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by Alpino Susanto

The Impacts of Busuu as Online Learning Platform on Vocabulary Learning Motivation and
Vocabulary Achievement Level among Students

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Abstract

In current teaching methodologies, online learning platform is considered an important tool 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 essensial among lecturers and students, but paid less attention in how they can work. This research aimed to examine Busuu as one of the 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 99 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.

1.   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 is embodied by the education and culture department in the term of independent learning or *merdeka belajar*". So the 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. Among student in Indonesia, learning English as a foreign language is not something new for the first time. Since they were in junior high school, English has been included in the compulsory curriculum up to University level. The most basic thing in language learning is vocabulary mastery. 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; Coady & Huckin, 1996; 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.

The Indonesian government through the ministry of education and culture has directed higher education to implement what is called blended learning. In blended learning, students enhance their learning experience by combining conventional methods and communication technology-based other than face-to-face. It is expected to provide environments out of conventional to online methods which ultimately increase learning motivation and learning achievement (Oliver & Trigwell, 2005; Ramsden & Ramsden, 2003).

Blended learning is embodied by the education and culture department in the term of independent learning or *merdeka belajar*. The so-called *merdeka belajar* is ideal as a learning method in the independent learning education system (Nur Asiah, 2021; Yamin & Syahrir, 2020) Teachers and students have the freedom to innovate and to learn independently and creatively. It is expected, teachers, students, and parents could have a happy atmosphere during the learning process (Yamin & Syahrir, 2020). It is also intended to have the freedom to choose learning media for students, enjoyable learning process, higher motivation, and achievable language learning goal.

However, the question of how learners learn vocabulary effectively and efficiently or how it can be taught properly remains a controversial issue (Susanto, 2017; Susanto et al., 2020). Vocabulary is still considered as a supporting factor in language acquisition. Learning the vocabulary of a new language is often too challenging to students as too many words to learn (Nation & Hunston, 2013). It is very important to develop the best approach independently, especially for foreign languages (Chen et al., 2008). However, 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.

Vocabulary learning is very complex due to the large potential of lexicons and a variety of mature vocabulary knowledge but only few information available in how to measuring motivation for 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). Rsearch 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. At least three periods can be identified (Blake, 2016; Fotos & Browne, 2004). In various scientific discussions about the basics of language learning, almost all network-based language learning network platforms present vocabulary recognition and learning in various views. 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, the authors have done some initial investigations about the user response of this platform which is reviewed in the introduction as preliminary research. 100% of user response said that this platform motivated them learning vocabulary, grammar, pronunciation at the early and intermediate stages.

From the preliminary research that has been carried out, the researchers consider 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
i.   To identify the students' learning performance in the use of Busuu platform.
ii. To determine the students' vocabulary learning motivation level.
iii. To determine the students' vocabulary skill level.
iv. To examine the correlation between the students' performance in the use of Busuu platform and vocabulary learning motivation level.
v.   To examine the correlation between the students' learning performance in the use of Busuu platform and vocabulary skill level.

2. Theoretical Review

2.1 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 Facebook or other social-oriented software, Busuu is included in the Social Network Sites for Language Learning (SNSLL) category which is designed for educational purposes, but with designs such as other Social Network Sites where participants are also learners of foreign languages or languages. Busuu offers several language courses apart from English. In this network, learners can access for free, but up to about 50%, otherwise premium mode for full access. 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).

The various advantages of using cellular technology in learning activities have encouraged and helped students to reach the target language attractively, fun, and effectively measuring language (Brick, 2011; Yudhiantara & Saehu, 2017). It was also found that today's multi-function smartphones can facilitate the mastery of four macro skills in an integrated manner. Students can be assigned speaking, listening, writing, and reading tasks that involve other participants by sharing, through a mobile application that is always available in their (Blake, 2016; Chen et al., 2008). The learning experience obtained through cellular technology with an internet connection may not be experienced by a student through other learning media. This could be one of the strong reasons that require some continuous improvement to students who are just starting to enjoy learning at the college level.

The phenomena of blended learning adopted celphone into English subject requires serious attention. Some studies on mobile language learning were mostly part of classroom learning (Yudhiantara & Saehu, 2017). The cellular technology or application used is chosen by the

teacher with the knowledge that is not always up to date with the student's condition. In short, the learning model is guided by the teacher, and not from the students' initiative.

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. A list of questions is attached to appendix 1, which is to find out whether they learn new words, pronunciation, and grammar from learning Busuu. By the 130 students, 100% of students stated that they learned new words, pronunciation, and grammar from learning busuu. 75% of students can remember 4 words along with their usage in the sentence on the respondent sheet. 95 percent of students said that Busuu's appearance was attractive and easy to accept for students. Interviews were also conducted with 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 like living directly interacting, it could be as often as possible because there was no time limit, and there were achievement measurements that were not based on true or false, but fluency, there was a word they've learned, and there is the number of days they've had interaction with Busuu. They feel this experience is not found in conventional English learning.

