CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented a detailed explanation of the research results and a thorough analysis of the research. The researcher presents the research findings on the impact of Rosetta Stone on vocabulary enhancement: a study of student perceptions. The discussion's objectives are to deliver explanations regarding the problem definition and the interpretation of the results in accordance with the relevant theoretical review:

A. Findings

It is imperative to elucidate the data sources utilized in this study to facilitate a comprehensive analysis of the findings. Participants was referred to by pseudonyms as objects of analysis. The dates of the interviews with these participants can be seen in the table below.

Pseudonyms	Denoted	Dates
Rahmah	(P1)	3 May 2025
Aldy	(P2)	12 May 2025
Zuleha	(P3)	3 May 2025
Raka	(P4)	10 May 2025
Bara	(P5)	12 May 2025

The data came from semi-structured interviews. The researchers asked participants more than 20 questions about their experiences using the Rosetta Stone app.

This chapter examines the impact of students' opinions on the use of the Rosetta Stone application as a means of improving their English vocabulary knowledge. In addition, this chapter also explores the benefits students gain in terms of their English vocabulary skills through the use of this application. This chapter will present the research findings, providing a detailed summary of the research procedures, results, and discussion.

1. Students' Perceptions of Rosetta Stone

a) Design and User Interface:

The simple and convenient design of the application met with positive feedback from the most of the participants. P1, P2 and P3 said that the intuitive interface made learning pleasure to be enjoyed by the learners.

"I found Rosetta Stone's design and user interface simple and easy to use" (P1).

"The design and user interface of the app is attractive and easy to use. No hassle, no confusion" (P2). "The app design is attractive and easy to use. It's not complicated, it's not a headache. I really like how it looks" (P3).

Nonetheless, some participant such as P4 complained about the monotone design, especially, the excessive use of white color that may lead to visual fatigue. This indicates that although the overall design is well accepted, there is need for improvement in the regards to visual variety and use of colors in order to improve the user experience.

b) Motivation and Engagement:

Prospects like the progress bars and rewards were found helpful in augmenting students' motivation. According to P1 and P3, they were also encouraged to keep on learning by the progress bar of their progress. This is compatible with modern theories of intrinsic motivation that positive feedback and rewards can promote student involvement in learning.

However, some of the participants such as P5 felt like their motivation was decreasing over the time because there were no changes in exercises and overly easy content. This shows that though motivational aspects such as progress bars and rewards do work in the short term, the application would require more variety and challenges to maintain long term motivation. c) Challenges and Limitations:

Among the research participants, there were those who complained about the absence of explanations to the grammar and usage of words in context in Rosetta Stone, like P4 and P5.

"My biggest challenge is the lack of grammar explanation. I get confused when I come across a sentence with a strange structure. Also, Rosetta Stone doesn't have a feature to ask native speakers. So, if there's a question, it can't be answered immediately. I think Rosetta Stone is less effective for people who are already at an advanced level. The problem is, the material is too basic".

P4 mentioned that she usually had difficulty comprehending the meaning of words when there was no specific context, whereas P5 had a hard time to understand complex sentence structures because there was no explanation of grammar rules.

"My pronunciation has improved, so I feel more confident when I speak. However, I still often have trouble understanding the context in which words are used. Sometimes, there are words that mean different things depending on the sentence. Well, in Rosetta Stone, the explanation is lacking" (P3).

This implies that although Rosetta stone is good at enhancing vocabulary it is not sufficient when it comes to explaining other linguistic aspects like grammar and contextual use of words. As recent language learning theories postulate, understanding in grammar and context play an important role to achieve proficient communication rules. Unfortunately, therefore, Rosetta Stone should incorporate more details in form of explanations on grammar and word usage to make it effective.

The unsatisfaction of advanced learners with Rosetta Stone's basic material is the reflection of results, the intermediate learners using static apps plateaued more rapidly than the students using the adaptive platforms. This implies that Rosetta Stone's 'one-size-fits-all' approach has potentially violated the Zone of Proximal Development (ZPD) principle where tasks should match up to the learners' developing capacities. The implementation of proficiency-based branching scenarios, like in Babbel's 'Review Manager,' may eliminate this problem. Although this research revealed the weaknesses of Rosetta Stone, this found that Rosetta Stone app is very effective in enhancing vocabulary for beginners.

2. Effectiveness of Rosetta Stone in Enhancing Vocabulary

a) Visual and Audio Features



Figure 4.1 "Rosetta Stone" audio and visual features

Most of the respondents of this research claimed that visual and audio components of the Rosetta stone application greatly contributed to their vocabulary learning process. For example, P1 mentioned that images and audio assisted her to visualize objects and enhanced her listening skills.

