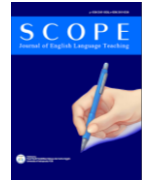




# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## Using Rosetta Stone Application as a Mobile Assited Language Learning (MALL) in EFL: Documentary Study

Ahmad Husein Nst<sup>1</sup>, Sholihatul Hamidah Daulay<sup>2</sup>, Utami Dewi<sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Sumatera Utara, Medan,, Indonesia

### KEYWORDS

*EFL;*  
*MALL;*  
*Rosetta Stone,*  
*English Skill*

### A B S T R A C T

Current technological developments require students and teachers to increasingly explore their abilities in English using currently available applications. This study focuses on analyzing articles that discuss the use of Rosetta Stone in Language Learning applications in teaching English for Foreign Languages (EFL). The aim of this study is to evaluate the effectiveness of the Rosetta Stone Application in teaching English to speakers of other languages (EFL) using data from a variety of journals.. The method used was descriptive method with Documentary Research Design. Documentary research is a type of scholarly exploration that inspects specific exploration subjects utilizing essential sources like texts and notes. Based on six previous journals from various studies in the world such as Indonesia, Iran, Nigeria and Russia. The data illustrates the fact of using Rosetta Stone based on the research results of six researchers who have been published in journals published around the world. The results that can be drawn based on the research report are the use of the Rosetta Stone application in increasing students' abilities in learning English as a foreign language effectively. There are substantial variations in learning English as a Foreign Language between individuals who have been trained utilizing the Rosetta Stone Application, such as speaking, listening, writing, vocabulary knowledge, and pronunciation.

### CORRESPONDING AUTHOR(S):

E-mail: ahmadhusein.nst@uinsu.ac.id

## INTRODUCTION

At present, the use of technology as a medium of learning is something we cannot avoid. Conventional learning with learning media without using technology has begun to be abandoned by society in general, both by teachers and students. This change is very fast in the use of information technology resulting in a change in the learning paradigm. At present, the industrial era 4.0 has resulted in all students also being required to change how students learn. The characteristics of all students today, make learning styles using old technology weaken with new technology (Golonka, Bowles, Frank, Richardson & Freynik, 2014)).

Mobile Assisted Language Learning (MALL) is an advancement in mobile technology, one of which is in the world of language education which is becoming very sophisticated (Yang, 2013). MALL is a way of teaching and learning that combines mobile phones or other handheld devices with wireless connectivity, including cell phones, PDAs, and tablet (Khubyari & Haddad Narafshan, 2016). The amount of research related to mobile learning shows that there is an increase in existing technology throughout the world (Dudeny & Hockly, 2012). Various definitions of mobile learning and MALL have been formulated by previous researchers and educational

experts. This description seems to lead to the MALL concept that is agreed upon by all parties where MALL does not just learn a second language using a mobile device during the learning process, but also means learning a second language both in formal and informal contexts using a mobile device which can be done anytime and anywhere (Inggita, Ivone, & Saukah, 2019).

Prior to the development of mobile-assisted language learning, computer-assisted platforms, also known as Computer Assisted Language Learning (CALL), were the first to catch the attention of academics. CALL was primarily focused on using computers, particularly desktop applications, to learn various language components. The desktop version of the Rosetta Stone program will be used in this study to teach English vocabulary words, though. On the other hand, mobile aided language learning, or MALL, is a prominent kind of technology-mediated education that focuses on using mobile-based instruction to teach different aspects of English (Namaziandost, Alekasir, Dehkordi, & Tilwani, 2021).

The Rosetta Stone program, which may assist someone improve their capacity to learn English, is an example of the sophistication of technology we currently encounter. As a consequence, Rosetta Stone software is recommended as one of the useful and engaging tools to employ to boost students' enthusiasm to learn in order to enhance their English. Rosetta Stone is used in English classes to assist identify syllabus goals and how teachers and students should participate in the learning process. Some of the media are designed to be used by novice or inadequately prepared teachers, while others are meant to entirely replace the teacher (Harahap, Sari, & Ramadhani, 2019). By using the right media, an English teacher can interact better with his students and help them achieve their language learning goals (Hanif, 2015).

