

**THE IMPACT OF BUSUU PLATFORM TOWARD STUDENTS'
VOCABULARY ACQUISITION**

THESIS

Submitted By:

INDAH FAZILLA

210203009

Student of Fakultas Tarbiyah dan Keguruan

Department of English Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2024 M / 1446 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

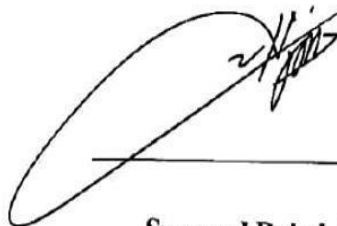
INDAH FAZILLA

NIM. 210203009

Student of *Fakultas Tarbiyah dan Keguruan*
Dapartement of English Language Education

Approved by:

A R - Supervisor Y



Syamsul Bahri, S.Ag., M.A

Date: 14 10 2025

It has been defended in *Sidang Munaqasyah*
in front of the board of Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday,

22 April 2024

23 Syawal 1446 H

In Darussalam, Banda Aceh

Board of Examiners.

Chairperson,

Secretary,

Syamsul Bahri, S.Ag., M.A

Azizah, S.Ag., M.Pd

Examiners 1,

Examiners 2,

Dr. Risdaneva, MA

A R - Syarifah Dahliana, S.Ag., S.E., M.Ag., M.Ed., Ph.D

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Syamsul Bahri, S.Ag., M.Ed., M.A., Ph.D.
197301021997031003

Ab

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Indah Fazilla
NIM : 210203009
Tempat / tanggal lahir : Bireuen, 14 Januari 2003
Alamat : Desa Teupok Tunong, Kec. Jeumpa, Kab. Bireuen

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**THE IMPACT OF BUSUU PLATFORM TOWARD STUDENTS'
VOCABULARY ACQUISITION**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

A R - R A N I Y A Banda Aceh, 12 April 2025

Saya membuat surat pernyataan



Indah Fazilla

ACKNOWLEDGEMENTS



Alhamdulillah *rabbil'alam*, first and foremost I would like to express my deepest gratitude to Allah SWT for His blessings, guidance, and strength throughout the completion of this thesis entitled “The Impact of Busuu platform Toward Students’ Vocabulary Acquisition.” Without His mercy, this study would not have been possible. May blessings and peace be upon the Prophet Muhammad SAW, his family, and his Sahaba (companions), who led humanity from the darkness to the lightness.

Secondly, I would like to express my gratitude to my supervisor, Mr. Syamsul Bahri, S.Ag., M.A., for your valuable guidance, encouragement, and knowledge. Your guidance and support have been very helpful in the writing process of this thesis. May Allah grant you health, *rizq*, and peace both in this life and the hereafter.

I would also like to express my deepest and most sincere gratitude to my family for their unwavering support. To my father, Hasan Basri, whose wisdom and encouragement have been my guiding light; to my mother, Faridah Alamsyah, whose love and sacrifices have inspired me every day; to my brother, Razi Fonna, for his motivation and support; and to my sister, Puji Hastuti, for her kindness, understanding, and encouragement. Your words of reassurance have been a light during challenging times. I appreciate you all for being my greatest cheerleaders.

I would also like to thank my best friends Ashirah Humairah and Cut Sari Khairuni. This journey has been enjoyable and worthwhile because of your companionship and support. I would also like to thank each of you for the inspiration and moral support you gave me. May Allah give all of you a long, healthy, and happy life.

Lastly, I would like to thank the faculty and all staff of the Department of English Language Education at UIN Ar-Raniry University for creating conducive

to learning and growth. The dedication to education has influenced my academic journey in a positive way.

Banda Aceh, 12 April 2025
The writer,

Indah Fazilla



ABSTRACT

Name : Indah Fazilla
Student ID : 210203009
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Impact of Busuu platform Toward Students'
Vocabulary Acquisition
Main Supervisor : Syamsul Bahri, S.Ag., M.A
Keywords : Busuu Platform, Vocabulary Acquisition

