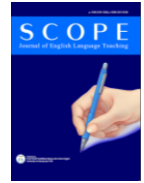




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Research Article

Students' Perceptions and Acceptance Towards Busuu Application in Learning English

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A B S T R A C T

This study aims to find students' perceptions and acceptance of using the Busuu application to learn English. This study used a mixed methods design with 82 students as participants. Data were collected through closed-ended questionnaires and structured interviews. Data analysis used the Likert scale and three-stage analysis from Miles and Huberman. The results showed that students had a positive response and acceptance of the Busuu application, with an overall average percentage index of 80.4% for student perceptions and 88.0% for student acceptance. The findings indicated that students found the app easy to operate, comfortable to use, and an effective learning medium for improving English language skills. The app was also perceived as an effective learning tool with easy-to-understand English materials and features that can be used anywhere and anytime. This study concluded that the Busuu app was effective for learning English and provided a fun and engaging learning experience.

INTRODUCTION

In this era, many technologies can be utilized for learning inside and outside the classroom, and their application in education is now expanding quickly. Technology is becoming more and more crucial in our lives as it advances daily (Tugun et al., 2020). With the use of mobile learning, technology has affected both the teaching strategies and the learning styles of students (Maulina et al., 2022). To improve the efficiency of the teaching-learning process, education has embraced digital technology. These days, technology is a constant in the lives of all students (Raja & Priya, 2021). Technology is currently developing rapidly. The goal of using technology in a traditional educational context is to increase the teaching of knowledge and skills

while simultaneously increasing efficiency and effectiveness (Ghory & Ghafory, 2021). Learning English is one thing that uses technology. According to (Winzky & Aswir, 2022) Among the several languages spoken worldwide is English. It is a language that is spoken everywhere and in practically every aspect of daily life. English is one subject that is taught at every educational level, from elementary school to the doctoral level.

Learning English should not be as difficult as when there was no technology and facilities. Learning English is crucial since it is used in practically every sector of the globalized world, including commerce, tourism, politics, science, and education, among others (Nurshiyam & Usman, 2022). In learning English, four skills must be learned: listening, speaking, reading, and writing. In

speaking, we must be able to speak clearly and be understood by the person we are talking to. Various aspects are assessed in speaking English, such as fluency, vocabulary, grammar, and pronunciation. English is a universal language. Because English is used as an official language in many countries, the majority of people around the world communicate with people from other countries through it. They are speaking, writing, reading, and listening. The four components of English are interconnected, so it's crucial to be able to use them all. Listening skills are the earliest skills of language where there is a process of listening and capturing the intent of the speaker so that there is a process of understanding by the listener. According to (Vandergrift & M Goh, 2012), The ability to listen is crucial because it allows language learners to interact with language information and develop other language abilities. (Saha, 2009) explain that, listening involves sound processing, whereas hearing is a passive process that just picks up noises. Listening happens naturally before speaking in the early phases of language development in a person's native language, as well as naturalistic language acquisition.

One of the most crucial English abilities is speaking, which is a difficult activity involving the interaction of thoughts and languages. (Advianti & Prihatini, 2022) Said that when there is a speaker and a listener involved in communication, speaking is one method of doing so. A speaker should take into account a variety of factors when speaking, including tone, pronunciation, vocabulary choice, grammar, and fluency. Reading is often seen as an essential skill for academic success, with the distinction made between 'learning to read' and 'reading to learn' (Burns & Siegel, 2018). Writing is a complex process that requires methodical instruction and constant practice of a variety of techniques, including logically organizing thoughts, constructing sentences and paragraphs, presenting in an appropriate tone, formatting in an elegant way, and carrying out the process in an ethical way (Tan, 2022).

A language-learning app is a piece of software that helps users acquire and improve their language skills. Mobile applications for language learning are mostly used for this purpose (Kacetl & Klímová, 2019). Installing mobile programs, or apps, on these devices gives users access to a vast library of instructional materials, including language learning tools (Rosell-Aguilar, 2018). Language learning programs, including dictionaries and language courses, can be downloaded by users from the Google Play Store for free or for a fee, both online and offline (Mulyadi & Maesaroh, 2021). Mobile applications can be used in classroom EFL college courses or utilized as extension activities, giving students simple access, quick downloads, and free upgrades (Al-Jarf, 2020).