This demonstrates how effective multimedia is as a teaching tool, particularly for teaching vocabulary. In addition, it provides significant benefits to language learners. As a result, the instructional program Rosetta Stone Language Learning is a successful learner-centered approach. The instructional software from Rosetta Stone also offers a tutorial mode that enables students to explore the right responses and gain knowledge from their errors. The needed knowledge is delivered quickly—almost immediately—by the instructional software application Rosetta Stone. Students who use the Rosetta Stone educational software technique will not only learn more vocabulary, but also how to use those words. They can complete the whole learning skills task while utilizing the Rosetta Stone educational software approach at their own pace and time using their own learning style and strategy.

In Indonesia, the research about Rosetta Stone (Yurdean, Fauzia, & Syaifei, 2016) showed that teaching English was growing along with the times and there are also many studies related to Rosetta Stone to determine ability to Master Vocabulary.. Although the use of modern technology in education has grown significantly, there are still certain challenges that are frequently faced. Teachers need other answers to these issues in order to solve the situation. One of these is employing CAI (Computer Aided Instruction), a type of technology-based instruction. This essay explains how to utilize Rosetta Stone, a CAI tool. An engaging program for teaching beginners foreign languages is called Rosetta Stone. Teachers may use this program to help junior high school pupils learn English and develop their speaking abilities. The strategy or notion of employing translation to learn a new language is not utilized in this application. Instead, it mixes real-world words, sounds, and images to impart knowledge about the new language without translation Rosetta Stone also increased the students pronunciation (Hanifa & Santoso, 2022).

From the several studies above, it shows how important applications are in learning that make it easier for students and teachers to learn and teach EFL using applications, one of which is Rosetta Stone. There have been many studies that discuss the Rosetta Stone, but the research still uses a little documentary research method. Previous research only used three previous studies to be discussed and only within the scope of research in Indonesia. The difference that appears from previous research with this research is regarding the scope and number of previous studies that will be discussed in this article using more than three previous studies not only in Indonesia but also abroad. Therefore researchers want to know how to use the Rosetta Stone application based on a collection of research results that exist in this world.

The evolution of mobile technology, both in terms of hardware and software, has brought dramatic changes in human lifestyles. Today, almost everyone has a mobile device such as a smartphone with computing capabilities like a PC (Rohandi, Husain, & Bay, 2018). MALL is a method of language learning that uses portable electronic devices to complement and enhance the learning experience. Students that frequently change their learning environments and are not in a static condition engage in this type of learning. MALL is a subclass of Mobile Learning (M-Learning) and Computer-Assisted Language Learning. It is a descendant of CALL, or computer-assisted language learning.

Academics studying m-learning concur that learning shouldn't be restricted to mobile technology alone, but rather may be viewed as learning that takes place in both real-world and virtual environments, supported and helped

by user-friendly gadgets (both handheld and wearable), communication tools, and social networks. Mobility of learners between settings, accessibility to people, materials (accessible on devices and the internet), and other technical tools (such as built-in device features and the internet) are at the core of mobile language learning. mobile-mediated assistance and support, as well as mobile-based learning tools (Islam & Hasan, 2020).

Mobile phones have greatly enhanced the teaching and acquisition of skills such as listening, reading, speaking, writing, grammar and vocabulary. Studying MALL in the context of mastering English helps students acquire foreign language components and skills. The availability of cell phones for language learners has greatly aided education (Assapari & Hidayanti, 2022). MALL is a model or new strategy for teaching and learning English outside and inside of the classroom that makes use of a cell phone application so that students may study different English topics wherever they are and at any time (Putri, 2021). Mobile learning, often known as m-learning, was characterized as an extension of e-learning using mobile computational devices such as personal digital assistants (PDAs) and mobile phones (Çakmak, 2019).

The fact that mobile devices are less expensive than other types of devices makes them more effective than other types of devices like computers or laptops. Cell phones are successful for supporting language learning due to their versatility and availability. There are three additional qualities of cell phones to help language learning; social intelligence, setting awareness, and independence. Because of these features, mobile devices can be used as a medium for independent learning and as a source of language instruction (Auliya, Ardiyansah, & Muhammad, 2021).

