

USING SHORT STORIES TO IMPROVE STUDENTS' READING COMPREHENSION AT SENIOR HIGH SCHOOL

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ABSTRACT

This study aims to determine the impact of using the Busun application on improving the vocabulary skills of tenth-grade students at SMAN 23 Makassar in the 2024/2025 academic year: This research design used a quasi-experimental method with a quantitative approach. The sample was 60 students, consisting of 30 students in the control class and 30 students in the experimental class. This study used a pre-test and post-test, followed by treatment over four meetings. The control class used textbooks as learning media, while the experimental class used the Busuu application. The research data were obtained from the pre-test and post-test results, which were analyzed to determine the improvement in students' vocabulary skills. The results showed that the average pre-test score of students in the control class was 62.93 and the post-test was 70.93, while the average pre-test score in the experimental class was 62.93. The experimental class's average score was 56.67, and the post-test score was 80.53. There was a significant increase in the experimental class's average score of 23.86 after the treatment compared to the control class. The t-test results showed a value of $0.004 < 0.05$, therefore, H_0 was rejected and H_a was accepted. Based on the results of this study, it can be concluded that the use of the Busu application as a Technology-Based Learning has an effect on improving the vocabulary of 10th-grade Merdeka 2 students at SMAN 23 Makassar.

Keywords: Bussu Application, Vocabulary, Technology-Based Learning.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dampak penggunaan aplikasi busuu dalam meningkatkan kemampuan kosakata siswa kelas sepuluh SMAN 23 Makassar pada tahun ajaran 2024/2025. Desain penelitian ini menggunakan metode kuasi eksperimen dengan pendekatan kuantitatif. Sample penelitian berjumlah sebanyak 60 siswa yang terdiri dari 30 siswa di kelas kontrol dan 30 siswa di kelas eksperimen. Penelitian ini menggunakan pre-test dan post-test, kemudian dilanjutkan dengan pemberian perlakuan (treatment) selama empat kali pertemuan. Kelas kontrol menggunakan buku teks sebagai media pembelajaran, sedangkan kelas eksperimen menggunakan aplikasi Busuu. Data penelitian diperoleh dari hasil

pre-test dan post-test yang dianalisis untuk mengetahui peningkatan kemampuan kosakata siswa. Hasil penelitian menunjukkan bahwa skor rata-rata pre-test siswa pada kelas kontrol adalah 62.93 dan post-test adalah 70.93, sedangkan nilai rata-rata pre-test pada kelas eksperimen adalah 56.67 dan post-test adalah 80.53. Adanya peningkatan yang signifikan pada skor rata-rata kelas eksperimen, yaitu sebesar 23,86 setelah diberikan perlakuan dibandingkan kelas kontrol. Hasil uji-t menunjukkan nilai sebesar $0,004 < 0,05$, maka H_0 ditolak dan H_a diterima. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa terdapat pengaruh penggunaan aplikasi Busuu sebagai pembelajaran berbasis teknologi untuk meningkatkan kosakata siswa kelas 10 Merdeka 2 di SMAN 23 Makassar.

Kata Kunci: Aplikasi Busuu, Kosakata, Pembelajaran berbasis Teknologi.

A. Introduction

One of the most important elements to master is vocabulary, which is the main element in forming sentences. The more vocabulary a person knows, the easier it is for them to express themselves orally and in writing. Similarly, learning English as a foreign language in our country requires vocabulary mastery so that communication can run smoothly. Vocabulary is very important in learning English. Vocabulary mastery is one of the essential requirements for effective oral and written communication. Vocabulary mastery is not always easy, especially for beginner students, because they sometimes have to look up the meaning of difficult words (Chen & Yang, 2019).

Vocabulary is an important tool for interacting with others and is essential for learning a foreign language (Alpino, Susanto, 2017). In addition, according to Syafrizal (2018), learning is a major component of learning English and is very important to be learned by students who want to master the four language skills. Students must have some understanding to help them learn a language, especially English. So, students cannot communicate with each other and find it difficult to understand learning materials if they do not have enough comprehension (Rika Widianita, 2023).

According to (Vnucko & Klimova, 2023) vocabulary is understanding how words are used based on their meaning. Talking about new meanings is not just about looking up

words in the dictionary and making sentences out of them.

During the PPL program in the tenth grade of SMAN 23 Makassar, the researcher found several problems with students. One of them was students' lack of vocabulary mastery, so students were not fluent in speaking English. In addition, the researcher found that some students were not interested in learning the subject. Thus, the researcher argues that in order to achieve the learning objectives, students need more motivation and fun learning media. Therefore, it is a great challenge for teachers to find effective language teaching methods. Teachers can help students memorize words better and improve their vocabulary skills.

