THE USE OF BUSUU APPLICATION TO ENHANCE STUDENTS' LISTENING SKILL AT SMP NEGERI 2 GALESONG SELATAN TAKALAR

SKRIPSI

HERNITA SAMARA

4516101020

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2021**

THE USE OF BUSUU APPLICATION TO ENHANCE STUDENTS' LISTENING SKILL AT SMP NEGERI 2 GALESONG SELATAN TAKALAR

SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Language Education Department

By

HERNITA SAMARA

4516101020

ENGLISH LANGUAGE EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2021

SKRIPSI

THE USE OF BUSUU APPLICATION TO ENHANCE
STUDENTS' LISTENING SKILL AT SMP NEGERI 2
GALESONG SELATAN TAKALAR

Submitted by

HERNITA SAMARA
NIM 4516101020

Had been defended in front of Skripsi Examination Committee
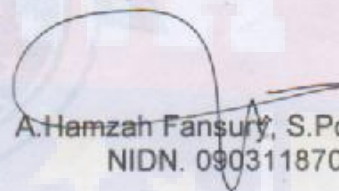March 26th, 2021

Approved by:

Supervisor I,

Hj. St. Haliah Batau, S.S., M.Hum
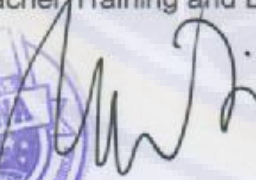NIDN. 0907096901

Supervisor II,

A.Hamzah Fansury, S.Pd., M.Pd.
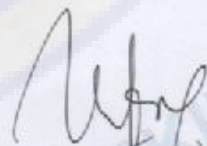NIDN. 0903118701

Under the cognizance of,

Dean
Faculty of Teacher Training and Education,

Dr. Asdar, S.Pd., M.Pd.
NIK. D. 450375

Head
English Education Department,

Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

iii

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Hernita Samara

NIM : 4516101020

Judul : The Use of Busuu Application to Enhance Students' Listening Skill at SMP Negeri 2 Galesong Selatan Takalar

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

Apabila di kemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 31 Maret 2021

Yang membuat pernyataan

Hernita Samara

ABSTRACT

Hernita Samara. 2021. *The Use of Busuu Application to Enhance Students' Listening Skill at SMP Negeri 2 Galesong Selatan Takalar. (Supervised by St. Haliah Batau and A. Hamzah Fansury).*

This research aims to determine whether using the Busuu application in learning English could enhance students' listening skill in class VIII SMP Negeri 2 Galesong Selatan Takalar.

This research method focused on pre-experimental research in one class and this research was conducted at SMP Negeri 2 Galesong Selatan Takalar. The population in this study were 285 students of SMP Negeri 2 Galesong Selatan Takalar in the academic year 2020/2021, with total sample of 22 students from class VIII E. Data obtained from listening tests.

After conducting the research and analyzed data , the writer concluded that the using of the Busuu application could enhance students 'listening ability, this was evidenced by the students' average scores in the pre-test and post-test. The results showed that the Busuu application could significantly enhance students' listening skill after giving treatment. The mean score increased from 60.77 in the pre-test to 83.54 in the post-test. This facts shows that the alternative hypothesis (HA) is accepted and of course the null hypothesis (H0) is rejected. This means that the Busuu application can enhance students' listening skill in learning English at SMP Negeri 2 Galesong Selatan Takalar.

Keyword : *Busuu application, listening skill.*

ABSTRAK

Hernita Samara. 2021. *The Use of Busuu Application to Enhance Students' Listening Skill at SMP Negeri 2 Galesong Selatan Takalar. (Dibimbing oleh St. Haliah Batau and A. Hamzah Fansury).*

Penelitian ini bertujuan untuk mengetahui apakah penggunaan aplikasi Busuu dalam pembelajaran bahasa inggris dapat meningkatkan kemampuan menyimak siswa di kelas VIII SMP Negeri 2 Galesong Selatan Takalar.

Metode penelitian ini difokuskan pada penelitian pra-experimental dalam satu kelas dan penelitian ini dilakukan di SMP Negeri 2 Galesong Selatan Takalar. Populasi penelitian ini adalah siswa SMP Negeri 2 Galesong Selatan Takalar pada tahun ajaran 2020/2021 yang berjumlah 285 siswa. Jumlah sampel sebanyak 22 siswa dari kelas VIII-E. Data diperoleh dari tes menyimak.

Setelah melakukan penelitian dan menganalisis data, penulis menyimpulkan bahwa pengunaan aplikasi Busuu dapat meningkatkan kemampuan menyimak siswa. Hal ini dibuktikan dengan nilai rata-rata siswa dalam pre-test dan post-test. Hasil penelitian menunjukkan bahwa aplikasi Busuu secara signifikan dapat meningkatkan kemampuan menyimak siswa setelah diberikan perlakuan. Skor rata-rata meningkat dari 60.77 pada pre-test menjadi 83.54 pada post-test. Hal ini menunjukkan bahwa hipotesis alternatif (HA) diterima dan tentu saja hipotesis nol (H0) ditolak. Artinya aplikasi Busuu dapat meningkatkan pemahaman menyimak siswa dalam pembelajaran bahasa Inggris di SMP Negeri 2 Galesong Selatan Takalar.

Keyword : *Aplikasi Busuu, kemampuan menyimak.*

ACKNOWLEDGEMENT

First of all I would like to express her deepest gratitude to Lord Jesus Christ without his blessing and mercy on me, I was never start and finish writing this skripsi entitled "The use of Busuu application to enhance students' listening skill at SMP Negeri 2 Galesong Selatan Takalar.

It is an honor to be grateful for the assistance and contributed to all lecturers, institutions, family and friends who had contributed in various ways. Therefore, this skripsi is obtained until it became a complete research result which is submitted to the Faculty of Teacher Training and Education, partly to fulfill the requirements of the degree of "S.Pd." (Strata 1) majoring in English Language Education.

The writer would like to sincere gratitude to Dr. Asdar, S.Pd.,M.Pd., the Dean the Faculty of Teacher Training and Education. The writer would like to express her deepest gratitude to Hj. St. Haliah Batau, S.S., M.Hum as the first supervisor and A. Hamzah Fansury.S.Pd., M.Pd as the second supervisor who has guided and assisted the writer in writing and completing this skripsi. I express my gratitude to the supervisors who contributed ideas, suggestions, and support in completing this research.
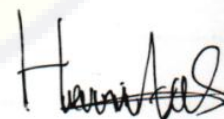
The writer would like to say thank you to Ulfah Syam, S.S., M.Pd., the Head of the English Language Education Study Program. All lecturers of English Language Education Study Program, who gave lot of education and knowledge during her study in Bosowa University. All the staffs at Bosowa University, I would like to say thank you for all services during my study at Bosowa

University. The writer would like to express her deepest gratitude to my two beloved parents, Yusuf Duma Samara and Ludia Sampe, who always encouraged me. All my friend in English Language Education Department 2016 whose names could not be mentioned one by one for the friendship, togetherness, love, laught, support and many stories we had made together. To the writer's dearest friends Patresia Melda, Yusriaty, Yuliana Bore, Rachel Melisa Sampe and Fernando Patanduk, who were gave the writer thought fullness and kindness.

The writer would like thanks to *Drs.* Syamsul as the principal of SMP Negeri 2 Galesong Selatan Takalar for giving permission to the writer to conduct the research at his school. A big thank you to the English teacher of SMP Negeri 2 Galesong Selatan Takalar Yuliana S.Pd for her helped, also to the students, especially the students of class VIII-E who had participated well during the research.

At last, the writer realizes that this skripsi is far from being perfect, but it is expected that this research was be useful. Therefore, the constructive criticism and suggestion are highly appreciated.

<div align="right">
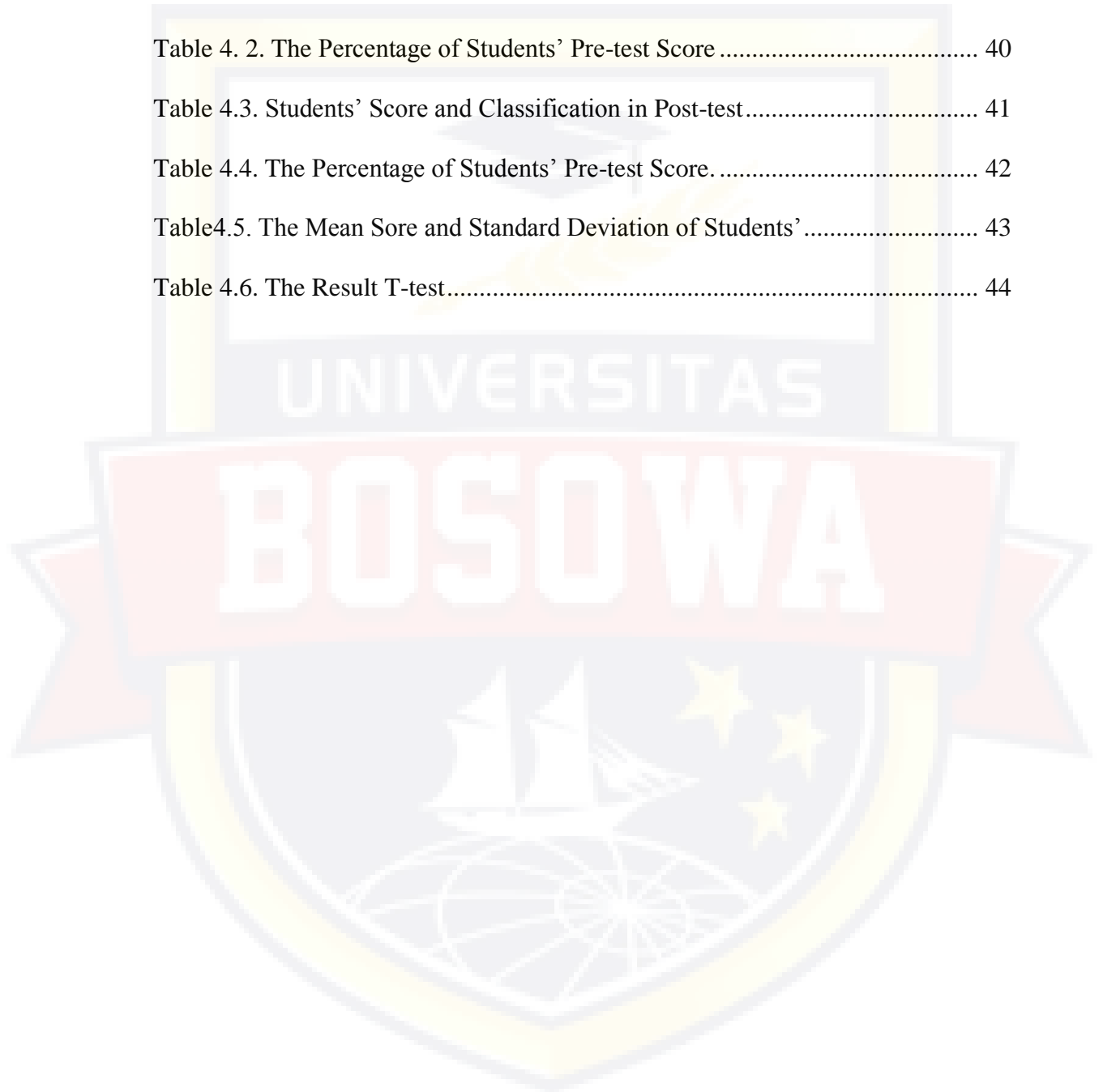
Makassar, 31 Maret 2021

(Hernita Samara)

</div>

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter deals with background of the research, identification of problem, scope of the research, formulation of the problem, objective of the research, and significance of the problem.

A. Background of the Research

From times to times, technology has been developing and producing many devices that are helpful in education, specifically English language learning. There is an increasing interest of making used technology in learning fiels (Garret, 2009:74). Previously, there are many attempts and practices of used computer to assist language learning. Therefore, there is a term coined as CALL (computer assited language learning). Later, another term is MALL (mobile assisted language learning) has shown its existence as the attention and interest are increasingly drawn to the latest device, smart phones. Making used smart phones to helped the language learning process became popular as there is a fast and massive production of this hand-held computer around the world. Since the prices which are getting low and affordable there are many people able to own this device, including students in junior high school.

Technology has developed and produced many devices that helped students in learning English, information and communication technology products had contributed to the world of education, including in the teaching and learning process, so that access to ledge and knowledge is broad without being limited by

Time and place so that anyone can studied and anytime. Smartphones are one of the technology products that are designed with new and intelligent functions such as educational applications. Therefore, without a doubt, many education and students who used the internet as a media and learning resourced. From the internet they can learn anything. With the internet the learned process occurs not only in the classroom but also outside the classroom, not only in school hours, but also in their free time.

