THE IMPACT OF WEB 2.0 LANGUAGE LEARNING APPLICATIONS ON STUDENTS' VOCABULARY ACQUISITION AND PERCEPTION

Safrul Muluk[1*], Furqan Furqan[2], Muntasir Sulaiman[3], Maskur Maskur[4] , Kania Mayastika[5]

[1234] State Islamic University of Ar-Raniry Banda Aceh, [5] University of Canbera

(safrul.muluk@ar-raniry.ac.id)

ABSTRACT

The acquisition of vocabulary significantly impacts the language learning process since it serves as the foundation for the development of linguistic abilities. As a result, instructors must provide students with a contextual framework and various media resources to help them build an extensive understanding of language usage. Using information and communication technology (ICT) in the classroom can maximize student learning by maximizing their potential (Adisti, 2018). The Busuu language learning application is one of the available online learning resources. The researcher's goal in this study is to examine how the Busuu language learning application affects vocabulary acquisition among students in a vocational school in Aceh, Indonesia. A quantitative research approach was used, utilizing a survey questionnaire and experimental teaching. Purposive sampling was employed to select 30 students from the Business and Marketing class to participate in the research. The findings indicate that students' performance in acquiring new English vocabulary improved significantly following the intervention. The pre-test results, averaging 6.86, and the post-test, averaging 9.9, show a 3.03 improvement. The Busuu application also received favorable feedback from research participants, who found it to be enjoyable and educational.

Key Words: Busuu; application web 2.0 for language learning; vocabulary acquisition; new vocabulary

ABSTRAK

Perolehan kosa kata mempunyai dampak yang signifikan terhadap proses pembelajaran bahasa karena merupakan landasan bagi pengembangan kemampuan linguistik. Perolehan kosa kata mempunyai dampak yang signifikan terhadap perkembangan keterampilan pidato dan literasi awal. Oleh karena itu, sangat penting bagi pengajar untuk membekali siswa dengan kerangka kontekstual serta berbagai sumber media untuk membantu mereka membangun pemahaman luas tentang penggunaan bahasa. Pemanfaatan teknologi informasi dan komunikasi (TIK) di dalam kelas dapat meningkatkan hasil belajar siswa dengan memaksimalkan potensi yang dimilikinya (Adisti, 2018). Aplikasi belajar bahasa Busuu merupakan salah satu sumber belajar online yang tersedia. Tujuan penelitian ini adalah untuk mengkaji bagaimana aplikasi pembelajaran bahasa Busuu mempengaruhi perolehan kosakata pada siswa di sebuah sekolah kejuruan di Aceh, Indonesia. Untuk memperoleh data, digunakan pendekatan penelitian kuantitatif yang meliputi angket survei dan pengajaran eksperimen. Purposive sampling digunakan untuk memilih 30 siswa dari kelas Bisnis dan Pemasaran untuk berpartisipasi dalam penelitian. Temuan penelitian ini menunjukkan bahwa kinerja siswa dalam penguasaan kosakata bahasa Inggris baru meningkat secara signifikan setelah intervensi. Hasil pre-test rata-rata 6,86 dan post-test rata-rata 9,9 menunjukkan peningkatan 3,03. Hal

ini menunjukkan bahwa responden mampu meningkatkan skornya dengan menjawab 12 soal tes. Aplikasi Busuu juga mendapat tanggapan baik dari peserta penelitian, yang menganggapnya menyenangkan dan mendidik.

Kata Kunci: Busuu; aplikasi pembelajaran bahasa web 2.0; perolehan kosakata; kosa kata baru

INTRODUCTION

The acquisition of vocabulary plays a significant part in the process of language learning, as it serves as the foundation for developing language skills. This principle applies to the English language as well. There is a positive correlation between students who possess a high level of vocabulary knowledge and their ability to communicate confidently and fluently in the target language. Enhanced communication skills are facilitated with its utilization. Hill (2012) argued that vocabulary acquisition significantly influences the development of spoken language skills and early literacy.

On the other hand, those who possess little proficiency in vocabulary tend to exhibit hesitancy in verbal expression and a lack of motivation to engage in English language usage within educational settings. According to Afzal (2019), there is a correlation between students' inadequate vocabulary proficiency and their subpar academic achievement in language-related courses. Hence, educators must provide students with a contextual framework and diverse media resources that facilitate a comprehensive grasp of language utilization.