Mobile-Assisted Language Learning has recently been highlighted because of its potential to provide more meaningful language learning. The approach to learning through social media platforms differs slightly due to the ability to provide practicality, flexibility, authenticity, and personalized learning (Blake, 2016; Chen et al., 2008). 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, or enjoying songs and movies that can be important language input. The immense capabilities of mobile technology not only open up the possibility to offer limitless learning that bridges learning in the classroom but also outside the classroom in a more innovative way (Ramsden & Ramsden, 2003; Richards, 2015; Yudhiantara & Saehu, 2017).

Integrated language learning through cellular technology has had several positive relationships to increase motivation to learn vocabulary in several recent studies. One of the reasons that make this platform attractive is an attractive appearance, interactive features, the existence of levels that continue to be challenging, the learner is 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 (Hidayati & Diana, 2019).

2.3. Vocabulary Achievement and Busuu online platform usage

The role of vocabulary cannot be avoided. If language learners have a lot of vocabulary, that condition helps them to master the 4 skills of target language (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). From the various opinions of experts mentioned, that in the era of information technology, the use of computer technology tools that are integrated into language learning 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. Thus, this busuu program can measure student achievement in learning vocabulary through the 4 language skills through these 3 indicators.

3.   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 as X is in the use of Busuu program, that consist of three major assessment, they are the Frequency, Number of words learned and Number of Days. The variabel Y is Vocabu;ary Learning Motivation   and the variable Z is Vocabulary achievement.

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

3.1 Respondent

Respondents in this study were the first semester students at Karimun University. 99   new students were all included in measuring their achievement in using the Busuu program. Students are given 8 weeks to use the program and report their progress every 2 weeks. The researchers asked for 4 reports of learning progress from each student. The questionnaire was given to students to measure their level of vocabulary learning motivation and a Vocabulary Level Test was given to measure the level of their English vocabulary skills.

3.2 Instrument

There are three variables in the present research, namely the Busuu learning achievement, vocabulary learning motivation, and vocabulary achievement. The Busuu program, which is charged to students is free. 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. Through the pilot research conducted, the researchers have gotten initial opinion, that this program is fun and independent. Thus the measurement of the level of Busuu is by fluency, the number of words learned, and the number of days passed. The figure 1, is an example of learning achievement in the Busuu program.
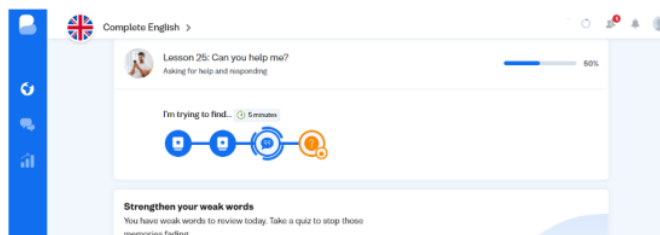

Figure 1

To understand the level among students, the researchers grouped participants according to their numerical level. In table 1, the highest score of the participants, the lowest score, and the average.

Table 1: Number of answer

	Frequency	Number of words learned	Number of days
The highest	40%	120	13
The Lowest	6%	35	3
The mean	18%	75	9

A tool to measure the level of motivation to learn vocabulary is through the vocabulary learning motivation questionnaire (Tanaka, 2017). The questionnaire was first translated from English into Indonesian. Back to back-translation was carried out before distributed. 3 language experts were asked for their input on the back to back translation before the questionnaire was used. The reliability of the questionnaire consist of person reliability .80 and item reliability .90. From the realiability estimation, the adopted questionnaire is reliable for the participants. 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 tested 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 authors use 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).

3.3 Data Collection

The three different tools, namely the achievement of using the Busuu program, a questionnaire measuring vocabulary learning motivation, and VLT were taken at the same time. On the achievement of Busuu learning, the respondent is obliged to state the username and student number exactly as the real name. This is to ensure that respondents work on and collect their achievement data from the accounts they use themselves. Then the vocabulary learning motivation questionnaire, the respondent must write his name exactly as the name on the Busuu account. On the second sheet, the respondent did VLT. An example of the vocabulary learning motivation questionnaire and VLT is in appendix 1. The three tools were taken and collected in week 9 of the initial research process.

3.4 Data Analysis

The researchers applied PLS vr. 2.0 to measure the level of the relationship between Busuu achievement and vocabulary learning motivation and achievement. Is it 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 2. The flow of the table starts from the definition of the multivariate technique to be used. It is a multivariate analysis was on the research problem and objectives of the analysis. Multiple linear regression is an attempt to predict one dependent variable from several independent variables and vice versa (Hair et al., 2017). Each steps refers to (Hair et al., 2017), while the SmartPLS data analysis was referred 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 2: Smart PLS data analysis

MODEL TEST	OUTPUT	CRITERIA
Outer Model (Indicator Test)	a. Convergent validity	a. Loading factor 0.50 to 0.60 considered adequate
	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. *Composite reliability* is acceptable if ≥ 0.70
Inner Model (Hypothesis Test)	a. R^2 of endogen laten 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=never, 2, rarely, 3=sometimes, 4=often, and 5=always. In terms of frequency, (Azar, 1996) indicated that it referred to the frequency level of the words. Never is 0%, Rarely is 10-30%, Sometimes is 40-

60%, Often is 70-90%, and Always is 100%. Therefore, in the questionnaire, the researcher indicated a guideline to the respondent, as follows: Always is ten times in ten activities, Often is seven to nine times in ten activities, Sometimes is four to six times in ten activities, Rarely is one to three times in ten activities, and Never is not at all. The VLT was numerical. It is the score of the Vocabulary Level Test of a total of 30 items. 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 .91 to 1.00 as very strong, .71 to 0.90 as strong, .51 to 0.70 as moderate, .31 to 0.50 as weak, and 0.00 as no correlation (Chua, 2012). These ranges are also applied for the negative mode.

