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## Busuu Application: Does it Improve Students' Listening Skills in Junior High School?

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**Abstract** This study aims to assess the impact of the Busuu application on students' listening skills. It employs a one-group pre-experimental quantitative approach with a pre-test and post-test design. The research specifically targets eighth-grade students at MTs Anwarul Maliki and was conducted in three stages: pretest, treatment, and posttest. The findings reveal a significant improvement in the listening skills of students in class VIII B before and after the Busuu application treatment. The application proved to be more effective than traditional methods, enhancing the practicality and effectiveness of listening learning. Data analysis results demonstrated an increase in students' average pre-test scores from 34,44 to 64,44 from average post-test scores with the use of the Busuu application, making the process of learning listening skills easier and more practical. The results of this study can provide evidence to readers that the use of Busuu can influence the English listening skills of junior high school students.

**Keywords** – Busuu application; listening skills; junior high school

**Abstrak** Penelitian ini bertujuan untuk menilai dampak aplikasi Busuu terhadap keterampilan mendengarkan siswa. Penelitian ini menggunakan pendekatan kuantitatif pre-eksperimental dengan desain pre-test dan post-test pada satu kelompok. Penelitian ini secara khusus mengincar siswa kelas delapan di MTs Anwarul Maliki dan dilakukan dalam tiga tahap: pretest, perlakuan, dan posttest. Temuan penelitian menunjukkan peningkatan signifikan dalam keterampilan mendengarkan siswa di kelas VIII B sebelum dan setelah perlakuan dengan aplikasi Busuu. Aplikasi ini terbukti lebih efektif dibanding metode tradisional, meningkatkan praktik dan efektivitas pembelajaran mendengarkan. Hasil analisis data menunjukkan peningkatan skor rata-rata pre-test siswa dari 34,44 menjadi 64,44 dari skor rata-rata post-test dengan penggunaan aplikasi Busuu, membuat proses pembelajaran keterampilan mendengarkan menjadi lebih mudah dan praktis. Hasil penelitian ini dapat memberikan bukti kepada pembaca mengenai penggunaan busuu dapat mempengaruhi kemampuan mendengar bahasa inggris siswa menengah pertama.

**Kata Kunci** – Aplikasi Busuu; keterampilan mendengarkan; sekolah menengah pertama

### I. INTRODUCTION

Indonesia is part of several nations that have been affected by the COVID-19 pandemic. Coronavirus disease 2019 (COVID-19) is a fast-transmitting virus caused by coronavirus 2 (SARS-CoV-2), which attacks the human body's respiratory tract, impacting the citizens so they cannot carry out activities outside the home. Nielsen's research entitled "Race Against Virus, Indonesian Consumer Response to COVID-19" found that 50% of Indonesians chose not to do activities outside the home, and 30% decided to shop online to avoid transmission. Teaching and learning activities are also carried out from home, and even work is carried out from home to reduce the transmission of COVID-19[1].

Various online learning facilities bring more varied changes to learning methods and models and have never been done by educators before. These changes automatically make mobile devices a necessity for students to learn. Based on the Jakpat survey from Databoks, one of the statistical data portals in Indonesia, there was an increase in access to digital content via mobile devices during the pandemic for children aged 2-15 years. One of them is increasing access to educational applications during the COVID-19 pandemic from 33% before the pandemic to 46.8% during the pandemic[2]. By adopting the habits of students who consistently access cell phones or smartphones, it is better if learning English is done using the MALL (Mobile Assisted Language Learning) approach, which uses mobile devices for teaching and learning activities[3]. Learning using this approach can also create a natural learning environment for students and is very in line with the neo-millennial generation, who are very accustomed to using technology and social media to learn anywhere and anytime[4].

Mobile-based learning in this condition becomes a solution tool for educators in providing assessment and feedback to students to find out their self-improvement when learning a language[5]. Learning languages through mobile applications is becoming more popular and favored by many people due to its convenience, flexibility, and effectiveness[6]. The use of mobile devices can also minimize students' fears, increase a sense of independence while studying, and be able to develop lesson plans so that students feel motivated to learn independently outside the classroom[7].

