

**EFL STUDENTS' FEELINGS ON UTILIZING BUSUU APPLICATION IN
LEARNING LISTENING SKILLS**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

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2025

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum, Wr. Wb

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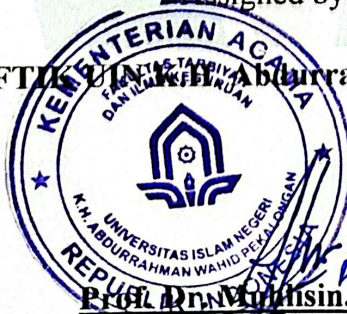
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MOTTO

“We fall, We learn, We rise”

(poet.circle)

“Carpe diem, Seize the day. Make your lives extraordinary”

(Dead Poets Society)



ABSTRAK

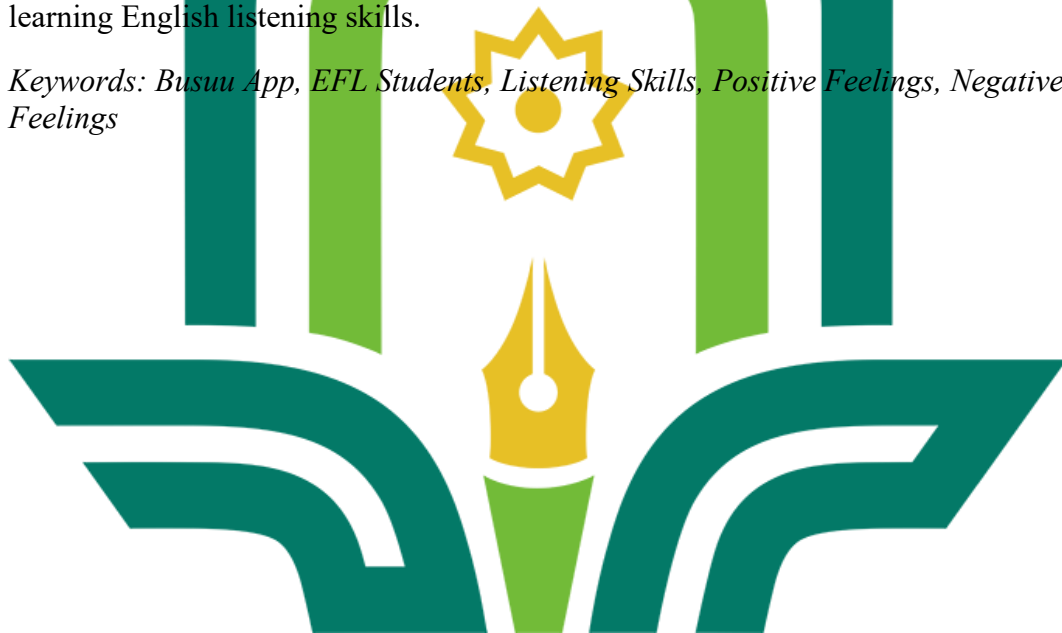
Dalam beberapa tahun terakhir ini, integrasi teknologi ke dalam pendidikan bahasa semakin mendapat perhatian, menawarkan peluang baru untuk mendukung dan meningkatkan pengalaman belajar siswa. Studi ini menyelidiki perasaan siswa EFL (English as a Foreign Language) terhadap penggunaan aplikasi Busuu dalam mengembangkan keterampilan mendengarkan bahasa Inggris mereka. Dengan menggunakan pendekatan penyelidikan naratif kualitatif, studi ini melibatkan wawancara semi-terstruktur dengan empat siswa EFL dari sebuah sekolah menengah di Pekalongan, Jawa Tengah, Indonesia. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi tema dan pola berulang yang terkait dengan perasaan siswa. Temuan penelitian mengungkapkan bahwa siswa mengalami respons perasaan positif dan negatif selama proses belajar mereka dengan Busuu. Di sisi positif, siswa merasakan kepuasan, kecenderungan, dan kebahagiaan dalam membantu mereka meningkatkan keterampilan mendengarkan, mereka termotivasi untuk belajar mendengarkan, dan fitur latihan mendengarkan meningkatkan pemahaman mendengarkan mereka. Namun, beberapa tantangan juga ditemukan. Siswa menyatakan ketidakpuasan terhadap keterbatasan akses pada konten gratis, yang menghalangi mereka untuk mengeksplorasi semua fitur yang tersedia dalam aplikasi. Hal ini dianggap membatasi pengalaman belajar mereka secara maksimal. Penelitian ini menunjukkan bahwa penggunaan aplikasi Busuu dapat menjadi pilihan yang tepat bagi pelajar untuk digunakan sebagai media pembelajaran keterampilan mendengarkan bahasa Inggris.

Kata Kunci: Aplikasi Busuu, Siswa EFL, Keterampilan Mendengarkan, Perasaan Positif, Perasaan Negatif

ABSTRACT

In recent years, the integration of technology into language education has gained increasing attention, offering new opportunities to support and enhance students' learning experiences. This study investigated EFL students' feelings towards using the Busuu app in developing their English listening skills. Using a qualitative narrative inquiry approach, the study involved semi-structured interviews with four EFL students from a high school in Pekalongan, Central Java, Indonesia. Data were analyzed using thematic analysis to identify recurring themes and patterns related to students' feelings. Findings revealed that students experienced both positive and negative feelings responses during their learning journey with Busuu. On the positive side, students felt satisfaction, inclination and happiness in helping them improve their listening skills, they were motivated to learn listening, and the listening practice feature improved their listening comprehension. However, some challenges were also found. Students expressed dissatisfaction with the limited access to free content, which prevented them from exploring all the features available in the application. This was considered to limit their learning experience to the fullest. This study indicates that the use of Busuu application can be the right choice for learners to be used as a medium for learning English listening skills.

Keywords: Busuu App, EFL Students, Listening Skills, Positive Feelings, Negative Feelings



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Efl Students' Feelings on Utilizing Busuu Application in Learning Listening Skills”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, To fulfill one of the requirements for Sarjana Pendidikan degree at English Education Departement of Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This study can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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TABLE OF CONTENTS

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENTS	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENTS.....	x
TABLE LIST	xii
FIGURE LIST	xiii
APPENDICES LIST	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of The Study.....	1
1.2 Research Questions	5
1.3 Operational Definitions	5
1.4 Research Objectives	6
1.5 Significant of the Study.....	6
CHAPTER II.....	8
THEORICAL BACKGROUND.....	8
2.1 Literature Review	8
2.1.1 Appraisal Theory.....	8
2.1.2 Listening.....	10
2.1.3 Busuu Application.....	14
2.2 Previous Studies	19
2.3 Conceptual Framework	22

CHAPTER III	23
RESEARCH PROCEDURE	23
3.1 Research Design	23
3.2 Research Context.....	23
3.3 Setting and Participants	24
3.4 Data Collection.....	25
3.5 Data Validity	25
3.6 Data Analysis	26
3.7 Research Steps.....	28
3.8 Research Schedule.....	29
CHAPTER IV.....	30
FINDINGS AND DISCUSSION	30
4.1 Findings	30
4.1.1 Positive Feelings	33
4.1.2 Negative Feelings.....	41
4.2 Discussion	43
4.2.1 Positive Feelings	43
4.2.2 Negative Feelings.....	53
CHAPTER V	57
CONCLUSION.....	57
5.1 Summary of the Findings	57
5.2 Recommendation.....	58
REFERENCES.....	59
APPENDICES	65

TABLE LIST

Table 3.1 List of Participants	27
Table 4.1 The Result of Interview Questions.....	34



FIGURE LIST

Figure 2.1 Conceptual Framework.....	25
Figure 4.1 True and False Features	42
Figure 4.2 Vocabulary Sorting Features	42
Figure 4.3 Repetition Words Features	43



APPENDICES LIST

Appendix 1 : Transcripts Of Interview	61
Appendix 2 : Interview Photo	69



CHAPTER I

INTRODUCTION

1.1 Background of The Study

Technology has developed and produced various tools that are useful for education, especially in learning English. The use of technology in educational settings is increasing in importance and popularity (Garret, 2019). Various attempts and techniques have been made in the past to use computers to aid language learning. Therefore, language learning with computer assistance and mobile assistance is present as an answer to the increasing interest and attention towards the latest technology, namely smartphones. Due to the rapid and frequent creation of these portable computers around the world, the use of old smartphones to aid language learning has become popular.

Considering online English language learning as a potential opportunity is very interesting. Moreover, it is related to an English model of learning that has recently seen an increase in demand in Indonesia, containing a variety of advances, including developments in application-based English language learning (Juan, 2013). Students might learn English independently through the internet. Online learning may stimulate students' interests and abilities in addition to providing them with an extensive collection of knowledge that is rapidly and affordably accessible (Sun, 2016).

Busuu App is a language learning app that allows users to learn multiple languages through interactive courses and practical exercises. The name "Busuu" is taken from Busuu language, which is an almost extinct language in Cameroon. This application offers various features, such as speaking, writing, listening, and reading practice, as well as interaction with native speakers through online communities. Busuu also provides structured learning plans and assessments to track user progress. Busuu was founded in (2008) by Bernhard Niesner and Adrian Hilti. Since then, the app has grown rapidly and gained global popularity as a language learning tool.

