

EXPLORING STUDENTS' PERCEPTIONS OF *ROSETTA STONE* APPLICATION IN ENHANCING LISTENING COMPREHENSION

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Abstract

This study investigates students' perceptions of the Rosetta Stone application in enhancing listening comprehension. Motivated by students' low engagement in listening activities—attributed to limited vocabulary, low confidence, and insufficiently engaging learning materials—the research employs a qualitative design. Data were obtained through semi-structured interviews and observations involving eight 8th-grade students at SMP Negeri 9 Cirebon and analyzed thematically. The results demonstrate that Rosetta Stone contributes to improved listening performance, particularly in vocabulary acquisition, comprehension of key information, and identification of main ideas. Its interactive features also support increased motivation and confidence. Overall, Rosetta Stone serves as an effective instructional tool for addressing students' listening difficulties when integrated with appropriate pedagogical strategies and a supportive learning environment. The study further provides pedagogical insights for selecting innovative media to strengthen listening instruction.

Keywords: Listening Comprehension, Rosetta Stone, Student Perception.

INTRODUCTION

This study explores students' perceptions of the Rosetta Stone application in enhancing listening comprehension, particularly informational listening, defined as the listener's ability to understand and process spoken information (Eatough, 2022, as cited in Gultom et al., 2023). Listening is a core component of language acquisition involving cognitive processes such as decoding, meaning construction, and comprehension. It contributes significantly to academic achievement and communicative competence (Syukur, 2024). Developing listening skills is therefore essential for strengthening language proficiency and fostering effective learning.

gPerception refers to individuals' interpretations of incoming information, shaped by prior knowledge and recurring experiences (William, 2014, as cited in Fitriana & Nurazni, 2022; Hafrizal et al., 2021). In this study, students' perceptions concern their views and

attitudes toward the use of Rosetta Stone as a learning medium and its relevance to their preferred learning approaches.

The study is situated within the context of Computer-Assisted Language Learning (CALL), which encompasses computer-based tools supporting language instruction (Essafi, 2024). The increasing integration of CALL and Mobile-Assisted Language Learning (MALL) enables flexible, accessible, and context-rich learning (Namaziandost et al., 2022; Ishaq et al., 2020). Rosetta Stone exemplifies CALL–MALL technology through its immersive, translation-free design and interactive features that facilitate vocabulary development and learner engagement (Nur & Annisa, 2021). Within the Technology Acceptance Model (Venkatesh & Davis, 2000, as cited in Harsanto et al., 2023), students' evaluation of the application is influenced by perceived usefulness and ease of use, which guide their willingness to integrate it into their learning.

Previous research shows that Rosetta Stone supports improvements in speaking, pronunciation, and vocabulary across various educational levels (Chaniago, 2024; Risa, 2023; Yuliani, 2023; Kartika, 2024). Studies in higher education also report high learner satisfaction and effective integration within blended learning (Idrissi, 2025). However, most prior work focuses on productive skills, leaving listening—particularly listening comprehension—underexplored. In addition, existing studies emphasize measurable outcomes while giving limited attention to learners' subjective experiences with digital tools. This study therefore aims to address these gaps by examining students' perceptions of Rosetta Stone in developing listening comprehension.

The research involved eight 8th-grade students from SMP Negeri 9 Cirebon, a sample size appropriate for exploratory qualitative inquiry but limited in generalizability. This constraint is acknowledged as a methodological limitation. Data were collected through interviews and observations to obtain in-depth insights into learners' experiences, and the findings were analyzed thematically to identify key patterns related to usefulness, usability, and perceived impact on listening development.

RESEARCH METHOD

This study used a qualitative design to examine students' experiences with the Rosetta Stone application in improving listening comprehension. Data were collected through observations and semi-structured interviews to capture both learning behaviors and students' personal evaluations. Observations during app use showed not only students' engagement but also several contextual challenges, such as dependence on visual cues and limited exposure to authentic linguistic variation. Interviews reinforced these findings: although students perceived the application as helpful and motivating, they also noted weaknesses, particularly the limited range of accents and repetitive task formats, which reduce its relevance to real communicative situations.

