

The Effectiveness of Rosetta Stone as Media to Increase Vocabulary Skill in EFL Senior High School

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Abstract

Speaking skills in English can be obtained by mastering vocabulary. Therefore, this research aims to identify the improvement of students' mastery of vocabulary after utilizing Rosetta Stone. This study gathered both quantitative and qualitative data. The research was conducted on 20 purposively selected first-year high school students, chosen based on their experience with the Rosetta Stone application for learning English. Data was collected using questionnaires and interviews. The questionnaire items were focused on students' motivation in using Rosseta Stone, improved English skill and confidence level after using the application. It was found that 50% of participants used the Rosetta Stone application to help them with their English at school. It's interesting to note that 10 out of 20 students (or 50%) said that after utilizing this application, their vocabularies abilities had improved the most. Additionally, according to 70% of respondents, utilizing the media improved users' English proficiency, with 8 out of 20 participants rating their degree of confidence in their ability to speak English as being a 5 on a scale of 5. Thus, Rosetta Stone application has been able to increase students' vocabulary mastery.

Keywords: Media, Rosetta stone, Vocabulary.

Received: August 22, 2023

Revised: October 12, 2023

Accepted: December 5, 2023

Article Identity:

Debataraaja, C. S., & Daulay, S. H. (2024). The Effectiveness of Rosetta Stone as Media to Increase Vocabulary Skill in EFL Senior High School. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 15(2), 150-158.

INTRODUCTION

Every element of human life is impacted by the growth of 21st-century technology, including education. Beyond that the educational system must give pupils the abilities they will need in the future if it is to benefit from these advancements. Students can learn independently and collaborate with a partner thanks to technology. This is achievable because technology fosters critical thinking and analytical thinking in the classroom, two skills that are crucial for the growth of autonomy (Warni, Aziz, & Febriawan, 2018). Education by using information and communication technology such as computers, communication facilities and learning teaching aids and other activities in educational programs Due to their interactive and dynamic nature, ICTs have the capacity to meet demand individual students by giving them the opportunity to focus and broaden their learning knowledge. With the use of IT, students can study any subject, especially English (Ammanni, 2016). It is generally accepted that using current technology to teach English includes using cutting-edge techniques, apparatus, materials, systems, and strategies that are directly related to learning, teaching English, and achieving desired objectives (Andra Prayudi et al., 2021).

English besides that a teacher who is unable to connect teaching with technology leads to a lack of personal in explaining learning material (Ottenbreit-Leftwich et al., 2010). There are many obstacles to teaching using technology owned by a teacher result in students feeling bored so that students do not easily understand learning. Based on the Ministry of Education and Culture in 2013 stated that the use of technology in a school in Indonesia is still considered low. A teacher should teach using technology in order to increase the attractiveness of students in learning (Sari et al., 2023). Therefore a teacher has a very important role to choose the right application to use when teaching. Vocabulary learning is one of the English lessons that a student must have in order to be able to communicate well, but unfortunately there are still many students who do not enjoy memorizing English vocabulary (Hussain, 2018).

English is one of the most difficult subjects, claims Ofsted (2004). To keep pupils interested in the material, the teacher must foster a dynamic teaching and learning environment. Information and communication technologies must be included into the teaching and learning process as a curriculum developer. "From a pedagogical point of view, ICT supports teaching, learning, and various activities in education in many ways" that are only conceivable with both, claim Kent and Facer (2004, p. 25). ICT-savvy teachers and students. Giordano (2007) emphasizes the need for pupils to be prepared. ICT must be successfully integrated into the English language language curriculum and academic practice in general in addition to ICT competency and lifetime learning. ICT efficiency, according to Dickinson (1998), should be incorporated into the curriculum and in various curriculum components. The use of ICT in the classroom must then be maximized by English teachers in order to convey content in a dynamic manner. To accomplish their objectives, teachers must understand how to use information technology. Because it is interactive and dynamic, ICT is used to meet each student's unique needs. As they acquire knowledge for their academic assignments, this enables pupils to concentrate on their learning activities. The teacher's job in this situation can be extremely limited to ensuring that the students finish their homework (Muhtar, Pammu, & Nasmilah, 2021)

