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Busuu as Online Learning Platform on Vocabulary Learning Motivation and Vocabulary Achievement among Students

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Abstract

In the current teaching methodologies, online learning platform is considered important that extends education beyond the classroom and facilitates interactive and individualized learning. Some patterns have been created in language learning, through social interactions and independent learning experiences. The basic elements that contribute to the students' English proficiency are vocabulary motivation and vocabulary achievement. Yet the two variables are acknowledged as essential among lecturers and students, but paid less attention. This research aimed to examine Busuu as one of online learning platform on the vocabulary learning motivation and achievement among Karimun University students, Indonesia. The usage of this platform was independent variable, while vocabulary learning motivation and vocabulary achievement were dependent variables. This research used quantitative approach. Busuu facilitates the learning experience that cover number of words learned, frequency of words, and length of the day learning. These are three items considered as level of performance. The questionnaire and test were adapted and modified from previous studies to measure the level of vocabulary learning motivation and achievement. There were 98 students as participant. The research revealed the finding on the Busuu online learning platform usage performance strongly contribute to the vocabulary learning motivation and achievement. The research proposes a new model of learning English using online learning platform to increase students' motivation and vocabulary achievement.

Keywords: Online learning platform; Vocabulary Learning Motivation, Vocabulary Achievement

Dalam metodologi pengajaran saat ini, platform pembelajaran online dianggap penting yang memperluas pendidikan di luar kelas dan memfasilitasi pembelajaran interaktif dan individual. Beberapa pola telah tercipta dalam pembelajaran bahasa, melalui interaksi sosial dan pengalaman belajar mandiri. Elemen dasar yang berkontribusi pada kemahiran bahasa Inggris siswa adalah motivasi kosakata dan pencapaian kosakata. Padahal kedua variabel tersebut diakui esensial di kalangan dosen dan mahasiswa, namun kurang diperhatikan. Penelitian ini bertujuan untuk menguji Busuu sebagai salah satu platform pembelajaran online tentang motivasi dan prestasi belajar kosakata di kalangan mahasiswa Universitas Karimun, Indonesia. Penggunaan platform ini merupakan variabel bebas, sedangkan motivasi belajar kosakata dan prestasi kosakata merupakan variabel terikat. Penelitian ini menggunakan pendekatan kuantitatif. Busuu memfasilitasi pengalaman belajar yang mencakup jumlah kata yang dipelajari, frekuensi kata, dan lamanya hari belajar. Ini adalah tiga item yang dianggap sebagai tingkat kinerja. Kuesioner dan tes diadaptasi dan dimodifikasi dari penelitian sebelumnya untuk mengukur tingkat motivasi dan prestasi belajar kosakata. Ada 98 siswa sebagai peserta. Penelitian mengungkapkan temuan pada kinerja penggunaan platform pembelajaran online Busuu sangat berkontribusi terhadap motivasi dan prestasi belajar kosakata. Penelitian ini mengusulkan model baru pembelajaran bahasa Inggris menggunakan platform pembelajaran online untuk meningkatkan motivasi dan pencapaian kosakata siswa.

Kata kunci: Platform pembelajaran online; Motivasi Belajar Kosakata, Prestasi Kosakata

INTRODUCTION

The Indonesian government through the education and culture department has directed higher education to what is called blended learning. Blended learning is an approach that combines conventional method and communication technology-based. In blended learning, students enhance their learning experience through online and face-to-face, where blended environment is created. Blended environments provide choices for learning experiences that are not found in conventional nor online methods which ultimately increase learning motivation and learning achievement (Haroon et al., 2020; Ramsden & Ramsden, 2003).

Blended learning method is ideal as a learning method in the *merdeka belajar* education system (Yamin & Syahrir, 2020). *Merdeka belajar* means that teachers and students have the freedom to innovate and the freedom to learn independently and creatively. Teacher, student, and parent gather in a happy learning atmosphere expectedly (Nur Asiah, 2021; Yamin & Syahrir, 2020). The relationship between *merdeka belajar* and learning English lies in the freedom to choose learning media for students, encouraging the learning process is fun, motivating, and achievable.

