

TEACHING READING SKILL WITH BUSUU APPLICATION BASED: A CASE STUDY RESEARCH DESIGN SENIOR HIGH SCHOOL

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ABSTRAK

Pembelajaran membaca bahasa Inggris di tingkat SMP masih didominasi oleh penggunaan buku teks dan pembelajaran yang berpusat pada guru sehingga keterlibatan siswa dalam memahami teks masih terbatas. Berbagai penelitian menunjukkan bahwa aplikasi Busuu mampu meningkatkan kosakata dan motivasi belajar, namun masih sedikit penelitian yang mengkaji secara mendalam proses implementasinya dalam pembelajaran membaca di kelas menggunakan pendekatan kualitatif. Penelitian ini bertujuan mendeskripsikan implementasi aplikasi Busuu dalam pembelajaran keterampilan membaca serta mengidentifikasi respons siswa terhadap penggunaannya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas 30 siswa kelas VII SMPN 1 Klampis yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Busuu diimplementasikan melalui kegiatan pengenalan teks, pembelajaran kosakata, latihan membaca, latihan pemahaman bacaan, serta pemberian umpan balik secara langsung. Siswa memberikan respons positif karena aplikasi mudah digunakan, memperkaya kosakata, meningkatkan pemahaman bacaan, serta mendorong motivasi dan partisipasi belajar. Meskipun terdapat kendala keterbatasan perangkat dan koneksi internet, pembelajaran tetap berlangsung efektif. Kebaruan penelitian ini terletak pada penyajian deskripsi komprehensif mengenai proses implementasi Busuu dan respons siswa dalam pembelajaran membaca pada konteks SMP sebagai acuan integrasi media pembelajaran digital.

Kata Kunci: *Pembelajaran Digital, Literasi Membaca, Media Pembelajaran, Respons Siswa.*

ABSTRACT

Reading instruction in junior high schools is often dominated by textbook-based and teacher-centered practices, limiting students' engagement and reading comprehension. Although previous studies have reported that the Busuu application improves vocabulary acquisition, learner autonomy, and learning motivation, little research has qualitatively examined how Busuu is implemented in reading instruction and how students respond throughout the learning process. This study aims to describe the implementation of the Busuu application in teaching reading skills and to explore students' responses to its use. A qualitative approach with a case study design was employed. The participants were 30 seventh-grade students at SMPN 1 Klampis, selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing. The findings revealed that Busuu was implemented through text introduction, vocabulary activities, reading practice, comprehension exercises, and immediate feedback. Students responded positively, reporting that the

application was easy to use, enriched vocabulary, improved reading comprehension, and enhanced learning motivation and classroom participation. Despite limitations related to internet connectivity and device availability, the learning process remained effective. The novelty of this study lies in providing a comprehensive qualitative description of Busuu implementation and students' responses in junior high school reading instruction, offering practical insights for integrating digital learning applications into English classrooms.

Keywords: *Digital Learning, Instructional Media, Reading Literacy, Student Response*

INTRODUCTION

Reading is one of the fundamental language skills that students need to master in English learning. Through reading activities, students can obtain information, expand knowledge, enrich vocabulary, and develop critical thinking abilities. Reading comprehension involves a complex process in which learners identify information, interpret meanings, and construct understanding from written texts. Therefore, reading ability plays an important role in supporting students' academic achievement because it provides access to various sources of knowledge and supports the development of other English language skills.

In English as a Foreign Language (EFL) learning contexts, reading comprehension remains a challenging area for many students. Difficulties in understanding English texts are often related to limited vocabulary knowledge, insufficient exposure to English reading materials, and low motivation to engage in reading activities. Vocabulary mastery becomes an essential aspect because students need adequate knowledge of words and meanings to understand information presented in texts. Without sufficient vocabulary, students may experience difficulties in identifying main ideas, interpreting details, and comprehending the overall meaning of reading materials.

To overcome these challenges, English learning requires appropriate instructional strategies and learning media that provide meaningful opportunities for students to interact with language materials. The development of digital technology has created new possibilities for improving language learning through flexible and interactive learning environments. Technology-based learning media enable students to access learning resources more easily, practice language skills repeatedly, and engage in learning activities beyond classroom limitations. Mobile-assisted language learning has become one approach that supports these developments because it allows students to utilize smartphones as tools for language practice.

