

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



A THESIS

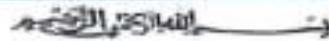
Submitted to the Faculty of the Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree of Education in English Education Department

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2023



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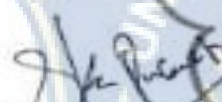
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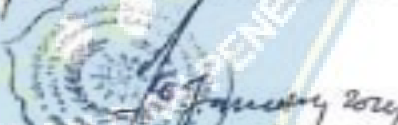
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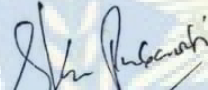
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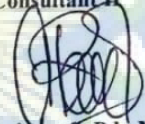
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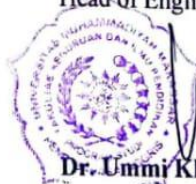
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18/10/2023	I-V	Finding and Discussion change present form into Past Form Table of Content	
24/10/2023	I-V	Discussion form of title, conclusion	

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

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Abstract

JAMILA AMELIA. 2023. *EFL Learners' Perceptions of the Busuu Application in Language Learning by Evaluating the Technology Acceptance Model (TAM) at SMAN 9 Wajo.* English Department Thesis. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Eka Prabawati Rum and Ariana.

The aim of this research is to determine students' perceptions regarding the use of the Busuu application in learning English for class XI students at SMAN 9 Wajo. Researcher used quantitative descriptive research. The sample for this research was class XI students at SMAN 9 Wajo, totaling 20 students. Samples were taken using a questionnaire.

Based on the findings, it was found that students gave positive perceptions about the use of Busuu in learning English, positive responses came from their experiences in the learning process. The research results showed that based on Likerts score analysis there were 19 (100%) students in the positive perception category with a score classification of 60-100, and no students had a negative perception. It is categorized that Busuu used in English language learning is effective to apply, helps the learning process in the classroom. Recommendations for further research are to conduct research related to the use of Busuu in teaching and learning processes such as Cake, Duolingo, along with technological advances that continue to increase from time to time.

Keywords: *Learners' Perception, English Language Learning, Busuu*

Abstrak

JAMILA AMELIA. 2023. *Persepsi Pelajar EFLI Terhadap Aplikasi Busuu dalam Pembelajaran Bahasa dengan Mengevaluasi Model Penerimaan Teknologi (TAM) di Sman 9 Wajo.* Tesis Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Eka Prabawati Rum dan Ariana.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan aplikasi Busuu dalam pembelajaran bahasa Inggris pada siswa kelas XI SMAN 9 Wajo. Peneliti menggunakan penelitian deskriptif kuantitatif. Sampel penelitian ini adalah siswa kelas XI SMAN 9 Wajo yang berjumlah 20 siswa. Sampel diambil dengan menggunakan kuesioner.

Berdasarkan temuan, dtabelkan bahwa siswa memberikan persepsi positif tentang penggunaan Busuu dalam pembelajaran bahasa Inggris, respon positif datang dari pengalaman mereka dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa berdasarkan analisis skor likerts terdapat 19 (100%) siswa berkategori persepsi positif dengan klasifikasi skor 60-100 dan tidak ada siswa yang memiliki persepsi negatif. Dikategorikan bahwa Busuu digunakan dalam pembejaran bahasa Inggris efektif untuk diterapkan, membantu proses pembelajaran di kelas. Rekomendasi untuk penelitian selanjutnya untuk melakukan penelitian terkait dengan penggunaan Busuu dalam proses belajar mengajar seperti Cake, Duolingo, seiring dengan kemajuan teknologi yang terus meningkat dari waktu ke waktu.

Kata kunci : *Persepsi Siswa, Pembelajaran Bahasa Inggris, Busuu*

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Alhamdulillahirobbil'aalamiin. First of all in the name of Allah, the Most Gracious, The Most Merciful and The Almighty who never stop blessing me so that the researcher could finished this thesis Shalawat and greetings also delivered to our prophet Muhammad SAW. The perfect human being is the one who truly inspired, motivated, and constructed each Islamic and human civilization.

In accomplishing the study, the researcher realized that the researcher never finished this thesis without help from the other people around me. Especially for her beloved parents, Mr. Sudirman Sulaeman and her stronger woman Mrs. Judda, who always pray for her every single time, never stop to motivate and support her to finish her study. Therefore, the researcher would like to express her gratitude and appreciation to:

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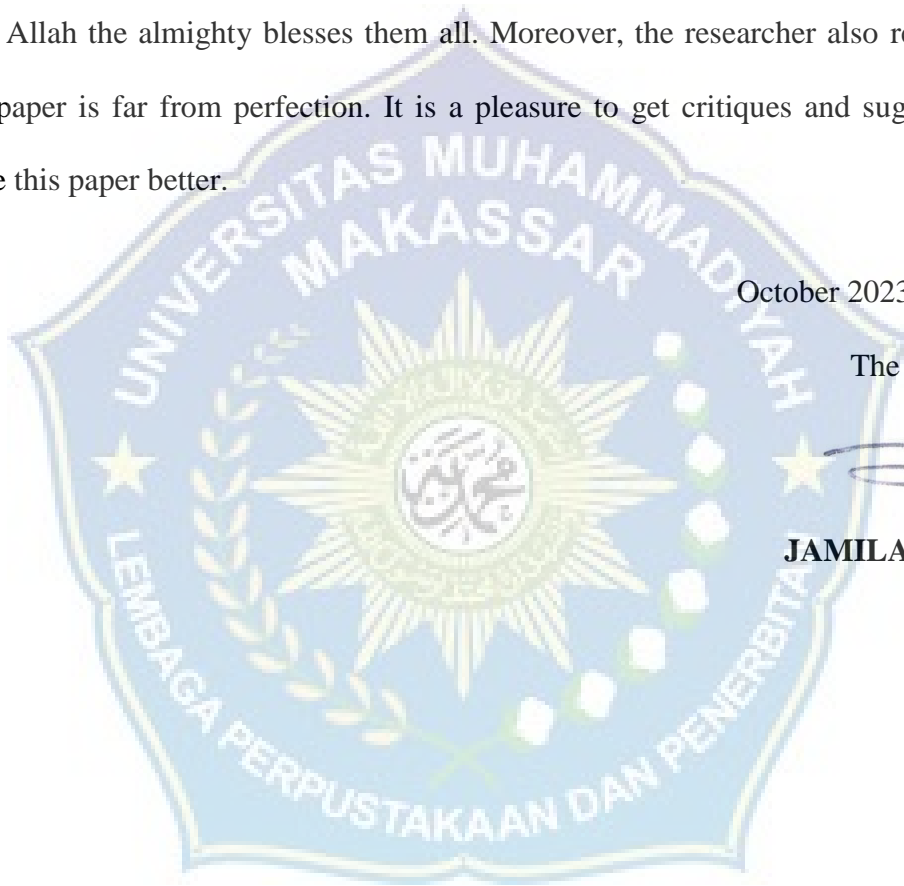
May Allah the almighty blesses them all. Moreover, the researcher also realized that this paper is far from perfection. It is a pleasure to get critiques and suggestions to make this paper better.

October 2023, Makassar

The Researcher



JAMILA AMELIA



MOTTO AND DEDICATION

“Indeed, With Hardship [Will Be] Ease.”

(Q.S. Ash-Sharh)

“You're Not Slow, It's Just That the Timing Isn't Right”



Also, for my own self

I deserve this a billion times.

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CHAPTER I

INTRODUCTION

A. Background

Learning is a lifelong process, and learners today are more driven to utilize their mobile phones for almost everything because everything is changing. Due to this, it has been said that traditional education is no longer suitable for today's learners, potentially resulting in a huge gap between what kids learn in school and what they do on a daily basis (Alshabeb & Almaqrn, 2018). The most quick-moving change in recent years has been the spread and advancement of technology. Technology is highly regarded in modern culture due to how much it has enhanced the standard of living.

To be more exact, Busuu is a smartphone application for language learning that combines self-managed language acquisition with a community of language learners from across the world offering support (Shibata, 2020) Because it only employs hardware and software but also facilitates human connection through the use of tools and other devices, technology has the potential to fundamentally change how we now educate (Isman., 2012). When learners study through technology, their higher-order cognitive talents may improve. Thanks to technology, learners now have access to learning resources and a classroom setting (Syafriзал & Septiawati, 2022)

Learning this skill is essential since it will improve learners listening skills if accurate pronunciation is a requirement for successful hearing. A listening lab that is equipped with all the required listening tools, including as radios, tape recorders, televisions, CD (Compact Disc) players, and more, must be located on school grounds as well. Learners are encouraged to use computers, the internet, and other digital entertainment devices as learning tools thanks to the growth of the media.

Therefore, learners can gain from the availability of this digital media. The process of teaching and learning can be supported by the usage of learning applications. The Busuu program is one of the several learning tools that may be used to support learning, as is well known. This application is used by almost 100 million users worldwide. It is simpler for learners to use Busuu because it is freely available online and can be used on both Android and web-based devices. Due of its accessibility, Busuu technology offers learners a range of options and chances for participatory learning. In addition, the demand for English competence has also increased recently. For learners to achieve a better career, communicate with foreigners, get ready for their academic future, and other things, having good English proficiency is thought to be crucial. The four English language skills—listening, speaking, reading, and writing must be mastered by learners if they are to be considered competent in the language. According to what has been stated, listening is crucial to effective communication, of the total time spent on communicating, listening takes up 40-50%; speaking, 25- 30%; reading, 11-16%;

and writing, about 9% (Gilakjani & Ahmadi, 2011). The Technology Acceptance Model (TAM) was thus adopted by the researchers. The TAM was originally developed by who claimed that it was shown to be a reliable predictor of learners' acceptance (Soleimani et al., 2014).

An application tool that works particularly and integrates according to its capabilities is understanding the application in general. One website where we may communicate with others from around the world who are both learning foreign languages is Busuu. A website dedicated to website-based English learning is called Busuu.com. Experts in language instruction, website design, and development teams from different nations throughout the world administer Busuu.com. The number of users who learn independently using Busuu.com is stated by Busuu.com itself. Since the website's founding in 2008, 55 million individuals in numerous nations have downloaded its applications.

The Busuu application offers all the instructional materials for free in 12 different languages. If consumers desire better and more features, they can sign up as premium and paid members for the services and facilities. Users can acquire language and skill components directly from native speakers, especially when it comes to listening ability, increasing the credibility of the learning materials presented by the Busuu program. Moreover, it delivers educational material in a trustworthy manner. The Busuu program also provides the learning resources for the four skills: speaking, writing, reading, and listening. Starting with the interactive

dialogue between users and the Busuu application.

Through chat features, this application also seeks to get input from other users who are independently learning languages, so that the teaching-learning process does not solely go in one direction. The Busuu application also establishes a linguistic community. worldwide users so that users can communicate, train together, and so forth. The Busuu program is becoming more and more well-known, well-known, and acknowledged as being able to bridge the community amongst language users from many other countries thanks to its capacity to create a community of language users. Since language is essentially a tool for communication.

Perception refers to the ability to perceive things through the senses such as smelling, hearing, seeing, and touching. The notion of perception is related to sensory stimuli related to sensory stimuli. In short, perception is the process of receiving, understanding, and giving meaning to the information captured by the sensory stimulus (Lindsay & Norman, 1973) refer to perception as the process by which organisms interpret and organize sensations to produce meaningful experiences of the world. However, each person may have differences from one another because sometimes people have different thoughts even though they think the same thing.