Busuu is easily accessible for download on the App Store or Play Store for everyone in our cellphones. Busuu has a variety of topics that students can choose to study in this application. Apart from the various types of topics provided, Busuu also provides various quizzes that are fun to learn from. Other features provided include images, videos, various types of study materials, and assignments (Della, 2020). The features offered are part of their interests, which makes them feel satisfied and motivated to learn more. Students who enjoy the material they are learning tend to be more motivated. Busuu app also provides different levels of listening ability, so it is not too difficult or too easy instead, we can choose our own skill level. In addition, Busuu is very useful in providing a place for students to receive direct instruction from native speakers (Citrayasa, 2016).

Based on the explanation above, this research utilizes Busuu application, which is a language learning application specifically designed to know how students' feeling while using and examining application and students' listening skills in depth. Listening itself is an important language skill that involves the ability to identify, process, and understand what another person is saying, making it an important component of communication. Furthermore, for students, listening serves as an important process in which spoken language is converted into input, acting as a basic step in acquiring and mastering a new language. (Saricoban 2021) emphasizes that listening is the first and most fundamental stage in the process of learning a language, because listening is the basis for understanding verbal communication and developing other language skills such as speaking, reading and writing. In addition, listening requires focus and cognitive engagement, as students must not only hear sounds but also interpret the meaning behind words and sentences in the context of communication (Goctu, 2020).

In today's era, some students still have low listening skills, even though ideal language learning conditions demand innovation, creativity, and interesting methods. Teachers are expected to provide a fun learning experience and avoid monotony, while ensuring that the main material is delivered effectively (Mulyadi, 2015), Therefore, to address these challenges, the researcher proposes the use of Busuu application as an alternative tool for learning.

Although many studies have investigated the role of technology in language learning, most of the existing research has largely focused on general aspects of language acquisition or specific skills such as speaking, grammar, or vocabulary development (Gres, 2024). Research specifically examining the development of listening skills through mobile apps is still relatively limited. Furthermore, although Busuu apps are widely recognized as practical aids for language learning and have been adopted globally, there is still a lack of empirical research exploring their impact on students' self-directed learning experiences, especially in the context of improving listening skills. This gap in the literature is particularly evident in English language learning studies, where listening is a critical skill for comprehensive language competence.

This research involved students from Pekalongan regarding their experiences in learning listening skills. Furthermore, this research aims to find appropriate and reasonable evidence regarding the positives and negatives of Busuu as a learning medium through interviews with students who use this application. The researcher raised this title to examine the feelings of students who use Busuu as a tool to develop their listening skills. Therefore, with this research, it is hoped that strategies and recommendations can be found that can motivate students to learn English, especially listening skills, more effectively through Busuu application. In addition, it is hoped that this research can contribute to the development of technology-oriented learning methods and enable students to learn languages effectively.

1.2 Research Questions

This study provides one research question. The researcher explored, "How do EFL students' feeling about the utilization of Busuu application in learning listening skills?" by employing this formula, the researcher hopes to learn more about students' feelings when using Busuu in developing listening skills.

1.3 Operational Definitions

1. Feelings : Feelings are subjective experiences that arise from basic human emotions, such as happiness, anger, fear, sadness, surprise, and disgust. feelings are closely related to the thought process and body reactions so that they help humans understand, adapt, and act in various life situations (Sizer, 2006).

2. Listening skills : A hearing activity to the spoken speech by involving attention, understanding, appreciation and interpretation to get information, content or message and to understand the essence of the communication sent by the speakers through speech or spoken language (Siahaan, 2020).

3. **Busuu Application** : Busuu is an application created by a company also called Busuu, The founders are Bernhard Niesner and Adrian Hilti. They founded Busuu in 2008. The idea behind creating Busuu was to create a bold language learning platform that allows users to learn fellow users through partnerships.

1.4 Research Objectives

The researcher hopes to gain a deeper understanding of EFL students' feelings while using Busuu application in learning listening skills. Additionally, by looking at how students feel when using the app, this research seeks to gather valuable insights into their overall emotional responses and perceptions during the process of learning listening skills through Busuu Application.

1.5 Significant of the Study

1. **Theoretical Use** : This research was contribute to Martin and White's theory and support theories related to the student's feelings research.

2. **Empirical Use** : This research was provide empirical insight into students' feelings using Busuu application in learning listening skills.

3. Practical Use : This research provides solutions for readers about students' feelings using Busuu application to in learning listening skills.



CHAPTER II

THEORICAL BACKGROUND

2.1 Literature Review

2.1.1 Appraisal Theory

This research focuses on students' feelings about using Busuu application in learning listening skills, using appraisal theory by Martin and White's (2005) . According to Martin and Rose (2003), assessment is an interpersonal meaning system that involves assessing attitudes in a text. Language appraisal theory can be applied to understand participants' feelings (Martin and White, 2005). This research explores students' experiences of how Busuu is applied in their listening skills learning. Researcher use appraisal theory to understand how the theory is used to convey evaluations, emotions and attitudes in different communicative contexts.

Martin and White (2005) explain that appraisal theory is a framework for interpreting the social meaning within a text, focusing on three main components: attitude, engagement, and graduation. Attitude refers to the emotions expressed in the text, while engagement examines the individual or entity responsible for those emotions. Graduation, on the other hand, addresses the intensity of these emotions. Martin and White (2005) divide “attitude” into three subcategories: affect, judgment, and appreciation. Affect relates to the emotional responses triggered by a text, such as happiness or sadness.

Judgment evaluates behaviors based on specific norms, like critic a constantly changing school curriculum. Lastly, appreciation involves such as evaluating the effectiveness of a teaching method or the design of a learning tool.

By using the concept of “affect” the researcher classified the data according to four parameters: inclination/disinclination, satisfaction/dissatisfaction, security/insecurity, and happiness/unhappiness. This approach allowed the researcher to gain a deeper understanding of students' emotional responses. These four parameters provide insight into different emotional states and preferences (Martin and White, 2005)

1. Inclination/disinclination reflects whether students have a positive or negative attitude towards a particular subject or activity.
2. Satisfaction/dissatisfaction gauges how content or discontent students feel with their experiences.
3. Security/insecurity focuses on the students' feelings of safety or uncertainty in a given situation.
4. happiness/unhappiness examines whether students are generally joyful or unhappy with their learning environment or activities.

2.1.2 Listening Skills

2.1.2.1 Definition of Listening

Listening skills are the ability to receive and understand messages conveyed by other people effectively. This involves more than just hearing sounds; An active listener must be able to focus completely on the speaker, demonstrate attention through body language and verbal responses, and provide appropriate feedback. Additionally, the ability to interpret the meaning behind words, understand the context and emotions involved, and remember the information received is essential (Nushi & Orouji, 2020).

According to the explaining above, Listening is an active and intentional process aimed at understanding what we hear. Listening comprehension involves grasping spoken language, whether in a first or second language. The ability to listen is the first skill humans develop and is crucial for effective speaking. Listening requires focus on what others communicate; it goes beyond merely hearing sounds from one ear to the other. It is a fundamental skill necessary for mastery in communication (Field, 2020).

2.1.2.2 Difficulties of Listening

Generally, the difficulties students face in listening are caused by a lack of good understanding in their memory. This is supported (Yilmaz 2015) research, which shows that the most common difficulties experienced by students when listening include quickly forgetting what they heard, understanding the message but not catching the real meaning, not recognizing words they already know, ignoring the next section due to overthinking of meaning, and difficulty in forming a comprehensive psychological representation of the words. In addition, Hardiyanto (2021) stated that the source of listening difficulties mainly comes from four aspects: content message, speaker, listener, and physical condition.

1. Content Message

Listening lessons cover various aspects of students' lives, including hobbies and daily activities. In spontaneous conversations, speakers often change topics and the content is irregular, making it difficult for listeners to predict what will be said next. Listeners may also face challenges in understanding speech delivered slowly, both in the context of casual conversation and news reports on audio media such as radio. In dialogue, listeners usually cannot ask the speaker to repeat as much information as they want. Apart from that, listening difficulties are also exacerbated by the complexity of

grammatical structures, long texts, the use of unfamiliar words or topics, and themes that do not attract the listener's attention (Hamouda, 2014).

2. The Speaker

The speaker is an important element in the listening process for students. According to (Trismasari et al. 2016), students often experience difficulties when speakers speak too fast or their pronunciation is unclear, so they have difficulty catching words. Apart from that, they also face challenges with various accents, as stated by (Juan et al., 2013) who show that a large number of accented speech can reduce intelligibility significantly. This can be seen when listeners who are used to American English hear a foreign accent, such as Indian English, so that they experience great difficulties that interfere with the listening comprehension process.

3. The Listener

The main source of difficulty in listening comes from the listeners themselves, which is influenced by their level of ability. This is in line (Hamouda 2013), which shows that limited understanding is the main problem that interferes with understanding. When students cannot understand the message being conveyed, they tend to feel stressed and lose interest. In addition, difficulties in recognizing words can hinder students'

ability to separate words in connected speech. Lack of factual knowledge, target language context, and socio-cultural understanding can also hinder their understanding. On the other hand, concentrating is a big problem for students, because lack of concentration can cause them to miss important information, which impacts the overall understanding of the material. Therefore, during the listening process, students need to remain focused, considering the limited time to process and understand the new information introduced (Hamouda, 2013).