Through mobile apps, which are a component of mobile-aided language learning (MALL) because they depend on mobile devices for operation, smartphones have completely changed the way people learn languages (Rizqiyyah, 2020). The use of language application technology in the classroom can help teachers provide authentic content and mentor students in interacting with native speakers or other language learners. For students, these kinds of interactions are crucial since they provide them with real-world practice (Susanto et al., 2022). Many applications have been developed with language and skill objectives in mind. For instance, the goal of certain apps was to improve students' English language skills. Some applications concentrate on one area of English knowledge, such as vocabulary, grammar, or pronunciation, or a specific English skill, such as speaking, listening, reading, and writing (Nurwahida, 2020).

Mobile technology enhances language learning by providing authentic materials and allowing students to interact with native speakers, thus improving the overall learning experience. One of the technologies that can be used is the Busuu application. In addition to having a website, the language learning program Busuu delivers lessons in 12 different languages to its more than 100 million registered users worldwide. The lessons on Busuu are also organized into several levels by the CEFR (Common European Framework of Reference for Language). As a result, after completing a level and applying for the test, students might receive their certificate if the test was successful. The four language abilities of speaking, listening, reading, and writing are covered in Busuu's language classes. It also allows users to share and practice with native speakers in addition to providing vocabulary, pronunciation, and translation. (Busuu, 2020). (Shibata, 2020) describes the four language levels that Busuu offers, which are separated into beginner, elementary, low-intermediate, and upper-intermediate. In addition to English and Italian, Busuu also offers 12 more languages, including German, Spanish, French, Arabic, Turkish, Polish, Portuguese, Chinese, Russian, and Portuguese.



Figure 1 Busuu Application

Today, anyone can easily learn English online. One way is by using the Busuu app, which facilitates learning multiple languages. On smartphones running iOS and Android, this software can be downloaded. Teachers and students should

be able to use this app to help with the English learning process. According to (Saona-Vallejos, 2018) Over 70 million students worldwide can access courses in over 11 different languages on the web and mobile devices through Busuu, one of the biggest social networking apps for language learning. Busuu says that its app may help users learn vocabulary, grammar, reading, speaking, writing, and listening abilities, thereby improving their total language ability (Nushi, 2016). The Busuu apps' lessons begin at the A1 level, which is also known as Breakthrough or Beginner. They then progress through four standard levels, ending at the B2 level, which is also known as Upper Intermediate. Each level has between twelve and twenty-eight lessons.

According to (Khairunnisa et al., 2021) The Cameroonian language is where the name "Busuu" originated, but sadly, it is now extinct. A few years ago, a researcher from the Busuu app traveled to Cameroon to meet with speakers of the language and learn about their efforts to preserve it. In 2008, Bernhard Niersner and Andrian Hilti founded this application. With over 90 million users worldwide, the company has experienced fast growth and has established itself as one of the most recognizable global brands in language instruction. The application offers a free registration option as well as a paid membership that unlocks additional features like offline mode, grammar courses, McGraw-Hill Education language certificates, and an adaptive vocabulary trainer. Flashcards, conversation models, native speaker correction, and grammar extracts are just a few of the well-designed learning resources that Busuu offers its users (Meniwati et al., 2022).

An app called Busuu allows us to converse with native speakers and language experts in the language we wish to study. Chat (texting), audio, and video modes are available for use in talks on the Busuu app (Firdaus, 2023). Every component of the Busuu application offers elements that assist students in learning the fundamentals of grammar and vocabulary, as well as language games, interactive lessons, audio conversation listening exercises, and pronunciation practice. To gauge how much they have learned, students can also take enjoyable, short tests and receive immediate feedback (Linuwih & Winardi, 2020).

