THE EFFECT OF THE *BUSUU* APPLICATION ON STUDENTS' SPEAKING PERFORMANCE AT SMA SWASTA UTAMA MEDAN

SKRIPSI

Submitted in fulfillment of some
of the requirements of the Bachelor of
English Education (S.Pd) education program

By:

ANISA NOVITRI SARI
2102050036

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH NORTH SUMATRA
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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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Nama : Anisa Novitri Sari
NPM : 2102050036
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of The Busuu Application On Students' Speaking
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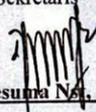memakai gelar Sarjana Pendidikan (S.Pd).

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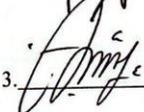( ) Tidak Lulus

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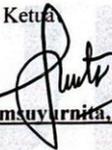
Dra. Hj. Syamsuyurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, M.Hum.

2. Dr. Pirman Ginting, S.Pd., M.Hum.

3. Arianto, S.Pd., M.Hum.

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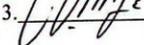
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Artikel ini diajukan oleh mahasiswa di bawah ini:

Nama : Anisa Novitri Sari

NPM : 2102050036

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of the Busuu Application on Students' Speaking Performance at SMA Swasta Utama Medan.

sudah layak disidangkan.

Medan, November 2025
Disetujui oleh:
Pembimbing

Arianto, S.Pd., M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.

Dr. Pirman Ginting, S.Pd., M.Hum.

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Anisa Novitri Sari
NPM	: 2102050036
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of the Busuu Application on Students' Speaking Performance at SMA Swasta Utama Medan.

Tanggal	Deskripsi Hasil Bimbingan Artikel	Tanda Tangan
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Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum.

Arianto, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

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Saya yang bertandatangan dibawah ini :

Nama	: Anisa Novitri Sari
NPM	: 2102050036
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of the Busuu Application on Students' Speaking Performance at SMA Swasta Utama Medan

Dengan ini saya menyatakan bahwa Skripsi saya yang berjudul **"The Effect of the Busuu Application on Students' Speaking Performance at SMA Swasta Utama Medan."** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan,   November 2025
Hormat saya
Yang membuat pernyataan,

Anisa Novitri Sari

ABSTRACT

This study aims to investigate the effect of the Busuu application on students' speaking performance at SMA Swasta Utama Medan. Speaking is one of the most important language skills, yet many students experience difficulties in pronunciation, fluency, vocabulary mastery, and confidence. To overcome these problems, the use of mobile-assisted language learning, particularly the Busuu application, is expected to provide a more interactive and effective learning experience.

This research employed a quasi-experimental design with a non-randomized control group pre-test and post-test design. The participants were 22 tenth-grade students of SMA Swasta Utama Medan. The data were collected through speaking tests administered before and after the treatment. The experimental group was taught using the Busuu application, while the control group was taught using conventional methods. Students' speaking performances were assessed based on four aspects: pronunciation, fluency, vocabulary, and confidence. The data were analyzed using descriptive statistics and a paired sample t-test.

The results showed a significant improvement in students' speaking skills after using the Busuu application. The mean score increased from 60.77 in the pre-test to 83.54 in the post-test. The t-test result indicated that the significance value (Sig. 2-tailed) was 0.000, which is lower than 0.05. This means that the alternative hypothesis was accepted and the null hypothesis was rejected. Therefore, the use of the Busuu application has a significant effect on improving students' speaking performance.

In conclusion, the Busuu application is an effective digital learning medium for enhancing students' speaking skills, particularly in pronunciation, fluency, vocabulary, and confidence. It is recommended that teachers use Busuu as a complementary tool in teaching speaking to create a more engaging and communicative learning environment.

keywords: Busuu application, speaking performance, mobile-assisted language learning, quasi-experimental design.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, the author hopes that this research will be useful for academic purposes and for readers in general. The author also realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions for improvement are warmly welcomed.

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Anisa Novitri Sari
NPM: 2102050036

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CHAPTER 1

INTRODUCTION

A. Research Background

Over time, technology has evolved and produced numerous devices that aid education, particularly English language learning. There is growing interest in utilizing used technology for file learning (Garrett, 2009:74). Previously, there were numerous attempts and practices to utilize used computers to aid language learning. Therefore, the term CALL (computer-assisted language learning) was coined. More recently, another term, MALL (mobile-assisted language learning), has emerged as attention and interest in the latest devices, smartphones, has increased. Using used smartphones to aid language learning has become popular due to the rapid and massive production of these handheld computers worldwide. Due to their increasingly affordable prices, many people, including high school students, can afford these devices.

Technology has evolved and produced numerous devices that assist students in learning English. Information and communication technology products have contributed to the world of education, including the teaching and learning process, expanding access to tools and knowledge without being limited by time and place, allowing anyone to learn at any time. Smartphones are one such technology product designed with new and intelligent functions, such as educational applications. Therefore, it's no wonder that many educators and students use the internet as a medium and learning resource. They can learn anything from the internet. With the internet, the learning process occurs not only in the classroom

but also outside of it, not only during school hours but also in their free time.

English is an international language used as a means of communication in various fields, from education and science to the professional world. In today's era of globalization, English language skills, especially speaking skills, are crucial for students to compete academically and professionally. However, many students in Indonesia still struggle to master speaking skills, even though they have studied English from elementary school through high school.

Speaking skills are a productive aspect of language learning that requires continuous practice, vocabulary mastery, pronunciation accuracy, fluency, and self-confidence. However, several problems students often face include:

1. Difficulty with pronunciation, resulting in unclear and difficult-to-understand communication.

2. Limited vocabulary hinders students from conveying ideas accurately.

3. Low fluency, characterized by frequent long pauses and the use of filler words.

4. Lack of confidence in speaking in front of the class or in everyday communication situations.

These obstacles are inseparable from learning environment factors. First, English language learning in schools still focuses on grammar and reading, while speaking practice is not given sufficient space. Second, the relatively large number of students in a class, resulting in limited opportunities for speaking practice. Third, the lack of interaction with native speakers prevents students from being accustomed to hearing and imitating correct pronunciation. As a result,

students tend to be passive, feel awkward, and even afraid of making mistakes when speaking.

The current development of digital technology provides a significant opportunity for innovation in language learning. One innovation that can be utilized is an online learning application specifically designed to improve language skills, including speaking skills. Of the many applications available, *Busuu* is one platform that is widely used globally and is considered effective in supporting English learning.

1. Busuu has various features relevant to improving speaking skills, including:

2. Speech recognition that provides automatic correction of students' pronunciation.

3. Interactive dialogues train students in simulated real-life conversations.

4. Feedback from native speakers helps students correct speaking mistakes directly.

5. Context-based vocabulary and grammar exercises enrich students' communication skills.

Busuu's strength lies in its flexibility, self-pacedness, and interactive nature. Students can learn anytime and anywhere, at their own pace and pace. Furthermore, *Busuu* allows students to practice speaking with the support of artificial intelligence (AI) technology while interacting with a community of native speakers worldwide. This provides a more authentic and enjoyable learning experience for students, while fostering motivation and confidence in speaking

English.