4. Phisycal Setting

According to Yagang (1994), interference originating from the environment or background noise on a recording can greatly disturb the listener's concentration on the content of the material being listened to. although listeners try to focus, these sounds are often difficult to ignore, distracting them from important information. In addition to interference factors, the quality of the hearing device also plays a role in comprehension. in addition the use of low-quality video or tape can increase difficulties, because a bad recording can make the sound unclear and interfere with the listener's comprehension process. This combination of external distractions and technical issues can significantly reduce listening effectiveness (Wilkinson, 2022).

2.1.3 Busuu Application

2.1.3.1 Definition of Busuu Application

Busuu application is an online language learning platform founded in 2008 and can be downloaded for free via Web, iOS and Android. The name "Busuu" comes from the endangered Busuu language spoken in Cameroon (Winas, 2020). This application combines the communicative skills elements of social learning into practical, self-paced language learning features, allowing users to learn languages anytime and anywhere via their devices, making language learning easy for everyone. According to Shibata (2020), the language courses provided by Busuu application help users develop skills in all aspects of the target language, such as listening, reading, speaking and writing. The app also aims to help improve users' vocabulary, grammar and pronunciation.

This application is similar to social media, so material can be selected from the simplest to the advanced level. Busuu offers courses in languages such as English, Spanish, German, French, Italian, Portuguese and Russian. Additionally, with attractive images, users can learn basic verbs, phrases, expressions, and more. There are also quizzes to test user skills. Additionally, this app provides dictionaries and grammars that help in learning foreign languages (Mulyadi, 2021) All material

available here is always updated through an attractive and interactive display. Users can also interact with other users to directly practice foreign languages. The algorithm in this application allows Busuu to prepare the best course according to user needs. (Meniwati & Mutiaraningrum, 2022).

2.1.3.2 Busuu Application Features

Busuu app offers a variety of features to enhance the language learning experience. These include:

1. New Learning Path: A structured learning sequence designed to help users achieve their goals faster.
2. Interesting Course Content: Interactive content, including video flashcards, to help better understand the material.
3. Gamification and Fun: Features like streaks, points and leaderboards to motivate and engage users.
4. Listening Comprehension Practice: Users can improve listening comprehension through targeted listening practice.
5. Input from Native Speakers: Direct input from native speakers to help users improve their language skills.
6. Vocabulary Learning: Vocabulary trainer to help users learn and remember new words effectively.
7. Speaking and Writing Practice: Practice to improve speaking and writing skills in the target language.

8. Community: Global student network to share experiences and learn together (Simamora, 2024).

From the description above, it can be concluded that Busuu concluded as an effective educational medium because the application is designed to meet students' learning needs directly. Therefore, with new complete and interesting features, Busuu offers various interactive and motivating learning methods, thereby increasing students' interest in learning languages. Additionally, Busuu is easy to distribute and access, making it a flexible learning solution that can be used at any time. This application is also very relevant for the millennial generation who are familiar with digital technology, especially those who rely on cellphones for daily activities (Afifka, 2024).

2.1.3.3 Advantages of Busuu Application

There are several reasons why Busuu application is considered the best English learning application with many benefits for users, according to Mujtaba (2019). These reasons include:

1. Learning Materials Arranged Based on Levels

Before starting to study with this application, users can choose their level based on the material they have studied previously. This level is determined through a test in the

application. That way, the material studied is adjusted to students' abilities, so they can save time and not re-study material they already understand.

2. Interactive Learning Media

The material provided by this application is clearly developed. In terms of features, vocabulary learning is equipped with voice support so that students can understand vocabulary while practicing listening. In addition, students have the opportunity to evaluate their pronunciation through speaking activities. Busuu application will determine whether the student's pronunciation is correct or incorrect. Several video media programs are also provided to further sharpen students' understanding. Overall, Busuu application is a complete interactive media that can be used for speaking, listening and writing materials.

3. Constantly Evaluate Users Development

Once users has finished learning a material, the app will ask questions related to what has been learned based on the users level, whether it is basic, intermediate, or advanced. In addition, the app comes with a lesson plan that includes setting lesson schedules, reminders, and even an estimated time to complete the lesson based on a pre-made schedule. This feature is very useful as users can predict when they will

finish the lesson, and if it takes too long, they can reset the schedule by adding more study hours.

4. Ability to Interact with Other Users

In addition to learning, users also have the opportunity to communicate, chat or practice English directly with other users. The app provides a friends feature, so students can make friends with people who are also learning English.

2.1.3.4 Disadvantage of Busuu Application

The following are the disadvantages of Busuu application:

1. Limited Free Material

Busuu application only provides basic materials for free. To access intermediate and advanced level materials, as well as features such as offline learning, users are required to pay a subscription fee. This is an obstacle for users who do not want to incur additional costs.

2. Unsuitable for Deep Learners

This application may be less effective because learning material at an advanced level requires high concentration and paid access. In addition, this application focuses more on knowledge transfer without personal educational elements, such as direct relationships between teachers and students.

3. Incomplete Language Choices

Not all languages are available in Busuu application, especially certain languages such as Arabic. In addition, for Arabic, the lack of direct interaction with teachers can cause misinformation, which has the potential to cause misunderstandings in learning.

4. Technical and Advertising

Some users reported technical issues, such as app errors, that disrupted the learning experience. Apart from that, in the free version, advertisements often appear which can reduce the comfort of using the application (Khairunnisa, 2021).

2.2 Previous Studies

In order to conduct this research, some studies from other researcher, are read and learnt to enhance students listening through some application and related studies. First, a research Journal by Rizkiyyah (2020) in "EFL Students' Attitudes towards Autonomous Learning through BUSUU: A Mobile Application" explores students' perceptions of using Busuu for autonomous learning. The study, involving 20 participants from an Indonesian university, found that students could manage their own learning, setting study schedules and pacing themselves. Lower proficiency students spent more time on the app, indicating a link between skill level and time investment. Students focused on vocabulary practice, choosing study materials aligned with their goals, and managing content order, fostering ownership. The app's automated feedback helped them reflect and adjust their

strategies. Therefore, students had a positive attitude towards Busuu, which supported autonomous learning and improved their English, especially vocabulary.

Second, the research “Learning English Listening Using Learning English Listening Using Media Busuu Application” by Ilmi (2023) shows that Busuu application has a positive impact on learning English listening at SMP N 1 Lemahabang, Cirebon. The use of this application improves the quality of learning, making learning activities more interesting and enjoyable. Busuu is effective in helping students develop listening skills, with easy access via both the web and mobile versions. The features provided, such as materials adapted to the student's level and voice-based exercises, support an interactive learning process. However, there are drawbacks, such as limited free materials and dependence on internet access, as well as a lack of direct interaction with teachers. Therefore, Busuu has proven to be effective in learning listening although there are several weaknesses.

Third, the research "The Use of Busuu for Learning Listening in English" by Meniwati (2022) discusses in depth the use of the Busuu application in supporting English listening practice through a mobile device-based learning approach. The study involved 32 first-year students who used Busuu for two months as part of their listening practice. The research results show that the Busuu application provides many benefits, such as helping to expand students' vocabulary, providing a variety of varied listening exercises, and encouraging independence in the learning process through interactive and fun

features. In addition, with all these advantages, Busuu is considered very suitable for use in listening classes because it can help improve listening skills effectively.

Fourth, research by Citrayasa (2019) “Junior High School Students’ Lived Experiences of Learning English Using Busuu” The main focus is how students utilize their smartphones to learn English outside the classroom and outside school hours, and how these experiences create meaning related to their awareness, beliefs and actions in the learning process. The research results show that there are three prominent empirical meanings. First, the learning experience through Busuu makes it easy for students to learn anywhere and anytime (ubiquitous learning). Second, the learning process becomes more fun and interesting (fun learning). Third, the Busuu application acts as an English learning assistant which is useful in helping students understand the material.

The main difference between this research and previous studies lies in the focus of the discussion. The first, second and third studies emphasized increasing the ability to learn English through the Busuu application, as well as the effectiveness. Meanwhile, the fourth study explored students' daily experiences in using Busuu outside of class and school hours. This research offers a different perspective by highlighting students' feelings when using Busuu which has rarely been studied. The focus is on emotional aspects such as comfort, satisfaction, motivation, and disappointment, to provide new insights into how students' feelings affect their learning experiences.

2.3 Conceptual Framework

This research involved students' feelings about using Busuu application to develop their listening skills. In the data analysis, the research used thematic analysis by Braun and Clark (2008) and Appraisal theory by Martin and White (2005).