"Rosetta Stone has helped me remember new words quite a bit. In the past, I often forgot the names of fruits or things at home. Now, I remember more. For example, I used to always forget the difference between "cupboard" and "cabinet". Now, I don't anymore. Rosetta Stone gives me a visual reminder in my brain" (P1).

This corresponds to the modern research on the multimedia learning, which states that multimodal stimulation plays a significant role in the process of learning languages. Visual and auditory inputs do not only help students recall new words but also maintain contextual knowledge. P2 continued that this method helped him more to remember new words due to the clear images which he had such as an apple to understand the word apple.

"Rosetta Stone helps me understand vocabulary in a visual context. The learning method is really unique, not like other methods that are just memorization. It's easier for me to remember new words because of the visualization. For example, when I learn the word 'apple', I immediately see a picture of a red apple" (P2).

The memory can process at the same time the information presented in visual and verbal (audio) forms improving memorizing. In the case of Rosetta Stone, the combination of images and auditory input gives students ways of connecting new words with visual and auditory representatations and in so doing, strengthens long-term memory. However, other participations such as P4 observed that, visual and audio features were not enough without explainations with deep contexts. This implies that visual and audio features are effective but the application needs to give more context in order to help students to understand the word usage in various contexts.

b) Spaced Repetition



Figure 4.2 "Rosetta Stone" spaced repetition feature

The feature of spaced repetition in Rosetta Stone was considered to be effective by several participants. They said that the recital of troublesome words at intervals of optimal time boosted long-term memory. However, some participant such as P1 still complained about too much of repetition which bores, and this may undermine long term motivation. This shows that although the spaced repetition is effective in vocabulary retention, the application should balance repetition and variety in order to sustain the interest of the students. Thus, Rosetta Stone should think about diversifying exercises not to make them monotonous.

c) Vocabulary Improvement in Real-Life Contexts:

Expanding on the findings relating to spaced repetition, the next section will propose how adaptive scheduling may tackle monotony. Some of the participants (P1 and P2) reported that they gained high confidence to use new vocabulary in the real life which involves communicating with tourists or ordering something in English.

"Rosetta Stone really helps me remember new words. It has visualization, audio, and spaced repetition" (P2).

P1 said that now she feels more confident when she asks for the directions or orders meals in English. This implies that besides helping students to remember the vocabularies, the Rosetta Stone also simplifies the process of acquiring the knowledge and transferring it into real-world settings.

Unfortunately, even in this way it is limited to the topics of how to converse daily and does not cover the more advanced areas. Transferring the knowledge does in fact require a good understanding of underlying concepts and rules. In the case of Rosetta Stone, even though students are able to remember new vocabulary, they might have difficulty in applying them to more intricate situations because they have no explanation on how words are used in a particular language.

3. Comparison with Other Methods

a) Interactivity:

Rosetta Stone was perceived as more interactive than the traditional ways such as flash cards or text books. P1 and P3 reported

that the use of the application was more exciting as it brought together both visual, the audio and the interactive exercises. As can be seen from the above, this is consistent with recent studies that have demonstrated that technology-based learning can be used to boost student engagement.

Nevertheless, the application was found to be less difficult for the more advanced students such as P4 and P5 because of its basic content. This implies that Rosetta Stone can be more beneficial to the newbies or the students of elementary category but less in the advanced levels. The researcher discovered that such applications as Duolingo provide greater flexibility and user-driven progression in the form of adaptive learning, making them more interesting for the mid-level students. Unlike Rosetta Stone, the static content was found to be a drawback especially users too interested to learn advanced vocabulary development

b) Limitations for Advanced Learners

Students at the intermediate levels or who were advanced level students believed that the content offered by Rosetta Stone did not fit their needs. P4 said that the application was less effective when applied to advanced learners and P5 also found the material too easy in his intermediate level. "Suitable for beginners, but lacking for higher levels" (P5).

This indicates that Rosetta Stone needs to offer more challenging and complex content for higher-level students

4. Suggestions for Improvement

a) Variety in Exercises

Some participants including P1 and P5 proposed that the application includes differently varied exercises to avoid monotony. According to P1, such excessive repetitions make her bored, P5 suggested increasing the difficulty of conversation exercises.

What I like about Rosetta Stone, it makes learning fun. But, what I don't like, sometimes it's too repetitive. So, it gets boring (P1).

In my opinion, Rosetta Stone is good for learning basic vocabulary and practicing pronunciation. But, it lacks in grammar and conversation (P5).