Several previous studies have also shown positive results. Hapsari (2021) found that using *Busuu* significantly improved high school students' speaking skills. Alshammari (2020) demonstrated that *Busuu* helps students improve vocabulary, fluency, and pronunciation through app-based exercises. Meanwhile, Putri & Sari (2022) confirmed that *Busuu* can increase students' confidence in speaking English.

Based on the above description, it can be concluded that speaking skills remain a major challenge for students in learning English. Therefore, utilizing the *Busuu* app as a technology-based learning medium is expected to provide a solution to overcome the limitations of conventional learning methods. Based on this, this study was conducted to examine the effect of using the *Busuu* app on the speaking skills of Swasta Utama High School students in Medan.

Teachers, language learners, and curriculum developers must all comprehend how well *Busuu* enhances students' speaking abilities. This study intends to explore how *Busuu* affects students' speaking performance, pronunciation, fluency, and vocabulary learning. These results will advance the body of knowledge on technology-enhanced language learning and shed light on the ways in which *Busuu* applications can be used into language instruction to raise speaking ability.

B. Problem Identification

The problems in this study can be identified as follows:

1. Students experience difficulties in speaking, particularly pronunciation,

fluency, and comprehension.

2. Students lack confidence in using English.

3. Students rarely have opportunities to practice speaking in class.

C. Scope and Limitations

This study looks at how Busuu affects students' speaking skills, emphasizing vocabulary growth, confidence, fluency, and pronunciation. EFL students will use Busuu for a certain period of time, and surveys, post-tests, and pre-tests will be used to measure their progress.

D. The Formulation of the Problem

Based on the background description and problem limitations, the research questions are as follows:

1. Does the use of the Busuu application have a significant impact on the speaking skills of Swasta Utama High School students in Medan?

2. Are there differences in speaking skills between students who learn using the Busuu application and those who learn using traditional methods?

E. The Objectives of the Study

The objectives of this study are:

1. To determine the effect of using the Busuu app on the speaking skills of Swasta Utama High School students in Medan.

2. To determine the differences in speaking skills between students learning using the Busuu app and students learning using traditional methods.

F. The Significances of the Study

The results of the research are expected to be useful for:

1. Students: Through interactive and self-paced learning through Busuu, these findings will assist students in improving their speaking skills, including vocabulary, fluency, pronunciation, and confidence.

2. Teachers: teachers can use the Busuu application as a learning medium in teaching English, especially in speaking skills.

3. For writers: writers improve speaking skills through the Busuu app.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1.   Busuu App

Busuu is an online foreign language learning application that provides various interactive features to support language learning, particularly speaking skills. This application can be accessed via computers and mobile devices, and since its launch in 2008, it has been used by millions of users worldwide (Busuu, 2021).

The main features of Busuu that support speaking skills are:

1. Speech recognition to provide automatic feedback on pronunciation (Hapsari, 2021).

2. Interactive dialogues that allow students to practice simulation-based conversations (Alshammari, 2020).

3. Feedback from native speakers through the Busuu community, so students receive direct correction from other users (Putri & Sari, 2022).

4. Vocabulary builder that enriches students' vocabulary in a real-life learning context (Martínez & García, 2019).

Busuu's advantages align with the principles of Communicative Language Teaching (CLT), which emphasizes real-life communication practices in language learning (Thornbury, 2005). With its flexible and independent nature, Busuu can increase students' motivation and confidence to speak English (Alshammari, 2020).

7

Busuu as a Digital Learning Module in Teaching Speaking Skill

Busuu is an online language learning application that functions as a digital learning module because it provides structured materials, clear objectives, and built-in evaluation features. According to Daryanto (2013), a learning module is a complete and systematic learning unit designed to help students learn independently. Likewise, Kemendikbud (2020) defines a module as structured material that includes objectives, methods, and assessments to achieve specific competencies.

Busuu meets these characteristics by offering step-by-step lessons that include speaking exercises, pronunciation feedback, vocabulary practice, and interactive dialogues. Each lesson allows students to practice speaking skills independently through real-time feedback from AI and native speakers. This supports autonomous learning, as students can learn anytime and anywhere at their own pace.

Therefore, Busuu is considered a digital learning module that helps improve students' speaking performance, especially in terms of fluency, pronunciation, vocabulary, grammar accuracy, and confidence in speaking English.

2. Speaking Skills

According to Brown (2004), speaking is a productive skill for conveying oral messages accurately and in a way that is understandable to the listener. Luoma (2004) adds that speaking skills include pronunciation, fluency, vocabulary selection, and spontaneous communication control.

The main components of speaking skills in this study are:

1. Pronunciation: accuracy in pronouncing words (Luoma, 2004).

2. Fluency: the ability to speak fluently without pauses or hesitation (Brown, 2004).

3. Vocabulary: the richness of vocabulary used to convey ideas (Thornbury, 2005).

4. Confidence: students' positive attitude and confidence in speaking English (Putri & Sari, 2022).

These components will be used as indicators in the speaking skills assessment instrument.

3. Busuu as a Speaking Learning Tool

Several studies support the use of Busuu as a speaking learning tool. Hapsari (2021) found that Busuu significantly improved high school students' speaking skills. Alshammari (2020) confirmed that Busuu's interactive features helped students improve pronunciation, expand vocabulary, and increase fluency. Putri and Sari (2022) added that this application also increased students' confidence when speaking English.

Therefore, the use of Busuu is relevant as an alternative tool for improving students' speaking skills, especially in high school.

a. **Advantages of busuu**

1) You can take various tests on the Busuu app, which are ranked from basic to advanced based on level.

2) A more fun learning technique is interactive learning. Why do I say fun?

Because the Busuu app has learning tools like quizzes and graphs to keep kids interested in what they're learning.

3) The Busuu app is the only learning tool that doesn't overload your smartphone and only requires 40 MB of storage.

b. Disadvantages of busuu

Not all quizzes and questions on the Busuu app are accessible; To access it, you must pay first. Nonetheless, there are a number of quizzes and question sets that require money to unlock. However, there are some very interesting lessons to improve students' listening skills in the Busuu app.

3. Downloading and Installing the Busuu App

This is the first step to start your English speaking learning journey with Busuu.

1. Go to the App Store (for iPhone/iPad) or Google Play Store (for Android) on your mobile device.

   a. App Store icons are usually in the form of a white 'A' on a blue background.

   b. Google Play Store icons are usually shaped like colorful triangles.

2. **Search for the Busuu App.**

   a. In the app store, look for the magnifying glass icon or search column at the top or bottom of the screen.

   b. Type "Busuu" in the search field.

3. Find and Download Busuu.

   a. From the search results, search for an app named "Busuu: Learn Foreign Languages" or "Busuu: Learn Languages". Make sure it is the official app of "Busuu".

   b. Tap the "Download" button (on iOS) or "Install" (on Android). You may need to enter your password or verify your identity to proceed.

4. **Wait for the installation process to complete.**

The app will start downloading and installing automatically. The time it takes depends on your internet speed. When you're done, the Busuu icon will appear on your home screen or in your device's app drawer.

4. Create an Account and Choose a Language

Once the app is installed, it's time to create an account and choose the language you want to learn.

1. Open the Busuu App.

Tap on the Busuu icon you just downloaded.

2. Select English.

   When you first open, Busuu will ask you what language you want to learn. Scroll and select "English."