Inadequately giving contextual information is one of the prevalent issues in relation to providing vocabulary instruction. Thus, the language instruction provided lacks relevance to the everyday experiences of students. Based on the researchers' empirical observations during their teaching, it was noted that the English instructors at the educational institution where the research took place employed a pedagogical approach that primarily involved instructing students to commit a predetermined set of vocabulary terms to memory, with the expectation that the students would be able to yield their memorized vocabularies at the conclusion of each class session. Many students perceive this instructional approach as tedious and outdated, as a significant majority of them express a preference for digital media as a means of learning. This inclination towards digitalization can be attributed to its pervasive presence in contemporary society and its intense integration as instructional technology. Hence, teachers and lecturers must employ digital technology to maximize their effectiveness in instructional endeavors. Adopting instructional technology in teaching has been acknowledged by many educators due to its potential to augment the involvement and motivation of the students in the learning process (Lee et al., 2020; Zakrzewski & Newton, 2022). Typically, educational applications offer visually captivating representations, auditory elements, and contextual information that simulate real-world scenarios, enhancing the learning process's overall engagement and enjoyment. However, it has been argued that despite teachers effectively imparting accurate vocabulary comprehension and ensuring students' memorization of new words, the long-term retention of such vocabulary is likely to be hindered due to the limited opportunities for real-life application (Braxriddinova et al., 2020).

As one of the web 2.0 applications often used in language learning, the Busuu language learning application, which can be downloaded to iOS and Android devices, is considered a comprehensive platform that offers access to a selection of 12 language

courses, encompassing English, among other languages. Busuu distinguishes itself from other platforms by allowing users to interact globally with individuals, including native speakers of the language being learned (Winans, 2020). Furthermore, Busuu offers services to educators, guardians, and other relevant educational stakeholders, enabling them to monitor children's educational advancements within the program. Additionally, this platform provides opportunities for users to engage in connections and facilitate the sharing of information with others. In addition to receiving instruction from the platform, users can benefit from the knowledge and experiences shared by their peers who are engaged in the learning process on this platform. This platform has the potential to serve as a medium for vocabulary instruction and as a supplementary tool to aid students in practicing and enhancing their vocabulary skills beyond the confines of the classroom. Owing to this fact, the researchers decided to investigate the impacts of the Busuu Language Learning application as a digital platform for teaching vocabulary. Specifically, the research is aimed at investigating (1) the impact of Busuu on students' vocabulary acquisition and (2) students' perception of the Busuu Language Learning Application in a teaching-learning activity.

The Busuu language learning application was established in May 2008 by Bernhard Niesner and Adrian Hilti to facilitate language acquisition for individuals seeking to learn new languages. During the COVID-19 pandemic, the usage of the program had a significant increase in user numbers, particularly due to the platform's existing compatibility with smartphones. The framework and curriculum have been developed by a multinational team of native speakers from 12 different nations. The platform's credibility has been enhanced via the attainment of many awards, including the TechCrunch Europe Award, the Best Education Startup in Europe as recognized by EdTech Europe, and the BETT Innovator Award. The website offers a study plan option that enables students to schedule their timetable for learning purposes. In addition, students could enhance their learning experience by participating in the language learner community offered by the Busuu application. The Busuu program encompasses three distinct elements related to vocabulary acquisition, specifically lessons, exercises, and vocabulary. The English learning material within this application is categorized into four distinct levels, namely beginner (A1), elementary (A2), intermediate (B2), and upper intermediate (B2). Upon launching the program, users are presented with a pre-test designed to assess their current proficiency in the English language. This assessment serves as a basis for determining the appropriate level of study recommended for the user.

Busuu offers four distinct sorts of lessons, including Pronunciation, Vocabulary, Grammar, and Speaking. In order to facilitate user learning, Busuu incorporates fill-in-the-blank exercises that attempt to enhance user engagement with the provided topic. These exercises encourage users to employ the spaced repetition approach, a memory-enhancing strategy that has been asserted by Advicula (2022) to be highly successful. Individuals have the opportunity to enhance their writing skills by engaging in exercises inside the blank-fill section. Additionally, they may enhance their listening abilities by accessing audio recordings of native speakers' pronunciations. Furthermore, individuals can enhance their recollection of newly acquired vocabulary by participating in interactive puzzles.

Practice is a designated feature wherein users can actively use and utilize the teachings and vocabulary that they have acquired through the application. Participants are permitted to communicate in the English language in order to complete an interactive practice assignment. One notable aspect of this application is its utilization of artificial intelligence technologies for speech recognition. The inclusion of this function

will enable users to enhance their speaking proficiency without incurring significant financial expenses associated with enrolling in private language classes. Users can promptly verify the accuracy of their pronunciation by utilizing the application following their articulation. However, the act of practicing is not limited to this particular stage. Busuu further offers a platform resembling a social media chat room where users may engage in discussions with fellow community members. This facilitates the opportunity to express perspectives, serve as peer partners in English language acquisition, and provide mutual correction. This function provides us with the ability to engage in interactions with users from diverse countries.

