychomotor skills that can be applied in their daily lives.

According to Reileguth and Merrill, there are four aspects used to describe the effectiveness of learning, namely:

- 1) The suitability of learning with existing procedures
- 2) Quantity of learning that can reflect the performance of students
- 3) Quality of learning outcomes
- 4) The opportunity for learners to show their performance (Srimuliati, 2019).

Meanwhile, according to John Carroll in his book "A Model of School Learning," the effectiveness of instruction depends on five factors, namely:

- 1) Attitude;
- 2) Ability to understand instructions;
- 3) Perseverance;
- 4) Opportunities and
- 5) Quality of instruction (Rohmawati, 2018).

By understanding these indicators, it can be concluded that learning is effective if students have

the attitude and desire to learn, the readiness of students and teachers in the learning process, and the quality of the material taught

c. Indicators of Learning Effectiveness

Learning is said to be effective if the desired target has been achieved based on several indicators. Indicator the effectiveness of learning according to Yusuf in Sumarno (2023) are :

1) Implementation of Learning

This includes the extent to which the learning plan can be implemented in accordance with the stated objectives. This means that all planned learning activities are carried out according to the schedule and methods that have been planned.

2) Student Response

Positive responses from students to learning show that they are interested and motivated. This can be measured through surveys, interviews, or observations that record how active and enthusiastic students are during the teaching and learning process.

3) Learning Outcomes

This indicator looks at the results achieved by students after the learning process takes place. Learning outcomes can be measured through tests, examinations, or other evaluations that show the level of understanding and skills obtained by students (Sumarno et al., 2023).

2. Busuu Application

a. Definition of Busuu



Picture 2.1 Busuu Application Logo

Busuu was originally a free website developed as a communication channel for learning the languages of other countries, aimed at learners of all ages. According to (Albantani, 2018) Busuu

is an application specifically designed to assist in web-based language learning and is also available as a mobile application.

The official Busuu website claims that Busuu is a trusted mobile application by a global community of 100 million learners. Meniwati considers that Busuu is a self-taught language learning application that provides native speaker-approved language materials (Meniwati & Mutiaraningrum, 2022).

In research (Linuwih & Winardi, 2020) mention that Busuu is a mobile language learning application that offers twelve different languages including English. The app allows learners to register for free or subscribe to a premium membership to get more.

From some of the opinions above, it can be concluded that Busuu is one of the mobile learning applications used for online language learning. Busuu is a learning application that is not limited by time and space, it can be accessed anywhere and anytime.

b. Busuu Features

Busuu provides learning for 12 languages. These 12 languages include English, French, German, Arabic, Dutch, Italian, Chinese, Japanese, Brazilian, Spanish, Russian and Turkish. Busuu prioritizes the 4 skills of language learning, namely listening, speaking, reading and writing (www.busuu.com)



Picture 2.2 Language in the Busuu Application

This application is also equipped with a chat feature, so that users in learning languages do not only learn one way so that users can interact with other users and can more easily learn languages by exchanging materials with other users. However, not all features are open in this app. There are features given to premium users and free users.

The Busuu app currently provides English learning materials in five levels, namely :



Picture 2.3 Busuu Lesson Levels Feature

1) Beginner A1

This level consists of 15 chapters. The themes presented in this level are so many including introducing yourself, various nouns, verbs, asking directions, telling time, prepositions, family, talking about hobbies, likes and dislikes, and many other basic lessons.

2) Elementary A2

This level also consists of 15 chapters. The themes presented in this level are not much different from the beginner level which also still has learning verbs, family but slightly increased from the previous level. In addition, there are also lessons on making a plan and

suggestion, invitations, superlatives, comparisons, and others.

3) **Intermediate B1**

This level consists of 17 chapters. Each chapter consists of lessons related to describing travel, trips, jobs, sports, and more.

4) **Upper Intermediate B2**

This level consists of 16 chapters. The material in this level has a wide range. The theme of the material although there is still a discussion about adjectives but the adjectives learning at this level has studied gradable and non-gradable adjectives.

5) **Advanced C1**

This level consists of 15 chapters. This is a new level released by busuu. Because previously for English learning only consisted of 4 levels. This C1 level is also only available for English language learning. At this level pronunciation, as well as one's understanding is already at an upper stage (www.busuu.com)

Of the 5 levels in the busuu application, the researcher only focused on the beginner level. This is based on the results of the researcher's initial observation where many students are still very deficient in vocabulary. Therefore, the researcher chose the beginner level only to be taught to students later.

c. Steps for Using Busuu

The steps in using the Busuu application:

1. Download the Application

The Busuu application can be downloaded via mobile phone either through the Google Play Store or the Apple App Store.



Picture 2.4

(www.busuu.com)

2. Creating an Account

Open the Busuu application and create an account by filling in any required information or if you already have an account you can log in through your existing account.



Picture 2.5

(www.busuu.com)

3. Choosing a Language

After successfully logging in, the user choose the language she/he wants to learn because there are many languages available in this app. Adjust to the level of language proficiency or the language you want to master.

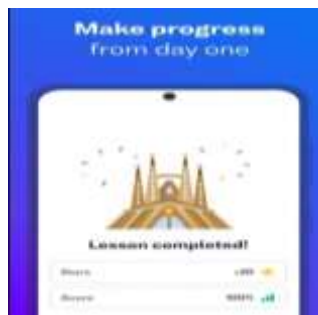


Picture 2.6

(www.busuu.com)

4. Start Learning

Follow the lessons provided in the app. The Busuu app provides various lessons and exercises to improve language proficiency levels.

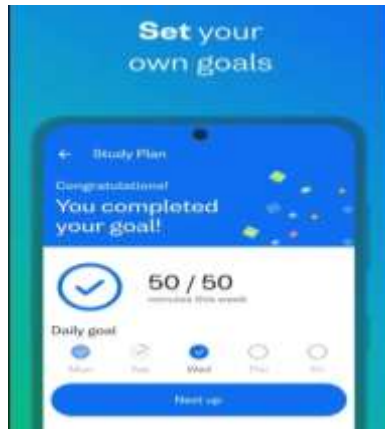


Picture 2.7

(www.busuu.com)

5. Daily Learning and Practice

Consistency is the key to becoming proficient in language. Take the time to constantly practice so that language skills continue to develop or improve.



Picture 2.8

(www.busuu.com)

d. Benefits of Busuu

The Busuu application offers several benefits for language learners :

1. Busuu provides language learning that can be accessed anytime and anywhere, allowing flexibility for users to manage learning time as needed.

2. Busuu also offers learning tailored to the user's ability level. The levels in the Busuu app feature allow users to monitor their language development or improvement and know how far the language has been mastered.
3. The last benefit is that users get feedback from their exercises.

Based on the benefits mentioned, the Busuu application can help users acquire better language skills.

e. Advantages and disadvantages of Busuu

Each learning media created has advantages and disadvantages, just like the Busuu application. The Busuu application also has its advantages and disadvantages. The following are the advantages of the Busuu application, including :

1. Busuu is an application that can be used as a medium for learning various languages independently because it is easily accessible to anyone and anytime via cellphone.
2. It's easy to use. Users can use this application to learn various languages only by utilizing internet quota or Wi-Fi network.

3. In the Busuu application, you can follow learning exercises that are arranged based on the user's ability level from basic to advanced.
4. Learning is more interactive because the Busuu application is equipped with learning using images and quizzes so that students are not bored in learning.

The disadvantages of the Busuu application are as follows:

Not all question types or quizzes on the Busuu application are accessible. You have to pay first if you want to open it. Even so, there are still many questions or quizzes that can be accessed for free just by watching a 15-second ads

f. Indicators of Busuu App Use in Learning

There are several indicators that need to be considered in using the Busuu application in learning, including :

- 1) Learners have a mobile phone to download the Busuu application.
- 2) Learners are able to operate the Busuu application in learning.

- 3) Learners' consistency in using the app, such as how often they participate in learning and practicing using the Busuu application is also an important indicator.
- 4) Evaluation of learners' feedback on their learning experience using the Busuu application.

3. Concept of Vocabulary

a. Definition of vocabulary

Vocabulary is a very important component that can even be called the key in learning a foreign language, because the richness of a person's vocabulary also determines the quality of that person's language skills (Iqbalullah, 2018).

Vocabulary is the words used in communicating with other people. Marzuki said that vocabulary is a collection words spoken by humans in writing and speaking. Without sufficient vocabulary, communication will be problematic. Thornburry also said something similar that someone cannot say almost anything without vocabulary (Saripah, 2022).

According to (Wardah, 2022) vocabulary is words that can stand alone and have meaning or a

set of words that have known meaning. Harmilawati et al. said that vocabulary is a collection of several words owned by a language and gives meaning when used (Harmilawati et al., 2021). From some of the opinions above, it can be concluded that vocabulary is a collection of words that can stand alone and have meaning.