One digital application that has received attention in language learning is Busuu. Busuu is a mobile-assisted language learning application that provides structured lessons, vocabulary exercises, reading activities, pronunciation practices, and interactive assessments. The application is designed to support gradual language development by allowing learners to practice English based on their individual learning pace. Through its digital features and learning activities, Busuu provides opportunities for students to engage with English materials independently and continuously (Winans, 2020).

The use of Busuu is closely connected with vocabulary development, which serves as an important foundation for reading comprehension. Students who possess broader vocabulary knowledge have greater opportunities to understand texts because they can recognize words, interpret meanings, and connect information within reading passages. The structured vocabulary activities available in Busuu allow students to encounter new words through contextual exercises and repeated practices, supporting more meaningful vocabulary acquisition (Khairunnisa et al., 2021). Furthermore, mobile-based language applications can

provide integrated learning experiences that expose students to various language activities, including vocabulary practice and comprehension-oriented tasks (Nadya & Aswir, 2023).

Besides supporting vocabulary development, Busuu also contributes to students' independent learning practices. The accessibility of mobile applications enables learners to manage their own learning activities, repeat exercises, and monitor their progress without being completely dependent on classroom instruction. This aspect is important because learner autonomy encourages students to take responsibility for their learning process. The availability of flexible learning resources through Busuu has been associated with positive attitudes among EFL learners because students can access English learning materials according to their individual needs and learning conditions (Rizqiyah & Draji, 2020).

The integration of digital technology in English learning has become increasingly relevant in educational contexts. Digital learning media provide opportunities for teachers to create more interactive learning environments and encourage students to participate actively in learning activities. The use of application-based learning media can support English learning by providing varied learning experiences and improving students' interaction with language materials (Nurlela et al., 2024). In addition, the utilization of smartphone-based applications such as Busuu demonstrates the potential of mobile technology to support English learning through accessible and flexible resources (Pale et al., 2024).

Although Busuu provides various benefits, its implementation in classroom settings requires further exploration. The success of digital learning applications depends not only on the availability of technological features but also on how teachers integrate the application into instructional activities and how students respond to its use. Factors such as students' digital literacy, access to devices, internet availability, and classroom learning conditions may influence the effectiveness of technology-based learning. Therefore, examining the implementation process is important to understand how Busuu functions as a learning medium in actual classroom situations.

Previous studies have explored the use of Busuu mainly in relation to vocabulary learning, students' perceptions, and general English learning development. The application has been utilized among junior high school students as a supporting medium for vocabulary learning through interactive activities and structured exercises (Rahmawati et al., 2024). Students also tend to perceive Busuu positively because the application provides interesting features, ease of use, and learning activities that support English practice (Afifka & Dauly, 2024). However, previous studies have predominantly emphasized learning outcomes and students' perceptions, while providing limited explanation of how Busuu is implemented during reading instruction in authentic classroom settings. In particular, aspects such as the instructional procedures adopted by teachers, students' engagement throughout the learning process, and contextual challenges during classroom implementation remain underexplored. This indicates that empirical evidence regarding the practical integration of Busuu into reading instruction is still limited.

Therefore, this study aims to investigate the implementation of the Busuu application in teaching reading skills and explore students' responses toward its use at SMPN 1 Klampis. By employing a qualitative case study approach, this research seeks to provide a deeper understanding of the integration of Busuu into English reading instruction and its contribution to students' learning experiences in a junior high school context. The novelty of this study lies in providing a comprehensive qualitative description of the implementation process of Busuu in teaching reading skills, encompassing classroom instructional practices, students' responses

throughout the learning process, and the contextual factors that support or hinder its implementation. This study is expected to complement previous research by offering a process-oriented perspective that can serve as a practical reference for integrating mobile-assisted language learning applications into English reading instruction.

Therefore, this study aims to investigate the implementation of the Busuu application in teaching reading skills and explore students' responses toward its use at SMPN 1 Klampis. By employing a qualitative case study approach, this research seeks to provide a deeper understanding of the integration of Busuu into English reading instruction and its contribution to students' learning experiences in a junior high school context.

METHODS

This study employed a qualitative approach using a case study research design to explore the implementation of the Busuu application in teaching reading skills and students' responses to its use at SMPN 1 Klampis. A qualitative case study was selected because it enables an in-depth understanding of a contemporary educational phenomenon within its real classroom context. The participants were 30 seventh-grade students who took part in English reading lessons using the Busuu application. Five students were purposively selected as interview informants based on their active participation and ability to provide rich information regarding their learning experiences.