This is very interesting to be studied as a potential as well as an opportunity, moreover it is associated with an English learning model that is now increasingly in demand in Indonesia and is developed with a variety of innovations, including innovations in learning English based on applications. Through the internet students could learned English independently. Learning via the internet can attract students' interested and talents, as well as being a source of information that is rich in information and easily accessible cheaply and quickly.

Based on the explanation above, this research focused on listening ability used the Busuu application, to overcome this problem, the writer tries to used the Busuu application because most students like the way of learning which makes it more fun, because in this studied revealed students are aware that they learned with technology happens not only in the classroom. This technology creates opportunities for them to study outside the classroom and outside their English hours. Most students study in class during school hours and studied with their personal English teacher at home. So that students mostly spend their free time

By just played games or by opening sites that are not important, therefore students are invited to used their mobile phones as a medium of learn through internet.

The Busuu application played with Busuu to learned. That moment has developed English learning. This attraction is the potential to convert downtime into used time. Dead time here is defined as free time wasted and does not had something to did. The possibility of studied in spare time could used that time to studied with your smart phone. It is best if students had more opportunities to used their time outside of class to studied.

Learning English using the Busuu application is fun, because Busuu has a variety of topics that students can chose to learned in this application. In addition to the various types of topics gave Busuu also provides a variety of fun quizzes to learned. Other features are provided such as pictures, videos, various types of studied material, and assignments. The features provided are an interested part that made them happy and continued to wanted to learned. Learned with pleasure encourages students to be more motivated. The Busuu application also has levels of listening ability, so we don't felt that this is very difficult and very easy, but has levels that we could set personally. In addition, Busuu is very helpful in providing space for students to learned directly from native speakers.

According to Nation & Macalister (2010) states that independent and effective students demonstrate their ability to understand how to learned languages, communicate, and understand the process and enhanced of their language learning.

Learning experiences use technology can interpreted to show the independence of students in learning. Feeling happy to learn on your own has an autonomous character within. Her independence in learning reflects the character in which students demonstrate learning without guidance from anyone around them like teachers who are not always around them.

Another characteristic of independent students that students develop during their learning process with Busuu is persistence. Characterizing persistence as an action to progress because there are problems and challenges issued by students without waiting for helped from others. A study revealed that learning with smart phones encourages students to had more in their personal learning, in terms of the amount of time they spend studied

By using this application students can be more creative and innovative and better understand what is conveyed by the speaker and they could also understand the lesson with relax without feeling scared and could got rid of boredom. Because with the listening skill used the application students can be more active both physically and mentally.

The students felt difficulties in learning English especially in the listening aspect. There is a possibility that the difficulty is because so far, most students consider English subjects to be a scourge or subjects that are difficult and unappealing. Because it is difficult and unattractive, students tend to dislike, be lazy and want to avoid it. As a result, students are lazy to follow the lesson or less serious and lazy to do the tasks assigned by their teacher. The dictionary, as an important supporting tool in learning foreign languages, also rarely has it. Some

had, but lazy to carried it because it is heavy. It all happened due to lack of motivation and lack of interest in English subjects.

What's more, English is included in the National Examination subject. If there is nothing that can attract students' attention in learning English, whether it's a method, strategy, or approach, it seems that they would be more distant or hate English subjects. Which in turn was reduced their English competence and achievement. Such is a picture of how hard the task of an English teacher is to face the challenges of the National Examination and such conditions.

Based on the problems mentioned above, writer try to used the Busuu application to overcome some of those problems. Therefore the Busuu application is great for students to enhance listening in English.

B. Identification of Problem

The identification problems in this research are as follows:

1. Students found it difficulties to learning listening skill.

2. Students felt listening are not important.

3. Students felt English are born and unattractive.

C. Scope of the Problem

In this research, the writer only focus the used of Busuu application to enhance students' listening skill. It is conducted only for the grade eighth students of SMP Negeri 2 Galesong Selatan Takalar in 2020/2021.

D. Formulation of the Problem

Based on the explanation above, the writer formulates the following research question. Is the used of Busuu application can enhance students' listening skill at SMP Negeri 2 Galesong Selatan Takalar?

E. Objective of the Research

In connection with the formulation of the problem above, the objective of this research is : To found out whether or not the used of Busuu application can enhance students listening skill at SMP Negeri 2 Galesong Selatan Takalar.

F. Significance of the Research

The benefits of this research are as follows:

1. For students, the writer hope this research can helped students to enhance listening skill in students

2. For teachers, teachers can used the Busuu application as a learning medium in teaching English, especially in listening skill.

3. For the writer, the writer was enhance her listening skill through the Busuu application.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns with related literature, Busuu Application, Previous Related Research Finding, Conceptual Framework and Hypothesis.

A. Theoritical Review

1. Busuu Application

a. Definition of Busuu

Understanding the application in general is an apply tool that functions specifically and integrate according to its capabilities. Busuu is one site where we can interact with people all over the world who are both learning foreign languages.

Busuu.com is a web page specifically designed for website-based English learning. Busuu.com is managed by team language education experts, website design and development teams from various countries in the world. Busuu.com itself claims the number of participants who learn independently through Busuu.com. Since this website was founded in 2008 until now it has reached 55 million application users in various countries of the world.

On 15 July 2015, McGraw-Hill Education announced that it has bought the largest share of Busuu.com for € 6 million (approximately $ 6.5 million). With these fantastic numbers, the Busuu application is getting more advanced and in demand by many people, so it is very good to be developed in the future. McGraw-Hill Education is a company engaged in education, thus providing a language learning model independently.

The purpose of the Busuu application was formed to help students, parents, teachers and lecturers. Educators and professionals in achieving website technology-based language learning goals. Mark Doman as international president and professional McGraw-Hill Education emphasized that the use of the Busuu application every day continues to increase. Access the platform via technology devices. This incident is actually beneficial because the internet users are increasing every day. Wireless networks are expanding and the growth of mobile devices is also increasingly varied and can be owned by anyone from any part of the world.

The Busuu application is supported by a team of native speakers or native speakers from 12 countries (English, French, German, Arabic, Dutch, Italian, Chinese, Japanese, Brazilian, Spanish, Russian and Turkish).

All the materials taught are in 12 languages provided by the Busuu application for free. If users want better and more multiple features and facilities, they can register as premium and paid members.

Users can learn skill and language elements directly from native speakers, especially in the aspect of listening skill so that the Busuu application is more credible in presenting learning material. Not only that, it is credible in presenting learning material. Not only that, the Busuu application has also completed learning materials by having 4 skills, such as Listening, Speaking, Writing, and Reading.

From the communication aspect of the interactive of the Busuu application and users. This application also tries to receive feedback from other users who are

learning languages independently through chatting facilities so that the teaching-learning process does not only take place in one direction. The Busuu application also develops a community of language users from around the world so that users can communicate with each other, practice together and so on. Busuu ability to form a community of language users has made the Busuu application increasingly popular, widely recognized by many people, and recognized as being able to bridge the community between language users from various other countries. Because basically language is a communication tool.

Several awards have been won by the Busuu application as a language learning provider application, including: BETT Innovator Award, Tech Crunch Europe Award and Best Education Startup in Europe by EdTech Europe. This achievement is proof that the Busuu application is worthy of further research and the results of research from using the Busuu application can be published to users such as: students, teachers or lecturers, as well as other companies.

Another advantage of the Busuu application is that it is an application that can be used for independent learning models. For users who do not have free time to learn languages, or want to learn independent IT-based languages online, users can take advantage of the Busuu application because it can be accessed from various types of devices such as: computers, tablets and cellphones. All the conveniences in the Busuu application are free of charge. This will be of great interest to internet users in Indonesia. Although some access is free, the quality of language learning prepared by the Busuu application can be guaranteed.

In this section the researcher describes and analyzes the features or facilities that the Busuu application has in learning English. When viewed from the table of contents for the Busuu application, there are 4 categories, namely: Lessons, Exercises, Vocabulary, and Personal Notes.

1) Lesson

When the user has opened the Busuu application, the first thing to aim for is a lesson that is an English learning material. There are 5 levels of material in the Busuu application, such as: Beginner A1, Beginner A2, Intermediate B1, Intermediate B2, and Private Courses.

Even though the user has understood and mastered the basic material of English, it is better if you still start an independent study program using the Busuu application from the initial level, namely from the beginner level A1 so that all the material received is continuous and the evaluation and rewards given by Busuu really valid and in accordance with the desired learning objectives.

2)   Practice

Exercise is a training facility for users to communicate with other users. With this facility, it will take the form of a community of language users from various countries. Even with this facility, Busuu application users can exchange opinions with other users, have deliberations and so on through the chat media provided by the Busuu application.

3) Vocabulary

The vocabulary feature is a facility that must be paid for. Therefore users who want to learn more for vocabulary enrichment and find out the results of the evaluation in vocabulary exercises. The results of the exercises can be downloaded by the user to find out the value of the exercises, notes from Busuu about the vocabulary mastered and also about mistakes in the ongoing learning process. With this record, Busuu application users can perform self-evaluation to measure their language skills.

4) Personal Note

Personal Note is a profile of a user who creates an identity, such as: name, photo, country of origin, language spoken, gender, city of origin and country of origin, profession and so on. This section also displays a summary of learning outcomes through the Busuu application which includes: the number of friends, the number of exercises mastered, the results of feedback, and other information including the number of rewards received by Busuu application users.

This application was find by Bernhard Niesner and Adrian Hilti in London, UK and this site was publish on the internet on May 16, 2008 and is now own by McGraw-Hill Education, and then this sirus was purchase by a company whose website offers learning 12 foreign languages. Namely: English, Spanish, German, Italian, French, Portuguese, Russian, Polish, Arabic, Japanese, and Chinese.

The Busuu application is a website-based application specifically create and design for learning foreign languages, so that with this application a language community from various countries is created, therefore they can communicate

with one another use foreign languages. What they want see the background above, the authors described the use of the Busuu application in learning English specifically to enhance English listening skill.

The advantages of this application are one representation of the independent learning model. For users who do not have free time to learn English, or want to study IT independent on an online basis, they can use the Busuu application because it can be accessed from various devices such as computers, tablets and mobile phones. This site provides two types of membership, free and paid systems. The quality of learning provide by the Busuu application is guaranteed.

b. Adventages of Busuu

1) In the Busuu application you can take various tests arranged by level, which are from basic until advanced.

2) Interactive learning is a learning process that would be more fun. Why do I say fun. Because in the Busuu application it is equipped with learning to use pictures and quizzes so that students' don't feel bore in learning.

3) The Busuu application is the only learning application that only requires a capacity of 40 MB, and was not burden your smartphone.

c. Disadvantages of Busuu

Not all types of questions or quizzes in the Busuu application can be accessed, but must went through payment first if you want to open them.

Although there are several sets of questions and quizzes that must went through a payment process if you want to open them. But in the Busuu application there are very interesting to learn in enhance students' listening skill.

2. Definition of Listening

Listening is the first language make acquired by children. According to Wilt (in Hyslop and Tone 1998) who find that people listen 45% of the time they spend communicating, still widely quoted? Wilt find that 30% of communication time was spent speaking, 16% reading, and 9% writing. This finding confirms what Rankin has find (in Hyslop and Tone: 1998 that who spend 70% of their time communicating and three-fourths of this time spent listening and speaking. Listening is one of the most important language skills.

According to Feyhen (in vasiljevic; 2010) cleaning that more than 45% of communication time is spent listening. Listening is often seen as a passive skill. Listening to a language can be defined as the ability to accepted and interpret verbal communication by processing language samples.

Accoding to Rost (1994) the process of social and cognitive participation, namely our relationships with people and the way we shrink our internal knowledge.

According to Hamouda (2013), listening is the ability to identify and understand what others are saying. This process involves understanding a speakers accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. The able listener is capable of doing these four things simultaneously.

Bano (2017) states that listening skill is important because humans start listening since babies before being able to speak. He point out that listening must be the most practiced skill to communicate.

In communication, listening is placed on the important thing because it will determine the success of communication. By good listening, of course, a listener can get good information.

3. Listening Process

Greater understanding of the quality of language and the development of agreed theories, recognition of the process of understanding men According to Rost in Guo (2008) a discussion that discusses a broad discussion about the acceptance of what is delivered by speakers who are trained, organized and make meaning (constructively constructed), negotiating meaning with the viewer and refuting (collaborative speaking), and creating meaning through merging, interaction, and empathy.

