

## The Role of Busuu Application in Enhancing English Learning Experiences

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### ABSTRACT

*In the Era of Technological Advancement, Gadgets Play an Important Role in Various Activities. This includes learning. With various applications offered by platform providers, both on Android and iOS, people can now learn something independently. Busuu is an application developed to help individuals learn foreign languages independently, for example, learning English on their own. The learning levels used in this application adhere to international standards, ranging from beginner level (A1), elementary level (A2), intermediate level (B1), to upper-intermediate level (B2). This application provides learning materials in audiovisual formats that enhance four English language skills. The optimization of using the Busuu application makes it highly possible for someone to prepare themselves to communicate in English. This study employs a quantitative approach with a population of 4,818 and a sample size of 20 respondents using random sampling. The data analysis techniques used are regression tests and multiple correlation analyses. The respondents in this study are users of the Busuu application. The test results indicate that: Simultaneously, there is an influence between variable X and variable Y with a significance value of 0.000. Partially, there is no influence of variable X1 on variable Y with a significance value of 0.054, there is an influence of variable X2 on variable Y with a significance value of 0.030, and there is an influence of variable X3 on variable Y with a significance value of 0.000.*

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## 1. INTRODUCTION

**Busuu Application: Its Background, Features, and Benefits in Language Learning** The Busuu application was first launched in 2007 through the Busuu.com website by Bernhard Niesner and co-founder Adrian Hilti in Spain. At the time, Busuu was initially available as a web-based platform offering free language learning services for users worldwide. The application focuses on developing communicative skills and features a user-friendly and attractive interface that is easy to use. Originally, Busuu served as a free website designed as a communication channel for learning languages from other countries, targeting learners of all ages. Generally, Busuu was designed for language discussions through computers. The platform includes a comment section where thousands of comments are posted, enabling users to receive corrections from other users. This allows learners to quickly identify language errors during the learning process. Busuu provides materials to develop the four main language skills: listening, speaking, reading, and writing. In addition to these, it also focuses on grammar and vocabulary, essential for mastering English. The ultimate goal of language teaching, as stated in various studies, is to develop these four skills—listening, speaking, reading, and writing. However, due to a lack of practice, speaking skills

often remain below standard in daily contexts, while vocabulary acquisition in German, for instance, remains low. Speaking difficulties are commonly observed during the learning process, especially when learners experience fluctuating motivation, particularly in pronunciation and translating texts. Challenges in Language Learning The primary causes of these challenges include: (1) Conventional methods: Teaching methods used are often too traditional and lack variation.

(2) Limited innovative learning media: In some cases, the learning materials fail to engage students, resulting in reduced motivation. This situation highlights the need for introducing innovative and creative learning environments and tools. Modern educational technology has paved the way for apps like Busuu to serve as effective learning media, breaking the monotony of traditional methods. As supported by Ashari (2019:38), engaging educational media can create a more enjoyable learning atmosphere and motivate students to learn languages such as English. The Role of Educational Technology The rapid development of educational technology requires educators to adapt to emerging trends. The Association for Educational Communication and Technology defines educational technology as the ethical study and practice of facilitating learning and improving performance through the creation, utilization, and management of appropriate technological resources. The primary objective remains to make learning efficient, effective, and enjoyable while improving overall performance. Educational media, including applications like Busuu, act as instructional tools that stimulate learning and support teaching success. As stated on its official website, Busuu's features make it distinct from other applications. Its innovative tools, such as the Smart Review, have been shown to accelerate learning. According to a recent study by the University of Maryland, Busuu is four times faster than traditional learning methods. Advantages of Mastering Speaking Skills.

Proficiency in speaking offers numerous advantages, as highlighted by Mahardika (2015:93): (1) Enhances communication: The more skilled someone is in speaking, the better they can express ideas and opinions without hesitation, reducing misunderstandings. (2) Facilitates information delivery: The ability to choose words accurately ensures clear communication, especially when sharing information.

(3) Boosts confidence: Proficiency in speaking builds confidence for situations like job interviews, public speaking, and networking. (4) Improves authority: Effective and pleasant communication enhances personal credibility. (5) Increases public support: Strong communication skills often attract positive public responses. (6) Supports career advancement: Good speaking skills are essential for professional growth. (7) Enhances job performance: Communication proficiency improves overall professional quality. Types of Speaking Skills Speaking skills can be classified into several categories, according to Musaba Storytelling: As per Burhan Nurgiyantoro (2001:289), storytelling tests pragmatic speaking skills. Debate: Defined by the Indonesian Dictionary (KBBI) as an exchange of arguments to defend or win a standpoint. Discussion: Hamdayama (2016) explains it as a method of addressing and solving problems collectively. Interviewing: A structured interaction to gather opinions or information. Speech and Lectures: Public speaking activities to convey ideas or perspectives to a specific audience. Dialogue/Conversation: Can refer to a scripted exchange or informal conversation between two or more individuals. By incorporating features tailored for learners of all levels, Busuu effectively addresses these skills. Its ability to cater to different learning styles makes it a valuable tool for both educators and students in acquiring foreign languages, especially English.