The richness of one's vocabulary plays a key role in learning a foreign language and determines the quality of language skills. Vocabulary is an important aspect of language learning that involves understanding, using and varying the words in a language.

b. Types of Vocabulary

Some experts classify vocabulary as consisting of several types. Shepherd in (Sari & Sinurat, 2022) classifies vocabulary into two types, namely expressive vocabulary (productive vocabulary) and receptive vocabulary. Expressive vocabulary is words that learners understand and pronounce correctly and use them in speaking and writing. Receptive vocabulary is the vocabulary

that learners recognize when they see in the context of reading but do not use in speaking and writing.

According to Smith in (Muhayyang et al., 2023) divides vocabulary into two types, namely active vocabulary are words that can be used in writing and speaking and passive vocabulary are words used when listening and reading. In addition, Good in (Hafriana, 2019) also divides vocabulary into four types, namely:

1. Spoken vocabulary consisting of words that are actively used in incoming speech
2. Written vocabulary is a collection of words that a person has in writing.
3. Auditory vocabulary is a collection of words that a person can master and understand when hearing them.
4. Reading vocabulary is words that people can recognize when they encounter them in a written text.

c. The Importance of Vocabulary in English Learning

In the process of learning English, there are four important skills: listening, speaking, reading

and writing. Listening and reading skills are categorized as receptive skills, while speaking and writing are productive skills.

In addition to the four skills above, there are four supporting components in English, namely pronunciation, vocabulary, and grammar. Mastery of these four components helps to achieve optimal mastery of English, besides that a large portion of practice and professional educators are also a determining factor in the success of mastering English (Sulistiana et al., 2019). Of the four supporting components, researchers focus on vocabulary.

A large vocabulary helps with language skills. So to master a language requires a large and adequate vocabulary. Vocabulary mastery affects a person's speaking skills well.

If we do not have and understand vocabulary well, the worst thing that can happen is that we cannot convey, transfer, read, listen to anything. Having a large vocabulary makes students able to communicate and express themselves.

d. Vocabulary Indicator

Here is a table, that shows vocabulary indicators, serving as a guide at every step in the assesment of student's vocabulary abilities.

Table 2.1
Vocabulary Indicator

No	Aspects	Indicator
1	Interpreting vocabulary	Students can interpret English vocabulary well
		Students can't interpret English vocabulary well
2	Reading vocabulary	Students can read English vocabulary well
		Students can't read English vocabulary well
3	Pronouncing vocabulary	Students can pronounce English vocabulary fluently
		Students can't pronounce English vocabulary fluently
4	Writing	Students can write English vocabulary well

	vocabulary	and quickly in a notebook.
		Students can't write English vocabulary well and quickly in a notebook.
5	Using vocabulary in learning	Students can use English vocabulary in classroom learning
		Students can't use English vocabulary in classroom learning

(Rahmatunnisa et al., 2023)

B. Results of Relevant Research

In this study, the researcher refer to previous research that is relevant to the research to be carried out. Here are some research results that are relevant to this research, namely:

Research conducted by Dwi Rifatus Sholihah & Dwi Imroatu Julaikah (2023) entitled Implementation of Busuu Application in German Speaking Skills at SMAN 12 Surabaya. The results of this study indicate that the implementation of Busuu shows a good improvement in German speaking skills (Sholihah & Julaikah, 2023) The similarities between previous research and what researcher

will do are found in the applications used in learning and also student involvement during learning. The difference is that the previous research was more directed to the implementation of the application and the dependent variable is in students' German speaking skills, while the researcher is more directed to students' English vocabulary learning.

Relevant research has been conducted by Endar Rachmawaty & Yohanes Kurniawan (2020) entitled Improving students' writing skills using a mobile learning application. The results of this research indicate that there is an improvement in students' writing skills in using mobile learning applications (Linuwih & Winardi, 2020). The similarities of previous research with what the researchers will do lies in the use of the application used, namely the busuu application. The difference can be seen from the dependent variable which refers to writing skills while the researcher is more directed to vocabulary learning.

Another relevant research is research conducted by Azkia Muharom Albantani (2018) entitled Optimizing the Busuu Application in Independent Arabic Language Learning. The results of Azkia's research show that optimizing the use of the Busuu application is very likely to

prepare someone to be able to communicate in Arabic (Albantani, 2018). The similarity between this research and the research to be carried out is the use of the busuu application in a lesson. The difference is that the research conducted by previous researchers was more about optimizing the busuu application, while the research carried out leads to the effectiveness of the busuu application. Other differences can be seen in language learning. Although both are in learning, previous research was more about learning Arabic while the research to be done will be more directed to learning English vocabulary.

The next relevant research has been conducted by Ade Mulyadi and Mesa Maesaroh (2021) with the title "The Effectiveness of using busuu in teaching speaking". The results of this research indicate that there are significant differences in students who are taught using the busuu application as media (Mulyadi & Maesaroh, 2021). The similarity between previous research and the research to be carried out lies in the independent variable (variable x), namely the effectiveness of the busuu application. The difference lies in the dependent or dependent variable. The dependent variable (variable y) in the previous research is

more directed towards teaching speaking, while the research carried out leads to vocabulary learning.

The last relevant research can be seen in the research conducted by Meniwati & Ira Mutiaraningrum (2022) entitled *The Use of Busuu for Learning Listening in English*. The results of this previous study show that Busuu provides a listening exercise and has interesting and interactive features. Busuu is also very useful for listening classes (Meniwati & Mutiaraningrum, 2022). The previous research equation with the research to be carried out is both using the busuu application, while the difference lies in variable y . The y variable in the previous research is listening learning, while the y variable in the research to be carried out is vocabulary learning.

C. Hypothesis

The research hypothesis were formulate as follows:

1. H_0 : The use of Busuu application is not effective in teaching vocabulary of seven grade students at UPTD SMP Negeri 7 Sinjai.
2. H_a : The use of Busuu application is effective in teaching vocabulary of seven grade students at UPTD SMP Negeri 7 Sinjai.

CHAPTER III

RESEARCH METHODS

A. Types & Approach of The Research

The type of research that used in this research is experimental research. Experimental research is the only type of research that is more accurate than other studies, in determining the relationship of causal relationships. In this research, researcher used quasi experiments. According to Cook in (Abraham & Supriyati, 2022) quasi experiments were defined as experiments that have treatment, measurement of impact, experimental units but do not use random assignment to create comparisons in order to conclude changes caused by treatment.

The design of the quasi-experimental approach that was used by researcher was a one group pretest-posttest design. Research conducted in one group only (experimental group) without a control class because researcher only want to compare the performance of the same group measured at different points in time without the need for a separate control group. This research design is measure using a pre-test before treatment and a post-test after treatment so that the results can be known more accurately.

The research approach that used in this research is a quantitative approach. The quantitative approach is an approach that analyze numerical data processed using statistical methods (Ahyar et al., 2020). The main objective in this research is to test the hypothesis that busuu application is effective in students' vocabulary learning. The quantitative approach in this research was focused on the effectiveness of using the busuu application in teaching vocabulary of seventh grade students at UPTD SMP Negeri 7 Sinjai. The following is an experimental research design can be seen in the table below :

Table 3.1

One Group Pretest–Posttest Design

Pre-test	Treatment	Post-test
O_1	X	O_2

(Sugiyono, 2017)

Note :

O_1 : Pre-test score (Before Treatment)

X : Treatment (Busuu)

O_2 : Post-test (After Treatment)

The further explanation of the research design above is:

1. Pre-test

The pre-test conducted to determine the initial ability of the student group before they are given treatment in the form of a learning model. Learners were given a vocabulary test as an initial test to assess and determine students' mastery of vocabulary in English language learning.

2. Treatment

After giving the pre-test, the student group was given treatment using the learning model that was used. The learning model used the Busuu application to teach vocabulary to students.

3. Post-test

The post-test conducted after giving treatment to students. It determined the difference in results before and after the treatment to students.

B. Variable Definition

Variable comes from the English variable with the meaning: "change", "non-fixed factors", or "symptoms that can be changed". According to (Sugiyono, 2017), a variable is something in the form of anything that researcher set to research and then draw conclusions from it. In this research, there are two variables, including the independent variable and the dependent variable.

1. Independent Variable

Independent variable is the variable that affect or cause changes or the emergence of dependent variables (Agustian et al., 2019). The independent variable in this research is the use of the Busuu application in learning English. The use of the Busuu application as a learning tool is done by learning various vocabulary contained in the application, where also in this application there are various exercises to increase students' vocabulary.

2. Dependent Variable

The dependent variable is the variable that is observed to determine the presence or absence of the influence of the independent variable (Christalisana, 2018). The dependent variable in this research is vocabulary teaching for class VII students at UPTD SMPN 7 Sinjai. Students were given teaching about vocabulary and then from this vocabulary teaching they can increase the English vocabulary that they understood from the teaching given.

C. Place and Time of Research

1. Place of The Research

This research conducted in class VII UPTD SMP Negeri 7 Sinjai. UPTD SMP Negeri 7 Sinjai is located

at Husni Thamrin Street No.1, Biringere, North Sinjai. The researcher conducted the research in this place because the researcher already conducted research in this school as a college assignment and the researcher observed that students vocabulary was lacking and aimed to conduct further research using teaching media.