Listening is an active and complex process of interpretation in which the listener matches what they hear with what they already know. According to McKeating in McErlain (1999) listeners want through a certain process in building messages out of the sound stream in situation, they are as follows:

1. Perception

2. Decoding

3. Predictions and item selection select predictions, accompanied by selective listening to specific goals.

Voice perception agreed on the process of issuing speech sounds. The listener uses linguistic knowledge to understand the things the sounds are exposed to by building them into know units, supporting and using intonation to determine

word boundaries. Thus, the shopper is able to divide the flow into the speaking part the word.

Decoding the retrieval in a way that the listener used to receive the message by taking the word and not the sentence. Decoding has implications for teachers who train students to listen, not only for key words, but also for word cuts. Everything that has been heard must be read and stored in short-term memory long enough for it to be related to what has happened before or next. Out of this process come pieces of information that can be store in long-term memory to be retrieved later. The process depends on recognizing meaning, looking for relationships that are marked by sequences, markers, word structures, cohesive devices and etc.

Speech perception and decoding do not proceed piecemeal, but form an integrative process. One can't interpret speech at one level, without simultaneous knowledge on other levels. Perception requires understanding at the phrase level, as is evidenced by the experiments of Brever, et al. (in McErlain:1999). . Examples such as the prediction of certain items with a high level of verification, helping the listener to gat help every word. Prediction of words that cannot be know or cannot reduce the detection of the listener. Redundation also helped the listener and help in receiving the message received. Interesting selection on the process of filtering information and retrieving relevant information in data collection.

According to Vandergrift (2000) there are two different processes involved in listener understanding. Listeners use the top-down process of compiling them

using prior knowledge to understand the meaning of the message. Initial knowledge could consist of knowledge about topics, listening context, types of texts, culture and other information that can stored in long-term memory. On the other hand listeners also used a 'bottom-up' process of compiling them use linguistic knowledge to understand the meaning of messages. They make meaning from low sounds to words for grammatical relations to lexical meanings to arrived at the final message.

Listening is not using a top-down or bottom-up process, but an interactive, interpretive process while the listener used both linguistic knowledge in understanding messages. The extent to which listeners used a process or one that depends on their knowledge of language, familiarity, with the topic or purpose for listening. For example, listening to the essence of the top-down process, while listening to specific information, as in broadcast, focuses on the bottom-up process to facilitate all the desired details.

4. Kind of Listening

According to Harmer (2007:10) there are two kinds of listening namely extensive and intensive listening. To enhance students listening skill in listening English language it is important for them to increase their language input by practicing extensive and intensive listening. The number of listening skill practiced was depend on the nature of the listening passage, the level of the learners, and the purpose of listening. Below are the kinds of listening based on Jeremy Harmer:

1. Extensive Listening

Extensive listening is where a teacher's role is to encourage students to choose about what they hear and did for pleasure and to enhance general language, it can also have a dramatic effect on students' language learning. Broad listening also has greater ease than the other types because it is related to promoting the overall understanding of the text and never guides students to followed each word and understand it. Learners need to understand the text as a whole which is called global understanding. In this section must was chosen in relation to the level of listening skill. At a low level they respond by placing images and sequences correctly, following directions on the map, check of items in a photograph, completing grids, charts or schedules etc.

At a more developed stage, some language-based tasks require construction of meaning. Conclude decisions, interpret texts, and understand the essence. Completing cloze exercises or giving one or two answered to multiple choice words, predicting the next utterance, forming a set of connected notes, concluding opinions, or interpreting portions of text in several samples.

2. Intensive Listening

Intensive Listening or "hearing clearly" is also a major aspect of listening because it includes accurate perceptions without which the second stage of meaning became very difficult. Listening intensively is very important to understand the form of linguistic language because we must understand the lexical units and grammar that lead to intensive listening that requires forms of meaning. language-specific items, sounds, or factual details of the meaning of words,

phrases, and grammatical units. So, intensive listening requires attention to specific items of language, sound or factual details such as words, phrases, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation, and pauses etc. Feedback on accuracy and repetition on the teacher's part promoting success here.

Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency.

5. The current issues of teaching and learning listening in English as a foreign language

There are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Although the problems are many and various, they are not all experienced by all students, nor they are experienced to the same degree by students from different backgrounds (Ramli, 2018: 189).

Bingol et al (2014: 3) stated that 5 problems of listening, the first is quality of recorded materials. In some classes, teachers use some recorded materials that do not have high quality. The quality of the sound system can impact the comprehending of learners' listening. The second is cultural differences, learners should be familiar with the cultural knowledge of the language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical

problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance. Then accent is the next problem of listening stated by Bingol et al, (2014: 4) when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

The listener must focus on the listening process so that it is easy to understand the intentions and goals of the native speaker. Hulstijn (2007) states that the process of listening is one aspect that is difficult for students because they have to understand words spoken quickly and the level of listening is not always easily controlled. Unfamiliar vocabulary is also a matter of listening, when listening contains words that can be understood and that are heard more often it will be very easy for students to understand the meaning of the word. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts, students will get confused.

The last problem of listening is length and speed of listening, the level of students can have a significant role when they listen to long parts and keep all information in their minds. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. Speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understanding L2 words. In this

situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

Another problem that may become a barrier for students is the lack of skills in learning listening comprehension. According to Kurita (2012:33), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

Teaching English in EFL setting means that teaching in a context where English is not the first or second language. As a result, speaking English is not commonly used in EFL setting (Rahayu 2016: 16). In teaching English language skills in Indonesia, listening is one skill that is considered difficult but neglected, when compared to other language skills such as speaking, reading, and writing (Adnan, 2012: 1). Students do not understand the material contained in the listening test questions so that they have difficulty understanding and answering these questions. Students do not have the text held or in front of them to see if they do not understand the information.

In addition, when listening to videos or English-language shows, students feel unable to keep up with the normal speed of the sound of native English speakers. Hasan (2000: 139) states that the difficulty faced by many learners of

English as a foreign language is the lack of understanding of English pronunciation expressed at normal speed through listening material.

Yagang (2011: 2) says that understanding spoken text is more difficult than understanding written text, because spoken text is received in a short time, so the contents of the message conveyed are received or interpreted differently by the listener, then disappear from hearing while the written text can be read repeatedly repeated according to the wishes of the reader. oral texts include matters relating to all facets of life, even in conversation often the speaker moves to talk about one topic to another. On various occasions the listener cannot predict what the speaker will say. Often what is said by the speaker is not understood by those who hear it (Adnan 2012).

Listening and speaking skill are not significant parts of many books and teachers do not consider these skills in their classes. According to Hamouda (2013), EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Osada (2004) stated that listening is not very important for both teachers and learners and teachers test not to teach listening and learners learn listening not listening comprehension. Consequently, it remains the most neglected aspect of language teaching. Hamouda (2013: 113) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in

understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems.

Then the lack of mastery of vocabulary and understanding of the English accent makes them not understand the content spoken in the conversation even though the speed has been adjusted to Indonesian or the speaker is not native. That fact is increasingly apparent when they are asked to express their ideas in English, many experience difficulties (Nurkamto, 2003: 290). The teacher needs to do activities that can help students overcome likes to reduce student vocabulary to refute the text.

From the description above, it can be seen that there are many factors that can make it difficult for someone to understand listening. That is, the difficulties that arise from the listeners themselves. the limited vocabulary that is owned by the listener and cannot concentrate for a long time is clearly seen as a factor that causes difficulty in listening.

6. Technique in Teaching Listening

Sometimes teacher confused to determine appropriate technique in teaching listening. This occurs that listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. Therefore, here by that should made teachers more creative and more challenged to found the right technique. Here are some teaching technique of listening that the author uses in this research which taken from Nation & Newton and Harmer as followed:

a. Oral Croze Exercises

Oral cloze exercises are the listener listening to the story and sometimes the teacher stops so students can guess the next word in a story. The word must be easily guessed by students and guesses should not disturb the story too much. If students can produce very little English, a list of words might be placed on the board for them to choose, or students could answered using their first language. And after students could guess, the teacher could gave the corrected answered to his students.

b. Silent viewing (for language)

The teacher plays the video at normal speed but without the sound. Students had to guess what the characters are saying. When they had done this. The teacher plays the video with sound so that they could check to see if they guess correctly. This technique can be used either to stimulate language activity about what is seen on the screen (rather than what is being said) or to focus what is being say, by a variety of quessing/prediction.

c. Freeze frame

Freeze frame at any during a video sequence we can "freeze" the picture. At this stage students are invited to watch a video that can be useful to ask their friends what they thought happen next or what the next character was say. With this video technique, it is hope that there would be stimuli to remember the language by guessing words to stimulate language activity about what is seen on the screen, and can build students in interpreting the language.

From these techniques above, the following features as proposed Nation & Newton as followed:

1. The learners are interested in what they are listening to

2. They are able to understand what they are listening to

3. The material is at the right level for the learners.

4. There are to few unfamiliar or partly unfamiliar items that they can understand through the helped of context, or through the teacher explanation. Some of these items occur several times in the input.

5. There is a little bit of deliberate attention give to language features without too much interruption to the flow of the story

6. There are possibilities for interaction during the listening as the teacher occasionally ask question or gat the learners ask questions or gat the learners to anticipate what happen, and as the learners ask the teacher to repeat, slow down, or explain.

7. There is a large quantity of input

8. Learners do not had to produce much output

from the features above, the teacher chose the material without looking at the student's capacity to listen. If students are interested in what they hear, students would be motivated to enhance their listening skill, because for appropriate material and usually students easy understand

7. Factor Effecting Listening

According to Joseph p. Boyle, there are three factors that affect listening skill, there are three factors that affect listening skill, they are listener factors that affect listening skill, they are listener factors, Speaker factors, and Material factors.

a. The listener

Fascinating theme make the audiences cognizance builds, give subject of audience's advantage. An audience who is a functioning member in a discussion by and large has more comprehension of the point being examined than an audience who is tuning in to a discussion on recorded materials. Besides, the capacity to utilize exchange aptitudes, for example, requesting explanation, reiteration or meaning of point that he doesn't comprehend, empower an audience to bode well in the approaching data.

audience factors involve:

1. Information/act in tuning in to the objective language

2. General wise

3. Physical and instructive

4. Scholarly (forces of examination and determination and memory of presented moment and long haul, and so forth)

5. Mental (inspiration and way while tuning in, feeling of direction of audience members to the speaker, audience's consideration and concentrational)

6. Decent audience is a person who does the accompanying as tuning in:

   a. Stay watchfully

b. Group the general thought of the theme

c. Distinguishes and associates the supporting thoughts or subtleties of the speakers

d. Keep the legitimate succession of the subject, intellectually and keep up a running synopsis of the speaker's focuses

e. Fundamentally distinguishes passionate and keep up a running synopsis of the speaker's focuses

f. Relates other information to the point as it is being introduced, makes legitimate surmising

g. Give careful consideration of understanding and difference, approaches inquiries for explanations.

b. The Speakers Factors

The Speakers Factors which he utilizes language frames up to the degree has an effect in audience's understanding. The introduction, pace of conveyance, might be excessively quick, excessively moderate or has such a large number of delays needs audience members extraordinary capacity to fathom. Language capacity of the speaker local speaker tenderfoot level and non local speaker

1. Speaker's creation: complement, variety, voice

2. Speed of conveyance

3. Distinction and character of the speaker

c. Content

The substance to fathom is the substance of harder with new jargon or which the audience has inadequate foundation information

d. Visual Support

Students' capacity to decipher visual helped, for example, video, pictures, outlines, motions, outward appearances, and non-verbal communication, signals, outward appearances, and non-verbal communication, can expand appreciation effectively. This should be possible with measure of help give by signals, visuals.

Awarness to these variables and so as to made listening perception simpler, develop proper exercises. There are two sorts of listening exercises propose by Joan Rubin and Irene Thompson they are intelligent tuning in and non-intuitive tuning in.

1. Interactive Listening

This sort of listening call intelligent in light of the fact that member then again assume the job of speakers and audience which is for the most part happens throughout discussion. In intuitive tuning in, one can mediate explanation, reiteration, or rethinking. It is an undivided attention since audience is thinking, Feeling needing of what the message implies by looking at the message and reflect it back to sender for check. This check or input process is the thing that recognizes undivided attention and makes tuning in and makes it powerful

2. Non-interactive listening

In this listening circumstance, one not should be readied. This kind of listening is call non-intelligent in light of the fact that these remember occurrences for which one won't had the option to meddle wherein one had no part by posing inquiry or loo king for explanation. For example, one was tune in to talks, addresses, and radio o sit in front of the TV, films, or lived plays Non-intuitive

tuning in as latent tuning in or mindful listening are really in hearing and understanding the other's individual perspective. One is mindful and inactively listen, and accepted what being heard and sees effectively, but remain latent and don't confirm it.