Although some educators are recently excited about their affordances of *merdeka belajar*, there is a lack of understanding of how blended learning can be used to facilitate teaching and learning for English as subject (Krishnapatria, 2021). Some educators are now incorporating independently online platform into teaching eg. English as subject, as it has created many new avenues for students to develop the English proficiency (Kohnke, 2020). Online application or mobile application language learning has played a significant role to facilitate the language learning and classroom instruction effectively (Al-Johali, 2019; Hidayati & Diana, 2019; Kohnke, 2020).

Encouraging language learning through online application has been reported in some studies. The highlights are for the mobility, flexibility, practicality, authenticity of the learning context and rich of resources (Álvarez Valencia, 2016; Hidayati & Diana, 2019). The interest in combining face-to-face learning into online learning in English courses is reported to have grown rapidly, not only because of the policy, flexibility, benefit reason, but also because of the pandemic conditions that forced lecturers to make these efforts. Anyway, the main thing from the increasing efforts of various parties related to policies, curriculum, learning media, plans and learning processes in English courses is whether the methods or tools used have an influence on student learning motivation. There should be a concern whether the learning process carried out by utilizing various learning resources which is a trend nowadays providing an increase to students' English vocabulary. In fact, some studies even revealed that the interest in learning English in Indonesia at the university level is not so good (Marzulina et al., 2019; Nanda & Azmy, 2020).

Considering the writers' experiences and various existing literature, vocabulary is not a reference that is considered in assessing language skills. A large number of researchers has recognized that vocabulary learning is an important component of foreign language (Barcroft, 2004; Nation & Hunston, 2013). Most of the meanings in a language are revealed from words, so that

limited vocabulary is the biggest obstacle to acquire the target language effectively (Krashen, 1989). Given the importance of lexical, vocabulary learning is currently starting to receive a great deal of attention in foreign language research and pedagogy.

How learners learn vocabulary effectively and efficiently or how it can be taught properly remains a controversial issue (Susanto, 2017; Susanto et al., 2020). Learning vocabulary that relies on conventional learning in the classroom can be very difficult as opposed to the potential of incidental learning with technology. In this case, the traditional teaching method that is still applied in some universities in Indonesia is to ask students to memorize a list of words or to explicitly provide paired translations equivalent to these words (Susanto, 2017; Susanto et al., 2020). The problem is that a such traditional method not only lacks theoretical support but the entire learning experience can also portray the impression of being bored as vocabulary never runs out to memorize.

Few information available in how to measuring motivation on vocabulary learning in educational research, although a variety of assessment vocabulary forms have been developed to test what strategies students use, whether students understand the vocabulary instructed, and how vocabulary assessment supports vocabulary instruction (Kamil & Hiebert, 2005). Research in academic motivation rarely touches the realm of vocabulary learning, although research in general on motivation and motivation to read has grown rapidly in recent decades (Guthrie & Wigfield, 2016).

There are countless approaches to language learning by experts over different periods from a social networking perspective (Blake, 2016; Fotos & Browne, 2004). In various scientific discussions about the basics of language learning, almost all network-based language learning platforms present vocabulary recognition and learning in various views (Brick, 2011)(Richards, 2015). Busuu is not the only one, but from the various literature available this busuu program is one of the most complete displays with images and word context in a sentence with a little touch of technology (Brick, 2011). The authors have done some initial investigations about the user response of Busuu platform which is reviewed in the introduction as preliminary research. There are 100% of user stated that the platform motivated them learning vocabulary, grammar, pronunciation at the early stages.

From the preliminary study, the researchers considered that it is necessary to conduct a research about the learning achievement by Busuu in relation with vocabulary learning motivation and vocabulary skills. The research objectives are as follow: 1) to identify the students' learning performance in the use of Busuu platform; 2) to determine the students' vocabulary learning motivation level; 3) to determine the students' vocabulary skill level; 4) to examine the correlation between the students' performance in the use of Busuu platform and vocabulary achievement (VA) level; and 5) to examine the correlation between the students' learning performance in the use of Busuu platform and vocabulary learning motivation (VLM) level.