Assessing student perceptions, particularly those related to learning, requires a high degree of student involvement. Perception is knowledge gleaned from experiences, surroundings, and the process of comprehending something; it can also assist others in need of information (Maulina et al., 2022). The philosophical, psychological, and cognitive sciences define perception as the awareness or understanding of sensory information (Qiong, 2017). The ability to see something through the senses is called

perception, and it describes how something is viewed or comprehended. One of two things can be represented through perspective. The first is the ability to precisely represent solid objects on a two-dimensional surface so that when viewed from a particular angle, their height, width, depth, and placement are all conveyed. A certain attitude toward, method of looking at, or point of view toward something is the second definition of perspective Webster (Ismail et al., 2019). In this study, we will discuss the perception and acceptance of using the Busuu app in learning English. According to (Khairani et al., 2020), acceptance is measured by the Technology Acceptance Model (TAM) developed by Davis (1986). The Theory of Acceptance (TAM) is a theoretical framework for predicting user acceptance of information systems, such as e-learning platforms, by taking into account aspects such as ease of use and utility (Al-Adwan et al., 2013).

Several previous studies used research on student perceptions in using applications, namely research by (Purwanto & Syafryadin, 2023), using the Duolingo app, most students were encouraged to acquire vocabulary in English, according to the study's findings. Learning English vocabulary is made easier for students by the Duolingo app, which also increases their enthusiasm and curiosity when they pick up new terminology. Furthermore, research from (Winzky & Aswir, 2022), as a result, participants' English pronunciation skills can be improved, and students see the usage of mobile applications for pronunciation learning favorably. Their affirmative responses throughout the execution of the action demonstrate the data analysis. The results of this study indicate that junior high school students' English language proficiency may be enhanced in the future through the use of a variety of instructional resources and instruments. It is now mandatory for educators to know how to incorporate. Next, research on Busuu applications, (Meniwati et al., 2022), according to the findings, Busuu improves vocabulary, teaches listening skills, and encourages learning autonomy. Students value the simplicity, portability, flexibility, and accessibility of mobile applications, as well as their prompt feedback.

There are several previous studies on student perceptions and the Busuu application, but none are the same as this study. In previous studies discussing research whose application is different from the application carried out in this study, namely using the Duolingo application, other previous studies examined perceptions in junior high school and are different from this study which conducted research in high school. Therefore, the purpose of this study is to fill a gap by adding the acceptance aspect to find out more specifically about students' perceptions of using the Busuu application to learn English. This study focuses on students' perceptions and acceptance of using the Busuu

application to learn English. This study specifically aims to determine students' perceptions and acceptance of using the Busuu application to learn English.

METHOD

This research uses mixed methods techniques to find out students' perceptions of using the Busuu app in learning English. This methodology incorporates both qualitative and quantitative data since it is acknowledged that doing so can improve the research's overall validity and robustness. According to (Cresswell, 2019) A mixed-methods research strategy combines quantitative and qualitative procedures in a single study or series to better comprehend a research question. Combining quantitative and qualitative approaches in one study is known as mixed-methods research, and its proponents contend that this strategy offers a more thorough grasp of research themes than choosing just one way (Fraenkel et al., 2023). The study combines several data sets for analysis using a sequential explanatory methodology. It is broken down into steps that are both quantitative and qualitative and can be undertaken alone or together. After that, the data are combined into a single mixed-method study to provide a thorough grasp of the research question.

The study had 82 senior high school students as participants for it. These individuals offered their time to take part in the study so they could express their thoughts on subjects that were meaningful to them. The research strategy includes two survey sessions: The first step is to use a questionnaire to find quantitative data related to students' perceptions and acceptance. Then the researcher uses interviews to find the results of qualitative data related to students' perception and acceptance.