Teaching English differs from teaching other subjects. Teaching English in Indonesia still faces various obstacles, such as a lack of motivation<sup>3</sup> interest, and ability of students, as well as a lack of interesting and varied learning media and resources[8]. Since English is a recent linguistic subject and a foreign language[9], it is referred to as a foreign language since it is an international way of communicating with individuals worldwide[10]. English is taught at schools as a course of study. Students must learn four abilities when studying English: speaking, writing, reading, and listening.

Listening is an important but often ignored aspect of foreign language learning because<sup>6</sup> only reading, speaking, and writing skills are taught, and the conditions for developing subject listening are poor. Listening is not an important part of many textbooks and most teachers do not pay attention to this important skill in their classrooms[11]. Even if the listening activity is imperceptible, fluency in hearing necessitates the capacity to efficiently coordinate brain processes to comprehend and respond to what has been heard[12].

Based on observations made by the researchers in class VIII B of MTs Anwarul Maliki Sukorejo, it was discovered that both the teacher and the students struggle with listening activities. Several factors contribute to difficulty for the teacher such as choosing the appropriate material for students learning for the first time and listening to someone speak English. The limitations of time and suitability of the media used in learning, apart from using the YouTube link, sometimes teachers use guidebooks provided by the government and schools. Also, several factors make students struggle with listening skills such as Students think listening is hard because they fail to focus or lack concentration, do not understand English accents, lack confidence, have a limited vocabulary influenced by the lack of English communication practice in their daily lives, not yet accustomed to the accent, speaking speed and language heard. Listening skills are usually taught when approaching or are about to face a final exam; preferably, listening skills can be trained from the first year of school to listen to audio in English.

There are several solutions to reduce the difficulties encountered, one of which is using the Busuu Application. The use of technology in language education is an exciting area of study. Busuu, a language learning platform, offers interactive lessons, vocabulary exercises, and listening exercises. Busuu is an innovative tool that educators should explore to improve language skills[13]. Busuu online courses provide a formative and summative test of vocabulary, grammar, reading, and listening learning plans and writing and speaking examinations. Users can receive comments on their work on given themes from native speakers of the target language. Because multiple-choice and dictation examinations contain just one correct answer, great scoring reliability is guaranteed. Users can take four summative assessments at the beginner, elementary, intermediate, and upper-intermediate levels, and these tests are certified by the publisher McGraw-Hill Education. Because the course covers known and relevant themes to the learners' everyday lives and learning objectives, assessment assignments should be genuine and participatory. Users can only take dictation and vocabulary examinations[14].

Using the Busuu Application helps students<sup>4</sup> teachers deal with current difficulties. Busuu is a mobile application that may be used anywhere and anytime. The use of the Busuu application is extremely<sup>4</sup> appropriate for learning English since there are different ways to study English in this application, particularly in listening skills because this application allows students to learn English with the support of native speakers. Using the Busuu program, students may practice and enhance their English listening skills[13].

Busuu is a language learning application that offers various features to help students improve their language skills, including listening skills. It can be said that Busuu is one of the audio-visual media that can be used to improve the English listening skills in learning English[15]. Another research paper shows that audio-visual media can improve students' English listening skills, in terms of achievement, motivation, and learning activities. This is because audio-visual media can provide interesting, varied, and authentic stimuli for students, so they can more easily understand and enjoy the English language material presented[16]. By using this application, learners will easily and quickly perform writing, pronunciation, listening, and reading a foreign language[17], especially English language material that is learned.

In Busuu, the user can repeatedly listen to the speaker's speech and the questions given to complete the task, and users can repeat the same question until the user feels that all the answers are correct. This activity is based on behaviorism and is expected to help develop the proper behavior in memorizing[18]. Busuu users can repeatedly hear what they've repeated and interact with other complete exercises of the topics they access and receive feedback from native speakers. This system is believed to be very supportive and helpful in improving language skills which supports users to accept the feedback given and use it to find out where they went wrong.