This study investigates the impact of the Busuu platform on students' vocabulary acquisition and explores students' perceptions of using the platform to learn new vocabulary. The research was conducted with 15 students from SMK Negeri 1 Jeumpa Class X TKJ, employing a mixed-methods approach combining quantitative and qualitative data collection. Quantitative data were collected through pre-test and post-test assessments to measure vocabulary acquisition, while the qualitative data were collected through open-ended questionnaire to understand students' perceptions and experiences. The findings showed that the use of the Busuu platform significantly improved students' vocabulary acquisition. The results of the pre-test showed that only 20% of students were classified as successful, while 80% were unsuccessful. After the intervention, the result of the post-test showed a significant improvement, with 87% of students classified as successful and only 13% as unsuccessful. Statistical analysis using a paired sample t-test confirmed this improvement with a mean difference of -29.00 ($p = 0.000$), demonstrating a significant impact of the Busuu platform on vocabulary acquisition. Qualitative findings highlight positive student perceptions of the Busuu platform. Three key themes emerged: (1) an enjoyable learning experience, where students appreciated interactive features such as word-picture matching and pronunciation practice; (2) increased motivation, driven by immediate feedback and engaging tasks; and (3) a positive shift in attitudes toward vocabulary learning, with students expressing greater confidence and enthusiasm compared to traditional methods. This study confirms the efficacy of the Busuu platform in improving vocabulary acquisition and fostering positive attitudes toward language learning. The integration of interactive features and personalized feedback makes Busuu platform a valuable tool for modern language learning. This research contributes to the growing body of technology-based language learning research, and provides practical insights for educators seeking innovative approaches to vocabulary teaching.

TABLE OF CONTENT

ACKNOWLEDGEMENT.....	i
ABSTRACT.....	iii
TABLE OF CONTENT	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION.....	12
A. Background of The Study	12
B. Research Question	3
C. Research Aim	4
D. Significance of The Study.....	4
E. Hypothesis.....	4
F. Terminology	5
CHAPTER II LITERATURE REVIEW	6
A. Vocabulary Acquisition	6
B. Busuu Platform.....	8
C. Previous Studies	16
CHAPTER III RESEARCH METHODOLOGY	20
A. Research Design	20
B. Population and Sample	21
C. Technique of Data Collection	21
D. Technique of Data Analysis	27
CHAPTER IV FINDINGS AND DISCUSSION.....	29
A. Findings	29
B. Discussion	38
CHAPTER V CONCLUSION AND SUGGESTION	41
A. Conclusion	41
B. Suggestion.....	42
REFERENCES.....	43
APPENDICES	46

LIST OF TABLES

Table 1: The Frequency and Percentage of Pre-test Score

Table 2: The Frequency and Percentage of Post-test Score

Table 3: The Frequency and Percentage of Students' Pre-test and Post-test Score

Table 4: The Result of Paired Sample Analysis

Table 5: The Result of Paired Sample Correlation

Table 6: The Result of Paired Sample Test Analysis



LIST OF FIGURES

Figure 1: Busuu Platform

Figure 2: Some Language Option for Learners

Figure 3: Register and Create an Account

Figure 4: Option After Creating an Account

Figure 5: The Learners Reason Learning Selected Language



LIST OF APPENDICES

Appendix 1: Appointment Letter of Supervisor

Appendix 2: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to
Conduct the Research

