

## ENHANCING LISTENING SKILLS OF EFL INDONESIAN LEARNERS THROUGH BUSUU APPLICATION



 **Syafrizal**  
Syafrizal<sup>1+</sup>

 **Tia Septiawati**<sup>2</sup>

<sup>1,2</sup>Sultan Ageng Tirtayasa University, Serang-Banten, Indonesia.

<sup>1</sup>Email: [Syafrizal@untirta.ac.id](mailto:Syafrizal@untirta.ac.id)

<sup>2</sup>Email: [tia.septiawatis@gmail.com](mailto:tia.septiawatis@gmail.com)



(+ Corresponding author)

### ABSTRACT

#### Article History

Received: 24 June 2022

Revised: 22 August 2022

Accepted: 5 September 2022

Published: 23 September 2022

#### Keywords

Busuu

EFL

English learning

Indonesian learners

Learning media

Listening skill.

Students identify what they hear and know while actively participating in the listening process, utilizing linguistic expertise to understand the information. The goal of this study was to improve second-year students' listening skills and understand how they use Busuu to learn English. This study included 25 students in fourth semester at one of the universities in Indonesia. Purposive sampling was used to select the sample, which included students at fourth semester of Department of English Language Education as well as students who had passed the Literal Listening, Interpretive Listening, and Critical Listening subjects. The findings reveal that in normality test the significance value of pretest and posttest was better than 0.05 ( $0.56 > 0.05$ ,  $0.86 > 0.05$ ), it implies that the data on listening learning outcomes is normally distributed. The paired sample t-test results showed that sig value was 0.001. This result showed that the students' performance improved in pretest and posttest from the treatment in the classroom. They were excited and experienced fun in the classroom especially using Busuu application. The study recommends to use Busuu to improve students' listening skills.

**Contribution/Originality:** This research contributes the innovative use of Busuu application for EFL Indonesian learner to learn listening skills. The study shows how Busuu application can initiate a process of improving the listening skills of students along with learning other subjects.

## 1. INTRODUCTION

Students identify what they hear and know while actively participating in the listening process, utilizing linguistic expertise to understand the information. From a conceptual perspective, listening consists of the relationship between information and experiences. There is a significant relationship between students' learning processes and their listening abilities in the classroom. Listening is an essential skill in learning (Brown, 2004). Hence, students should not understate their listening skills, especially in an academic region where they are expected to improve their language learning competence through extensive listening exercises.

Many students find it difficult to master the skill of listening. There are a few obstacles students must overcome when engaging in the listening process (Azmi, Celik, Yidliz, & Tugrul, 2014). First and foremost, the recorded materials must be of high quality, as this may interfere with students' ability to understand the audio. The second is that cultural differences may have a significant impact on students' comprehension. Students would struggle and take longer to understand the message if their listening skills differed from the cultural material. The dialect is the third factor. Native and non-native speakers find it difficult to understand students. The fourth factor

is vocabulary. Listeners need a time length so that they can consider the vocabulary that they hear. Finally, because listeners have no control over how speakers speak, the boost of speech and conversation becomes a significant factor.

Technology owns enormous potential to transform current teaching methods, not only by using hardware and software, but also by facilitating human interaction using devices and other tools (Isman, 2012). When students learn through technology, they can improve their higher-order cognitive skills. Technology gives students teaching resources and a learning environment, (Larsen-Freeman & Anderson, 2011). If proper pronunciation is a prerequisite for successful hearing, then it is essential to acquire this skill, as it will improve pupils' listening skills (Albadawi, 2016). Additionally, a listening lab on a school's property must be equipped with all the required listening materials, including radios, tape recorders, televisions, CD (Compact Disc) players, and more (Albadawi, 2016). The advancement of media encourages students to use the internet and computers as learning media, as well as other digital devices for entertainment. Therefore, with the existence of this digital media, students can benefit. The use of learning applications can support the learning and teaching process. As is well known, many learning applications are available to be used and utilized as learning support, one of which is the Busuu application. Around 100 million users around the world use this application. Busuu can be accessed on both Android and web devices and is freely accessible by students with the help of the internet, making it easier for students. Thus, the availability of Busuu technology provides choices and opportunities for students to learn interactively because it is easy to use.

As a result, the media was developed to educate listeners. To assist kids in developing their listening abilities, it is essential to choose the right material. The goal of this study is to improve second-year students' listening skills and understand how they use Busuu at the Department of English Teaching, one of Indonesia's institutions. This research was carried out with the title Improving Students' Listening Skills to Enable Student Creativity by Using the Busuu Application for Enhancing Intensive Listening in Indonesian (EILI) EFL.