According to Vallejos (2018), Busuu is "the world's largest social network for the world's largest language learning medium, the application provides courses in more than 11 different languages on the web and mobile to more than 70 million students worldwide." The application allows its users to learn languages through various means. It is a self-paced learning organization that uses a common European frame of

reference for languages from A1 to B2 level.

The use of the Busuu application makes students more interested in learning. Busuu has interactive, community-driven features that allow users to practice speaking and writing and get immediate feedback from others, setting it apart from other applications. Thus, Busuu enhances students' vocabulary skills more naturally and contextually through a structured learning system, which sets it apart from other applications. With this approach, the Busuu application improves vocabulary skills and encourages independent and fun learning.

Cameroon's language is called "Busuu", but unfortunately, it is already extinct. A few years ago, a researcher from the Busuu team visited Cameroon to meet the people who speak the language and try to preserve it. In 2008, Bernhard Niersner and Andrian Hilti founded the application. The company has rapidly grown to become one of the world's most recognized language education brands with over 90 million users worldwide. Users of the application can register for free or subscribe to a premium membership to gain access

to additional features such as grammar lessons, offline mode, McGraw-Hill Education language certificates, and an Adaptive Vocabulary Coach.

The Busuu applicatin helps students learn foreign languages more easily and enjoyably. The students can improve their overall language skills through interactive features involving reading, writing, speaking, and listening exercises. The application is flexible so students can learn anytime and anywhere.

B. Research Methodology

This research used a quantitative approach, which focused on analyzing and collecting data in the form of numbers that were calculated. Quantitative research was conducted using quantitative methods. The main purpose of this research was to test or validate a theory or hypothesis by examining the causal relationship between one variable and another (e.g., X and Y variables), performing calculations, and applying the findings to a wider population. This research used a quasi-experimental design, which included a Pre-Test, Treatment, and Post-Test.

C. Findings and Discussion

Using an experimental design, the research carried out instructions with the Busuu application for the experimental class and without the application for the control class.

Tabel 1 : The statistict results pretest, posttest control and experimental class student's SMA NEGERI 23 MAKASSAR.

Kelas Eksperimen						
N	Pretest		Posttest		Std.Devition	
	R	M	R	M	Pre	Post
30	3	56,6	4	80,5	9,57	10,5
	2	7	4	3	5	30

Kelas Kontrol						
N	Pretest		Posttest		Std.Devition	
	R	M	R	M	Pre	Post
30	3	62,9	3	70,9	8,51	8,53
	6	3	2	3	3	0

Table 1 showed that the data of the experimental and control classes consisted of 30 students, the total of all data, which was divided with the number of data points determined as the mean pre-test score from the experimental class was 56,67 and Std.Devtion score was 9,575, and from the control class was 62,93 and Std.Devition 8,513. Then the total of all data which was divided with the number of data, determined as the mean post-test score from the experimental class, was 80,53 and from the control class was 70.93 and

The Std. Deviation scores 10,530 and 8,530.

The purpose of this research was to find out how the use of the Busuu application contributed to improving the vocabulary mastery of tenth-grade students at SMAN 23 Makassar. A quasi-experimental method was used, with a pre-test and post-test control group design.

After conducting the pre-test in the experimental class, the students received four main treatments using the Busuu application, which were designed to improve their contextual vocabulary mastery.

The results showed a significant improvement in the vocabulary scores of students in the experimental class, increasing from an average of 56.67 in the pre-test to 80.53 in the post-test. Meanwhile, the control class only improved from 62.93 to 70.93.

These findings were in line with the research by Hestiana & Anita (2022), which also used the Busuu application and found a significant increase in students' vocabulary scores, from an average of 65 to

76.54, with a significance value of 0.001. In addition, Hidayat, (2016) theory emphasizes the importance of engaging and interactive learning strategies, where activity-based and technology-based media have proven effective in increasing students' memory and interest in vocabulary learning.

This finding was also supported by the study of Wulandari & Sabat, (2024), which stated that the Busuu application provided immediate feedback and context-based learning. These two features greatly helped students in internalizing new vocabulary. In conclusion, the use of the Busuu application as a learning medium had a significant positive impact on improving students' vocabulary mastery.

E. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of the Busuu application had a significant impact on improving students' vocabulary, as shown by the higher score increase in the

experimental class compared to the control class.

Busuu is an effective and engaging tool for teaching vocabulary to high school students, offering a more interactive and flexible learning experience that significantly improves vocabulary acquisition compared to conventional methods.

This research was limited to students' vocabulary mastery in the tenth grade at SMAN 23 Makassar. Therefore, future researchers are encouraged to continue the study at the A2 level and to expand the scope of the study to other language skills, such as speaking, reading, or listening, or to conduct similar studies at different educational levels or in different locations to gain broader and deeper results.

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