The availability of this function will be contingent upon the user's membership. This tool provides users with an opportunity to enhance their understanding and retention of language through contextual examples such as dialogues or short articles. The app incorporates terminology into its materials. Therefore, the process of memorization may be facilitated due to the frequent repetition of vocabulary. According to Campbell (2017), the Busuu official website provides users with continuous access to frequently used terms and idioms through its vocabulary feature. The application additionally provides users with the capability to generate hard copies of all the terms, which is anticipated to aid in their retention by facilitating their usage within appropriate contexts.

Busuu offers a condensed learning experience that is self-directed and conveniently available across various devices such as computers, tablets, and mobile phones. In a comprehensive analysis conducted by Duffy (2017), Busuu was examined as an application that has the potential to complement traditional classroom instruction. The study found that Busuu offers essential learning resources, albeit with limited in-depth explanations. Nevertheless, the application is meticulously designed and exhibits a visually appealing interface in comparison to other language learning applications that are available at no cost. It offers interactive modules designed to enhance users' English language skills through realistic, immersive practice opportunities. The interaction modality employed in this program is also captivating due to its utilization of gamification principles, such as incorporating visual elements and quizzes. In order to use some features inside the Busuu application, it is important to note that not all features are available free of charge. Certain features require a monetary transaction in order to access them. Multiple sets of questions and quizzes necessitate undergoing a payment procedure in order to access them.

Several scholars have conducted a study on the Busuu application, however, with varying factors. For instance, in their research, Endar and Yohanes (2020) explored the impact of utilizing the Busuu application on enhancing students' writing abilities. Their findings suggested that the implementation of the Busuu application in writing instruction led to noticeable improvements in students' writing capabilities. The study conducted by Andras (2016) revealed that the Busuu application is perceived as user-friendly and uncomplicated. Nevertheless, it was observed that pupils did not allocate a substantial amount of time to utilize this program consistently. Vininditya (2019), in her research, indicates that students reported experiencing positive effects not only during English lessons but also during their leisure time when utilizing the Busuu application for language learning. The results of her observations of students indicate that students tend to engage in recreational use of the Busuu application during their free time. The application provides students with a feeling of progress and contentment upon completion of exercises and quizzes. However, it is important to note that, at this juncture, the researcher has not come across any existing research pertaining to the correlation between the utilization of the Busuu application and the acquisition of

vocabulary proficiency.

The acquisition of vocabulary is one of the important elements in English language learning. Elhamdi and Hezam (2020) argued that mastering vocabulary as the compilation of words is vital for proficient communication. The concept can be categorized into two distinct types, namely receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the number of words that children comprehend when reading or listening yet are unable to employ in their own oral or written communication. The concept of productive vocabulary refers to a collection of words that students comprehend and are able to effectively utilize in both oral and written communication (Elhamdi & Hezam, 2020). One of the challenges encountered in the process of vocabulary acquisition is the tendency of students to forget newly acquired language subsequently. It is common for individuals to forget new vocabulary after a while subsequently. This is because students have challenges when attempting to transmit newly acquired vocabulary to their long-term memory (Elhamdi & Hezam, 2020). According to Frost (2014), one factor contributing to the phenomenon of forgetting is the seldom utilization of information, resulting in its eventual disappearance from memory. It is posited that information remains stored within the human brain, although individuals may be unable to access said information due to its underutilization.

Frost (2014) proposed that individuals can retrieve forgotten information by providing them with appropriate cues that aid in their recollection. In the context of pedagogy, it is suggested that to enhance vocabulary retention, educators ought to provide students with strategies that facilitate effective recall of the learned language. To facilitate effective vocabulary acquisition, educators must strategically construct learning environments that enable students to readily memorize new words through the use of associative cues and frequent application. Utilization of online language learning applications may serve as a potential solution for educators in addressing the challenge of creating conducive environments for students to retain and consistently employ newly acquired language terms effectively. Busuu offers vocabulary learning capabilities that enable students to acquire new words and visualize corresponding images, hence enhancing their ability to retain the learned vocabulary in subsequent instances. In addition, Busuu offers an English definition of newly introduced vocabulary, which serves as a helpful aid in word retrieval. Regarding the consistent utilization of newly acquired vocabulary, Busuu has a feature serving as a post-test within each vocabulary learning session, compelling students to employ the recently taught language while completing the assessment.