Based on the explanation above, the researcher intends to conduct research with the title EFL Learners' Perceptions of Busuu Application in Language Learning by Evaluating the Technology Acceptance Model (TAM) at SMAN 9 Wajo. This Busuu application used when evaluated English lessons in grade 11, but this application was not always used for evaluation only in certain lessons. With the application of this learning application, can be an alternative for learners in learning English. Learners' perceptions examine by researcher was positive and negative learners perceptions after used the Busuu application in the process of learning English at school. Researcher hope that the research can be used as a reflection on EFL learners' attitudes in the direction of learning the language through mobile applications.

B. Problem Statement

On the background of the problems above, the researcher wants to formulate research questions: What are the learners' perceptions of the Busuu application by evaluating the Technology Acceptance Model (TAM) in language learning at SMAN 9 Wajo?

C. Objective of Research

Based on the research problems above, the objectives of this study are as follows: to find out learners' perceptions of the Busuu application in language learning, by evaluating the Technology Acceptance Model (TAM).

D. Significance of the Research

1. Theoretically

Become research-friendly information for readers. All information necessary to gather meaningful information for the institution is gathered and organized in accordance with the requirements for further research and studies that are research related.

2. Practically

a. For Learners

This research is expected to help a new method of learning English emerge. Additionally, it is anticipated to contribute to the development of Indonesia's English teaching materials, particularly in the form of mobile applications or software.

b. For Teachers

The author hopes this research can help teachers learn more about new technique of learning English so that teachers can interact better with students. Teachers can apply Busuu application in teaching to achieve the best learning quality.

c. For Researchers

The results of this study should be an additional guideline or reference for the future researchers who will study related problems.

E. Scope of the Research

The scope of this research focused on the learners perception in class at SMAN 9 Wajo, researcher used technology through applying the TAM, learners' perceptions towards learning the language via the application of Busuu. The researcher used questionnaire to collect the data from the learners as a sample.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

The researcher presented several pertinent studies to help people understand this research. There are related search finding as follows:

The first study was carried out by Mada Al Dakhil & Hind Al Fadda for their article this used mixed-methods study aimed at investigating EFL learners' perceptions regarding the application of Busuu in language learning, by applying the Technology Acceptance Model (TAM). The participants were 58 first secondary stage learners in a Saudi private school. An online survey and a semi-structured interview were used to collect data. The results revealed that EFL learners have a positive attitude towards Mobile Assisted Language Learning (MALL). Moreover, according to the TAM, the participants found the language application Busuu useful and easy to use. They also thought of Busuu as a valuable resource for language learning, which increases their motivation to be autonomous learners. However, in addition to the TAM components, the results also showed that affordance and joyfulness could be strong indicators of learners' acceptance of a particular technology (AlDakhil & AlFadda, 2021).

Moreover, the results revealed that mobile applications might be more helpful for beginner learners than advanced ones. On the other hand, the findings also showed that Busuu might distract learners from doing their homework.

The second research conducted by Aratusa, Zana Chobita. In this research the purpose of this study is to examine learners' impressions of the usage of mobile assisted language learning (MALL) in pronunciation learning as well as the issues that learners' encounter when using MALL. Additionally, a mixed method design was used to carry out this study.

However, the information for this research came from 15 students who are studying English Education at Tadulako University. The researcher asked the learners questions and had conversations with them to collect the information. The questions were like statements with different options for the learners to choose from. The conversations were more like structured conversations with a set of topics to talk about. After looking at all the information, the researcher found that the learners generally think using mobile devices for learning pronunciation is a good idea and helps them. In addition, they mentioned some problems they have, like not always having a good internet connection, their phones not working well, being taken to different websites, and not being very familiar with using phones for learning. (Aratusa, 2022)

The third previous research was conducted by Mostafa Al-Emran, Vitaliy Mezhujev, Adzhar Kamaludin. Researchers have been studying how people feel about using new technology like smartphones and tablets for learning. They have

looked at lots of different studies on this topic, but there is still more to learn. One thing they noticed is that not many studies have looked at how people feel about using technology for learning in different ways. This study looked at a bunch of different studies from 2006 to 2018 to see what they found. They found that most studies focused on adding new things to a model that already existed, or on combining different models together. Most of the studies also looked at whether learners liked using technology for learning. They mostly used surveys to collect their information.

Therefore, questionnaire surveys primarily relied on research methods for data collection. Additionally, most of the analyzed studies were undertaken in Taiwan, this is followed by Spain, China, and Malaysia, respectively among the other countries. Besides, most of the analyzed studies were frequently conducted in humanities and educational context, followed by IT and computer science context, respectively among the other contexts. Most of the analyzed studies were carried out in the higher educational settings. To that end, the findings of this review study provide an insight into the current trend of TAM research involving M-learning studies and form an essential reference for scholars in the M-learning context. (A, 2018)

Based on several previous studies above, the researcher concludes that research findings the similarity and differences. The similarity is study aims at investigating EFL learners' perceptions regarding the application of Busuu in language learning, by applying the Technology Acceptance Model (TAM). The differences are the researchers have different ways to improve learners' teaching

English. This research tries to explore the learner's perception toward application namely Busuu application at SMAN 9 Wajo. However, in this research use descriptive quantitative to know learners the positive and negative perception on the use of Busuu application by evaluating the Technology Acceptance Model (TAM)

B. Some Pertinent Ideas

The pertinent theories use in this research are present in this section. This study's basis will be provided by the literature review and textual sources use in connect fields.

C. Concept of Perception

1. Definition of Perception

Perception is a process that begins with perceiving, which is a stimulus received by the human via a receptor, most notably the senses. A sense is a part of the body that links you to the outer world. Internal variables and external influences are the two sorts of elements that influence perception. Individual internal component that influences oneself owing to one's own attitude. Because everyone's energy differs, so does their attention to stuff, which changes their impression of an table. The amount of energy or perceptual awareness required to perceive an table influences its perception.

In A Brief Introduction to Perception (Qiong, 2017) writes that perception is the process of being aware of or comprehending sensory data. The word "perception"

is derived from the Latin language, which means "receiving, collecting, action of taking possession, and apprehension with the mind or senses." However, asserts that perception is not something that occurs to us or in us. It's something we carry out. Perception occurs because of another person's perception, not from within. According to the definition given above, perception is closely related to the individual's sense of triumph.

Perception is a process carried out by each individual to organize and interpret his sensory impressions so that they can give meaning to the surrounding environment. In addition, according to (Mukrimaa et al., 2016) perception is defined as a process related to the entry of messages or information into the human brain, through continuous human perception related to the environment. So, perception is the process of individual treatment, namely providing responses, meanings, descriptions, or interpretations of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred to as individual behavior.

2. Perception Types

- a. Visual or visual discernment: the ability to see and translate light data within the range of our eyes. The occipital projection (essential visual cortex v1 and auxiliary visual cortex v2) is the region of the brain responsible for visual perception. Perception of the audience
- b. Hearing, also known as auditory discernment, is the ability to receive and comprehend data that enters our ears because of hearing repeated waves via

conversation or another painful medium (sound). The primary arrangement of sound-related recognition is controlled by the worldly projection (essential sound-related cortex a1 and auxiliary sound-related cortex a2).

- c. Touch, touch perception, somatosensory, or haptic perception: the ability to perceive weight and vibration signals from our skin's surface. The area of the brain responsible for the initial stages of haptic recognition (essential somatosensory cortex s1 and auxiliary somatosensory cortex s2) is the parietal projection.
- d. Smell, also called olfactory perception, is the ability to discern data about chemical components that have been broken down during the discussion. The essential olfactory cortex (olfactory bulb) and the piriform cortex perform the fundamental phases of olfactory recognition.
- e. Taste or taste perception: the ability to understand data from chemical components that have been broken down in spit (taste). The important taste regions g1 (postcentral second rate gyrus, parietal ventral projection, front insula, fronto-parietal average operculum) and secondary taste ranges g2 (caudolateral frontal orbital cortex and fronto-parietal average operculum) govern the majority of the essential stages cingulate cortex).

According to (Jayanti & Arista, 2019) A perspective assertion must meet three requirements:

1. The existence of the perceived thing.
2. Sensory organs or receptors are present.

3. There is interest.

The presence of social objects or events that provide sensory stimuli and stimuli (receptors). The table being watched in this case is the behavior of the teacher's abilities in the use of educational media, and students are requested to express their assessment of it. The sense apparatus is the primary instrument in an individual for holding perceptions and absorbing stimuli, but sensory nerves must also exist as a way of sending the stimulus received by the receptors to the nerve center, notably the brain as the center of consciousness. The presence of a person's attention is the initial stage in the formation of a perception. There will be no perception if there is no attention. Individuals must focus on the thing in issue. After paying attention to it, the individual will be able to see what he has received with his sense organs.

3. Positive and Negative Perceptions

A positive interpretation, according to (Fakhrudin & Nurhidayat, 2020) is an individual judgment of an table or knowledge with a favorable outlook or as expected from an object that is viewed or from established laws. Meanwhile, bad opinions on a certain personality or facts with unfavorable views, in contrast to what is expected of a seen table or present laws. Individual knowledge of the table being seen, and vice versa, persons are the foundation of their interpretation, the existence of individual awareness, and the type of individual experience of viewed artifacts are the reasons of a person's positive perspective on the state of happiness. Positive perception is an

individual's judgment of an table or information from a positive perspective or in accordance with what is expected from the table experienced or from present laws. Individual views of a certain table or knowledge with negative thoughts that contradict what is expected by the thing observed or current information are referred to as negative perceptions.

Perception does not arise by accident, but rather because of a process. According to (Rahmawati & Putri, 2020) perception is formed through a process in which the flow of the perceptual process may be summarized as follows: starting from the object that stimulates and excites the sensory organs or receptors. This is referred to as the natural (physical) process. The stimulus obtained by the sensory organs is then sent to the brain via the sensory nerves. A physiological process is the name given to this process. Then there is a mechanism in the brain that allows the individual to see what he gets with his receptors as a stimulus. According to the above description, positive perception is a positive way of looking at individuals in the world through cognitive and affective processes that are influenced by various factors such as prior awareness, needs, educational, moods, and other factors to give positive significance to the entity that it perceives. Negative perception, on the other hand, is a manner of viewing or judging a person in connection to an table based on variables that are contrary to, or separate from, the individual's desires. Meanwhile, bad opinions about a certain personality or facts with unfavourable views, in contrast to what is expected of a perceived object or present laws Negative encounters.

4. Factors Affecting Perception

Furthermore, according to (Fakhruddin & Nurhidayat, 2020) perception is impacted by several elements, including the individual's attention element, which is the psychological part of the individual's perception.

According to (Wigati, 2022) perception is influenced by internal factors related to oneself as well as external factors related to the intensity and size of stimulation, movement, repetition, and something new. Thus, talking about perception is primarily tied to the act of providing a person with knowledge about an object that enters his five senses through observation. According to (Empowerment et al., 2021) the following things impact a person's perception:

Internal factors: Individual emotions, attitudes, and personalities, biases, wishes, or expectations, attention (concentration), learning process, physical conditions, mental diseases, values and requirements, and interest and motivation.

External factors: the family's background, the information received, the knowledge and requirements around it, the intensity, the magnitude, the opposites, the recurrence of motion, new and familiar objects, or the object's estrangement.

5. Mistakes in Perceptions

Mistakes or errors in perception are divided into five parts, namely:

- a. Attribution errors are flaws in our understanding of the causes of other people's conduct. Which is caused by a loss of perception or a partial or incomplete perception of the person?

- b. The halo effect is a misunderstanding induced by mistakenly misunderstanding someone.
- c. Stereotypes, or generalizing persons based on little knowledge and establishing their composition depending on group membership.
- d. Prejudice, foreseeing someone.
- e. Cultural shock is a momentary failure to acclimatize to new circumstances and people.