Eight eighth-grade students from Public Junior High School 9 Cirebon participated in this research. While this number is adequate for exploratory qualitative inquiry, it limits the diversity of perspectives and is acknowledged as a methodological constraint. The findings point to the need for further development of digital listening tools. Improvements such as broader accent variation, more authentic listening scenarios, and adaptive task difficulty are recommended to enhance the application's effectiveness in supporting listening comprehension.

RESULT AND DISCUSSION

A. Research Results

This section presents the research findings focusing on the factors that influence students' laziness in learning listening skills, as well as their perceptions of using the Rosetta Stone application as a supporting learning medium. The findings include an analysis of internal and external factors contributing to students' low motivation and interest in learning English listening skills. Additionally, this section also explains how students perceive the effectiveness and ease of use of the Rosetta Stone application based on two main dimensions, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). These findings are expected to provide a comprehensive overview of the relationship between personal and environmental factors and students' perceptions of app-based learning technology in the context of mastering listening skills.

Students Internal & External Factors of Laziness

This study identified several internal and external factors that contributed to students' lack of motivation in learning listening comprehension. The analysis of interviews and observations revealed recurring patterns across participants, including low self-confidence, limited vocabulary mastery, listening anxiety, lack of focus, and negative perceptions toward listening activities. These findings highlight how internal and external psychological conditions influenced students' engagement and performance when using the *Rosetta Stone* application.

Table 1 Internal Factors Causing Student's Laziness

Student	Dominant Internal Factor	Description	Effect on Learning
A	Low self-confidence	Feels nervous and lazy before listening; afraid to ask questions.	Avoids participation and easily distracted.
B	Lack of motivation and vocabulary limitation	Feels bored and confused with fast or unfamiliar audio.	Loses interest quickly and rarely seeks help.
C	Anxiety and low self-efficacy	Feels incapable of understanding; overwhelmed by complex input.	Reduced persistence and engagement.
D	Weak attention control	Gets distracted by environment and peers; doubts own abilities.	Focus decreases, leading to poor comprehension.
E	Negative perception toward listening	Finds listening too hard; often feels mentally tired.	Avoids practice and loses persistence.
F	Low confidence and emotional fatigue	Feels stressed during listening; rarely asks for help.	Minimal effort and low improvement.

G	Lack of persistence and focus	Feels tired before class; easily distracted by phone.	Frequently gives up when facing difficult audio.
H	Listening anxiety and poor self-regulation	Feels shy to ask questions; easily distracted.	Difficulty sustaining attention and comprehension.

Across the participants, a recurring issue was low self-confidence when facing listening activities. Most students expressed feelings of nervousness, fear of failure, or embarrassment when they could not understand spoken material. This psychological state reflects low self-efficacy, which affects learners' willingness to participate and persist in challenging tasks. Listening anxiety was another common experience, often triggered by fast-paced or unfamiliar speech. These emotional responses reduced concentration and led students to avoid active participation, suggesting that emotional regulation plays a crucial role in sustaining engagement in listening lessons. Another major internal factor was limited vocabulary mastery. Students frequently reported difficulty understanding key words, which disrupted their comprehension and reduced motivation. This aligns with the concept of cognitive overload, where excessive linguistic complexity exceeds the learner's processing capacity. When faced with unfamiliar vocabulary or rapid delivery, students tended to give up quickly, perceiving the task as impossible. This frustration discouraged continued practice and reinforced negative attitudes toward listening activities.

Many students mentioned being easily distracted by external factors such as mobile phones, peers, or surrounding noise, as well as internal distractions like wandering thoughts. These distractions weakened their ability to maintain focus, which is essential for processing auditory input effectively. Poor attention control not only affected comprehension but also contributed to avoidance behavior, as students struggled to stay mentally engaged during listening sessions. This indicates that self-regulation skills are essential for improving concentration and learning outcomes in listening practice.