The utilization of media in educational settings facilitates students' acquisition of knowledge. Media refers to many educational instruments that can be employed during the teaching process to improve the effectiveness and efficiency of learning, ultimately leading to the attainment of learning objectives. To attain the desired outcome, educators must exercise great consideration while selecting appropriate media for certain subject matter. According to Puyada et al. (2018), to have a great impact on students' achievement, the media chosen must be both engaging and enjoyable for students, as the utilization of media holds considerable importance within the context of the educational process. The application of instructional aids can facilitate students' comprehension of a certain lesson while also yielding other advantages, such as capturing students' attention, fostering a sense of enjoyment and amusement, and facilitating the teacher's explanation of the material's underlying concepts.

Furthermore, in the present period, Generation Z is characterized as a cohort of individuals who possess innate familiarity with digital technology, having been exposed to it from birth. Hence, it is highly justifiable for educators to opt to instruct students

through digital media that predominantly relies on internet-based resources. Dewi (2017) asserts that a significant proportion of juveniles exhibit a preference for mobile internet phone learning, with a special emphasis on its application in the context of English language acquisition. The utilization of Information and Communication Technology (ICT) has a substantial influence on the development of language skills in youngsters.

According to Adisti (2018), using information and communication technology (ICT) in teaching might enhance students' learning outcomes by optimizing their potential. Educators possess a plethora of strategies at their disposal to cultivate students' engagement in language acquisition, such as using visual aids, audio materials, films, and many online resources. In a study conducted by Dewi (2017), guidance was provided to a teacher seeking to incorporate Information and Communication Technology (ICT) into their classroom. The study outlined a set of management guidelines to assist the teacher in this endeavor. The majority of research studies indicate a positive association between the use of digital applications or games and the improvement of vocabulary mastery. The disparity lies solely in the level of efficacy that the platforms may provide in enhancing students' language proficiency. This review highlights the necessity for educators to engage in a comprehensive study of digital platforms and games for educational applications. Teachers may find it advantageous to motivate themselves to embrace the prospects of acquiring knowledge about emerging digital technology for instructional purposes. The global society is progressing, and correspondingly, our educational systems are also evolving. This research may serve as a significant contribution towards achieving the desired condition.

METHODS
Research Design
To examine the impacts of the Busuu language learning application in enhancing students' proficiency in vocabulary acquisition and their perception of this language learning application, the researchers employed quantitative research with survey questionnaires and pre-experimental design (specifically, a one-group pre-test and post-test design) in order to address the two research issues. The experimental design employed in this study consists of a single group that undergoes a pre-test (O1), followed by exposure to a treatment (X), and concludes with a post-test (O2). The objective of this study is to investigate the potential positive link between the use of the Busuu game and vocabulary proficiency among eleventh-grade students in the Business and Marketing program at a public vocational school in Banda Aceh. The researchers distributed questionnaires in order to gather responses pertaining to the second research question, exploring students' viewpoints on the integration of the Busuu application in the teaching-learning process.

The experimental design involves a pre-test, then exposure to treatment, and then assessment through a post-test (Gay et al., 2012). In this case, a pre-test was done to assess the students' level of vocabulary proficiency prior to commencing the intervention, and a post-test to evaluate the students' vocabulary mastery subsequent to the intervention. According to Creswell and Creswell (2017), the post-test evaluation is a method used to assess an attribute or characteristic that the experimental participant evaluates subsequent to receiving treatment.

Population and Sample
In this study, the overall population consists of 250 students from a public vocational school in Banda Aceh. Purposive sampling was used to select samples from the target population. The researcher selected samples based on specific criteria rather

than employing a random sampling approach. The researcher only selected students based on the observation of their subpar English proficiency, as evidenced by the teacher's explanation and the students' average scores. As such, 30 eleventh-grade students enrolled in the Business and Marketing department were selected as samples of the research. Moreover, students in the eleventh grade of the Business and Marketing program are expected to engage with international resources that need them to possess a comprehensive understanding of the English language. Nevertheless, the insufficient command of the English language among students hinders teachers from incorporating international resources into their instructional practices.