Appendix 3: Confirmation Letter from SMK Negeri 1 Jeumpa

Appendix 4: Documentation

Appendix 5: Pre-test Question

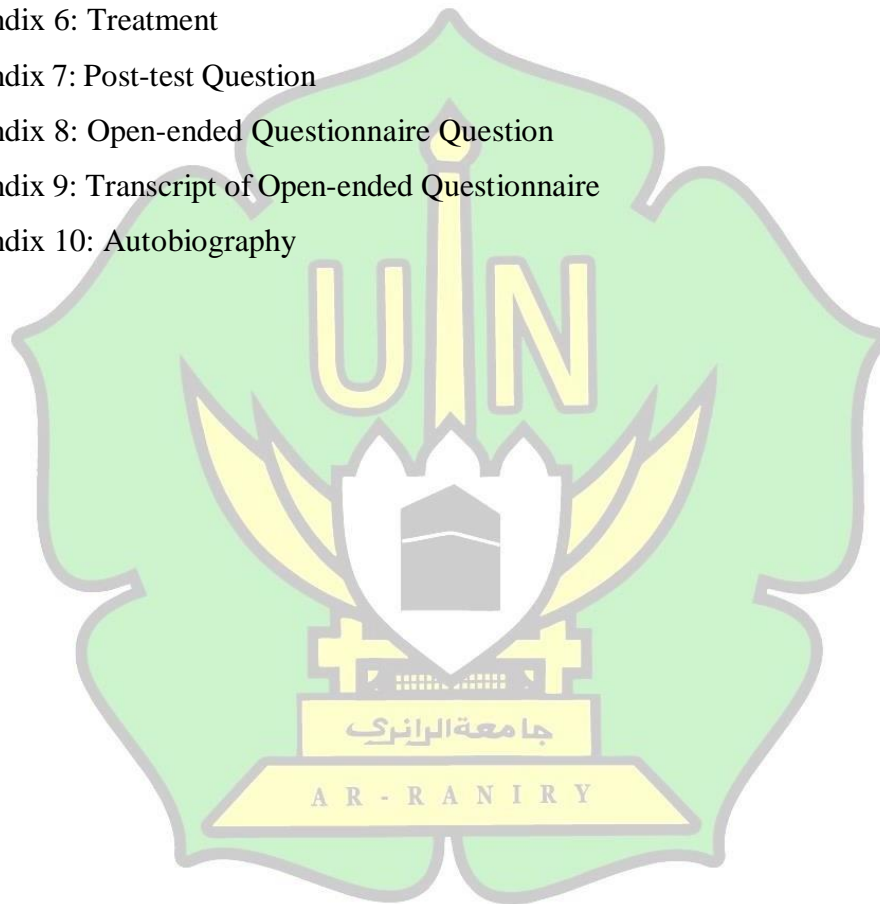
Appendix 6: Treatment

Appendix 7: Post-test Question

Appendix 8: Open-ended Questionnaire Question

Appendix 9: Transcript of Open-ended Questionnaire

Appendix 10: Autobiography



CHAPTER I

INTRODUCTION

In this chapter, the researcher has written an explanation regarding five important parts including the background of the study, research questions, research aims, significance of the study, hypothesis and terminology.

A. Background of The Study

In recent years, the field of language learning has experienced a substantial transformation due to technological advancements. The increasing accessibility of digital tools has provided teachers and students with a wider range of language resources. This shift has been particularly beneficial for vocabulary acquisition, a core component of language learning that is important for effective communication and comprehension (Nation, 2001). The acquisition of vocabulary is identified as a significant factor in predicting language proficiency. Research indicates that a rich vocabulary is essential for reading comprehension, writing skills, and overall effective communication (Schmitt, 2000).

In accordance with my personal experience as a language learner, I have frequently encountered the phenomenon that rote memorization, which relies on repetitive drills and memorizing word lists, often results in frustration and a decline in motivation. While I could recall vocabulary for short-term tests, I struggled to remember or use these words in real-life situations. This approach made learning feel monotonous. This aligns with Waluyo and Bucol's (2021) finding that many students encounter significant challenges in acquiring and retaining vocabulary through traditional methods that depend on rote memorization and repetitive exercises, which can result in disengagement and ineffective learning outcomes. Another study by Susanto (2017) discussed how rote memorization in vocabulary instruction often results in learners forgetting words quickly and feeling unmotivated, as the process is monotonous and lacks meaningful context. Another researcher also found that students frequently experience difficulties in acquiring a wide range of vocabulary for effective communication in a second language. This challenge is further influenced by the lack of effective vocabulary retention strategies among many learners (Cárdenas-Moncada et al., 2020). As a result, the

educators are looking for innovative approaches that use technology to enhance vocabulary acquisition.

Mobile-assisted language learning (MALL) has emerged as a promising approach to address the limitations of conventional vocabulary instruction. MALL involves a variety of mobile technologies that enable language learning through interactive and context-rich experiences (Kukulska-Hulme & Shield, 2008). These technologies enable learners to engage in vocabulary acquisition in authentic contexts, receive immediate feedback, and participate in collaborative learning with peers and native speakers. The integration of elements of gamification and spaced repetition techniques in mobile applications has also been shown to improve motivation and the retention of vocabulary (Godwin-Jones, 2018).

One of the language-learning platforms is Busuu platform, which offers a versatile platform for vocabulary acquisition across multiple languages. The platform utilizes a communicative approach to language learning, emphasizing interaction and practical usage of vocabulary in real life contexts. Busuu platform incorporates several key features, including personalized study plans, interactive exercises, and a community of native speakers who provide feedback on learners' written and spoken language.