8. Using Mobile Learning

Definition mobile learning by Vangie Beal mobile learning is education via the internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs. It is flexible, allowing students access to education anywhere, anytime.

Mobile learning provides a way for educational institutions to delivered knowledge and educational content to students on any platform, anyplace and at the time of needed. Students used mobile app and tools to complete and upload assignments to teachers, download course instruction and work in online social groups to complete tasks.

The phrase mobile learning is most often used to described the technology-the mobile devices and apps used in the classroom, however it may also be used to described the support of always on learning with mobile technology.

B. Previous Related Research Finding

Some writer had conducted some studies relating to enhance students listening through some application. They are as follows.

First study conducted by Vinindita Citrayasa (2016) in the research about "The Meaning of Learning English Using Busuu to Junior High Scholl Students

Grade VIII". This application really helps learners to work on their pronunciation, grammar, and vocabulary right away. Busuu offers studied material that covers different day-to-day topics and it gave learners various activities to comprehend the material such as multiple-choice questions, drag and drop (building a sentence from a word scramble, pairing, and word ordering), and fill in the blanks. The content, materials, and the features encourage the learners to experience foreign language learning and to boost their confidence.

The second study conducted by Taufiqurrochman (2016) in their research about "Busuu.com: Model Belajar Bahasa Arab Mandiri Berbasis Website" Busuu.com is a representative website for web-based language learning, including Arabic. Busuu.com contains learning four language skills and three language elements. Busuu.com's features and facilities are complete, including:lessons (duruus), exercises (tamarin), vocabulary (al-mufradat) and personal notes (shafhaty al-mufradat). The subject matter is devided into 5 levels with 68 themes. Teaching materials are arranged thematically, equipped with text, audio-visual, and training formats. Teaching materials are contextual, interactive, according to user needs, containing contemporary vocabulary and themes.

The third conducted by Gangaiamaran, R and Pasupathi, M (2017) in their research about "Review on Use of Mobile Apps for Language Learning". They found that mobile devices provide plenty of resources to develop the listening skill of the learners who can exposed to authentic material like lived streams, English songs, radio, listening to English news. The research classified mobile apps intending to aid the English language learners to choose a suitable app. The

categorization of apps could enhance the used of mobile learning in acquiring different skills in the language.

C. Conceptual Framework

The conceptual framework of this research was illustrated as follows

```
┌─────────────────────────────────────┐
│    Teaching Listening Competence     │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│          Busuu Application           │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│              Analysis                │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│              Finding                 │
└─────────────────────────────────────┘
```
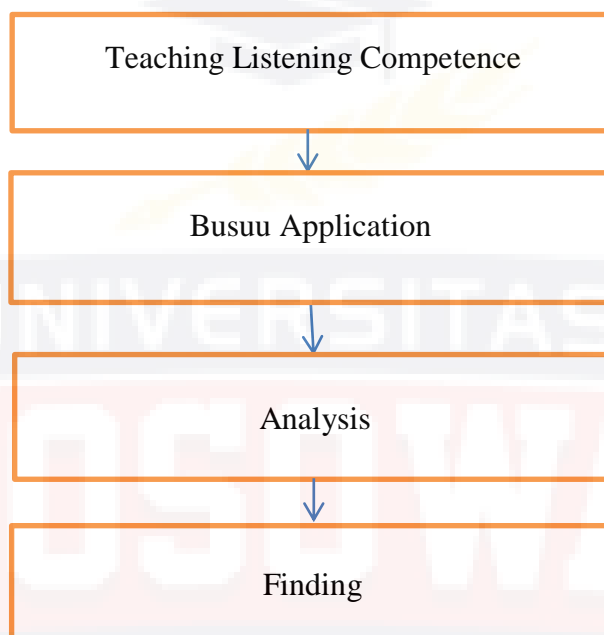
For users who did not had free time to learn English, or want to learn language independently based on technology online, they can used the Busuu application because it can be accessed from various devices such as computers, tablets and cellphones. This site provides two types of membership, namely, free and paid systems. The quality of learning provided by the Busuu application is still guaranteed. Busuu is also a mobile application that makes it easy for students to learn to relax while traveling, which means students can studied all the time even when traveling.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_0 : The used of Busuu application can't enhance students' listening skill in English at SMP Negeri 2 Galesong Selatan Takalar in 2020/2021 academic year.

2. H_1 : The use of busuu application can enhance students' listening skill in English at SMP Negeri 2 Galesong Selatan Takalar in 2020/2021 academic year.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discuss the method that used in the research they are research design, the time and place of research, population and sample, research variables and their operational definition, research instrument, procedure of collecting data, and technique of data analysis.

A. Research Design

This study applied pre-experimental designed in the form of one group pre-test and post-test. The writer gave a pre-test for the subject of listening before students used the Busuu application. The post-test is carried out after students used the Busuu application in listening.

This design involves a class in which the writer conducts a pre-test before implementing the Busuu application. To used the Busuu application by administering the post-test. The use of using the Busuu application is determined by comparing the pre-test and post-test results.

The research design that used in this research was as follow:

O_1	X	O_2
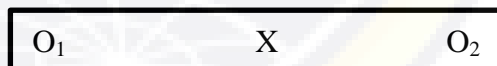
(Cohen, 2007: 213)

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Time and Location of the Research

This research carried out at class VIII-E at SMP Negeri 2 Galesong Selatan Takalar in 2020/2021 academic year. The writer took one month for the research and take 4 meetings. The research consist of 285 students that devided into nine classes.

C. Population and Sample of the Research

1. Population

The population of this research was students' at class VIII at SMP Negeri 2 Galesong Selatan Takalar in 2020/2021 academic year that consist of 9 classes and each class, consist of 31 students, so the total of populations are 285 students.

2. Sample

In this research, the writer applied total sampling technique. The sample of this research was class VIII-E of SMP Negeri 2 Galesong Selatan Takalar, that consist of 22 students.

D. Research Variable and Operational Definition

1. Variables of the Research

This research has two kinds of variables, namely independent variable and dependent variable. Independent variable is Busuu application, while dependent variables is the student listening skill.

2. Operational Definition of Variables

To prevent a bias interpretation especially related to the terms used in this study, operational definitions of two variables formulate as follows:

a. Listening Skill

Listening is the ability to identify and understand what other people are saying. This process involves understanding speaker access or pronunciation, speaker grammar, vocabulary, and understanding its meaning, in listening learning must be able to process what is heard, then try to gave meaning. therefore the ability to listen greatly influences the mastery of vocabulary.

b. Busuu Application

Busuu is developed to brought a new mode of learning which is not expensive, more motivating, and different from the traditional way of learning. The learning materials are based on image and sound and they used native speakers to helped learners. Busuu helps learners to work on their pronunciation, grammar, and vocabulary right away.

E. Instrument of the Research

The type of instrument used in this study is a test. In the listening test, the writer was give a question adopted from the Busuu application. The test would be gave twice, before and after treatment or teaching and learning. Students was gave a pre-test to found out how far their listening skill is before using the Busuu application and post-test would be gave to measure students' listening skill assessment after treatment and the impact of using the Busuu application can enhance or not affected students' listening skill.

F. Procedure of the Research

Procedure of the Research have four steps from this research. They are planning, acting, observing, and reflecting. The more detail about research procedures are explain as follows:

1. Planning

In the planning stage, the writer planning a teaching learning activity to solve the problem found in the previous teaching learning process. The plans include the preparation before the teaching learning activity such as lesson plan, teaching materials, observation checklist table and field notes.

2. Action

In action stage, the writer acted as a teacher to teach the lesson that has already been prepared. The researcher helped by an English teacher to observe the classroom situation.

3. Observation

Observation is a way of collecting data by keeping a record of what is the object of observation. The focus of observation were the student activity in eight grade of SMP Negeri 2 Galesong Selatan Takalar.

4. Reflecting

In reflecting stage, the writer get feedback from all students'. The feedback is very important in planning the next action. It can change a certain action or add some more actions in order to improve the teaching learning process.

G. Procedure of Collecting Data

In collecting the data, the writer collected the data by employed these procedures:

1. Pre-test

Before the students using Busuu application, the writer gave pre-test to students to find out the students prior knowledge.

2. Treatment

Treatment held during four meetings. Below are the procedures that used by the writer.

a. The writer introduced the material about listening skill.

b. The writer introduced Busuu application to students'.

c. The writer asked for students' to download the Busuu application.

d. The writer explained how to use the Busuu application.

e. The writer asked the students did the task in the Busuu application.

3. Post-test

Post-test is given to all students, to know their enhance in listening skill of English. This act administered to measure the students' progress in listening of English after having the treatments. The question in the post-test was similar in pre-test.

H. Technique of Analysis Data

These analysis for both pre-test and post-test, the writer used scoring guide which provides rating scale for criteria of vocabulary, grammar and listening skill. The gather of data used in order to figure out whether or not the treatment

achieved a good result toward students' listening skill of eighth grade at SMP Negeri 2 Galesong Selatan Takalar. This research was supported by a quantitative data analysis. The quantitative data of this research was numeric data which be formulated by using statistical method.

To know the students' ability in Listening skill the writer was converted the students' Listening ability score by using the following formula:

$$Student\ Score = \frac{Total\ of\ students}{the\ maximum\ score} \times 100$$

Then, classifying the students' score based on the following classification:

Scoring Classification

Score	Classification
81-100	Very Good
61-80	Good
41-60	Average
21-40	Poor
0-20	Very Poor

(Paskur, 2006)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential statistics in SPSS version 16.0 program.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data that collected during the experimental research. In this part, the writer showed the calculation of pre-test score and post-test score.

After presented the students' achievement of class VIII-E in a table the writer analyzed the data by comparing the chance that the students made during this research.

A. Findings

The findings of this research presented the results of students' listening skill. The findings related to the pre-test and post-test score and classification. As previously mentioned, students' listening ability was assessed from students' observations of the lesson shown. The results of the Busuu application in data collection were given to students of SMP Negeri 2 Galesong Selatan Takalar. The data was calculated based on the results of the students' pre-test and post-test. The writer made observations and tests during research activities in this chapter.

1. The Students' Score and the percentage of students' pre-test score

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Paskur (2006:35). The following table is the students' pre-test score and percentage of experimental and control group.

Table 4.1. The Students' Score and Classification in Pre-test

No	Students' Initial	Students Score	Classification
1.	FHP	53	Average
2.	HW	60	Average
3.	AW	67	Good
4.	RM	53	Average
5.	PA	57	Average
6.	JW	70	Good
7.	MF	70	Good
8.	AR	47	Average
9.	MAK	70	Good
10.	DN	70	Good
11.	SF	57	Average
12.	WW	57	Average
13.	NEK	60	Average
14.	NN	53	Average
15.	FTS	57	Average
16.	MR	70	Good
17.	MNR	63	Good
18.	NA	67	Good
19.	AP	63	Good
20.	ABD	67	Good
21.	WY	53	Average
22.	DA	53	Average
	Total	**1337**	
	Average	**60.77**	

Table 4.2**. The Percentage of Students' pre-test Score**

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	10	45.5%
Average	41-60	12	54.5%
Poor	21-40	0	0
Very Poor	0-20	0	0
Total		22	100

From the classification, scores, and the percentage of pre-test scores in the table above that of the 22 students. In the very good, poor and very poor category was 0 student (0%), 10 students (45.5%) were in the good category and 12 students (54.5%) with average category. Based on the description above, it is clear that there is an increase in students' listening skill on the student's post-test by treating these students using the Busuu application.

2. The Students' Score and the percentage of students' pre-test score

The scores of students' vocabulary achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' post-test.

Table 4.3. Students' Score and Classification in Post-test

No	Students' Initial	Students' Score	Classification
1.	FHP	70	Good
2.	HW	80	Good
3.	AW	87	Very Good
4.	RM	70	Good
5.	PA	83	Very Good
6.	JW	90	Very Good
7.	MF	93	Very Good
8.	AR	77	Good
9.	MAK	93	Very Good
10.	DN	90	Very Good
11.	SF	73	Good
12.	WW	80	Good
13.	NEK	83	Very Good
14.	NN	83	Very Good
15.	FTS	87	Very Good
16.	MR	93	Very Good
17.	MNR	80	Good
18.	NA	87	Very Good
19.	AP	83	Very Good
20.	ABD	90	Very Good
21.	WY	83	Very Good
22.	DA	83	Very Good
	Total	**1838**	
	Average	**83.54**	

Table 4.4. The percentage of students' pre-test score

Classification	Score	Frequency	Percentage
Very Good	81-100	15	68.2
Good	61-80	7	31.8
Average	41-60	0	0
Poor	21-40	0	0
Very Poor	0-20	0	0
Total		22	100

From the classification, scores, and the percentage of post-test scores in the table above that of the 22 students. In the average, poor and very poor category was 0 student (0%), 7 students (31.8%) were in the good category and 15 students (68.2%)) with very good category. Based on the description above, it is clear that there is an increase in students' listening comprehension on the student's post-test by treating these students using the Busuu application.