Several participants viewed listening as a difficult or unenjoyable subject. This negative perception often stemmed from previous failures and a lack of perceived progress. Although students recognized the importance of listening for language learning, their belief that they could not improve led to decreased motivation. Such perceptions can create a cycle of learned helplessness, where low expectations of success result in minimal effort. Shifting these negative beliefs is crucial to fostering more positive engagement with listening activities and technology-assisted tools like *Rosetta Stone*.

Table 2 Internal Factors Causing Student's Laziness

Student	Dominant Factor	External	Description	Effect on Learning
A	Uninteresting and lack of support	materials of teacher	Finds topics irrelevant and feels unsupported during lessons.	Loses motivation and interest quickly.
B	Fast-paced and minimal guidance	audio and	Audio is too fast; teacher provides little explanation.	Feels anxious and confused, leading to disengagement.
C	Monotonous and lack of scaffolding	materials	Topics feel distant from daily life; limited pre-teaching.	Feels isolated and easily discouraged.

D	Inadequate teaching strategies	Limited explanation or guidance before audio is played.	Experiences frustration and loss of focus.
E	Overly difficult content and lack of variation	Topics too academic; repetitive activities.	Finds learning boring and mentally tiring.
F	Low-quality materials and limited support	Audio too complex and unrelated to interests.	Develops negative attitudes and avoids participation.
G	Limited interaction and poor classroom engagement	Teacher-centered lessons; few interactive tasks.	Reduced attention and minimal learning effort.
H	Unrelatable topics and unclear instruction	Feels confused by serious topics and fast speech.	Shows anxiety and loss of confidence during listening.

Most students reported that the listening materials were monotonous or unrelated to their interests. Topics such as business, science, or history felt too formal and disconnected from students' daily lives. This lack of content relevance reduced intrinsic motivation, as students found it difficult to relate to the material or see its practical value. According to educational motivation theory, relevance plays a central role in sustaining learners' attention and effort. When materials fail to reflect students' experiences or preferences, engagement declines, and listening tasks are perceived as unimportant or tedious.

Another recurring issue was limited teacher scaffolding during listening lessons. Many students mentioned that teachers often played the audio without providing adequate explanations, vocabulary previews, or comprehension checks. This lack of structured support led to confusion and feelings of isolation. Effective listening instruction requires guidance before, during, and after the activity to help learners build context and confidence. Without such assistance, students are left to struggle independently, which can foster negative emotions and decrease motivation to participate actively.

Students frequently cited fast-paced speech, unfamiliar accents, and poor audio clarity as significant obstacles to comprehension. These technical issues increased the cognitive demands of the task and caused stress or frustration. When learners repeatedly encounter input beyond their proficiency level, their self-confidence diminishes, and anxiety rises. This combination of linguistic and technical challenges often discouraged continued practice and reduced attention during listening lessons.

External distractions such as noise, peer interactions, or mobile phone use were also common. These interruptions weakened students' ability to concentrate and sustain focus throughout listening activities. In addition, the classroom atmosphere was often perceived as monotonous and teacher-centered, providing little opportunity for interaction or collaboration. Limited engagement not only affects comprehension but also reduces learners' willingness to persevere when difficulties arise (Ramadhianti & Somba, 2021). Encouraging more interactive, student-centered activities may help mitigate these issues and promote a more engaging learning environment.

Students' Perceptions of Rosetta Stone (Perceived Usefulness & Perceived Ease of Use)

Perceived Usefulness (PU) refers to the extent to which students believe that using the *Rosetta Stone* application enhances their listening comprehension performance. Based on interview data, most participants expressed positive perceptions regarding the usefulness of the app, emphasizing its multimedia features, repetition function, and relevance of practice materials. Although generally viewed as beneficial, some students also noted limitations related to content variety and accent diversity.