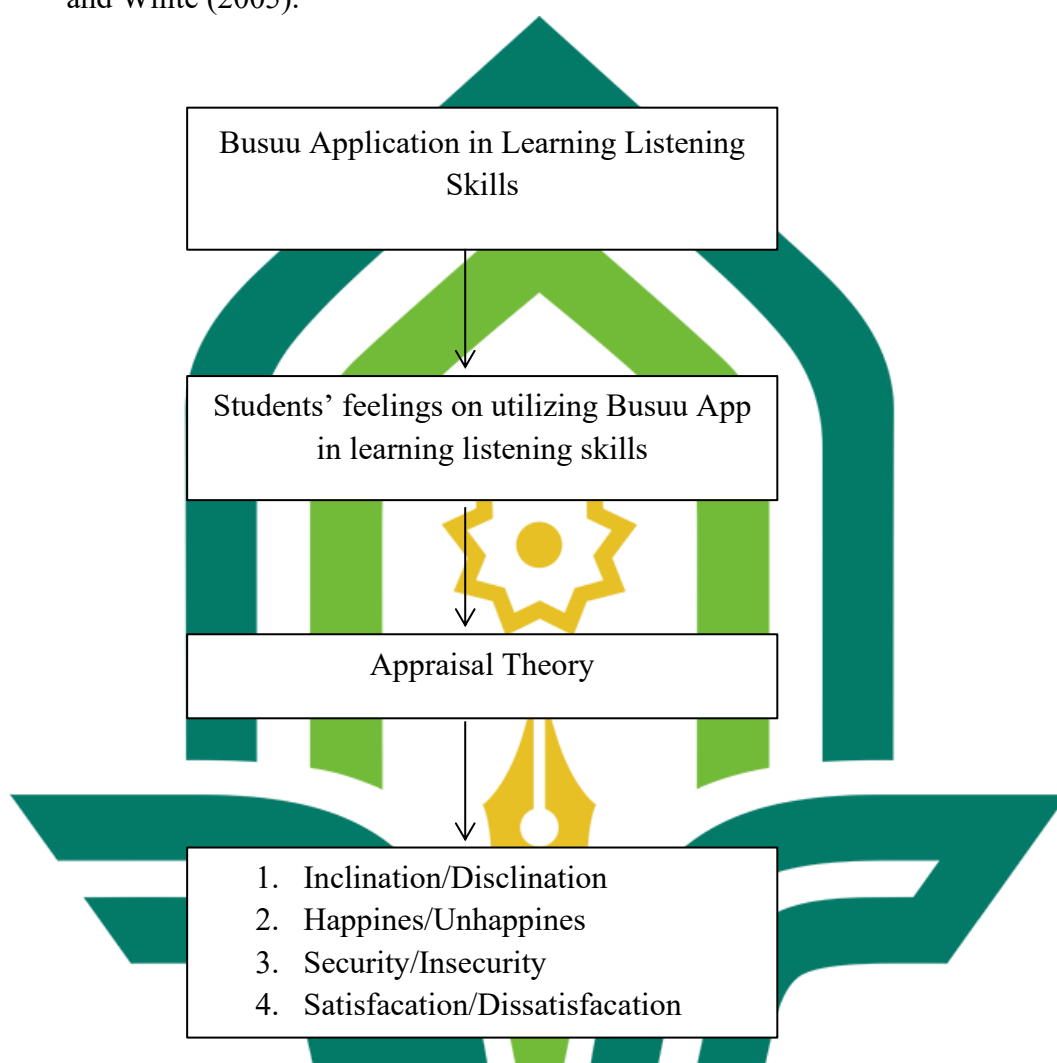


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

The researcher adopted a qualitative research approach (Moleong, 2008) to gain a deeper understanding of students' feelings in using the Busuu application for learning listening skills. This study employed a narrative inquiry method, in which data were collected from the experiences shared by respondents and then narrated in a structured manner (Thomas, 2012). The selection of this method was based on the belief that participants were able to openly express and reflect on their overall feelings, thoughts, and challenges encountered while using the Busuu application for learning listening skills. By capturing these personal narratives, the researcher aimed to provide a richer and more comprehensive perspective on the emotional aspects of language learning through digital platforms. Furthermore, it was hoped that readers, including educators, researchers, and language learners, could gain valuable insights from the participants' experiences, allowing them to better understand the role of emotions in the learning process and the potential impact of educational technology on student engagement and motivation.

3.2 Research Context

This research implemented interviews to collect the data. According to (Kvale 2019), an interview is a conversation with a purpose, where the interviewer seeks to obtain descriptions of the interviewee's experiences and

views on a particular topic. Furthermore, the researcher conducted semi-structured interviews with four students to collect the data. Semi-structured interviews allow flexibility in exploring the perspectives of the participants while maintaining consistency in the key questions (Cohen, 2018). Subsequently, the interviews were conducted face-to-face and used Bahasa Indonesia to prevent misunderstanding of the questions.

3.3 Setting and Participants

This study was conducted in Pekalongan, Central Java, Indonesia. Busuu is a free application that can help students, beginner level. This application was chosen because students can interact with each other. This application can be easily obtained through PlayStore or AppleStore. This study involved four people. Participants consisted of men and women aged around 17-18 years. The researcher chose them because they used Busuu as a tool to help learn English and were willing to share their stories.

Table 3.1 List of Participants

No.	Name of Participants (Pseudonyms)	Gender	Age	Description
1.	Nayla	Female	17	She has used Busuu in months ago and still using it.
2.	Sisi	Female	18	She has used Busuu in months ago and still using it.
3.	Tristan	Male	18	He has used Busuu in months ago and still using it.
4.	Digo	Male	18	He has used Busuu in months ago and still using it.

3.4 Data Collection

This study used a semi-structured interview technique as the primary method of data collection. This approach allowed informants to provide detailed and in-depth responses to interviewer questions, thus enabling a richer understanding of their experiences and perspectives (Sugiyono, 2006). In addition, to minimize the risk of misinterpretation and ensure clarity, all interviews were conducted in Indonesian, the mother tongue of the participants. This choice of language helped facilitate open and comfortable communication, allowing participants to express their thoughts more naturally and accurately. Furthermore, participants were encouraged to share their personal stories freely based on their lived experiences, ensuring that their narratives remained authentic and reflected their unique perspectives.

This study was conducted face-to-face, with the research schedule carefully adjusted to suit participants' availability, thus ensuring comfort and ease of participation. This approach not only increased participant engagement but also contributed to the overall depth and quality of the data collected.

3.5 Data Validity

Validity ensures that the instrument produces relevant and reliable data. To increase validity, this study applies triangulation, which is combining various perspectives, methods, or data sources to obtain a more comprehensive understanding (Thurmond, 2001).

In this study, triangulation was applied to ensure data reliability by analyzing the same information through various approaches, including face-to-face interviews and documentation. The triangulation process involves a thorough evaluation of the data obtained from both methods. Findings from face-to-face interviews were verified with relevant documentation to ensure consistency and alignment. This approach strengthens the credibility of the study by validating data collected through various sources.

3.6 Data Analysis

The researcher draws on the Appraisal Theory (Martin & White, 2005) to explore the emotional responses, or "feelings," of participants. Appraisal theory focuses on how individuals evaluate situations or experiences, categorizing their emotional responses as positive, negative, or neutral, based on personal judgment and context. In this study, the researcher applies this theory to understand the participants' feelings towards using Busuu application for learning English, particularly their emotional reactions during their learning experiences. By linking this theory to the thematic analysis approach, the researcher aims to identify how these emotional responses feelings are intertwined with participants' perceptions and experiences.

To analyze the data, the researcher transcribes the interviews and identifies key themes by reading the transcripts multiple times for a deeper understanding. The researcher follows the thematic analysis procedure outlined by Braun and Clarke (2006), which includes the following six steps:

1. Familiarizing

In the first step, the researcher transcribed the data from the interview result and translated it into English since the interview collected in Bahasa Indonesia. Afterward, the researcher re-reading the transcription to familiarized with the data.

2. Generating initial codes

The researcher coded the data and collated data relevant to each code.

3. Searching for themes

After coding the data, the researcher organized codes into potential themes and collected all relevant data for each potential theme.

4. Reviewing themes

In this step, the researcher carried out reviewing themes to ensure whether all codes in the themes answer the research questions.

5. Defining and naming themes

The researcher defined and refined the themes that will be presented for analysis, and analyzed the data within them.

6. Producing the report

After the themes were analyzed, the researcher wrote the research result.

Following data collection, the interview responses were analyzed using Martin and White's (2005) appraisal theory. The affect analysis focused on identifying the sources of emotional reactions expressed by participants, such as happiness, sadness, anger, or frustration, and how these emotions influenced social interactions. In addition, to gain a deeper

understanding of students' emotions, the researcher categorized the data based on four key parameters: inclination/disinclination, satisfaction/dissatisfaction, security/insecurity, and happiness/unhappiness.

3.7 Research Steps

This research was done through several steps as follows:

1. Exploring the problem of a phenomenon

The researcher explored for a phenomenon that would be discussed on this research.

2. Conducting literature review

In this step, the researcher conducted many sources related to the phenomenon.