3. Sign Up or Sign In.

   a. You will be given the option to "Sign Up" if you are a new user, or "**Log** In" if you already have an account.

   b. **If you're a new user:** Select "Sign Up." You can sign up using your email address, Google account, or Facebook account. Follow the instructions to create a password and fill in other basic information.

   c. **If you already have an account:** Select "Sign In" and enter your account details.

4. Set your learning goals (optional).

   Busuu may ask why you are learning English (for example, for travel, career, or pleasure) and how often you want to study. You can either fill this out or skip it. This helps Busuu customize your learning experience.
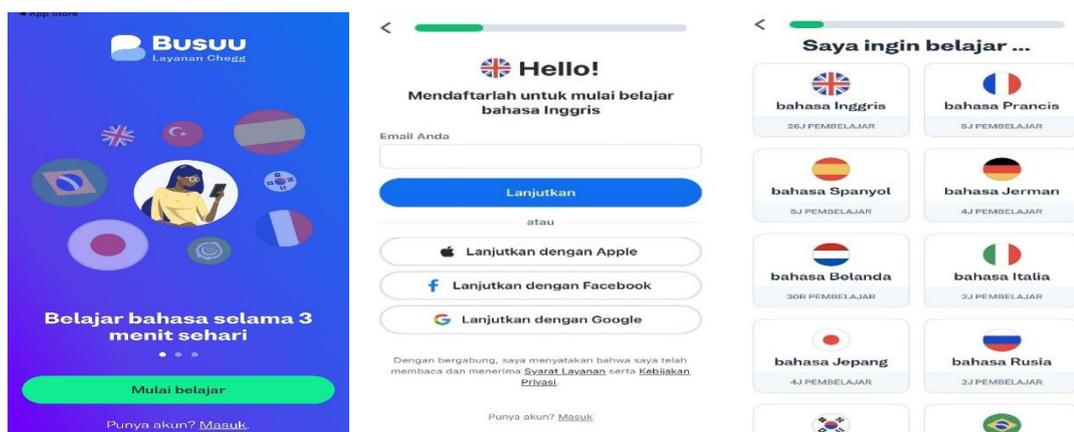
B. Using the Learn English Speaking Feature in Busuu

Now you're ready to start learning *to speak English* with Busuu! Busuu integrates speaking exercises into each of his lessons, and it has a very helpful community feature.

1. Start your first lesson.

On the main page of Busuu, you'll see **lesson paths** that start from beginner (A1) to advanced (B2/C1) levels. Tap the first lesson or the lesson recommended for you.
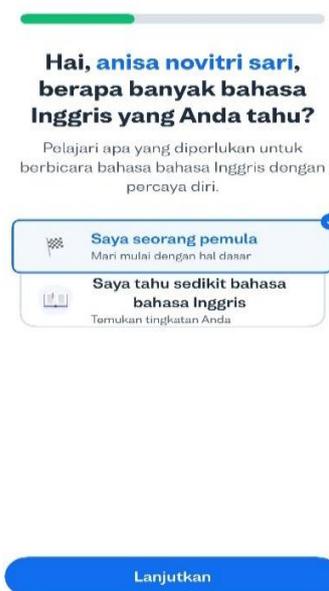
Each lesson is usually divided into sections: vocabulary, grammar, and exercises.
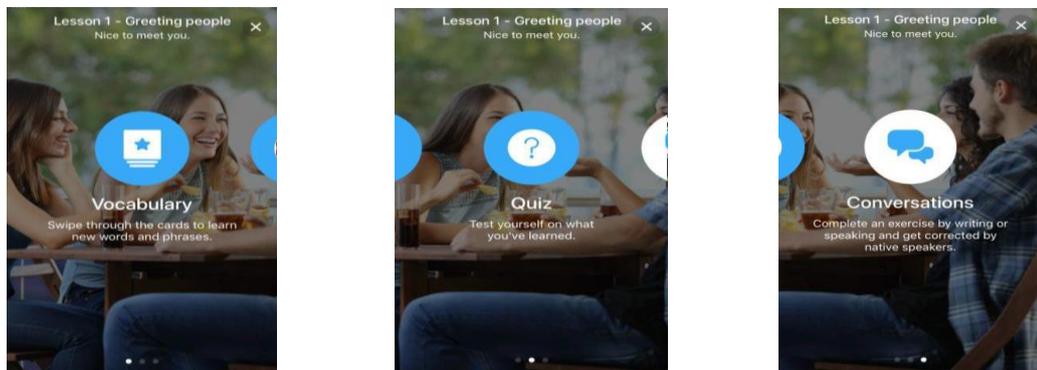
2. **Focus on Speaking Practice.**

As you go through the lessons, Busuu will include speaking exercises. These usually are:

a. Phrase/Sentence Repetition: The app will play audio from the native speaker, then prompt you to repeat it to your device's microphone.

b. Answering Questions: You may be asked to answer oral questions or provide opinions on a topic.

c. Dialogue Exercises: Sometimes there are dialogue roles that you have to say.
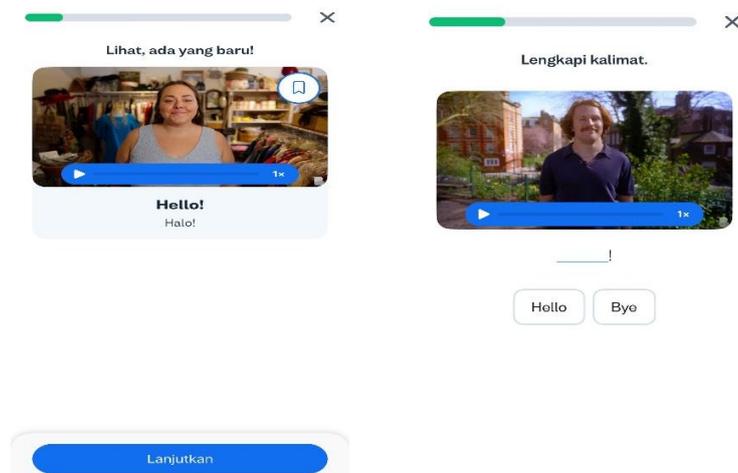
3. Recording Your Voice.

a. When there is a speaking practice, you will see a microphone icon. Tap on this icon to start recording your voice.

b. Important: The first time you try to record, Busuu will ask for permission to access your microphone . You must allow this for the app to hear your voice.

4. Get Instant Feedback (for Pronunciation).

Once you've recorded, Busuu often uses speech recognition technology to provide instant feedback on your pronunciation. This can be a visual indicator (e.g., a green color if correct, another color if there is an error) or a score. This helps you immediately know if you are pronouncing it correctly.

5. Send Speaking Exercises to Native Speakers (Community Feature).

a. This is one of the best features of Busuu for *speaking*! At the end of some lessons or in a special exercise, you will be asked to record yourself saying a phrase or answering a question, then send it to the Busuu community.

b. How it works:

1. You record your voice.

2. Busuu will upload your footage to the community.

3. Native English speakers around the world (who also use Busuu to learn other languages) will listen to your recordings.

4. They will provide **feedback, corrections, and suggestions** in writing or even by recording their own voice as an example.

c. Make the most of this: This exercise is invaluable because you get human corrections from native speakers, not just from AI.

6. **Replying to Corrections or Helping Others.**

You can see the corrections given to your workout in the notification section or in the "Corrections" section of your profile.