## 2. LITERATURE REVIEW

A literature review involves revisiting various published works by other researchers related to the topic of study. This review includes the following studies:

The first study, conducted by Mada Al Dakhil and Hind Al Fadda, used a mixed-methods approach to explore EFL learners' perceptions of using the Busuu language learning application. The study applied the Technology Acceptance Model (TAM) and involved 58 first-year secondary school learners from a private school in Saudi Arabia. Data were collected through an online survey and semi-structured interviews. The results indicated that learners had a positive attitude toward Mobile-Assisted Language Learning (MALL) and found Busuu both useful and easy to use. Participants viewed the application as a valuable resource that enhanced their motivation for autonomous learning. Beyond the TAM components, the study also found that factors like affordance and joyfulness significantly influenced learners' acceptance of technology. Interestingly, the study suggested that mobile applications might be more beneficial for beginner learners compared to advanced ones. However, it also highlighted that using Busuu could distract learners from completing their homework (Al Dakhil & Al Fadda, 2021; Ginting, 2023).

The second study, conducted by Aratusa and Zana Chobita, aimed to examine learners' perceptions of using MALL for pronunciation practice and the challenges they faced. Using a mixed-method design, the research involved 15 English Education students from Tadulako University. Data were collected through structured questions and guided conversations. The findings revealed that learners generally found mobile devices helpful for learning pronunciation. However, they also encountered challenges, such as poor internet connectivity, device malfunctions, distractions from other websites, and limited familiarity with mobile-based learning (Aratusa,

2022).

The third study, conducted by Mostafa Al-Emran, Vitaliy Mezhuiev, and Adzhar Kamaludin, focused on analyzing learners' perceptions of using modern technology, such as smartphones and tablets, for educational purposes. By reviewing studies from 2006 to 2018, the researchers observed that most prior research emphasized extending existing models or combining them. Surveys were the predominant method for data collection. The findings indicated that most studies examined learners' attitudes toward technology use, with many conducted in humanities and education-related fields, followed by IT and computer science contexts. Taiwan, Spain, China, and Malaysia were among the most studied countries, with most research occurring in higher education settings. This review provided insights into current trends in TAM research involving mobile learning (M-learning) and serves as a critical reference for scholars exploring M-learning in various contexts (A, 2018).

### 3. METHOD

#### A. Research Design

In this study, the researcher employed a descriptive quantitative research method. This approach involves producing numerical data and utilizing mathematical analysis to describe, predict, and control phenomena of interest. The aim of the research was to explore the experience of using the Busuu application in language learning.

#### B. Population and Sample

##### 1. Population

The population refers to the entire group of subjects or objects that possess specific quantitative characteristics determined by the researcher for study and conclusion-drawing. In this research, the population consisted of Busuu users.

##### 2. Sample

This study utilized a purposive sampling technique, where the researcher selected specific Busuu users who met the criteria of the research and had experience using the application for learning English. A total of 20 users were chosen as the sample.

#### C. Research Instrument

The research instrument plays a crucial role in the success of any scientific study as it supports the overall research process. In this study, the researcher utilized a questionnaire distributed via Google Forms as the primary tool for data collection and result confirmation. A questionnaire is a research instrument comprising a series of structured questions aimed at gathering information from respondents. In this case, the researcher employed closed-ended questions to systematically collect data and gain insights into students' perceptions of the Busuu application (Mulyadi & Maesaroh, 2021).

#### D. Research Variable and Indicators

1. The Variable: Variable in this research is Busuu application and learners' experience.
2. The Indicator: The indicator of this research is to enhancing english learning application of Busuu in language

#### E. Data Collection

The data collection method employed in this study is quantitative. Data was gathered using a questionnaire created with Google Forms. The process began with the researcher sharing the Google Form link with the respondents, who were users of the Busuu application. The questionnaire served as the primary research instrument.