THEORETICAL REVIEW

Busuu and Vocabulary Learning Motivation

Language learning websites like Busuu have social networks. On this site, participants can join a community of other learners who are included in a very

broad network of diverse cultures who have never previously interacted outside of this social network (Boyd & Ellison, 2007; Oliver & Trigwell, 2005). Unlike other social-oriented software, Busuu is designed for educational purposes, but with designs such as other social network sites where participants are also learners of foreign languages or languages. As Busuu offers several language courses apart from English, learners can access for free up to 50%. Learning activities are introduced through interactive activities including pronunciation, vocabulary, grammar, dialogue, reading, translation, peer correction, voice recording, and chat (Boyd & Ellison, 2007; Brick, 2011).

Learners through cellular technology encourages to achieve the target language attractively and fun (Brick, 2011; Yudhiantara & Saehu, 2017). Recently, the multi-function smartphones facilitate the mastery of four skills of language: speaking, listening, writing, and reading that involves other participants through a mobile application (Blake, 2016; Chen et al., 2008). The learning experience gained through mobile technology and internet access may not be experienced by student through conventional learning. This could be one of the fundamental reasons of the need for blending language learning in the era *merdeka belajar*.

The phenomena of blended learning adopted cellphone into English subject in some cases based on students initiatives (Yudhiantara & Saehu, 2017). It need serious attention, as the platform used is not always up to date with the student's condition. Busuu is one of platform that cover four english skills in the learning experience. An initial study was conducted by researchers by interviewing students after using Busuu platform learning for 7 days. By the 31 students, 100% of students stated that they learned new words, pronunciation, and grammar though this platform. 75% of students can remember words along the using experience. 95 percent of students said that Busuu's appearance was attractive and easy to follow. Interviews were also conducted toward 5 students about their impressions of using busuu. From all interviews conducted, their comments were recorded and analyzed, grouped into learning experiences, learning was fun with pictures and flexible. There are number of words they have learned, fluency, and number of days they've had interaction with Busuu. They feel this experience is not found in conventional English learning.

The integration of mobile technology in language learning can facilitate teachers to have authentic learning material and guide students to interact with other language learners or even with native speakers. Such interactions are important for learners because they may have a real practice experience. Besides, students can also access rich learning resources by surfing the internet and being exposed to target languages in various popular cultures such as communicating on social media, playing games, enjoying songs and movies, which are important language input. The immense capabilities of mobile technology has opened up the possibility to remove the limitless learning in the classroom, into outside classroom in a more innovative way (Álvarez Valencia, 2016; Ramsden & Ramsden, 2003; Richards, 2015; Yudhiantara & Saehu, 2017).

Integrated language learning through cellular technology has had several positive relationships to increase vocabulary learning motivation in several recent studies (Lamb & Arisandy, 2020; Sari & Wahyudin, 2019). One of the reasons that make this platform attractive is the appearance and features. Other than that, the level assessment that continue to be challenging, fully in control, and there is a competition between fellow students (Fotos & Browne, 2004; Haroon et al., 2020). The use of mobile applications in vocabulary learning shows a significant difference in the level of student attention and satisfaction compared

to learning without using mobile applications (Huang & Huang, 2015). A study that explored the level of motivation of students to learn vocabulary using digital visualization versus those who did not, showed a significant relationship with those who did not (Adolphs et al., 2018).

Motivation to learn by utilizing cellular technology can generally be divided into 2 parts (Adolphs et al., 2018). First, learners are very interested in technology, so they make it a medium for learning English. Second, learners are interested in learning English, then take advantage of existing technology as a support for the English learning process. However, of the two categories, the most important is the extent to which motivation in using technology can be supported and facilitated properly (Adolphs et al., 2018; Tanaka, 2017). Fostering learning motivation through cellular technology, there is a need to be autonomy, frequency, and automatic reporting of learning (Adolphs et al., 2018; Huang & Huang, 2015). Nowadays bringing cellular technology into the classroom can improve student learning motivation (Adolphs et al., 2018; Hidayati & Diana, 2019).