The ability to comprehend information from chemical components that have been disintegrated in spit (taste). Most of the critical stages of the cingulate cortex are controlled by the primary taste ranges g1 (postcentral second-rate gyrus, parietal ventral projection, front insula, and fronto-parietal average operculum), and secondary taste ranges g2 (caudolateral frontal orbital cortex and fronto-parietal average operculum). According by (K. Fajriatin & A. Gafur, 2021) that a viewpoint claim must fulfil the following three conditions:

1. The reality of the viewed object.
2. The presence of sensory organs or receptors.
3. Interest exists.

Social objects or occasions that offer sensory stimulation and stimulation (receptors). Students are asked to share their opinions about the thing being observed in this case, which is the teacher's behavior when using educational media. The sense apparatus is a person's main mechanism for storing perceptions and absorbing inputs,

but sensory nerves are necessary to transmit the stimulus that receptors pick up to the nerve center, particularly the brain, which serves as the seat of awareness. The first phase of the creation of a perception is the existence of an individual's attention. If there is no attention, there will be no perception. People must concentrate on the problem at hand. The person can use his senses to see what he has gotten after paying attention to it.

6. The Importance of Students Perception

Students' perceptions have a significant impact on their motivation in class, in picking up English. In their investigation (Zaim et al., 2019) students' motivation in Learning English" found that students perceived teachers' teaching strategies as High on teaching strategies for writing skill, reading skill, listening skill, grammar skill, and vocabulary, and as very high on teaching strategies for speaking skill. The teaching approach then had a considerable impact on students' motivation to learn english as a general subject, according to the statistical analysis.

According to the interpretations of perception, it may be connected to the educational process where pupils learn via experience and become a part of one's memory of facts. In other words, if pupils have gone through the process described by Forgas, they can form an opinion on it. Therefore, how the pupils interpret the language the instructor uses in the classroom may have a big impact on how well they do in school.

D. Technology Acceptance Model (TAM)

The Technology Acceptance concept (TAM) is a concept that is used to assess and explain user perceptions of technology or information systems. This model was created by (Robbins, 1964) and has continued to be updated and created by other academics. TAM is based on the Teori Tindakan Beralasan (Theory of Reasoned Action) and identifies perceived usefulness (PU) and perceived ease of use (PEOU) as the primary factors that influence a user's decision to use a technology or information system. TAM has been used to assess user perceptions of a variety of technologies and information systems, including dashboards.

Based on (Yousafzai, 2007) Theory of Reasoned Action (TRA), Davis developed the technology acceptance model (TAM) in 1989 (Abdullah & Ward, 2016). According to the TAM, a person's attitude toward adopting technology is mostly influenced by how beneficial and simple the technology is to use (Davis, 1989). As opposed to perceived ease of use, which refers to "the degree to which a person believes that using a particular system would be free of effort," perceived usefulness is described as "the degree to which a person believes that using a particular system would enhance his or her job performance." (Davis, 1989: 320) Several scholars have agreed that TAM should be used in acceptance studies for e-learning (Al-Emran et al., 2018; Althunibat, 2015). However, despite the fact that TAM identifies usefulness and usability as the two most important elements in determining whether or not to accept and use technology, other outside aspects have come to light that may be vital in supporting the TAM model. For instance, according

to Moon and Kim (2001), perceived playfulness may play a significant role in determining whether or not learners will embrace a piece of technology in addition to its usefulness and ease of use. Furthermore, Ngai, Poon, and Chan (2007) discovered through an empirical study that the learners' satisfaction with technical help has a significant impact on the two TAM components (usefulness and ease of use).

The Technology Acceptance Model (TAM) is a framework that helps researchers understand users' acceptance of new technologies. In the context of language learning, the TAM has been used to investigate EFL learners' perceptions of using the Busuu application. The model is based on the Theory of Reasoned Action (TRA) and includes two main components: usefulness and ease of use.

A study by AlDakhil and AlFadda (2022) found that EFL learners had a positive attitude towards using the Busuu application in language learning. The participants in the study found the application useful and easy to use, and they considered it a valuable resource for language learning. The study also revealed that affordance and joyfulness could be strong indicators of learners' acceptance of the application.

Another study by Meniwati and colleagues (2022) highlighted the advantages of using the Busuu application for listening practice in English. Students who used Busuu reported that it widened their vocabulary range, provided listening practices, had attractive and interactive features, and fostered learning autonomy. They also

mentioned that the use of mobile applications was very useful due to their practicality, portability, flexibility, and accessibility. In summary, the correlation between the Technology Acceptance Model and the Busuu application in language learning can be summarized as follows:

- The TAM is a framework used to understand users' acceptance of new technologies, including language learning applications like Busuu.
- EFL learners have a positive attitude towards using Busuu, finding it useful, easy to use, and a valuable resource for language learning.
- Busuu can be an effective tool for listening practice in English, as it provides listening practices, attractive and interactive features, and fosters learning autonomy.

E. Busuu Application

Busuu application is one of the android apps dedicated to language learning via the internet. Busuu is an android application for learning foreign languages, including English. Busuu was founded in 2008 by Adrian Hilti and Bernhard Niesner met at IE Business School in Spain. Busuu app supports a total of 13 languages. Students can learn language skills and aspects straightly from native speakers, particularly in the area of listening skills, allowing Busuu app to provide subject matter with greater credibility. Furthermore, Busuu has also equipped language course materials with 4 language skills for listening, reading, speaking, writing. With these 4 language skills, the Busuu application can be categorized as an integrated and

complete language education page. Busuu can be an individual learning guide as well. Students who do not have any time to learn languages or who want to learn languages independently using technology, would benefit from Busuu, which can be accessed from a variety of platforms such as computer and mobile phones with internet access (Sultan Ageng Tirtayasa, 2022).

1. Specific Context

Busuu does not explicitly target a particular age or context of language learners through its online courses on mobile devices. Users select the target language to learn and set the learning speed based on interests and learning goals. There are a total of four levels of language courses: (1) beginner, (2) basic, (3) lower intermediate, and (4) upper intermediate. Advanced learners are not targeted in Busuu's online language learning courses. However, users can still start their language learning based on their target language proficiency and learning speed. The availability and flexibility of this program allows users, regardless of age, to take online courses anywhere and at any time as long as they have internet access. Therefore, these two features can be considered as Busuu's strengths for users. Busuu gives users the option to take online language learning courses for free or with a subscription, and additional activities are provided in the subscription package. Therefore, Busuu seems to be aiming to target consumers who can afford the costs of taking part in subscription course activities. In the free plan, students can learn only one language while taking part in limited vocabulary learning activities and listening courses. On the other hand, subscription plans allow users to choose more than two

languages, and they can engage in more advanced online activities such as reading, speaking, and writing. In addition to these benefits, learners can receive feedback on their writing and speaking from speakers of the target language. Users with paid online courses have more opportunities to use the target language and improve their language skills. Therefore, to evaluate the usefulness of the Busuu language learning course in depth, it is important to reflect on all the activities and assessment tasks in both the free and subscription plans.

2. Learning objectives

(Busuu, 2020) states that their language learning courses aim to help users develop fluency across their target language skills of listening, reading, speaking, and writing. In addition to these four language skills, their courses seek to help students improve their vocabulary, grammar, and pronunciation. To achieve these learning goals, Busuu offers online language learning courses based on the Common European Framework of Reference for Languages (CEFR), which is one of the most common criteria for evaluating language proficiency worldwide, and provides a total of four courses. CEFR levels A1 (Beginner), A2 (Basic), B1 (Intermediate), and B2 (Upper-Intermediate). The description of each level can help users to create clear learning goals. Busuu users can write down their language goals through an online questionnaire with multiple choice questions. Based on these answers, Busuu especially recommends that users subscribe to several learning plans to follow. Users can reflect on and track their language learning through weekly progress reports. It

seems that this system can help students to have clear learning goals and maintain motivation to learn the target language. Hence keeping their motivation high enough to learn the target language and develop their language skills. However, each individual's learning goals do not necessarily match the description of each CEFR level.

3. Learning Content and Activities

Topic-based lessons (TBL) are used in Busuu online courses. TBL in this particular context seems to be based on the theme-based content-based teaching model (TB-CBI), a language-based CBI program that integrates the target language with relevant and familiar themes and topics for learners to help them develop their language skills. When users create an account, they can choose topics to study based on the user's target language skills and their learning goals. However, as all topics are designed based on the CEFR, topic familiarity and vocabulary difficulty may vary depending on course level. For example, how to order food and drinks in cafes and bars, as well as introductions are offered at the beginner and basic levels because they are relevant to everyday life. On the other hand, topics related to business objectives and social issues, including economic depression and environmental issues, are discussed in addition to everyday topics at the secondary and upper secondary levels. Therefore, although the topics offered in Busuu courses may seem relevant and useful to users, they may find the topics unfamiliar and challenging as they progress through the course levels. Most of the basic activities in the Busuu online course are

mechanical exercises using flash cards and dictation to learn a small amount of vocabulary and grammar. Users can listen to target words and scripts provided recursively to complete the task, and the same questions are given until they get all the correct answers. Through repetitive mechanical exercises and memorizing target vocabulary and grammar, students are expected to develop their language skills and change their behavior in order to be able to use the target language accurately. In addition, because language acquisition, in general, has various complex factors, repeated online activities based on behaviorism may not have a real influence on the development of students' practical language skills. Therefore, the basic structure of this online course may be useful for language teachers to give additional tasks to their students outside of class, but less useful for students to improve their overall language skills. In addition to recursive mechanical drilling activities, subscribed Busuu users can complete short writing activities and speaking activities on target themes. For this 'authentic' activity, learners can receive feedback on their writing and speaking from target language speakers. This system may seem collaborative and help users to improve their language skills. Students can reflect on their speech and sentences and realize possible reasons why they made spelling or grammar mistakes based on the feedback. Thus, they may be able to review the content of the target course to deepen their understanding of grammar rules and expressions. However, there was no opportunity given for students to negotiate the meaning and ask additional questions to the feedback provider to develop their understanding. This is a one-sided system, and there is no collaboration between the student and the feedback provider. Based on

these shortcomings, it will be difficult to negotiate meaning between learners and assessors and mutually plan learning to develop target language skills collaboratively using the Busuu system.

4. Language Assessment

Busuu online courses offer formative and summative tests for vocabulary, grammar, reading, and listening for free learning packages and additional course tests for writing and speaking in subscription packages. The usefulness of language assessment in language learning courses can be evaluated based on the six characteristics of language assessment introduced by Bachman and Palmer (1996): construct validity, reliability, authenticity, practicality, impact, and interactivity. If users subscribe to a learning plan, they can receive feedback on writing and speaking on assigned topics from speakers of the target language in addition to multiple-choice test assignments and dictation for vocabulary, grammar, listening, and reading. Multiple choice tests and dictations have one specific answer, so the reliability of the assessment is guaranteed. However, an obvious problem with the writing and speaking tests is that all speakers of the target language are also Busuu users, and no formal rater training or rubrics for specific assessment tasks are provided. Because this course provides students with topics that are familiar and relevant to their daily lives and learning goals, assessment tasks must be authentic and interactive to assess

students' learning outcomes and performance. However, users with the free course plan can only take the dictation test and vocabulary test, both of which are multiple choice or transpose tasks. Additionally, although users with subscription plans can take writing and speaking assessments on target themes, all assignments consist of short-answer questions, and there is no opportunity to negotiate the meaning provided. Thus, course assessment tasks do not have high levels of authenticity or interactivity. In terms of practicality and impact, subscribing users can take four summative tests at beginner, elementary, intermediate, and upper intermediate levels, and these tests are certified by the publisher McGraw-Hill Education. Certified test assignments consist of multiple choice items and matching questions and can be evaluated based on reliable evaluation criteria with computer automated scoring. Therefore, it does not take a long time to evaluate the answers, so the practicality seems high. Additionally, because the test is certified by a well-known language teaching and learning institution, the impact of this test can be great because test takers can use the certificate to demonstrate their target language proficiency when they want to apply for jobs or academic institutions. .