Table 3 Student's Perspective on Usefulness

Student	Positive Perception	Key Feature Appreciated	Perceived Limitation
A	Improved ability to understand conversations through repetition and visuals.	Audio repetition, image–audio integration.	Lacks informal and varied expressions.
B	Increased confidence and word recognition.	Repetition aiding pronunciation.	Needs more practice from other sources.
C	Better distinction of similar sounds and quicker comprehension.	Pronunciation repetition feature.	Limited accent variation.
D	Easier understanding of native speakers and daily conversation.	Clear structure, visual instructions.	No major limitation noted.
E	Feels like learning with a native teacher; richer vocabulary.	Audio-visual synchronization.	Difficulty with fast-paced audio.
F	Enjoyable, clear, and contextual exercises.	Context-based examples and visuals.	No major limitation reported.
G	Better understanding of video conversations.	Variety of listening activities.	Occasional challenge with fast speech.
H	Improved pronunciation and comprehension of formal/casual English.	Repetition and visual aids.	None explicitly stated.

Across participants, students consistently emphasized that the combination of images, sounds, and text within the *Rosetta Stone* app significantly supported their listening comprehension. This multimodal approach aligns with the *dual coding theory*, which suggests that information presented through both visual and auditory channels enhances understanding and memory retention. Students reported that the synchronized presentation of sounds and visuals made abstract vocabulary more concrete and accessible, reducing confusion and increasing comprehension accuracy.

The repetition function emerged as the most valued feature among users. Students highlighted that the ability to replay audio clips helped them recognize difficult words, refine pronunciation, and reinforce comprehension. This aligns with *bottom-up listening strategies*, where repeated exposure allows learners to decode sounds more efficiently. Repetition also lowered anxiety by giving learners control over their learning pace, which in turn fostered confidence and reduced cognitive overload.

Many students appreciated that the app provided listening exercises in both formal and informal contexts. They perceived this as useful for preparing real-life communication, as it exposed them to practical and situational language use. Several participants described the

learning experience as “feeling like learning with a native teacher,” highlighting the app’s authenticity in pronunciation and tone. This perception reinforces the app’s role in simulating immersive learning environments crucial for communicative competence development.

Students also noted that *Rosetta Stone* was easy to navigate, with clear instructions and visually appealing design. The app’s simplicity and organization were viewed as motivational factors that encouraged consistent engagement. This reflects the principle of *learner autonomy* in technology-based education, as students could independently manage their learning sessions without requiring constant teacher guidance. Aesthetically, the modern design and interactive elements were described as “fun” and “not boring,” which positively influenced motivation and sustained participation. Some students mentioned a lack of accent diversity and informal speech patterns. The structured and standardized nature of the app, while helpful for beginners, was perceived as less effective for developing real-world listening adaptability. This observation suggests a potential limitation in preparing learners for natural, spontaneous spoken English as encountered in authentic settings.

Perceived Ease of Use (PEOU) refers to how easily students perceive a technology or system to be understood and operated (Davis, 1989, as cited in Harsanto et al., 2023). This construct is essential because a technology that is perceived as difficult to use is less likely to be accepted, regardless of its usefulness. The findings revealed that students generally viewed *Rosetta Stone* as an easy-to-use application, supported by its clear interface, multimedia features, and flexibility. However, some participants noted challenges in adapting to the app initially and understanding fast or unfamiliar audio content.

Table 4 Student's Perspective on Ease of Use

Student	Positive Perception	Key Feature Appreciated	Perceived Challenge
A	Simple and clear interface, easy to navigate.	Visual design and clear instructions.	Fast speech and limited accent variety.
B	Easy to adapt after short use.	Structured layout.	Initial confusion and unfamiliar vocabulary.
C	Modern and interesting interface.	Visual cues aiding comprehension.	Audio-only tasks felt harder.
D	Enjoyed interactive and voice recognition features.	Native voice input and repetition.	None reported.
E	Fun and engaging gamified tasks.	Game-style quizzes and repetition.	None significant.
F	Interactive and varied exercises.	Speaking repetition and image selection.	Minor challenges with complex audio.
G	Liked recording and self-evaluation tools.	Voice recording and topic diversity.	None significant.
H	Found activities enjoyable and varied.	Vocabulary games and pronunciation training.	None mentioned.