Based on a Ministry of National Education Regulation Number 47 of 2010 which stimulates that vocabulary is included in the scope of Survival English, this is a standard for proficiency for high school graduates. This skill is taught by students to carry out social functions in society by using sentence structure and vocabulary. Vocabulary was also determined in the curriculum in 2013 so that students are expected to be able to express meaning, significance and ideas in context in the form of functional texts and short essays. Vocabulary is displayed in the form of several types of text. In a skills-based (Rahman & Salija, n.d.) curriculum that requires a student to master a vocabulary of one thousand to one thousand five hundred words per year, high school students are required to master at least four thousand words in three years. In the 2013 program, there was still a weakness in implementation in a class, where a student found it difficult to speak English in class (Amir, 2019). When researchers observed high schools in the city of Medan regarding the English language learning system, most of them did not understand or speak English. Students do not understand when a teacher explains using English. English teachers in high schools say that when teaching takes place inside, students dislike learning English because they don't understand the

language. Most students are often reluctant to give a response when teachers ask students to use full English, which makes them feel very awkward, especially because English is not their mother tongue.

Based on several problems described above, the way to solve them is through the use of technology. Technology that is integrated in English teaching, especially in adding English vocabulary using mobile phones (Martiz & Recker, 2019). Using a mobile phone makes it easier for us to find lots of software in the form of various applications that help us improve our vocabulary skills, such as Memrise, Hello English, baking apps, Hello talk, Rosetta Stone and others. On this occasion, the researchers discuss a smartphone application that has the ability to enrich students' vocabulary, namely Rosetta Stone. The Rosetta Stone application is software that is highly recommended for beginners who aim to learn English at a low price. This software only uses the internet network. This application features images and sounds, making it easier for students to learn English pronunciation. Rosetta stone is one of the right language applications and makes it easier for students to improve language learning (Yurdean et al., n.d.). Many studies stated that the Rosetta Stone application is software that can improve students' understanding of language learning (Warni et al., 2018) a study related to the use of Rosetta Stone as a supporting media tool for learning languages, especially English from a vocabulary perspective, states that this application is very influential in improving students' abilities and their interest in memorizing (Annisa, 2021).

RESEARCH METHOD

The research methodology used in this study was mixed method (qualitative and quantitative design). The respondents were chosen purposively based on their experience in Rosetta Stone application in learning English language. This study employed questionnaire and interview as the research instrument (Migiro & Magangi, 2011).

The participants in this study used 20 first graders of high school and then the respondents were selected by purposive sampling which was based on the experience of students using the Rosetta Stone application when learning English and then a writer gave questionnaires and interviews as a research tool or instrument. This study employed questionnaire and interview as the research instrument. The questionnaire items were focused on students' motivation in using Rosetta Stone, improved English skill and confidence level after using the application. In this research, the researcher prepared a questionnaire and interviews that would be given to participants, the questionnaire was designed by using the Google form and in the presence of interviews obtained from the participants' thoughts openly, but the points in the questionnaire in this study focused on how applying the Rosetta Stone application as an English language learning medium, the skill level obtained after using it, the confidence to speak in English and the motivation that was obtained after using the Rosetta Stone application at the last thought a writer focused on combining research results and then analyzing them to become accurate data.

RESULTS AND DISCUSSION

The research results are presented in each section, namely: questionnaire results, the effectiveness of rosetta stone in improving english skills, the most improved english skill after using rosetta stone, confidence level after using rosetta stone, and interview results.

Questionnaire Results

Below is the analysis result from several questionnaires given on the factors that motivate students when using the Rosetta Stone application.