2. Time of The Research

The research conducted starting from November 2023 to May 2024. During this period, there is an opportunity for researcher to collect data, analyze data, and draw meaningful conclusions regarding student learning outcomes regarding the use of the Busuu application in teaching vocabulary in class VII UPTD SMPN 7 Sinjai which is the main focus of the research.

D. Population and Sample Research

1. Population

Population can be interpreted as all elements in research including objects and subjects with certain characteristics and characteristics (Amin et al., 2023). The population in this study consisted of 125 students of seventh grade students at UPTD SMP Negeri 7 Sinjai. The number of seventh grade

students at UPTD SMP Negeri 7 Sinjai can be seen in the table below.

Table 3.2

Class VII Students at UPTD SMP Negeri 7 Sinjai

Class	Number of Students
VII – 1	25
VII – 2	27
VII – 3	26
VII – 4	29
VII – 5	22
Total	125

(Documentation from UPTD SMP Negeri 7 Sinjai)

2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2017). The sample in this research were students of class VII-4 UPTD SMP Negeri 7 Sinjai with a total of 29 people selected using purposive sampling method. Purposive sampling is a non-random sampling method where the researcher determines his own

sample which is suitable for research purposes (Lenaini, 2021). The sample in this research was determined by considering that the class had almost the same level of knowledge in learning English, and many students in that class had difficulty understanding some English vocabulary. This data was obtained directly from interviews with teachers who teach in seventh grade

E. Data Collection Techniques

This research used a quantitative approach. Therefore, data collection techniques in this research were in the form of observation, questionnaires, tests and documentation.

1. Observation

Observation is a process of direct observation of participants with a specific aim (Adhandayani, 2020). Observation in this research was carried out as an initial stage of research to find out how students master vocabulary in English lessons. Observation was conducted to see the effectiveness of the Busuu application in teaching vocabulary of seventh grade students at UPTD of SMP Negeri 7 Sinjai.

2. Questionnaire

According to Sugiyono, a questionnaire is a data collection technique that is carried out by giving several

questions or written questions to respondents to answer (Sugiyono, 2017). When creating questions in a questionnaire, the number of questions must be considered so that they are not too few or too many, the important thing is that they contain important indicators from the research. In this research, a questionnaire was administered with the aim of obtaining data regarding students vocabulary learning.

The type of questionnaire that used in this research is a closed questionnaire. A closed questionnaire is a questionnaire in the form of questions that can only be answered according to the answers provided by the researcher (Ali & Heru, 2019). The scale used in the questionnaire is a Likert scale to measure students opinions regarding vocabulary learning.

3. Test

Data collection techniques using tests was carried out to find out the comparison of student results before and after using the Busuu application in vocabulary learning. The steps in giving the test consisted of :

a) Pre-test

Before the use of Busuu was applied, researcher gave a pre-test to students to determine the students'

initial knowledge. In giving the pre-test, researcher gave students a written test. The number of questions in the pre-test consists of 20 numbers.

b) Treatment

After giving the pre-test, the researcher provided treatment to the students. Researcher carried out treatment using the Busuu application. Treatment was carried out in 3 meetings. The treatment steps that the researcher conducted were:

- 1) Researcher conduct learning with vocabulary material
- 2) Researcher introduce the Busuu application to students
- 3) Researcher explain how to use the Busuu application to students
- 4) Researcher study with students using the Busuu application

c) Post-test

Researcher gave a post-test after treatment using the Busuu application had been carried out. The post-test was gave with the aim of knowing student learning outcomes before and after using the Busuu application.

4. Documentation

Documentation is one of the techniques for collecting data. Data is collect in the form of documents, which can be images or written documents. The documentation that was collected by the researcher includes student attendance lists, observation filling sheets, questionnaire filling sheets, student questions or tests during the pre-test and post-test, and documentation in the form of photographs during the research.

F. Research Instruments

In research, measuring instruments are usually called research instruments. Research instrument is a tool use to measure the phenomenon being studied (Sugiyono, 2017). The instruments that were used in this research included observation sheets, questionnaire sheets, question sheets (tests), and documentation lists.

1. Observation sheet

Based on observation data collection techniques, of course the research instrument is in the form of an observation sheet. The observation sheets was carried out in order to obtain direct observation results in the field, not through respondents. The observation sheet in

this research used Guttman scale. The observation sheet contains 15 statement points that used as a guideline to observe and evaluate the implementation of Busuu Application in teaching vocabulary to seventh grade students at UPTD SMP Negeri 7 Sinjai. There are 3 things to pay attention to in the 15 statements, including the implementation of learning, student responses and student learning outcomes.

2. Questionnaire Sheet

If there was a questionnaire in the data collection technique, then the instrument of the questionnaire was a questionnaire sheet. The questionnaire sheet is give to respondents as a first step in finding out students' opinions or responses to the statements or questions contain in the questionnaire.

Table 3.3

Likert Scale

Scale	Score
Strongly agree	4
Agree	3
Neutral	2
Don't agree	1

(Taluke et al., 2019)

3. Question Sheet or Test

The next research instrument was a question sheet or test. If the data collection technique was through tests, of course the research instrument was a question sheet or test. Question sheets or test were distributed during the pre-test and post-test. The question sheet or test consists of 20 numbers in the form of short descriptions. The pre-test and post-test score can be grouped into four categories which can be seen in the following table :

Table 3.4
Interval Values and Test Result Categories

Interval	Category
0 – 25	Very low
26 – 50	Low
51 – 75	High
76 – 100	Very high

(Source : (Supri et al., 2023))

4. Documentation List

The final research instrument is a documentation list. The documentation list here is in the form of lists collected as part of the documentation. The documentation list consists of student attendance lists,

observation sheets, questionnaire sheets, pre-test and post-test sheets, and photos of research implementation.

G. Validity dan Reliability Test

1. Validity Test

Before being used as data collection tools, questionnaires and tests must be tested to see whether they are valid or not. The validity of a research is relate to the extent to which a researcher measures what should be measured (Budiastuti & Bandur, 2018). The instrument is said to be valid if the correlation coefficient between items is greater than 0.30 with an alpha error rate of 0.05. Validity testing was carried out using SPSS (Statistical Product and Service Solution). Valid testing criteria can be seen as follows.

- a) Instrument items are said to be valid if the p-value less than alpha 0.05.
- b) An instrument item is said to be invalid if p-value grather than alpha 0.05

Validity test was conducted on 29 respondents with 10 statements of questionnaire for variable x, 10 statements of questionnaire for variable y and 20 test

questions. The following is a description of the results of the validity test of the questionnaire and test questions in this research :

Table 3.5
Validity Test of Questionnaire Variable X (Busuu Application)

Correlation			
No. Question Items	Pearson Correlation	R-table (Sig. 0,05)	Criteria
X1	0,536	0,367	Valid
X2	0,499	0,367	Valid
X3	0,498	0,367	Valid
X4	0,510	0,367	Valid
X5	0,465	0,367	Valid
X6	0,532	0,367	Valid
X7	0,510	0,367	Valid
X8	0,597	0,367	Valid
X9	0,466	0,367	Valid
X10	0,476	0,367	Valid

(Source: Results of data analysis with SPSS 20)

From table 3.5 it can be seen that an item is declared valid if the result of the pearson correlation

calculation greater than r-table (Sig. 0.05). To find out the value of r-table (Sig. 0.05), it can be seen in the r-table significance of 0.05 which is known that the r-table value for 29 respondents is 0.367. Thus the comparison of the r-count value of each item of the questionnaire statement of variable X shows a result that is greater than the value of 0.367 so that the 10 items of the questionnaire statement are declared valid.

Table 3.6

Validity Test of Questionnaire Variable Y (Teaching Vocabulary)

Correlation			
No. Question Items	Pearson Correlation	R-table (Sig. 0,05)	Criteria
Y1	0,500	0,367	Valid
Y2	0,555	0,367	Valid
Y3	0,558	0,367	Valid
Y4	0,577	0,367	Valid
Y5	0,552	0,367	Valid
Y6	0,502	0,367	Valid
Y7	0,601	0,367	Valid

Y8	0,523	0,367	Valid
Y9	0,573	0,367	Valid
Y10	0,513	0,367	Valid

(Source: Results of data analysis with SPSS 20)

From table 3.6 it can be seen that an item is declared valid if the result of the pearson correlation calculation greater than r-table (Sig. 0.05). To find out the r-table value (Sig. 0.05), it can be seen in the r-table significance of 0.05 which is known that the r-table value for 29 respondents is 0.367. Thus the comparison of the r-count value of each item of the Y variable questionnaire statement shows a result that is greater than the value of 0.367 so that the 10 items of the questionnaire statement are declared valid.

