

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

In today's era, where technology is deeply embedded in daily life, its integration has become a crucial factor influencing students' English language proficiency. In accordance with technological progress, modern methods of teaching have become more interactive, productive and effective and the very process is driving social and linguistic evolution. The smartphone is one of the most popular technologies because it allows users access to large quantities of online information at no cost every day. It gives students the chance to gain experience and avoid mistakes while using English with the help of interactive apps on their mobile devices. The MALL framework is used in this research to show how smartphones are the main element in mobile technologies for learning languages. Nowadays, since most of the students have smartphones, they can easily use online resources and language apps to study English whenever and wherever they want. In order to advance in school and work, the general requirement of English leads people to rebel, by willingly creating a proper environment for English learning (Miangah, 2012).

MALL is now a main way to improve English because mobile technology is so common. Thanks to tools like Rosetta Stone, we can find

learning a language easy and interesting. Even so, the fact that MALL is a rapidly developing area involving many areas of education needs to be acknowledged. These applications stand out as they use artificial intelligence to quickly answer the learner's questions and offer courses and challenging games that make learning on their own possible. Teng, Kukulska-Hulme & Wu (2025), learning vocabulary is now done differently, with students participating more and taking charge. In light of this background, we have learning apps like Rosetta Stone that allow for personalized and contextually immersing for user, and this is inline with the preference of the modern digital savvy learners who are accustomed to playing mobile games. This corresponds to the growing preference of students as educational games on mobile apps, which has an impact on how platforms such as Rosetta Stone become popular.

Nonetheless, Rosetta Stone offers a structured and immersive learning environment, it lacks certain elements such as opportunities for social interaction and contextual diversity, which are increasingly present in other mobile applications (Park, 2021). Such a need necessitates holistic assessment which considers the applications internal workings and effect beyond to the educational framework of MALL. Consequently, the scope of this research will be connected not only to students' reactions to Rosetta Stone but also to its place in the overall scheme of mobile language learning technologies. In this research, we examine the functions of different mobile apps to develop vocabulary and combine statistical data about the mobile app activity among

university students and information from the previous MALL studies so as to bring more details on modern practices, advantages, and challenge in mobile English learning.

It is not only about combining mobile technology and traditional learning. Innovative pedagogical approaches are continually being developed and implemented. This system introduces new and effective methods for learning language, straying from the old methods. CALL (Computer-Assisted Language Learning) and other approaches from the ground are what allowed MALL to take advantage of mobile devices' features such as mobility, interactivity, and multimedia to add personalization, flexibility, and contextual experience. Learning on MALL is now even more customized thanks to features that help learners for studying. While MALL offers advantages such as ease of use and flexibility, it also has the potential to distract students with numerous sources, potentially compromising their learning experience and exacerbating disparities in learning tools.

Hence, MALL must use particular strategies in the classroom, help students improve their independent learning, and continue studying its effects to work. Kukulska-Hulme and Norris (2020) point out that MALL makes learning accessible and relevant to every student's learning style. Therefore, the Rosetta Stone application can adapt and manage how learning takes place to suit the rate of each individual student. Because it is flexible and easy to use, the site really helps learners get better English by working on pronunciation,

listening, reading, speaking, and vocabulary. Rosetta Stone is not like regular translation learning because it immerses students in the language by using images, listening, and scenes that everyone can relate to. Rosetta Stone tries to simulate the way students learn by making its users immersed in another language while also focusing on memorizing words. Rosetta Stone helps by using images with the new words, offers fast feedback when speaking, and uses a spacing method to make it easier to remember the vocabulary. In this application, subjects are grouped into greetings, food, and travel, and it gives users fun activities such as matching pictures and putting words together. The Rosetta Stone application offers users the flexibility to engage in learning activities at their own pace and according to their own schedule. Moreover, students have the chance to practice with teachers who are native speakers in real time during tutoring sessions.

Rosetta Stone's success is due to the creation of an easy to use and engaging environment to learn in. Content is made clear with the addition of images and audio, and the lessons are designed in a way that keeps the user interested. For this reason, their word knowledge increases and they are more confident using new words in their daily life. All in all, the system and methods of Rosetta Stone are designed to boost learners' vocabulary. The Rosetta Stone application was used in the study to improve students' English vocabulary. Users in the app are encouraged to identify pictures and repeat the English name, which helps them learn more words. In addition, Rosetta Stone offers

twenty different languages for people to study. Vesselinov and Grego state that learning a language using Rosetta Stone helps people build up their vocabulary. Users experienced a growth in their vocabulary of about 22 extra words for each hour they spent on the application. Also, Nielson (2011) reports that Rosetta Stone application users did not let their language skills stagnate during these three months, instead of showing steady growth; the vocabulary growth was 30-40%.

This research will be conducted in the English language education department student. The researcher chose this location because the researcher wanted to prove that this application could also improve the vocabulary skills of English language education department students. Vocabulary mastery constitutes a foundational element in the acquisition of a foreign language. As asserted by Nation (2013), inadequate vocabulary mastery impedes one's capacity to comprehend and articulate ideas in the target language. Consequently, the need for new designs in the manner students acquire vocabulary is essential for circumventing the barriers that are brought about by globalization and continued changes in technology. This research does a lot of good for students; students will be able to improve their English skills in order to be able to communicate better with the lecturers in the classroom.