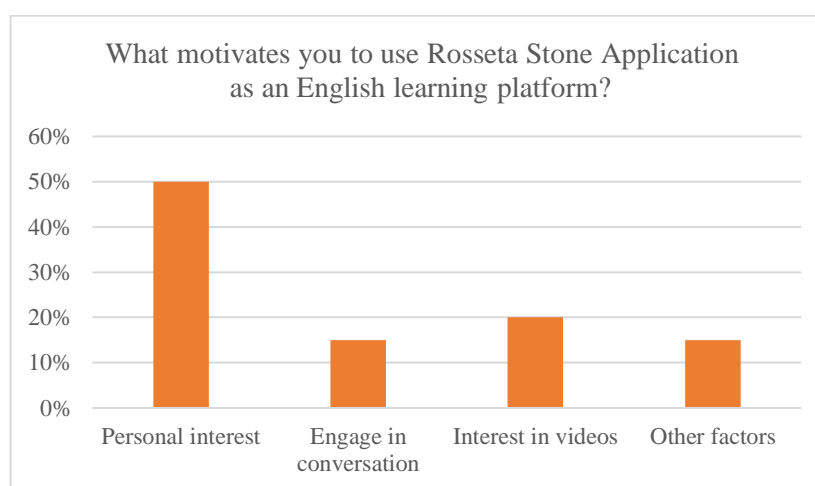


Figure 1. Factors that motivate students when using the Rosetta Stone application

More than 50% of the participants used this application as an English language learning media. Based on Figure 1, it is noted that 50% said that the participants felt motivated to learn in using the Rosetta Stone application when learning English they felt this application was very fun so they did not get bored learning so that their grades increased in class. All of them think that this application makes it very easy for them to improve their ability to speak English. 20 % of the participants aim to use the Rosetta Stone application they are very interested in videos and 15 % be able to make a conversation in script form English is provided in the application so that they can add to the vocabulary of the song and vice versa.

The Rosetta Stone application is used as a media to make it easier for them to be able to speak English well. Students can easily apply for jobs after graduating from school. Participants have chosen the Rosetta Stone application to help them learn English wherever they are, because Rosetta Stone is very easy to apply. It is enough to just buy the monthly package. The obstacle when using it is a network that is in the location.

The effectiveness of Rosetta Stone in improving English skills

Half of the participants stated that this application was very useful as a media for teaching English and besides that 50% stated that this application was effective in learning language 10% percent of participants stated that this application was very

effective. There is nothing to say that this application is not good to apply, especially for students who want to hone their abilities.

Furthermore, 20% of students stated that using the Rosetta Stone application has effectively improved their vocabulary skills. 50% of students expressed that the application has effectively enhanced their overall English skills. 10% of students mentioned that the application effectively enriches their vocabulary. Finally, 20% of students indicated that the application has effectively improved their speaking skills. It is presented in Figure 2.

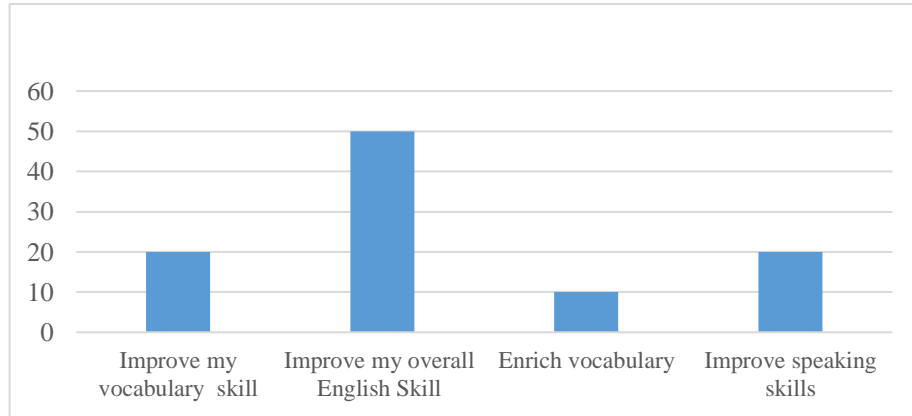


Figure 2. The improved English skill by Roseta Stone

Roseta Stone application is an easy-to-use English learning medium, supported by previous research that this application makes it very easy for students to improve students' ability to learn English, especially for students who are still carrying out their education at educational institutions.

