

BUSUU APPLICATION AIDED INSTRUCTION IN IMPROVING STUDENTS PRONUNCIATION

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Abstract

This research aims to determine the effectiveness of the Busuu application in improving the English pronunciation skills of tenth-grade students at MA Muhammadiyah Batuliman, South Lampung. The subjects of this study were 16 students selected through purposive sampling. The research employed a Classroom Action Research (CAR) design conducted in two cycles. Data collection techniques included observation and pronunciation tests, with pre-test and post-test scores analyzed to measure improvement. The results showed an increase in the average score from 62.5 in the pre-test to 70.0 in post-test Cycle I, and 82.3 in post-test Cycle II, indicating a total improvement of 31.68%. The use of Busuu's audiovisual features and interactive learning environment enhanced students' motivation, engagement, and confidence in speaking English. Students became more active, independent, and reflective in their learning, with noticeable improvements in word stress, intonation, and rhythm. These findings are consistent with previous studies highlighting the positive impact of mobile-assisted language learning. The study concludes that integrating the Busuu application into English instruction can effectively support pronunciation mastery and foster autonomous learning.

Keywords: *Busuu Application, Classroom Action Research, Pronunciation*

I. INTRODUCTION

Since language is an efficient means of communication, it is one of the most important aspects of life. Arguments, ideas, objects, and emotions are all expressed through language. (Dardjowidjojo, 2003) contends that practicing language skills is linked to language use. The ability to provide meaning to a word or sentence increases with the breadth of one's understanding of the language used in communication. Acquiring linguistic proficiency involves both knowledge and abilities. Speaking, listening, reading, and writing are the four essential English language abilities. We frequently struggle to speak English due to a lack of vocabulary and practice. In actuality, improving one's English language proficiency is not difficult. All we have to do is continuously and regularly study. There are several contemporary and efficient methods to enhance one's English language skills,

including social media, English-language apps, games, movies, and music. Many helpful tools for education, particularly for learning English, have been created by technology.

English Pronunciation is a science that studies techniques/procedures pronouncing English vocabulary, one of the points that is quite complicated, compared language sentences (grammar), and vocabulary (vocabularies), English pronunciation is very important. English pronunciation is important where many sounds and words in English are difficult to pronounce correctly.

The way we utter words or make the sounds is the same as how we pronounce them (Kelly, 2000). Every thing we say should be understandable and acceptable to other speakers. It indicates that individuals can truly understand what we are saying. As a result, one of the key components of effective communication, especially for senior high school students, is pronunciation. As a result, it is the duty of the instructor to teach it, and it must be relevant to the subject matter. Regretfully, pupils occasionally pronounce English words incorrectly. They often make mistakes when learning how to pronounce words in English.

E-learning according to (Rusman, 2017) e-learning is everything learning activities that use the help of electronic technology. One of the media e-learning that can be utilized is e-learning media in the form of applications, Students can connect directly to the e-learning provided pronunciation topics. Through e-learning media, understanding is also expected students about learning topics do not depend on the teacher/native speaker. So it can improve students' interest in studying English pronunciation anytime and anywhere without time limitations. E-learning theory according (Garison, 2011) emphasizes the importance of interaction and flexibility in digital learning.

The Google Play Store offers a wide range of language learning apps, including dictionaries and language courses, that users may download for free or for a fee, online or offline. "The learning process may take place both inside and outside of the classroom, during and after school hours, thanks to the capabilities and apps that smartphones offer" (Kukulaska-Hulme, 2011). The Google Play Store offers a variety of English-learning apps for download. "Students are able to find more access to use applications, they have an experience a new learning environment where they are given more opportunities to learn outside the classroom" (Anderson, (2008)). Despite the fact that their smartphone models have different characteristics, people may still take use of the same advantages. Given that many students own smartphones but only use them for social media and gaming, using them for studying is enough. They only use a dictionary and Google Translate to learn.

Teachers may utilize the Busuu app to teach their students. For example, they can give students homework or resources that teach them vocabulary and how to pronounce words correctly before speaking. The effectiveness of the Busuu application as a tool for teaching pronunciation to tenth grade students at MA Muhammadiyah 1 Batuliman is a topic of great interest to researchers. Busuu has been the subject of several studies as a language learning tool. Research on the Busuu application was carried out by (Fernando Rosell 2018) using data from an online questionnaire. They discovered that the program helped them learn the language, and the majority of them thought it was a good tool for language acquisition.