Busuu is an application that integrates the target language with relevant, familiar topics and subjects to help users develop their language skills and can be implemented in all language-level classes. When users create an account, they can choose topics to study based on their target language skills and learning goals. However, the design of the topics is according to the CEFR, so topics and difficulties vary depending on the course level. For example, there are self-introduction tips related to daily activities at the beginner level. On the other hand, apart from everyday topics at the secondary education level, business goals, and social interests, such as economic crises and environmental issues, are also discussed. Therefore, as the course level progresses, the user can discover something new and challenging[19]

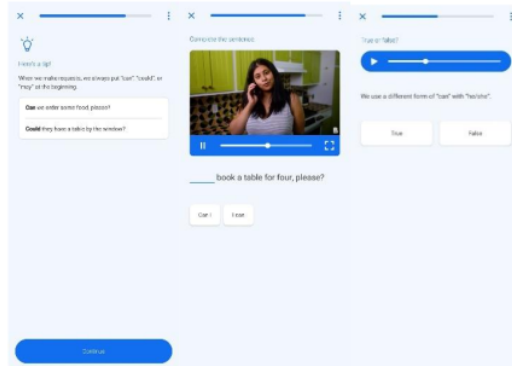


Figure 1. A view of the Busuu application that students work on

The Busuu application for acquiring listening skills may be used to enhance students' skills and can be tailored to the content being studied. As a result, using the Busuu application in the classroom can help students improve their listening skills. So those children may expand their vocabulary, participate actively in their studies, and cultivate self-confidence in their listening skills.

The purpose of this research is to find out whether there is an influence of the use of the Busuu application on the improvement of students' listening skills in teaching and learning activities in the classroom. By explaining this objective, researchers can provide the necessary context to understand further discussions about our research results.

The scope of English language competency under the 2013 Curriculum for English subjects in MTs grade VIII[20], found in the Busuu application includes language action competencies, namely listening, speaking, reading, and writing. Then Linguistic Competency Language is realized in the ability to apply and understand the elements of grammar, vocabulary, pronunciation, and spelling in the text correctly. Based on the scope of these competencies, the Busuu application has compatibility with the applicable English competencies for grade VIII MTs students where these competencies can be found in English questions in the Busuu application which includes the ability to communicate using English in written form.

The researchers attempt to use the Busuu application for learning listening in English in accordance with the topic being covered by Grade VIII students. Because, according to the difficulties discovered in class VIII, students still do not understand English. The learning that students learn is material at the Busuu application.

Based on the explanation above, researchers are interested in exploring whether there is any effect of using the Busuu application on improving students' listening skills in teaching and learning activities in the classroom.

## II. METHOD

A one-group pre-experimental quantitative approach with a pre-test and post-test design was employed in this investigation. The pre-experimental method is used to explore or test a method or approach before more serious research is conducted[21]. This method is also useful for obtaining preliminary information on questions in the research. The test used only one group without a comparison group in this research. The quantitative approach entails the process of gathering, analyzing, interpreting, and describing data. A pre-test and a post-test were conducted to determine the outcomes of the two tests. The two exams are in the form of a listening test administered using paper.

The data was then retrieved using an instrument and an assessment rubric through experimentation, where data is collected before, during, and after the experiment to analyze the changes that occur. The instrument used is in the form of questions from the Busuu application. In this study, the researchers provide pre-test and post-test questions in the form of listening that aligns with the material during the treatment conducted using the Busuu application. The questions of pre-test and post-test were filled out by VIII B students of MTs Anwarul Maliki, with the same questions which were 5 questions for the pre-test and 5 questions for the post-test adapted from Basic English Grammar Fourth Edition Book by Azar and Hagen during the experiment[22].