Vocabulary Achievement and Busuu online platform usage

Mastering a foreign language requires reflective understanding the vocabulary (Barcroft, 2004). If language learners have enough vocabulary, it helps them to master the 4 target language skills (Pourgharib & Rohani, 2013). Vocabulary can be defined into 3 main meanings, namely the number of words in composing language, all the words that someone knows or used in a book, and a list of words and their meanings (Nation & Hunston, 2013). Vocabulary plays an important role in language learning, especially in building language skills in reading, writing, speaking, and listening (Kamil & Hiebert, 2005; Nation & Hunston, 2013). Thus vocabulary mastery is an important basis in measuring language proficiency in the process of mastering foreign languages.

Vocabulary is part of language learning but is the main basis for a student to be able to make progress from each process and stage of language learning. Therefore the connecting tool is in the form of learning that relies on the lecturer as the provider of learning material independent by students through interesting and independent learning media or a combination of the two (Álvarez Valencia, 2016). The use of computer technology tools that are integrated into language learning seems cannot be ignored. If someone wants to learn a language with maximum stages, vocabulary is the basic stage that one must go through, and combined learning media by promoting computer-based technology is a definite choice for language learners in the technological era.

Busuu is a language-learning app that offers 11 language options for native English speakers. It can be accessed through www.busuu.com. Per the theory of learning vocabulary, words are learned through repeated habits that are acquired through the process of reading, speaking, listening, and also speaking. English subject in some universities in Indonesia recently have involved numerous kinds of techniques, methods, and materials, and employed technology in language learning, fully proof boosted the students' motivation (Mubarok & Asri, 2021).

METHODOLOGY

From the preliminary study conducted by researchers, it was found that the Busuu program could be accepted as an alternative to independent learning by students. Thus, this study conduct investigation between the 3 variables. The first

is in the use of Busuu program, that consist of fluency as a major assessment. The next variable is vocabulary learning motivation . The last variable is vocabulary achievement.

This study employed quantitative approach that investigated the relationship between the performance of the use of busuu platform and the vocabulary learning motivation and the vocabulary achievement.

Respondent

Respondents in this study were undergraduate students at Karimun University. 98 of first semester students were all participated to use the Busuu online platform. Students were given 2 weeks to use the program and report their result. There were 135 first semester students, but only 98 people were willing to give their questionnaires during the research.

Instrument

There are three variables in the present research, namely the Busuu online platform usage, vocabulary learning motivation, and vocabulary achievement. The Busuu program, which is charged to students was the free mode. From the Busuu profile between paid and free, it does not specifically differentiate the level between the two. In the free mode, users are given access to 50% of the existing programs. Busuu assesses the performance of participants after using this platform with 3 views, namely number of days, number of words learned, and fluency. In this study, the authors took the fluency value which is in the range of 0-100 as the Busuu performance value of the participants. Participants are required to use Busuu for a maximum of 14 days, but the sooner they complete all unlockable items in free mode, the better their performance will be. Each participant is required to write down the student's name and number correctly in the Busuu registration and show the fluency display after all the items they can work on are finished. Through the pilot research conducted, the researchers have gotten initial opinion, that this program is fun and independent.

The assessment of the level of motivation to learn vocabulary is through the vocabulary learning motivation questionnaire (Tanaka, 2017). There were 25 items measuring five subtypes of self determination theory motivation for learning English vocabulary. The reliability of each construct of the questionnaire had been examined that ranging from 0.75 to 0.88. Researchers adopted the latest questionnaire which had been revised by (Tanaka, 2017) from the previous version (Tanaka, 2013). There are five indicators: Intrinsic Motivation for Learning English Vocabulary (IM) ; Identified Regulation for Learning English Vocabulary (ID); Introjected Regulation for Learning English Vocabulary (IJ); External Regulation for Learning English Vocabulary (EX); and Amotivation for Learning English Vocabulary (AM). Each indicators consist of 5 items of statements. The questionnaire was first translated from English into Indonesian to ensure the respondent understand the statement. Back to back-translation was carried out. 3 language experts were asked for their input on the back to back translation before the questionnaire was used.