Table 3.7
Pre-test Validity of The Test

Correlation			
No. Question Items	Pearson Correlation	R-table (Sig. 0,05)	Criteria
P1	0,461	0,367	Valid
P2	0,493	0,367	Valid

P3	0,426	0,367	Valid
P4	0,377	0,367	Valid
P5	0,416	0,367	Valid
P6	0,455	0,367	Valid
P7	0,395	0,367	Valid
P8	0,451	0,367	Valid
P9	0,445	0,367	Valid
P10	0,395	0,367	Valid
P11	0,461	0,367	Valid
P12	0,481	0,367	Valid
P13	0,420	0,367	Valid
P14	0,445	0,367	Valid
P15	0,418	0,367	Valid
P16	0,389	0,367	Valid
P17	0,428	0,367	Valid
P18	0,504	0,367	Valid
P19	0,422	0,367	Valid
P20	0,370	0,367	Valid

(Source: Results of data analysis with SPSS 20)

From table 3.7 it can be seen that an item is declared valid if the result of the pearson correlation calculation greater than r-table (Sig. 0.05). To find out

the r-table value (Sig. 0.05), it can be seen in the r-table significance of 0.05 which is known that the r-table value for 29 respondents is 0.367. Thus the comparison of the r-calculated value of each pre-test question item shows a result that is greater than the value of 0.367 so that the 20 test questions are declared valid.

Table 3.8
Post-test Validity of The Test

Correlation			
No. Question Items	Pearson Correlation	R-table (Sig. 0,05)	Criteria
P1	0,410	0,367	Valid
P2	0,452	0,367	Valid
P3	0,514	0,367	Valid
P4	0,391	0,367	Valid
P5	0,411	0,367	Valid
P6	0,494	0,367	Valid
P7	0,439	0,367	Valid
P8	0,494	0,367	Valid
P9	0,441	0,367	Valid

P10	0,369	0,367	Valid
P11	0,448	0,367	Valid
P12	0,459	0,367	Valid
P13	0,453	0,367	Valid
P14	0,402	0,367	Valid
P15	0,496	0,367	Valid
P16	0,470	0,367	Valid
P17	0,460	0,367	Valid
P18	0,475	0,367	Valid
P19	0,368	0,367	Valid
P20	0,422	0,367	Valid

(Source: Results of data analysis with SPSS 20)

From table 3.8 it can be seen that an item is declared valid if the result of the Pearson correlation calculation greater than r-table (Sig. 0.05). To find out the r-table value (Sig. 0.05), it can be seen in the r-table significance of 0.05 which is known that the r-table value for 29 respondents is 0.367. Thus the comparison of the r-count value of each post-test question item shows a result that is greater than the value of 0.367 so that the 20 test questions are declared valid.

2. Reliability Test

Reliability testing in a research is carried out to determine the consistency of the measuring instruments used (questionnaires and tests), whether the measuring instruments use are reliable and remain consistent if the measurements are repeat (Ayunita, 2018). Research instrument was said to be reliable when students' answers from questionnaire and test were consistent and stable over time. The research instrument test was said to be reliable if the reliability coefficient was greater than 0.60. Reliability can also be tested using SPSS.

In this research, the questionnaire instrument and test questions that have been declared valid will then be tested for reliability. The following were the results of the reliability test on the questionnaire variable x, questionnaire variable y, and test questions (pretest and posttest) :

Table 3.9
Reliability Test of Questionnaire Variable X (Busuu
Application)

Reliability Statistics	
Cronbach's Alpha	N of Items
.713	10

(Source: Results of data analysis with SPSS 20)

Based on the output results in table 3.9 of the reliability test above, it was found that the Cronbach Alpha value was greater than 0.60. The Cronbach Alpha value obtained was 0.713, which indicates that the value is greater than 0.60 so that all items of the questionnaire statement of variable X (Busuu application) are said to be reliable.

The results of the reliability test on the Y variable questionnaire (teaching vocabulary) which can be seen as follows :

Table 3.10
Reliability Test of Questionnaire Variable Y (Teaching Vocabulary)

Reliability Statistics	
Cronbach's Alpha	N of Items
.730	10

(Source: Results of data analysis with SPSS 20)

From the results of the reliability test output on the Y variable (teaching vocabulary) in table 3.10, it can be concluded that the questionnaire statement items are reliable because the Cronbach Alpha value is greater than 0.60. The Cronbach Alpha value of the reliability test is 0.730 greater than 0.60 so it is said to be reliable.

The results of the next reliability test are the results of the reliability test on the test questions (pretest and posttest) which can be seen in the following table

Table 3.11
Pre-test Reliability of The Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.770	20

(Source: Results of data analysis with SPSS 20)

Based on table 3.11, the reliability test of the pretest questions above shows that the Cronbach Alpha value is greater than 0.60. The Cronbach Alpha value obtained from the reliability test of the pretest questions is 0.770, which shows that the value is greater than 0.60 so that the questions from the pretest it can be said to be reliable.

Table 3.12
Post-test Reliability of The Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.782	20

(Source: Results of data analysis with SPSS 20)

Based on table 3.12, the reliability test of the posttest questions shows that the Cronbach Alpha value is greater than 0.60. The Cronbach Alpha value obtained from the reliability test of the posttest questions is 0.782, which shows that 0.782 greater than 0.60 so that the questions from the posttest it can be said to be reliable.

H. Data Analysis Techniques

Data analysis techniques are one of the research processes carried out to solve the problems studied that have been completely obtained. To determine the effectiveness of the Busuu application in students' vocabulary learning, this research was carried out using a paired difference test (paired sample t-test) with data from the pre-test and post-test. To determine the average score and frequency of student scores, descriptive statistics were also carried out. Before applying the t-test, normality and homogeneity tests are first carry out to find out whether the data obtained is normally distribute or not.

1. Descriptive Statistics

Descriptive statistics are statistics that can be used in collecting, compiling or organizing data and presenting and analyzing numerical data visually either

by using tables, diagrams or graphs, distributing data and centralizing data. Researcher used descriptive analysis of average statistics in this study. Researcher used the SPSS (Statistical Product and Service Solution) program in analyzing research data.

2. Inferential Statistics

Inferential statistics is a part of statistics used in drawing a conclusion about the entire population from research data. The form of testing is the normality test, homogeneity test, t-test, and n-gain test using the SPSS program.

a. Normality Test

The normality test is carried out to find out whether the variables are normal or not. In measuring the normality test in this research, researcher used SPSS with a significance value (α) equal to 0.05. The results of the normality test were as follows:

- a. If the significance value is greater than 0.05 then the data is said to be normally distributed
- b. If the significance value is less than 0.05 then the data is said to be not normally distributed

b. Homogeneity Test

The homogeneity test is used to determine whether several variants of conditions or populations are the same or not. The homogeneity test is carried out to find out whether the data obtained is homogeneous or not. The significance value (α) is 0.05. The decision making in the homogeneity test is:

- a. If the significance value is greater than 0.05 then the data is said to have the same variance distribution (homogeneous)
- b. If the significance value is less than 0.05 then the data variance is uneven (not homogeneous)

c. Hypothesis Test

The t-test that used in this research is the paired sample t-test. The paired t-test was carried out as a difference test if the scale of the two interval variables or the ratio of the paired t-test is a difference test on two paired data. In this research, reason the researcher used this type of test is because in this research two paired samples were used with the same subjects but given two different

treatments or measurements, namely before and after using the Busuu application in learning student vocabulary.

After carried out the paired sample t-test, the final step in data analysis is testing the hypothesis, whether the hypothesis rejects or accepts the null hypothesis. To find out whether the null hypothesis is rejected or not, it can be seen as follows

- a. If the P-value (denoted by Sig (α)) greater than 0.05, then H_0 is accepted so H_1 is rejected.
- b. If the P-Value (denoted by Sig (α)) less than 0.05, then H_0 is rejected so H_1 is accepted.

d. N-Gain Test

After getting the pretest and posttest scores, the researcher analysis the scores obtained. The analysis used is the gain normality test. This test is used to determine the effectiveness of the treatment given. The following formula was used to calculate the normality of gain:

$$\mathbf{N-Gain} = \frac{S_{\text{Post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{Pre}}}$$

Notes :

N_{Gain} states the gain normality test value

S_{post} represents the pretest score

S_{pre} represents the posttest score

S_{maks} represents the maximum score

The effectiveness criteria interpreted from the normality gain values can be seen in the following table :

Table 3.13

Classification of Gain Normality Values

Gain Normality Values	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

Source : Karianingsih in (Oktavia et al., 2019)

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of The Research Location

1. The Profile of UPTD SMPN 7 Sinjai

Name	: UPTD SMPN 7 Sinjai
Under the auspices of	: Ministry of Education, Culture, Research and Technology
School Accreditation	: A
Curriculum Used	: Independent Curriculum and K-13
Province	: South Sulawesi
Regency/City	: Sinjai
School Address	: Husni Tamrin Street
Ownership Status	: Local Government
Decree of School Establishment	: 2147483647
Date of Decree Establishment	: 1997-03-07
Teacher	: 36 Teachers
Students	: 417 Students

(Administration UPTD SMPN 7 Sinjai)

2. Vission and Mission of UPTD SMPN 7 Sinjai

a. Vission

Creating generation who have faith and piety, as well as knowledge and technology based on the student profile of Pancasila and environmental cultured.

b. Mission

- 1) Creating interesting, fun, characterful and creative learning and being able to facilitate students according to their talents and interests.
- 2) Creating a profile of Pancasila students who are faithful and devout and have noble character by dzikir, dhuha and dzuhur prayers, do'a every time carried out activities and worshiping diligently according to their respective beliefs.
- 3) Getting used to the culture of reading and literacy activities.
- 4) Get students used to smiling, greeting politely to friend or teachers.