You can also be a helper for others! If you're a native Indonesian speaker, you can look for exercises from other people who are learning Indonesian and provide corrections or feedback on their writing or voice recordings. It helps you understand the structure of the language and also practice your English skills while interacting.

C. **Previous Research**

Some relevant previous research:

1. Hapsari (2021): Busuu has been shown to improve high school students' speaking skills through a quasi-experiment.

2. Alshammari (2020): A study of EFL students in Saudi Arabia showed significant improvements in vocabulary, pronunciation, and fluency after using Busuu.

3. Putri & Sari (2022): Busuu can increase students' confidence in speaking due to its non-pressurizing learning environment.

4. Martínez & García (2019): A study in Spain found that Busuu increases student engagement and their willingness to communicate.

These studies provide the basis for Busuu's application in high school contexts in Indonesia, particularly at Swasta Utama High School in Medan.

D. Conceptual Framework

This research is based on the theory that speaking skills are productive abilities encompassing pronunciation, fluency, vocabulary, and confidence (Brown, 2004; Luoma, 2004; Thornbury, 2005). These factors determine the extent to which students are able to convey ideas effectively orally.

However, conventional classroom learning often does not provide sufficient opportunities for students to practice speaking skills. This aligns with Luoma's (2004) opinion, which states that speaking skills require intensive practice, exposure to authentic input, and direct feedback to develop optimally.

As a solution, the Busuu application is presented as a technology-based learning medium that supports the principles of Communicative Language Teaching (CLT), namely learning that emphasizes the use of language for real-life communication (Thornbury, 2005).

In Therefore, the theory underlying the conceptual framework of this study is that using the Busuu app (X) can help students improve speaking skills (Y), which include pronunciation, fluency, vocabulary, and confidence.

Penggunaan Aplikasi Busuu (X)

- Speech recognition (pronunciation)

- Interactive dialogue (fluency)

- Vocabulary builder (vocabulary)

- Feedback dari penutur asli (confidence)

|

▼

Keterampilan Berbicara Siswa (Y)

- Pronunciation

- Fluency

- Vocabulary

- Confidence

E. Research Hypothesis

Based on the conceptual framework and theories presented, the research hypotheses are formulated as follows:

1. Null Hypothesis (H_0):

Use of the Busuu application does not significantly impact the speaking skills of Swasta Utama High School students in Medan.

2. Alternative Hypothesis (H_1):

Use of the Busuu application significantly impacts the speaking skills of Swasta Utama High School students in Medan, particularly in the following areas:

a. Pronunciation, due to the speech recognition feature that helps improve pronunciation (Luoma, 2004; Busuu, 2021).

b. Fluency, because interactive dialogue exercises promote fluency (Brown, 2004; Alshammari, 2020).

c. Vocabulary, because the vocabulary builder enriches students'

vocabulary (Thornbury, 2005; Martínez & García, 2019).

d. Confidence, because students get feedback from native speakers which increases their self-confidence (Putri & Sari, 2022).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a quasi-experimental design with a non-randomized control group pretest–posttest design. There were two groups: the experimental group and the control group.

1. The experimental group used the Busuu application as a medium for speaking learning.

   The control group used traditional methods in the form of classroom-based communicative activities, such as structured dialogues, role-plays, and teacher-guided discussions.

   Research design scheme:

   Experimental: O1 — X — O2

   Control: O1 — C — O2

Note: O1 = speaking pre-test, X = Busuu treatment, C = traditional method, O2 = speaking post-test.

B. Location and Time

This research was conducted at SMA Swasta Utama Medan in the even semester of the 2024/2025 academic year. The treatment lasted for two weeks, with two meetings per week, each lasting 60 minutes, for a total of four treatment sessions.

C. Population and Sample

1. Population

The study population was all 10th-grade students at SMA Swasta Utama Medan. The sample was taken using a purposive sampling technique, namely two classes with an equal number of students. One class was used as the experimental group (±15 students) and the other class as the control group (±15 students).

D. Research Variables and Operational Definitions

1. Independent variable (X): Use of the Busuu application.

2. Dependent variable (Y): Students' speaking skills, including pronunciation, fluency, vocabulary, and confidence.

E. Operational Definitions

1. Busuu app usage: Students in the experimental group practiced speaking using Busuu features (speech recognition, interactive dialogue, vocabulary builder, and native speaker feedback) at least twice a week.

2. Speaking skills: Students' ability to convey oral messages in English, measured using a speaking scale rubric consisting of four indicators: pronunciation, fluency, vocabulary, and confidence.

F. Research Instrument

The main instrument of this study was a speaking test consisting of a pre-test and post-test. Students were asked to perform a short monologue or role-play on a given topic. Their speaking performance was recorded and assessed using a speaking scale rubric.

The assessment rubric consisted of four indicators on a scale of 1–5:

1. Pronunciation: accuracy of pronunciation.

2. Fluency: fluency in speaking.

3. Vocabulary: richness and accuracy of vocabulary.

4. Confidence: confidence when speaking.

   The maximum score is 20, converted to a percentage.

G. Research Procedures

1. Preparation: research permit, student socialization, and Busuu training for the experimental group.

2. Pre-test: all students from both groups took an initial speaking test.

3. Treatment: the experimental group learned with Busuu, while the control group learned with traditional methods.

4. Post-test: After two weeks, both groups took a final speaking test.

5. Assessment: the test results were scored by two raters using a speaking scale rubric.

H. Data Collection Techniques

In data collection, the author used the following procedures:

1. Pre-test

   Before students used the Busuu application, I administered a pre-test to measure their initial ability in English speaking skill, particularly in aspects of fluency, vocabulary, grammar, pronunciation, and confidence.

2. Treatment

   The treatment was conducted over four sessions. The following are

the procedures used by the author:

a. The author introduced the material related to speaking practice in English..

b. The author introduced Busuu application to the students as a learning medium.

c. The author asked the students to download and install the Busuu application on their smartphones.

d. The author explained step by step how to use the Busuu application, especially features that support speaking practice such as dialogues, pronunciation exercises, and interaction with native speakers.

e. The author asked the students to complete speaking assignments and activities provided in the Busuu application.

3. Post-test

After the treatment, I administered a post-test to all students to evaluate their improvement in English speaking skill. The post-test questions were designed similarly to the pre-test so that students' progress could be measured accurately and fairly.

I. Research Procedures

1. Preparation: research permit, student socialization, and Busuu training for the experimental group.

2. Pre-test: all students from both groups took an initial speaking test.

3. Treatment: the experimental group learned with Busuu, while the control group learned with traditional methods.

4. Post-test: After two weeks, both groups took a final speaking test.

5. Assessment: the test results were scored by two raters using a speaking scale rubric.

J. Data Analysis Techniques

The data were analyzed using the following steps:

1. The speaking score was calculated from four rubric indicators.

2. The data were analyzed descriptively (mean, SD, frequency).

3. Normality (Shapiro-Wilk) and homogeneity (Levene) tests were performed.

4. Hypotheses were tested using an independent samples t-test

5. Effect sizes (Cohen's d) were reported to determine the magnitude of the influence.

1. Appendix: Speaking Assessment Rubric

This rubric is used to assess students' speaking skills in the pre-test and post-test. The assessment includes four indicators: Pronunciation, Fluency, Vocabulary, and Confidence. Each indicator is scored on a scale of 1–5, with a maximum total score of 20.