Islamic Teachings value seeking and sharing of knowledge a lot. Ibn 'Abbas RA reports that the Prophet Muhammad (SAW) said that when one applies what he or she knows, then those people will be led by Allah (SWT) to

attain knowledge which they had not previously understood. The emphasis in this hadith is placed on constant acquisition and dissemination of knowledge which strengthens the imposition to use knowledge for the betterment of the society.

The importance of learning is further emphasized in another hadith reported by Muslim (No. 2699), which states: “*Whoever treads a path in search of knowledge, Allah will make the path to Paradise easy for him.*” Additionally, the Qur’an in Surah Al-Mujādalah (58:11) affirms that Allah raises the degrees of those who believe and those who are granted knowledge:

وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

The aforementioned verse does not explicitly state that Allah will elevate the degrees of the knowledgeable. Instead, it underscores the superior educational attainment of the former group, which is evidenced by their possession of degrees that surpass those held by individuals who merely believe. This verse can be used to support the importance of studying, including in the context of learning English through technology such as Rosetta Stone. Other verses also mention the importance of studying, as mentioned in Qur’an in Surah Ta-Ha:114

وَقُلْ رَبِّ زِدْنِي عِلْمًا

This verse shows that Prophet Muhammad himself was commanded to ask for more knowledge. This can be used to emphasize that seeking knowledge is part of worship and should be done continuously.

Based on the description above, the purpose of this research is to hear and comprehend the opinions and responses of the students who use the Rosetta stone application to improve their vocabulary skills. Data collection for this research involves those used the Rosetta Stone application to interview the students. This research seeks to improve the students' vocabulary abilities. Therefore, the researcher will conduct a study entitled THE IMPACT OF ROSETTA STONE ON VOCABULARY ENHANCEMENT: A STUDY OF STUDENT EXPERIENCE AND PERCEPTIONS.

## **B. Definition of Key Terms**

In order to make the readers get easier in understanding this research, here the researcher will give the definition of some key terms that important to be understood as the following:

1. Perception refers to the cognitive process through which students interpret and evaluate their experiences with the Rosetta Stone application. It encompasses their attitudes, beliefs, and feelings about the app's usability, effectiveness, and motivational features. In this research, perception is

shaped by factors such as the app's design, engagement mechanisms, and challenges encountered during vocabulary learning.

2. Vocabulary denotes the set of words that individuals understand and use in a language. In this research, vocabulary is highlighted as foundational for language proficiency, encompassing both receptive (understanding words when reading/listening) and productive (using words in speaking or writing) knowledge. The study focuses on how Rosetta Stone aids in vocabulary acquisition through multimodal inputs (visuals, audio) and spaced repetition.
3. Enhancement refers to the improvement or advancement in students' vocabulary skills through the use of Rosetta Stone. It involves measurable outcomes such as increased word retention, confidence in real-life usage (e.g., conversations), and the ability to contextualize learned vocabulary. This research examines whether the app's features (e.g., immersive learning, feedback) contribute to this enhancement.
4. Rosetta Stone is a language-learning application designed to simulate natural language acquisition through immersive techniques. Key features include:
  - a) Image-word associations (visual learning),
  - b) Audio stimuli (pronunciation practice),
  - c) Spaced repetition (reinforcing memory),
  - d) Structured modules (organized by themes like greetings, travel).



In this research, it serves as a Mobile-Assisted Language Learning (MALL) tool to evaluate its impact on vocabulary development among English Education students.

5. Students refers to student from English Language Education Department 2021. The researcher chose students as participants because the researcher knew that some of these students had used the Rosetta Stone application for more than one month.

### **C. Research Questions**

The main questions to be answered in this research are:

1. How are students' perceptions using Rosetta Stone app to improve their vocabulary?
2. How effective is the Rosetta Stone app in improving students' vocabulary retention and usage in real-life contexts?

### **D. Objectives of Study**

In accordance with the research questions, this study aims to investigate:

1. To find out how are students perceptions of using Rosetta Stone Application to improve their vocabulary skills.

2. To determine how effective Rosetta Stone is in improving students' vocabulary skills by assessing their ability to recognize and use new words.

### **E. Significance of Study**

This research is very important for students because English is now used all over the world and shows up in almost all modern technology. English fluency can help people do better in school, find it easier to get information from other parts of the world, and open up more job opportunities. The use of mobile apps as learning tools is growing in language learning, and research shows that these apps help students talk better, write more, listen more, and pick up more new words. This research highlights the advantages of MALL, particularly how Rosetta Stone's mobile-based design (e.g., flexibility, interactive exercises) addresses vocabulary learning challenges faced by students. The findings contribute to understanding MALL's role in enhancing autonomous language learning. Using MALL in language learning, English learners get to use a simpler, more active, and interesting way of studying the language. The use of the Rosetta Stone app is looked at in this study to find out what simple tips people can use to learn new vocabulary and study more effectively using their phone. The findings will help educators and app makers come up with better digital tools for learning English.

This research are expected to help a lot of people, not just students. The study is likely to give learners some useful tips on how to use tools like Rosetta Stone to help them improve their vocabulary. For those looking to develop educational technology, research will help figures out which parts are very helpful and which parts still need to be improved. For teachers, the findings can help them see simple ways to use mobile devices that might get their students more involved and help them learn more in language classes.

Additionally, This research endeavors to augment the extant body of knowledge concerning mobile-assisted vocabulary learning by submitting empirical results and those of learners. Future research might capitalize on this researc by examining what variabilities of educational settings MALL can be used in, and with respect to various aspects of language proficiency.