Data were collected through classroom observations, semi-structured interviews, and documentation. Observation was conducted to examine the implementation of Busuu during reading instruction, including learning activities, students' participation, and classroom interaction. Semi-structured interviews were used to explore students' perceptions of the application's usability, its contribution to vocabulary development, reading comprehension, learning motivation, and challenges encountered during its implementation. Documentation, including photographs of classroom activities and screenshots of students' learning progress, was used to support and verify the findings obtained from observations and interviews.

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing/verification. During the data condensation stage, the observation notes, interview transcripts, and documentation were organized, coded, and reduced by selecting information relevant to the research objectives. Similar codes were then grouped into categories representing the implementation of Busuu, students' responses, and challenges encountered during the learning process. In the data display stage, the categorized data were systematically presented in the form of descriptive narratives and summary tables to facilitate interpretation and identify relationships among the findings. Finally, conclusion drawing and verification were conducted by interpreting the patterns emerging from the data and continuously comparing information obtained from different sources to ensure consistency throughout the analysis process.

To ensure the trustworthiness of the findings, source and method triangulation were employed by comparing information obtained from observations, interviews, and documentation. The credibility of the research instruments was established through expert judgment conducted by an academic supervisor prior to data collection. In addition, the preliminary findings were reviewed repeatedly against the original data to ensure that the interpretations accurately reflected the participants' experiences and the classroom implementation of the Busuu application.

RESULT AND DISCUSSION

Result

The Implementation of Busuu Application in Teaching Reading Skills

The findings of this study were obtained through classroom observations and documentation conducted during the implementation of the Busuu application in reading lessons at SMPN 1 Klampis. The observation data indicate that the integration of Busuu followed a structured learning sequence that facilitated students' engagement throughout the reading activities. The complete observation results are presented in Table 1.

Table 1. Observation Findings on the Implementation of Busuu Application

No	Learning Activities	Findings	Analysis
1.	Introduction to the Busuu application	Students successfully accessed and used the Busuu application.	The findings indicate that students were able to adapt to the digital learning platform with minimal technical difficulties, allowing the learning process to proceed smoothly.
2.	Greeting text learning	Students understood simple greetings and everyday expressions.	Learning greeting texts provided students with basic language input that supported their initial reading comprehension and prepared them for more complex reading activities.
3.	Vocabulary learning activities	Students learned new vocabulary through interactive exercises.	The vocabulary activities helped students expand their word knowledge, making it easier for them to understand the reading texts presented in the application.
4.	Reading activities	Students read the texts provided in the Busuu application.	Reading authentic and structured texts enabled students to apply newly learned vocabulary and practice reading comprehension in meaningful contexts.
5.	Reading comprehension exercises	Students answered comprehension questions related to the reading texts.	The comprehension exercises encouraged students to identify key information, interpret the meaning of the texts, and evaluate their own understanding.
6.	Immediate feedback	Students received direct feedback after	Immediate feedback helped students recognize their

	completing the exercises.	mistakes and improve their understanding, supporting independent learning and continuous progress.
7. Classroom participation	Students actively participated throughout the learning activities.	Active participation indicated that the use of Busuu increased students' engagement and motivation during reading instruction, creating a more interactive learning environment

As presented in Table 1, the implementation of Busuu supported reading instruction through a structured sequence of activities that combined vocabulary development, reading practice, comprehension tasks, and immediate feedback. Rather than functioning solely as a digital learning medium, the application created an interactive learning environment in which students were actively involved throughout the lesson. The observation also showed that the integration of these learning stages encouraged students to participate consistently while gradually developing their reading comprehension.

Another notable finding was that vocabulary learning became the foundation of the reading activities. Students first expanded their vocabulary through interactive exercises before applying newly acquired words to understand reading texts. This sequence appeared to reduce students' difficulty in comprehending English texts and enabled them to complete comprehension tasks more confidently. In addition, the immediate feedback feature allowed students to identify errors directly and revise their understanding during the learning process.

The documentation data supported the observation findings by showing that students consistently engaged with the Busuu application during classroom activities. Photographs and screenshots demonstrated students' active participation in vocabulary exercises, reading tasks, and comprehension activities, confirming that the implementation of Busuu was carried out systematically throughout the learning process.

Students' Responses toward the Implementation of Busuu Application

The second objective of this study was to explore students' responses toward the implementation of the Busuu application in reading instruction. The findings were obtained from semi-structured interviews conducted after the learning activities. Overall, the interview data indicate that students perceived the application positively, particularly regarding its contribution to reading comprehension, vocabulary development, and learning motivation. The summary of students' responses is presented in Table 2.

