

CHAPTER I

INTRODUCTION

This chapter shows the reasons why this research is necessary. It consists of the research question which is the background of study, formulation of the research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of Study

There are four abilities that must be acquired when studying English. They are speaking, reading, writing, and listening. To really understand English, these four abilities must be acquired. One of the abilities that must be understood in order to learn English is listening. According to Rost (1994), listening is vital for language learning since it provides input for students and it is crucial for the growth of students' language. Besides, listening requires more than just passively taking in what is said. Rather, it requires effort on our part to understand what is being said.

Theoretically, listening comprehension is considered as an active manner through which person focus on specific features. They are aural input, the interpretation of sections, and relate what they hear to prior knowledge. According to Saricoban (2004), cited in Milasari (2008), the most crucial aspects of listening to English as a foreign language can be summed up as follows: duplicating with the sound; learning intonation and stress; duplicating with redundancy and loudness; trying to predict; learning

colloquial vocabulary; exhaustion; learning various accents; and utilizing environmental and visual clues. This makes us contemplate the fact that, while preparing exercises, audio materials, assignments, and visual materials should be properly considered.

Considering the important listening skill in daily communication, English learners such as junior high school students should put in a lot of effort to develop their listening skills, they must to practice listening. Moreover, listening comprehension is one of the most necessary and possibly the most complicated skill to teach to the students where English is a foreign language. The students will find it more straightforward to understand the material with learning media that are fun and not boring. Because of this, English teachers are demanding to be more imaginative in order to communicate their lesson and they use some of media when presenting the subject to students.

On the other hands, based on the researcher's experience when doing an internship at MTs Al Huda Bandung which was conducted in September, 2021, the students faced several difficulties as follow. The most of students still feel confused when learning to listen. They have difficulty determining what words they hear. For example, the word "tree and three", tree means *pohon* and three means *angka tiga*. They can not tell the difference yet, so they have to practice listening skills. According to Hwang and Wu (2014), the mobile technology learning approach has great potency in increasing student achievement, motivation and interest in learning. One of the learning media

is Busuu application. Busuu is the biggest social network for language learning media in the world, offers 12 language courses to more than 90 million students across the globe via the web and mobile devices. According to Khoirul Huda (2017), busuu application is used as a media for learning foreign languages because it has interactive power in learning and mastering foreign languages. It is also one of the application where we may communicate with those who share our interest in learning a foreign language. Students can select from a wide range of topics to study using the busuu application. We do not feel that the busuu application is really challenging or extremely easy because it also has listening levels, which we may select ourselves. Furthermore, this media will help students improving their listening ability and allows motivated students to be more excited about learning to listen than ever before.

According to Albantani (2018: 4), the busuu application can be a very easy alternative for individuals who don't have a lot of free time to learn languages through hands-on learning. In line with Citrayasa (2016), busuu provides interesting tasks, materials, quizzes, and rewards, so that students feel happier in learning and it has several advantages for learning English that can be done not only in the classroom, but also in students' free time outside of their study schedule.

There are some of previous studies state that using Busuu Application is effective media and can improve students' English skills effectively. The first, Nur Karmilawati Abdis (2020) on her study, "*The Application of Busuu*

as Media in Improving Student's Pronunciation at Class XII Social in SMA Muhammadiyah 2 Makassar” claimed that busuu application had a significant impact on students' pronunciation. The pronunciation of students using busuu application showed better learning results than before using busuu application. Abdis said that the students more enthusiastic about their studies and make them interactive to pronounce some words when teaching and learning process through busuu application.

On the other hands, the second research by Endar Linuwih and Yohanes Winardi (2020) entitled “*Improving Students' Writing Skill Using a Mobile Learning Application*”. From their research concluded that the busuu application had a positive impact in helping students develop their writing skills. The use of busuu made the atmosphere for learning to write more relaxed. In addition, this media is a new and fresh way so students don't get bored easily in class.

The third research by Tika Khairunnisa, Lidiyatul, and Sofian (2021) with title “*Developing English Vocabulary Through The Busuu App*” confirmed that the use of busuu application can enhance students' vocabulary in learning English. It is proven from the students' learning outcomes vocabulary has increased from 43.39 in the pre-test to 89.19 in the post-test. In addition, the use of busuu application made students can learn vocabulary happily and enthusiastic. It could be summed up the students gave positive views toward the use of busuu application for learning vocabulary mastery.

Based on those previous studies, using Busuu Application is effective to improve students' pronunciation, writing skill and vocabulary mastery. Considering those previous study, the researcher is interested to choose Busuu Application to improve students' listening achievement. This research concentrated on the effectiveness of using Busuu on students' listening achievement. For the reason, the researcher use the title *The Effectiveness of Busuu Application on The Eighth Grade Students' Listening Achievement at MTs. Al Huda Bandung*.

B. Formulation of Research Problem

Based on the background of study above, the research problem can be formulated as follows "Is there any significant difference scores between students' listening achievement with and without taught by using Busuu application at MTs. Al Huda Bandung?"

C. Purpose of the Research

The purpose of the research can be summed up as to determine whether there is a significant difference scores between students' listening achievement with and without taught by using Busuu application at MTs. Al Huda Bandung.

D. Formulation of Hypothesis

The hypothesis of this research is formulated by the researcher as follows:

H_1 : there is a significant difference scores between students' listening achievement with and without being taught by using Busuu application at MTs. Al Huda Bandung.

H_0 : there is no a significant difference scores between students' listening achievement with and without being taught by using Busuu application at MTs. Al Huda Bandung.

E. Significance of the Study

The result of this research is expected can be useful for English teaching and learning process theoretically and practically.

a) Theoretical

The result of this research is supposed can give benefits, especially for MTs Al Huda Bandung, so that it can be applied and developed in teaching and learning listening achievement.

b) Practical

The result of this research is supposed can give a contribution to the English teaching and learning process, especially for:

1. English Teachers

It is supposed that this research can give establish to the English teachers that Busuu application is an alternative technique in learning listening skill.

2. Students

It is supposed that this research which is Busuu application be able to improve students' listening achievement.

3. Other Researchers

It is supposed that this research can give new worthwhile information. The researcher also expects that this research can serve as a resource that can be developed for further studies.

F. Scope and Limitation of the Study

In this research, the researcher makes a restriction since there are many techniques in teaching and improving listening achievement, such as the using of a tape recorder, listening to television by watching video movie clips or CD-Rom, rewriting songs, listening to the radio and utilising dictation, and so on. Thus, this research concentrated on the effectiveness of Busuu application on the students' listening achievement. This research involved the students of eighth grade of MTs Al Huda Bandung.

G. Definition of Key Terms

In order to prevent the misunderstanding of readers when reading this research which is entitled "The Effectiveness of Busuu Application on the Eighth Grade Students' Listening Achievement at MTs. Al Huda Bandung", so the researcher must explain the following key terms:

a. Busuu Application

Bernhard Niesner and co-founder Adrian Hilti released the Busuu application for the first time through the Busuu.com page in 2008. In addition to being available as a device application, Busuu is a platform created especially to support language learning on websites. Busuu is run by a group of international web designers, website developers, and language teaching specialists. The owner of this website has made available 12 different languages, with English being one of them. Besides, Busuu offers four language-learning skills (speaking, listening, reading and writing).

b. Listening

Listening ability is essential for all successful communication. Messages are readily misconstrued if one lacks the skill to listen effectively. Listening skills are vital for learning because they allow pupils to get insights and information while also interacting effectively with others.