- 5) Improving school achievement both through arts and sports from the sub-district level to the national level
- 6) Improving school management in educational management that guarantees educational quality and character.
- 7) Increasing professionalism in school education staff.
- 8) Creating a profile of Pancasila students who have noble character, critical, independent, creative in reasoning so that innovative ideas and abilities can be created
- 9) Implementing partnership programs with environmental and forestry services, religion, regional libraries and community organizations.
- 10) Implementing IT-Based learning and CBT-Based assessment that can utilize the environment as a learning medium.
- 11) Creating a school environment as a place for social, intellectual, emotional, skills and local cultural development in global diversity.

12) Creating active participation from parents and the community through diversity that accomodates the creativity of students who have a highly competitive spirit.

13) Impelementing a clean and healthy living culture with a clean Friday schedule

(Administration UPTD SMPN 7 Sinjai, May 21 2024)

B. The Result and Discussion of The Research

1. Result of the Research

a. Descriptive Statistics

The researcher used descriptive statistical analysis for the average value of the pretest and posttest results in this research. The researcher used the SPSS (Statistical Product and Service Solution) program in analyzing the research data.

Table 4.1

Descriptive Statistic Results for Pretest

Descriptive Statistics					
	N	Mini mum	Maxim um	Mean	Std. Deviation
Pretest	29	15	75	45.1724	19.47905
Valid N (listwise)	29				

(Source: Results of data analysis with SPSS 20)

From the results of the descriptive statistics, the pretest score statistics can be seen in table 4.1 above. Based on table 4.1, it shows that the vocabulary pretest score of class VII-4 students of UPTD SMPN 7 Sinjai obtained a minimum or lowest score of 15, while the maximum or highest score was 75. The mean score was 45.17 and the standard deviation score was 19.48. Based on the four category interval values and test result categories, it shows that teaching vocabulary to students before using the Busuu application is in the low category which gets an interval value of 26-50. This indicates that before using the Busuu application in teaching vocabulary to students the results are lacking or in the low category.

Table 4.2
Descriptive Statistic Results for Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	29	30	100	73.6207	19.08143

Valid N (listwise)	29				
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(Source: Results of data analysis with SPSS 20)

From the results of descriptive statistics, the posttest score statistics can be seen in table 4.2 above. Based on the table, it shows that the post-test vocabulary score of class VII-4 students of UPTD SMPN 7 Sinjai obtained a minimum or lowest score of 30, while the maximum or highest score was 100. The mean score was 73.62. Based on the four categories interval value and test result categories, it shows that the teaching of students vocabulary after using the Busuu application is in the high category which gets an interval value of 51-75. This indicates that after using the Busuu application in teaching vocabulary to students, the results are good or in the high category.

From the results of the descriptive analysis of the pretest and posttest, it can be concluded is a change in the form of an increase before students were given treatment using the Busuu application in vocabulary teaching. It can be seen from the

average value that increased from the pretest to the posttest in class VII-4 students of UPTD SMPN 7 Sinjai.

b. Inferential Statistic

Inferential statistics are used to draw conclusions about the entire population from the research data. The forms of testing carried out are normality tests, homogeneity tests, t-tests, and n-gain tests using the SPSS program.

1) Normality Test

In ensuring whether the data is normally distributed or not, a normality test needs to be conducted. The purpose of conducting a normality test in this study is to determine whether vocabulary teaching to students is normally distributed or not. The normality test was conducted through SPSS 20.0 using the Shapiro Wilk test with a significance level requirement of greater than 0.05. The results of the normality test in this study can be seen as follows :

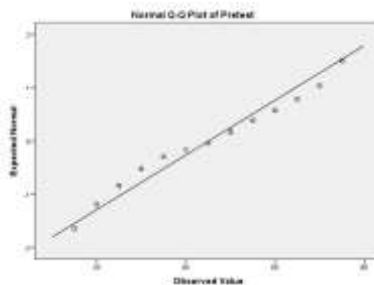
Table 4.3
Normality Test Results

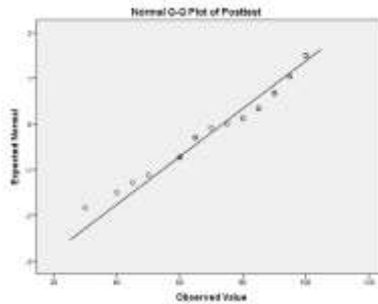
Tests of Normality			
Test Results	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.938	29	.087
Posttest	.944	29	.127

(Source: Results of data analysis with SPSS 20)

Based on the table, it shows that the value obtained from the pretest results is 0.087 and the posttest results are 0.127 which are in the Sig table. It can be concluded that the significance value obtained is 0.087 greater than 0.05 and 0.127 greater than 0.05 so that it can be interpreted that the test results from teaching students vocabulary using the Busuu application in the pre-test and post-test are normally distributed.

Graphic 4.1
Q-Q Plot





(Source : Result of Analysis with SPSS 20)

The normality of the data can also be seen from the Q-Q Plot. The Normality test with the Q-Q Plot can be determined by looking at the distribution of the points. If the points were close to the diagonal line it can be concluded that the data is normally distributed, but if on the other hand the points were very far from the diagonal line then the data is not normally distributed (Handari et al., 2022).

Based on the normal Q-Q Plot above, if the points are located around the diagonal line. Therefore it can be concluded that the value of the pretest and posttest result normally distributed.

2) Homogeneity Test

The homogeneity test was conducted with the aim of finding out whether the data

group is homogeneous or has the same variance as each other so that a homogeneity test was conducted. The homogeneity test in this study was conducted using the ANOVA test in the SPSS 20 program. The requirement for homogeneity testing is a Sig value greater than 0.05. The results of the homogeneity test in this study are as follows :

Table 4.4
Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Test Results	Based on Mean	.036	1	56	.849
	Based on Median	.042	1	56	.838
	Based on Median and with adjusted df	.042	1	55.970	.838
	Based on trimmed mean	.040	1	56	.841

(Source: Results of data analysis with SPSS 20)

Based on the table above, the results of the homogeneity test were obtained with a significance value of 0.849 greater than 0.05. This value indicates that the data comes from a homogeneous population.

3) Hypothesis Test

After conducting normality and homogeneity tests to determine whether the data is normal or not and homogeneous or not, the next step is to conduct hypothesis testing. Hypothesis testing is carried out with the aim of answering the research hypothesis in this research whether the hypothesis is rejected or accepted. The hypothesis test carried out in this study is the paired sample t-test. This test was carried out in this research to determine whether the Busuu application is effectively applied in teaching vocabulary to class VII students at UPTD SMPN 7 Sinjai. Below are the results of the paired sample t-test of this study using SPSS version 20.

Table 4.5
T-Test (Paired Sample Test) Results

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mea n	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	- 28.44 828	11.02784	2.04782	-32.64304	-24.25351	-13.892	28	.000

(Source: Results of data analysis with SPSS 20)

Based on the table above, it can be seen that the Sig. (2-tailed) value is 0.000. This value indicates that the significance value is less than 0.05 or 0.000 less than 0.05. From these results, it can be interpreted that H_0 is rejected and H_a is accepted, which means that the Busuu application is effective in teaching vocabulary to seventh grade students.

4) N-Gain Test

The N-Gain test was conducted on the results of students' vocabulary tests with the aim of determining the effectiveness of using the Busuu application in teaching students vocabulary. The N-Gain Score test was conducted by calculating the difference between the pretest and posttest scores to determine whether the use of the Busuu application can be said to be effective or not.

Table 4.6
N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-gain Score	29	.14	1.00	.5744	.24698
N-gain Persen	29	14.29	100.00	57.4418	24.69831

Valid N (listwise)	29				
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(Source: Results of data analysis with SPSS 20)

Based on the table of the results of the n-gain test above, the mean score value was obtained at 0.57. Based on the n-gain score value obtained of 0.57, the criteria for teaching students' vocabulary after implementing the Busuu application are at the second gain normality value, namely gain is greater than or equal to 0,30 and less than or equal to 0,70. This value is categorized as a medium gain or moderate category. Therefore, it can be concluded that the Busuu application for teaching vocabulary to students has a medium or moderate increase between the pre-test and post-test values.