3. Explaining the purpose of the research

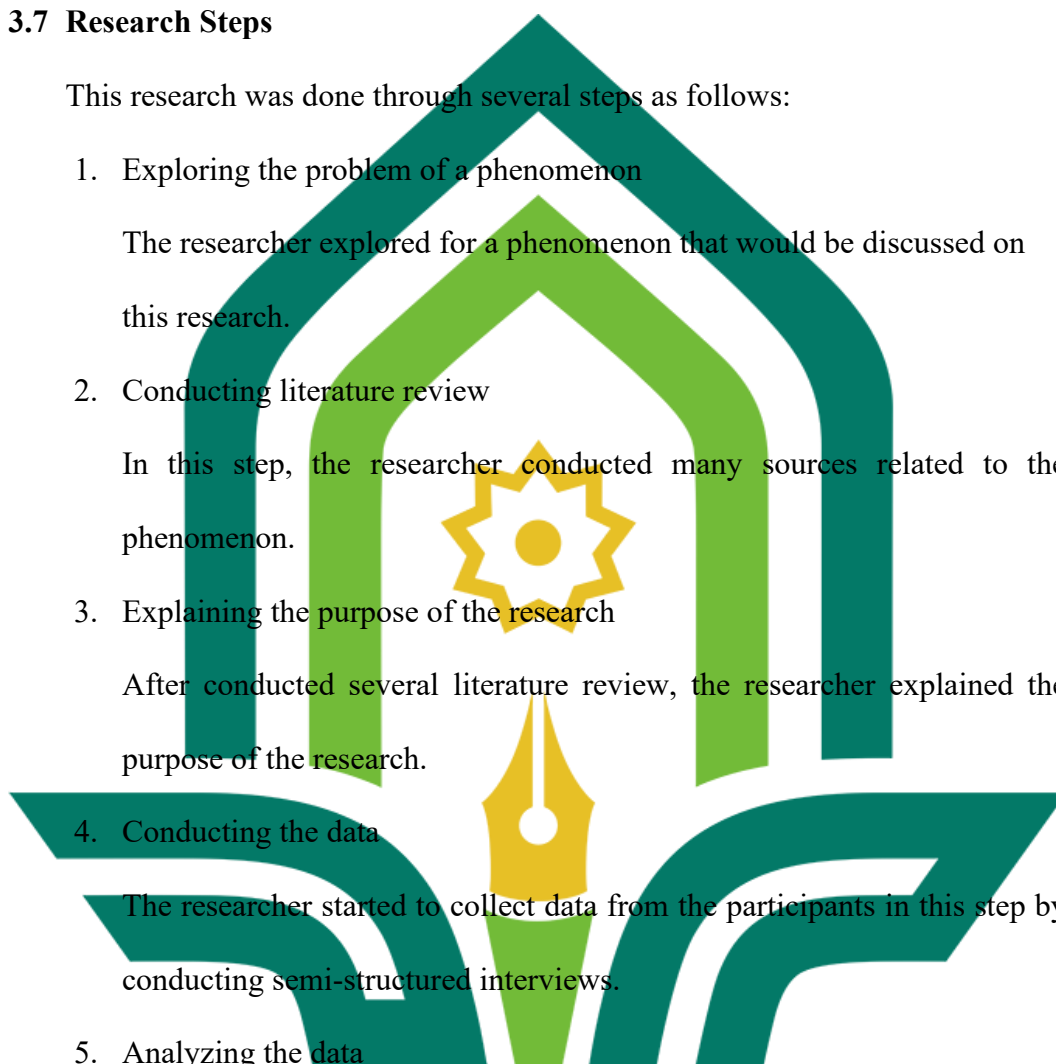
After conducted several literature review, the researcher explained the purpose of the research.

4. Conducting the data

The researcher started to collect data from the participants in this step by conducting semi-structured interviews.

5. Analyzing the data

The researcher analyzed the data using thematic analysis developed by Braun & Clarke (2006).



6. Reporting the result of the research

In the last step, the researcher reported the result of the research in a narrative form.

3.8 Research Schedule

No	Activities	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	July 2025
1.	Submission of research topic							
2.	Research topic approval							
3.	Writing research proposal							
4.	Proposal approval							
5.	Seminar proposal examination							
6.	Conducting and writing the research							
7.	Estimation of thesis examination							

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research. The findings of the research obtained from the interviews are presented and discussed to answer the research questions. Specifically, this section describes students' feelings or experiences in using busuu application to learn listening skills.

4.1 Findings

In presenting the findings, the researcher formulated a question aimed at exploring students' feelings, with a particular focus on their emotional responses to the learning process. This question was designed to gain deeper insights into how students perceive and emotionally react to their learning experiences, including their levels of motivation, engagement, and overall satisfaction. By examining their responses, the researcher sought to understand the various factors that contribute to students' positive or negative feelings toward the learning process and how these emotions influence their experience.

The interview was conducted on 27 – 28 February 2025, with location adjustments adjusted to the convenience of each participant. Participants in this interview consisted of four people who had used Busuu for several months previously and were still actively using it. Therefore, from the results of the data that had been collected, the researcher found that there were

various emotional responses that emerged from their experience in using Busuu, especially in the context of learning listening skills. These responses include positive and negative feelings felt during the learning process. Positive feelings are generally related to increased motivation, ease of use of the application, and listening features that help in understanding the material more effectively. Meanwhile, negative feelings arise due to limited access and challenges in understanding the speed of native speakers in listening exercises provided by the application. These findings provide a more comprehensive picture of students' emotional experiences in using the Busuu application as a listening learning medium.

Table 4.1 The Result of Interview Questions

No	Theme	Interview Quote (Translated Version)	Source
1.	Positive Feelings • Busuu Might Help Students to Improve Their Listening Skills	“Busuu can help me in learning listening skills, with Busuu users can listen to the correct pronunciation in various situations.” [satisfaction]	Nayla, Interview 28 th February, 2025
		“I think busuu can train my listening skills because the pronunciation is easy to understand” [satisfaction]	Sisi, interview 28 th February, 2025
		“With busuu I can expand my vocabulary and new phrases in English that I have just heard because there are realistic conversations” [inclination]	Tristan, Interview 27 th February 2025
		“Busuu helps me to increase my English vocabulary by providing learning materials that are	Digo, Interview 27 th February 2025

		relevant to my daily life” [satisfaction]	
	• Students’ Feel Motivated to Learn Listening Skills	“I feel challenged to keep trying again in the learning process” [inclination]	Sisi, Interview 28 th February 2025
		“I feel very happy and motivated when learning with the listening features in Busuu App” [happiness]	Nayla, Interview 28 th February 2025
		“learning to use Busuu makes me want to continue using this application, because it is very challenging” [inclination]	Digo, Interview 27 th February 2025
		“I feel very motivated in learning, especially in listening skills, because Busuu app makes the process easier and more enjoyable” [happiness]	Tristan, Interview 27 th February 2025
	• Listening Practice Features on Busuu Make Students’ Understand Better	“The True and False Features in Listening exercises in this app help me in testing my understanding of material presented” [satisfaction]	Sisi, Interview, 28 th February 2025
		“The listening practice feature that sorts vocabulary into sentences is very useful” [satisfaction]	Nayla, Interview 28 th February 2025
		“In my opinion, the ability to understand word repetition and find words that have similar meanings is very important” [satisfaction]	Digo, Interview 27 th February 2025
		“The true or false questions are better because there are no confusing answer choices” [Satisfaction]	Tristan, Interview 27 th February

2.	Negative Feelings • Disruption in Learning Due to Limited Access	“The problem is the ads, so its not comfortable for studying, sometimes the ads are quite long” [dissatisfaction]	Nayla, Interview 28 th February 2025
		“The free content is limited so it reduces the effectiveness of learning and we have to but a premium” [disinclination]	Sisi, Interview, 28 th February 2025
		“Almost at the end of every lesson there are ads. So every time you want to move on to the next material, there must be an ad break. I think it is quite disruptive to the learning flow” [dissatisfaction]	Tristan, Interview 27 th February 2025
		I have to go premium, and the price is quite expensive for me. So I still use the free version, even though I have to deal with ads that make me bored [dissatisfaction]	Digo, interview 27 th February 2025

4.1.1 Positive Feelings

Positive feelings refer to favorable emotional responses that individuals experience when a situation aligns with their expectations or provides a sense of value and comfort. These emotions often emerge from a sense of fulfillment, engagement, and enjoyment throughout the learning process. Based on the findings of this study, participants expressed three primary aspects of positive emotional responses while using the application: inclination, satisfaction, and happiness.

4.1.1.1 Busuu Might Help Students to Improve Their Listening

Skills

Based on the interview results, it can be concluded that all participants experienced real benefits from using the Busuu application in learning listening skills. They stated that the features in the application specifically in listening skill that helped improve their pronunciation and enrich their vocabulary.

Nayla and Sisi, for example, expressed that they were satisfied because Busuu allowed them to hear the correct pronunciation of words and phrases directly from native speakers. This can be seen from Nayla's statement "Busuu can help me [satisfaction] in learning listening skills, with Busuu users can hear the correct pronunciation in various situations, I also understand the intonation of words used naturally." This experience is important because it helps them imitate pronunciation more accurately, correct pronunciation errors, and ultimately make their speech clearer and easier to understand. The ability to imitate natural pronunciation also increases their confidence in using English orally.

Meanwhile, Tristan demonstrated an inclination desire to keep learning, driven by features that help expand vocabulary through realistic conversations. In his interview, Tristan stated that he felt motivated to understand when and how words are

used in everyday contexts. This indicates that he is not just learning passively but also has a desire to apply his new knowledge in real-life interactions. This kind of motivation is a key aspect of language learning as it reflects the learner's active engagement.

On the other hand, Digo mentioned that learning through real-life contexts helped him better understand the meaning and usage of new words and phrases. With context-based learning, students do not just memorize vocabulary but also grasp how to use it appropriately. This leads to a sense of satisfaction and the feeling that the learning process is meaningful and provides direct benefits to their language skills. Overall, these interviews show that students have a very positive response to the use of Busuu's listening features. Their responses go beyond cognitive achievements such as improved language understanding they also include emotional responses such as enjoyment, satisfaction, and motivation. Busuu has successfully created a learning experience that is engaging, enjoyable, and relevant to learners' needs, while also encouraging students to keep learning and developing their English skills.