Data Collection

In order to gather empirical evidence for the research study, the researcher employed a pre-test, a post-test, and questionnaires. During the pre-test, the researcher assessed the students' level of vocabulary mastery by administering questions through the Busuu application, prior to implementing any instructional intervention. The students were then provided with instruction in the form of vocabulary acquisition facilitated by the Busuu Learning Application. The intervention was administered from September 17th to December 14th, 2022. Subsequently, students took a post-test to assess the extent of their knowledge advancement following the intervention, employing a comparable format examination facilitated by the Busuu Learning Application.

Furthermore, the researcher also employed questionnaires as a means of gathering data to address the second study inquiry related to students' perceptions regarding the acquisition of English vocabulary through the utilization of the Busuu Learning Application. A Likert Scale was used, ranging from 1 to 5, with 1 representing STRONGLY AGREE, 2 denoting AGREE, 3 indicating NEUTRAL, 4 representing DISAGREE, and 5 signifying STRONGLY DISAGREE. According to Nemoto and Beglar (2014), the Likert scale is widely employed as a primary tool for assessing the psychological dimensions of a given subject.

Data Analysis

Data analysis is a methodical procedure that involves the comprehensive examination of gathered data, followed by the presentation of the findings in a concise and theoretical manner (Mohajan, 2017). On this note, the data gathered in this research was analyzed by comparing the evaluation scores prior to treatment (pre-test) and following treatment (post-test). Researchers will assess the vocabulary mastery of pupils through the utilization of the rubric provided below:

Table 1. Data Analysis

Correctness	Letter
11 – 12	A +
10 – 11	A
8 – 9	B +
6 – 7	B
4 – 5	C +
2 – 3	C
0 – 1	D

FINDINGS AND DISCUSSION

Findings

Data from the experimental design was collected through a pre-test in the form of a vocabulary mastery assessment that was intentionally developed to evaluate students' proficiency in vocabulary acquisition. This tool is employed to assess the level of vocabulary proficiency among children prior to receiving any form of intervention or

treatment. In the second meeting, the students were provided with an explanation of the Busuu learning application. The researchers illustrated the use of the Busuu program on both Microsoft PowerPoint and its corresponding website. In addition, students were explicitly instructed to exploit the Busuu program as a means of acquiring a new language.

The eleventh-grade Business and Marketing class consisted of a total of 30 pupils. The scores corresponding to a set of 12 questions are presented in the table provided below. The data from the pre-test and post-test were compared to see whether the intervention using the Busuu application positively affected students' vocabulary acquisition.

Table 2. Pre-test scores

NO	STUDENTS' INITIAL	SCORE	
		Wrong	Correct
1	A R	7	5
2	A R A	3	9
3	A	6	6
4	A Z	5	7
6	B Z	4	8
7	D L Z	3	9
8	F N I	2	10
9	H	7	5
10	I N F	4	8
11	I F	5	7
12	K N S	7	5
13	M P A	4	8
14	M F	6	6
15	N F R	5	7
16	N A S	5	7
17	N C S	2	10
18	N A	4	8
19	N M	5	7
20	O S	8	4
21	P B P U	3	9
22	R K A	6	6
23	R A S	6	6
24	R Y	8	4
25	S Y	4	8
26	S N	5	7
27	S F P	4	8
28	SR	8	4
29	S N	6	6
30	S P R	6	6
	Average	5.13	6.86

From Table 1 above, it can be concluded that the students' proficiency in English vocabulary was subpar. Additionally, this data suggests that a. The students had difficulty recalling the intended definition of the given vocabulary term; b. The students lacked adequate knowledge of the specified terminology, c. The students exhibited deficiencies in their ability to spell words and articulate their respective definitions in writing accurately.

Table 3. Post-test scores

NO	STUDENTS' INITIAL	SCORE	
		Wrong	Correct
1	A R	4	8
2	A R A	1	11
3	A	1	11
4	A Z	2	10
6	B Z	2	10
7	D L Z	0	12
8	F N I	1	11
9	H	4	8
10	I N F	1	11
11	I F	2	10
12	K N S	1	11
13	M P A	3	9
14	M F	3	9
15	N F R	3	9
16	N A S	3	9
17	N C S	1	11
18	N A	1	11
19	N M	2	10
20	O S	4	8
21	P B P U	1	11
22	R K A	3	9
23	R A S	2	10
24	R Y	3	9
25	S Y	2	10
26	S N	1	11
27	S F P	2	10
28	S R	4	8
29	S N	1	11
30	S P R	2	10
	Average	2.1	9.9

The data from the post-test demonstrates that the student's scores were higher than that of the pre-test. The results reveal that there is an improvement in students' vocabulary mastery. Based on the results, the researcher concluded that the Busuu Learning Application is a reliable technique for teaching vocabulary mastery as supporting media alongside the core English learning activity in the classroom.