Most participants found the app visually clear and intuitive. The simple interface design, with clear images and structured instructions, reduced the learning barrier and allowed students to explore the features independently. Several students, such as A and B, noted an initial adjustment period before becoming fully comfortable with navigation. This reflects the normal learning curve in technology adoption, where familiarity grows with repeated use. The app's layout and visual clarity were repeatedly mentioned as key contributors to its perceived ease of use.

Students highlighted the value of multimedia integration—especially the presence of images, audio, and text—which supported comprehension during listening activities. Visual cues were particularly appreciated by learners like Student C, who felt that pictures and symbols reduced confusion and facilitated understanding. This finding aligns with *Dual Coding Theory* (Ansyari, 2017), emphasizing that multimodal input lessens cognitive load and improves comprehension. When visual support was absent, tasks were perceived as more demanding, demonstrating the importance of multimodal design in language learning applications.

Interactive elements such as voice recognition, pronunciation feedback, and game-based quizzes were highly appreciated. Students D, E, F, and H reported that these features made learning enjoyable, motivating them to stay engaged. Activities that combined speaking and listening, such as matching sounds with pictures or repeating after the speaker, supported both comprehension and pronunciation. This reflects the *integrated skills approach* in language pedagogy, where the connection between receptive (listening) and productive (speaking) skills enhances learning outcomes. Nearly all participants emphasized the usefulness of the repetition feature. Being able to replay audio multiple times allowed them to understand difficult parts and strengthen their listening accuracy. Students described feeling less pressured when they could learn at their own pace. This autonomy aligns with the principles of *self-regulated learning*, where learners manage their progress and revisit materials as needed. Repetition not only reinforced memory but also reduced anxiety and improved concentration during listening practice.

While most students appreciated the clarity of the native voices, some, such as Students A, B, and C, pointed out the lack of accent diversity. The standardized accent was seen as helpful for beginners but insufficient for preparing learners to handle real-world communication. Others, such as Students D, E, and H, reported that the app offered a good range of natural voices and speaking styles, suggesting that perceived variety may depend on individual sensitivity and exposure level. This finding underscores the need for balance between clarity and authentic variation in digital listening materials. Students perceived *Rosetta Stone* as a user-friendly and engaging application that effectively supports listening practice. Its clear interface, multimedia integration, interactive exercises, and repetition function contributed to positive learning experiences. The app was viewed as easy to navigate, flexible, and motivating, promoting both independence and sustained interest in learning. However, some students noted limitations in accent diversity and the initial adaptation phase. These findings suggest that while *Rosetta Stone* meets key criteria for ease of use, future improvements could enhance content variety and authentic exposure to better support comprehensive listening development.

B. Discussion

Students' Factors in Learning Listening

The findings indicate that students' low engagement and motivation in listening activities are influenced by a combination of internal and external factors. Internal factors include low self-confidence, high anxiety, limited vocabulary mastery, poor self-regulation, and inadequate metacognitive strategies. Many students approach listening tasks with

negative expectations and a sense of incapability, reflecting low self-efficacy and cognitive overload, particularly when processing rapid speech or unfamiliar accents. The absence of self-monitoring and help-seeking behavior indicates limited metacognitive awareness, while distractions and lapses in concentration demonstrate weak self-regulatory control.

External factors are associated with instructional design, material relevance, audio complexity, and teaching methodology. Students frequently perceive listening materials as uninteresting or disconnected from their personal experiences. The speed and clarity of the audio input often exceed their level of linguistic competence, leading to frustration and withdrawal. Furthermore, insufficient pedagogical scaffolding—such as the lack of pre-listening guidance, vocabulary preparation, and post-listening discussion—reduces opportunities for comprehension and reflection. The predominant use of non-interactive materials also contributes to a monotonous learning atmosphere, which diminishes students' engagement.

