CHAPTER V

CLOSURE

The researcher presents the findings in this section in order to address the two research questions that were presented during the investigation. The subsequent section will discuss two things. Firstly, the objective of this section is to present the conclusions derived from the research in question. Secondly, the objective of this section is to provide suggestions that will facilitate further development. In conclusion, this section will provide a comprehensive summary of the researcher's findings.

A. Conclusion

As result of the research and findings, the conclusions for the research questions are:

1. Students' Perceptions of Using Rosetta Stone for Vocabulary Improvement.

   The students held positive perceptions with respect to the usability and accessibility of the Rosetta Stone application. The user-friendly interface and such options as progress tracking at the beginning encouraged students to use the app.

   However, various participants stated the difficulty, especially with regards to repetitive learning tasks and absence of grammatical

explanations. Some students claimed that although the app was interesting at first, it lost its motivation factor with time since there was no variety, and the content was not complex.

Overall, the participants considered Rosetta Stone to be more appropriate for the beginner level learners while the experienced users considered it less complex.

2. Effectiveness of the Rosetta Stone Application in Enhancing Vocabulary Retention and Usage.

The Rosetta Stone application has been utilized in educational settings to assist students in enhancing their vocabulary. This application employs multimedia resources, such as images and audio, which are synchronized with visual aids to facilitate learning. Additionally, it utilizes a spaced repetition system to reinforce memorization. The participants reported enhanced memory and increased verbal expression in their daily interactions. The participants also reported a heightened sense of ease in utilizing English for communication with their friends.

Nonetheless, the efficacy of such methods is to a certain degree constrained in the context of higher-level language functions. The participants experienced challenges in applying the new vocabulary to academic or more complex life circumstances due to the lack of explicit grammar instruction and substantial contextual examples. Overall, Rosetta Stone

worked well for basic vocabulary construction, but was not very helpful for people with higher vocabulary skills.

B. Suggestions

1. For Teachers

It is encouraged that the educators of English language should integrate Mobile-Assisted Language Learning (MALL) applications, for example, Rosetta Stone, into their pedagogical applications. Such a use of digital platforms can make the vocabulary acquisition of the students effective due to multimodal input and contextualized learning. Further on, teachers are recommended to offer structured guidance in using such tools in order to make sure students are able to maximize the learning features being offered, at the same time, promoting the learner's autonomy and engagement.

2. For Students

Students are encouraged to make use of Rosetta Stone as a supplementary tool in increasing vocabulary outside the commonly known classroom setting. Active and consistent usage of the application, especially in the sessions of examining pronunciation tools, contextual vocabulary practice, and spaced repetition elements may have a considerable effect on the expansion of the vocabulary. Additionally, students need to develop a tendency for autonomous learning and self-monitoring strategies to ensure the optimal use of MALL platforms for education purposes.

3. For Future Researchers

It is recommended that future researchers proceed from this research to further examine the wider effects of Rosetta Stone on other parameters of language proficiency like speaking fluency, listening comprehension, or accuracy aspects of language. As well, the long-term retention of MALL tools-gained vocabulary needs to be examined, and potential issues that the learners may face, technological barriers, lack of motivation, and inaccessibility, among them. These types of studies would help in creating a more holistic image of the situation with language learning through digital media.