The following below are the steps for using the Busuu application: Suitable for Phone or Windows or PC

To be able to use this application, first download the Busuu application.



, the logo like this via the app store on your smartphone or Windows using

This following page li this below:

<https://play.google.com/store/apps/details?id=com.busuu.android.enc&pli=1>,

after installed, the display will appear as below:

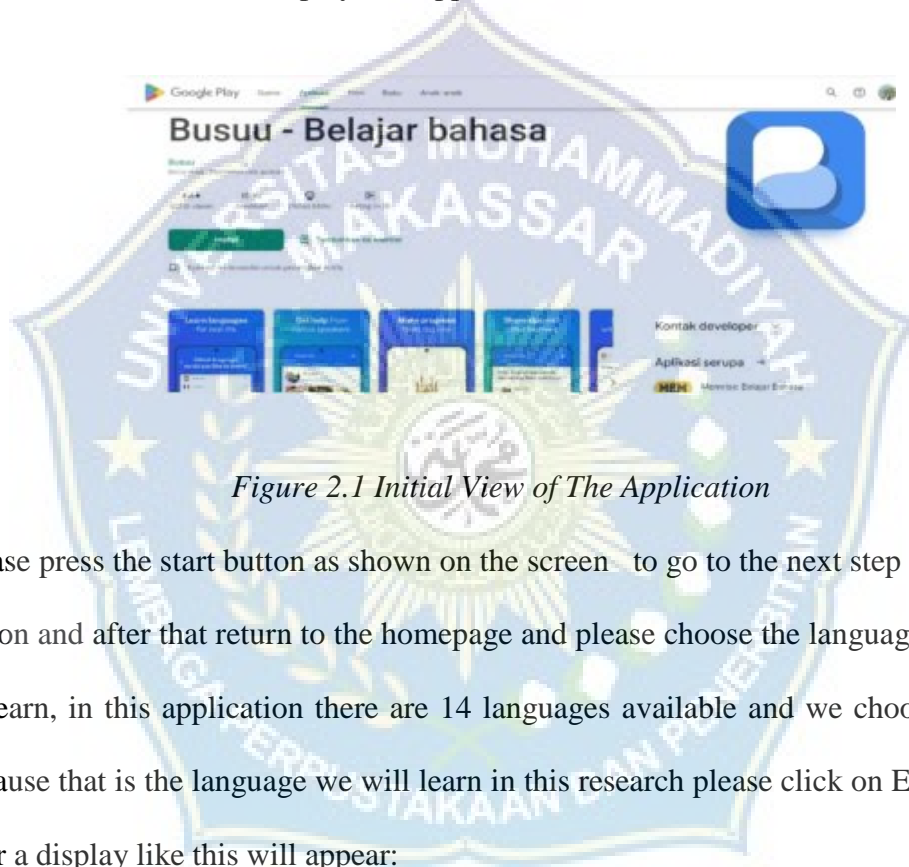


Figure 2.1 Initial View of The Application

Please press the start button as shown on the screen to go to the next step to open the lesson and after that return to the homepage and please choose the language you want to learn, in this application there are 14 languages available and we choose English because that is the language we will learn in this research please click on English and later a display like this will appear:



Figure 2.2 Language Choice



Figure 2.3 Account Registration



Figure 2.4 Educational Background

After that, register using an account connected to Google like this above. Then select the "education" icon to proceed to the next stage.

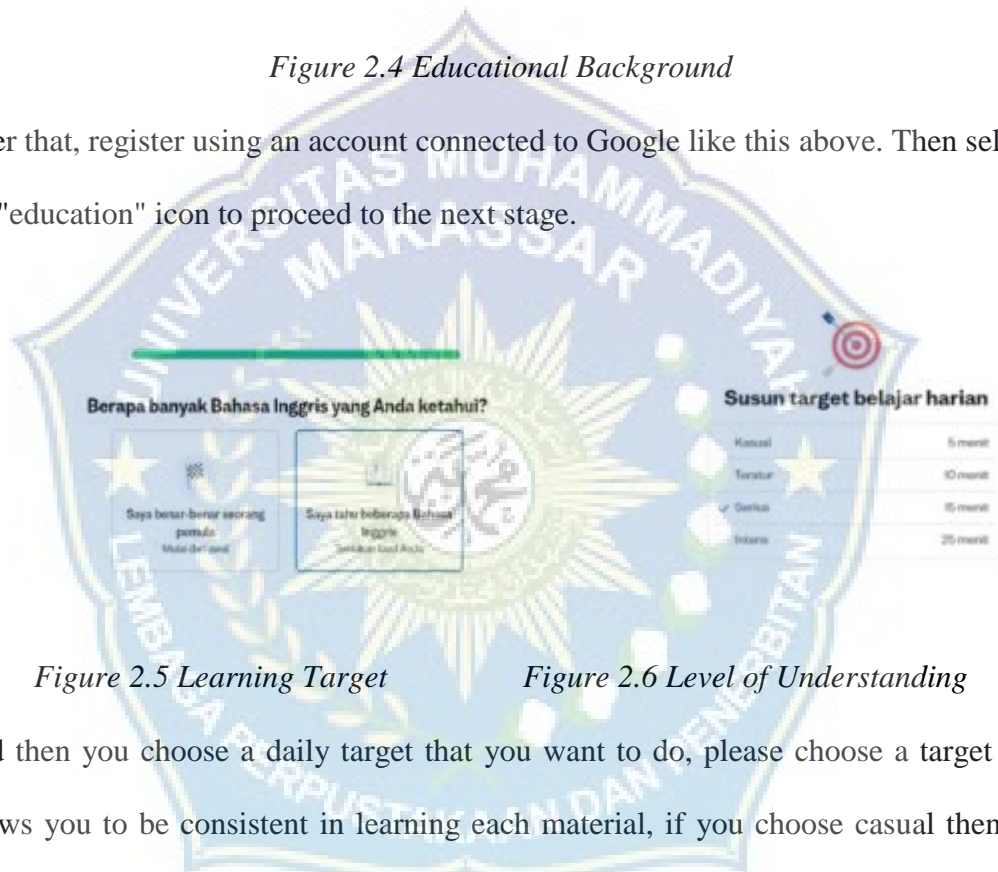


Figure 2.5 Learning Target

Figure 2.6 Level of Understanding

And then you choose a daily target that you want to do, please choose a target that allows you to be consistent in learning each material, if you choose casual then the time needed is 5 minutes and so on as shown in the *picture 2.6* above and please choose how much English you know, as shown in *picture 2.7* above.



Figure 2.7 Display When Starting the Test

After that press the button ‘**Mulai tes**’ to start the lesson and takes 5 minutes to work on the questions depending on your answer.

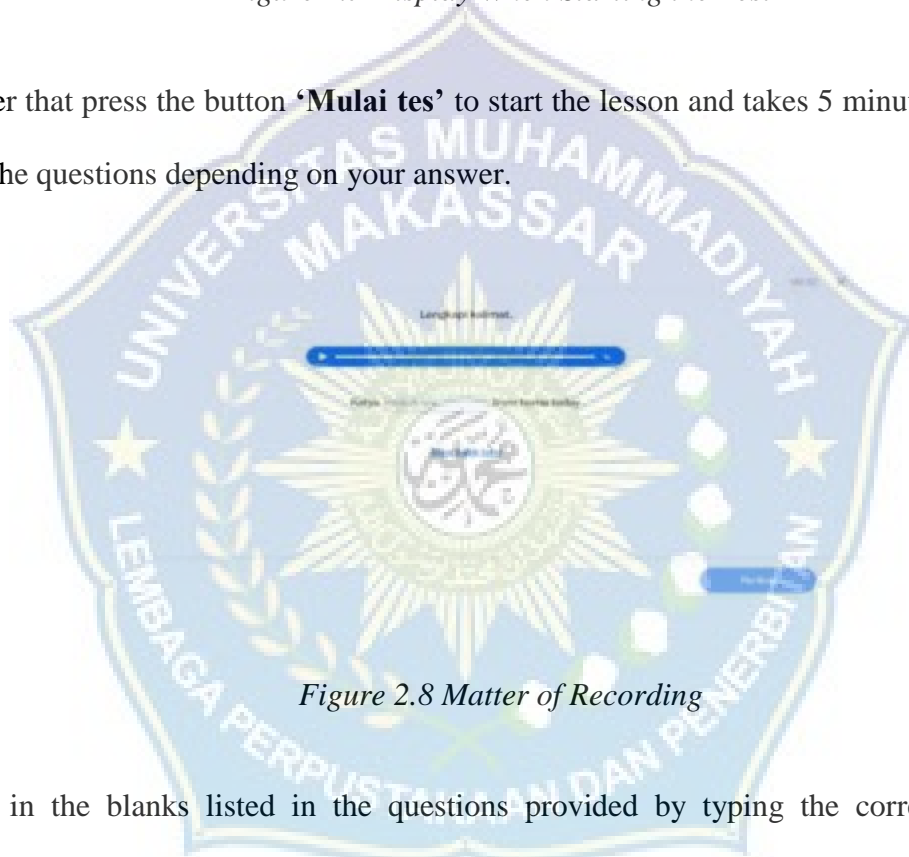


Figure 2.8 Matter of Recording

Fill in the blanks listed in the questions provided by typing the correct answer according to the native speaker's voice that you hear from the audio and then press the button “**Periksa**” to check the answers are correct or wrong and to proceed to the next question.



Figure 2.9 The Correct Answer

This is the appearance when it has been checked, a green color will appear if it is correct and a red color if the answer is not correct, and the correct answer will appear at the bottom along with words of encouragement to continue to the next question session. Next, press the button for continue the next steps session.

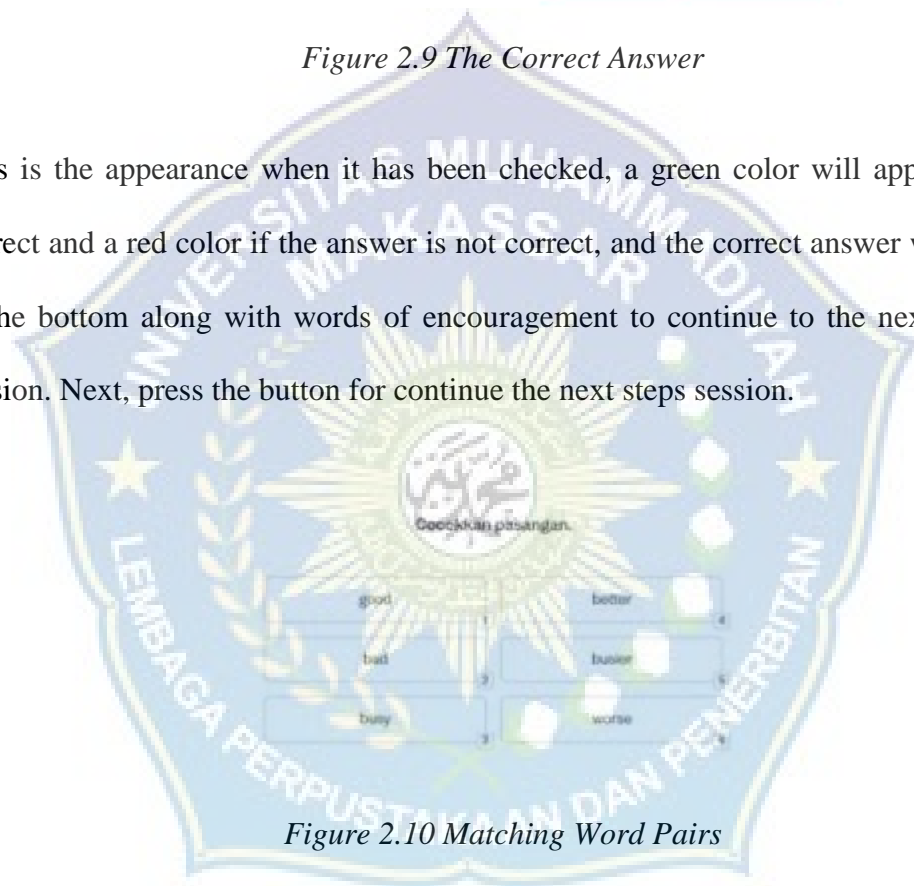


Figure 2.10 Matching Word Pairs

The questions below with random vocabulary must be answered by matching pairs of words that have the same meaning. The right is the correct answer because all the words are green, and each question has a time duration like this



Figure 2.11 The Wrong Answer

This is one of the questions that trains listening because it must be heard and then answered by completing the dots in the sentence, and when we answer with the wrong answer it will be immediately corrected by the system and please move on to the next question.