The researcher used a Google form questionnaire to address the second research question on students' perception of using the Busuu language learning application to teach English vocabulary. The questionnaire's results were examined using a basic statistical method. Answers from the students were analyzed and tabulated to examine their perception of the use of the Bussu application in relation to their learning experiences and its usefulness in the acquisition of new vocabulary.

The data received from the questionnaire can be viewed in the following table and description.

Table 3. Result of Questionnaires on the utilization of Busuu Learning Application

Items	Strongly Agree	Agree	Disagree	Strongly Disagree

1. I feel excited after learning new terminology with Busuu Learning Application.	19 (63.3%)	11 (36.6%)	0	0
2. Busuu Learning Application is useful for learning new vocabulary.	25 (83.3%)	5 (16,7%)	0	0
3. Busuu Learning Application help me to memorize vocabulary better than the conventional method	22 (73.3%)	8 (26.7%)	0	0
4. I enjoy learning new vocabulary using Busuu Learning Application	23 (76.6%)	7 (23.4%)	0	0
5. I am happy and want to learn using Busuu Learning Application again.	22 (73.3%)	8 (26.7%)	0	0

The survey data measures the satisfaction of users and the efficacy of the Busuu Learning Application for acquiring new vocabulary, employing a Likert scale (consisting of the options: Strongly Agree, Agree, Disagree, Strongly Disagree). Initially, the respondents expressed great enthusiasm for acquiring new vocabulary with Busuu. A significant majority (63.3%) strongly agree that they experience excitement after using the app, which highlights its captivating quality. Furthermore, a significant majority of users, specifically 83.3%, strongly feel that Busuu is highly advantageous for expanding their vocabulary. This indicates that the application is indeed an effective resource for acquiring new words.

Moreover, with regards to memorizing, a significant 73.3% of participants firmly assert that Busuu surpasses traditional approaches, underscoring its efficacy in aiding users in retaining new vocabulary. Furthermore, the learning experience with Busuu is pleasurable for users, as evidenced by the 76.6% who strongly expressed their joyfulness in the process. This indicates a significant level of satisfaction and pleasure. Ultimately, users express a strong desire to persist in using Busuu, as evidenced by 73.3% strongly concurring that they are content and motivated to continue learning with the app. This indicates a resolute commitment to staying actively involved with the platform.

Discussion

The first result of this study shows that the use of language applications has the potential to enhance students' vocabulary proficiency, as evidenced by the observed increase in scores before and after the intervention, with the pre-test averaging 6.86 and the post-test averaging 9.9, resulting in an improvement of 3.03. The increase in post-test scores can be attributed to Busuu's interactive features, such as immersive audio-visual resources and immediate feedback mechanisms. This aligns with the findings of Rezaei, Mai, and Pesaranghader (2014), who also examined the Busuu application. However, our study uses a more recent version of the Busuu application. It involves students who are more familiar with technology, which may have contributed to the effectiveness of multimedia aids in language learning and the use of the Busuu language learning app. Our findings are consistent with those of Polakova and Klimova (2022), who reported similar improvements in vocabulary mastery through language apps in a blended learning environment. However, unlike their study, which focused on a blended classroom setting, our research exclusively utilized the Busuu application, highlighting its standalone efficacy.

The questionnaire responses from the participants demonstrate a positive inclination towards learning vocabulary through the Busuu application. The success of the study is determined by students' responses to the questionnaire, where they show interest in using the language application compared to the traditional method and demonstrate notable gains in their average scores prior to and following the implementation of the intervention. This finding is aligned with previous research by Shen (2023) and Ajisoko (2020), where students show motivation and interest in using mobile game-based vocabulary learning. While the applications used by these researchers differ, the purpose of the studies is the same: examining alternatives to face-to-face vocabulary learning. Therefore, it can be inferred that vocabulary learning using language applications may be a good alternative to traditional methods to boost students' interest in mastering vocabulary.

Additionally, these findings indicate that computer-based language learning has become a favorable option for vocabulary acquisition. This resounding affirmation suggests that the Busuu platform encompasses a comprehensive array of features conducive to linguistic advancement, including immersive audio-visual resources. Echoing the ideas of Amirreza (2019), who stated that the integration of audio-visual elements emerges as a pivotal factor in bolstering students' mastery of vocabulary.