With 12 language courses available on the web and mobile devices, Busuu is the largest language learning social network in the world, serving over 100 million students globally. Participants are prepared to sign up for a free account or upgrade to a premium account in order to access more features including vocabulary, grammar, and four language learning skills. An application called Busuu was created to help people learn foreign languages, including English, on their own. Beginning at the beginner level (A1), basic level (A2), intermediate level (B1), and upper secondary level (B2), the learning levels utilized in this program already adhere to worldwide standards. This software offers educational resources in the form of audiovisuals that can help users become more proficient in four areas of English. It is extremely conceivable for someone to be able to speak in English via optimization using the Busuu program.

According to the description mentioned, the researcher is interested in determining the effectiveness of using the Busuu application to enhance pronunciation. The reason the researcher selected MA Muhammadiyah 1 Batuliman for grade. Researchers also observed that grade X students had difficulty in pronouncing basic vocabulary because they were not familiar with English pronunciation as pronounced by native speakers. Based on these conditions, the researcher wanted to conduct a study on “The Use of Busuu Application to Improve Pronunciation of Grade X Students of MA Muhammadiyah Batuliman South Lampung”.

II. LITERATURE REVIEW

Ade Mulyadi, Mesa Maesaroh in their research *The Effectiveness Of Using “Busuu” In Teaching Speaking*. The purpose of this study is to ascertain how well the Busuu application affected the speaking abilities of students who took the 2020–2021 school year test in class X at SMK Darulullum Kuningan. The researcher employed a pre-experiment-based study that was used in class X to determine the effectiveness of

the Busuu application. Three sessions were used for the study, with the pre-test being held at the first, the therapy at the second, and the post-test at the third. A simple paired t test was used as a quantitative tool for data analysis. The findings demonstrated that students who received instruction using the Busuu application as a medium differed significantly from one another. The pupils' pre-test average score was 61.875. The class's average score on the post-test was 73.750. In other words, successful class X kids are taught to talk through the usage of Busuu application media. Speaking ability.

Thesis conducted by Radiah Hamid and Ilmiah in 2020 “The Application of Busuu as Media in Improving Student’s Pronunciation at Class XII Social in SMA Muhammadiyah 2 Makassar.” The purpose of the study was to determine how the Busuu application helped students in Class XII Social at SMA Muhammadiyah 2 Makassar with their pronunciation. The pre-experiment approach was employed in the study design. Students at Muhammadiyah 2 Makassar High School made up the population, while students in Social Class XII made up the sample. The researcher employed a strategy that included pre-testing, therapy, and post-testing in order to gather data. The outcome demonstrates that students' pronunciation may be enhanced by the Busuu application. This is because the pre-test and post-test results differed, with the post-test being higher than the pre-test. It indicates that there was an increase. The fact that the pre-test mean score was 50 and the post-test mean score was 75 serves as evidence of that. Additionally, the classroom environment during the learning process helped students' pronunciation improvement.

Nurmala in her research (2022) “The Effect of Busuu Application Toward Students Listening Skill of The First Grade at SMAN 1 Tambang This research consists of two variables , there were independent variable (X) and dependent variable (Y).” Busuu application is an independent variable, while listening skill is a dependent variable. This study employed a quantitative research approach, using one class as the experimental class and one group for the pre- and post-tests. Twenty first-graders from SMA Negeri 1 Tamang in the 2021–2022 school year served as the research's sample. This study was carried out in six meetings using the pre-test, treatment, and post-test procedures. The listening test, equipment, and paperwork were used to collect the data for this study. Following data calculations, the researcher discovered that the experimental class's degree of freedom (df) was 19 and the Tcalculated (to) value was 15.458. However, the Ttable (tt) at the 5% level of significance was 2.030. It indicates that Tcalculated (to) is more than Ttable (tt) when it reads $15,458 > 2,030$. Additionally, it was evident that the experimental class's significant value was 0.000, which was less than the significant 5%, $0.000 < 0.05$. As

a result, alternative hypothesis (H_1) was accepted while null hypothesis (H_0) was rejected. We may infer that the Busuu application had a considerable impact on the first-grade students' listening skills at SMAN 1 Tambang.