3. The Mean Score and Standard Deviation of Students

The result of the pre-test and post-test employed to the control and experimental group was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of pre-test and post-test.

Table 4.5.

The Mean Score and Standard Deviation of Students

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	22	47	70	1337	60.77	7.243
Postest	22	70	93	1838	83.54	6.864
Valid N (listwise)	22					

Based on the pre-test and post-test data above, the writer found that there was a significant increasing after being given the treatment. On the pre-test, the total score was 1337, the mean score was 60,77 and the standard deviation was 7. 243. Where as in the post-test, the total score was 1838 with a mean of 83.54 and a standard deviation of 6.864. The total score and mean post-test were higher than the pre-test.

4. The Result of T-Test in Experimental Class

After conducting the students' pre-test and post-test scores, the writer used the t-test to test the hypothesis. The t-test was a test to measure the presence or absence of a significant difference between the students' mean scores in the pre-test and post-test by using an inferential t-test analysis or a significance test run with SPSS Version 16.0, significant differences could be easier to analyzed.

In this research, the Null hypothesis (H_o) stated that the implementation of Busuu application can't enhance the students' listening skill at the eight grade of

SMP Negeri 2 Galesong Selatan Takalar in the academic year 2020/2021. While the Alternative hypothesis (H_1) stated that the implementation of Busuu application can enhance the students' listening skill in English at the nine grade of SMP Negeri 2 Galesong Selatan Takalar in the academic year 2020/2021. If the value of significance 2 or sig. (2-tailed) lower than 0.05, H_1 accepted and H_o rejected.

Table 4.6.

The Result t-test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Pre-test – Post-test	-2.277	4.699	1.002	-24.856	-20.688	-22.727	21	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_o) was rejected. It means that the Busuu application can enhance students' listening comprehension at the eight grade of SMP Negeri 2 Galesong Selatan Takalar, in the academic year 2020/2021.

B. Discussion

This section presented the discussion of the result of the data analysis. This result research was conducted in three steps.

The first step was given pre-test to students. Pre-test was given to know the student' listening skill score before treatment by using Busuu application and the writer gave 30 number for pre-test. The second step was given treatment by applied Busuu application to the students. The third step was given post-test to the students to know the students' listening skill score after using Busuu application.

For the pre-test, the writer gave explanation for all students in the classroom about the test. The writer gave time 45 minutes to all students of class VIII-E for answer the test. The writer asked for all students to collect pre-test answer sheets on the table.

Moreover, it also involves the ability of the students to process the information by using basic knowledge in order to understand the listening. The problems faced by the students come from the external or internal factors. The example of the external factor is the audio or material which it is related to linguistic aspect. The audio sometimes is hard to be followed because it is very fast. Therefore, the students cannot catch or forget what the speakers in audio are talking about. The limited mastery of vocabulary which belongs to the linguistic elements becomes the problem that is usually found in listening skill.

After the writer gave pre-test to all students of class VIII-E, the writer asked for to all students in the classroom to download Busuu application. After all students download Busuu application, the writer to tought the students how to use

Busuu application and the writer gave treatment from the Busuu application. For the post-test, the students were given the same application about the test same as the pre-test. The test intended to know the students' listening skill after students were given the treatment, the students more silent, discussion with seatmate and enjoy did the test.

Based on the students' score and classification in pre-test and post-test there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 60.77 enhance to post-test with score 83.54. It showed that there was a different result of listening skill score in pre-test and post-test of the eight grade students' of SMP Negeri 2 Galesong Selatan Takalar. After being given by using Busuu application, before and after listening skill. The result of listening skill test of the students' score after Busuu application was higher than before. In short, the average score of pre-test is 60.77 while the average score of post-test is 83.54. It means that the result in post-test was better than pre-test.

The students' enjoyed did the activity especially use the application: Vinindita Citrayasa (2016) Stating that students do not have to learn English using books, but students can use technology as a medium for learning English. According to Arsyad (2014:15), learning media in the teaching and learning process can arouse new desires and interests, generate motivation and stimulation of learning activities, and even bring psychologic influences on students.

It can be seen, it was concluded that the students got good achievement in listening comprehension after using Busuu application. Referring to the

description above, it was concluded that in this research, Busuu application as a digital media in learning listening skill.

Some of the obstacles was found because this research was carried out during the pandemic of the coronavirus when teaching and learning activities moved at home. The writer had to prepare extra teaching strategy, researcher should tell students' information repeatedly. Teaching English language in a class by using smartphone for communication and gave information, so sad because we can't interact directly and researcher just handle students on smartphone. But they are active and ready for learning English language.

The use of the Busuu application is very helpful for students in studying at home, especially in the current pandemic conditions which require students to study at home with the help of parents.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusion of findings and suggestion for English learned and teachers

A. Conclusions

Based on the above research results, the writer concluded that the results of the research conducted by the writer at SMP Negeri 2 Galesong Selatan Takalar. We can see on the frequencies result in pre-test of the table 4.1 at page 40 dan the frequencies result in post-test of the table 4.2 at page 42.

Using the Busuu application can improve listening skill in class VIII-E students of SMP Negeri 2 Galesong Selatan Takalar. We can see this before being given treatment or in the Pre-Test results, where students who get GOOD are only 10 out of a total of 22 students and after being given treatment in the form of the Busuu application media, the student scores increase in the post-test results, students get very good and good scores.

The grade VIII-E students of SMP Negeri 2 Galesong Selatan Takalar can increase from only 10 people who get good and now all students get Good and Very Good scores. Because students are already using the Busuu application, which is where the application really helps students to do English assignments, especially students' listening skill. Students do it with native language speakers and quizzes are very interesting for students to learn, especially students of class VIII-E SMP Negeri 2 Galesong Selatan Takalar.

B. Suggestionss

Based on the conclusions at page 50, the writer provides suggestions to teachers and students.

For Teachers are advised to use the Busuu application so that students in the class do not feel bored in learning English where the teacher only learns by using curriculum-based guidebooks.

The use of the Busuu application is very suitable for learning English, because in this application there are various ways to learn English, especially in listening skill, because this application allows students to learn English with the help of native speakers.

For students, the Busuu application can be used in learning English, especially in class VIII-E of SMP Negeri 2 Galesong Selatan Takalar. Using the application makes it very easy for you to learn English, especially in enhance listening skill for students.

This research is expected to be an important input to solve student problems in enhance listening skill.

BIBLIOGRAPHY

Adnan , A. 2012. Pengajaran Menyimak Bahasa Inggris: Masalah dan Solusinya. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa Volume 6 Nomor 1*, 1-9.

Agca, R. K., & Özdemir, S. 2013. *"Foreign Language Vocabulary Learning with Mobile Technologies"*. Procedia-Social and Behavioral Sciences, *83*, 781-785.

Alnantani, M. P. 2018. *"Optimalisasi Aplikasi Busuu dalam Pembelajaran Bahasa Arab Mandiri".* Journal of Arabic Studies, 3(1),1-10.

Ariputri, G. P. 2015. *"Pengembangan Aplikasi Android untuk Mendukung Pembelajaran Listening Bahasa Inggris kelas XI SMA".* Skripsi. Semarang. UMNES.

Basoglu, E.B., & Akdemir,O. 2010. *"A Comparison of Undergraduate Students' English Vocabulary Learning; Using Mobile Phones and Flash Cards". TOJET: The Turkish Online Journal of Educational Technology, 9(3), 1-7.*

Benyamin, K. 2021. *Daily English Conversation Application as Teaching Media to Enhance Students' Listening Comprehension at SMP Negeri 35 Makassar. Skripsi. Makassar: Bosowa University*.

Boyle, J. P. (1984). *"Factors Affecting Listening Comprehension". ELT journal*, *38*(1), 34-38.

Brick, Billy, and Tiziana Cervi-Wilson. *"Technological Diversity: A Case Study into Language Learners' Mobile Technology use Inside and Outside the Classroom." 10 Years of the LLAS Learning Symposium: Case Studies in Good Practice*. Research-Publishing. net, 2015.

Cilesiz, S. 2011. *"A Phenomenological Approach to Experiences with Technology: Current State, Promise, and Future Directions for Research". Educational Technology Research and Development*, *59*(4), 487-510.

Citrayasa, V. 2016. *"The Meaning of Learning English Using Busuu to Junior High School Students Grade VII".* Thesis. Yogyakarta: Universitas Sanata Dharma Yogyakarta.

Cohen, L., Manion, L., & Morrison, K. 2007. *Research Method in Education.* London: Routledge.

Paskur. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas.

Pendidikan, K. 2017. *"Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Atas"*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Gangaiamaran, R., & Pasupathi, M. 2017. *"Review on Use of Mobile Apps for Language Learning"*. International Journal of Applied Engineering Research, *12*(21), 11242-11251.

Garrett, N. 2009. *"Technology in the Service of Language Learning: Trends and Issues"*. The Modern Language Journal, *93*, 697-718.

Guo, Naizhao. 2008. *"An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement",* China: Shanxi University Press.

Harmer,Jeremy. 2007.*"How To Teach English.Pearson Longman"*.

Heyoung, K & Yeonhee, K 2012. *"Exploring Smartphone Applications for Effective Mobile-Assisted Language Learning"*. Multimedia-Assisted Lnguage Learning, 15 (1), 31-57.

Huda, K. 2017. "*Pemanfatan Website (Busuu. Com) Sebagai Multimedia Interaktif dalam Pembelajaran Bahasa Arab*". *Jurnal An Nabighoh*, *19*(02).

Hamouda, A. 2013. An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal Of Academic Research in Progressive Education and Development Vol. 2. No.2*, 113-117.

Iswanto, R. 2017. *"Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi"*. Arabiyatuna: Jurnal Bahasa Arab, *1*(2), 139-152.

Liu, ,P., & Chen, C. 2014. *"Learning English through actions; A study of mobile-assisted language learning. Interactive Learning Environments, 23(2), 1-14"*

Melisa, R. 2020. *"The Effect of Pow+Tree Strategy Towards Students' Writing Skill of SMPN 1 Kalaena Luwu Timur"*. Skripsi. Makassar : Bosowa University.

Myartawan, I. P. N. G., & Suharmanto, M. A. F. 2013. *"The Correlation between Learner Autonomy and English Profocoency of Indonesian EFL College Learners"*. TEFLIN Journal, 24(1), 63-81.

Nation,I.S.P & Macalister, John 2009 *"Language Curruculum Design ESL & Applied Linguistics Professional series"*. Francis:Taylor.

Pratama, Z. 2018. *"Improving Students' Listening Skill Through Watching English Movies"*. Skripsi. Jakarta: Syarif Hidayatullah State Islamic University.

Syam, A. I 2016. *"Tes dan Penilaian Dalam Listening. Fakultas Keguruan dan Ilmu Pendidikan"*. Skripsi. Makassar : Universitas Muhammadiyah Makassar.

Taufiqurrochman. 2015. "Busuu.com: Model Belajar Bahasa Arab Mandiri Berbasis Website", Laporan Penelitian UIN Maulana Malik Ibrahim Malang.

Vandergrift, 1. 2000. Listening: *Theory and practice in Modern foreign Language Competence.* Subject Centre for Language, Linguistics and Area Studies.

Vasiljevic, Z. 2010. *"Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners"*. English Language Teaching". 3(1), 41-52.

Wulandari, F. 2011. *"Improving Students' Listening Ability Using Spot the Dictogloss Technique"*. Thesis. Surakarta. Sebelas Maret University.

Yagang, F. 2011. Listening: Problems and Solutions. *English Teaching Forum Vol.31, No.2*, 16-19.

APPENDICES

Appendix 1: Research Instruments

PRETEST AND POST-TEST

"Descriptive text"

Directions:

1. The writer was indicate the topic for all students in the class

2. Students was be given 5 minutes to prepare before lessons begin.

3. In the pre-test, students was be given a test in the form of questions, without being given a signal. The point is to measure the level of students' listening ability.