This phenomenon further strengthens the idea described by Magogwe and Oliver (2007), who elaborated that students find studying with computer-assisted learning more appealing for three primary reasons. First, unlike teacher-led instructions, these interventions require less direct instructor involvement. Second, there is the capacity to modify instructions and simplify vocabulary and technique goals easily. Finally, the instructional scaffolding and integration across academic domains allow for the methodical repair of critical instructional design elements.

Delving deeper into the data presented, it becomes apparent that a predominant positive sentiment prevails regarding the use of the Busuu application as a source of enjoyment for vocabulary learning. This result is aligned with Hilary's (2014) assertion that cultivating a positive classroom ambiance catalyzes enhancing students' motivation and engagement in the learning process. In terms of future possibilities, a resounding majority of participants expressed a favorable predisposition toward revisiting the Busuu application for vocabulary acquisition (Rosell-Aguilar, 2018). As anticipated by the researcher, the application underscores its potential to invigorate students' enthusiasm for language acquisition in future learning endeavors.

From the data above, it can be concluded that students must engage in more rigorous cognitive effort when using the Busuu learning application compared to the conventional learning method. Notably, students perceived the Busuu learning application as intellectually stimulating, fostering a sense of enjoyment conducive to the language acquisition process. The findings suggest that integrating Busuu into the curriculum could significantly enhance vocabulary acquisition. This is in line with the results of research conducted by Winans (2020) and Susanto et al. (2022), reiterating that the Busuu application positively impacts students' vocabulary achievement. Furthermore, the Busuu application was also considered beneficial in the vocabulary learning process. Educators can utilize Busuu's structured and interactive modules as supplementary tools alongside traditional teaching methods to cater to diverse learning styles and increase student engagement.

CONCLUSIONS AND SUGGESTION

The study was conducted on a cohort of eleventh-grade students enrolled in an online marketing and business class at a public vocational school in Banda Aceh in the

year 2022. The investigation was carried out on the dates of September 17th and December 14th, 2022. The class consists of a total of 30 pupils. The Busuu application has emerged as a viable platform for enhancing pupils' proficiency in language. The data reveals that the post-test score of the pupils (6.86) surpassed their pre-test score (9.9). This observation indicates that individuals demonstrate progress in acquiring a deep understanding and accurate spelling of unfamiliar words in a discreet manner.

Hence, the Busuu application can be considered a practical tool for incorporating and employing additional media in teaching new vocabulary, as it has proven to be effective in improving students' ability to acquire vocabulary. The survey findings suggest that the Busuu application can improve student learning activities since most users expressed their delight and emphasized its enjoyable character. Notwithstanding these encouraging outcomes, our investigation is subject to various constraints. The study's sample size was rather small, and it was conducted exclusively inside one educational context, perhaps constraining the applicability of the results. Furthermore, the brief period of the intervention might not adequately measure the long-term memory and practical use of vocabulary. Future research should aim to include a broader and more varied sample from other educational settings in order to improve the applicability of the findings. Longitudinal studies are suggested to evaluate the enduring effects of utilizing language programs such as Busuu on vocabulary retention and application. Additionally, doing research on the incorporation of Busuu with alternative instructional approaches and evaluating its efficacy among various age demographics and skill levels could yield a more profound understanding of its capacity as a comprehensive language acquisition instrument.

Acknowledgments

REFERENCES

Adisti, A. R. (2018). Digital Game Project for Teaching English for Young Learners (TEYL). *Journal of English Teaching and Learning Issues*, 1(1), 2615-3920,40-66. https://journal.iainkudus.ac.id/index.php/jetli/article/view/4509/3246

Advicula, C. J. (2022). Busuu Review: 6 Effective Features For Focused Language Learning. Retrieved from https://ling-app.com/tips/busuu-review/

Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. *Arab World English Journal, 10(3),* 81-98. Doi: https://dx.doi.org/10.24093/awej/vol10no3.6

Ajisoko, P. (2020). The use of Duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning (iJET), 15*(7), 149-155.

Amirreza. K, (2018). Implementing Audio-Visual Materials (Video), as An Incidental Vocabulary Learning Strategy, in Second/Foreign Language Learners' Vocabulary Development: A Current Review of The Most Recent Research, *i-Manager's Journal on English Language Teaching,9(2), 2231-3338.* Doi: https://eric.ed.gov/?id=EJ1220725

Andras, K. (2016) From Mobile Language Learning to Gamification: An Overlook of Research Results with Business Management Students over a Five-Year Period. 1697-7467, 45-59. Doi: 10.30827/Digibug.54087

Braxriddinova, M. R., Karimova, D. F., Jumaniyozova, N. A., & Urunov, B. I., (2020). Vocabulary

Retention in Cognitive Theory, *Journal of Critical Review*, *7(2)*, 2394-5125. 402-404. Doi: http://www.jcreview.com/admin/Uploads/Files/61a5f964c3b885.72595403.pdf

Campbell, K. (2017) *Memorize vocab faster with busuu's new feature!*. Retrieved from https://blog.busuu.com/printouts/

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Canada: Sage publications.