Figure 2.12 Complete the Sentence

The questions above must be answered by completing the scrambled sentences so that they are arranged into correct sentences. There will be pauses between us working on the questions for a short break.



Figure 2.13 Level Determination

After answering a few questions, the lesson class will come out based on the results of the questions you have answered, the levels in this class are listed beginner, elementary, intermediate, and so on. After that press the button “**Mulai belajar**” to start learning. After that a selection of teaching materials will appear according to your class as below:



Figure 2.14 Class View

Then select the lessons that have been provided on your screen, there are many lessons available here as shown in the image above, but you have to start them in the order provided, and please start by pressing the button. Open lesson 1 on your smartphone or laptop screen, as in below:



Figure 2.15 First Meeting

Keep in mind, that everyone will be different subject matter they will receive, it depends on the results of the initial test which will determine which class you are in and what lessons you will learn in the future while using this Busuu application.



Figure 2.16 Complete the Sentence

Then an image and audio display will appear as shown above, and please complete the sentences below by listening to the audio provided, then complete the questions


listed below the video, and like this image  this video can be downloaded and repeated many times.



Figure 2.17 Matter of Listening

Then after that the next material will be continued as in the picture above, namely by listening to the voice of a native speaker which makes it easier for us to speak English like the original accent and what is said right or wrong in the video according to the statement listed.

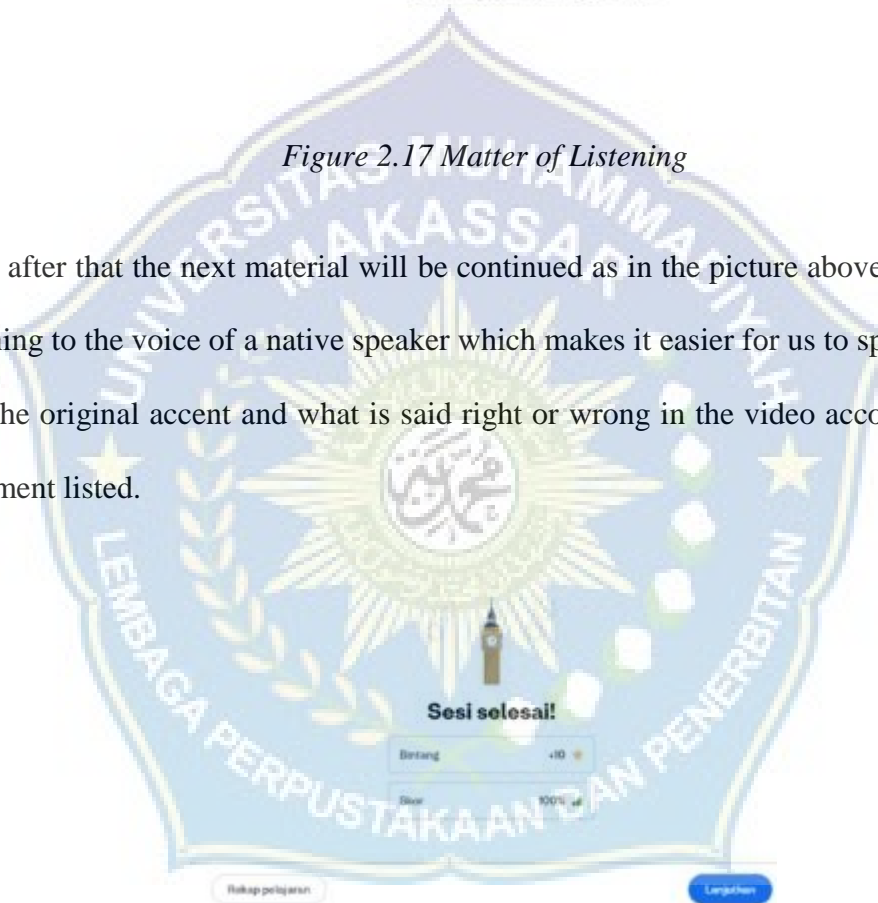


Figure 2.18 Lesson Recap Results

And after completing the material or questions, the display that will appear is the score display obtained and given a star reward according to your ability to answer as

below which indicates that lesson 1 has been completed and can be continued to the next session.



Figure 2.19 Scheduled Series

The display that will appear will be like the one above and please click continue

Figure 2.20 Notes

This application also provides tips or notes for users to make it easier to remember or understand the use of words or sentences. Meanwhile, when you want to continue to

the next chapter, you have to test your skills first, and you have to click “**Poin Periksa**”, and press the button “**Mulai kuis**” like below:



Figure 2.21 Skill Test

In this check point there are several questions that have been studied previously in chapter 1 and this is an evaluation of the first chapter which will measure our ability to understand the extent to which we have understood the lessons in each chapter before moving on to the next chapter. after completing answering the questions provided, there will be an assessment result listed at the end like below:

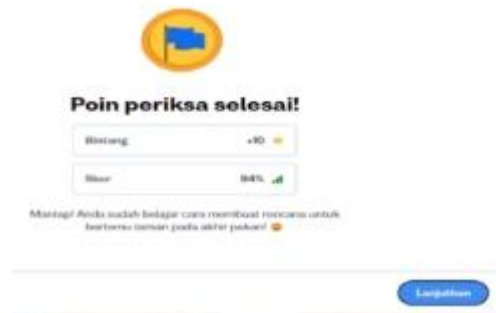


Figure 2.22 Assessment Result

Then questions like the one above that have been studied previously will appear as an evaluation to proceed to the next chapter, like the picture below:

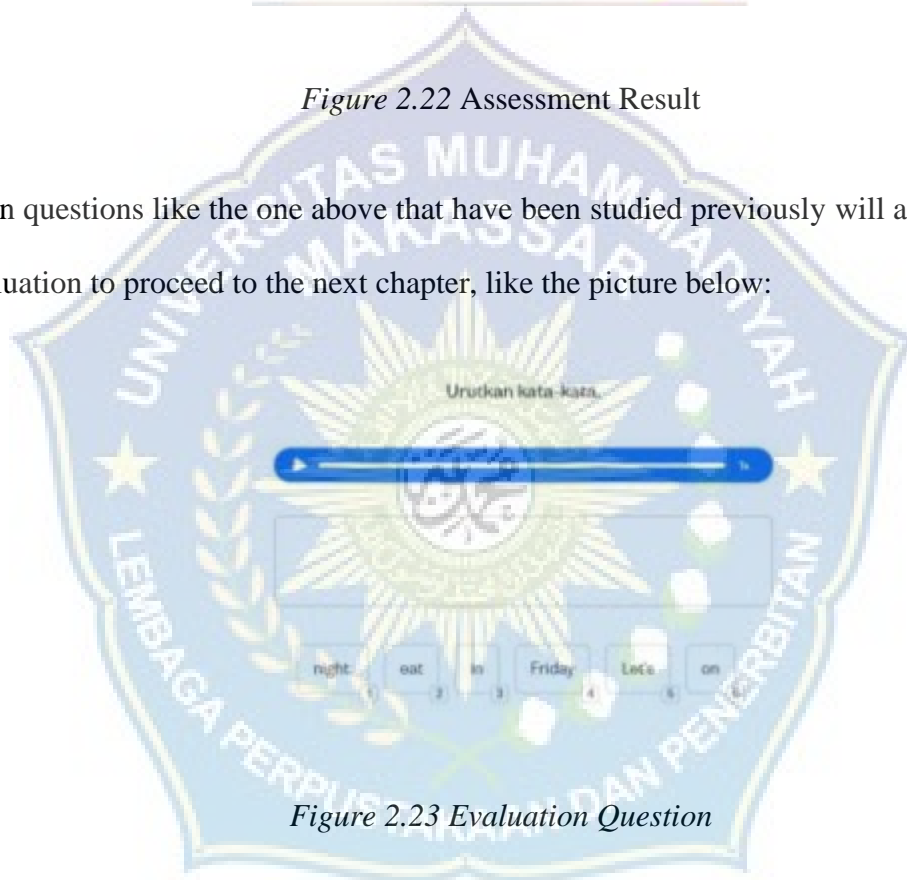


Figure 2.23 Evaluation Question

The questions given are not only in the form of audio but in the form of words or sentences that must be completed with answers in the form of voice or can be typed, as shown in the picture above.