4. In the post-test, students was be given a test in the form of questions, and will be assisted by using the Busuu application. The point is whether there is an increase after students are given the post-test.

5. The time given is 45 minutes for all students

A. Activity assignments in the Pre-test

• Writers give tests in the form of questions to students without using the Busuu application.

B. Post-test task activities

• Writers give tests in the form of questions to students using the Busuu application.

APPENDIX 2 : Assessment rubric

NO	Score	Description
1	81 - 100	Understand all instructions without difficulty so you can do all instructions in a fast and precise way
2	61 - 80	Mostly understood what was said / instructed when instructions are slowed down and repeated a bit so they are slow to do what they are told, sometimes even wrong.
3	41 - 60	Difficult to follow what was instructed but there are still many instructions done right.
4	21 - 40	It is very difficult to do what is instructed, only a small part is instructed
5	0 - 20	Cannot carry out what was instructed, even one instruction.

(Syam 2016: 13)

Appendix 3: A collection of questions on the Pre-Test and Post-Test

Questions on the Pre-Test and Post-Test

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

   Hi, how…………

hello	are	hi	you

2. **Hello! Hi!**

   We use "hello" and "hi" to great people?

   a. Benar   b. Salah

3. I'm from Turkey.

   We use "I'm from" to say our home country.

   a. Benar   b. Salah

4. Pair the appropriate words / phrases.

English, Turkish, Polish, Spanish		Kewarganegaraan
England, Turkey, Poland, Spain		Negara

5. Choose the words in the correct order.

to	meet	You.	nice	It's

6. Hi, Leo. Welcome to ….. Come …..

learning	London	out	in

7. How much dog in the picture?

   a. Three

   b. Two

   c. One

8. Fill in the blanks with the correct letters.

She's ☐☐☐☐☐ years old!

g	i	h	t	e

9. Choose the job name in the example below.

She	is	a	Designer.

I	work	in	a	Restaurant.

I	am	a	Doctor.

10. Listen for the dialogue then click continue.
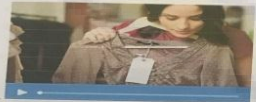
   Oliver and Ava are talking about their jobs.

   Oliver : ..... do you do, Ava?

   Ava   : I'm a .....! How about you?

   Oliver   : I work in a ......, but I'm also a .....

   Ava   : Cool

11.Choose false and true

.
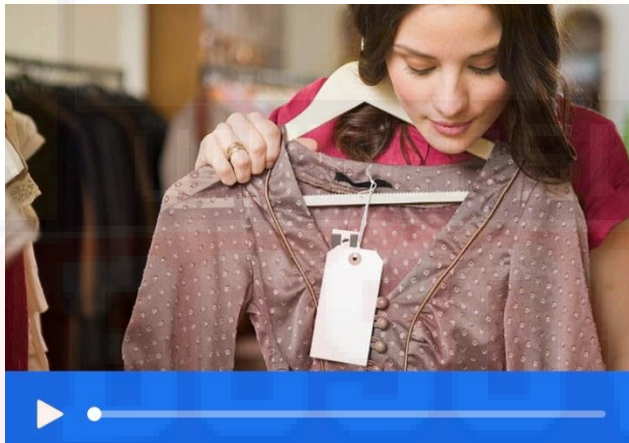
How much is it?

You can ask this question to find out the price of the item.

a. True   b. False

12. Pair the appropriate words / phrases.

How much?	This dress?
Could I have	Is this?
That comes to	€39

13. Listen and choose the correct words to fill in the blanks.

.

My ….. works in new York.

a. Brother   b. Sister

14. Pair the appropriate words / phrases.

Mom, Sister	Perempuan
Dad, Brother	Laki-Laki

15. Where is my cell?

   "Cell" the same meaning with **"mobile phone".**

   a. Benar   b. Salah

16. Listen to the dialogue then write the correct answer.

  Laura has lost her bag

Cameron : Are you okay?

Laura   : No, I can't find my ….

Cameron : Oh no! What's in it?

Laura   : My ….. and …. keys

Cameron : Wait. Is …. your bag?

Laura   : Oh, yes! Thank you so much!

17. Choose the right sentence based on the picture.

a. I have my book club on Tuesday night.

b. I go to a dance class on Tuesday night.

c. I go to the gym on Tuesday night.

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

She ….. a lot of time with her family.

a. Spends   b. Spend

19. Choose the words in the correct order.

| your | How | day? | was |

20. My morning was so stressful.

Jack have morning is beutiful

    a. Benar   b. Salah

21. **What are your plans this weekend?**

He asked his friend what he was doing this weekend.

    a. Benar   b. Salah

22. Are you free ….. Friday?

    a. on   b. for

23. Hi Alice! Do you want to meet ….. tomorrow?

    a. Up   b. Out

24. Do you want to ….. on Friday?

    a. Meet up   b. Get up

25. My ….. is from Brazil.

    a. Grandmother b. Gran mother

26. **My grandparents live in Sao Paulo.**

    "Grandmother" dan "grandfather" adalah **"grandparents".**

    a. Benar   b. Salah

27. You should ….. your family.

    a. Shower   b. Phone

28. I've set my….. for 7 am.

    a. alarm   b. set   c. news   d. watch

29. We'll stay…..hostels while we're travelling through Europe.

    a. in   b.on

30. We are staying…..three days.

    a. at   b. for

Appendix 4: Lesson Plan

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMP Negeri 2 Galesong Selatan Takalar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/E

Lokasi Waktu : 4 x 45 Menit

Aspek/Skill : Menyimak.

Standar Kompetensi : Menghargai dan menghayati ajaran agama yang dianut.

Kompetensi Dasar : Belajar mengenal bahasa Inggris sebagai bahasa asing yang sangat penting untuk digunakan, menunjukkan sopan satun kepada guru di sekolah, menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

Tujuan Pembelajaran : 1. Siswa menggunakan media aplikasi Busuu dalam meningkatkan kemampuan menyimak siswa

2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris.

3. Siswa dapat memahami intonasi yang tepat dalam suata kata atau kalimat melalui *native speaker*.

4. Memahami kosakata yang didengarkan dalam sebuah percakapan.

Karakter Siswa Yang Diharapkan :

1. Dapat Dipercaya (Trustworthines)

2. Rasa Hormat dan Perhatian (Respect)

3. Tekun (Diligence)

4. Tanggung Jawab (Responsibility)

5. Berani (Courage)

Materi Pembelajaran : Percakapan singkat yang telah dipilih dari aplikasi Busuu

Metode Pembelajaran : 1. Pendekatan   : Scientific Approach

2. Model Pembelajaran   : Pembelajaran Langsung

3. Metode   : Diskusi dan Tanya Jawab

Media dan Alat   :

1. Media : Aplikasi Busuu

2 Alat   : Handphone (tablet atau laptop), dan spidol.

Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a.   Kegiatan Awal

1.   Guru menyampaikan salam dan menanyakan kehadiran peserta didik

2.   Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3.   Menjelaskan tujuan pembelajaran

4.   Pendidik penyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama, dan percaya diri.

b. Kegiatan Inti

1. Guru menanyakan kepada siswa apa itu listening

2. Guru berbicara di depan kelas dengan menggunakan bahasa inggris dengan topic introduction

3. Siswa naik satu persatu mengulang kembali introduction sesuai dengan data mereka sendiri.

c. Kegiatan Penutup

1. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan

2. Guru menanyakan kesulitan apa yang dirasakan selama pelajaran berlangsung

3. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya

4. Penutup.

2. Pertemuan Kedua

a. Kegiatan Awal

1. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai

3. Peneliti menyampaikan salam dan kehadiran peserta didik

4. Apersepsi dan motivasi siswa: guru melakukan Tanya jawab untuk memancing pengetahuan siswa tentang topic yang akan dibahas

5. Guru menyampaikan tujuan pembelajaran

6. Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti

Pada pertemuan kedua ini peneliti memberikan soal pre-test kepada siswa yaitu berupa lembaran soal sebanyak 30 nomor pilihan ganda. Pada pertemuan ini siswa diberikan waktu sebanyak 45 menit tanpa diberikan aba-aba berupa aplikasi Busuu.

c. Kegiatan Penutup

1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.

2. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya

3. Penutup.

3. Pertemuan Ketiga

a. Kegiatan Awal

1. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai

3. Peneliti menyampaikan salam dan kehadiran peserta didik

4. Apersepsi dan motivasi siswa: guru melakukan Tanya jawab untuk memancing pengetahuan siswa tentang topic yang akan dibahas

5. Guru menyampaikan tujuan pembelajaran

6. Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti

1. Penulis memperkenalkan aplikasi Busuu kepada seluruh siswa kelas VIII-E

2. Peneliti memberikan beberapa soal dari aplikasi Busuu kepada seluruh siswa di dalam kelas.

3. Setelah selesai dikerjakan, guru dan siswa membahas dan mengkoreksi bersama hasil pekerjaan di papan tulis.

c. Kegiatan Akhir

1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.

2. Guru menanyakan apakah siswa mengalami kesulitan dalam penggunaan aplikasi Busuu

3. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya

4. Penutup.

4. Pertemuan Keempat

a. Kegiatan Awal

1. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai

3. Peneliti menyampaikan salam dan kehadiran peserta didik

4. Apersepsi dan motivasi siswa: guru melakukan Tanya jawab untuk memancing pengetahuan siswa tentang topic yang akan dibahas

5. Guru menyampaikan tujuan pembelajaran

6. Guru menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti

1. Guru memberikan ujian post-test kepada seluruh siswa kelas VIII-E berupa pertanyaan pilihan ganda sebanyak 30 nomor dengan menggunakan bantuan berupa aplikasi Busuu yang sudah di download oleh siswa kelas VIII-E.

2. Siswa diberikan waktu selama 45 menit dalam mengerjakan soal post-test

3. Siswa yang mendapatkan nilai tertinggi akan mendapatkan hadiah dari penulis.

c. Kegiatan Penutup

1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.

2. Guru menanyakan apakah siswa mengalami kesulitan dalam penggunaan aplikasi Busuu

3. Penutup.

Appendix 5: Pre-Test and Post-Test Score

Pre-Test Score

No	Students' Initial	Students Score	Classification
1.	FHP	53	Average
2.	HW	60	Average
3.	AW	67	Good
4.	RM	53	Average
5.	PA	57	Average
6.	JW	70	Good
7.	MF	70	Good
8.	AR	47	Average
9.	MAK	70	Good
10.	DN	70	Good
11.	SF	57	Average
12.	WW	57	Average
13.	NEK	60	Average
14.	NN	53	Average
15.	FTS	57	Average
16.	MR	70	Good
17.	MNR	63	Good
18.	NA	67	Good
19.	AP	63	Good
20.	ABD	67	Good
21.	WY	53	Average
22.	DA	53	Average
	Total :	**1337**	
	Average	**60.77**	

Post-Test Score

No	Students' Initial	Students Score	Classification
1.	FHP	70	Good
2.	HW	80	Good
3.	AW	87	Very Good
4.	RM	70	Good
5.	PA	83	Very Good
6.	JW	90	Very Good
7.	MF	93	Very Good
8.	AR	77	Good
9.	MAK	93	Very Good
10.	DN	90	Very Good
11.	SF	73	Good
12.	WW	80	Good
13.	NEK	83	Very Good
14.	NN	83	Very Good
15.	FTS	87	Very Good
16.	MR	93	Very Good
17.	MNR	80	Good
18.	NA	87	Very Good
19.	AP	83	Very Good
20.	ABD	90	Very Good
21.	WY	83	Very Good
22.	DA	83	Very Good
	Total :	**1838**	
	Average	**83.53**	

Appendix 6: Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	22	47	70	1337	60.77	7.243
Postest	22	70	93	1838	83.54	6.864
Valid N (listwise)	22					

Frequency Table

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	4.5	4.5	4.5
	53	5	22.7	22.7	27.3
	57	4	18.2	18.2	45.5
	60	2	9.1	9.1	54.5
	63	2	9.1	9.1	63.6
	67	3	13.6	13.6	77.3
	70	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	9.1	9.1	9.1
	73	1	4.5	4.5	13.6
	77	1	4.5	4.5	18.2
	80	3	13.6	13.6	31.8
	83	6	27.3	27.3	59.1
	87	3	13.6	13.6	72.7
	90	3	13.6	13.6	86.4
	93	3	13.6	13.6	100.0

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	4.5	4.5	4.5
	53	5	22.7	22.7	27.3
	57	4	18.2	18.2	45.5
	60	2	9.1	9.1	54.5
	63	2	9.1	9.1	63.6
	67	3	13.6	13.6	77.3
	70	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 Pre-test – Post-test	-2.277	4.699	1.002	-24.856	-20.688	-22.727	21	.000

Appendix 7: Documentation

Picture 1 : The writer was distributing pre-test question to students'

Picture 2 : The students were doing pre-test.