Software called Rosetta Stone was launched as an audio-visual tool to help students and teachers teach and learn English. Reading, listening, speaking, and writing are the four skills that this program can instruct in. Rosetta Stone is a type of proprietary computer-aided learning (CALL) software that was created by Rosetta Stone application. Maulana explained in (Nur & Annisa, 2020) that the Rosetta Stone Software is made up of visuals, text, and sound, with increasing levels of difficulty as pupils go in order to teach various vocabulary phrases and grammatical functions naturally, without the need for practice or translation. Hanif also explained in (Nur & Annisa, 2020) stated that the Rosetta Stone Software is a blend of graphics, text, and sound that rises in complexity as students proceed.

The capacity of learners to deliver high-quality language learning experiences has substantially enhanced because to technological innovation. Many individuals believe that

using technology into language instruction will improve student proficiency. Rosetta Stone's selection of pictures appears to have been done with care in order to strike a balance between the students' knowledge and the desired outcome of the visualization itself. Students will benefit from the implementation of this program in their study of English. With the help of this Rosetta Stone software, the students defined their own unique language learning objectives and made use of a variety of tools to accelerate their progress.

A successful software tool for learning English has previously been demonstrated by Rosetta Stone. Rosetta Stone is a useful learning tool for introducing English vocabulary. Hard memory will be made much simpler and more effective through a variety of teaching techniques, such as tests and games, as well as enjoyable. Students may study English in a different way with the aid of Rosetta Stone Classroom's engaging and cutting-edge language-learning approach, which also enables them to identify their innate language skills. Even while studying text, images, or sounds, this program aids students in developing their vocabulary.

## METHOD

This research used a documentary research design for the investigation. The use of the Rosetta Stone language learning software in teaching English as a foreign language has been studied by various researchers both in Indonesia and overseas, and this study evaluated many research publications on the topic. Research journals from chosen studies on the subject were analyzed, and only studies that had been published in the journal and had been received accreditation were used for the study.

Academic study that uses original materials like texts and notes to explore certain research topics is known as documentary research. This type of research paper is the most popular of the three primary social research methodologies. These papers—published or unpublished—are meant to evaluate the specifics of data required to draw in-depth conclusions on a particular research topic. It gives a thorough explanation of the study topic's theory and methods.

The following features of the research will be examined: its advantages and disadvantages, its setting, its context, or its motivations, as well as its topic and conclusions. Descriptive methodology was employed. Creating a systematic, accurate, and detailed description, image, or painting of the facts, relationships, and features among the phenomena under investigation was the goal of this descriptive study.

The following criteria were used as data sources: three research publications that have both performed and finished research on the usage or use of Rosetta Stone in classroom listening comprehension tasks. Researchers employed qualitative research techniques for this investigation.

The basis of qualitative research data was to look at the written or spoken words discovered by researchers, as well as the items discovered to the detail that may be recorded in documents with inferred meaning or objects. The intended data source was the original, but as long as solid proof can be found to support its stance, it doesn't matter whether the original is hard to discover, copied, or replicated. Empirically, the two main categories of these qualitative data sources are people and non-humans. Depending on the demands of the research, both human and non-human data sources are chosen.

The documentation research approach was used in this study to gather data. The purpose of documentation was to extract data directly from books or other written materials like research journals or theses. The data in this study was analyzed by the authors using documentary approaches. Researchers employed descriptive qualitative methods to analyze the data. There are three methods for employing descriptive qualitative analysis to analyze data. There are three activities: data reduction, data visualization, and conclusion/verification. Data reduction was the process of selecting, categorizing, classifying, and coding useful information. Data reduction was the process of deciding which data to select, identifying, classifying, and labeling as meaningful. Information may be presented visually by being shown as sentences, narratives, or tables.

## RESULTS AND DISCUSSION

The results in this study indicate that the use of the Rosetta Stone application in learning English Foreign Language (EFL) in Learning can improve writing, listening and speaking skills in English, not only that the Rosetta Stone application can also help students' vocabulary mastery and pronunciation. The Rosetta Stone application is considered effective in supporting classroom learning methods that can help students and teachers learn English.