The instrument to measure students' vocabulary skills is Vocabulary Level Test (VLT) Version b. The Test was adopted from (Schmitt et al., 2001). The researchers piloted the VLT test toward 31 students and found that the average student is only able to work up to the 3000 levels. The average mean scope is 68% in 2000 and 59% in 3000, meanwhile the 5000 level left behind. Thus, the researchers employed the VLT only from levels 2000, 3000, and academic words.

Respondents cannot use VLT of 5000, 10 000, etc. researchers should not use it (Webb & Sasao, 2013).

Data Collection

The three different tools, namely the achievement of using the Busuu program, a questionnaire measuring vocabulary learning motivation, and VLT to assess vocabulary achievement were taken at the same time. On the achievement of Busuu, the respondents were obliged to state the username and student number exactly as the real name. This was to ensure that respondents work on and report the Busuu performance data from their own account. Therefore the name and students number stated on vocabulary learning motivation questionnaire and VLT matched with Busuu performance sheet.

Data Analysis

The data analysis started from a correlation analysis. The correlation was to obtain the relationship between variables dependent and independent (Muhidin & Abdurahman, 2011). The correlation range level is .91 to 1.00 as very strong, 0.71 to 0.90 as strong, 0.51 to 0.70 as moderate, 0.31 to 0.50 as weak, 0.01 to 0.30 as very weak, 0.00 as no correlation. The ranges were also applied on the negative numbers if any (Chua, 2012). As the variables confirm correlated, the multivariate analysis employed to tested the research validity, reliability hypothesis and model as discribed in table 1. The descriptive statistics was also used to describe trends of variables in the dataset obtained count on the research questions. The score range of 1.00-1.79 is as very low, 1.80 – 2.59 low, 2.60 – 3.39 fair, 3.40 – 4.19 good, 4.20 – 5.00 very good (Muhidin & Abdurahman, 2011).

The researchers applied PLS vr. 2.0 to measure the level of the relationship between Busuu achievement, vocabulary learning motivation and vocabulary achievement. It was also to measure the effect of the independent variable Busuu learning achievement toward vocabulary learning motivation and achievement. The smart PLS measurement refers to the table 1. The flow of the table starts from the definition of the multivariate technique to be used. It is a multivariate analysis. Multiple linear regression is an attempt to predict one dependent variable from independent variable and vice versa (Hair et al., 2017). Each steps refers to (Hair et al., 2017), while the SmartPLS data analysis refers to (Wiyono, 2011). Two types of SmartPLS were involved in the model test, namely the Outer Model (Indicator Test) and Inner Model (Hypothesis Test).

Table 1: Smart PLS data analysis

MODEL TEST	OUTPUT	CRITERIA
Outer Model (Indicator Test)	a. Convergent validity	a. Loading factor >0.7
	b. Discriminant validity	b. Cross loading with latent variables must be higher compared to the correlation value of other latent variables
	c. Average variance extracted (AVE)	c. AVE, criteria > 0.50
	d. Composite reliability	d. <i>Composite reliability</i> is acceptable if ≥ 0.70

Inner Model (Hypothesis Test)	a. R ² of endogenous latent variabel laten	a. R ² in 0.67; 0.30; 0.19 indicates that the model is good, moderate, or weak.
	b. Coeffisien parameter and t-statistics	b. Estimation value of path analysis in the structural model must be significant. This is done through the bootsraping procedure. t-statistics > t-table (significant level 0.5, two tailed test.