These findings underscore the necessity of integrating technology-enhanced learning tools such as the *Rosetta Stone* application into listening instruction. The program's adjustable pacing, repetition options, and visual context are particularly beneficial in managing learners' anxiety and cognitive load. Moreover, its interactive and gamified features can promote vocabulary development, sustain attention, and increase motivation through autonomous learning. A comprehensive understanding of both internal and external constraints provides valuable insights for improving pedagogical strategies in listening instruction. Incorporating adaptive and technology-supported learning environments may better accommodate learners' psychological needs and enhance their listening competence in a more engaging and sustainable manner.

Students' Perceptions of the Rosetta Stone Application

Students' perceptions of the Rosetta Stone application in enhancing listening comprehension can be effectively interpreted through the framework of the Technology Acceptance Model (TAM), which emphasizes *Perceived Usefulness (PU)* and *Perceived Ease of Use (PEOU)* as key determinants of technology adoption. The findings reveal that both constructs were evident in students' experiences, contributing to the application's overall positive acceptance in the listening classroom.

Perceived Ease of Use (PEOU) was also reflected in students' responses, though to a lesser extent. The majority considered the application intuitive and manageable after initial adaptation. Early challenges related to interface unfamiliarity and content pacing gradually decreased as students became more accustomed to the platform. The availability of adjustable features—such as pausing, replaying, and controlling the audio speed—played a crucial role in reducing cognitive load and listening anxiety. These affordances enhanced students' sense of control and autonomy, thereby reinforcing their perception of usability.

The interdependence between PU and PEOU was evident in students' sustained engagement. Despite minor usability challenges, students maintained motivation due to their strong belief in the application's learning benefits. This pattern aligns with TAM's premise that high perceived usefulness can offset moderate usability barriers. The Rosetta Stone application's design—characterized by interactive, self-paced, and gamified learning experiences—fostered a sense of accomplishment and sustained interest, leading to positive

behavioral intention toward continued use. Students' acceptance of Rosetta Stone was primarily driven by its high perceived usefulness, supported by manageable ease of use. The application's multimedia and adaptive features contributed not only to enhanced comprehension and vocabulary development but also to increased learner confidence and autonomy. These findings suggest that integrating technology-based tools grounded in user-centered design principles can effectively improve listening instruction and promote positive learner attitudes toward digital-assisted language learning.

CONCLUSION

This study examined the factors contributing to students' low engagement in learning listening and their perceptions of using the Rosetta Stone application to enhance listening comprehension. The findings highlight that students' listening difficulties originate from an interplay between internal psychological factors—such as low self-confidence, anxiety, limited vocabulary, and poor self-regulation—and external instructional factors, including unengaging materials, complex audio input, and insufficient pedagogical scaffolding. These conditions collectively hindered learners' motivation and active participation in listening tasks.

The implementation of the *Rosetta Stone* application demonstrated considerable potential in mitigating these challenges. Students perceived the application as highly beneficial for improving listening comprehension, vocabulary mastery, and confidence. Within the framework of the Technology Acceptance Model (TAM), the tool exhibited strong *Perceived Usefulness* (PU) through its interactive, multimodal, and self-paced design. Although minor usability challenges were identified, they were effectively balanced by features that facilitated learner autonomy, reduced cognitive load, and supported gradual improvement.

The findings underscore the pedagogical value of integrating technology-assisted learning environments in listening instruction. Carefully designed digital tools can bridge emotional and instructional gaps by providing adaptive, engaging, and learner-centered experiences. Such integration not only enhances listening performance but also fosters positive attitudes toward language learning, suggesting that technology-supported approaches hold significant promise for modern EFL pedagogy.

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