

***EFL LEARNERS' PERCEPTIONS OF BUSUU APPLICATION IN LANGUAGE LEARNING BY EVALUATING THE TECHNOLOGY ACCEPTANCE MODEL (TAM) AT SMAN 9 WAJO***

**Jamila Amelia<sup>1</sup>, Eka Prabawati Rum<sup>2</sup>, Ariana<sup>3</sup>**

<sup>1,2,3</sup>Universitas Muhammadiyah Makassar, Indonesia

[mila105351113919@bg.unismuhmakassar.ac.id](mailto:mila105351113919@bg.unismuhmakassar.ac.id)

|   |   |
|---|---|
| <p>Article Info</p> <p>Received: November 19, 2023<br/>Revised: December 12, 2023<br/>Accepted: January 2, 2024<br/>Published: December 31, 2024</p> <p>Keywords:</p> <p>Learners' Perception, English Language Learning, Busuu Application</p>   | <p>Abstract</p> <p>The aim of this research is to determine students' perceptions regarding the use of the Busuu application in learning English for class XI students at SMAN 9 Wajo. Researcher used quantitative descriptive research. The sample for this research was class XI students at SMAN 9 Wajo, totaling 20 students. Samples were taken using a questionnaire. Based on the findings, it was found that students gave positive perceptions about the use of Busuu in learning English, positive responses came from their experiences in the learning process. The research results showed that based on Likerts score analysis there were 19 (100%) students in the positive perception category with a score classification of 60-100, and no students had a negative perception. It is categorized that Busuu used in English language learning is effective to apply, helps the learning process in the classroom. Recommendations for further research are to conduct research related to the use of Busuu in teaching and learning processes such as Cake, Duolingo, along with technological advances that continue to increase from time to time.</p> |
| <p>How to Cite<br/>Amelia, J., Rum, E. P. ., &amp; Ariana. (2024). EFL Learners' Perceptions of Busuu Application In Language Learning By Evaluating The Technology Acceptance Model (TAM) at SMAN 9 Wajo. Journal of Computer Interaction in Education, 7(2), 89-95. <a href="https://doi.org/10.56983/jcie.v7i2.1123">https://doi.org/10.56983/jcie.v7i2.1123</a></p> |   |

## INTRODUCTION

Since everything is changing, students today are more motivated to use their mobile phones for practically everything. Learning is a lifetime process. As a result, some claim that traditional education is no longer appropriate for today's students, which could lead to a significant disconnect between what students learn in the classroom and their everyday lives (Alshabeb & Almaqrn, 2018). The spread and development of technology has been the fastest-moving shift in recent years. Because technology has raised living standards so considerably, it is widely respected in contemporary culture.

More specifically, Busuu is a language learning smartphone application that integrates self-managed language acquisition with a global community of language learners providing support (Shibata, 2020). Technology has the power to drastically alter how we now educate because it not only uses hardware and software but also uses tools and other technologies to enable human interaction (Isman, 2012). Students may develop better higher-order cognitive skills when they study using technology. Students now have access to educational materials and a classroom environment because of technology (Syafrizal & Septiawati, 2022).

As a result, students can benefit from the accessibility of this digital content. The use of learning applications can aid in the teaching and learning process. As is widely known, the Busuu program is one of several learning resources that may be utilized to enhance learning. Worldwide, there are about 100 million users of this application. Because Busuu can be used on both Android and web-based devices and is freely available online, it is easier for learners to utilize. Busuu technology's accessibility gives students a lot of options and opportunities for hands-on learning. Furthermore, there has been a significant rise in the need for English proficiency. In order for students to advance in their careers, interact with foreigners, and prepare for their academic future.

Furthermore, there has been a significant rise in the need for English proficiency. Proficiency in English is considered essential for learners to prepare for their academic future, converse with foreigners, advance in their careers, and other areas. Learners must become proficient in all four English language skills—speaking, listening, reading, and writing—in order to be deemed competent in the language. As previously said, hearing accounts for 40–50% of the overall time spent communicating; speaking accounts for 25–30%, reading accounts for 11–16%, and writing accounts for roughly 9% (Gilakjani & Ahmadi, 2011). This indicates that listening is essential to efficient communication. The researchers consequently decided to use the Technology Acceptance Model (TAM). Who developed the TAM originally? According to Soleimani et al. (2014), it was demonstrated to be a reliable predictor of learners' acceptance.

Knowing the application overall makes it possible to use an application tool that functions specifically and integrates based on its capabilities. Busuu is one website where we can interact with people who are learning foreign languages from all over the world. Busuu.com is a website devoted to website-based English learning. Busuu.com is managed by international teams of development experts, language teachers, and website designers. The number of users who use Busuu.com to learn independently is disclosed by the website. In the years since its establishment in 2008, 55 million people from various countries have downloaded its applications.

## METHODS

In this study, the researcher used descriptive quantitative research methods. Data generation and mathematical analysis are used in a descriptive quantitative method. This study intends to evaluate how EFL learners view the usage of Busuu in language acquisition through an assessment of the Technology Acceptance Model (TAM). This research was conducted at SMAN 9 Wajo. It is situated in Wajo Regency's District Pammana in the South Sulawesi Province.