But among the many positive sides of Rosetta Stone, the results of the documentary research conducted by the researchers show that Rosetta Stone also has a weakness, namely that Rosetta Stone still lacks several features compared to other English learning applications. Like a locked feature and have to make a payment.

The researchers analyze the findings from a number of prior studies that discussed the Rosetta Stone application in relation to teaching English as a foreign language. The

articles were located on websites from selected institutional repository sites around the world. The research was chosen by the author based on a number of factors, including needing to deal with research questions, research objectives, and the hypothesis that found Rosetta Stone Language Learning Software to be successful in teaching English as a Foreign Language.

The first study came from Nigeria (Ikonta & Ugonna, 2015). The purpose of this study is to ascertain how the CALL Rosetta Stone program affects students' English competence. Before introducing a set of students to the CALL program at the faculty's language lab, a pre-test was given to them. These participants were given a range of listening, speaking, reading, and writing activities. The program comprises of five audio files with four theme components and one graphic file each. In order to track and look at students' development, an observation schedule is implemented. A post-test was given to the groups following the intervention in an effort to compare the groups' pre-test and post-test results to identify any differences in performance. A structured questionnaire was given to students after the post-test in order to collect data for the study topics. Statistical techniques for descriptive and inferential analysis, such as calculating frequencies, percentages, and t-tests, were used to analyze the data. The findings demonstrated that the pupils' post-test scores had greatly improved over their pre-test results. The fact that these two results differed significantly shows how much the CALL Rosetta Stone program improved the pupils' English skills. Observations revealed increased levels of student interaction and participation as they showed positive learning attitudes toward the software, and the questionnaire responses revealed that a significant portion of participating students found the intervention process to be motivating and interesting. Based on these findings, recommendations were made regarding the need to adopt computer-assisted language learning in teaching and learning English in various learning institutions in Nigeria.

In this second study from Russia (Ryabkova, 2020), they designed a treatment using Rosetta Stone software to test its effect on the writing skills of EFL students at the Moscow Aviation Institute (MAI). At the MAI, a sample of 48 first-year technical students began taking a language course. The control group consists of 24 pupils, whereas the experimental group consists of 24 students. The identical program was used to instruct both the experimental and control groups. Students operate within a conventional paradigm throughout the course, according to the customary steps of a communicative approach. Participants in the experiment group were required to watch content published on the Rosetta Stone platform and do additional homework many times per week. We may list the following as advantages of the course: accessibility to resources, students' ambition to learn and experiment with

new things, the ability to study whenever and wherever they choose, the capacity to focus indoors, advancement in writing and other abilities. Through conventional instruction, the experimental group outperformed the control group, according to the research. In conclusion, it can be claimed that blended learning at the Moscow Aviation Institute (MAI) has been successful in accelerating the development of writing abilities in EFL learning.

The third research in Iran (Sharifi, Azizifar, Jamalinesari, & Gowhary, 2015) which explained the effect of Rosetta Stone on students' vocabulary in Iran.. The "Rosetta Stone" multimedia program was used to teach these vocabulary words to the experimental group in this study, whereas the Teacher-led Method (TLM) was used to teach them to the control group. After the course of therapy, two groups took the post-test. The Independent-Sample T-Test is then used to analyze the average score findings. Because the P value for the T-test (0.0009) is less than 0.05, it was determined that the difference in post-test mean between the experimental group (M= 40.65) and the control group (M= 29.90) was statistically significant ( $t= 5.82$ ,  $df= 38$ , 2-tailed  $p.0.05$ ). The results revealed that the Computer assisted vocabulary learning (CAVL) group outperformed the Teacher-led Instruction group on the post-test as a consequence of the substantial difference in post-test scores between the two groups. As a result, it has been demonstrated that therapy has a considerable influence on students' vocabulary development.

The fourth study was conducted in Indonesia, Surakarta (Prasetyo, Martono, & Suparno, 2018). Data were evaluated in this study utilizing both qualitative and quantitative techniques. The study's findings demonstrated that students could: (1) pronounce most words properly; (2) remember new words more easily; and (3) utilize proper grammar in sentences. Students were better in class because they: (1) paid attention during instruction and did not participate in non-academic activities; and (2) tended to be active learners. Additionally, students' average worth also rose. The teaching and learning process is where Rosetta Stone excels. The preparation of tasks and picture constraints, however, are where this program falls short.