## **2. LITERATURE REVIEW**

### *2.1. Listening Skill*

There are four language abilities known as macro-skills, listening, reading, speaking, and writing (Aydoğan & Akbarov, 2014). Listening is the most important among all skills as it is the basis of all communication. Listening is the oral while reading is the written receptive skill. Listening involves a mental processing of sound waves, interpreting their meaning, and remembering them. It is a method of communication that requires listeners to understand, analyze, and assess what they hear. Being a very important activity in human life, almost all information is obtained through listening. In academia, listening helps students achieve accession to various types of knowledge, information and ideas, (Ghonivita, Pahamzah, Syafrizal, & Wijayanti, 2021). Listening as primary focus on language skills than other skills. Listening as a creative and active activity that takes practice to master. Listening is an understanding that uses the sensory because the listener plays an active role in connecting the exchange of messages between the speaker and the listener. Listening is said to be successful can be seen from the strategies used by listeners when they listen.

### *2.2. Technology in Education*

Technology owns enormous potential to transform current teaching methods, not only by using hardware and software, but also by facilitating human interaction using devices and other tools (Isman, 2012). When students learn through technology, they can improve their higher-order cognitive skills. Technology gives students teaching resources and a learning environment, (Larsen-Freeman & Anderson, 2011). Much learning can be transferred to students via technology, including the language learning. In order to increase their knowledge of a language, students can be enthused about the content that technology may offer as endless supply of resource to language learners. Through the use of various applications, learners can exploit technology in their learning process.

Technology-enhanced classrooms are more practical than traditional classrooms. It can be deduced that used technology in the classroom is critical in attracting students' attention to English learning. Due to technological improvement, particularly the increasing use of mobile phones, recent years have seen an increase in academic disciplines such as Computer Assisted language learning (CALL) and Mobile Assisted Language Learning (MALL), two examples of technology-assisted language learning. Besides, mobile learning (M-learning) has been emphasized in a number of educational scenarios (Ahmed, 2019).

According to Pannu and Tomar (2010) "Building knowledge is the key to quick progress" and "Knowledge is one of the fundamental resources for improving people's lives." The perception of students as computer savvy is changing in the rapidly developing world of technology. The researcher decided that teaching engineering students to listen in an easy and engaging way utilizing ICT tools would be a novel approach.

As technology advances, there are more resources available for using these facilities for teaching and learning (Ebrahimi, 2016). Digital tools are helpful in language learning and instruction, according to several research (Ebrahimi, 2016). These conclusions were discovered not only with the use of surveys and questionnaires but also with the cooperation of the students; teachers' opinions and observations also support the findings (Ebrahimi, 2016). The usage of ICT (Information Communication & Technology) for educational tasks raised students' success levels. In the early days of business technology, smartphones are proving to be quite helpful in helping workers complete their duties quickly and easily. Unsurprisingly, with the advanced growth and invention of digital mobile technology and smartphones, In the twenty-first century, there is a new development: ICT use in education. Furthermore, mobile devices have attributes like mobility, usability, usefulness, ubiquity, and connection (Yunus, Yen, Khair, & Yusof, 2020).

Technology for given that it is frequently used to take use of emerging technologies to exchange and convey ideas, information and communication technology (ICT) is unquestionably a powerful learning tool (Asnadi, Ratminingsih, & Myartawan, 2018). Another study demonstrates that the widespread adoption of mobile devices, also known in addition to improving students' interest, participation, and interaction, u - learning has a positive effect on raising the idea of creativity (Huah & Jarrett, 2014). Yunus. (2018) concluded from his research that there are several beneficial and different technologies accessible for use in language teaching and learning, which are now essential to language practice. Therefore, in order to meet the expanding demands of students, educators must be outfitted with the most recent information and technological expertise. According to, combining conventional and digital learning materials will inspire creativity, develop a student-centered approach, and allow for learners' individualized learning needs (Leone & Leo, 2011).