## RESULT AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-chapters.

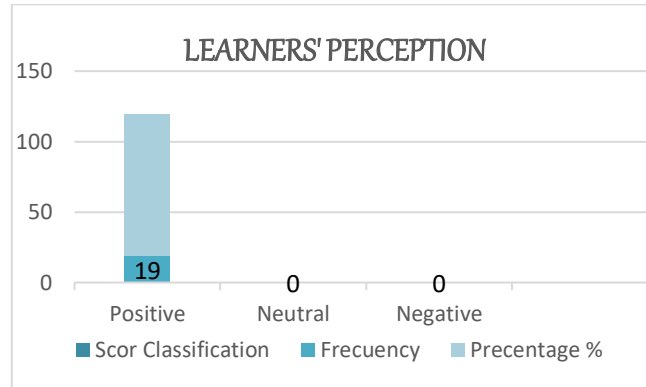
### Result

In this part the researcher described the result of data analysis based on the problem statement. In this research the researcher used a questionnaire to obtain more accurate and valid data. The table below shows the category results of learners' perceptions.

**Table 1 Category of the Learners' Perception on the Use Busuu Application.**

| Category                   | Sore Classification | Frequency | Percentage % |
|----------------------------|---------------------|-----------|--------------|
| Positive                   | 61-100              | 19        | 100          |
| Neutral                    | 21-60               | 0         | 0            |
| Negative                   | 0-20                | 0         | 0            |
| <b>Positive Perception</b> |                     | <b>19</b> | <b>100 %</b> |

Based on the results of the table above, it can be seen that the 19 statement items from the questionnaire that have been scrutinized with score classification (61-100) produce a positive response to students, while the research results show neutral responses with score classification (21-60) and negative (0- 20) none. Researcher concludes from the percentage student perception scores that the Busuu application can be an alternative for students in learning English.



**Figure 1 The Result of Students' Perception of Busuu Application in Language Learning by TAM**

The graphic above showed that 19 (100%) have positive perception on the use of Busuu and there are 0 (0%) student have neutral and negative perception about using Busuu. Therefore, all of students have positive perception.

**Table 2 Level of Perception**

| Level of Perception | Score  |
|---------------------|--------|
| Positive            | 61-100 |
| Neutral             | 21-60  |
| Negative            | 0-20   |

Based on the data analysis of the questionnaire, it is found that the mean score of the students' perceptions on used of Busuu application in learning English was 73,9, as likerts scale classified that if mean score greater than neutral (61) it means the categorized are positive. (Best,w, John in Fitriani 2001).

### Discussion

This research was conducted at the eleventh grade students at SMAN 9 Wajo with the population were the first eleventh grade. The objectives of this research was to know the learners' perception on the used of Busuu application in learning English. The majority of learners who used the Busuu application responded well to the educational process, according to the data. Walgito (1989) stated that the formation of perception is the result of a process that can be summed up as follows: the process begins with an object that arouses and stimulates the sense organs or receptors. This as a physical (natural) process because using Busuu fosters better student communication as well as the growth of their listening, speaking, reading, and writing abilities.

Based on information gathered from a survey, the majority of learners who used the Busuu app got good feedback. Thus, by analyzing TAM, researcher can determine that learners in class XI at SMAN 9 Wajo had a favorable opinion of using the Busuu program to learn English. The happiness of EFL students with Busuu's quick automated feedback is shown by quantitative data. A survey revealed that learners generally who downloaded the Busuu app received positive comments. Therefore, through TAM analysis, researchers were able to ascertain that learners in SMAN 9 Wajo's class XI thought well of the Busuu English language learning program. Quantitative data shows how happy EFL learners are with Busuu's fast automated feedback.

The learners claim that Busuu increases their overall language proficiency, encourages them to become independent language learners, and helps them with finding learning strategies that meet their needs. In addition, these results align with Citrayasa's (2019) research, which showed that Busuu raised the participants' attention span and enhanced their English language skills. However, research indicates that other external factors, like app viability and cost, can also be highly predictive of learners' adoption of the technology, in addition to the TAM component usability and ease of use. These findings broaden the body of knowledge regarding the application of the Technology Acceptance Model (TAM) to learner adoption of technology.

Busuu makes it easier for students to speak like native speakers by providing video or audio. According to Debbie Lopez, (2023) Overall, the Busuu app I think their language courses are on par with Duolingo courses. I love that their lessons integrate native speaker videos, their grammar teaching is top-notch, the AI-powered review sessions are impressive, and feedback from the Busuu community can be very helpful. Additionally, Busuu also offers tutoring and group lessons if you need a little extra encouragement..

## CONCLUSION

The purpose of this study is to investigate how EFL students view the Busuu language application, which uses TAM. The findings demonstrate that TAM can boost EFL learners' independence and give them access to useful resources so they can study the language whenever and wherever they choose. They also show that EFL learners believe Busuu to be a simple and helpful learning tool that they should utilize in their language learning process. For beginning EFL learners, research indicates that language application might be more advantageous. Furthermore, the study's findings imply that affordability and excitement, in addition to usability and ease of use (TAM components), may affect EFL learners' acceptance of a specific technology.