As for the samples in this study, they are the students of class VIII B at MTs Anwarul Maliki Sukorejo, with a total of 18 students. The selection of VIII B as a sample in the research is due to the research method being more suitable to be implemented in the environment of class VIII B and the ease of accessing data and interactions from that class because students in this class are actively involved in the teaching and learning process. The sampling technique used is the saturation sampling technique. The saturation sampling technique is a method of sampling that involves the entire population or all the elements within a population. In this technique, there is no random sampling conducted; instead, all population elements are taken into account in the analysis or research. The researchers used

this sampling technique because the population size was too small, allowing for the analysis of the entire population without requiring separate sampling.

In this research, those are the steps that researchers take when conducting research, those as follows:

#### Pre-Test

Pretest is a test given to class VIII B students at MTs Anwarul Maliki Sukorejo. This test is conducted to determine students' listening skills with 5 test questions sourced from Basic English Grammar Fourth Edition Book by Azar and Hagen along with the audio which includes modal material (can, could, will)[22]. In this pretest, the researchers asked students to complete the sentence with the options listed below through the audio played 3 times with 45 minutes to complete the questions.

**Table 1.** Pre-test question

2 Listen to the conversations. Complete the sentences with the words you hear	a. I can b. don't know c. Can see
1. A: _____ to talk to Adam last night? B: _____ reach him. I _____ again later today.	d. can you come e. <b>2</b> an f. Will you be able to
2. <b>2</b> _____ pizza? B: Yes, I _____ it. What about you? A: No, but _____ me? B: Sure	g. Wasn't able to finish h. 'll try i. <b>2</b> will be able to
3. A: _____ the teacher? B: I _____ her in the beginning, but now I _____ most of the lectures. A: I still _____ her very well.	j. Were you able k. I couldn't l. can try m. Can you teach
4. A: Professor Castro, when _____ correct our tests? B: I began last night, but I _____ finish. I _____ again tonight. I hope _____ hand them back to you tomorrow.	n. Do you know how to make o. <b>2</b> an make p. Are you able to understand
5. A: Hello? B: Hi. This is Jan Quinn. I'm wondering if _____ get in to see Dr. Novack today and tomorrow. A: Well, see you tomorrow morning at 11.00. _____ in then? B: Yes, _____. Please tell me where you are. I _____ the way to your office.	q. Can't understand r. Couldn't understand s. can understand

#### Treatment

Treatment was carried out for 3 meetings that were adjusted to the Busuu application. This treatment was conducted to determine students' listening skills with Polite Request material in the Busuu application which includes modal material (can, could, will). Here are the steps the researchers took over 3 meetings with the Busuu application during the treatment:

1. First meeting
  - a. After conducting a pre-test on the previous meeting. The researcher introduced and explained a little about the Busuu application to students.
  - b. In this first meeting treatment, students were given practice questions that were adjusted to the display in the Busuu application that showed the Busuu display through the projector.
  - c. The researchers distributed practice question papers and presented the material in Busuu to the learners.

**Table 2.** Busuu questions at the first meeting

1. Listen to the audio. How does Paulina ask the waiter for the bill? a. She uses "can" b. She uses "will"
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- 
- c. She uses "could"
- 
2. Look something new!
- Can : Can I book a table for four, please?
  - Could : Could I have some water please?
  - Will : will we order?
- 
3. True or false?  
We use a different form of "can with "he/she"
- True
  - False
- 
4. Complete the sentence  
..... I have your phone number?
- Could
  - Can
- 
5. George is in a job interview. Which word does he use?
- He uses "can"
  - He uses "will"
  - He uses "could"
- 
6. Complete the sentence  
..... book a table for four, please?
- Can I
  - I Can
- 
7. .... we have the wine list, please?
- Can
  - Could
- 
- d. Students were directed and assisted to fill in the answers according to what they heard for 45 minutes.
- e. The researchers played the audio to the students.
- f. The researchers and students made correct<sup>9</sup>ns together
- g. The researchers provided opportunities to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions.
2. Second meeting
- Students were given practice questions that were adjusted to the display in the Busuu application that showed the Busuu display through the projector.
  - The researchers distributed practice question papers and presented the material in Busuu to the learners.