### 2.3. Busuu

Busuu application is one of the android apps dedicated to language learning via the internet. Busuu is an android application for learning foreign languages, including English. Busuu was founded in 2008 by Adrian Hilti and Bernhard Niesner met at IE Business School in Spain. Busuu app supports a total of 13 languages. Students can learn language skills and aspects straightly from native speakers, particularly in the area of listening skills, allowing Busuu app to provide subject matter with greater credibility. Furthermore, Busuu has also equipped language course materials with 4 language skills for listening, reading, speaking, writing. With these 4 language skills, the Busuu application can be categorized as an integrated and complete language education page. Busuu can be an individual learning guide as well. Students who do not have any time to learn languages or who want to learn languages independently using technology, would benefit from Busuu, which can be accessed from a variety of platforms such as computer and mobile phones with internet access.

## 3. METHODS

The study used quasi-experimental research to test hypotheses regarding causal relationships between

variables (Degeng, 1989). A pretest-posttest control group design was used for the study. The research participants were the fourth-semester learners of the English Education study program for the academic year 2021–2022. All students participated from the start to the finish, both during the pretest and the posttest.

A test was used in this study as an instrument. The form of the test was multiple choice to measure listening ability. The number of questions used is 30. The analyzed data is divisible into two, the first as a prerequisite for carrying out the paired sample t test analysis and the second to test the study hypothesis. For requirements of the analysis in the form of a data normality test, Shapiro Wilk's data normality test was used with the help of SPSS (Statistical Program for Social Science version 28) because the number of samples used was a small sample, which was less than 30. Using the SPSS 28 for Windows application, data was analyzed to evaluate the study hypothesis using the paired sample t test statistical method. Furthermore, all parametric assumption tests were carried out at a level of significance of 5%, or 0.05.

### 3.1. Participants

The population is the total number of people who share certain characteristics and are of interest to researchers. A population is a group of people who share similar characteristics, (Creswell, 2008). This study was carried out at one of the universities in Banten- Indonesia, Department of English Language Education. The participants were the students in the fourth semester, taking Extensive Listening as a subject of study. A total of 126 students formed the population, who were classified into three sections of 42 students in each section.

A sample is a subset of the population and possesses all traits under investigation. Based on the size of populations, samples should be separated into groups (Arikunto, 2013). The purposive sampling method was chosen because each participant is eligible to a certain level of the area to meet certain objective (Siregar, 2014). Additionally, the method of purposive sampling was employed to identify suitable individuals for this study. Utilizing this approach, a sample of 25 individuals (20% of the total population) was selected using a variety of criteria for study volunteers, such as;

1. Those enrolled with Department of English Foreign Education's fourth semester.
2. Students who have successfully completed the Critical, Interpretive, and Literal Listening subjects.

### 3.2 Research Hypothesis Testing

The hypotheses in this study are:

1. H<sub>0</sub>: The results of listening education prior to and following just using Busuu app are not significantly different.
2. H<sub>a</sub>: There is a significant difference in learning outcomes for listening before and after using the Busuu app.

## 4. RESULTS & DISCUSSION

### 4.1. Results

Before beginning the research, students who would be involved in the study were given a pretest to determine their initial abilities related to the Listening Course. Table 1 presents the findings:

Table 1 shows the average value of the pretest results of students' listening learning outcomes as 44, a maximum value of 60 and a lowest value of 30, with a standard deviation of 9.895 between them. The research subject group used the Busuu application, and therefore the findings of the posttest listening learning in this study differ. The average value of the posttest findings for student listening learning outcomes is 81.80, with a standard deviation of 7.483, the highest value attained being 95, and the lowest value being 70, as demonstrated in the table.

Table 1. Results of the pre- and after test data.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30	60	44	9.895
Posttest	25	70	95	81.8	7.483
Valid N (list wise)	25				
				Statistic	Std. Error
Pretest	Mean			44.00	1.979
	95% Confidence Interval for		Lower Bound	39.92	
	Mean		Upper Bound	48.08	
	5% Trimmed Mean			43.89	
	Median			45.00	
	Variance			97.917	
	Std. Deviation			9.895	
	Minimum			30	
	Maximum			60	
	Range			30	
	Interquartile Range			13	
	Skewness			0.056	0.464
	Kurtosis			-1.000	0.902
Posttest	Mean			81.80	1.497
	95% Confidence Interval for		Lower Bound	78.71	
	Mean		Upper Bound	84.89	
	5% Trimmed Mean			81.72	
	Median			80.00	
	Variance			56.000	
	Std. Deviation			7.483	
	Minimum			70	
	Maximum			95	
	Range			25	
	Interquartile Range			15	
	Skewness			0.132	0.464
	Kurtosis			-0.847	-0.902

#### 4.2. Test Requirements Analysis

A matched sample t test analysis was utilized to evaluate the study's proposed hypothesis. The study data was initially evaluated by evaluating the prerequisites for the analysis of the prior study. A normality test called the Study Includes t Test was performed.