A number of studies have examined the efficacy of Busuu platform in facilitating vocabulary acquisition. For instance, according to Rahmawati (2020), the Busuu platform was utilized by seventh-grade students at SMP Istafad, and the results indicated a substantial enhancement in vocabulary learning outcomes. The study underscored the platform's interactive features and user-friendly interface as key factors contributing to students' engagement and motivation. A similar study by Susanto (2021) examined Busuu as an online learning platform and its impact on vocabulary learning motivation and achievement among students. The findings indicated that the use of Busuu platform not only motivated students to learn vocabulary but also significantly improved their vocabulary achievement. This finding underscores the potential of Busuu platform to enhance the motivation and performance of language learners. Consistent with these findings, the study by Nadya (2022) explored the effects of Busuu platform on vocabulary learning and

listening skills, revealing a positive influence on both areas. The study underscores the importance of Busuu platform in providing a comprehensive language learning experience that integrates vocabulary acquisition with listening practice.

The researcher is motivated to conduct this study to address the existing gap in empirical research regarding the efficacy of the Busuu platform in diverse educational settings. While prior studies have reported positive findings, further exploration is crucial to gain a more comprehensive understanding of students' perceptions of using Busuu platform for vocabulary acquisition. This research aims to provide valuable insights for educators who seek to integrate technology into their language teaching practices. The complexity of vocabulary acquisition can lead to feelings of frustration, anxiety, and decreased motivation among students (Schmitt, 2010). To mitigate these challenges, it is crucial for teachers to adopt innovative strategies for learning new vocabulary. One effective approach is the utilization of the Busuu platform, which can enhance the vocabulary acquisition process and help students overcome these difficulties.

Based on the previous related studies and the above phenomena, the researcher is interested in conducting this research entitled “The Impact of Busuu platform Toward Students’ Vocabulary Acquisition.” The aims of this study are to investigate the impact of using the Busuu platform on students’ vocabulary acquisition and to explore students’ perceptions of using the Busuu platform for acquiring new vocabulary. This research was conducted for 10th-grade students of SMK Negeri 1 Jeumpa.

B. Research Question

According to the background of the study, the research questions for this study are:

1. Does the use of the Busuu platform impact students’ vocabulary acquisition?
2. What do students perceived of the use of Busuu platform in acquiring new vocabulary?

C. Research Aim

Based on the research question above, the research aims are as follow:

1. To investigate the impact of using the Busuu platform toward students' vocabulary acquisition.
2. To explore students' perceptions of using the Busuu platform for acquiring new vocabulary.

D. Significance of The Study

This research will be useful for:

1. Students

The findings from this research will provide students with the necessary tools to identify effective methods for enhancing their vocabulary skills, thereby encouraging them to engage in an active role in their language learning journey.

2. Educator

The findings of this study offer insights into the impact of Busuu platform on vocabulary acquisition, allowing educators to make evidence-based decisions regarding the incorporation of digital tools into their teaching methods. Additionally, this research may provide valuable insights into optimal practices for using technology to enhance language instruction.

E. Hypothesis

Creswell (2014) defines a hypothesis as a tentative statement that predicts the outcome of a study, typically expressed in terms of independent and dependent variables. There are two main types: the null hypothesis (H_0), which states that there is no significant difference between groups, and the alternative hypothesis (H_1), which suggests a predicted change or difference.

Hypothesis for this research is:

H_1 : There is a significant difference in students' vocabulary acquisition after they learn vocabulary with the Busuu platform.

H0: There is no significant difference in students' vocabulary acquisition after they learn vocabulary with the Busuu platform.

F. Terminology

To avoid confusion related to the terms used in this research, the researcher defines several terms for the general public to get insights from this research in its complete state.

1. Busuu Platform

Busuu is a language-learning platform that provides users the study and practice of various languages. This platform offers interactive lessons, exercises, and opportunities for community engagement, which contribute to the comprehensive language-learning experience. As stated by Rosell-Aguilar (2018), Busuu platform is known for its user-friendly interface and a structured curriculum that incorporates vocabulary, grammar, and pronunciation practice.

2. Vocabulary Acquisition

Hatch and Brown (1995) define vocabulary as a set of words belonging to a specific language. In accordance with the definition of vocabulary provided by Hatch and Brown (1995), it can be concluded that vocabulary acquisition is a fundamental aspect of language learning involving the recognition, comprehension, and effective utilization of words.