The researcher used interviews and a closed-ended questionnaire as the main research instruments to collect data for this study. The purpose of this closed questionnaire was to obtain information about students' perceptions of using the Busuu app to learn English. There are 12 questions in the 2 dimensions of the statement regarding students' language skills and students' feelings, each using a 5-point Likert scale to assess students' perceptions. The points of the Likert scale are 1 = Strongly Agree (SA), 2 = Agree (A), 3 = Neutral (N), 4 = Disagree (D), and 5 = Strongly Disagree (SD). To collect questionnaire results from students, researchers used Google Forms. The questionnaire was adopted from the TAM design by Davis (1986). Interviewing students who are participating is the second method of collecting data. Open-ended questions were utilized to gather information throughout the student interviews. The participant's and student's perceptions of using the Busuu app to learn English are sufficiently understood from this interview.

Quantitative data were analyzed using descriptive statistics with the help of SPSS 25.0. This involved calculating student perception scores and summing the scores on each scale. Qualitative data analysis in this research using the theory from Miles and Huberman (Suardi et al., 2019) approach, is utilized in this study to assess data and consists of three steps. Data reduction is the first step, and it involves compiling all relevant data and information that can be useful to researchers. The next step for the researcher will be data display, which involves exporting the data as a narrative summary. In the last stage, conclusions are drawn by outlining the approach taken to gather information through interviews. Data were then interpreted using interpretation scores as proposed by Sugiyono (Khairani et al., 2020):

Table 1 Classification Level

Interval of frequency	Classification level
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
21% - 40%	Poor
0% - 20%	Very Poor

RESULTS AND DISCUSSION

Student perception using the Busuu application to Learn English

In this research, the first research objective is about student perception of using the Busuu application to learn English. Data collection for this research objective used questionnaires and interviews.

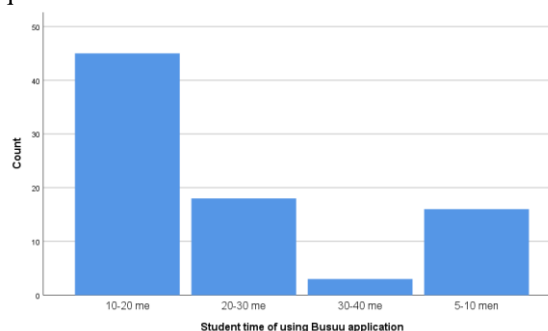


Figure 2 Students' time of using the Busuu app

In the graph the results of a questionnaire conducted with students with the statement "How often do you use the Busuu application to learn English in a day". This statement is used to find out about the time spent by students to learn English using the Busuu application. The results of the questionnaire show a big difference in time. Of the 82 participants who participated in this study, most students used the Busuu application within 10-20 minutes a day, namely 45 students. Then 20 students chose 20-30 minutes a day using the Busuu application to learn English. Furthermore, 17 students chose 5-10 minutes of using the Busuu application to learn English in a day. Finally, 3

students chose 30-40 minutes they use in a day to learn English using the Busuu application.

"I usually use Busuu for 10-20 minutes a day, not long because I have a lot to do. I usually learn to use the Busuu app in my spare time" (P.2)

The results of interviews with students also show that students often use the Busuu application in the range of 10-20 minutes a day to learn English. This shows that the actual time used by students is very short, then students use the Busuu application in their spare time. This is similar to the findings of the article from (Hidayati & Diana, 2019), The survey found that students use English learning apps for an average of 11 to 57 minutes per day. The average time spent exceeds Duolingo's 5-minute relaxation mode limit, showing active participation in English learning outside the classroom.

Table 2 Skill and material

No	Skill	Total	Material	Total
1	Listening	33	Vocabulary	31
2	Speaking	23	Grammar	16
3	Reading	4	Pronunciation	22
4	Writing	22	Writing Practice	13

Table 2 shows the results of the student questionnaire in the statement "What skills and materials do you often learn in the Busuu application". This statement is used to find out what skills students often learn and what material students are interested in and often learn by students using the Busuu application in learning English. From the results of Table 1, it can be seen that 33 students chose listening skills for skills that are often learned in the Busuu application. Then continued with speaking skills which were selected by 23 students, in this speaking and listening skill many students chose it because they felt that this application was very useful in increasing speaking skills because there were features that could be used in speaking and listening exercises. Furthermore, 22 students chose writing skills and 4 students chose reading skills in this statement.