Table 4.7

N-Gain Effectiveness Interpretation Category

Percentage (%)	Interpretation
< 40	Not Effective
40 – 50	Less Effective
56 – 75	Fairly Effective
> 76	Effective

Source : Nasir in (Nawir & Khaeriyah, 2019)

Based on the n-gain value, the percentage obtained is 57% so that the interpretation of the n-gain value is in the third place, namely 56 - 70. The interpretation of this percentage means that the use of the Busuu application for teaching students vocabulary has increased on a scale of 56 - 75 which is included in the fairly effective category.

c. Observation

The observation results showed that as many 96,6% of students had better ability to remember vocabulary after using the Busuu application. In addition, 93,1% of students were more confident when using the Busuu application in learning vocabulary. Overall, the results of the observation showed that the rest became more active in participating and involved in the lesson and were more confident in learning more about the vocabulary in the Busuu application. Therefore, from these results it can be seen that the Busuu application is effective in teaching vocabulary.

d. Questionnaire

The result of the questionnaire distributed to 29 respondents found that 79,3% of students stated

that they were more motivated to learn vocabulary when the teaching methods were varied, such as using the Busuu application. In addition, 87,5% of students felt helped in improving vocabulary understanding by using the Busuu application. In detail, the results of the questionnaire showed a positive response to the use of the Busuu application which made the learning process more enjoyable. Therefore, this study shows that the Busuu application is effective in teaching vocabulary to students

2. Discussion of The Research

The research that has been conducted shows that there is effectiveness in using the Busuu application for teaching vocabulary to seventh grade students at UPTD SMPN 7 Sinjai. It can be seen from the results of the observation data, questionnaire data and the results of the students' vocabulary test data before and after being given treatment in the form of using the Busuu application, showing that there is a good student response and improved learning outcomes. The improved learning outcomes are indicated by the average test results increasing from the pretest and

posttest of students on the use of the Busuu application in teaching vocabulary.

Table 4.8

Frequency Distribution of the Observation

No	Statement	Yes		No	
		F	%	F	%
1	Students use the Busuu application according to the predetermined learning plan.	29	100%	-	-
2	Students clearly understand the instructions for using the busuu application explained	29	100%	-	-
3	Students can access the Busuu application without technical difficulties.	26	89,7%	3	10,3%

4	Students understand the vocabulary material taught in the busuu application	29	100%	-	-
5	Students do interactive practice questions in the busuu applicatio effectively during learning	26	89,7%	3	10,3%
6	Students look enthusiastic and motivated when using the Busuu application to learn vocabulary.	28	96,6%	1	3,4%
7	Students actively participate in the exercises provided	28	96,6%	1	3,4%

	by the Busuu application.				
8	Students provided positive feedback regarding their experience using the Busuu application.	27	93,1%	2	6,9%
9	Students more confident in using the vocabulary learned through the Busuu application.	27	93,1%	2	6,9%
10	Students frequently interact with the community features within the Busuu app to improve their skills.	26	89,7%	3	10,3%

11	Students showed a significant increase in vocabulary mastery after using the Busuu application.	29	100%	-	-
12	Students' vocabulary test results improved after a period of using the Busuu application.	29	100%	-	-
13	Students are able to use new vocabulary in appropriate contexts during class discussions.	27	93,1%	2	6,9%
14	Students show better ability to remember	28	96,6%	1	3,4%

	vocabulary than before using the Busuu application.				
15	Students are faster and more accurate in doing vocabulary exercises after regularly using the Busuu application.	28	96,6%	1	3,4%

(Source : Processed by Researcher)

Based on the results of the study, the effectiveness of using the Busuu application can be seen from the results of observations on the implementation of learning using the Busuu application. It can be seen in table 4.8 the frequency distribution of observations, the data shows that as many as 96.6% of students looked enthusiastic and motivated when using the Busuu application to learn vocabulary, as many as 93.1% of students gave positive feedback about their experience using the

Busuu application, and 96.6% of students actively participated in the exercises provided by the Busuu application.

From the data obtained above, it can be said or concluded that the use of the Busuu application is effective in teaching vocabulary towards the implementation of its learning. It can be seen that students gave positive feedback using the Busuu application and students were enthusiastic, active and motivated to learn vocabulary in following the learning process using the Busuu application.

Table 4.9
Frequency Distribution of the Questionnaire

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1	The Busuu application is easy to	18	62,1%	11	37,9%	-	-	-	-

	access and use								
2	I am interested in using the Busuu application because there are features that are adjusted to the selected level	21	72,4%	8	27,6%	-	-	-	-
3	I find it helpful to learn English with the Busuu application in improving my understanding	15	51,7%	14	48,3%	-	-	-	-

	ending of new vocabula ry								
4	Using the busuu applicati on can increase my interest in learning	19	65,5%	10	34,5%	-	-	-	-
5	I feel that using the Busuu applicati on can enrich the vocabula ry learning experien ce	16	55,2%	13	44,8%	-	-	-	-

6	I am encouraged to use the busuu application in a structured manner in learning vocabulary	17	58,6%	12	41,4%	-	-	-	-
7	There is a clear difference in vocabulary abilities before and after using the Busuu application in vocabulary	19	65,5%	10	34,5%	-	-	-	-

	teaching								
8	The Busuu application has no significant effect on improving my vocabulary	-	-	-	-	12	41,4%	17	58,6%
9	I feel the Busuu application can provide adequate feedback in vocabulary learning	15	51,7%	14	48,3%	-	-	-	-
10	I am enthusiastic about	19	65,5%	10	34,5%	-	-	-	-

	using the Busuu application to learn vocabulary in everyday life								
11	Learning vocabulary is very important for me	17	58,6%	12	41,4%	-	-	-	-
12	I am able to translate and write vocabulary correctly	19	65,5%	8	27,6%	2	6,9 %	-	-
13	I prefer to learn new vocabulary	17	58,6%	10	34,5%	2	6,9 %	-	-

	through using applications rather than reading books								
14	Learning using technology such as learning applications can help in learning vocabulary	20	69%	8	27,6%	1	3,4 %	-	-
15	I find it difficult to learn vocabulary	18	62,1%	11	37,9%	-	-	-	-
16	I feel enjoy	18	62,1%	11	37,9%	-	-	-	-

	learning about vocabulary								
17	I feel more motivated to learn vocabulary when the teaching methods are varied and interesting	23	79,3%	6	20,7%	-	-	-	-
18	I feel that the vocabulary I learn in class is useful in everyday	16	55,2%	11	37,9%	2	6,9%	-	-

	life								
19	I always take time to learn vocabulary so that it continues to improve	17	58,6%	12	41,4%	-	-	-	-
20	Vocabulary teaching is very important for English language mastery	23	79,3%	5	17,2%	1	3,4%	-	-

(Source : Processed by researcher)

Based on the results of the study, the response of class VII-4 students of UPTD SMPN 7 Sinjai when using the Busuu application in vocabulary learning gave a positive response or a good response. This can be seen in table 4.9 of the frequency distribution in the

questionnaire, the questionnaire data for the y variable (vocabulary teaching) shows that as many as 58.6% of students strongly agree and 34.5% agree that students prefer to learn new vocabulary through applications rather than reading books, and in the statement that learning using technology such as applications can help in vocabulary learning as many as 69% of students strongly agree and 27.6% of students agree with the questionnaire statement.

In addition, for the questionnaire data of variable x (busuu application) shows that as many as 72.4% of students strongly agree and 34.6% agree that students are interested in using the Busuu application, as many as 51.7% of students strongly agree and 48.3% of students agree that learning English is helped by the busuu application in improving understanding of new vocabulary, and as many as 65.5% of students strongly agree and 34.5% agree that there is a difference before and after using the Busuu application in teaching vocabulary.

From the data obtained above, it can be concluded that the effectiveness of using the Busuu application on seventh grade students at UPTD SMPN

7 Sinjai can be seen from the positive responses from all students.

From the hypothesis test that has been conducted, the value of the paired sample t-test significance test results and the N-Gain score test results are 0.000 and 0.57. The value of the paired sample t-test obtained the Sig. (2-tailed) result of 0.000 less than 0.05 which means that H_0 is rejected and H_a is accepted so that the Busuu application is effective in teaching students vocabulary. In addition, it is proven from the results of the comparison of pretest and posttest values with a gain value of 0.57 which is in the moderate category.

Based on previous research related to this study, there have been several studies that discuss the effectiveness of the Busuu application. Such as the study reviewed by Putri Sinta Diana Simamora (2023) which examined The Effectiveness of Using the Busuu Application on Students' Listening Skills. In addition, research conducted by Helmia Putri (2020) examined The Use of the Busuu Application to Train Writing Skills. Another study on the use of the Busuu application was also conducted by Naoya Shibata

(2020) with the title *The Use of the Busuu Application for Foreign Language Learning*. Of the three studies mentioned, research using the Busuu application still lacks research that discusses the effectiveness of using the Busuu application in teaching vocabulary as in this study. Although lacking, there is research that supports and is in line with the results of this study that the Busuu application is effective in learning students' vocabulary such as in the study of Della Fitri Arza (2023) which shows that the Busuu application is *Effective in Improving Vocabulary in Students*.