Picture 3 : A Student was asking the writer about the treatment.

Picture 4 : The writer was repeating again to students about the using of Busuu

application.

Appendix 8 : Students Worksheet in Pre-test

1. Name : Fikri Haikal Putra

Class:VIII-E

2. Name : Awaluddin

Class : VIII-E
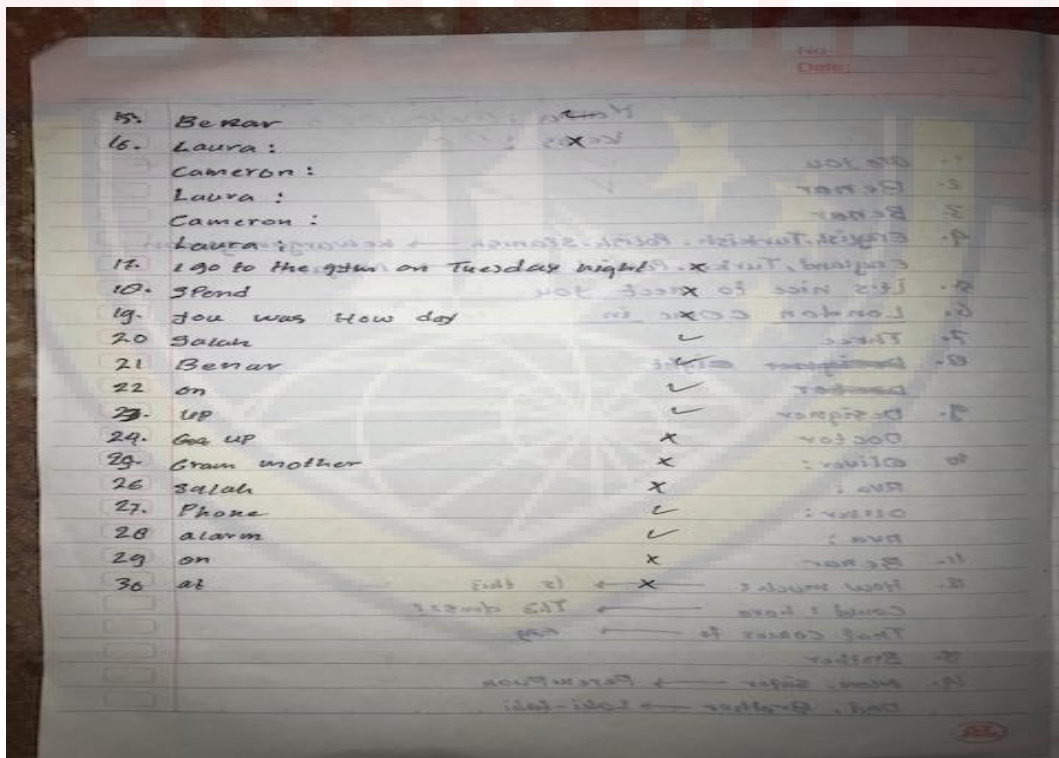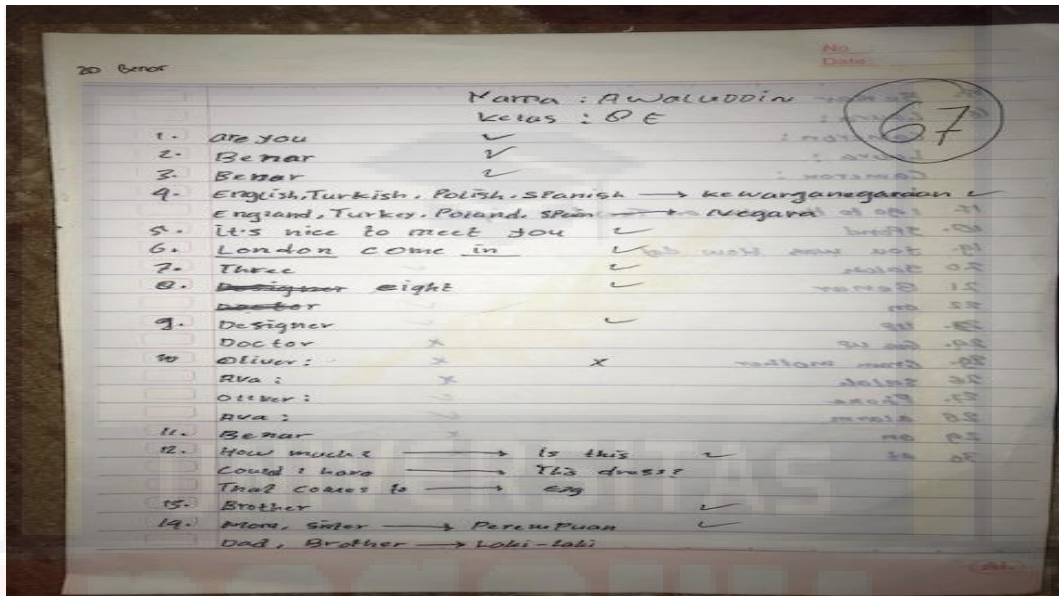
3. Name : Windi Wulandari

   Class : VIII-E
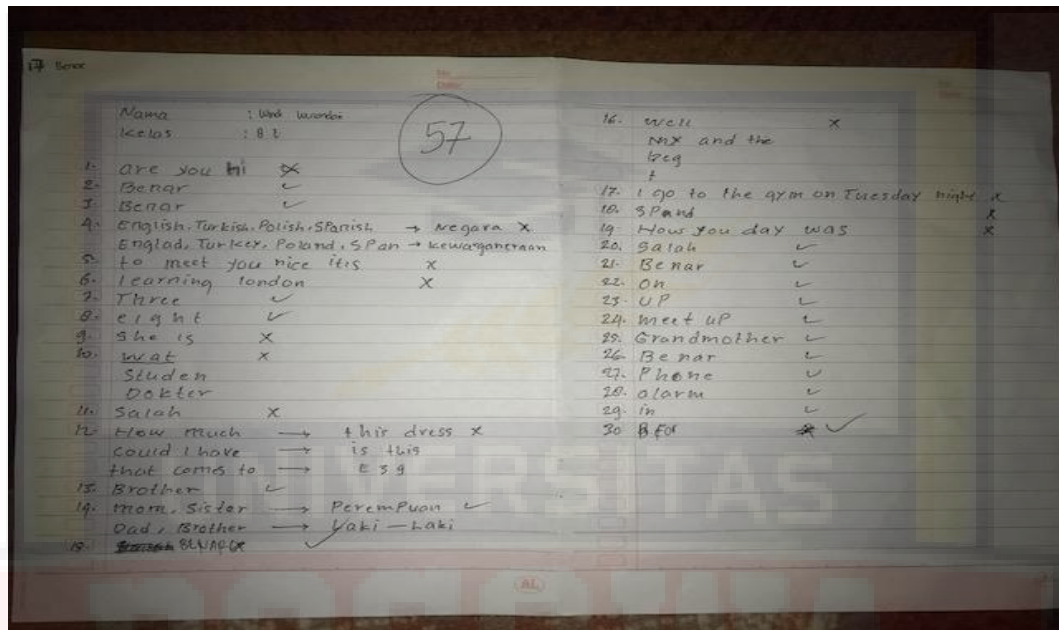
4. Name : Muhammad Fajar

   Class :   VIII-E

5. Name : Pelangi Anisah

   Class : VIII-E
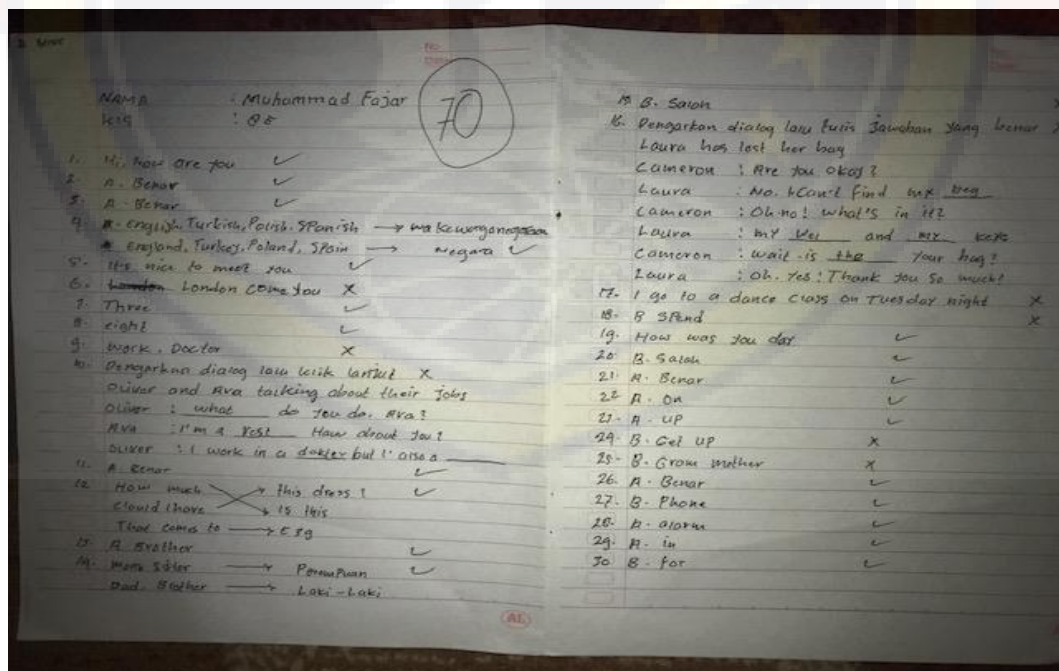
Appendix 9 : Students worksheet in Post-Test.

Fikri Haikal Putra

1)

2)

3)

4)

13. Dengarkan dan pilih kata yang tepat untuk mengisi bagian yang kosong.

My _____ works in new York.

a. Brother   b. Sister

14. Pasangkan kata/frasa yang sesuai.

| Mom, Sister | ⟷ | Perempuan |
| Dad, Brother | ⟷ | Laki-Laki |

15. Where is my cell?

"Cell" bermakna sama dengan **"mobile phone"**.

✗ Benar   b. Salah

16. Dengarkan dialog lalu tulis jawaban yang benar.

Laura has lost her bag

Cameron : Are you okay?

Laura   : No, I can't find my _____

Cameron : Oh no! What's in it?

Laura   : My _____ and _____ keys

Cameron : Wait. Is _____ your bag?

Laura   : Oh, yes! Thank you so much!

5)

17. Pilih kalimat yang tepat berdasarkan gambar.

a. I have my book club on Tuesday night.

✗ I go to a dance class on Tuesday night.

c. I go to the gym on Tuesday night.

18. Pilih kata yang tepat untuk mengisi bagian yang kosong.

She _____ a lot of time with her family.

✗ Spends   b. Spend

19. Pilih kata-kata dengan urutan yang tepat.

Your day how was

| your | How | day? | was |

6)

20. My morning was so stressful.

Jack memiliki pagi yang indah.

a. Benar   ✗ Salah

21. **What are your plans this weekend?**

Dia menanyakan temannya apa yang dilakukannya akhir pekan ini.

✗ Benar   b. Salah

22. Are you free _____ Friday?

✗ on   b. for

23. Hi Alice! Do you want to meet _____ tomorrow?

✗ Up   b. Out

24. Do you want to _____ on Friday?

✗ Meet up   b. Get up

25. My _____ is from Brazil.

a. Grandmother   ✗ Gran mother

26. **My grandparents live in Sao Paulo.**

"Grandmother" dan "grandfather" adalah **"grandparents"**.