The present research consisted of an ordinal and numerical data type. The ordinal data was measured by the questionnaire in a 5-point rating scale. They are 1=strongly disagree, 2, agree, 3=undecided, 4=agree, and 5=strongly agree. The VLT was numerical. It is the score of the vocabulary level test of a total of 90 items in 30 maximum score. Therefore, the two different data types were transferred to the STAD97 MSA program to be an interval data type. The data were also measured in correlational assessment to obtain evidence about the relationship between two variables (Azman et al., 2006). If there is a relationship, the level of correlation must be determined to certify the correlation's significance. The correlation range (r) are 0.91 to 1.00 as very strong, 0.71 to 0.90 as strong, 0.51 to 0.70 as moderate, 0.31 to 0.50 as weak, and 0.00 as no correlation (Chua, 2012). These ranges are also applied for the negative mode.

FINDING AND DISCUSSION

The first reserch question intended to determine the student performance on the Busuu online platform usage. The result revealed that the students performance were in average 47.5% with 14 days running. The result is linear with the pilot test and interview that the students declaring that the online platform was fun and enjoyfull.

The second research question of the study was to determine the students vocabulary learning motivation level. There are three indicators of this variable, which are intrinsic motivation for learning english vocabulary, identified regulation for learning english vocabulary, and introjected regulation for learning english vocabulary. The present research about intrinsic motivation showed that the level of integrativeness among students had a mean of level.

The third research question of the study was to determine the students' vocabulary achievement level. The data result indicated that the VA in academic word score was 18.37 vs 30 as the maximum score of each word class. In term of validity and reliability, all of the 90 items of vocabulary level test were valid and reliable. The convergent validity as the indivcator of validity identified the range 0.90-0.94 which was more than 0.7, and correlation value of other latent variable. The AVE value indicated 0.85 that was more than 0.5 (minimum treshold). The composite reliability was 0.94 that was more than 0.7 (minimum treshold). Anyway, the data of present study may lie in the number of VLT assessment due to inability of students answering the whole test level. The 5000 and 10000 word class tests were exluded. The reliability index can be cosidered lower due to the shortened test (Schmitt et al., 2001). There were only 2 students able to answer the 5000 word class test, and none reached the 10000 one. The mean score of akademik word class was 17.9, 2000 was 19.4, 3000 was 17.7. These

indicated that all word classes of the examiness considered out of mastery category (minimum 24 vs 30 maximum score).

The fourth research question was to examine the correlation between Busuu online platform usage and vocabulary learning motivation level. The present study indicated latent variable correlation as 0.44. There was a correlation between Busuu online platform usage and vocabulary achievement level but weak. Meanwhile the fifth research question was to examine the correlation between the Busuu online platform usage and vocabulary achievement level. The present study indicated latent variable correlation as 0.51. There was a moderate correlation between Busuu online platform usage and vocabulary learning motivation.

The present study indicated correlation between the independent variable and dependent variable, therefore the study continued to impact analysis. The outer model was intended to examine the indicator loading of variables in the PLS path model. Figure 1 shows that the impact of Busuu online platform usage on vocabulary achievement is 0.44. Meanwhile the impact of Busuu online platform usage on vocabulary learning motivation is 0.51. This model tested the impact of Busuu online platform usage among the two dependent variables. This means that the impact of Busuu online platform usage on vocabulary learning motivation was higher than Busuu online platform usage on vocabulary achievement. 51% of vocabulary learning motivation can be explained by the Busuu online platform usage and 44% on vocabulary learning motivation.

As part of the outer model steps, the assessment of validity and reliability conducted. Outer loading that consist of convergent validity, discriminant validity, average variance extracted, and composite reliability, indicated all impact was valid. The IM $\rightarrow$ VLM, ID $\rightarrow$ VLM, IJ $\rightarrow$ VLM, EX $\rightarrow$ VLM, AM $\rightarrow$ VLM, 2000 $\rightarrow$ VA, 3000 $\rightarrow$ VA, ACD $\rightarrow$ VA, Fluency $\rightarrow$ Busuu.

The inner model model assessment was based on the R^2 which indicated the amount of variance in independent variables. The larger the R^2 value, the higher prediction on the structural model. SmartPLS bootstrapping function was employed to generate the t -statistics values.