The fifth research in Padang, Indonesia (Yurdean et al., 2016) is related to Rosetta Stone and Speaking. The application of Rosetta Stone, one of the CAI tools, is discussed in this essay. An engaging program for teaching beginners foreign languages is called Rosetta Stone. Teachers can use this program as a tool to help junior high school pupils learn English and develop their speaking abilities. By using a multimedia room or projecting it in front of the class, students are expected to be more focused and confident in speaking. While students are doing speaking activities, they are also absorbing new language

sounds while observing pictures for appropriate contexts. By using this software, teachers can produce interactive learning with interesting features to be conveyed to students. This combination helps teachers to make the learning process more interesting for students.

The Sixth research in Indonesia (Kurniawan, Bunau, & Wardah, 2021), Rosetta Stone's Research on Students' Listening Ability. In that study it can be concluded that the Rosetta Stone software is useful for improving students' listening comprehension skills. In terms of the results pupils achieved on the pre-test and post-test, there was a substantial difference in the learning of listening comprehension between those who had been instructed using the Rosetta Stone program and those who had not.

From several studies above in the world regarding the application of Rosetta Stone related to English Foreign Language (EFL) Learning, it shows that the application of Rosetta Stone greatly influences students' speaking abilities, this is evidenced by a very rapid increase. Student scores due to use of this Rosetta Stone app to talk students. Not only that, there was an increase in students' writing skills when using the Rosetta Stone application. Not only ability in EFL, the ability to acquire vocabulary is also considered very effective when using Rosetta Stone. As for pronunciation, it also shows that it is very effective when using Rosetta Stone and the last ability that researchers found from several journals shows that Rosetta Stone also has a very strong influence on students' listening skills.

## CONCLUSION

The findings in this study indicate that the use of the Rosetta Stone application in learning English Foreign Language (EFL) in Learning can improve writing, listening and speaking skills in English, not only that the Rosetta Stone application can also help students' vocabulary mastery and pronunciation. The Rosetta Stone application is considered effective in supporting classroom learning methods that can help students and teachers learn English.

However, there are other facts that the researchers found, namely that there has not been very specific research regarding the link or effect of the Rosetta Stone Application on students' reading abilities. This happened because of the author's observation that the application of Rosetta Stone is displayed for words, not sentences. And there is no feature about long sentences or stories in English that can be read by application users. This will become a gap for future researchers as a reference topic in conducting research on the application of Rosetta Stone to students' reading skills.

It is hoped that, based on the study's findings, other researchers would be able to utilize them as data and

references when doing research of a similar nature. A simple understand of the impacts of employing software while teaching English as a foreign language may be obtained from this review. The results of this study can also help English teachers decide whether to start or keep utilizing the program with their students in the future.