4.1.1.2 Students' Feel Motivated to Learn Listening Skills

The participants' statements indicate that using Busuu application provides a learning experience that is enjoyable, challenging, and motivating. The application has successfully created a learning environment that not only focuses on outcomes but also emphasizes an engaging and sustainable learning process. The sense of being challenged, as expressed by Sisi and Digo, reflects the presence of intrinsic motivation to keep learning and growing. As one of the participants Sisi said “I feel challenged [inclination] to keep trying again in the learning process, because the learning method used is not boring” This falls into the category of inclination, as students are driven by curiosity and a personal desire to continue exploring and improving their skills. The challenges presented in the app are not perceived as obstacles but rather as catalysts that fuel their enthusiasm to keep trying and achieve better results.

In addition, feelings of happiness and satisfaction as conveyed by Nayla and Tristan indicate the presence of both happiness and satisfaction in their learning experience. Happiness arises from the engaging and interactive learning methods employed by Busuu, which are far from the monotonous approaches often found in traditional learning. When the learning process is enjoyable, students are more likely

to participate actively and feel comfortable throughout each learning stage. Meanwhile, satisfaction comes from two main aspects first, the effectiveness of the material delivery method, and second, the evident progress in their listening skills. This shows that students not only enjoy the learning process but also feel satisfied because they can see tangible results from their efforts, such as improved comprehension or higher scores after completing a chapter.

Moreover, Busuu app provides an assessment and feedback system that encourages students to continually improve their performance. This feature plays a significant role in maintaining high levels of motivation, as students feel appreciated and guided throughout their learning journey. Overall, Busuu is not only effective in enhancing students' listening skills, but also capable of fostering learning motivation through an enjoyable, challenging, and rewarding approach. The combination of these three aspects inclination, happiness, and satisfaction demonstrates that interactive technology-based tools like Busuu can serve as highly effective alternative solutions in foreign language learning, particularly in the area of listening comprehension.

4.1.1.3 Listening Practice Features on Busuu Make Students' Understand Better

The listening practice features provided by the Busuu application have been proven to provide a real contribution to improving students' understanding in language learning, especially listening skills. Through an interactive approach and in accordance with user abilities, these features are able to create a learning experience that is not only effective but also fun and motivating.

One of the features that received a positive response from participants was the True or False feature, as expressed by Sisi and Tristan. This feature allows students to directly test their understanding of the material that has been listened to. By providing statements that must be assessed as true or false, students are forced to focus and understand the contents of the conversation or statement carefully. The feedback given after answering is an important aspect in fostering a sense of satisfaction, because students can immediately know their level of understanding and correct mistakes if necessary. This creates a reflective and constructive learning process.

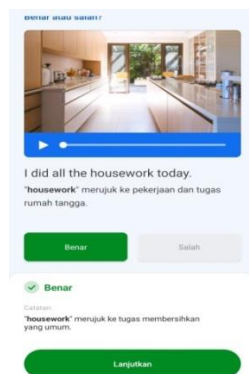
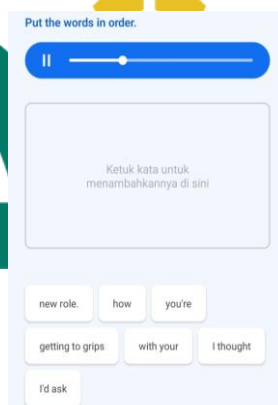


Figure 4.1 True and False Features

In addition, Nayla showed satisfaction with the feature that allows students to arrange vocabulary into correct sentences. This feature not only functions as listening practice, but also strengthens aspects of grammar, sentence structure, and the use of appropriate verbs. Thus, this feature helps students form a holistic understanding of English, while providing a fun learning experience. This shows that students are not only emotionally satisfied, but also motivated to continue learning actively.



Features 4.2 Vocabulary Sorting Features

Meanwhile, Digo emphasized the importance of listening exercises involving word repetition and synonym recognition. He stated that the ability to recognize repeated words and words with similar meanings is very helpful in expanding vocabulary mastery. Repetition helps strengthen memory of important words, while searching for synonyms expands the scope of understanding of meaning. This is an important aspect in developing more natural language skills. From Digo's statement, it can be seen that this feature provides satisfaction because it directly supports improving vocabulary understanding which is an important part of listening and speaking.



Figure 4.3 Repetition Words Features

Therefore, it can be concluded that the listening practice features in Busuu application are not only technical, but also provide psychological and pedagogical benefits for students. The learning experience provided becomes richer, because students feel actively involved, get useful feedback, and feel real

progress in their skills. This shows that Busuu is able to combine motivational aspects such as inclination, emotional aspects such as happiness, and cognitive aspects such as satisfaction into a more comprehensive listening learning process. Overall, the approach applied by Busuu in the listening feature has succeeded in creating an interesting learning atmosphere, relevant to students' needs, and supporting the achievement of better learning outcomes. These features not only improve listening skills but also foster high self-confidence and enthusiasm for learning among students.

4.1.2 Negative Feelings

Negative feelings refer to adverse emotional responses that arise when an experience does not meet an individual's expectations or fails to provide a sense of comfort or value. These emotions often stem from feelings of frustration, inconvenience, or lack of engagement. Based on the findings of this study, participants demonstrated two key aspects of negative emotional responses while using the application: dissatisfaction and disinclination.

4.1.2.1 Disruption in Learning Due to Limited Access

One of the main obstacles faced by EFL students when using the Busuu application to improve their listening skills is the limited access to content and the frequent appearance of advertisements. Based on the interview data, the most common

complaint relates to ads that appear each time a user finishes a lesson. This issue was raised by Nayla, Tristan, and Digo, all of whom expressed dissatisfaction with the learning experience being disrupted by relatively long ad breaks. it's like tristan said “almost at the end of every lesson there are ads. So everytime I want to move on to the next material, there must be an ad break. I think it is quite disruptive to the learning flow [dissatisfaction]” They felt that these advertisements interrupted their concentration and broke the learning rhythm they had built, making the learning process less comfortable and enjoyable.

In addition, limited access to learning materials in the free version also poses a significant challenge. Sisi and Digo mentioned that they could not access several important topics as they were only available in the paid version. This situation made the learning process less effective, as the free content was not sufficient to meet their needs for comprehensive listening practice. Although they recognized the benefits of the premium materials, they showed disinclination or reluctance to subscribe due to the relatively high cost.

The combination of advertisement interruptions and limited content in the free version contributes to a decrease in learning effectiveness. Students feel hindered in accessing materials freely and continuously, which ultimately reduces their

motivation and comfort in using Busuu as a learning tool. This situation highlights that although Busuu has great potential to support listening skill development, issues such as restricted access and ads interruptions need to be addressed to create a more optimal and engaging learning experience for students.

4.2 Discussion

This chapter discusses students' feelings about using Busuu application in learning listening skills. Based on interview data, the researcher identified various positive and negative feelings about using Busuu application in learning listening skills.

4.2.1 Positive Feelings

The results of the interviews revealed that all participants experienced concrete and meaningful benefits from using the Busuu application in relation to their English listening skills. They acknowledged that engaging with the application had a significant impact on their ability to understand spoken English. Participants expressed three primary emotional responses that reflected their positive perceptions during the use of the application: inclination, satisfaction, and happiness. The term inclination referred to their natural interest and willingness to continue using the application as part of their learning routine. Satisfaction was associated with their positive evaluation of the features and functions available within the app, while

happiness stemmed from their enjoyment and sense of achievement during the learning process.

Furthermore, participants explained that Busuu played an essential role in helping them grasp English pronunciation and intonation within realistic and meaningful contexts. The application offers authentic and varied audio materials, which they found helpful in understanding how language is naturally spoken. Additionally, listening to conversations delivered by native speakers allowed them to comprehend how English is used in everyday situations. This exposure enabled them to become more familiar with informal language, tone variations, and commonly used expressions, thereby making spoken English easier to follow and more relatable in real-life communication settings.

4.2.1.1 Busuu Might Help Students' to Improve Their Listening Skills

Busuu has significant potential to support students in developing their listening skills, as the application is designed with an authentic, contextual, and interactive learning approach (Della, 2020). The materials presented in Busuu, particularly the dialogues and conversations involving native speakers, expose learners to English as it is actually spoken in everyday life. This kind of exposure is crucial because it enables students to recognize and

internalize how language functions in natural communicative contexts. They are not only introduced to standard vocabulary and grammar structures, but also become familiar with key features of spoken English, such as intonation patterns, word stress, reduced forms, connected speech, and frequently used idiomatic expressions. These elements are often absent in traditional classroom instruction but are essential for effective real-world communication (Field, 2020).

Moreover, Busuu offers contextual explanations for new vocabulary and expressions used within the dialogues, ensuring that learners are not just memorizing isolated words, but also understanding the meanings, functions, and appropriate usage of these expressions within different communicative settings. As a result, students are guided to see language as more than a set of rules it becomes a dynamic and living tool that reflects social, cultural, and situational nuances. This helps to shift the listening activity from passive reception of sounds into an active, engaging, and meaningful learning experience, in which learners are constantly analyzing, interpreting, and reflecting on language input (Renandya, 2020).