Based on the R^2 result, The Busuu online platform usage can explain 19% of vocabulary achievement and 26% of vocabulary learning motivation. A structural model was evaluated based on coefficient of determination (R^2), and path coefficients. The t -distribution can be reasonably approximated for sample sizes larger than 30 (Hair et al., 2017). In the present study the sample consisted of 98 university students as participants, within the sample range. When the t -statistics is larger than the t -table, the coefficient is in at the significant level (Hair et al., 2017). The result indicated the Busuu $\rightarrow$ vocabulary learning motivation, t -statistics: 7.07, t -table 1.97, meanwhile Busuu $\rightarrow$ vocabulary achievement, t -statistics: 5.24, t -table 1.97, both of the status: significant.

In term of hypothesis testing, the status of significant correlation between Busuu online platform usage supported toward either the vocabulary learning motivation or vocabulary achievement. The model assessment was displayed from the R^2 and Q^2 . The R^2 is to show the coefficient of determination to which a construct was able to explain the model. If $R^2 \geq 0.75$; 0.50; and 0.25 indicate the model strong, moderate and weak (Hair et al., 2017). Meanwhile $Q^2 > 0$, indicates that the model has predictive relevance. In term of effect size, 0.02 means small effect, 0.15 medium effect, and 0.35 large effect. If $Q^2 > 0$ indicates that the model has a predictive relevance, but if < 0 means less predictive relevance. The R^2 data shows 0.17 on vocabulary achievement and 0.25 on

vocabulary learning motivation. The model construct was considered weak. Anyway, based on the Q^2 data showed 0.71 on vocabulary achievement and 0.84 on vocabulary learning motivation meant the model had predictive relevance