The most improved English skill after using Rosetta Stone

Here are the results of the analysis on the most improved English skill after using Rosetta Stone, as presented in Figure 3.

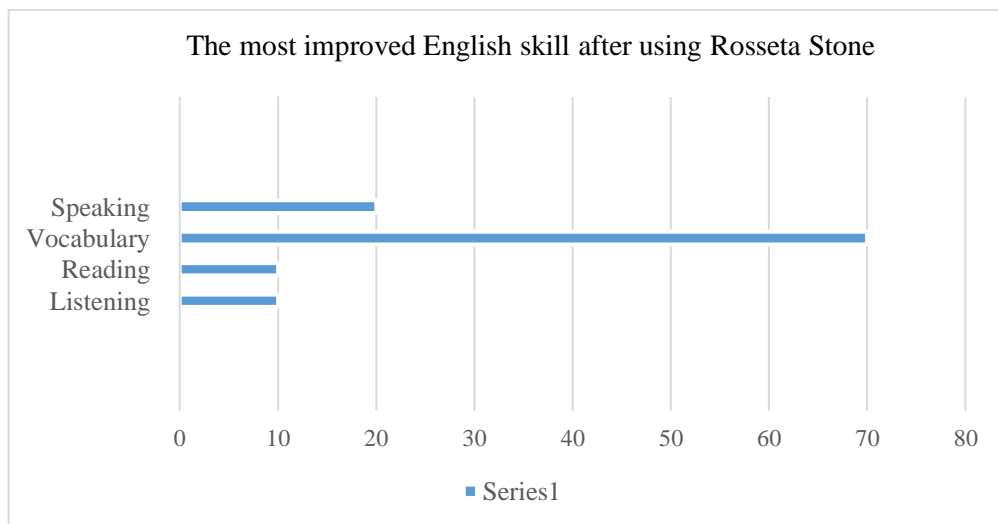


Figure 3. Percentage of English skill improvement after using the application

Twenty students stated that the Rosetta Stone application was a very useful application for a student in learning English. In the largest increase in English, around 70% stated that the increase in vocabulary had increased drastically with 20% of children being able to speak English confidently, then around 10% stated that students had improved in terms of listening and reading. From the data obtained, it is very much in line with research that has been examined before, that this application is a very effective medium used to improve English language skills, especially in the vocabulary section for children.

Confidence level after using Rosetta Stone

The results of data analysis regarding how confident students are after using Rosetta Stone are presented in Figure 4.