In addition to its pedagogical features, Busuu also contributes positively to the learners' emotional and psychological engagement with the learning process. The user-friendly design and personalized learning paths allow students to progress at their own pace and tailor their study sessions according to their individual learning styles, which increases their sense of autonomy and self-direction. Students often report feelings of satisfaction and enjoyment as they are able to see clear progress in their abilities and feel a sense of accomplishment with each completed lesson. Furthermore, the ability to receive immediate feedback from native speakers and interact with a global community of language learners enhances the feeling of being part of an inclusive and supportive environment.

This fosters a sense of belonging, motivation, and confidence in using the language (Graham, 2020). Such a learning atmosphere encourages intrinsic motivation learners become genuinely interested and emotionally invested in their own language development. Many students demonstrate a proactive attitude by replaying listening materials multiple times, seeking clarification, reviewing their errors, and exploring supplementary resources provided in the app or beyond. This self-initiated behavior reflects not only an increased awareness of their own learning needs but also a long-term commitment to language

acquisition. The presence of this motivation is a key indicator of learner autonomy, which is essential for sustained progress and mastery in language learning (Little, 2022). Ultimately, Busuu serves not only as a technological tool, but also as a catalyst that promotes continuous, self-driven engagement in the language learning journey particularly in the domain of listening comprehension.

4.2.1.2 Students' Feel Motivated to Learn Listening Skills

Motivation to learn is a crucial component in the overall learning process, particularly in listening skills, which are often perceived by students as difficult, monotonous, and less engaging than other language competencies (Goctu, 2016). Listening requires high levels of focus, patience, and repetition—elements that may lead to frustration or loss of interest if not supported by the right learning environment. However, participants in this study reported that Busuu effectively increased their motivation through an interactive and enjoyable learning experience. The application's structure, which combines audio input with visual feedback and progress tracking, transforms listening activities into more dynamic and rewarding tasks (Graham, 2020).

One of the key features that encouraged students to stay motivated was the assessment system that provided immediate feedback upon completing each module. Instead of waiting for external validation, learners could instantly see their performance and identify areas that needed improvement. This helped create a sense of responsibility and self-awareness, as students became more conscious of their own progress and learning gaps. As a result, the process of correcting errors became part of a constructive cycle, leading students to try again, refine their responses, and gradually build stronger listening comprehension skills.

The diverse and non-repetitive presentation of content also contributed to a more engaging experience. Rather than receiving the same type of exercise repeatedly, learners were exposed to varied formats, such as short dialogues, vocabulary matching, fill-in-the-blank activities, and comprehension questions—all delivered through authentic, context-rich materials. This variety prevented boredom and helped sustain attention throughout the learning sessions. Furthermore, the manageable length of the tasks enabled students to study consistently without feeling overwhelmed, promoting regular practice and habit formation (Field, 2020).

Beyond the structural design of the application, Busuu also fostered positive emotional responses that supported motivation from within. Many students reported feeling satisfied with their learning journey because they could adjust the pace and style of learning to match their individual preferences. They were able to take control of their study time, repeat lessons as needed, and focus on areas they found personally challenging. This autonomy in learning gave them a sense of ownership and made the process feel more meaningful. The emotional satisfaction derived from seeing measurable progress such as better quiz scores or improved understanding of native speaker dialogues played a significant role in reinforcing their desire to continue.

These patterns reflect the presence of intrinsic motivation, where learners are encouraged by internal factors such as enjoyment, personal interest, and the satisfaction of overcoming challenges. Unlike extrinsic motivation, which depends on external rewards or obligations, intrinsic motivation tends to be more sustainable over time (Ryan, 2020). In the context of this study, students demonstrated a genuine willingness to continue using Busuu regularly, not because they were required to, but because they found the experience enjoyable, effective, and aligned with their learning goals.

The motivation cultivated through Busuu also appeared to enhance students' overall learning behavior. Many of them reported developing habits such as reviewing materials multiple times, exploring additional features within the app, and actively seeking deeper understanding rather than simply completing tasks for the sake of progress. This behavior indicates a shift from surface learning to more engaged, strategic learning practices. As they became more comfortable with listening to authentic English input, their confidence grew, and they were more willing to engage with challenging materials, such as longer conversations or unfamiliar vocabulary.

In conclusion, the motivational elements integrated into Busuu's learning design play a vital role in helping students overcome the perceived difficulty of listening. By combining immediate feedback, varied materials, learner autonomy, and emotional satisfaction, the application supports the development of a learning environment that encourages sustained effort and genuine interest. This internal motivation is critical for long-term success in language learning, particularly in mastering listening comprehension, which often requires continuous exposure, practice, and persistence.

4.2.1.3 Listening Practice Features on Busuu Make Students'

Understand Better

In the context of improving language comprehension, the listening practice features available in the Busuu application have proven to be very helpful for students in building better linguistic competence. Features such as "True or False" provide an opportunity for students to actively test the extent to which they understand the information they hear. By listening to statements or conversations and determining their truth, students are trained to focus and think critically about the content of the material. This feature also provides quick feedback, allowing them to identify mistakes and correct them directly (Ilmi, 2023). This immediate feedback mechanism encourages learners to be more attentive during listening tasks, while simultaneously promoting self-monitoring and reflection both of which are essential for deep learning.

In addition, the practice of composing words into sentences also received a positive response because it was considered very effective in strengthening the understanding of sentence structure, the use of appropriate verbs, and grammar in general. Through this activity, students are exposed to meaningful sentence construction rather than mere memorization of vocabulary, which contributes to more contextualized learning. They felt that through this feature,

they could learn to construct sentences more precisely and logically, which also trained active listening skills by requiring them to recall and reproduce what they had heard.

Other features such as synonym recognition exercises and word repetition tasks were also considered very useful in expanding and strengthening the vocabulary they had learned. These exercises do not only help with word recall, but also reinforce semantic understanding and contextual usage. Students noted that such features were effective in helping them retain new words for longer periods and apply them appropriately in conversation or writing.

Participants reported a high level of satisfaction with these features because they found that the learning process became more organized, purposeful, and engaging. The structured nature of the exercises such as step-by-step listening tasks, clear instructions, and immediate feedback helped students feel more guided and less overwhelmed, especially when dealing with complex language input. This clarity gave them confidence in navigating tasks that would otherwise feel too difficult.

Additionally, the interactive and diverse format of the activities made the learning experience more enjoyable, reducing boredom often associated with traditional listening practices. The variation of tasks kept learners mentally stimulated and emotionally

invested throughout the sessions. As a result, students felt more emotionally connected to the material and more confident in their ability to make progress.

This sense of enjoyment and clarity contributed to a strong internal motivation to continue using Busuu regularly. Students expressed that the app not only helped them improve their skills but also transformed their perception of listening practice into something they could look forward to. They perceived the app not just as a supplementary tool, but as an integral part of their ongoing language learning routine, supporting consistent engagement, long-term commitment, and gradual development of both receptive and productive language skills.

4.2.2 Negative Feelings

Interview results showed that not all participants experienced positive outcomes from using the Busuu application. In fact, some participants expressed negative emotional responses, particularly dissatisfaction and disinclination, during their learning experience. They reported that the limited access to content in the free version of the app disrupted their learning flow and caused frustration. This restriction made it difficult for them to fully explore or benefit from the features provided, leading to a decreased sense of motivation and a reluctance to continue using the application consistently. The inability to access complete learning materials, especially advanced listening

exercises, hindered their progress and reduced their overall engagement with the platform.

4.2.2.1 Disruption in Learning Due to Limited Access

One of the main obstacles experienced by participants in using the Busuu application for listening practice is the issue of limited access, which directly affects the comfort and effectiveness of the learning process (Aufa, 2025). Many participants expressed their dissatisfaction with the recurring advertisements, especially those that appear after completing each unit. These ads are not only technically disruptive, but also psychologically break the learning flow and concentration that has already been established. In the context of online learning, continuity and smooth access to materials are crucial for maintaining focus. When participants are forced to pause and watch relatively long ads, it creates an unproductive break, decreases motivation, and can lead to feelings of boredom. Over time, these interruptions may reduce learners' overall engagement with the application, as the sense of immersion and learning rhythm is repeatedly disturbed.