✗ Benar   b. Salah

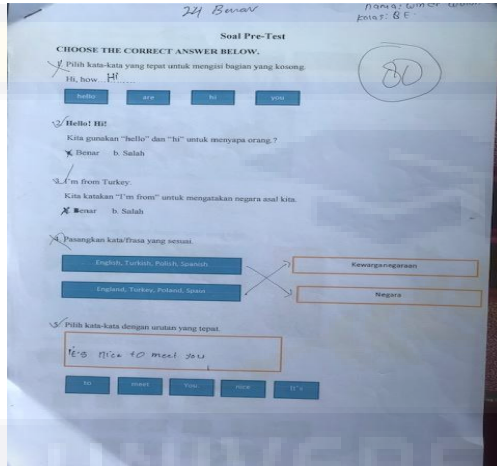27. You should _____ your family.

a. Shower   ✗ Phone

28. I've set my _____ for 7 am.

✗ alarm   b. set   c. news   d. watch

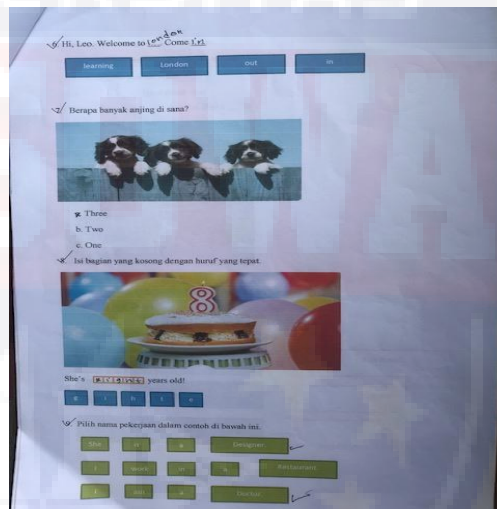29. We'll stay _____ hostels while we're travelling through Europe.

✗ in   b. on

30. We are staying _____ three days.
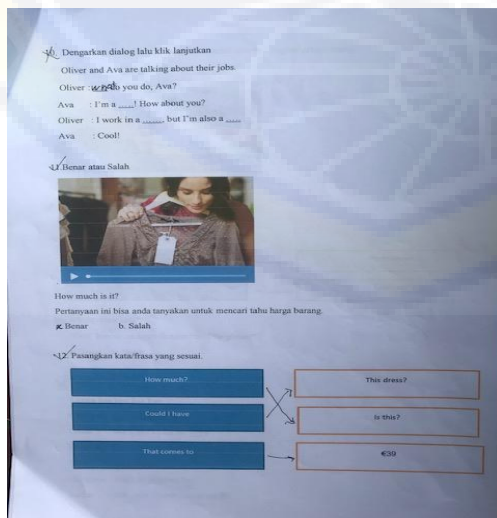
a. at   ✗ for

Awaluddin

1)

2)

3)

4)

Dengarkan dan pilih kata yang tepat untuk mengisi bagian yang kosong.

My ___ works in new York.

x. Brother   b. Sister

Pasangkan kata/frasa yang sesuai.

| Mom, Sister | → | Perempuan |
| Dad, Brother | → | Laki-Laki |

Where is my cell?

"Cell" bermakna sama dengan **mobile phone**.

x. Benar   b. Salah

Dengarkan dialog lalu tulis jawaban yang benar.

Laura has lost her bag

Cameron : Are you okay?

Laura   : No, I can't find my bag

Cameron : Oh no! What's in it?

Laura   : My wallet and keys

Cameron : Wait. Is this your bag?

Laura   : Oh, yes! Thank you so much!

5)

Pilih kalimat yang tepat berdasarkan gambar.

x. I have my book club on Tuesday night.

b. I go to a dance class on Tuesday night.

c. I go to the gym on Tuesday night.

Pilih kata yang tepat untuk mengisi bagian yang kosong.

She ___ a lot of time with her family.

x. Spends   b. Spend

Pilih kata-kata dengan urutan yang tepat.

How was your day

| your | How | day? | was |

6)

My morning was so stressful.

Jack memiliki pagi yang indah.

a. Benar   x. Salah

What are your plans this weekend?

Dia menanyakan temannya apa yang dilakukannya akhir pekan ini

x. Benar   b. Salah

Are you free ___ Friday?

x. on   b. for

Hi Alice! Do you want to meet ___ tomorrow?

x. Up   b. Out

Do you want to ___ on Friday?

x. Meet up   b. Get up

My ___ is from Brazil.

x. Grandmother   b. Gram mother

My grandparents live in Sao Paulo.

"Grandmother" dan "grandfather" adalah **grandparents**.

a. Benar   x. Salah

You should ___ your family.

a. Shower   x. Phone

I've set my ___ for 7 am

x. alarm   b. set   c. news   d. watch

We'll stay ___ hostels while we're travelling through Europe.

x. in   b. on

We are staying ___ three days.

a. at   x. for

Windi Wulandari

1)

2)

3)

4)

13. Dengarkan dan pilih kata yang tepat untuk mengisi bagian yang kosong.

My ____ works in new York.
a. Brother   b. Sister

14. Pasangkan kata/frasa yang sesuai.

| Mom, Sister | → | Perempuan |
| Dad, Brother | → | Laki-Laki |

15. Where is my cell?
"Cell" bermakna sama dengan "mobile phone".
a. Benar   b. Salah

16. Dengarkan dialog lalu tulis jawaban yang benar.
Laura has lost her bag
Cameron : Are you okay?
Laura   : No, I can't find my bag
Cameron : Oh no! What's in it?
Laura   : My wallet and ____ keys
Cameron : Wait. Is this your bag?
Laura   : Oh, yes! Thank you so much!

5)

17. Pilih kalimat yang tepat berdasarkan gambar.

a. I have my book club on Tuesday night.
b. I go to a dance class on Tuesday night.
c. I go to the gym on Tuesday night.

18. Pilih kata yang tepat untuk mengisi bagian yang kosong.

She ____ a lot of time with her family.
a. Spends   b. Spend

19. Pilih kata-kata dengan urutan yang tepat.

How was your day

| your | How | day? | was |

6)

20. My morning was so stressful.
Jack memiliki pagi yang indah.
a. Benar   b. Salah

21. **What are your plans this weekend?**
Dia menanyakan temannya apa yang dilakukannya akhir pekan ini.
a. Benar   b. Salah

22. Are you free ____ Friday?
a. on   b. for

23. Hi Alice! Do you want to meet ____ tomorrow?
a. Up   b. Out

24. Do you want to ____ on Friday?
a. Meet up   b. Get up

25. My ____ is from Brazil.
a. Grandmother   b. Gran mother

26. **My grandparents live in Sao Paulo.**
"Grandmother" dan "grandfather" adalah "grandparents".
a. Benar   b. Salah

27. You should ____ your family.
a. Shower   b. Phone

28. I've set my ____ for 7 am.
a. alarm   b. set   c. news   d. watch

29. We'll stay ____ hostels while we're travelling through Europe.
a. in   b. on

30. We are staying ____ three days.
a. at   b. for

Muhammad Fajar

1)

2)

3)

4)

16. Dengarkan dan pilih kata yang tepat untuk mengisi bagian yang kosong.

My _____ works in new York.
a. Brother   b. Sister

17. Pasangkan kata/frasa yang sesuai.

| Mom, Sister | → | Perempuan |
| Dad, Brother | → | Laki-Laki |

18. Where is my cell?
"Cell" bermakna sama dengan **"mobile phone"**.
a. Benar   b. Salah

19. Dengarkan dialog lalu tulis jawaban yang benar.
Laura has lost her bag
Cameron : Are you okay?
Laura   : No, I can't find my bag
Cameron : Oh no! What's in it?
Laura   : My wallet and my keys
Cameron : Wait. Is this your bag?
Laura   : Oh, yes! Thank you so much!

5)

16. Pilih kalimat yang tepat berdasarkan gambar.

a. I have my book club on Tuesday night.
b. I go to a dance class on Tuesday night.
c. I go to the gym on Tuesday night.

18. Pilih kata yang tepat untuk mengisi bagian yang kosong.

She _____ a lot of time with her family.
a. Spends   b. Spend

19. Pilih kata-kata dengan urutan yang tepat.

How was you day

| your | How | day? | was |

6)

20. My morning was so stressful.
Jack memiliki pagi yang indah.
a. Benar   b. Salah

21. What are your plans this weekend?
Dia menanyakan temannya apa yang dilakukannya akhir pekan ini.
a. Benar   b. Salah

22. Are you free _____ Friday?
a. on   b. for

23. Hi Alice! Do you want to meet _____ tomorrow?
a. Up   b. Out

24. Do you want to _____ on Friday?
a. Meet up   b. Get up

25. My _____ is from Brazil.
a. Grandmother   b. Gran mother

26. My grandparents live in Sao Paulo.
"Grandmother" dan "grandfather" adalah **"grandparents"**.
a. Benar   b. Salah

27. You should _____ your family.
a. Shower   b. Phone

28. I've set my _____ for 7 am.
a. alarm   b. set   c. news   d. watch

29. We'll stay _____ hostels while we're travelling through Europe.
a. in   b. on

30. We are staying _____ three days.
a. at   b. for

Pelangi Anisah

1)

2)

3)

13. Dengarkan dan pilih kata yang tepat untuk mengisi bagian yang kosong.

My ____ works in new York.
✗ Brother   b. Sister

14. Pasangkan kata/frasa yang sesuai.

| Mom, Sister | → | Perempuan |
| Dad, Brother | → | Laki-Laki |

15. Where is my cell?
"Cell" bermakna sama dengan **"mobile phone"**.
✗ Benar   b. Salah

16. Dengarkan dialog lalu tulis jawaban yang benar.

Laura has lost her bag

Cameron : Are you okay?
Laura   : No, I can't find my bag!
Cameron : Oh no! What's in it?
Laura   : My ____ and ____ keys
Cameron : Wait. Is ___ your bag?
Laura   : Oh, yes! Thank you so much!

4)

17. Pilih kalimat yang tepat berdasarkan gambar.

✗ I have my book club on Tuesday night.
b. I go to a dance class on Tuesday night.
c. I go to the gym on Tuesday night.

18. Pilih kata yang tepat untuk mengisi bagian yang kosong.

She ____ a lot of time with her family.
✗ Spends   b. Spend

19. Pilih kata-kata dengan urutan yang tepat.

How was ~~~~ your day

| your | How | day? | was |

5)

20. My morning was so stressful.
Jack memiliki pagi yang indah.
a. Benar   ✗ Salah

21. What are your plans this weekend?
Dia menawarkan temannya apa yang dilakukannya akhir pekan ini.
✗ Benar   b. Salah

22. Are you free ____ Friday?
✗ on   b. for

23. Hi Alice! Do you want to meet ___ tomorrow?
✗ Up   b. Out

24. Do you want to ____ on Friday?
✗ Meet up   b. Get up

25. My ____ is from Brazil.
a. Grandmother ✗ Gran mother

26. My grandparents live in Sao Paulo.
"Grandmother" dan "grandfather" adalah **"grandparents"**.
✗ Benar   b. Salah

27. You should ____ your family.
a. Shower   ✗ Phone

28. I've set my ____ for 7 am.
✗ alarm   b. set   c. news   d. watch

29. We'll stay ..... hostels while we're travelling through Europe.
✗ in   b. on

30. We are staying ..... three days.
a. at   ✗ for

6)

Appendix 10 : Surat Keterangan Izin Penelitian

PEMERINTAH KABUPATEN TAKALAR

DINAS PENDIDIKAN DAN KEBUDAYAAN

UPT SMP NEGERI 2 GALESONG SELATAN

Jl. Pendidikan No. 1 Galesong Kota Kec.Galesong Kab. Takalar

SURAT KETERANGAN IZIN PENELITIAN

Nomor: 097/Disdikbud/UPT.SMP.2/XII/2020

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 2 Galesong Selatan Kecamatan Galesong Kabupaten Takalar Provinsi Sulawesi Selatan Menerangkan bahwa:

Nama   : Hernita Samara

Nim   : 4516101020

Tempat/Tanggal Lahir : Ujung Pandang, 29 Agustus 1998

Jurusan   : Pendidikan Bahasa inggris

Fakultas   : FKIP (Universitas Bosowa)

Benar telah melaksanakan penelitian tugas akhir pada SMP Negeri 2 Galesong Selatan Kec. Galesong Kab. Takalar dengan judul *"The Use Of Busuu Application To Enhance Students' Listening Skill At SMP Negeri 2 Galesong Selatan Takalar.* Dari tanggal 14 Desember sampai dengan 19 Desember 2020.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Takalar, 19 Desember 2020

Kepala Sekolah,

SAMSUL, S.Pd

Pangkat : Pembina

Nip. 19791007 200604 1 015

BIOGRAPHY

Hernita samara was born in Ujung Pandang, on August 29th 1998, from the marriage of his parents Yusuf Duma Samara and Ludia Sampe. She is the fourth girl from five siblings. She has three sisters and one brother. She began her first education at SD Inpres Tello Baru 1/1 in 2004 until 2010. After graduated, she continued her study at SMP Negeri 19 Makassar and finished in 2013. Than, she continued her education at SMA Kristen Elim Makassar until 2016. In the same year she decided to continue her study to English Language Education Study Program. Faculty of Teacher Training and Education Universitas Bosowa Makassar, S1 Program and graduated in 2021.