**Table 3.** Busuu questions at the second meeting

- 
1. Put the letters in order  
.... .... I book a table  
a - n - c
- 
2. Put the words in order  
Have - could - please? - I - a glass of water
3. Complete the sentence
- Can
  - Could
  - Will
- 
4. Put the letters in order  
C - u - o - l  
.... .... d you help me, please?
- 
5. Select the word you hear in the dialogue
- Can
  - Could
-

---

c. Will

---

6. Complete the sentence  
 ..... book a table for four, please  
 a. I could  
 b. Could I
- 

7. Put the words in order

I – Can – help – you?

---

8. Complete the sentence  
 ..... we have a jug of water, please?
- 

9. Put the words in order  
 I – have – please? – the bill – May
- 

10. Complete the sentence  
 ..... the menu, please?
- 

11. Complete the sentence  
 ..... A jug of water, please?
- 

12. Complete the sentence  
 ..... have the wine list?  
 a. Could I  
 b. I could
- 

13. Complete the sentence  
 ..... the bill, please?
- 

- c. Students were directed and assisted to fill in the answers according to what they heard for 45 minutes.  
 d. The researchers played the audio to the students.  
 e. The researchers and students made correct **9**s together.  
 f. The researchers provided opportunities to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions.

3. Third meeting

- a. Students were given practice questions (quizzes) that were adjusted to the display in the Busuu application that showed the Busuu display through the projector.  
 b. The researchers distributed practice question papers and presented the material in Busuu to the learners.

**Table 4.** Busuu questions at the third meeting

- 
1. .... We have some cheese?  
 a. Could  
 b. Can  
 c. Will
- 
2. Complete the sentence  
 Can we have a .... by the window?
- 
3. George is in a job interview. Which word does he use?  
 a. He uses "can"  
 b. He uses "could"  
 c. He uses "will"
- 
4. Complete the sentence  
 .... We have the wine list, please?
- 
5. Put the words in order  
 I – table? – a – Can – book
- 
6. Complete the sentence
-

.... a jug of water, please?

- c. Students were directed and assisted to fill in the answers according to what they heard for 45 minutes.
- d. The researchers played the audio to the students.
- e. The researchers and students made corrections together
- f. The researchers provided opportunities to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions before doing the post-test in the next meeting.

#### Post Test

The post-test is the second test given after treatment to class VIII B students at MTs Anwarul Maliki Sukorejo. This test is conducted to determine whether there is an improvement or influence from treatment on students' listening skills with 5 test questions that are equal to the pre-test sourced from the Basic English Grammar Fourth Edition book by Azar and Hagen along with audio that includes modal material (can, could, will) but there are changes in the answer choices [22]. In this post-test, the researchers asked the students to complete the sentences with the choices listed below through the audio played 3 times with 45 minutes to complete the questions.

Table 5. Post-test question

<p>2 Listen to the conversations. Complete the sentences with the words you hear</p>	<p>a. I couldn't 2 can try c. Can you teach d. Do you know how to make e. 2n make f. Are you able to understand g. Can't understand h. Couldn't understand i. can understand j. I can k. don't know l. Can see m. can you come n. 2an o. Will you be able to p. Wasn't able to finish q. 'll try r. I will be able to s. Were you able</p>
<p>2 1. A: _____ to talk to Adam last night? B: _____ reach him. I _____ again later today.</p>	
<p>2. A: _____ 2 zza? B: Yes, I _____ it. What about you? A: No, but _____ me? B: Sure</p>	
<p>3. A: _____ the teacher? B: I _____ her in the beginning, but now I _____ most of the lectures. A: I still _____ her very well.</p>	
<p>4. A: Professor Castro, when _____ correct our tests? B: I _____ began last night, but I _____ finish. 1 I _____ again tonight. I hope _____ hand them back to you tomorrow.</p>	
<p>5. A: Hello? B: Hi. This is Jan Quinn. I'm wondering if _____ get in to see Dr. Novack today and tomorrow. A: Well, see you tomorrow morning at 11.00. _____ in then? B: Yes, _____. Please tell me where you are. I _____ the way to your office</p>	