In addition, the limited access to free content also emerged as a significant discomfort. Some participants expressed their disinclination to purchase a premium account due to financial

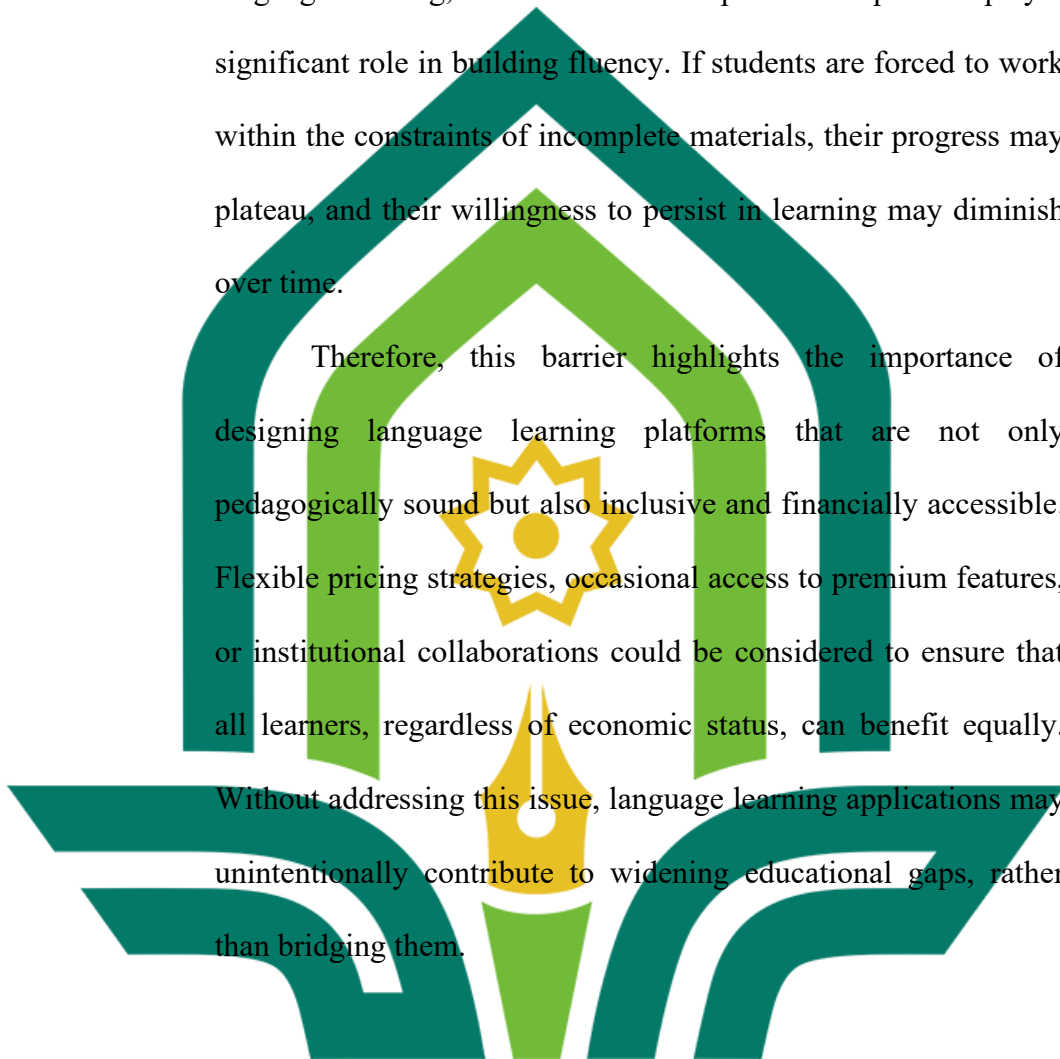
reasons, even though they realized that the free version does not cover all the materials needed for optimal learning. This situation creates a dilemma: on one hand, they want to improve their English skills, but on the other hand, access to more advanced and in-depth materials is hindered by the paywall. Relying solely on the free version results in a learning experience that feels limited, less effective, and in the long run, can decrease sustained learning motivation. Learners may become discouraged when they encounter locked features just as their interest and momentum are growing, which disrupts the continuity of their learning path.

This condition also illustrates a broader challenge in the digital learning environment: digital inequality, where not all learners can afford equal access to high-quality content. Although mobile-assisted language learning is praised for its flexibility and accessibility, in practice, the freemium model still creates barriers for students from lower-income backgrounds. When digital tools that are meant to support independent learning become partially inaccessible due to cost, it limits opportunities for equitable educational growth. Students who cannot afford premium access may miss out on essential listening materials that are crucial for deeper comprehension, resulting in a fragmented and less cohesive learning experience.

Moreover, this inequality can negatively impact learners' confidence and sense of self-efficacy, as they may perceive themselves as less capable simply because they do not have the same resources as others. This is particularly problematic in language learning, where consistent exposure and practice play a significant role in building fluency. If students are forced to work within the constraints of incomplete materials, their progress may plateau, and their willingness to persist in learning may diminish over time.

Therefore, this barrier highlights the importance of designing language learning platforms that are not only pedagogically sound but also inclusive and financially accessible. Flexible pricing strategies, occasional access to premium features, or institutional collaborations could be considered to ensure that all learners, regardless of economic status, can benefit equally.

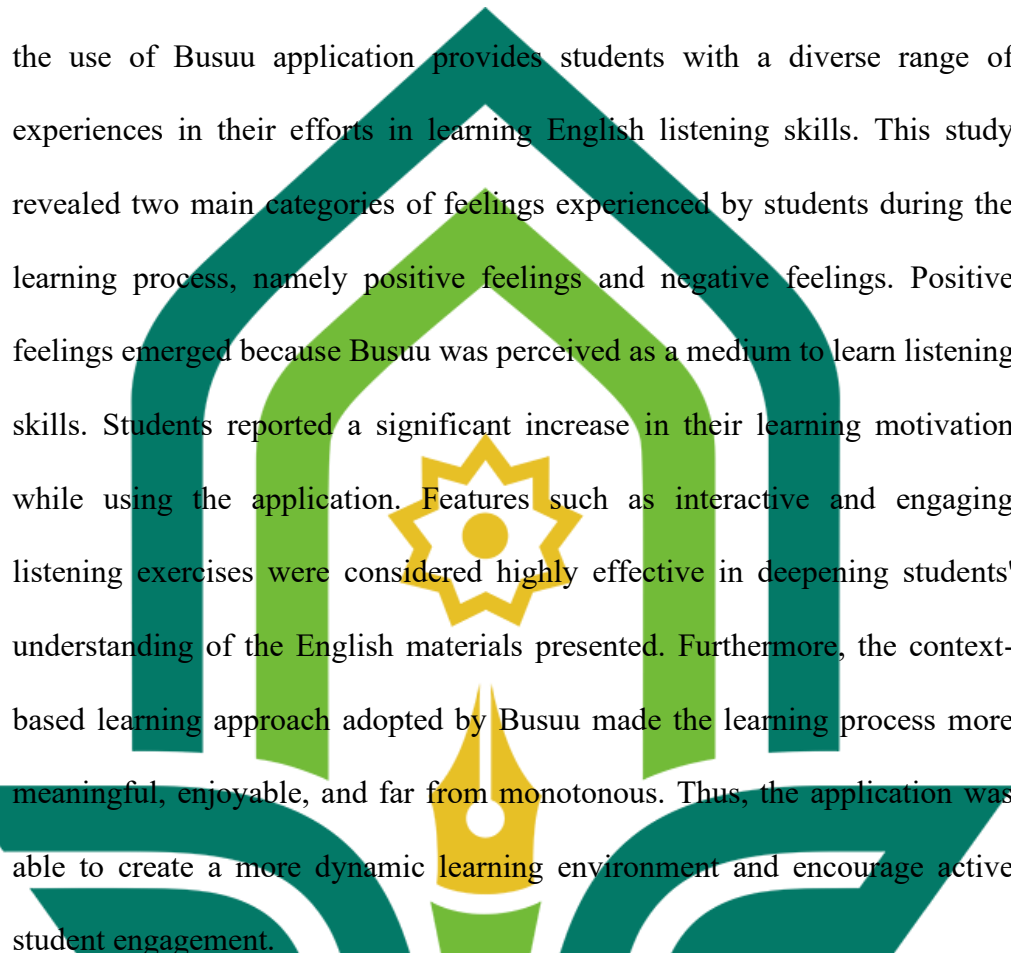
Without addressing this issue, language learning applications may unintentionally contribute to widening educational gaps, rather than bridging them.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings



Based on the results of the interviews conducted, it can be concluded that the use of Busuu application provides students with a diverse range of experiences in their efforts in learning English listening skills. This study revealed two main categories of feelings experienced by students during the learning process, namely positive feelings and negative feelings. Positive feelings emerged because Busuu was perceived as a medium to learn listening skills. Students reported a significant increase in their learning motivation while using the application. Features such as interactive and engaging listening exercises were considered highly effective in deepening students' understanding of the English materials presented. Furthermore, the context-based learning approach adopted by Busuu made the learning process more meaningful, enjoyable, and far from monotonous. Thus, the application was able to create a more dynamic learning environment and encourage active student engagement.

However, alongside these positive experiences, the study also recorded the emergence of negative feelings among some students. One of the main factors contributing to these negative feelings was the limited access to premium content, which was only available through a paid subscription. This limitation disrupted the continuity of the learning process and, in some cases, caused

interruptions in students' learning flow. In addition, other distractions such as advertisements also affected students' focus and motivation. These conditions made some students feel that they could not fully optimize their use of the application. Therefore, although Busuu demonstrates great potential as a digital-based tool for developing listening skills, improvements, particularly regarding access policies and user experience, are necessary to maximize its benefits and support students' learning in a more sustainable manner.

5.2 Recommendation

The researcher acknowledges that there are still some weaknesses in this study and that further development is needed. Therefore, it is recommended that further research focus on exploring the use of Busuu application as a tool in learning listening skills, especially through the utilization of Busuu's premium features that can provide wider and deeper access to learning materials. In addition, further research should examine the experiences of EFL students' in more depth, focusing on the development of their listening skills, including understanding context, speaking rate, and other listening techniques that can be obtained through this platform. This study places more emphasis on students' emotional and affective responses, especially how they feel about motivation, confidence, and challenges faced in the learning process through digital applications. Therefore, further research is expected to provide a more holistic insight into the influence of digital applications on students' English skills and the factors that influence their success in independent learning.

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