Indikator / Skor	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor) / 1 (Very Poor)
Pronunciation	Clear pronunciation, accurate intonation, almost no errors	Minor errors, still very easy to understand	Noticeable errors, but still understandable	Lots of mistakes, hard to understand
Fluency	Flowing naturally, without hesitation, smooth communication	It's pretty smooth, there's a bit of a lag.	Frequent stops, communication remains maintained	Frequent stops, communication is disrupted
Vocabulary	Wide and precise vocabulary, appropriate	Adequate and appropriate vocabulary	Limited vocabulary, sometimes	Very limited, lots of repetition

	idioms/phrases		imprecise	
Confidence	Very confident, natural expression, clear voice	Quite confident, a little hesitation	Looks doubtful, but tries anyway	Lack of confidence, weak/nervous voice

Note:

a. Maximum total score: 20.

b. Scores are converted to percentages using the formula: (score obtained / 20) $\times$ 100.

c. Assessments are conducted by two independent raters to ensure reliability.

K. Research Ethics

This research adheres to academic ethics, including: obtaining permission from the school, obtaining informed consent from students, maintaining data confidentiality, and ensuring that participation is voluntary.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data that were collected during the experimental research. In this part, I present the calculation of the pre-test score and post-test score. After presenting the students' achievement of class X-1 at SMA Swasta Utama Medan in a table, I analyzed the data by comparing the changes that the students made during this research.

A. Findings

The findings of this research present the results of students' speaking skill. The findings are related to the pre-test and post-test scores and their classifications. As previously mentioned, students' speaking ability was assessed through oral performance tests that included pronunciation, vocabulary, grammar, fluency, and comprehension.

The results of using the Busuu application in data collection were given to the students of SMA Swasta Utama Medan. The data were calculated based on the results of the students' pre-test and post-test. I made observations and conducted speaking tests during the research activities described in this chapter.

1. The Students' Score and the Percentage of Students' Pre-Test Score

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

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

No	Students' Initial		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 percentages of pre-test scores in the table above, it can be seen that of the 22 students, none (0%) were in the very good, poor, or very poor categories. Ten students (45.5%) were in the good category, and twelve students (54.5%) were in the average category. Based on this description, there was a clear improvement in students' speaking skills in the post-test after being treated using the Busuu application.

2. Student Scores and Percentages of Post-Test Scores

Students' speaking achievement scores were classified into five levels. These scores were then tabulated and analyzed as percentages. The following table provides a statistical summary of the students' post-test results.

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

Based on the classification, scores, and post-test percentages in the table above, none of the 22 students (0%) fell into the moderate, poor, or very poor categories. Seven students (31.8%) fell into the good category, and fifteen students (68.2%) fell into the excellent category.

Based on the description above, it is clear that there was a significant improvement in students' speaking skills in the post-test after being treated with the Busuu application.

3. Mean Scores and Standard Deviations of Students

The pre- and post-test results given to the control and experimental groups

were used to calculate the mean scores and standard deviations. The following table presents the mean scores and standard deviations for the pre- and post-tests.

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, I found a significant improvement after the students received the treatment. In the pre-test, the total score was 1337, with a mean score of 60.77, and a standard deviation of 7.243. Meanwhile, in the post-test, the total score was 1838 with a mean of 83.54 and a standard deviation of 6.864. The total and mean scores for the post-test were higher than those for the pre-test, indicating an improvement in the students' speaking skills.

4. T-Test Results in the Experimental Class

After administering the pre-test and post-test to the students, I used a t-test to test the hypothesis. The t-test was used to measure whether there was a significant difference between the students' average scores on the pre-test and post-test. By using an inferential t-test analysis with SPSS Version 16.0, significant differences could be analyzed more accurately. In this study, the Null Hypothesis (Ho) states

that the implementation of the Busuu application cannot improve the speaking skills of class X-1 students of Swasta Utama High School Medan in the 2024/2025 academic year. Meanwhile, the Alternative Hypothesis (H1) states that the implementation of the Busuu application can improve the speaking skills of class X-1 students of Swasta Utama High School Medan in the 2024/2025 academic year. If the significance value or sig. (2-tailed) is smaller than 0.05, then H1 is accepted and Ho is rejected.

Table 4.6.
The Result t-test

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

The t-test results show a Sig. (2-tailed) value of 0.000. This result indicates that the Sig. (2-tailed) value is lower than the significance level (0.05). Thus, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that the Busuu application can significantly improve the speaking skills of class X-1 students of Swasta Utama Medan in the 2024/2025 academic year.

B. Discussion

This section presents a discussion of the data analysis results. This research was conducted in three stages.

The first stage was administering a pre-test to the students. The pre-test was conducted to determine the students' speaking ability scores before the Busuu application was used. I provided 30 questions/topics for the pre-test. The second stage was the treatment, where the Busuu application was implemented with the students. The third stage was a post-test given to the students to measure their speaking ability after using the Busuu application.

For the pre-test, I explained the procedure to the entire class. Students were given 45 minutes to complete the pre-test. Afterward, I asked all students in class X-1 to submit their answer sheets.

The speaking problems faced by the students stemmed from both external and internal factors. External factors included a lack of exposure to authentic English conversations with clear pronunciation, which made it difficult for students to speak well. Internally, the students struggled with limited vocabulary and low self-confidence, both linguistic and psychological factors that often hinder speaking ability. Some students felt nervous and forgot the words they wanted to say, while others spoke hesitantly due to a lack of fluency.

After conducting the pre-test, I asked all students in the class to download the Busuu app. Once downloaded, I guided them step-by-step on how to use the app. During the treatment phase, students practiced speaking through various Busuu app features, such as role-playing dialogues, pronunciation exercises, and

interactions with native speakers.

For the post-test, students were given a speaking test similar to the pre-test. The goal was to determine whether there was any improvement in students' speaking skills after the treatment. During the post-test, students appeared more confident, spoke more fluently, and were more engaged in the activities compared to the pre-test.

Based on the students' scores and classifications in the pre-test and post-test, there was a very significant difference. The research findings showed that the average pre-test score (60.77) increased to an average post-test score (83.54). This clearly indicates an improvement in the speaking skills of grade X-1 students at Swasta Utama High School, Medan. The speaking test results after using the Busuu app were significantly higher than before. In summary, the average pre-test score was 60.77, while the average post-test score was 83.54. This means that the post-test results were better than the pre-test.

The students also enjoyed the activities, especially when using the Busuu app. Vinindita Citrayasa (2016) stated that students don't always need to learn English using textbooks; they can also use technology as a learning medium. According to Arsyad (2014:15), learning media in the teaching and learning process can spark new desires and interests, increase motivation, and stimulate learning activities, even providing psychological benefits for students.

It can be concluded that students achieved better speaking performance after using the Busuu app. Referring to the description above, this study confirms that the Busuu app is an effective digital medium for learning speaking skills.

Several challenges were also encountered during the implementation of this study. The main difficulty was that many students still felt shy and lacked confidence when speaking English. Some students hesitated to pronounce words correctly and often mixed Indonesian with English due to limited vocabulary. Furthermore, the internet connection was sometimes unstable, making it difficult for students to fully access the Busuu app's features, especially the speaking practice with speech recognition and dialogues with native speakers.