#### 4.3. Normality Test

The normalcy test is among the tests that has to be done before running the Matched Sample t testing procedures, which establishes whether or not the data is normally distributed. The data from the pretest and posttest were subjected to a normality test, and the findings are presented in Table 2.

Table 2. Normality test results of pretest and posttest data listening learning outcomes.

Tests of Normality						
Tests	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	0.137	25	0.200*	0.922	25	0.056
Posttest	0.195	25	0.015	0.930	25	0.086

Note: \*. This is a measure of the real significance's lower bound.  
a. Correction of Lilliefors Significance.

Decision making basis included the following:

1. If the sig value > 0.05 data often has a distribution.

2. If the value of sig <0.05 the distribution of data is abnormal.

If the significance level is more than 5%, or <0.05, the data is likely to be distributed evenly. Table 2 displays typical Shapiro-Wilk normality test outcomes using SPSS 28V. Due to a limited quantity of samples, which is less than 30, it shows that value of significance of listening learning outcomes for the pretest is 0.56, this means that the pretest results are normally distributed and the posttest results are 0.86, thus the significance value of pretest and posttest is better than 0.05 (0.56 > 0.05, 0.86 > 0.05). This implies that the data on listening learning outcomes is normally distributed.

Table 2 also shows Kolmogorov- Smirnov values of the pretest and posttest, whose significant value is 0.200 and 0.015 respectively. The data is normal because the values are higher than 0.05. Likewise, in Shapiro-Wilk test, the significant values of pretest and posttest are 0.056 and 0.086 respectively, suggesting that the data was normal because all values are higher than 0.05.

4.4. T-Test

The outcomes of the two-sample test used to assess the hypotheses of this study are presented in Table 3, showing matched sample data and matched sample tests (sig-2 tailed):

Table 3. Paired samples statistics.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44.00	9.895	1.979
	Posttest	81.80	7.483	1.497

According to the T-test findings in Table 3, the average value for the pretest is showing 44, while the average value for the posttest is 81.80, suggesting that the average value after using the Busuu application rose to a higher value. This suggests that, following the implementation of Busuu, there is an improvement in listening learning outcomes.

Table 4. Paired samples correlations.

Paired Samples Correlations				
			Significance	
	N	Correlation	One-Sided p	Two-Sided p
Pair 1 pretest & posttest	25	0.715	<0.001	<0.001

The sig value alpha (0.001 0.05) in the data input demonstrates that the two variables (factors) are correlated or connected. It can be seen in the Table 4 of paired samples correlation. There are correlations in pair 1 pretest & posttest.

Table 5. Paired samples test.

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-sided p	Two-Sided p
					Lower	Upper				
Pair 1	pretest-posttest	-	6.934	1.387	-40.662	-	-	24	<.001	<.001
		37.800				34.938	27.256			



Results of the T-test in Table 5 of Paired sample Test show that value of significance is 0.001, meaning less than 0.05, then H<sub>0</sub> is declined and H<sub>a</sub> is accepted. This means that the learning outcomes before and after using the Busuu application are not the same. As a result, students' listening learning outcomes before and after utilizing the Busuu program show a clear difference.

#### 4.6. Discussion

This analysis of these result showed that the students was improved in pretest and posttest from the treatment in the classroom. They are excited and fun in the classroom especially using Busuu application. According to results of hypothesis testing, first hypothesis in this research is: there is an increase in student listening learning outcomes after using the Busuu application compared to before using the Busuu application. Based on the data of pretest and posttest of the students, the students' mean pre-test score was 44,00 and students' mean post-test score was 81,80. As a result, it is possible to conclude that the students' scores were lower before treatment than after treatment. The students' scores improved more after treatment than before treatment. In normality test the significance value of pretest and posttest was greater than 0.05 ( $0.56 > 0.05$ ,  $0.86 > 0.05$ ), this means that the data on listening learning outcomes is normally distributed. The result of sample paired correlation the sig value  $< \alpha$  ( $0.001 < 0.05$ , it means that the two data (variables) are correlated or related, then results of the T-test in form of Paired Sample Test show that sig value is 0.001, if the difference is less than 0.05, H<sub>0</sub> is denied and H<sub>a</sub> is approved. As a result, the post-test score in this study demonstrated the student's improvement following treatment. It is possible to conclude that using Busuu can improve students' listening skills.