Table 2. Students' Responses toward the Use of Busuu Application

No	Students' Responses	Description
1	Easy to use	Students could operate the application without difficulty
2	Interesting learning media	Students enjoyed the interactive learning activities
3	Improves vocabulary mastery	Students learned new vocabulary through exercises

4	Helps reading comprehension	Students understood texts more easily
5	Increases learning motivation	Students became more interested in learning English

As shown in Table 2, students' responses consistently demonstrated that the Busuu application created a positive learning experience. The participants reported that the interactive features encouraged them to become more engaged during reading activities and made English learning more enjoyable than conventional textbook-based instruction. These positive perceptions also contributed to greater confidence when completing reading tasks in the classroom.

Another important finding was that students perceived vocabulary learning as the main factor supporting their reading comprehension. Through repeated exposure to contextual vocabulary and interactive exercises, they found it easier to understand the meaning of English texts and answer comprehension questions. This suggests that integrating vocabulary development with reading activities helped students overcome difficulties in interpreting written texts.

Despite these positive experiences, several students reported challenges related to unstable internet connections and limited access to mobile devices. Nevertheless, these constraints did not substantially affect the overall implementation because the teacher provided continuous guidance and encouraged collaboration among students during classroom activities. These findings indicate that the successful implementation of Busuu depends not only on the application's features but also on adequate technological support and effective classroom facilitation.

Overall, the results show that the Busuu application's use improved reading teaching at SMPN 1 Klampis. The software improved vocabulary growth, reading comprehension exercises, and student participation in class activities. Because the application was user friendly, engaging, and improved their comprehension of English reading texts, the majority of students gave positive feedback. However, during the implementation phase, a number of difficulties were discovered. Limited smartphone access caused problems for certain students, while erratic internet connectivity occasionally disrupted class activities and delayed access to learning resources. Additionally, due to variations in students' digital proficiency, the instructor had to provide some pupils extra help when utilizing the program. In order to overcome these difficulties, the instructor encouraged students to collaborate with classmates when needed, offered direct assistance during class activities, and modified the pace of instruction so that every student could finish the learning assignments. These initiatives made it possible for the learning process to proceed successfully while lessening the effects of the issues that were found. As a result, the results indicate that Busuu's effective deployment depends not just on its features but also on sufficient technology infrastructure, teacher support, and suitable classroom management.

Discussion

The findings of this study indicate that the implementation of the Busuu application in teaching reading skills at SMPN 1 Klampis provides meaningful support for students' learning experiences. The use of Busuu created a more interactive learning environment by combining reading activities, vocabulary exercises, and digital feedback features. The application enabled

students to engage with English materials through structured activities that could be accessed both during classroom learning and independently. This finding suggests that the effectiveness of digital learning media is not merely determined by the availability of technological features but also by how the application is integrated into instructional practices.

The implementation of Busuu in reading instruction contributed to students' vocabulary development, which became an important factor in supporting their reading comprehension. Students were able to encounter new vocabulary through contextual exercises and repeated practices provided in the application. The improvement of vocabulary understanding helped students recognize information in texts more effectively because they were able to interpret unfamiliar words and connect them with the context of reading passages. This finding is consistent with the use of Busuu as a digital platform that supports vocabulary learning through structured activities and continuous language exposure (Alviana et al., 2024). The present study extends this perspective by showing that vocabulary development through Busuu can function as a supporting mechanism in reading instruction, particularly when vocabulary learning is integrated with comprehension activities.

The role of interactive learning activities in Busuu also influenced students' motivation and engagement during reading lessons. Unlike conventional reading activities that often depend heavily on textbooks, Busuu provided varied exercises that encouraged students to participate actively in learning tasks. The combination of visual elements, exercises, and progress monitoring features created a learning experience that was perceived as more interesting by students. This condition is in line with the concept of technology-enhanced language learning, where digital platforms can increase learners' involvement by providing accessible and engaging learning environments. Previous experiences with Busuu as an online learning platform also indicate that the application can support students' motivation by providing flexible and interactive vocabulary learning opportunities (Susanto et al., 2022).

Students' positive responses toward Busuu became another important finding of this study. Most students perceived the application as easy to use, attractive, and beneficial for improving their English learning. These responses were influenced by the accessibility of the application and the opportunity to practice English through activities that were different from traditional classroom approaches. The findings support previous evidence that students tend to accept Busuu positively because the application provides practical learning features and supports their language learning needs (Susanti et al., 2025). However, the positive response in this study was not only related to the technological characteristics of Busuu but also to students' perception that the application helped them understand learning materials more effectively.