Furthermore, the material that students often learn in the Busuu application. The Busuu application has many chapters in its learning in which it has designed what material will be discussed. 31 students chose vocabulary as the material they often learn in the Busuu application because in each chapter in the application, there are new vocabs that can be learned by students. Then, 22 students chose pronunciation as the material that is often used in learning English using the Busuu application, this is because it often shows pronunciation exercises of a vocabulary or sentence in each learning chapter. 16 students chose grammar for material that is often learned because grammar is an important point that is often discussed in chapters in the Busuu application. Finally, 13

students chose writing practice as material that is often learned in the Busuu application, this is because in each chapter there are always writing exercises provided by the application as practice.

"The skills that are usually learned are speaking because there are often exercises, then the material is pronunciation and writing practice" (P.4)

From the results of interviews conducted with students, the skills that are often learned are speaking skills with pronunciation and writing practice materials.

Table 3 Student perception using the Busuu application

Variabl e	Sampl e	Minimu m	Maximu m	Mea n	Index percentag e
SP1	82	3	5	4.02	80.4%
SP2	82	2	4	3.72	74.3%
SP3	82	3	5	3.79	75.8%
SP4	82	3	5	3.78	75.6%
SP5	82	3	5	4.39	87.8%
SP6	82	3	5	4.41	88.2%
Total average					80.4%

Table 3 shows the results of the questionnaire for research purposes regarding student perception of using the Busuu application to learn English. In this aspect of student perception, researchers used 6 statements to find out student perception in using the Busuu application in learning English. The first statement regarding "The Busuu app has helped me improve my English skills". In the questionnaire results, it can be seen that this first statement obtained a mean of 4.02 with an index percentage of 80.4%. This shows that the statement student perception about the Busuu app can improve students' English skills can be categorized as very good. This is also by interviews conducted with students:

"The skills I got from learning to use the Busuu application were speaking, then I got a lot of new vocabulary, and also writing because there were tests on writing sentences or words, grammar, and there was material about synonyms and antonyms of words." (P.1)

From the interview results, it can be seen that almost all English skills can be learned and improved using the Busuu application. Then, in the Busuu application, there are also many features that can support the learning of the skills that students want to learn.

SP 2 is a statement regarding "Busuu applications can improve my English knowledge." The results of the questionnaire in this second statement obtained a mean result of 3.75 with an index percentage of 74.3% and can be categorized as very good. From the results of this questionnaire, it can be concluded that students feel that the Busuu application can improve their knowledge of

English. This knowledge is about learning knowledge and skills that exist in English. This is also by the results of interviews conducted by researchers with students:

"The Busuu app can increase my knowledge about English; by learning on Busuu, there are many things that I can know more than learning in class. For example, new grammar material." (P3)

From the results of interviews with students, it can be seen that students feel that this Busuu application can increase their knowledge about learning English. Specifically, about skills and materials that exist in English that may not be taught by teachers in class. This finding is similar to (Afifka & Daulay, 2024), Busuu is an effective tool for English language learning and can enhance knowledge, offering interactive exercises, speaking tasks, multimedia resources, and gamified elements to enhance vocabulary knowledge and engagement.

SP3 is a statement about "The Busuu app can be used to learn new English sentences and improve my English skills." Based on the table above, we can see that the results of the questionnaire regarding this statement have a mean of 3.79 and an index percentage of 75.8%. The results of this statement can be categorized as very good. This third statement provides positive results regarding the Busuu application which can be used to learn new sentences, because in each chapter in the Busuu application, there are lessons that review sentences that are in accordance with the material being discussed. The results of this questionnaire are reinforced by the results of student interviews.

"Many sentences are displayed in each learning chapter in the Busuu application. There are also blank word questions that can complete empty sentences, so I learned a lot and discovered new sentences by learning English using the Busuu application." (P.4)

In the questionnaire, agree that the Busuu application could be used to learn new sentences. This is also by the answers obtained from interviews with students. Students feel that the Busuu application can be used to learn new sentences because many sentences are used as questions from each chapter studied in the Busuu application.