4. Finding and Discussion

4.1 (Identify)the students' learning performance in the use of Busuu platform
4.2 (determine) the students' vocabulary learning motivation level.
4.3 (determine) the students' vocabulary skill level.

4.4. (examine) the correlation betwen Busuu online platform usage and vocabulary learning motivation level.
4.5. (examine) the correlation between the Busuu online platform usage and vocabulary achievement level.

The correlation between Busuu online platform usage and vocabulary learning motivation and achievement is shown in Table 4.2, which had a score of 0.92 and 0.90, respectively. This means that students who have high usage of Busuu will have high Vocabulary Learning Motivation as well as Vocabulary Achievement and vice versa.

Table 3: Response level

Variable	Correlation	Level
Busuu ↔ Vocabulary Learning Motivation	0.92	very strong
Busuu ↔ Vocabulary Achievement	0.90	very strong

The outer model is intended to examine the indicator loading of variables in the PLS path model. Figure 4.2 shows that the impact of Busuu online platform usage on vocabulary achievement is 0.90. Meanwhile the impact of Busuu online platform usage on vocabulary learning motivation is 0.93. 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. 90% of vocabulary learning motivation can be explained by the Busuu online platform usage, meanhile it is 93% on vocabulary learning motivation.
As part of the outer model steps, the assessment of validy and reliability conducted. Outer loading that consist of convergent validity, discriminant validity, Average Variance Extracted, and composite reliability, indicated all impact valid. The

IM→ VLM, ID→ VLM, IJ→ VLM, EX→ VLM, AM→ VLM, 2000→VA, 3000→VA, ACD→VA, Fluency → Busuu, Number of Words→Busuu, and Number of Days→ Busuu.

The inner model model assessment was based on the R^2 which indicate 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 81% of Vocabulary Achievement and 86% of Vocabulary Learning Motivation. A structural model was evaluated based on coefficient of determination (R^2), and path coefficients. The t-disribution can be reasonably approximated for sample sizes larger than 30 (Hair et al., 2014). In the present study the sample consisted of 99 university students as participants, within the sample range. When the t-statistics is larger than the t-table, the cooefficient is in at the significant level (Hair et al., 2014). The result indicated the Busuu → Vocabulary Learning Motivation, t-statistics: 103.136304 , t-table 1.97, , meanwhile Busuu → Vocabulary Achievement, t-statistics: 62.227249, 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 is displayed from the R^2 and Q^2. The R^2 is to show the coefficient of determination to which a construct is able to explain the model. If R^2 >/= 0.75; 0.50; and 0.25 indicate the model strong, moderate and weak (Hair et al. 2018). 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 0.81 on vocabulary achievement and 0.86 on vocabulary learning motivation. The model construct is considered strong. The Q^2 data shows 0.71 on vocabulary achievement and 0.84 on vocabulary learning motivation. The model has predictive relevance
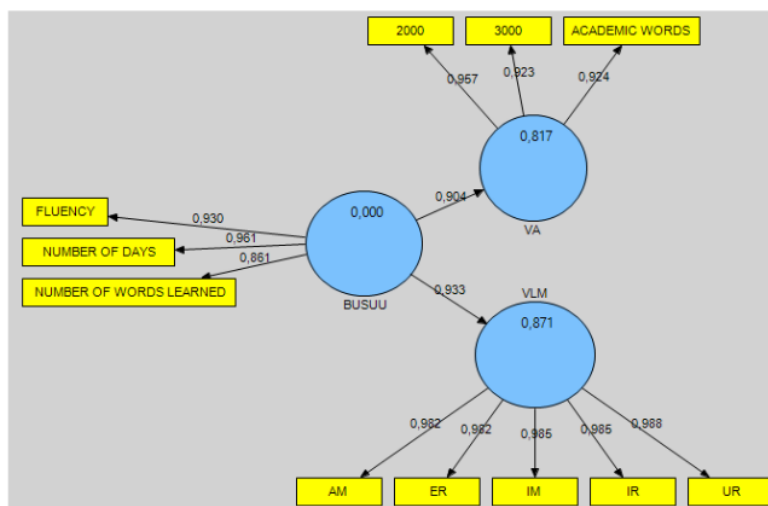

Figure 2

5. 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. All must be carefully considered to ensure students and lecturers alike experience the real benefits of m-learning and not just be seen as a current trend. In the end, motivation to learn vocabulary and vocabulary ability itself is a basic measure of language achievement, so learning experiences that can lead to an increase in these two variables must be taken by lecturers in teaching their students.

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