The use of Busuu also encouraged the development of learner autonomy among students. Through independent access to learning materials, students were able to complete exercises, review vocabulary, and monitor their progress based on their individual abilities. This learning pattern encouraged students to become more responsible for their own learning process. The development of autonomy is particularly important in language learning because students require continuous exposure and practice beyond classroom instruction. The characteristics of Busuu as a mobile learning platform support this process by allowing learners to access materials flexibly and manage their learning activities independently (Wulandari & Sabat, 2024). Furthermore, learners' experiences with Busuu indicate that mobile-assisted learning can provide opportunities for students to develop independent learning habits through continuous interaction with digital resources (Safitri & Degeng, 2026).

Another significant aspect identified in this study was the contribution of immediate feedback provided by Busuu. The feedback feature allowed students to recognize errors, evaluate their understanding, and improve their responses during learning activities. In reading instruction, feedback is important because students need guidance to understand mistakes and develop appropriate comprehension strategies. The availability of direct responses within digital applications can support students in reflecting on their learning progress. Similar benefits have been observed in the implementation of Busuu at different educational levels, where the application supported students' language improvement through repeated exercises and feedback-based learning activities (Nasution et al., 2026).

Despite the benefits identified, the implementation of Busuu also encountered several challenges, particularly related to technological access and learning conditions. Limited internet connectivity and differences in students' access to digital devices influenced the learning process. These challenges indicate that technology integration requires adequate infrastructure and teacher support to ensure equal participation among students. Previous implementation experiences involving Busuu in educational programs show that successful technology adoption depends on proper preparation, guidance, and students' ability to utilize digital learning tools effectively (Saragih et al., 2022). Therefore, digital applications should be considered as supporting media that require appropriate instructional planning rather than as replacements for teacher roles.

The findings also demonstrate that Busuu can support English reading instruction when combined with appropriate teaching strategies. The application itself provides learning resources, but the teacher's role remains important in guiding students, explaining difficult concepts, and connecting digital activities with classroom objectives. This finding strengthens the view that technology-based learning should be integrated with pedagogical considerations to achieve meaningful learning outcomes. Previous studies on the use of Busuu for vocabulary improvement among students also highlight that the effectiveness of the application depends on how learning activities are organized and supported by instructional approaches (Rohman & Pane, 2023; Lestari et al., 2025).

In relation to reading comprehension development, the use of digital applications should be understood as a process that supports multiple language components simultaneously. Although many previous studies have emphasized vocabulary improvement, vocabulary development, learner autonomy, and motivation are closely related to students' ability to comprehend written texts. The integration of reading activities with vocabulary practices in Busuu provides students with opportunities to build language knowledge that contributes to better text understanding. This finding is also supported by research on reading instruction using contextual learning activities, where meaningful exposure to texts and continuous practice can facilitate students' comprehension development (Safitri et al., 2025).

Overall, the findings of this study indicate that Busuu represents a potential technology-based medium for supporting reading instruction at the junior high school level. The application contributes to vocabulary development, student engagement, autonomous learning, and positive learning experiences. However, successful implementation requires consideration of technological availability, teacher guidance, and students' learning conditions. Therefore, the integration of Busuu should be viewed as a complementary approach that strengthens English reading instruction rather than replacing conventional teaching practices.

CONCLUSION

This study demonstrates that the Busuu application has the potential to support technology-enhanced reading instruction by creating a more interactive and student-centered learning environment. The structured integration of vocabulary learning, reading practice, comprehension activities, and immediate feedback encourages students to engage more actively in the reading process while facilitating their understanding of English texts. These findings extend previous research by providing an in-depth qualitative account of how Busuu is implemented in classroom practice, highlighting that the effectiveness of digital learning applications depends not only on their instructional features but also on teacher facilitation, students' digital readiness, and the availability of technological infrastructure.

The findings have practical implications for English teachers and schools seeking to integrate digital applications into reading instruction, suggesting that successful implementation requires careful instructional planning, adequate technological support, and continuous guidance throughout the learning process. Future research is recommended to examine the implementation of Busuu in different educational levels, larger participant groups, or diverse learning contexts. Further studies employing mixed-methods or experimental designs may also provide stronger evidence regarding the effectiveness of Busuu in improving students' reading achievement and other English language skills.

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