F. Conceptual Framework

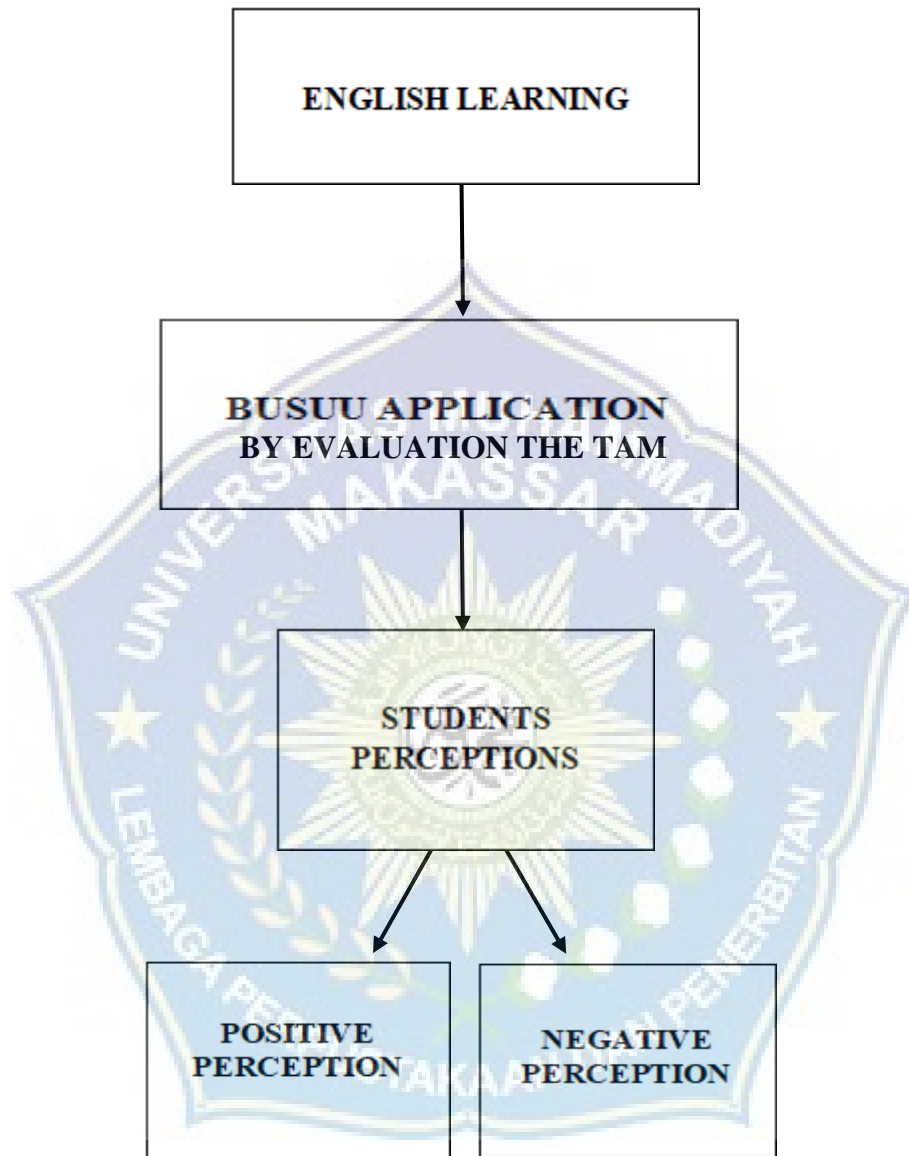


Figure 2.24 Conceptual Framework

The conceptual framework was representation of this research have been conducted at SMAN 9 Wajo. The research focus on EFL Learners' Perceptions of Busuu Application in Language Learning by Evaluating the Technology Acceptance Model (TAM). The study of English by non-native speakers in nations where it is not their native tongue is known as English as a Foreign Language (EFL). This is not to be confused with the practice of learning English in a nation with many people who speak English, often known as English as a second language or English as an Additional Language.

Busuu application is one of the android apps dedicated to language learning via the internet. Busuu is an android application for learning foreign languages, including English. However, perception is a process that begins with perceiving, which is a stimulus received by the human via a receptor, most notably the senses. A sense is a part of the body that links you to the outer world. A positive interpretation, according to Robbins (2003), is an individual judgment of an table or knowledge with a favorable outlook or as expected from an object that is viewed or from established laws.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used descriptive quantitative research. Descriptive quantitative method means the data produced by numerical and analysis used mathematical to explain, predict, and control phenomena interested.

The purpose of this research was investigated EFL learners' perceptions of the application of Busuu in language learning, by evaluating the Technology Acceptance Model (TAM). This research held in SMAN 9 Wajo, District Pammana, Wajo, Regency, South Sulawesi Province.

Research regard the use of the Busuu application in learning English at SMAN 9 Wajo was interested and relevant topic for resercher to research because after made observations with students and English teachers at the school, they have implemented this application in the English learning process.

B. Population and Sample

1. Population

Population was entired research subject or object that have certain quantitative and characteristics that are determine by researcher to be research and the

draw conclusion. The population of this research was the students into eleventh class at the SMAN 9 Wajo on academic year 2022/2023.

2. Sample

In this research purposive sampling technique was used in this research where the researcher chose one class that met the criteria of this research and which had used the busuu application in learning English. 20 students were selected for the class by researcher at SMAN 9 Wajo.

C. Research Instrument

Research instrument is very important in every scientific research because it is a supporting factor in the success of the research. In this case the researcher used a questionnaire via Google Form as a research instrument to collect data and confirm the results. A questionnaire is a research tool consisting of a series of questions designed to obtain information from respondents. In this research, researchers used closed questions to methodically collect data to obtain information about students' perceptions of the Busuu application.

D. Research Variable and Indicators

1. The Variable:

Variable in this research is Busuu application and learners' perception.

2. The Indicator:

The indicator of this research is to investigated EFL learners' perceptions of the application of Busuu in language learning, by evaluating the Technology Acceptance Model (TAM).

E. Data Collection

This study's data gathering method is quantitative data. The researcher collects data via a questionnaire by google form. First, the researcher shares the link of google form to the respondents. This study's participants are SMAN 9 Wajo eleventh grade students. The instrument is questionnaire.

The researcher prepared the questionnaire using a Google Form.

- a. The researcher met the English teacher and told her what the objective of the research was.
- b. The researcher took the phone number of the leader of the class for communication.
- c. The researcher explained the purpose of the questionnaire to each and every learner. In the WhatsApp group pertaining to the researcher's goal, the researcher shares a link to a Google Form.

- d. After students fill in the link, the researcher calculates the results of the students' responses.
- e. Researchers categorize students' perceptions as either positive or negative according to predetermined values.

F. Technique Data Analysis

The researcher analyzed the data after obtained it from the questionnaire. The data is analyzed used the likert scale. Each responded is associated with a point value, and an individual's score is derived by accumulated the point values for each statement. The following point values might be assigned to affirmative remarks in response. 5 people highly agree, 4 people agree, 3 people are undecided, 2 people disagree, and 1 person strongly disagrees.

To get the main score of the learners, the writer uses the following formula.

1. Calculating The Total Score of Each Respondent from Questionnaire

Table 3.1 Likert Scale and Scoring

Tables	Score	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Source: Sugiyono, 2017:136

$$P = \frac{F}{N} \times 100\%$$

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

(Source: Sugiyono, 2017:135)

2. The Questionnaire Answers Have been Analyzed Using the Percentage System Listed Below.

To get the main score of the students, the writer used the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} : The mean of the score.

$\sum x$: Total score

N: Total sample.

If questionnaire consisted of 19 tables, the score was classified as follow:

19 x 5 = 95 maximum score

19 x 3 = 57 neutral

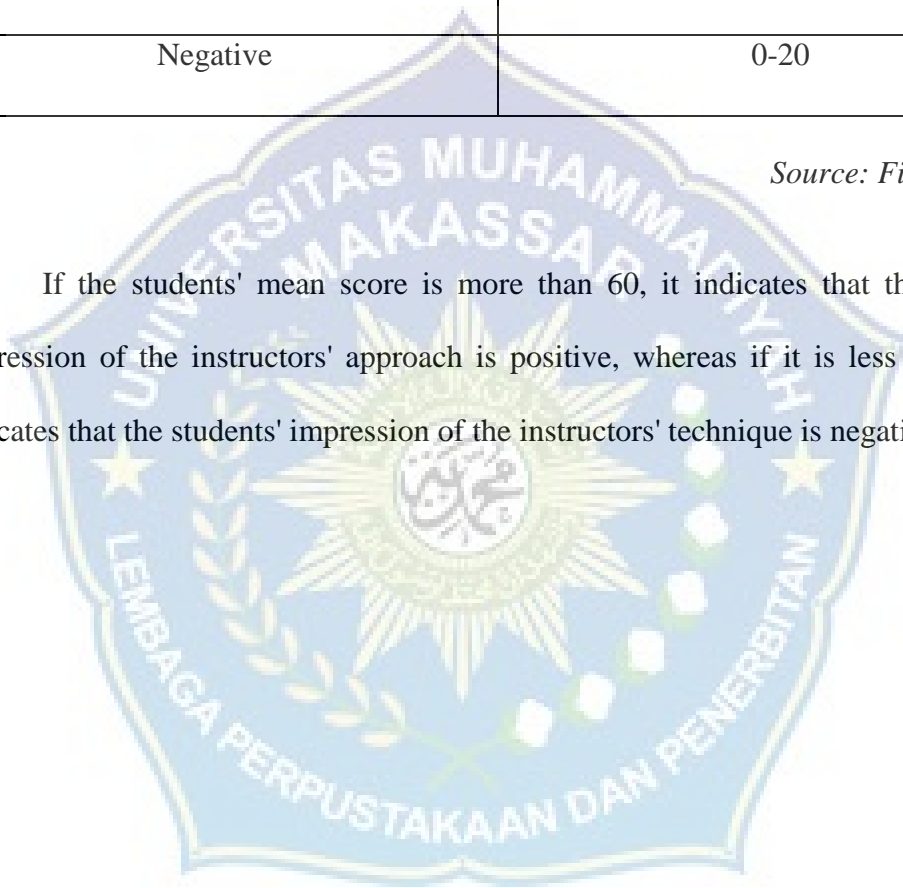
19 x 1 = 19 undecided score/ low score

Table 3.2 Level of Perception

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

Source: Fitriani 2010

If the students' mean score is more than 60, it indicates that the students' impression of the instructors' approach is positive, whereas if it is less than 60, it indicates that the students' impression of the instructors' technique is negative.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this part the researcher described the result of data analysis based on the problem statement. In this research the researcher used a questionnaire to obtain more accurate and valid data.

Table 4.1 Smartphone can be an effective tool for EFL learners.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	9	45
2	Agree	9	45
3	Neutral	2	10
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	20	100

Table 4.1 show that 9 (45%) out of students chose strongly to agree (SA), 9 (45%) chose to agree (A), 2 (10%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially for XI 1 class feel effective in learning English using technology.

Table 4.2 Using mobile phones in language learning saves money.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	7	35
2	Agree	6	30
3	Neutral	7	35
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.2 shows that 7 (35%) out of students chose strongly to agree (SA), 6 (30%) chose to agree (A), 7 (35%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially for XI 1 class feel affordable in learning English using technology.

Table 4.3 Using mobile phones in language learning saves time.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	5	25
2	Agree	9	45
3	Neutral	6	30
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.3 show that 5 (25%) out of students chose strongly to agree (SA), 9 (45%) chose to agree (A), 6 (30%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 felt comfortable in learning English used technology.

Table 4.4 Learning the language through a mobile application is new to me.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	6	30
2	Agree	6	30
3	Neutral	5	25
4	Disagree	2	10
5	Strongly Disagree	1	5
Total		20	100

Table 4.4 show that 6 (30%) out of students chose strongly to agree (SA), 6 (30%) chose to agree (A), 5 (25%) chose neutral, 2 (10%) chose to disagree (D) and 1 (5%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 learning English via mobile applications is something new for students.

Table 4.5 I like all the features in the application Busuu (Grammar practice, vocabulary practice, reading practice, writing practice, listening practice, and the ability to share).

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	8	35
2	Agree	9	30
3	Neutral	3	35
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.5 shows that 8 (40%) out of students chose strongly to agree (SA), 9 (45%) chose to agree (A), 3 (15%) chose neutral, 0 (0%) chose to disagree (D) and 0

(0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 likes Busuu application in learning English.

Table 4.6 I think that the automated feedback in Busuu is excellent (when your answer turns green if correct or red when you make an error).

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	8	40
2	Agree	10	50
3	Neutral	2	10
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.6 shows that 8 (40%) out of students chose strongly to agree (SA), 10 (50%) chose to agree (A), 2 (10%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 liked the response Busuu application in learning English.

Table 4.7 The using instructions in Busuu were clear.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	10	50
2	Agree	8	40
3	Neutral	2	10
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.7 shows that 10 (50%) out of students chose strongly to agree (SA), 8 (40%) chose to agree (A), 2 (10%) chose neutral, 0 (0%) chose to disagree (D) and 0

(0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 find it easy to use Busuu application in learning English.

Table 4.8 I think of Busuu as an accessible resource when I struggle with a particular topic in class.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	5	25
2	Agree	10	50
3	Neutral	4	20
4	Disagree	1	5
5	Strongly Disagree	0	0
Total		20	100

Table 4.8 shows that 5 (25%) out of students chose strongly to agree (SA), 10 (50%) chose to agree (A), 4 (20%) chose neutral, 1 (5%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 can help students when they have difficulty learning English in class.