#### Assessment

Assessment on the pre-test and post-test is done manually where the weight per question is 20, the test results are calculated using the following calculation formula:

$$\text{Number of correct questions} \times 20 = 100$$

The validation employed by the researchers involves collecting pre-test data from the observed sample, followed by administering an intervention. Subsequently, post-test data is collected using the same method as the



pre-test to ensure consistency. Then, data analysis is conducted to identify changes or differences between the pre-test and post-test results. This may involve statistical analyses such as the T-test. The data analysis technique in this study involves using the T-test. The data were examined with paired T-tests. The researchers employed the assistance of SPSS version 27. The findings were compared to see if the treatment might increase students' learning and listening skills.

### III. RESULT AND DISCUSSION

#### Result

This study involved eighth-grade students, and it was carried out in three stages: pre-test, treatment, and post-test. An English audio test is being used to assess how utilizing the Busuu program has affected students' listening skills. After students receive treatment, it is determined whether their listening skills have improved or changed. To compare the effects of the treatment before and after, the pre-test and post-test assessments' results are computed.

**Table 6.** Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	34.4444	18	18.30211	4.31385
	Post-Test	64.4444	18	25.02287	5.89795

Table 1, shows that the average difference in pre-test and post-test scores before treatment was 34.4444, while the average pre-test and post-test scores after treatment were 64.4444. The amount of data in both samples is 18. The standard deviation of the pre-test and post-test scores before treatment was 18.30211, while the standard deviation after treatment was 25.02287. The standard error of the average pre-test and post-test scores before treatment was 4.31385, while the standard error of the average pre-test and post-test scores after treatment was 5.89795. So, there is an improvement from the mean pre-test results to the mean post-test results of students using the Busuu application for students' listening skills.

**Table 7.** Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	18	.439	.068

A paired sample correlation table is a table that shows the correlation or relationship between two paired samples. The table 2, shows that correlation between pre-test and post-test scores is 0.439, which indicates a fairly strong positive relationship. The significance value of the correlation is 0.068. A significance value greater than 0.05 indicates that the correlation is not statistically significant, meaning it occurs by chance or due to other factors. The amount of data in both samples is 18.

**Table 8.** Paired Samples Test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-Test Post-Test	-30.00000	23.63945	5.57187	-41.75562	-18.24438	-5.384	17	.000	

The mean pre-test value is 34.4444, and the mean post-test value is 64.4444, according to the paired sample statistics table. The paired t-test table gives a statistical value of 5.384 for the t-test. The t-table with df 17 shows that it is 2.109. As a result, the t-value exceeds the t-table value ( $5.384 > 2.109$ ). The pre-test and post-test t-test findings reveal a substantial rise. From Table 3 above, we can see that the significance value (2-tailed) is 0.000, which is smaller than alpha 0.05. Therefore, we can reject the null hypothesis (H0) and accept the alternative hypothesis (H1), which means there is a significant difference between the pre-test and post-test scores in the students' English listening skills. So, there is a significant difference in the listening skills of students in class VIII B at MTs Anwarul Maliki before and after treatment with the Busuu application.

#### Discussion

The description of the research results above shows that the Busuu application as a learning medium in this study can improve students' English listening skills. This is shown by the increased difference in results from the pre-test to the post-test of students' listening skills. The research found that there was no correlation between the pre-test and post-test (correlation coefficient = 0.068 > 0.05). The results on the pre-test and post-test 0.068 are greater than 0.05. However, this finding also shows a substantial increase. This is shown by the significant results (2-tailed) at the number 0.000 which is smaller than the number 0.05. There is a significant difference in the listening

skills of class VIII B MTs Anwarul Maliki students before and after treatment using the Busuu application. This shows that there is a meaningful influence on the differences in treatment given to each variable. This is in line with the opinion of previous research which shows that the use of the Busuu application can improve students' listening skills[13].