Another challenge was that students needed more time to get used to the speaking tasks, as they were more accustomed to written exercises or multiple-choice questions. Therefore, I had to provide additional explanations and encouragement to motivate students to practice speaking more actively. Despite these challenges, the Busuu app continued to support students by providing interactive and fun speaking activities that helped them progress step by step.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions of the findings and recommendations for English language learners and teachers.

A. Conclusion

Based on the research findings, I conclude that the study conducted in grade X-1 of Swasta Utama High School, Medan, shows that the Busuu app has a positive impact on students' speaking skills.

As presented in the pre-test results (Table 4.1, page 40), only 10 of the 22 students achieved a Good score, while the rest fell in the Average category. After being treated using the Busuu app, students' speaking skills improved significantly. In the post-test results (Table 4.2, page 42), most students achieved Good and Excellent scores.

This improvement indicates that the Busuu app effectively improves students' speaking skills. Its interactive features, such as speaking practice with native speakers, pronunciation practice, and speaking quizzes, help students become more confident and fluent in English. Students also found these activities enjoyable, which motivated them to practice more actively.

Therefore, it can be concluded that the Busuu app is an effective digital tool for improving students' English speaking skills.

B. Recommendations

Based on the conclusions on page 50, I offer the following recommendations to teachers and students:

1. For Teachers

   Teachers are encouraged to use the Busuu app as a complementary tool in English teaching, so that students do not become bored with traditional curriculum-based textbooks. This app provides various interactive methods for learning English, especially in improving speaking skills, with support from native speakers and authentic materials.

2. For Students

   Students are encouraged to use the Busuu app as a supplementary learning tool to improve their English speaking skills. This app facilitates speaking practice through interactive dialogues, pronunciation tasks, and direct exposure to authentic language use. This is particularly helpful in improving fluency, vocabulary mastery, and speaking confidence.

3. For Future Researchers

   This study can serve as a reference for future researchers interested in examining the role of digital apps in improving other language skills, such as writing or reading, and in expanding the research to larger samples or different educational levels.

   In conclusion, this study is expected to provide valuable input in overcoming the challenges faced by students in improving their English speaking skills.

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APPENDIX 1: Research Instruments

PRETEST AND POST-TEST

"Descriptive Text (Speaking Task)"

Directions:

1. The writer indicated the topic for all students in the class.

2. Students were given 5 minutes to prepare before the speaking test began.

3. In the pre-test, students were asked to perform a speaking task (answer questions orally or describe a given topic) without using the Busuu application. The purpose was to measure the students' speaking ability before treatment.

4. In the post-test, students were asked to perform a speaking task with the assistance of the Busuu application (such as practicing pronunciation, dialogues, or speaking exercises). The purpose was to see whether there was an improvement after the treatment.

5. The time given was 45 minutes for all students.

A. Activity Assignments in the Pre-test

- The writer gave speaking tasks (oral performance based on descriptive text) to the students without using the Busuu application.

B. Activity Assignments in the Post-test

- The writer gave speaking tasks (oral performance based on descriptive text) to the students with the assistance of the Busuu application.

APPENDIX 2 : Assessment rubric

NO	Score	Description
1	81 - 100	Speak fluently with correct pronunciation, grammar, and vocabulary; very clear and confident.
2	61 - 80	Mostly understandable; some errors in pronunciation or grammar, but meaning is still clear.
3	41 - 60	Limited fluency; frequent pauses and errors that sometimes affect understanding.
4	21 - 40	Very difficult to speak fluently; many errors and hesitation, only simple sentences produced.
5	0 - 20	Unable to perform speaking task; very limited vocabulary, pronunciation, and almost no communication.

(Syam 2016: 13)

Appendix 3: A Collection of Questions on the Pre-Test and Post-Test

Pre-Test Questions (Without Busuu Application)

(Students answer orally without using Busuu, to measure initial speaking

ability)

1. Please introduce yourself (name, age, and hobby).

2. Describe your family (number of members and their jobs).

3. What is your daily routine from morning until night?

4. Describe your best friend's appearance and personality.

5. What is your favorite subject at school? Explain why.

Post-Test Questions (Using Busuu Application)

(Students perform speaking tasks with the help of Busuu features such as

pronunciation practice, dialogue, and vocabulary support)

1. Record a self-introduction using Busuu (name, age, hobby, and where you are from).

2. Describe a person (friend, teacher, or family member) with correct pronunciation guided by Busuu.

3. Talk about your daily activities using Busuu's speaking prompts.

4. Role-play a simple conversation using Busuu (e.g., greeting a new friend).

5. Describe your favorite place or food using vocabulary support from Busuu.

Appendix 4: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMA Swasta Utama Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X-1 / Genap
Lokasi Waktu	: 4 x 45 Menit
Aspek/Skill	: Speaking (Berbicara)

Standar Kompetensi : Menghargai dan menghayati ajaran agama yang dianut.

Kompetensi Dasar   :

Belajar mengenal bahasa Inggris sebagai bahasa asing yang penting untuk digunakan; menunjukkan sopan santun kepada guru dan teman di sekolah; menunjukkan perilaku jujur, disiplin, percaya diri, serta tanggung jawab dalam

melaksanakan komunikasi sederhana dalam bentuk percakapan lisan.

Tujuan Pembelajaran   : 1. Siswa menggunakan media aplikasi Busuu dalammeningkatkan kemampuan berbicara.

    2. Memperoleh pengetahuan baru melalui Latihan percakapan sehari hari dengan bahasa Inggris.

    3. Mengucapkan kata atau kalimat dengan intonasi dan pelafalan yang tepat melalui interaksi dengan native speaker di Busuu.

    4. Menyampaikan deskripsi sederhana secara lisan dengan kosa kata yang sesuai.

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.

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 sederhana

(*introductions, greetings, describing people/objects*)

dari aplikasi Busuu.

Metode Pembelajaran :

1. Pendekatan : *Scientific Approach*

2. Model : *Direct Instruction*

3. Metode : Diskusi, Tanya jawab, Praktik berbicara (*Speaking practice*).

Media dan Alat   :

1. Media : Aplikasi Busuu

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

b. Kegiatan Inti

1. Guru bertanya kepada siswa apa itu *speaking skill*.
2. Guru memberikan contoh *self-introduction* dalam bahasa Inggris.
3. Siswa satu per satu mempraktikkan *self-introduction* sesuai data diri.

c. Kegiatan Penutup

1. Guru dan siswa merefleksi pembelajaran.

2. Guru menanyakan kesulitan siswa.

3. Guru menyampaikan rencana pertemuan berikutnya.

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

1. Guru memberikan pre-test speaking berupa *short oral test* (perkenalan diri & mendeskripsikan keluarga).

2. Siswa diberi waktu 45 menit.

3. Tes dilakukan tanpa bantuan 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. Guru memperkenalkan aplikasi Busuu kepada seluruh siswa kelas .

2. Siswa mencoba latihan berbicara (speaking practice) di Busuu, misalnya *dialogue practice* atau *pronunciation check*.

3. Guru dan siswa membahas hasil latihan bersama.

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 post-test speaking berupa praktik percakapan sederhana dengan bantuan aplikasi Busuu.