Table 4.9 Busuu has improved my overall knowledge of the language.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	9	45
2	Agree	6	30
3	Neutral	5	25
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.9 shows that 9 (45%) out of students chose strongly to agree (SA), 6 (30%) chose to agree (A), 5 (25%) chose neutral, 0 (0%) chose to disagree (D) and 0

(0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 can help students learn languages, especially English.

Table 4.10 Busuu has motivated me to learn more about the language.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	8	40
2	Agree	2	10
3	Neutral	1	5
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.10 shows that 8 (40%) out of students chose strongly to agree (SA), 2 (10%) chose to agree (A), 1 (5%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 can motivate students to improve their language.

Table 4.11 Busuu has increased my responsibility for my own learning.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	7	35
2	Agree	8	40
3	Neutral	5	25
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.11 shows that 7 (35%) out of students chose strongly to agree (SA), 8 (40%) chose to agree (A), 5 (25%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 make students more independent in learning language.

Table 4.12 I think of Busuu as a helpful learning tool.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	2	10
2	Agree	6	30
3	Neutral	2	10
4	Disagree	0	0
5	Strongly Disagree	1	5
Total		20	100

Table 4.12 shows that 2 (10%) out of students chose strongly to agree (SA), 6 (30%) chose to agree (A), 2 (10%) chose neutral, 0 (0%) chose to disagree (D) and 1 (5%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 Busuu is useful for students in learning English.

Table 4.13 I consider using Busuu to learn other languages in the future.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	5	25
2	Agree	10	50
3	Neutral	5	25
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.13 shows that 5 (25%) out of students chose strongly to agree (SA), 10 (50%) chose to agree (A), 5 (20%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 Busuu encourages students to learn other languages.

Table 4.14 Busuu has encouraged me to download other language apps.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	4	20
2	Agree	3	15
3	Neutral	11	55
4	Disagree	1	5
5	Strongly Disagree	1	5
Total		20	100

Table 4.14 shows that 4 (20%) out of students chose strongly to agree (SA), 3 (15%) chose to agree (A), 11 (55%) chose neutral, 1 (5%) chose to disagree (D) and 1 (5%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 Busuu encourages students' enthusiasm for learning other languages in various sources.

Table 4.15 Busuu has increased my interest in learning the language.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	5	25
2	Agree	11	55
3	Neutral	4	20
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.15 shows that 5 (25%) out of students chose strongly to agree (SA), 11 (55%) chose to agree (A), 4 (20%) chose neutral, 0 (0%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 Busuu increases students' interest in learning languages.

Table 4.16 Registering to Busuu was difficult.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	1	5
2	Agree	1	5
3	Neutral	6	30
4	Disagree	7	35
5	Strongly Disagree	5	25
Total		20	100

Table 4.16 shows that 1 (5%) out of students chose strongly to agree (SA), 1 (5%) chose to agree (A), 6 (30%) chose neutral, 7 (35%) chose to disagree (D) and 5 (25%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 it is very easy for students to operate the Busuu application.

Table 4.17 The network makes it take me some time to operate Busuu.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	3	15
2	Agree	8	40
3	Neutral	8	40
4	Disagree	1	5
5	Strongly Disagree	0	0
Total		20	100

Table 4.17 shows that 3 (15%) out of students chose strongly to agree (SA), 8 (40%) chose to agree (A), 8 (40%) chose neutral, 1 (20%) chose to disagree (D) and 0 (0%) chose strongly to disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 slow network makes it difficult for students to use Busuu.

Table 4.18 This application is less effective if it does not have data.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	3	15
2	Agree	7	35
3	Neutral	10	50
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		20	100

Table 4.18 show that 2 (10%) out of students chose strongly to agree (SA), 5 (25%) chose to agree (A), 6 (30%) chose neutral, 5 (25%) chose disagree (D) and 2 (10%) chose strongly disagree (SD). It means most of students at SMAN 9 Wajo especially class XI 1 need data when using the Busuu application, so it costs money.

Table 4.19 This monotonous application makes me bored of studying.

No	Tables	Frequency	Percentage (%)
1	Strongly Agree	2	10
2	Agree	5	25
3	Neutral	6	30
4	Disagree	5	25
5	Strongly Disagree	2	10
Total		20	100

Table 4.19 shows that 2 (10%) out of students chose strongly to agree (SA), 5 (25%) chose to agree (A), 6 (30%) chose neutral, 5 (25%) chose to disagree (D) and 2 (10%) chose strongly to disagree (SD). It means most of learners at SMAN 9 Wajo especially class XI 1 feel bored when using monotonous application.

After looking at the tables of learners' perception results above, the table below shows the category results of learners perceptions.

Table 4. 20. Category of the Learners' Perception on the Use Busuu Application.

Category	Score Classification	Frequency	Percentage %
Positive	61-100	19	100
Neutral	21-60	0	0
Negative	0-20	0	0
Positive Perception		19	100 %

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

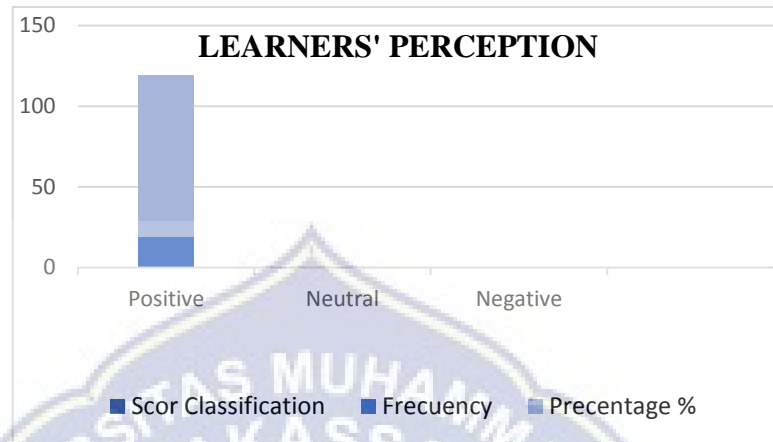


Figure 4.1 The Result of Students' Perception of Busuu Application in Language Learning by TAM

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

Based on the graphic above we can calculate the mean score of the research are:

$$\begin{aligned} \bar{x} &= \frac{\sum x}{n} \\ \bar{x} &= \frac{1478}{20} \\ &= 73.9 \end{aligned}$$

If questionnaire consisted of 19 tables, the score was classified as follow:

$$19 \times 5 = 95 \text{ maximum score}$$

$19 \times 3 = 57$ neutral

$19 \times 1 = 19$ undecided score/ low score

Table 42. 21 Level of Perception

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

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

B. Discussion

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

communication as well as the growth of their listening, speaking, reading, and writing abilities.

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

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

the application of the Technology Acceptance Model (TAM) to learner adoption of technology.

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

Interaction with native speakers of the target language can be interesting and motivating for users because it provides real feedback on how the language is used. in accordance with the statement of Michael D. Winans, (2020) with a user-friendly interface that is easy to navigate and aesthetic, Busuu delivers a high-quality experience. However, the reason to choose Busuu over other language learning course tools is because of its social networking and interactive aspects.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research tries to explore EFL learners' perceptions of the Busuu language application that implements TAM. The results show that TAM can increase EFL learners' autonomy and provide them with valuable resources to learn the language anytime and anywhere and also reveal that, according to EFL learners, Busuu is an easy and useful learning tool that they would like to use in their learning journey. However, research suggests that language application may be more beneficial for beginning EFL learners. Additionally, the results of this study suggest that in addition to ease of use and usability (TAM components), affordability and excitement may influence EFL learners' acceptance of a particular technology.

B. Suggestion

From the findings presented in chapter four, researchers obtained information through questionnaires. A particular issue regarding survey questions in self-administered Web questionnaires is the visual design of the questions. They are as follows:

1. It is recommended for teachers to use language learning applications, especially English, to make teaching easier. Apart from that, what needs to be considered is that each student has their own capacity, learning style and abilities. In addition, because language acquisition, in general, has a variety of complex factors, repetitive online activities based on behaviorism may not have a noticeable influence on the development of the learner's practical language proficiency. Therefore, the basic structure of online courses may be useful for language teachers to give their learners additional assignments outside of class, but less useful for students to improve their overall language skills.

2. It is recommended for learners to realize that mastering English is not the case easy. Learners are required to be active in the learning process. In the process of learning English using language applications, learners must be interactive. So, the learning process will occur in two directions.

3. For future researchers, in order to use this research as a reference for learning English, use the Busuu application to create new research on this matter, but from a different perspective.

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QUESTIONNAIRE

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	<p>Smartphone can be an effective tool for EFL learners.</p> <p>(Smartphone dapat menjadi alat yang efektif bagi pelajar)</p>					
2.	<p>Using mobile phones in language learning saves money.</p> <p>(Penggunaan smartphone dalam pembelajaran bahasa menghemat uang.)</p>					
3.	<p>Using mobile phones in language learning saves time</p> <p>(Penggunaan smartphone dalam pembelajaran bahasa menghemat waktu.)</p>					
4.	<p>Learning the language through a mobile application is new to me.</p> <p>(Belajar bahasa melalui aplikasi mobile adalah hal baru bagi saya.)</p>					
5.	<p>I like all the features in the application Busuu</p> <p>(Grammar practice, vocabulary practice, reading practice, writing practice, listening practice, and the</p>					

	<p>ability to share feedback with different users).</p> <p>(Saya menyukai semua fitur yang ada di aplikasi Busuu (Latihan tata bahasa, latihan kosa kata, latihan membaca, latihan menulis, latihan mendengarkan, dan kemampuan berbagi feedback dengan pengguna yang berbeda).)</p>					
6.	<p>I think that the automated feedback in Busuu is excellent (when your answer turns green if correct or red when you make an error).</p> <p>(Menurut saya umpan balik otomatis di Busuu sangat bagus (saat jawaban Anda berubah menjadi hijau jika benar atau merah saat Anda membuat kesalahan).)</p>					
7.	<p>The using instructions in Busuu were clear.</p> <p>(Petunjuk penggunaan di Busuu jelas.)</p>					
8.	<p>I think of Busuu as an accessible resource when I struggle with a particular topic in class.</p> <p>(Saya menganggap Busuu sebagai sumber daya yang dapat diakses ketika saya kesulitan dengan topik tertentu di kelas.)</p>					

9.	<p>I enjoyed learning the language using Busuu .</p> <p>(Busuu telah meningkatkan pengetahuan saya tentang bahasa tersebut secara keseluruhan.)</p>					
10.	<p>Busuu has improved my overall knowledge of the language</p> <p>(Busuu telah memotivasi saya untuk belajar lebih banyak tentang bahasa tersebut.)</p>					
11.	<p>Busuu has motivated me to learn more about the language .</p> <p>(Busuu telah meningkatkan tanggung jawab saya atas pembelajaran saya sendiri.)</p>					
12.	<p>I think of Busuu as a helpful learning tool.</p> <p>(Saya menganggap Busuu sebagai alat pembelajaran yang bermanfaat.)</p>					
13	<p>I consider using Busuu to learn other languages in the future</p> <p>(Saya mempertimbangkan untuk menggunakan Busuu untuk mempelajari bahasa lain di masa mendatang.)</p>					