This indicates that variety in exercises can enhance student motivation and engagement.

b) Contextual and Grammar Explanations:

Such participants as P4 and P3 suggested that the application should include more specifications of grammar and examples of word use in

various situations. According to P4, she found it difficult most of the times trying to discover the meanings of words absent a clear context while P3 advised to include more words in examples with sentences. This hints at the fact that detailed grammar and context explanations can lead to better comprehension by the students.

B. Discussion

This section discusses the research findings in relation to the research questions and theoretical frameworks.

1. Students' Perceptions of Rosetta Stone in Vocabulary Learning

The participants in general expressed favorable initial impressions of Rosetta Stone, citing its intuitive interface and its motivational characteristics, such as its progress tracking functionality. These beliefs are based on Ryan and Deci's (2017) Self-Determination Theory that outlines that some kind of observable progress can enhance intrinsic motivation at the initial stages of learning.

However, the students mentioned a number of shortcomings. With over time, motivation reduced because tasks were repetitive in nature and the learning material was static. The intermediate-level proficient students had found the activities too easy a finding that agrees with the assertion by Park (2021) that adaptive learning route is necessary to sustain engagement at different proficiency levels.

What is more, the lack of such social learning features reduced any collaborative or peer-supported use of language, one of the aspects that is frequently highlighted as a critical one in successful Mobile-Assisted Language Learning (Kukulska-Hulme & Shield, 2008).

Therefore, students' perception despite having been positive at first shows that sustainable engagement involves more diverse, contextualised and socialised learning experiences.

 The Effectiveness of Rosetta Stone in Enhancing Vocabulary Retention and Usage

Based on the findings of the research, the Rosetta Stone facilitates vocabulary retention, especially through the application of multimodal inputs like images and audio and spaced repetition. This finding upholds Mayer's (2014) Cognitive Theory of Multimedia Learning that asserts multimedia learning is reinforced when the learners are involved through several sensory organs.

The increased confidence among participants in the application of speech in daily conversations concurs with Paivio's (2007) Dual Coding Theory where there is an enhanced level of retention of information if processed through both the visual and the verbal system.

Nonetheless, the research also identifies the limitations of Rosetta Stone in promoting sophisticated language impacts, particularly in academic contexts. The absence of a thorough exposition on grammar and the incorporation of additional complex context learning resulted in students demonstrating an enhanced recollection of vocabulary yet encountering challenges in its practical application in complex language. This finding aligns with the necessity for profound contextual learning, as articulated by Barnett & Ceci (2012), to ensure the efficacious transfer of knowledge.

Furthermore, Rosetta Stone's efficacy in vocabulary retention is augmented by its minimal text interface design, which is optimal for novice learners who have not yet attained fluency in English. However, this weakness can become a barrier to learning when explicit instructions are required, as in the case of irregular verbs that do not follow conjugation patterns. This finding aligns with Nation's (2013) assertion that the process of vocabulary learning is a combination of incidental and intentional acquisition of vocabulary.

Therefore, although Rosetta Stone is effective at the foundational stage, it must be complemented by additional resources to facilitate further linguistic growth.

3. Implications for Mobile-Assisted Language Learning (MALL)

The findings of this research contribute to the broader understanding of MALL by emphasizing that:

- a) Multimodal features (visual and audio) can enhance basic vocabulary acquisition.
- b) Learner motivation is initially driven by app design and feedback mechanisms but must be sustained through varied and progressively challenging content.
- c) Applications should offer adaptive pathways that match the learner's evolving language skills.
- d) Social features and contextualized learning are critical for bridging vocabulary knowledge into real-world language use.

Consequently, this finding underscores the significant utility of Rosetta Stone and analogous MALL applications as effective learning tools. It is imperative that they continue to evolve in a manner that aligns with the diverse learning needs of all individuals. Kessler (2018) has shown that friendly peer interactions in forums can positively affect a learner's ability to talk. Thus far, Rosetta Stone has not capitalized on this opportunity. The utilization of artificial intelligence-based conversation partners, such as the ELSA Speak application, has the potential to address the identified gap while preserving the autonomy inherent in self-paced learning. Rosetta Stone's approach diverges from the prevailing theory on language acquisition, specifically the assertion posited by Kessler (2018) that collaborative learning among peers enhances the efficacy of language acquisition. This divergence is evident in the absence of social components within Rosetta Stone's instructional design, a crucial element that is purportedly conducive to more effective language learning. For instance, Tandem, a language-exchange application, observed that users engaging in real-time chats exhibited a 30% longer duration of usage compared to those who solely exchanged text messages (García, 2021). Rosetta Stone has the capacity to provide immediate peer assistance with pronunciation, thereby enhancing students' linguistic proficiency while ensuring that the curriculum maintains its emphasis on authentic language application.