## REFERENCE

- A, A.-E. Mm. Vk. (2018). *Technology Acceptance Model in M-learning context: A systematic review*. <https://doi.org/10.1016/j.compedu.2018.06.008>
- AIDakhil, M., & Alfadda, H. (2021). EFL Learners' Perceptions Regarding the Use of Busuu

- Application in Language Learning: Evaluating the Technology Acceptance Model (TAM). *English Language Teaching*, 15(1), 1. <https://doi.org/10.5539/elt.v15n1p1>
- Alshabeb & Almaqrn, 2018. (n.d.). *No Title*.
- Aratusa, Z. C. (2022). Students' Perceptions on the Use of Mobile-Assisted Language Learning (MALL) in Learning Pronunciation. *International Journal of Current Science Research and Review*, 05(07), 2652–2660. <https://doi.org/10.47191/ijcsrr/v5-i7-50>
- Burston, J., & Giannakou, K. (2022). MALL language learning outcomes: A comprehensive meta-analysis 1994-2019. *ReCALL*, 34(2), 147–168. <https://doi.org/10.1017/S0958344021000240>
- Busuu. (2020). <https://www.busuu.com/en> Carr, N. T. (2011). *Designing and analyzing language tests*. Oxford, UK: Oxford University Press.
- Empowerment, C., Fariji, A. A., Farida, Y., Karawang, S. P., & Bandung, P. K. (2021). *Youth perceptions about underage marriage 1*. December, 14–16.
- Fakhrudin, A., & Nurhidayat, E. (2020). Students' Perception on Quizziz As Game Based Learning in Learning Grammar in Writen Discourse. *Wiralodra English Journal*, 4(2), 28–38. <https://doi.org/10.31943/wej.v4i2.101>
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977–988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Isman, A., Abanmy, F. A. A., Hussein, H. B., & Al Saadany, M. A. (2012). Saudi Secondary School Teachers Attitudes' towards using Interactive Whiteboard in classrooms. *Turkish Online Journal of Educational Technology*, 11(3), 286–296.
- Jayanti, F., & Arista, N. T. (2019). Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura. *Competence: Journal of Management Studies*, 12(2), 205–223. <https://doi.org/10.21107/kompetensi.v12i2.4958>
- K.fajriatin & A. Gafur. (2021). *Educational Innovation in Society 5.0 Era: Challenges and Opportunities*.
- Mukrimaa, S. S., Nurdyansyah, Fahyuni, E. F., YULIA CITRA, A., Schulz, N. D., غسان, د., Taniredja, T., Faridli, E. M., & Harmianto, S. (2016). PERSEPSI MAHASISWA TERHADAP PEMBELAJARAN ENGLISH GRAMMAR PADA MATA KULIAH BAHASA INGGRIS. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(August), 128.
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Rahmawati, & Putri, E. M. I. (2020). Learning From Home dalam Perspektif Persepsi Mahasiswa Era Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*, 1, 17–24. <https://proceedings.ideaspublishing.co.id/index.php/hardiknas/article/view/3>
- Robbins, J. H. (1964). Tissue culture studies of the human lymphocyte. *Science*, 146(3652), 1648–1655. <https://doi.org/10.1126/science.146.3652.1648>
- Shibata, N. (2020). The usefulness of busuu online courses for foreign language learning. *Call-Ej*, 21(2), 197–203.
- Soleimani, E., Ismail, K., & Mustaffa, R. (2014). The Acceptance of Mobile Assisted Language Learning (MALL) among Post Graduate ESL Students in UKM. *Procedia - Social and Behavioral Sciences*, 118, 457–462. <https://doi.org/10.1016/j.sbspro.2014.02.062>
- Soleimania, E., & , Kemboja Ismailb\*, R. M. (2013). *The Acceptance of Mobile Assisted Language Learning (MALL) among Post Graduate ESL Students in UKM*.
- Sultan Ageng Titayasa. (2022). Enhancing Listening Skills of Efl Indonesian Learners Through

- Busuu Application. *International Journal of English Language and Literature Studies*, 11(3), 147–154. <https://doi.org/10.55493/5019.v11i3.4615>
- Wigati, S. (2022). Perception of Riba According To Mtr-Masyarakat Tanpa Riba (a Community Without Usury). *An-Nisbah: Jurnal Ekonomi Syariah*, 9(1), 50–75. <https://doi.org/10.21274/an.v9i1.4837>
- Yousafzai, S. Y., Foxall, G. R., & Pallister, J. G. (2007). Technology acceptance: a meta-analysis of the TAM: Part 2. *Journal of Modelling in Management*, 2(3), 281–304. <https://doi.org/10.1108/17465660710834462>
- Zaim, M., Refnaldi, R., & Rahmiyanti, R. (2019). Students' Perceptions on Teachers' Teaching Strategy and Their Effects towards Students' Achievement. *International Journal of Research in Counseling and Education*, 4(1), 28. <https://doi.org/10.24036/00207za0002>