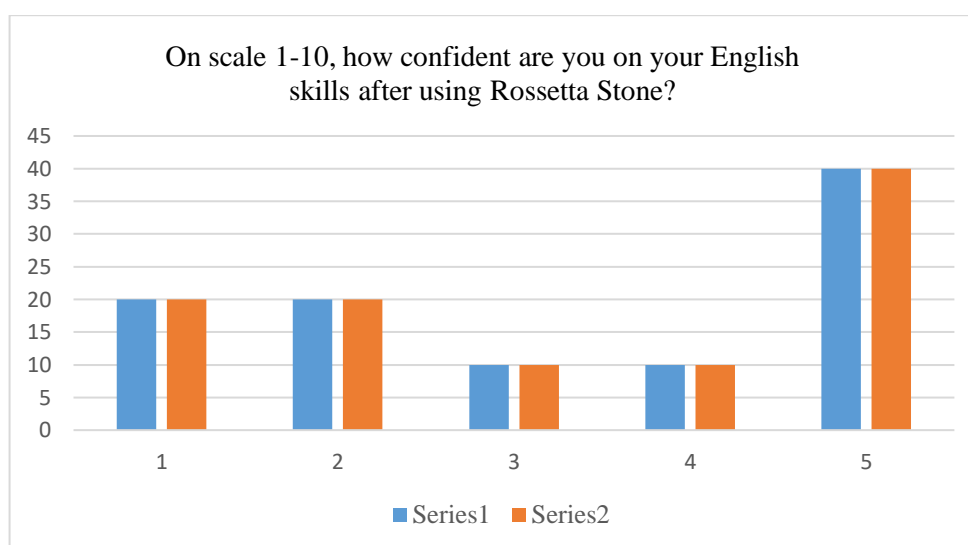


Figure 4. Rating scale how students confidence after using Rossetta Stone

The information presented above is based on users' ratings of Rosetta Stone application as a learning that can boost users' confidence in their English skills. Eight of the twenty participants indicated a Five level confidence out of 5 after utilizing the application, followed by one participant in 2 level confidence and one 1 level confidence out of five. Based on the data, users' confidence improves after using Rosetta Stone. They gain confidence as their English skills develop.

Interview Results

In addition to using a questionnaire, researchers also added data in the form of interviews with participants in order to obtain far more accurate data. Below are the results of interviews with respondents regarding the effectiveness of using the Rosetta Stone application as an English language learning medium. Because this application is very easy to use, most respondents said they thought that this application was very good to use for novice students. Below are the results of interviews conducted by researchers on respondents:

I think that this application is very easy to use anywhere and anytime besides that this application provides lots of very interesting English conversation videos so that users don't feel bored when using the Rosetta Stone application.

In my opinion, learning to use the Rosetta Stone application is very fun, so it makes me enjoy learning and deepen my language learning. With this application, it makes improvements and additions to the vocabulary that I have, I never get bored using this application because this application is like learning while playing.

Discussion of research results

More than 50% of the participants used this application as an English language learning medium, consisting of 10 out of 10 children, they think that this application makes it very easy for them to improve their ability to speak English, and 50% said that the participants felt motivated to learn in using the Rosetta Stone application when learning English. They felt this application was very fun so they did not get bored learning so that their grades increased in class. Additionally, 40% of users said that this app was useful for learning languages, making it even more effective as a tool for teaching English. 10% of participants said this application was extremely effective. Nothing in the statistics suggests that this tool is bad to use, especially for students looking to improve their skills. The greatest enhanced English ability following use of Rosetta Stone. Twenty students agreed that Rosetta Stone was a really helpful tool for anyone studying English. With regard to the highest gain in English proficiency, almost 70% reported that the vocabulary had grown significantly, with 20% of the students able to speak the language with confidence. Meanwhile, roughly 10% reported that students' listening and reading skills had improved.

Based on the confidence level following use of the Rosetta Stone application, the data shown that based on user evaluations of the Rosetta Stone app as a learning tool that can increase users in their English-speaking abilities. After using the program, eight of the twenty participants gave a confidence score of five out of five, one person gave a confidence score of two, and one participant gave a confidence score of one. Users' confidence rises after using Rosetta Stone, according to the data. As their English skills advance, they become more self-assured. In previous research (see Nst, Daulay, & Dewi, 2023; Faradilla & Daulay, 2023), the Rosetta Stone application was very effective in learning English because this application can be used anytime and anywhere. The application has very interesting features so that users don't get bored using it. This application is also able to increase the vocabulary of students using this result which is also strongly supported by previous research. Thus this application was obtained from participants who stated that this application was very easy to apply anywhere, so this application was very effectively used to improve students' English. In conclusion, this application is a learning media that helps teachers to improve students' ability to learn English. This research is very focused on adding to the students' vocabulary. From the description and results presented, this application is very effective for adding vocabulary to students.

CONCLUSION

Based on the findings of the research described above, it can be said that using Rosetta Stone application is effective because, when viewed from the percentage

of the questionnaire that the researcher gave the subject, all of the answers obtained indicate that the Rosetta Stone Application can boost student motivation, enhance English proficiency, and boost confidence in students who have English proficiency. Not only, a number of earlier researchers also discovered results about how well for student learned English utilizing the Rosetta Stone Application. Many contend that students using mobile phones will have a bad effect on them, but in reality, using mobile phones indirectly has good effects as well, one of which is the usage of digital learning resources that can boost students' interest in and proficiency in studying English.

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