Statement 4, or SP4, is a statement regarding "The Busuu app gives me confidence and can be used in real-life communication." In the results of this statement, the mean result is 3.78, and the index percentage is 75.6%, which can be categorized as very good. Judging from the results of this statement questionnaire, it can be seen that most students agree that this Busuu app can make students feel confident and can be used in real-life communication. This is also by the results of interviews with students:

"Learning English using the Busuu app can motivate me and make me confident because in this application I can learn while playing, so I am more enthusiastic about learning English." (P.1)

Learning using the Busuu application can make students feel confident because there are features that students can use in learning English that can be used to make learning more fun and not boring. Another study explains this, Busuu enhances students' confidence in speaking through real-time feedback, interactive exercises, and real-life interactions, providing a supportive learning environment and reinforcing their speaking skills (Afifka & Daulay, 2024).

Furthermore, SP5 is a statement regarding "The Busuu app can be used anywhere and anytime." In this statement, most students agree that the Busuu application can be used anywhere and anytime. Because the Busuu application can be used on cellphones and laptops, it can facilitate students' learning processes. The results of the questionnaire in this statement indicate that the mean result obtained is 4.39 and the percentage index result is 87.8%, which can be categorized in the very good category. It can be seen that students feel and believe that this Busuu application can be used to learn English anywhere and anytime. This is also supported by the results of student interviews:

"This application allows me to learn while playing, so I am more enthusiastic about learning English. The Busuu application is very effective; you can play while learning anywhere and anytime." (P.2)

The results of the interview also stated that the Busuu application can be used anywhere and at any time and can be used not only for learning English but also other foreign languages. This application can also be used alone without needing to use a tutor for learning.

The 6th or last statement regarding "Learning English using the Busuu application is fun". Judging from the results of the questionnaire distributed to students, this statement received a mean of 4.41 and an index percentage of 88.2% and can be categorized as very good. It can be concluded that students agree with this statement. The majority of students chose to agree and strongly agree with this statement. Overall, it can be concluded that these findings indicate a positive attitude towards the Busuu app for learning English. The answers to the following statements on the questionnaire correspond with the findings from the student interviews:

"The Busuu application is quite interesting and fun for learning a new language. Then it's not difficult to use, and there are pictures while studying, so you don't get bored and don't get sleepy." (P.1)

The results of interviews conducted with students show that the Busuu application is effective and its use is fun because learning to use the Busuu application is fun and not boring. Apart from that, it can not only be used in learning English but can also be used in learning other new languages. This finding similar to (AlDakhil & AlFadda, 2021) Busuu application is a fun and interactive tool that enhances English language skills through lessons based on CEFR, connecting users with native speakers for an engaging learning experience.

Then, the conclusion from the questionnaire results on this first aspect is that students show a positive response regarding the use of the Busuu application in learning English. Of all the statements asked in the questionnaire, the results are very good. Furthermore, the average result of all statements in this first aspect is 80.4%, which can be categorized as very good. This shows that students' perceptions of the Busuu application for learning English get a good response and can be continued in the language learning process. The same findings are also present in the research (Gracella & Rahman Nur, 2020), revealing that learning English through YouTube apps has a positive impact on students' English skills, including improved listening skills, access to diverse materials, and increased motivation.

Students' Acceptance of using the Busuu application to learn English

In this research, the second research objective is about student acceptance of using the Busuu application to learn English. Data collection for this research objective used a questionnaire with six questions that were given to 82 students as respondents, and then the researcher interviewed with four random students.