From the results of the study above, the researcher used the Busuu application to improve students' speaking, pronunciation, and listening skills. In this case, what distinguishes the previous researcher from the research that the researcher will present is improving students' pronunciation by using the Busuu application and using a different method, namely the CAR (Class Action Research) research method.

The researcher used this method because to find out the improvement in students' pronunciation skills periodically, using cycle 1, and cycle 2. This makes the conditions in the teaching and learning process come alive. Students are active in learning. Students are happy, interested, and find it easy to improve their vocabulary with the Busuu application.

III. RESEARCH METHOD

Using the Busuu application, this study employed classroom action research design (CAR) to enhance students' pronunciation proficiency and promote their English language proficiency. The application of the Busuu approach depends on the learning style of the learner, according to Djwandono (2009). Action research in the classroom seeks to enhance or address issues in the educational process. Gaining understanding, cultivating reflective practice, bringing about constructive changes in the school environment (and in educational methods generally), and enhancing student results and the lives of all involved were the objectives of the information collection. Furthermore, action research is frequently utilized to look at certain concerns or difficulties related to the classroom or school life, according to Stringer (Harefa, 2020). According to the definition mentioned, action research is a study that looks at common difficulties and challenges in settings and conditions in an educational setting in order to enhance the teaching and learning process. According to Kemmis and Taggart in (Harefa, 2020), CAR also has the following advantages: (1) Consider the events that take place in the classroom or school in a methodical manner. (2) Taking action when there is little chance of progress. (3) tracking and assessing the action's impact in order to make improvements over time. (4) keeping a critical and realistic eye on complicated issues. (5) Using action and reflection to implement a flexible approach to classroom or school reform. Classroom action research (CAR) was used in this study. Classroom action research was implemented in four stages: (1) preparation, (2) action, (3) assessment, and (4) reflection.

Additionally, the study process is conducted in three cycles, with two sessions in each cycle.

A research location is a place or object to be held study. The research location is at MA Muhammadiyah Batuliman South of Lampung. Researchers took the research location because being a teacher at that school, Researchers know a lot about students' English language development, many of them do not know basic vocabulary, therefore this research is very suitable for students at MA Muhammadiyah Batuliman South of Lampung.

In this classroom action research, population is the tenth-grade at MA Muhammadiyah Batuliman South of Lampung which is consisted of 16 students. The sample was taken using the purposive sampling technique, because tenth-grade was most relevant to the objectives.

Data were obtained from observation and tests. The observation was conducted to identify the challenges faced by students in pronunciation when using *Busuu* application. Meanwhile, the test is analyzed by comparing the pre-test and post-test scores to determine whether there is a significant improvement in students understanding of the simple past tense. Reflection from each cycle will be used to formulate improvement steps in the next cycle.

IV. RESULT

This study aimed to examine the effectiveness of the *Busuu* application in improving English pronunciation skills among tenth-grade students at MA Muhammadiyah Batuliman, South Lampung. The research was conducted using Classroom Action Research (CAR) with two cycles, each consisting of the stages of planning, implementation, observation, and reflection.

Preliminary Observation (Pre-Action)

Before the implementation of the action, the researcher conducted observations and a pre-test to assess the students' initial pronunciation skills. The results revealed several key issues:

- a. The majority of students struggled to pronounce English vocabulary accurately, especially in terms of word stress, rhythm, and intonation.
- b. Students were unfamiliar with the differences between English and Indonesian pronunciation patterns.
- c. Their motivation to learn was low due to monotonous teaching methods.
- d. There was limited speaking practice and insufficient classroom time dedicated to pronunciation.

The pre-test scores showed that the students' average score was 62.5, which was below the Minimum Completeness Criteria (KKM) of 75. These findings confirmed the necessity of using a more engaging and effective learning tool such as the Busuu application.

Cycle I

1) Planning

In this stage, the researcher developed a lesson plan that integrated Busuu as the main learning medium. Students were instructed to download and register for an account. The learning material focused on basic vocabulary and guided pronunciation practice, starting from simple syllables to short phrases.