From the results of the discussion of the research above, it shows that this study can be concluded that the Busuu application is effective in teaching students vocabulary, in this case the English vocabulary is lacking/low in seventh grade students at UPTD SMPN 7 Sinjai. Therefore, the Busuu application can be used as an alternative in teaching vocabulary in class.

According to researcher, the use of the Busuu application is also effective in several aspects of English such as listening, speaking, and pronunciation skills because in the Busuu application students are also trained in these aspects. In addition, there are

statistical calculations of student work results that describe students' understanding of the questions in the application and the use of this application can be used on various mobile and desktop devices such as Windows, Android or iOS

The findings of this research have significant implications. This research contributes to the development of effective English language learning strategies in schools. The utilization of Busuu serves as an alternative method for enhancing vocabulary skills. Additionally, this research inspires teachers to adopt innovative instructional methods and integrate technology effectively. Therefore, the researcher recommends further research comparing the effectiveness of Busuu with other instructional methods and developing vocabulary learning applications especially to junior high school students.

CHAPTER V

CLOSING

A. Conclusion of The Research

Based on the results of research that has been conducted regarding the Effectiveness of Using the Busuu Application in Teaching Vocabulary to Seventh Grade Students at UPTD SMPN 7 Sinjai, it can be concluded that :

1. The research show that the Busuu application is effective in teaching vocabulary. This can be seen from the results of the hypothesis test which obtained a Sig (2-tailed) value of 0.000. The significance value obtained is less than 0.05 or 0.000 less than 0.05 which indicates that H_0 is rejected and H_a is accepted. In other words, the results show that the use of the Busuu application is effective in teaching vocabulary to seventh grade students at UPTD SMPN 7 Sinjai. In addition, the results of the N-Gain score test in the research that has been conducted, obtained an N-Gain value of 0.57 or in the N-Gain percentage of 57%. The value of the N-Gain test results is in the second interval, namely gain is greater than or equal to 0,30

and less than or equal to 0,70. Thus, the student's score is included in the fairly effective category.

2. The results of the descriptive statistical analysis of the pretest and posttest, it can be concluded that there is a change in the form of an increase from before students were given treatment using the Busuu application in teaching vocabulary. This can be seen from the average value in the pretest of 45.17 to the posttest of 73.62 in class VII-4 students of UPTD SMPN 7 Sinjai.

B. Suggestion of The Research

Based on the research that has been conducted, the suggestions put forward by the researcher are as follows::

1. For students, they can use the Busuu application as a support in learning English and study more seriously so that the learning outcomes obtained are even higher.
2. For teachers, so that they can use learning methods or media that are fun for students and make it easier for students to understand learning materials, such as using the Busuu application, so that students are always motivated to learn, both in learning vocabulary and other English language skills.

3. For schools, they can improve facilities and infrastructure that can support the learning process well..
4. For further researcher, if they want to conduct research that is identical to the theme of this research, it is hoped that they will add new variables to determine the influence or analysis of the use of the Busuu application and provide a better picture of the contribution of the variables that have been used in this research.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

Appendix 1

GRID OF RESEARCH INSTRUMENT

The Effectiveness of Using the Busuu Application in Teaching Vocabulary of Seven Grade Students at UPTD SMPN 7 Sinjai

Indicator	No Item	Ket.
Implementati on of Learning	1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15	Observation
Students Response to Learning	1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,16,17,18,1 9,20	Questionnaire
Learning Outcomes	1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,16,17,18,1 9,20	Test

Sinjai, 10 Juni 2024

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Appendix 2

Observation Sheet for Implementation of Learning

Observation Sheet

A. Respondent Identity

Name :

Class :

Number

B. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description :
 Yes : Iya
 No : Tidak

No.	Indicators	Statement	Answer	
			Yes	No
1.	Implementation of Learning	a. Students use the Busuu application according to the		

		predetermined learning plan.		
		b. Students clearly understand the instructions for using the busuu application explained		
		c. Students can access the Busuu application without technical difficulties.		
		d. Students understand the vocabulary material taught in the busuu application		

		e. Students do interactive practice questions in the busuu applicatio effectively during learning		
2.	Students Response	a. Students look enthusiastic and motivated when using the Busuu application to learn vocabulary.		
		b. Students actively participate in the exercises provided by the Busuu		

		application.		
		c. Students provided positive feedback regarding their experience using the Busuu app.		
		d. Students more confident in using the vocabulary learned through the Busuu application.		
		e. Students frequently interact with the community features within the Busuu app		

		to improve their skills.		
3.	Student Learning Results	a. Students showed a significant increase in vocabulary mastery after using the Busuu application. b. Students' vocabulary test results improved after a period of using the Busuu application. c. Students are able to use new vocabulary in		

		appropriate contexts during class discussions. d. Students show better ability to remember vocabulary than before using the Busuu application. e. Students are faster and more accurate in doing vocabulary exercises after regularly using the Busuu application.		
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Appendix 3

Questionnaire Sheet for Students Response to Learning

Questionnaire Sheet

A. Instructions for filling out the questionnaire:

1. Fill in your identity in the column that has been provided.
2. Read each statement carefully and thoroughly.
3. Answer each statement by choosing one of the four alternative answers that have been provided.

Alternative Answers:

4 : Strongly Agree

3 : Agree

2 : Disagree

1 : Strongly Disagree

4. Answer by putting a check mark (✓) on one of the answers.
5. Answer according to your opinion

B. Respondent Identity

Name :

Number :

Class :

C. Busuu Application

No	Statement	Answer			
		4	3	2	1
1.	The Busuu application is easy to access and use				
2.	I am interested in using the Busuu application because there are features that are adjusted to the selected level				
3.	I find it helpful to learn English with the Busuu application in improving my understanding of new vocabulary				
4.	Using the busuu application can increase my interest in learning				
5.	I feel that using the Busuu application can enrich the vocabulary learning experience				
6.	I am encouraged to use the busuu application in a structured manner in				

	learning vocabulary				
7.	There is a clear difference in vocabulary abilities before and after using the Busuu application in vocabulary teaching				
8.	The Busuu application has no significant effect on improving my vocabulary				
9.	I feel the Busuu application can provide adequate feedback in vocabulary learning				
10.	I am enthusiastic about using the Busuu application to learn vocabulary in everyday life				

D. Teaching Vocabulary

No	Statement	Answer			
		4	3	2	1
1.	Learning vocabulary is very important for me				
2.	I am able to translate and write vocabulary correctly				

3.	I prefer to learn new vocabulary through reading books rather than using applications				
4.	Teaching using technology such as learning applications can help in learning vocabulary				
5.	I find it difficult to learn vocabulary				
6.	I feel enjoy learning about vocabulary				
7.	I feel more motivated to learn vocabulary when the teaching methods are varied and interesting				
8.	I feel that the vocabulary I learn in class is useful in everyday life				
9.	I always take time to learn vocabulary so that it continues to improve				
10.	Vocabulary teaching is very important for English language mastery				

Appendix 4

Test Sheet for Learning Outcomes (Pretest and Posttest)

• Pre-Test

1. Select the correct words to fill in the blanks.

Hi, how are

hello	hi	is	are	you?	me?
-------	----	----	-----	------	-----

2. Choose True or False!

Hello! Hi!

We use “hello” and “hi” to greet people?

- a. True b. False

3. Choose one of the correct answers *a, b, c, or d*

..... your name?

- a. Nice
b. What's
c. How
d. Why

4. Match the correct answer!

Where are	
Where do	

- a. you live
b. you from?

5. Pair the appropriate words/phrases

English, Spanish, Turkish, Polish	Country
England, Spain, Turkey, Poland	Nationality

6. Choose the words in the correct order.

meet

to

nice

you

7. Choose one of the correct answers *a, b, c, or d*

How much dog in the picture?



- a. Three
- b. Four
- c. Two
- d. Five

8. Fill in the blanks with the correct letters



She's

g

h

i

e

t

9. Choose the job name in the example below.

am

Doctor

restaurant

work

she

meeting

10. Fill in the empty table below!

No.	Vocabulary	Meaning
1.	Coffee	.....
2.	.....	Dekat
3.	.....	Kue
4.	Speak	.....
5.	Week	.....
6.	.....	Melihat

7.	People	.....
8.	.....	Ibu
9.	Tea	.....
10.	.....	Bekerja
11.	.....	Monday

- **Post-Test**

1. Select the correct words to fill in the blanks.

Hello, how's it

me?

going?

it

are

i'm

2. *How's Julia? – She's alright!*

“She's” is the short form of “she is”

- a. True b. False

3.



..... a bee.

- a. He's
b. It's
c. We're
d. Many

4. Match the pairs!



- a. 15
- b. 19

5. Pair the appropriate words/phrases

Russian, Turkish, Chinese	Country
Turkey, Japan, USA	Nationality

6. Select the numbers from smallest to largest.

Fourteen	Twelve	Eleven
Ten	Thirteen	Fifteen

7. Fill in the blanks with the correct letters

We sometimes
together

l

p

a

y

b

a

t

o

o

f

l

l

8. Select the words describing the weather!

It's

warm

in

New York

today

9. Look at the following picture. Choose the correct



The picture above is a vegetable. What is the Indonesian word for vegetable?