## 5. CONCLUSION

The study findings and data analysis reported in the preceding sections can be used to support a number of conclusions. First, comparing the T-test findings in the form of a Paired sample, the average scores from the pre- and post-tests increased from 44 to 81, and the scores from the two tests individually the significance level of the test is 0.001, according to results, meaning lower than 0.05. As a result, the H<sub>0</sub> was rejected and H<sub>a</sub> was accepted showing an improvement in students' listening skills. The second increase in the average value occurred after the researcher treated the students in several meetings. It can be concluded that participants had a positive experience in learning to listen after using Busuu application. The Busuu application provided the appropriate material for practicing listening. Participants recommended that teachers should use Busuu in all their teaching, in both face-to-face and online modes. As a result, they can practice listening skills on their own.

**Funding:** This study received no specific financial support.

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** Both authors contributed equally to the conception and design of the study.

## REFERENCES

- Ahmed, S. T. S. (2019). Chat and learn: Effectiveness of using WhatsApp as a pedagogical tool to enhance EFL learners reading and writing skills. *International Journal of English Language and Literature Studies*, 8(2), 61-68. Available at: <https://doi.org/10.18488/journal.23.2019.82.61.68>.
- Albadawi, K. H. (2016). Enhancing EFL learners' listening skill through intensive listening activities. *International Journal of English Language, Literature and Humanities*, 4(12), 26-40.
- Arikunto, S. (2013). *Research procedure: A practical approach*. Jakarta: Rineka Cipta.
- Asnadi, I., Ratminingsih, N., & Myartawan, I. (2018). Primary teachers' and students' perception of the use of ICT-based interactive game in English language teaching. *JPI (Journal of Indonesian Education)*, 7(1), 10-20.
- Aydođan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & intergrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), 672-672.

- Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening comprehension difficulties encountered by students in Second language learning class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-6.
- Brown, H. D. (2004). *Teaching by principles: An interactive approach to language pedagogy*. New-York: Longman.
- Creswell, J. W. (2008). *Educational Research, planning, conduting, and evaluating qualitative dan quantitative approaches*. London: Sage Publications.
- Degeng, I. N. S. (1989). *Variable taxonomy teaching science*. Jakarta: Depdikbud, Dikti, P2LPTK.
- Ebrahimi, S. S. (2016). Effect of digital reading on comprehension of English prose texts in EFL/ESL contexts. *International Journal of English Language and Literature Studies*, 5(2), 111-117. Available at: <https://doi.org/10.18488/journal.23/2016.5.2/23.2.111.117>.
- Ghonivita, Y., Pahamzah, J., Syafrizal, S., & Wijayanti, M. A. (2021). Improving students' listening skill and vocabulary Mastery through contextual teaching and learning (CTL) by using online learning for senior high school. *International Journal of English Language and Linguistics Research*, 9(4), 45-56.
- Huah, G. L., & Jarrett, B. W. (2014). Integrating QR codes and mobile technology in developing listening and speaking skills in the teaching of English language. *International Journal on E-Learning Practices*, 1(1), 101-107. Available at: <https://doi.org/10.5430/ijelt.v1n1p101>.
- Isman, A. (2012). Technology and technique: An educational perspective. *Turkish Online Journal of Educational Technology*, 11(2), 207-213.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching* (3rd ed.). New York: Oxford University Press.
- Leone, S., & Leo, T. (2011). The synergy of paper-based and digital material for ubiquitous foreign language learners. *Knowledge Management & E-Learning: An International Journal*, 3(3), 319-341. Available at: <https://doi.org/10.34105/j.kmel.2011.03.024>.
- Pannu, P., & Tomar, Y. A. (2010). *ICT4D: Information communication technology for development*. New Delhi: I.K International Publishing House.
- Siregar, S. (2014). *Quantitative research methods are equipped with a comparison of manual calculations and SPSS*. Jakarta: Kencana.
- Yunus, M. M., Yen, E. L. Y., Khair, A. H. M., & Yusof, N. M. (2020). Acquisition of vocabulary in primary schools via GoPic with QR code. *International Journal of English Language and Literature Studies*, 9(3), 121-131.
- Yunus., M. M. (2018). Innovation in education and language learning in 21st century. *Journal of Sustainable Development Education and Research*, 2(1), 33-34. Available at: <https://doi.org/10.17509/jsder.v2i1.12355>.

*Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of English Language and Literature Studies shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.*