Table 4 Student acceptance of using the Busuu application

Variable	Sample	Minimum	Maximum	Mean	Index percentage
SA1	82	4	5	4.68	93.6%
SA2	82	3	5	4.58	91.2%
SA3	82	3	5	4.46	89.2%
SA4	82	3	5	4.39	87.8%
SA5	82	3	5	4.40	88.0%
SA6	82	3	5	3.90	78.0%
Total Average					88.0%

Table 4 shows the results of the questionnaire given to students. The aspect asked in this questionnaire is about students' acceptance of using the Busuu application to learn English. The students who filled out the questionnaire on this aspect were 82 students with six total statements asked on this questionnaire. The results of the first questionnaire SA1 statement are about "Busuu application is easy to operate". In this first statement questionnaire, the mean

result is 4.68 with an indexed percentage of 93.6%, seen from the results of the index percentage, it can be seen that the first statement gets an excellent category. With this, it can be concluded that in the first statement, students agree that the Busuu application is easy to operate because in its operation Busuu application is very easy and can be used on cellphones and laptops and can be used anywhere and anytime. This is also by the results of student interviews: *"Busuu app is easy to operate and I have no obstacles in its operation"* (P.1)

Judging from the results of student interviews, students agree that the Busuu application is easy to operate and students feel they have no obstacles when operating this application. Students can easily operate the Busuu application and there are no obstacles to learning in this Busuu application.

Statement SA2 regarding "Busuu applications are comfortable and user-friendly." In this second statement, the mean result obtained is 4.58 with an index percentage of 91.2%, which shows a strong positive perception among students regarding this statement. Students accept and agree that the Busuu application is comfortable to use and user-friendly. With this, it can also be concluded that this second statement can be categorized as excellent. In this case, the Busuu app can be said to be convenient to use because it can be downloaded from the Play Store for free and used comfortably. Although some lessons can only be opened with a premium account, access and learning in chapters are always free and can be used at any time. The results of the student interviews also match the results of the questionnaire in this research:

"Yes, it is comfortable to use, there are no problems during use, and it is very user-friendly. Sometimes there are ads, but that doesn't matter." (P.3)

The results of student interviews indicate that using the Busuu application is comfortable and that there are no obstacles when operating this application. The Busuu application is also user-friendly and can be used anywhere, although in the interview students mentioned that there are advertisements in this application but students have no problem with the advertisements displayed in the application. Understanding why students find this app easy to operate can provide valuable insights into the user interface, navigation, and overall user experience design that are effective in facilitating English language learning. This finding is similar to (Wulandari & Sabat, 2024), Busuu is a user-friendly platform that offers an engaging and flexible English language learning experience, catering to students' diverse needs and schedules.

Furthermore, the SA3 statement regarding "Busuu application is an effective learning medium" The results in

this questionnaire get a mean value of 4.46 with a presentation index of 89.2%; this second statement can be categorized as excellent. Students consider the Busuu app an effective learning tool that can provide valuable insights into the content, features, and overall educational value of the app to suit users in their English learning journey. The results of this statement are also supported by the results of interviews conducted with students:

"This business application is effective for learning because it has a variety of discussion materials that are discussed without getting bored, and there are many features that can be used while studying." (P.4)

The results of interviews with students indicate that this Busuu application can be said to be effective, can be used as a learning medium, and can help students improve their English. Then, the features owned by this Busuu application can be used by students to help them learn and understand the material in the application.

The next statement is SA4 regarding "English language material in the Busuu application is easy to understand." From the results of the questionnaire, the mean value is 4.39 and the index percentage is 87.8%, so the category obtained for this fourth statement is the excellent category. With this, it can be concluded that students give a positive label to this fourth statement and agree that the material displayed in language learning in the Busuu application is easy to understand. It is important to explore the specific content and materials in the app that contribute to high levels of satisfaction among students. From the questionnaire results in this study, it can be concluded that students found the English materials easy to understand, which can provide valuable insights into the clarity, relevance, and effectiveness of the learning resources provided in the Busuu app. The results of the student interviews also elicited positive responses regarding this statement:

"The learning materials on the Busuu app are effective and easy to understand. Then the material is also diverse, so I don't get bored learning English or other languages in this application." (P.2)

The student interviews concluded that the material in this Busuu app is effective because it provides understanding to students as they learn a new language in the Busuu app. The diverse and not monotonous material is also a plus as well as the display of effective features in the application that can make students not feel bored with the learning provided in this application.