The researcher followed these steps:

- a. The researcher met with the English teacher to explain the research objectives.
- b. The researcher obtained the phone number of the class leader for communication purposes.
- c. The researcher explained the purpose of the questionnaire to each learner and shared the Google Form link in a WhatsApp group specifically created for the study.
- d. Once the students completed the questionnaire, the researcher analyzed their responses.
- e. The researcher categorized the students' perceptions of the Busuu application as either positive or negative based on predetermined criteria.

#### F. Technique Analysis of data

The researcher analyzed the data collected from the questionnaire using a Likert scale. Each response was assigned a specific point value, and an individual's overall score was calculated by summing up the point values for each statement. The point values for affirmative responses were assigned as follows: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree. To determine the average score of the learners, the researcher used a specific formula (Utami & Astutik, n.d.).

##### 1. Calculating The Total Score of Each Respondent from Questionnaire

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

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

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.

: The mean of the score.

: 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

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

If the average student score exceeds 60, it suggests a positive perception of the instructors' approach. Conversely, if the score falls below 60, it reflects a negative impression of the instructors' method. **FINDING** In this section, the researcher presented the results of the data analysis in relation to the problem statement. A questionnaire was utilized in this study to collect more accurate and reliable data.

**Table 1.** 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
<b>Total</b>		<b>20</b>	<b>100</b>

Table 1 reveals that 10 students (50%) strongly agreed (SA), 8 students (40%) agreed (A), 49 students (20%) were neutral, and none (0%) disagreed (D) or strongly disagreed (SD). This suggests that the majority of Busuu users find the application easy to use for learning English.

**Table 2.** "I consider Busuu to be an accessible resource when I encounter difficulties with a specific 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
<b>Total</b>		<b>20</b>	<b>100</b>

Table 2 shows that 5 students (25%) strongly agreed (SA), 10 students (50%) agreed (A), 4 students (20%) were neutral, 1 student (5%) disagreed (D), and none (0%) strongly disagreed (SD). This indicates that most Busuu users believe the platform can assist others when they face difficulties in learning English elsewhere.

**Table 3.** "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
<b>Total</b>		<b>20</b>	<b>100</b>

Table 3 shows that 8 students (40%) strongly agreed (SA), 2 students (10%) agreed (A), 1 student (5%) was neutral, and none (0%) disagreed (D) or strongly disagreed (SD). This indicates that most Busuu users believe the platform can motivate others to enhance their language skills.

**Table 4.** "I consider Busuu to be 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
<b>Total</b>		<b>20</b>	<b>100</b>

Table 4.12 shows that 2 students (10%) strongly agreed (SA), 6 students (30%) agreed (A), 2 students (10%) were neutral, none (0%) disagreed (D), and 1 student (5%) strongly disagreed (SD). This suggests that most Busuu users find it useful for learning English.

**Table 5.** "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

No	Tables	Frequency	Percentage (%)
Total		20	100

Table 5 shows that 5 students (25%) strongly agreed (SA), 10 students (50%) agreed (A), 5 students (20%) were neutral, and none (0%) disagreed (D) or strongly disagreed (SD). This indicates that most Busuu users are encouraged to learn other languages.

**Table 6.** "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 students (20%) strongly agreed (SA), 3 students (15%) agreed (A), 11 students (55%) were neutral, 1 student (5%) disagreed (D), and 1 student (5%) strongly disagreed (SD). This suggests that most Busuu users are motivated to explore various resources for learning other languages.

**Table 7.** "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 7 shows that 5 students (25%) strongly agreed (SA), 11 students (55%) agreed (A), 4 students (20%) were neutral, and none (0%) disagreed (D) or strongly disagreed (SD). This indicates that most Busuu users believe the platform increases students' interest in learning languages.

**Table 8.** "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 8 shows that 1 student (5%) strongly agreed (SA), 1 student (5%) agreed (A), 6 students (30%) were neutral, 7 students (35%) disagreed (D), and 5 students (25%) strongly disagreed (SD). This indicates that most Busuu users find it very easy for students to operate the Busuu application.

**Table 9.** "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
<b>Total</b>		<b>20</b>	<b>100</b>

Table 9 shows that 3 students (15%) strongly agreed (SA), 8 students (40%) agreed (A), 8 students (40%) were neutral, 1 student (5%) disagreed (D), and none (0%) strongly disagreed (SD). This suggests that most Busuu users find that a slow network makes it difficult for students to use Busuu.

**Table 10.** "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
<b>Total</b>		<b>20</b>	<b>100</b>

Table 10 shows that 2 students (10%) strongly agreed (SA), 5 students (25%) agreed (A), 6 students (30%) were neutral, 5 students (25%) disagreed (D), and 2 students (10%) strongly disagreed (SD). This suggests that most Busuu users feel bored when using the monotonous application.