14	<p>Busuu has encouraged me to download other language apps</p> <p>(Busuu mendorong saya untuk mengunduh aplikasi bahasa lain.</p>					
15	<p>Busuu has increased my interest in learning the language</p> <p>(Busuu meningkatkan minat saya untuk belajar bahasa)</p>					
16	<p>Registering to Busuu was difficult.</p> <p>(Mendaftar ke Busuu itu sulit)</p>					
17	<p>The network makes it take me some time to operate Busuu.</p> <p>(Jaringan membuat saya memerlukan waktu beberapa saat untuk mengoperasikan Busuu)</p>					
18	<p>This application is less effective if it does not have data.</p> <p>(Aplikasi ini kurang efektif jika tidak mempunyai kouta data)</p>					
19	<p>This monotonous application makes me bored of studying.</p> <p>(Aplikasi yang monoton (itu-itu saja) ini membuat saya bosan belajar.)</p>					

NO	Student's Name	Number of Students																		X	Min Score			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
1	A	5	4	4	4	5	5	4	5	4	5	4	5	5	3	4	5	2	5	2	80	84		
2	B	5	4	3	5	3	4	5	4	5	5	5	3	3	5	3	3	3	4	2	74	78		
3	C	4	3	3	4	4	4	4	4	4	4	3	4	4	3	4	2	3	4	2	67	70		
4	D	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	3	4	4	87	91		
5	E	5	5	4	4	5	5	5	5	5	4	4	5	4	4	5	2	3	3	2	79	83		
6	F	4	4	3	5	5	5	5	4	4	5	5	5	3	1	5	1	3	3	1	71	75		
7	G	5	4	4	5	5	5	5	5	5	4	5	5	4	5	5	1	3	3	1	79	83		
8	H	5	5	4	3	4	4	5	3	3	4	3	5	4	3	4	2	5	4	3	73	77		
9	I	4	4	5	1	5	5	4	4	5	4	4	5	4	2	4	2	5	5	2	74	79		
10	J	4	3	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	3	4	70	74		
11	K	3	3	4	4	4	4	4	4	3	4	3	4	4	3	3	3	4	3	3	67	70		
12	L	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	58	61		
13	M	5	5	5	3	4	4	3	3	3	4	4	4	3	3	3	3	4	3	4	70	74		
14	N	4	3	3	4	4	4	5	4	4	4	4	5	4	3	4	2	4	3	3	71	75		
15	O	4	3	3	3	4	4	4	3	3	4	3	4	3	3	4	3	4	4	3	66	69		
16	P	5	4	5	3	5	4	3	4	5	5	4	5	5	3	4	3	4	3	3	77	81		
17	Q	5	5	4	5	4	5	5	4	5	5	5	5	4	3	5	1	4	5	4	83	87		
18	R	4	3	4	5	5	5	5	5	5	5	5	5	5	5	4	1	5	3	5	84	88		
19	S	4	5	5	2	3	3	5	2	5	5	5	1	5	3	4	4	3	4	5	73	77		
20	T	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	75	79		
																						$\sum X$	1478	1555

If questionnaire consisted of 19 items, the score was classified as follow:

$19 \times 5 = 95$ maximum score

$19 \times 3 = 57$ neutral

$19 \times 1 = 19$ undecided score/ low score

Level of perception	Score	Frequency
Positive	61-100	19
Neutral	21-60	0
Negative	0-20	0

Angket Penelitian Persepsi Siswa Kelas XI terhadap Aplikasi BUSUU dalam Pembelajaran Bahasa Inggris di SMAN 9 Wajo

Instrumen penelitian yang digunakan untuk pengumpulan data adalah angket. Angket digunakan mengetahui persepsi siswa tentang persepsi positive dan negative siswa dalam pembelajaran bahasa inggris menggunakan aplikasi Busuu. Siswa harus menjawab pertanyaan di bawah ini sebanyak 19 pertanyaan yang akan dijawab oleh siswa.

Email *
auliafajri062@gmail.com

NAMA *
Aulia fajri

1. Smartphone dapat menjadi alat yang *
efektif bagi pelajar

Sangat setuju
 Setuju
 Netral

2. Penggunaan smartphone dalam *
pembelajaran bahasa menghemat
uang.

Sangat setuju
 Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

3. Penggunaan smartphone dalam *
pembelajaran bahasa menghemat
waktu.

3. Penggunaan smartphone dalam *
pembelajaran bahasa menghemat
waktu.

Sangat setuju
 Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

4. Belajar bahasa melalui aplikasi *
mobile adalah hal baru bagi saya.

Sangat setuju
 Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

5. Saya menyukai semua fitur yang ada *
di aplikasi Busuu (Latihan tata bahasa,
latihan kosa kata, latihan membaca,
latihan menulis, latihan mendengarkan,
dan kemampuan berbagi feedback
dengan pengguna yang berbeda).

Sangat setuju
 Setuju
 Netral

4. Belajar bahasa melalui aplikasi *
mobile adalah hal baru bagi saya.

Sangat setuju

5. Saya menyukai semua fitur yang ada *
di aplikasi Busuu (Latihan tata bahasa,
latihan kosa kata, latihan membaca,
latihan menulis, latihan mendengarkan,
dan kemampuan berbagi feedback

Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

6. Menurut saya umpan balik otomatis di Busuu sangat bagus (saat jawaban Anda berubah menjadi hijau jika benar atau merah saat Anda membuat kesalahan). *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

7. Petunjuk penggunaan di Busuu jelas. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

10. Busuu telah meningkatkan pengetahuan saya tentang bahasa tersebut secara keseluruhan. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

8. Saya menganggap Busuu sebagai sumber daya yang dapat diakses ketika saya kesulitan dengan topik tertentu di kelas. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

11. Busuu telah memotivasi saya untuk belajar lebih banyak tentang bahasa tersebut. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

7. Petunjuk penggunaan di Busuu jelas. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

12. Busuu telah meningkatkan tanggung jawab saya atas pembelajaran saya sendiri. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

14. Saya mempertimbangkan untuk menggunakan Busuu untuk mempelajari bahasa lain di masa mendatang. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

15. Busuu mendorong saya untuk mengunduh aplikasi bahasa lain. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

13. Saya menganggap Busuu sebagai alat pembelajaran yang bermanfaat. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

15. Busuu mendorong saya untuk mengunduh aplikasi bahasa lain. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

16. Busuu meningkatkan minat saya untuk belajar bahasa. *

Sangat setuju

Setuju

Netral

Tidak setuju

Sangat tidak setuju

18. Jaringan membuat saya memerlukan waktu beberapa saat untuk mengoperasikan Busuu *

Sangat setuju
 Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

17. Mendaftar ke Busuu itu sulit *

Sangat setuju
 Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

19. Aplikasi ini kurang efektif jika tidak mempunyai data *

Sangat setuju
 Setuju
 Netral

18. Jaringan membuat saya memerlukan waktu beberapa saat untuk mengoperasikan Busuu *

Sangat setuju
 Setuju
 Netral

20. Aplikasi yang monoton (itu-itu saja) * ini membuat saya bosan belajar.

Sangat setuju
 Setuju
 Netral
 Tidak setuju
 Sangat tidak setuju

Documentations:







MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 066972 Fax (0411)865588 Makassar 90221 e-mail :jp3m@unismuh.ac.id

Nomor : 2425/05/C.4-VIII/VIII/1444/2023

15 Safar 1445 H

Lamp : 1 (satu) Rangkap Proposal

31 August 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
 di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14820/FKIP/A.4-II/VIII/1445/2023 tanggal 31 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **JAMILA AMELIA**

No. Stambuk : **10535 1113919**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

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

Yang akan dilaksanakan dari tanggal 2 September 2023 s/d 2 Nopember 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua JP3M

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PRODI PENDIDIKAN BAHASA INGGRIS

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : JAMILA AMELIA
NIM : 105351113919
Judul Penelitian : EFL LEARNERS' PERCEPTIONS OF BUSUU APPLICATION IN LANGUAGE LEARNING BY EVALUATING THE TECHNOLOGY ACCEPTANCE MODEL (TAM) AT SMAN 9 WAJO
Tanggal Ujian Proposal : 4 Agustus 2023
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 5 September 2023	Observation	Mutiah Nur Adzra, S. Pd., M. Pd	
2	Kamis, 21 September 2023	Observation	Mutiah Nur Adzra, S. Pd., M. Pd	
3	Jum'at, 8 September 2023	Questionnaire	Mutiah Nur Adzra, S. Pd., M. Pd	



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

4	Jum'at, 22 September 2023	Questionnaire	Mutiah Nur Adzra, S. Pd., M. Pd	
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Makassar, 22 September 2023

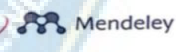
Mengetahui,

Ketua Program Studi,
EKIP Unimuh Makassar

Dr. Ummi Khaerati Svam, S.Pd., M.Pd
NBM. 922.807

Ketulis UPT SMAN 9 WAJO

Des. Adir M.Si
NIP: 19670509 199103 1 007





PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 9 WAJO
 Jl. Poros Sengkang - Bone No.229 Pammana Kecamatan Pammana Kode Pos 90971 Kabupaten Wajo
 Email : sman1pammana@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 070/058 – UPT SMAN 9WAJO/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 9 Wajo Kabupaten Wajo menerangkan bahwa :

NAMA : JAMILA AMELIA
 NIM : 105351113919
 PROGRAM STUDI : BAHASA INGGRIS
 PERGURUAN TINGGI : UNIVERSITAS MUHAMMADIYAH MAKASSAR
 ALAMAT : JLN. A. P. PETTARANI V NO.4

Mahasiswa yang tersebut namanya di atas benar telah melakukan penelitian di UPT SMA Negeri 9 Wajo guna penyusunan Karya Tulis Ilmiah yang dilaksanakan pada tanggal 5 s.d 22 September 2023 dengan judul penelitian :

“ EFL LEARNERS’ PERCEPTIONS OF BUSUU APLICATION IN LANGUAGE LEARNING BY EVALUATING THE TECHNOLOGY ACCEPTANCE MODEL (TAM) AT SMAN 9 WAJO ”

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Pammana, 22 September 2023

Kepala UPT SMA Negeri 9 Wajo,



Drs. AMIR, M.Si.
 NIP. 19670509 199103 1 007

BerAKHLAK
 Berakhlak, Berprestasi, Berkeadilan

**#bangga
 melayani
 bangsa**

Sipakatau

Si Putih

**SEKOLAH
 PENGERAK**



SEFULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | IBERDASRI



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0851/BG-FKIP/LOA/B/XI/1445/2023

Dear JAMILA AMELIA

It is our pleasure to inform you that, after reviewing your paper:
EFL LEARNERS' PERCEPTIONS OF THE BUSUU APPLICATION IN
LANGUAGE LEARNING BY EVALUATING THE TECHNOLOGY
ACCEPTANCE MODEL (TAM) AT SMAN 9 WAJO

The manuscript ID: 1123

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jcie@bg.unismuhmakassar.ac.id

Makassar, 20 November 2023 M
6 Jumadil Ula 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Jamila Amelia

Nim : 105351113919

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	16 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 18 November 2023

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



CURRICULUM VITAE



Jamila Amelia was born on Desember 9th, 2000 in Sengkang, Wajo Regency, South Sulawesi Province. She is the first child of marriage of her parents, Mr. Sudirman Suleman and Mrs. Judda. She began her education in TK Ratu Alam Atakkae and graduated in 2008. She continued her study in SDN 5 Maddukkelleng and graduated in 2013 then she studied in SMPN 6 Sengkang and graduated in 2016 and then she continued her study in SMAN 1 Wajo until 2019. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. During the study in Universitas During the study in, she joined in IMM, EDSA, HW and several development organizations. By the bless and mercy of Allah SWT and pray also support from my beloved family, the researcher could finish her study at Universitas Muhammadiyah Makassar by the title EFL Learners' Perceptions of Busuu Application in Language Learning by Evaluating the Technology Acceptance Model (TAM) at SMAN 9 Wajo.