## REFERENCE

- Assapari, M. M., & Hidayanti, R. (2022). EFL speaking student readiness to use mobile-assisted language learning. *LLT Journal: A Journal on Language and Language Learning*, 25(1), 132–148. <http://e-journal.usd.ac.id/index.php/LLT>
- Auliya, P. K., Ardiyansah, T. Y., & Muhammad, R. N. (2021). Mobile assisted language learning: Platforms to support students teacher improving reading skill. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 70. <https://doi.org/10.30587/jetlal.v5i1.2527>
- Çakmak, F. (2019). Mobile learning and mobile assisted language learning in focus. *Language and Technology*, 2009, 30–48.
- Dudeny, G., & Hockly, N. (2012). ICT in ELT: How did we get here and where are we going? *ELT Journal*, 66(4), 533–542. <https://doi.org/10.1093/elt/ccs050>
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105. <https://doi.org/10.1080/09588221.2012.700315>
- Hanif. (2015). Using Rosetta Stone software as media in teaching English vocabulary (an experimental study at SDN No. 02 Lhoksukon). *Getsempena English Education Journal*, 2(1), 24–36. <https://bit.ly/2YoVQrq>
- Hanifa, R. S., & Santoso, D. R. (2022). The use of Rosetta Stone in enhancing junior high school students' pronunciation. *Ethical Lingua*, 836–845. <https://doi.org/10.30605/25409190.448>
- Harahap, N., Sari, S. M., & Ramadhani, Y. R. (2019). Penggunaan media Rosetta Stone melalui metode dynamic immersion untuk meningkatkan kosakata bahasa Inggris siswa menengah pertama. *Jurnal Education and Development*, 7(3), 220–223.
- Ikonta, N. R., & Ugonna, N. C. (2015). The effect of Rosetta Stone (computer-assisted language learning) software on English as second language students' proficiency in English language. *African Educational Research Journal*, 3(1), 69–79.
- Inggita, D. N., Ivone, F. M., & Saukah, A. (2019). How is Mobile-Assisted Language Learning (MALL) implemented by senior high school english teachers? *Jurnal Pendidikan Humaniora*, 7(3), 85–94. <http://journal.um.ac.id/index.php/jphISSN:2338-8110>
- Islam, A. B. M. S., & Hasan, M. (2020). The effectiveness of Mobile Assisted Language Learning (MALL) on ESL listening skill. *NOBEL: Journal of Literature and Language Teaching*, 11(2), 188–202. <https://doi.org/10.15642/nobel.2020.11.2.188-202>
- Khubyari, L., & Haddad Narafshan, M. (2016). A study on the impact of Mall (Mobile Assisted Language Learning) on EFL learners' reading comprehension. *International Journal of English Language Teaching*, 4(2), 58–69. [www.eajournals.org](http://www.eajournals.org)
- Kurniawan, D., Bunau, E., & Wardah, W. (2021). The use of Rosetta Stone language learning software in teaching listening: Documentary research. *Journal of English Education Program*, 2(2), 97–103. <https://doi.org/10.26418/jeep.v2i2.45516>
- Namazandost, E., Alekasir, S., Dehkordi, E. S., & Tilwani, S. A. (2021). An account of EFL learners' vocabulary learning in a mobile-assisted language environment: The case of Rosetta Stone application. *Call-Ej*, 22(1), 80–110.
- Nur, R., & Annisa, R. (2020). Rosetta Stone CALL software as a vocabulary teaching media at Indonesian high schools. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Prasetyo, G. A., Martono, M., & Suparno, S. (2018). The use of Rosetta Stone® as teaching media to improve students' vocabulary mastery. *English Education Journal*, 6(3), 304. <https://doi.org/10.20961/eed.v6i3.35889>
- Putri, M. (2021). Mobile Assisted Language Learning (MALL) in English teaching and learning process on a descriptive study. *Jimedu*, 1, 1–12. <http://jurnal.mahasiswa.umsu.ac.id/index.php/jimpai>
- Rohandi, M., Husain, N., & Bay, I. W. (2018). Pengembangan mobile-assisted language learning menggunakan user centered design. *Jurnal Nasional Teknik Elektro dan Teknologi Informasi (JNTETI)*, 7(1). <https://doi.org/10.22146/jnteti.v7i1.397>
- Ryabkova, G. V. (2020). The Use of Blended Learning in EFL (Writing Skills): A Case for Rosetta Stone Software. *VI International Forum on Teacher Education*, 1, 2113–2120. <https://doi.org/10.3897/ap.2.e2113>
- Sharifi, M., Azizifar, A., Jamalinesari, A., & Gowhary, H. (2015). The Effect of Rosetta Stone Computer Software on Vocabulary Learning of Iranian Elementary EFL Learners. *Procedia - Social and Behavioral Sciences*, 192, 260–266. <https://doi.org/10.1016/j.sbspro.2015.06.037>
- Yang, J. (2013). Mobile assisted language learning: Review of the recent applications of emerging mobile technologies. *English Language Teaching*, 6(7), 19–25. <https://doi.org/10.5539/elt.v6n7p19>
- Yurdean, P., Fauzia, A., & Syaferi, R. (2016). Using Rosetta Stone as learning media to increase speaking skill for junior high. *Journal of English Language Teaching*, 5(1), 358–361. <http://ejournal.unp.ac.id/index.php/jelt/article/viewFile/7337/5765>