- a. Keju
- b. Roti
- c. Sayur
- d. Buah

10. Match the words with their Indonesian equivalents

Parents	Tomorrow	Family	Fly	Day
---------	----------	--------	-----	-----

Open

Keluarga

Terbang

Hari

Besok

Tutup

Buka

Orangtua

Roti

Meja

Kecil

Kucing

Close	Table	Cat	Bread	Small
-------	-------	-----	-------	-------

APPENDIX II

DATA AND ANALYSIS DATA OF THE RESEARCH

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541

Appendix 5

Respondents

No	Name	Class
1	Daffa	VII – 4
2	Pahlevi	VII – 4
3	Syafiq	VII – 4
4	Hilal	VII – 4
5	Agilah	VII – 4
6	Akhbanul	VII – 4
7	Amalia	VII – 4
8	Abrar	VII – 4
9	Ahmad	VII – 4
10	Dewi	VII – 4
11	Haikal	VII – 4
12	Makkuraga	VII – 4
13	Nurazizah	VII – 4
14	Aqillah	VII – 4

15	Key	VII - 4
16	Nisa	VII - 4
17	Latifa	VII - 4
18	Adi	VII - 4
19	Fairuz	VII - 4
20	Givary	VII - 4
21	Naufal	VII - 4
22	Nayaka	VII - 4
23	Nur	VII - 4
24	Dillah	VII - 4
25	Olis	VII - 4
26	Nuge	VII - 4
27	Rifatul	VII - 4
28	Naila	VII - 4
29	Kira	VII - 4

Appendix 6

Result of the Questionnaire

a. Variable X

Respondents	Variable X Statement										Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	
R1	4	4	4	4	3	4	3	2	4	4	36
R2	4	4	4	3	4	4	4	1	4	4	35
R3	4	3	3	4	4	3	3	2	4	4	34
R4	3	3	4	4	3	3	4	1	3	4	32
R5	4	3	3	4	3	4	4	1	3	4	33
R6	3	4	4	3	4	3	4	1	4	4	34
R7	4	4	3	4	4	4	4	2	4	4	37
R8	3	4	3	4	4	3	4	2	3	4	34
R9	4	3	3	3	4	3	4	1	3	3	32
R10	4	4	4	4	3	4	4	2	4	4	36
R11	4	4	4	4	4	4	4	2	4	3	36
R12	3	4	3	3	3	4	4	2	3	4	33
R13	3	4	3	3	3	3	4	1	3	3	32
R14	4	3	3	3	4	3	3	1	3	4	31
R15	4	4	4	4	3	4	4	2	4	4	37
R16	4	4	4	4	4	4	4	2	4	3	37
R17	4	4	4	3	4	4	4	2	3	4	35
R18	3	4	3	4	4	4	3	2	4	4	35
R19	4	3	4	4	4	4	4	1	3	4	34
R20	3	4	3	4	3	3	3	2	3	3	32
R21	4	4	4	4	4	4	4	2	3	4	37
R22	3	4	3	4	3	3	3	1	4	3	32
R23	3	3	4	4	3	3	3	2	4	3	32
R24	4	4	3	4	4	4	4	2	4	4	36
R25	3	4	3	3	3	4	3	1	3	3	30
R26	4	4	4	4	4	3	4	1	3	4	35
R27	4	3	3	3	3	4	3	1	4	3	31
R28	4	4	4	4	4	4	4	2	4	4	38
R29	3	4	4	3	3	3	3	2	3	3	33

Appendix 7

Students Vocabulary Test Results

No	Name/Respondents	Test Results	
		Pre-test	Post-test
1	Ahmad	40	60
2	Nur	50	85
3	Makkuraga	30	60
4	Naila	45	65
5	Kira	30	65
6	Amalia	25	80
7	Givary	35	65
8	Olis	60	90
9	Akhbanul	55	85
10	Daffa	25	75
11	Dewi	65	85
12	Agilah	35	70
13	Syafiq	60	95

14	Rifatul	55	90
15	Key	70	95
16	Abrar	15	60
17	Haikal	50	65
18	Fairuz	45	60
19	Hilal	20	60
20	Adi	25	45
21	Pahlevi	20	50
22	Aqillah	75	100
23	Nurazizah	50	90
24	Nisa	70	90
25	Naufal	15	30
26	Nurul	75	100
27	Reski	30	40
28	Latifa	65	80
29	Nayaka	75	100

Appendix 9

The Output of SPSS

a. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.127	29	.200 [*]	.938	29	.087
Posttest	.138	29	.165	.944	29	.127

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

a. Lilliefors Significance Correction

b. Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.036	1	56	.849
Based on Median	.042	1	56	.838
Test Based on Median Res and with adjusted ults df	.042	1	55.970	.838
Based on trimmed mean	.040	1	56	.841

Test of Homogeneity of Variances

Test Results

Levene Statistic	df1	df2	Sig.
.036	1	56	.849

ANOVA

Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11734.914	1	11734.914	31.565	.000
Within Groups	20818.966	56	371.767		
Total	32553.879	57			

c. Paired Sample T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	45.1724	29	19.47905	3.61717
Posttest	73.6207	29	19.08143	3.54333

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest&Posttest	29	.837	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Devi ation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-28.44828	11.02784	2.04782	-32.64304	-24.25351	-13.892	28	.000

d. Descriptive Statistic N-Gain

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	29	.14	1.00	.5744	.24698
Ngain_Persen	29	14.29	100.00	57.4418	24.69831
Valid N (listwise)	29				

APPENDIX III

DOCUMENTATION



APPENDIX IV

CORRESPONDENCES



**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

SURAT KEPUTUSAN
NOMOR: 590.D1/III.3.AU/7/KEP/2023

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cukup dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PEDA/08/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

- Menetapkan** :
1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** :
1. Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Firdaus, M.Ag.	Rahma Melati Amir, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : A. Khassul Khatimah Hasbi
NIM : 200110001
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Buzuu Application in Teaching Vocabulary at Eight Grade Students at UPTD SMPN 7 Sinjai

- Kedua** :
1. Hal-hal yang menyangkut pendapatan/hasilnya karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** :
1. Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Kesempat** :
1. Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



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AHMAD DAHLAN

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 20 Jumadil Awal 1445 H

04 Desember 2023 M

Dekan,

Dr. Mukdir, M.Pd.I.

NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



**UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 309.D/III.3.AU/P/2024
Lamp : -
Hal : Pencabutan Izin Penelitian

Sinjai, 19 Dzulqaidah 1445 H
27 Mei 2024 M

Kepada Yang Terhormat
Kepala UPTD SMP Negeri 7
Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : A. Khusnul Khatimah Hashi
NIM : 200110001
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

" The Effectiveness Of Using The Busuu Application In Teaching Vocabulary Of Seven Grade Students At UPTD SMPN 7 Sinjai".

Selubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di *UPTD SMP Negeri 7 Sinjai*.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.



Tembusan disampaikan Kepada Yth :

1. Rektor UIAD Sinjai
2. Kepala Dinas Pendidikan Kabupaten Sinjai



PEMERINTAH KABUPATEN SINJAI
DINAS PENDIDIKAN
UPTD SMP NEGERI 7 SINJAI



Jalan M. Husni Thamrin No. 1 Kelurahan Biringere Kecamatan Sinjai Utara
 Kabupaten Sinjai Provinsi Sulawesi Selatan 92611 ■ 0482-21091 Fax. 21091

SURAT KETERANGAN

Nomor: 423.1/128 /SMPN7/2024

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 7 Sinjai,
 menerangkan bahwa :

N a m a	: A. KHUSNUL KHATIMAH HASBI
NIM	: 200110001
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Berdasarkan Surat Universitas Islam Ahmad Dahlan (UIAD) Fakultas Tarbiyah dan Ilmu
 Keguruan Nomor : 309.D1/III.3.AU/F/2024 , yang bersangkutan tersebut diatas telah
 melakukan Penelitian pada UPTD SMP Negeri 7 Sinjai dengan judul :

**"THE EFFECTIVENESS OF USING THE BUSUU APPLICATION IN TEACHING
 VOCABULARY OF SEVEN GRADE STUDENTS AT UPTD SMP NEGERI 7 SINJAI"**

Pelaksanaan penelitian tanggal : 28 - 31 Mei 2024.

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.

21 Mei 2024
 Kepala Sekolah,

H. NUHUUDDIN, S.Pd,MM
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Sinjai, 09 Januari 2025
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BIOGRAPHY

Name : A. Khusnul Khatimah Hasbi

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Sinjai

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Experience

Educational :

Background

1. Elementary : SD Negeri 4 Sinjai
School

2. Junior High : SMP Negeri 2 Sinjai
School

3. Senior High : SMA Negeri 5 Sinjai
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Dra. Rahmawati (Mother)