2) Implementation

The cycle began with an introduction to the Busuu app and a demonstration of its pronunciation features. Students followed the app's instructions and practiced the pronunciation of provided vocabulary. The teacher guided students individually and emphasized correct intonation and syllable stress.

3) Observation

Observations showed that most students responded positively and showed enthusiasm when using the app. They became more active and engaged in speaking practice. However, some students struggled to use the app independently as it was their first experience. Interaction between students and the teacher increased as students felt more comfortable asking questions about pronunciation.

4) Post-Test Cycle I Results

A post-test was conducted after Cycle I. The average student score increased to 70.0, showing a 7.5-point improvement. Although the result was still below the KKM, the highest improvement was seen in the word stress aspect, while intonation and rhythm needed further attention.

5) Reflection

The reflection indicated that the Busuu application had succeeded in boosting students' motivation and engagement. However, challenges remained, such as limited familiarity with the app's features and varying learning speeds among students. Therefore, Cycle II was planned with additional independent practice time and peer-assisted learning strategies.

Cycle II

1) Planning

Based on the reflection, the researcher revised the lesson plan to include more time for exploring the app, added more complex vocabulary, and introduced reflective activities such as recording students' own pronunciation before and after using Busuu. A peer teaching method was also introduced to enhance collaborative learning.

2) Implementation

Students focused more on using Busuu's voice recognition and pronunciation features. They practiced extensively using repetitive listening and imitation. They were also assigned to create short video recordings of their pronunciation and share them in the class WhatsApp group for further reflection.

3) Observation

Students became significantly more confident and independent in using Busuu. They began to recognize their own pronunciation errors and correct them. They also became more expressive in classroom discussions and could differentiate between accurate and inaccurate pronunciation.

4) Post-Test Cycle II Results

The post-test after Cycle II showed a remarkable improvement, with the average score increasing to 82.3, surpassing the KKM. This indicated that the Busuu app not only improved theoretical understanding of pronunciation but also encouraged practical speaking competence. Similar results were reported by Efiyani, Pratiwi, and Syafiq (2024), who found that vodcasting significantly improved students' speaking performance, particularly in pronunciation and fluency.

5) Reflection

Reflection from this cycle confirmed that digital media like Busuu is highly effective in improving students' pronunciation. Students became more confident, accurate, and fluent in speaking English. Their learning attitudes also shifted positively as they became more active and reflective learners.

Test Score Summary

Test Type	Average Score	Description
Pre-Test	62.5	Initial Pronunciation Ability
Post-Test Cycle I	70.0	Improved but Below Standard
Post-Test Cycle II	82.3	Mastery Achieved (Above KKM)

Percentage of Improvement from Pre-Test to Cycle II:

$$(82.3 - 62.5) / 62.5 \times 100\% = 31.68\%$$

V. DISCUSSION

The research findings show that the use of the Busuu application significantly improved the pronunciation skills of tenth-grade students. This supports the initial hypothesis that interactive digital media can enhance students' pronunciation abilities. Several key factors contributed to this success: 1) Availability of Audio-Visual Features (The Busuu app provides native speaker audio recordings, enabling students to model correct pronunciation effectively), 2) Repetitive and Independent Practice (Its flexible design allows students to repeat lessons as needed, enhancing mastery), 3) Increased Motivation and Confidence (Students felt more confident after observing their progress and receiving immediate feedback), and 4) Alignment with Digital Learning Styles (The app matches the habits and preferences of today's digital-native learners who are comfortable with mobile technology).

These findings are consistent with previous studies such as those by Ade Mulyadi, Radiah Hamid, and Nurmala, which also concluded that language learning applications like Busuu can enhance speaking and listening skills through interactive practice. Similarly, Syafiq, Sugandi, and Sari (2023) found that applying innovative instructional methods such as Content Based Instructional significantly improved students' speaking ability, including pronunciation, fluency, comprehension, and vocabulary mastery.

VI. CONCLUSION

This study implies that English teachers can integrate mobile learning applications like Busuu as an effective alternative or supplement to traditional pronunciation teaching methods. Technology-based learning tools can foster independent learning, increase student engagement, and help improve speaking accuracy and fluency in real-life contexts.

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