      2. Siswa berbicara sesuai instruksi pada aplikasi (misalnya memperkenalkan diri, mendeskripsikan orang/objek).

3. Waktu pengerjaan 45 menit.

4. Siswa dengan hasil terbaik diberi penghargaan.

5. 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.	FHG	53	Average
2.	RQ	60	Average
3.	AW	67	Good
4.	YIN	53	Average
5.	HM	57	Average
6.	JW	70	Good
7.	AF	70	Good
8.	PR	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.	FHG	70	Good
2.	RQ	80	Good
3.	AW	87	Very Good
4.	YIN	70	Good
5.	HM	83	Very Good
6.	JW	90	Very Good
7.	AF	93	Very Good
8.	PR	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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
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

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

Interpretation

- The mean score of students' speaking skill improved from 60.77 (Pre-test) to 83.54 (Post-test) after the treatment with Busuu.

- The t-test result shows Sig. (2-tailed) = 0.000, which is lower than 0.05.

- This indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted.

- Therefore, the use of Busuu application significantly improved students' speaking skill in class X-1 SMA Swasta Utama Medan.

Appendix 6. **Pre-test experimental group**

A. Experimental Group (Menggunakan Aplikasi Busuu)

1. Pre-Test Results

Sebelum diberikan perlakuan (treatment) menggunakan aplikasi Busuu, siswa

diminta melakukan *speaking test*. Berikut contoh hasilnya:

No	Siswa	Skor Pre-Test	Keterangan
1	Rani Aulia	52	Kurang lancar, banyak jeda, vocabulary terbatas
2	Mira Lestari	55	Pronunciation kurang jelas, grammar sederhana
3	Sinta Rahma	50	Ragu-ragu, banyak kesalahan grammar
4	Farhan Ahmad	48	Vocabulary sangat terbatas
5	Dimas Pratama	54	Masih terbata-bata

Rata-rata Pre-Test: 51.8

2. Treatment (Menggunakan Busuu)

Treatment dilakukan selama 4 pertemuan, tiap pertemuan 20–30 menit

menggunakan Busuu.

Materi yang digunakan:

- Vocabulary builder

- Daily conversations

- Pronunciation practice (speech recognition)

- Grammar drills

Observasi guru:

- Siswa menjadi lebih antusias.

- Latihan berbicara lebih sering karena ada fitur *voice feedback*.

- Kosakata lebih cepat diingat karena latihan berulang.

---

3. Post-Test Results

Setelah perlakuan selesai, siswa melakukan post-test dengan topik berbeda namun

setara tingkat kesulitannya.

No	Siswa	Skor Post-Test	Peningkatan
1	Rani Aulia	78	+26
2	Mira Lestari	80	+25
3	Sinta Rahma	74	+24
4	Farhan Ahmad	70	+22
5	Dimas Pratama	79	+25

Rata-rata Post-Test: 76.2

Peningkatan rata-rata: +24.4 poin

Kesimpulan:

Siswa mengalami peningkatan signifikan dalam kelancaran, kosakata, dan

pronunciation setelah menggunakan Busuu.

B. Control Group (Tanpa Busuu / Metode Konvensional)

1. Pre-Test Results

No	Siswa	Skor Pre-Test	Keterangan
1	Budi Saputra	50	Kurang lancar, vocabulary minim
2	Riko Fadli	49	Grammar banyak salah
3	Melani	52	Masih terbata-bata
4	Ardi	47	Pengucapan kurang jelas
5	Rara	51	Vocabulary terbatas

Rata-rata Pre-Test: 49.8

---

2. Treatment (Metode Konvensional)

Dilakukan 4 pertemuan menggunakan:

- Materi buku paket

- Latihan dialog

- Cerita pendek

Observasi guru:

- Siswa pasif ketika diminta berbicara.

- Latihan kurang intensif karena tidak ada feedback otomatis.

- Vocabulary meningkat tetapi tidak signifikan.

---

3. Post-Test Results

No	Siswa	Skor Post-Test	Peningkatan
1	Budi Saputra	56	+6
2	Riko Fadli	55	+6
3	Melani	58	+6
4	Ardi	53	+6
5	Rara	57	+6

Rata-rata Post-Test: 55.8

Peningkatan rata-rata: +6 poin

Kesimpulan:

Ada peningkatan, tetapi jauh lebih kecil dibanding experimental group.

C. Ringkasan Perbandingan Kelompok

Kelompok	Rata-rata Pre-Test	Rata-rata Post-Test	Peningkatan
Experimental Group	51.8	76.2	+24.4
Control Group	49.8	55.8	+6.0

D. Kesimpulan Umum Eksperimen

- Penggunaan Busuu memberikan peningkatan yang jauh lebih besar pada kemampuan speaking.

- Fitur *listening–speaking loop* membantu siswa lebih percaya diri.

- Feedback otomatis membuat siswa lebih sering berlatih.

- Control group tetap meningkat, tetapi perlahan.

Appendix 7 **pre text experimental group**

Raisya Qomala.
x^2

No. _____
Date _____

→ yourself   ase

1. please introduce your x self (name .(age), and hobby)

                                                                        h
My name is Raisya Qomala . I am fifteen years old my (Hobby
15 singing, I have an older brother and younger brother. and I
have a mother an a father. my favorite food is boiled
noodles . I live in Perjuangan . i am a student in senior
high school . i like singing with my friends in my free time
My older brother is student and my younger brother still school)
My mother is a housewife and my father is a worker
I very happy with my family .

Pronunciation → 3
  fluency →   3
Vocabulary →)   3   (60)
confidence →)   3
                   12

OCEAN BOOK

Appendix 8 **post text experimental group**

Hello every one

let me introduce my self, my name is Artrea Wulanda
I am sixteen years old and I am student in senior
high school. I live in tanbung, I have a two brothers
and one sister and we have good relationship
My father work in an office and my mother is a ~~home~~ housewife
They always support me in my study and motivate me to achieve
my dreams, I am very thankfull for my family because they
always encourage me to do my best.
My hobby is cooking, I really enjoy trying new recipes and helping
my mother in the kitchen
Besides cooking, I also like listening to music and watching
Movies in my free time
My Favorite food is Fried rice, and my favorite drink is matcha
In the future, I hope I can study at a good university and become
a succefull person
I want to make my parents proud

Pronunciation → 4
Fluency → 4
Vocabulary → 4
confidence → 5

87

Appendix 9 **pre text control group**

47

Please Introduce Your self → yourself

my name Is Putri
    age : seven two your on → Seventy two years old
my hobby IS : swiming → swimming
my class : X.2
    Sorry :

I'm 1
    my name Is Putri, I'm seven two your on,
I like Panda, my favorite food chiten chiken, chicken
my favorit drink choclate, Afocado.
                    chocolate   avocado
I am student in senior hige school
I live with my Famely
my father works and my mother cooks
I like Playing with my Friend
In Free time I watching Tv
I am a very happy girl. Thank you.

pronunciation   2
Fluency   2
Vocabulary   3
confidence   2
                 9   →   (47)

BoBi

Appendix 10 post text control group

Date : _____

my name is Hosena Mudiiah , I am fifteen years old
my hobby Singging . I have one brother and
I have a cat so cute , and I have two Grenmother
one Grenfather and my mother my father so
beutiful and handsome, my favorit food fraedrace
and my favorite drinking matcho.