Dewi, P. (2019). Teaching English for young learners through ICTs. *Humanitatis: Journal of Language and Literature*, 6*(1)*, 11-24.

Duffy, J. (2017) *Busuu Review.* Retrieved from https://www.pcmag.com/reviews/busuu

Elhamdi, O. E. H., & Hezam, A. M. M. (2020) Challenges for methods of teaching English vocabulary to non-native students. *Advances in Social Sciences Research Journal.* 7*(5)*, 556-575.

Endar, R.L., Yohanes, K.W. (2020). *Improving Students' Writing Using A Mobile Learning Application, 7(2),* 2406-9809. Doi: https://doi.org/10.33884/basisupb.v7i2.2433

Frost, R. (2014). *Remembering Vocabulary*. Retrieved from https://www.teachingenglish.org.uk/article/remembering-vocabulary

Gay, L.R, Mills, G.E., & Airasian, P. W. (2012). *Educational research: competencies for analysis and application. Tenth edition. Upper saddle river*. New York: Pearson Merril Prentice Hall

Hilary. G. C, (2014). Toward More Joyful Learning: Integrating Play Into Frameworks of Middle Grades Teaching, *American Educational Journal.* 51*(6), 2231-3338.* Doi: https://doi.org/10.3102/0002831214549451

Hill, S. (2012). *Developing early literacy: assessment and teaching* (2nd ed.). South Yarra, Vic. Eleanor Curtain Publishing.

Magogwe, J. M., and Oliver, R. 2007. The Relationship Between Language Learning Strategies, Proficiency, Age And Self-Efficacy Beliefs: A Study Of Language Learners In Botswana. System. 35(3): 338–352.

Mohajan, H. K. (2017). *Two Criteria for Good Measurements in Research: Validity and Reliability*. Annals of Spiru Haret University, Economic Series, 17, 59-82.

Nemoto, T., & Beglar, D. (2014). Developing likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), JALT2013 Conference Proceedings. Tokyo: JALT.

Polakova, P., & Klimova, B. (2022). Vocabulary mobile learning application in blended English language learning. *Frontiers in Psychology*, *13*, 869055.

Puyada, D., Ganefri, G., Ambiyar, A., Wulansari, R. E., & Hayadi, B. H. (2018). Effectiveness of interactive instructional media on electrical circuits. *International Journal Of Engineering & Technology*, *7(2)*, 220–223. Doi: http://repository.unp.ac.id/21390/

Rezaei, A., Mai, N., & Pesaranghader, A. (2014). The effect of mobile applications on English vocabulary acquisition. *Jurnal Teknologi*, *68*(2), 73-83.

Rosell-Aguilar, F. (2018). Autonomous language learning through a mobile application: a user evaluation of the busuu app. *Computer Assisted Language Learning*, *31*(8), 854-881. https://doi.org/10.1080/09588221.2018.1456465

Shen, J. (2023). Using Mobile game-based English Vocabulary Learning Apps to Improve Vocabulary Acquisition in Primary School. *Journal of Education, Humanities and Social Sciences*, *8*, 82-86.

Susanto, Alpino., Nuwrun, Said., Tegor, Tegor., Azhari, Wahyu., Megah, Megah., Yuliani, Sri. (2022). Busuu as Online Learning Platform on Vocabulary Learning Motivation and Vocabulary Achievement among Students. *Al-Ishlah: Jurnal Pendidikan*, 14(1), 249-260.

Doi: 10.35445/alishlah.v14i1.1295

Vininditya, C. (2019). Junior High School Students' Lived Experiences of Learning English Using Busuu, *Indonesia EFL Journal, 5(2),* 2252-7427, 85-92. doi: 10.25134/ieflj.v5i2.1900.

Winans, M. D. (2020). Busuu: A Social Network Application to Learn Languages. *CALICO Journal*, *37*(1), 117–126. https://doi.org/10.1558/cj.37781

Zakrzewski, J. & Newton, B. (2022). Technology in teacher education: Student perceptions of instructional technology in the classroom. *Journal on Empowering Teaching Excellence,* 6(1), 47-59. https://doi.org/10.26077/0b43-c702