After reviewing the tables of learners' perception results above, the following table presents the category results of learners' perceptions.

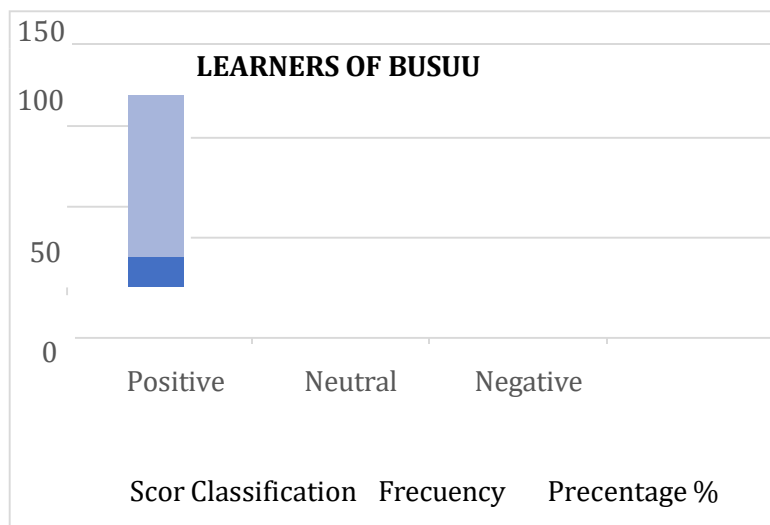
**Table 11.** "Category of the Learners' Experience on the Use of Busuu Application."

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

Based on the results of the table above, it can be observed that the 19 statement items from the questionnaire, which were evaluated with a score classification of (61-100), yielded a positive response from students. Meanwhile, the research results showed neutral responses with a score classification of (21-60), and no negative responses (0- 20) were recorded. The researcher concludes, based on the percentage of



student perception scores, that the Busuu application can be a viable alternative for Busuu users in learning English (Afifka & Daulay, 2024).



**Figure 1.** The Result of Busuu Aplication in Enhancing English Learning

The graphic above shows that 19 students (100%) have a positive perception of using Busuu, with 0 students (0%) having a neutral or negative perception. Therefore, all Busuu users reported a positive experience.

## DISCUSSION

The graphic above shows that 19 students (100%) have a positive perception of using Busuu, with 0 students (0%) reporting neutral or negative experiences. Therefore, all Busuu users had a positive experience. Based on information gathered from a survey, the majority of learners who used the Busuu app provided positive feedback. By analyzing the Technology Acceptance Model (TAM), the researcher determined that learners who use the Busuu app hold a favorable opinion of it as a tool for learning English. Quantitative data supports this, demonstrating the satisfaction of EFL students with Busuu's quick automated feedback. The survey revealed that learners who downloaded the Busuu app generally gave positive comments. TAM analysis further showed that learners think highly of the Busuu English language learning program. They reported that Busuu enhances their overall language proficiency, encourages independent learning, and helps them find strategies that meet their individual needs. These findings are consistent with Citrayasa's (2019) research, which showed that Busuu increased participants' attention span and improved their English

skills. However, research also indicates that other external factors, such as app viability and cost, play a significant role in predicting learners' adoption of the technology, in addition to TAM's usability and ease of use components. These findings contribute to the understanding of how Busuu helps users speak more like native speakers by offering video and audio features. Debbie Lopez (2023) highlighted that she views Busuu's language courses as comparable to Duolingo's. She appreciates the integration of native speaker videos, top-notch grammar teaching, AI-powered review sessions, and helpful community feedback. Furthermore, Busuu offers tutoring and group lessons for additional support. Interaction with native speakers is particularly motivating, as it provides real feedback on how the language is used. According to Michael D. Winans (2020), Busuu offers a user-friendly interface that is both easy to navigate and aesthetically pleasing, providing a high-quality experience. The reason users might choose Busuu over other language learning tools is its social networking and interactive aspects, as stated by Susanto et al. (2022).

## CONCLUSION

This research examines the use of the Busuu language application by learners, applying the Technology Acceptance Model (TAM). The findings indicate that the Busuu application enhances learners' autonomy by providing valuable resources for language learning anytime and anywhere. Additionally, it shows that, according to EFL learners, Busuu is an easy and useful tool that they would prefer to use in their learning journey. However, the research suggests that language applications like Busuu may be particularly beneficial for beginner EFL learners. Furthermore, the results of this study imply that, in addition to the TAM components of ease of use and usability, factors such as affordability and excitement may also influence EFL learners' acceptance of a particular technology.



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