I am a student in senior high school

I live with my Family in my house

my brother Is student too .

I like singing with my Friend in school

sometimes I help my mother in kitchen I very happy with my.

Family . Thank you .

Pronunciation 3
Fluency 3
Vocabulary 3
confidence 2
                11 → (57)

Appendix 11 **Documentation**

Appendix 12 **Form K-1**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Anisa Novitri Sari**
NPM : 2102050036
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 130 SKS

IPK= 3,48

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Busuu Apps on students' Speaking Performance in SMA Swasta Utama Medan	
	Improving Vocabulary Distribution in English Textbooks and Its Impact on Students Learning Outcomes	
	The Use of AI-Based Blackbox to Improve Vocabulary Acquisition in EFL Learners	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Februari 2025
Hormat Pemohon,

Anisa Novitri Sari

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 13 **Form K-2**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Anisa Novitri Sari
NPM   : 2102050036
Prog. Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut:

The Effect of Busuu Apps on students' Speaking Performance in
SMA Swasta Utama Medan

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Arianto, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Februari 2025
Hormat Pemohon,

Anisa Novitri Sari

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                -   Untuk Ketua / Sekretaris Prog. Studi
                -   Untuk Mahasiswa yang Bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa	: **Anisa Novitri Sari**
NPM	: 2102050036
Prog. Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Busuu Apps on students' Speaking Performance in SMA Swasta Utama Medan	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Arianto, S.Pd., M.Hum

Medan, 27 Februari 2025
Hormat Pemohon,

Anisa Novitri Sari

Appendix 14 **Form K-3**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217   Form : K3

Nomor   : 2037/II.3-AU//UMSU-02/ F/2025
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
      Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.
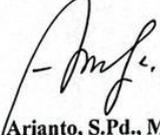
Nama   : **Anisa Novitri Sari**
N P M   : 2102050036
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **The Effect of Busuu Apps on students' Speaking Performance in SMA Swasta Utama Medan**

Pembimbing   : **Arianto, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **08 September 2026**

Medan, 16 Rabi'ul Awwal 1447 H
        08 September   2025 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN.0004066701

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR

Appendix 15 **Berita Acara Bimbingan Proposal**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	:	Pendidikan Bahasa Inggris
Nama Lengkap	:	Anisa Novitri Sari
N.P.M	:	2102050036
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Busuu Apps on students' Speaking Performance in SMA Swasta Utama Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
3/March -2024	Pengajuan dan acc judul skripsi "the Effect of Busuu Apps on students' speaking performance in SMA swasta utama Medan.	
30/April -2024	Discuss about chapter 1 :-Introduction -strengthen background with school data -align problem and objectives with variable	
14/June -2025	discuss about chapter 2 : Add recent References : include indonesian studies clarify conceptual framework.	
4/July -2025	discuss about chapter 3 : Justify design and sampling, add speaking rubric, detail t-test/	
30/July -2025	Revision conceptual framework and add references.	
28/August -2025	Acc proposal	

Medan, 27 Februari 2025
Diketahui oleh: Dosen Pembimbing
Ketua Prodi

Pirman Ginting, S.Pd., M.Hum   **Arianto, S.Pd., M.Hum**

Appendix 16 **Berita Acara Seminar Proposal**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 11 Bulan September Tahun 2025 diselenggarakan seminar prodi
Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Anisa Novitri Sari
N.P.M : 2102050036
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of the Busuu Application on Students' Speaking
Performance at SMA Swasta Utama Medan.

No	Masukan dan Saran
Judul	BUSU suggested in italic
Bab I	- Put the problems that faced by students - Focus on Busuu, not MALL - Reformulation and objectivy
Bab II	- Focus on the theory that you will use in this research.
Bab III	Revise the research method - experimental class/control by using what media or teaching method. - Speaking scale
Lainnya	- Revise the references - Appendixes.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Fatimah Sari Siregar, S.Pd., M.Hum.)

Dosen Pembimbing

(Arianto S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 17 **Pengesahan Hasil Seminar Proposal**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
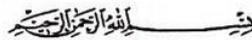
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	: Anisa Novitri Sari
N.P.M	: 2102050036
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of the Busuu Application on Students' Speaking Performance at SMA Swasta Utama Medan.

Pada hari Kamis, tanggal 11 bulan September, tahun 2025 sudah layak menjadi proposal skripsi.

Medan, September 2025

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Dr. Fatimah Sari Siregar, S.Pd., M.Hum.)   (Arianto, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

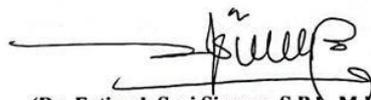Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Anisa Novitri Sari

N.P.M   : 2102050036

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of the Busuu Application on Students' Speaking Performance at SMA Swasta Utama Medan.

Dengan ini saya menyatakan bahwa:
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2025
Hormat saya
Yang membuat pernyataan,

Anisa Novitri Sari

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

Appendix 18 **Surat Permohonan Izin Riset**

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AL.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

https://fkip.umsu.ac.id   fkip@umsu.ac.id   umsumedan   umsumedan   umsumedan   umsumedan

Nomor	: 2130/II.3-AU/UMSU-02/F/2025	Medan,	27 Rabi'ul Awwal 1447 H
Lamp	: ---		19 September 2025 M
H a l	: **Permohonan Izin Riset**		

Kepada Yth, Bapak/Ibu Kepala Sekolah
SMA Swasta Utama Medan
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	**Anisa Novitri Sari**
N P M	:	2102050036
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Effect of Busuu Apps on students' Speaking Performance in SMA Swasta Utama Medan

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalamu'alaikum

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN.0004066701

Pertinggal

Appendix 19 **Surat Balasan SMA Utama Medan**

YAYASAN PERGURUAN UTAMA

SMA SWASTA UTAMA

Jl. Suluh No. 80 A Medan Tembung 20222 Telp. (061) 6617811

SURAT KETERANGAN
NOMOR : 0134/S.Ket/SMA/YP.U/X/2025

Yang bertanda tangan di bawah ini Kepala Sekolah SMA SWASTA UTAMA NPSN. 10210837, dengan ini menerangkan bahwa :

Nama : **ANISA NOVITRI SARI**

NIM : 2102050036

Program Studi : S-1 Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian di SMA SWASTA UTAMA pada tanggal 19 September 2025 guna melengkapi data pada penyusunan Skripsi yang berjudul *"The Effect Of Busuu Apps on Students' Speaking Performance in SMA Swasta Utama Medan"* .

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 09 Oktober 2025
Kepala Sekolah

YAUMI FITRI LUBIS, S.Pd.

Curriculum Vitae

1. Biodata Pribadi

   Nama   : Anisa Novitri Sari

   Jenis kelamin   : Perempuan

   Tempat tanggal lahir   : Pekanbaru, 08 November 2001
   Kebangsaan   : Indonesia
   Status   : Belum Kawin

   Agama   : Islam

   Nama ayah   : Alfian

   Nama ibu   : Marlina Sitompul
   Alamat   : Jln. Selam VII No.28

   No hp   : 0895321313280

   Email   : anovitrisari@gmail.com

2. Riwayat Pendidikan
   SD   : SDN 131 Pekanbaru
   SMP   : MTSS. Ar-Raudhlatul Hasanah
   SMA   : MAS. Ar-Raudhlatul Hasanah