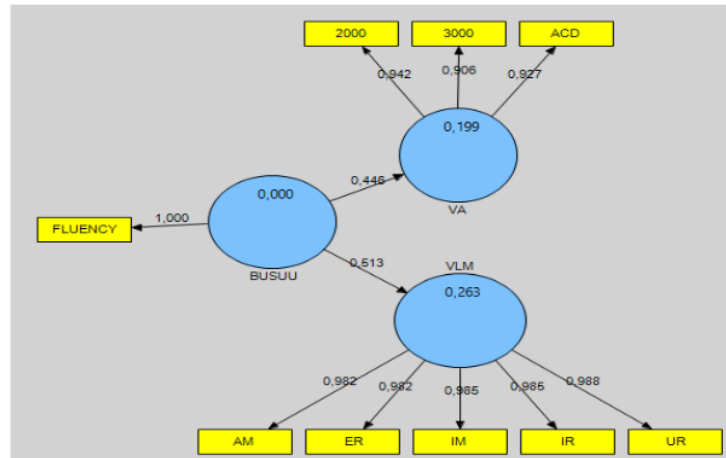
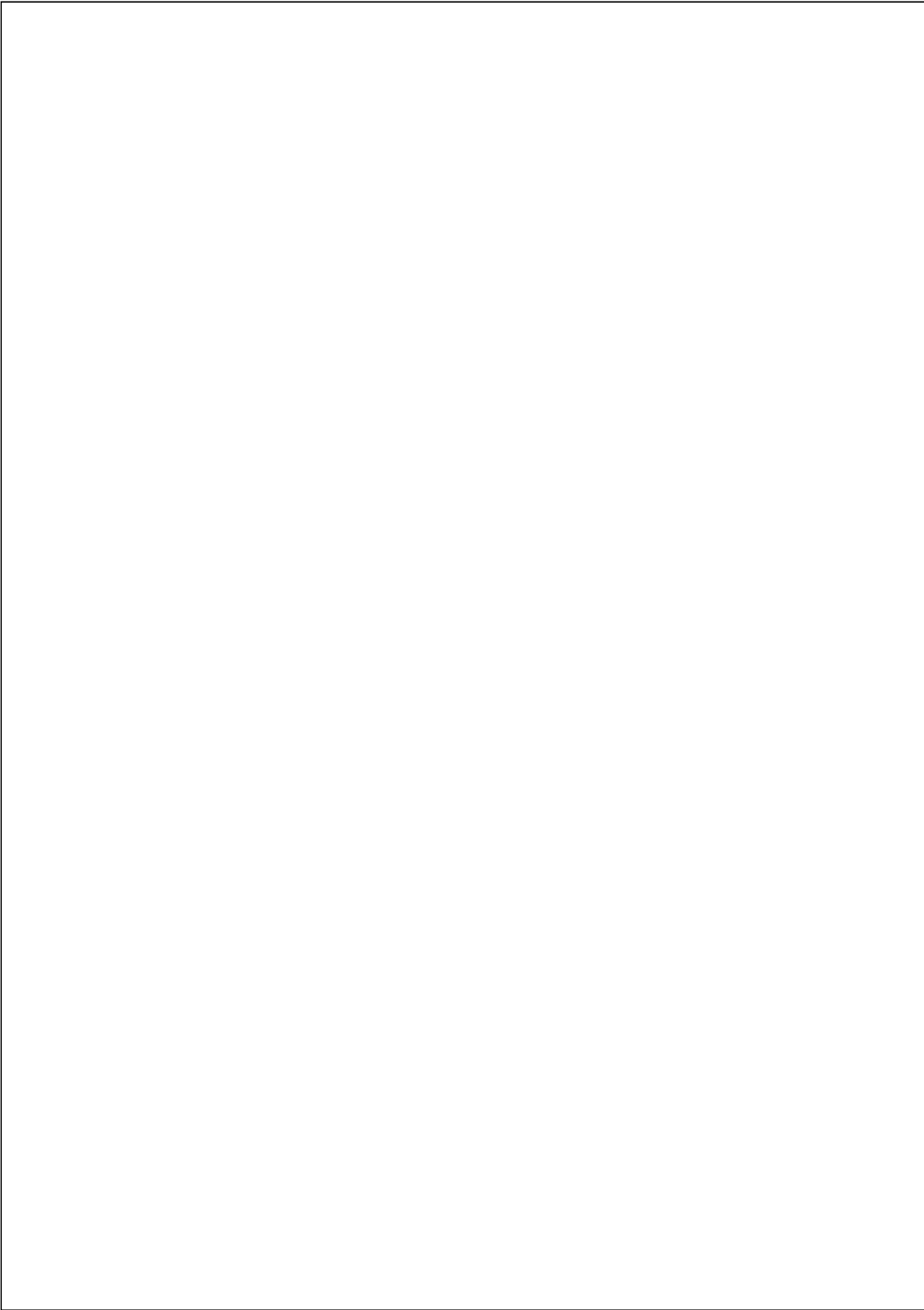


Figure 1 PLS workspace of the study

CONCLUSION

Although the results of this study identify one independent variables, in fact, the use of mobile-assisted language learning like Busuu does have the potential to stimulate students' motivation and vocabulary learning skills. It is therefore very beneficial to continue further research in this field. The literature review and results show that there is a lot of room to expand the research arena, such as other platforms that may be more comprehensive, free of charge, easy to access and even a self-design platforms for student learning. Students were very interested in using the Busuu application, both in the initial survey before the research or on the research model. The results of this study indicate that students are interested in learning that prioritizes cellular, online technology and includes a variety of languages such as writing, reading, listening and even speaking, which is also accommodated on this Busuu platform. Positive results that show the strong influence of using the Busuu platform on motivation to learn vocabulary and also on students' vocabulary skills. Mobile learning and mobile-assisted language learning are relatively new fields, it would be interesting to explore this area further with a follow-up research to gain a better understanding of what works best, slowly building towards a university-wide set of guidelines. Educators must be carefully before utilizing an online learning as part of the English subject activity not just be seen as a current trend. The model in the current study shows weak results, but the use of multiple platforms for comparison and/or using the full-paid Busuu platform would provide even more comprehensive results.

In the end, motivation to learn vocabulary and vocabulary achievement are basic measurement of language proficiency. Therefore learning experiences that can lead to an increase in these two variables must be strongly considered in teaching and learning.



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GENERAL COMMENTS

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