The researchers indicate that the Busuu application affects the students' English listening skills. With a strong enough relationship between the use of the Busuu application and the student's English listening skills, we can conclude that the use of the Busuu application tends to influence changes in the pre-test and post-test values of the student's English listening skills. By incorporating the Busuu application into the learning process, students can get accustomed to listening to native speakers speaking English, understanding intonation, accents, and vocabulary usage, and enhancing both their listening and reading skills simultaneously. The interactive nature of the Busuu application as a learning media also allows students to listen anytime and anywhere according to their needs. This provides flexibility in learning and enables users to study in a comfortable environment. In this regard, the use of the Busuu application can aid the learning process by tailoring the materials to be studied. However, it is important to note that other factors can also influence the students' listening skills.

Some students had difficulty in listening to English before receiving the treatment. However, when students received the treatment of listening through the Busuu application, they were enthusiastic and eager to complete their learning. Students could happily do the listening activities using the Busuu application. Students do not have to learn English from books, rather students can use technology to learn English at school and at home. Furthermore, learning media used during the teaching and learning process can arouse new interests and desires, increase motivation and stimulation of learning activities, and have psychological effects on students. This is also in line with the previous author that using the Busuu application provides a fun, interesting, and useful learning experience. The authors were satisfied with the easy-to-use and aesthetic appearance, navigation, and design of the Busuu application. The author also felt challenged and motivated by the materials, exercises, and certificates provided by the Busuu application.

The success of using Busuu can also be associated with students' motivation to learn through digital platforms. Students who are active and consistent in using this application tend to achieve greater improvements in listening skills. Therefore, it is important for schools and teachers to motivate students and ensure consistency in the use of Busuu. Teacher support also plays a key role in the successful implementation of Busuu. Teachers who are actively involved in guiding students, providing feedback, and creating a supportive learning environment can enhance student learning outcomes through this application. This is also supported by previous research that other factors such as speakers, tasks, and environment also influence students' listening skills, but not significantly[23]. Teacher training in effectively utilizing Busuu can be a valuable investment. The audio material provided by Busuu allows students to listen to various English accents and intonations, which can enhance their understanding of the language.

Although this research shows the effectiveness of Busuu in improving English listening skills, further research should be conducted to identify factors that can influence learning outcomes, such as student activity levels, technology mastery levels, and student learning preferences. In addition, longitudinal research can provide deeper insights into the long-term effects of using Busuu in English language learning.

#### IV. CONCLUSION

Busuu has proven itself as an effective technique for enhancing English listening skills among junior high students. The study, which focused on VIII B students at MTs Anwarul Maliki, revealed a significant improvement in students' listening skills before and after using the application. In comparison to traditional methods of learning listening skills, the application was found to be far more successful. This makes it a much more practical and efficient approach for students to develop their English listening abilities. The application not only enhances the students' listening skills but also promotes a sense of confidence and comfort among them. Students' concentration levels were also noted to increase, and there was a notable rise in their enthusiasm towards completing their studies. According to the study, the application's interactive aspect is a major contributing factor to these positive impacts. It allows students to engage in listening activities at any time and from any location, providing a flexible and convenient learning experience. Additionally, the pleasant environment created by the application contributes to a more enjoyable learning experience. It creates a platform where students can learn at their own pace, without the pressure of a traditional classroom environment. In conclusion, the Busuu application is not just a tool for improving listening skills. It is an all-encompassing platform that aids in overall student development by fostering confidence, enhancing concentration, and promoting a positive attitude towards learning. Its flexibility and convenience make it an ideal learning tool for students in the digital age.

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