Then the fifth statement, SA5, regarding "features in the Busuu application are easy to use and understand." This fifth statement asks about the features of the Busuu application. From the questionnaire results, the mean value

obtained is 4.40, and the index presentation value is 88.0%. Based on the results of the assessment of this questionnaire, it can be concluded that this fifth statement can be categorized as excellent. This shows that the features displayed in the Busuu application can be accepted by students and understood in their application. Furthermore, students found that easy-to-use and understand features can provide valuable insights into the user interface, interactive elements, and overall design of the application that support effective English language learning. The interview results also received a positive response:

"There are many features in the Busuu application, one of which is that I like the native speaker feedback feature in the Busuu application because, with direct feedback from the native, I can improve what skills are lacking in my English." (P.1)

Interviews conducted by students and researchers show that students like one of the features contained in the Busuu application, namely the native speaker feedback feature. In that feature, students can test their English skills, which they can later get feedback on directly from native speakers who also learn languages in the Busuu application. This result is similar to (AlDakhil & AlFadda, 2021), Busuu's user-friendly design ensures easy navigation and effective learning for users. The simple interface and clear instructions make it a popular choice among EFL learners. The automated feedback system simplifies the learning process, allowing users to understand their progress quickly.

The last statement or SA6 is about "The Busuu application helps me learn English better than other learning methods such as books or texts" The questionnaire results from this last statement have a mean value of 3.90 and an index percentage value of 78.0%, from the results of the percentage index of this questionnaire it can be concluded that the sixth statement is in the very good category. This gets a positive attitude and response from students which can be concluded that students agree that the Busuu application can help students learn English compared to conventional learning methods or using books and texts. The interview results also quantify this statement:

"I agree that this Busuu app can help me more in learning English, because this Busuu app can make me enthusiastic about learning and not boring, the features in this Busuu application are different from books. I think learning with books is less interesting." (P.1)

The results of interviews with students can be seen that students give a positive response about learning with the Busuu application, students also feel that this Busuu application can help students learn English. Students also

feel that learning using books or texts is less interesting than learning with the Busuu application.

The conclusion of this aspect regarding student acceptance of using the Busuu application in learning English can be seen in all statements in the questionnaire getting a positive response and in the excellent and very good categories. It can be concluded that the student's response to the acceptance of this Busuu application is positive, students also agree with all the statements seen from the questionnaire results. The overall result in this student acceptant aspect is 88.0% and this can be categorized as excellent. Students feel this Busuu application is easy to operate, comfortable to use, then user-friendly, and can be a learning medium for learning effective languages, the features in the application are also easy to operate and understand by students and can help students learn English. The same results are also found in research (Gracella & Rahman Nur, 2020) this research reveals that This research explores the positive impact of Busuu, a mobile-assisted language learning application, on EFL learners. The study found Busuu to be effective and user-friendly. This app's ease of use and usefulness for English language learners make it a valuable and reliable resource.

CONCLUSION

This study aims to find out students' perceptions and acceptance of using the Busuu application for learning English. Based on the results of the study, it can be concluded that the results showed a positive response and acceptance of the Busuu application, with an overall average percentage index of 80.4% in the very good category for student perceptions and 88.0% in the excellent category for student acceptance. The results of questionnaires and interviews with students showed that the app was considered easy to operate, convenient to use, easy to use, and an effective learning medium to improve English language skills. The students perceived the Busuu app as an effective learning medium, with easy-to-understand English materials and features that can be used anywhere and anytime. The app also helps students improve their English skills and provides a fun and engaging learning experience. Overall, the combination of students' positive perceptions and acceptance of the Busuu app demonstrates its effectiveness as a tool for learning English. In addition, the students felt that the English materials in the app were easy to understand, and the features were considered easy to use and understand. Overall, the research findings indicate a positive attitude towards the Busuu app for learning English, providing valuable insight into the effectiveness and user experience of the app.

A suggestion for future research related to this study is to broaden the scope of research participants. Future research could consider involving students from different school levels and different cultural backgrounds. In addition, future research could also consider comparing students' perceptions of using the Busuu app with other language learning apps to provide a deeper understanding of the advantages and disadvantages of each app.

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