

The Students' Respons of Using The Rosetta Stone Application On Speaking Skills (A Case Study at Bimbel Rumah Pintar)

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ABSTRACT

Learning media provides benefits for learning in the classroom, including increasing student attention and student motivation increasing learning effectiveness and adjusting to the level of student development. The problem statements of this study are (1) What are the Positive Effects of the Rosetta Stone Application on Speaking Skills? (2) How Do the Students Respond to the Use of the Rosetta Stone Application on Speaking Skills? The researchers used qualitative methods, and the instruments of the methods were the questionnaire and interview. Questionnaire The data was given to 30 students of Bimbel Rumah Pintar and the interview session was conducted in one class only, Class 7 consisted of 2 students. This research aimed to know students of Bimbel Rumah Pintar perceptions toward Rosetta Stone App. The first is the conclusion about the positive effect of the Rosetta Stone Application on speaking skills. The researcher concluded based on questionnaire number 5. The results showed that most of the students of Bimbel Rumah Pintar agreed that the Rosetta Stone Application was an application to improve their speaking skills. The second conclusion is that students respond positively to the use of the Rosetta Stone Application on their speaking skills.

Keywords: Rosetta Stone Application, Speaking Skill, Student Perception

INTRODUCTION

The development of information technology makes it easier to communicate and exchange information. As a result, place, time, and distance that's not become an obstacle. The advances in the field of computers and information technology, brought many positive impacts in the various fields, one of which is in the field of education. Learning by media is not limited to letters and pictures, it can be combined with graphics, animation, video, and audio together. The media is better known as multimedia. The positive impact of using the internet for education in building human resources in the world of education must be able to follow the development of the application of science and technology. According to Nasution (2019) There are several benefits associated with using video clips to teach foreign languages.

One of the functions of learning by media is a tool in conveying material in the learning process. Choose the media as an intermediary or liaison. Technological developments will develop over time. It's clear that rapid technological change affects almost all disciplines, and education is one of them. Language education is one of the most relevant fields for using

technology for educational purposes. Both educators and learners can benefit from technology. Help the educators to improve their teaching, although most of the students have a high positive attitude toward the use of ICT in English language learning, they are still faced with the problem of less proficiency in English and less ICT training. Therefore, this study seeks to determine the impact of the use. The application software on students' proficiency in English.

The software used is "Rosetta Stone Application". The Rosetta Stone app is language learning software by uses a native approach that teaches natural learners in the same way as learning in a first language, if they use the multimedia room or project 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 immersing in new language sounds while observing pictures for appropriate contexts. By using this software, teachers can produce interactive learning with interesting features to convey to the students. This combination helps teachers to make the teaching and learning process more interesting for students.

Rosetta Stone App as interactive software for foreign language teaching for beginners. This app does not use the idea or concept of using translation as a reminder of new languages. Instead, it combines words, sounds, and pictures from real life to provide information about a new language without translation. This application can be used for children and teenagers. On the other side, this application can be used as a medium by teachers in teaching English to students to improve speaking skills and it provides other language learning, like France, Germany, Italy, and 19 others. This research focuses on using Rosetta Stone Application on speaking skills.

LITERATURE REVIEW

Rosetta Stone Application

Rosetta Stone is a visual-based media and computer. This application displays two-way communication, so it can be fishing student interactivity. Rosetta Stone application has levels and teaching methods clear language, which consists of the easiest level to the hardest level and uses a dynamic immersion method. The pictures become the material for the vocabulary already available in the application. Rosetta Stone application can be used when assisted with electronic devices. Rosetta Stone includes modern media, and its use requires computer assistance interactive and contextual lessons combine with additional learning features that you can use anytime, anywhere, on any device, online or offline, and are completely ad-free.

The advantages of the Rosetta Stone application are;

- a) Visual, which simplifies information from the abstract to be more concrete by displaying images and text on each English vocabulary taught.

- b) Programmed, which has a clear method of teaching English using the dynamic immersion method.
- c) Systematic, which has stages of teaching English from the easiest level to the highest level and hardest level.
- d) Constructive, provoke to perceive the meaning (vocabulary) of images are studied without any translation.
- e) Interactive, namely presenting English language learning in two directions with available programs.
- f) Fun, namely displaying images that are easy to understand and interesting attention. Besides the many advantages of using the Rosetta Stone Application, thereare also some disadvantages.

Speaking Skill

Speaking is one of the most essential skills that must be mastered in foreign language learning. Speaking is the ability to communicate. According to Nunan (2003:43) states that speaking is an oral skill that consists of producing a verbal sentence system to convey meaning, also adding that speaking is a person's ability to express ideas, feelings, thoughts, and emotions, and to respond to what other people say. Speaking skill is a productive oralskill that includes three processes; produce, transfer, and process information. As for learning English, Speaking is a very important basic skill that plays a major role in attracting students' interest to learn English. Being able to speak English fluently and clearly, increases their confidence and somehow motivates them to communicate in English. Although the problems encountered in teaching English as a second or foreign language are almost similar from the past to the present, many approaches and methods have been developed to teach English efficiently.

Perception

Perception is a process that occurs within the individual that begins with the receipt of a stimulus until it is realized and understood by the individual so that the individual can recognize himself and his environment. Through perception, individuals try to rationalize the environment and objects, people, and events in it. Perception is an internal process for selecting, evaluating, and organizing stimulation from the external environment. According to Walgito (2010) states that “perception” is a process of recognizing an object or an event through senses added by previous experiences.

METHOD

The researchers used qualitative methods. Qualitative procedures represent a different approach to scientific inquiry than methods of quantitative research. Qualitative investigations use different philosophical assumptions, investigative strategies, methods of data collection, analysis, and interpretation.

The subjects of this research analysis were 30 participants from students at the Bimbel Rumah Pintar regarding the application of stone research as a means to develop speaking skills. This research used a questionnaire and interview as data collection techniques. The first, questionnaire used in this study is a closed questionnaire. Questionnaires for students were distributed to students to determine their perceptions of the Rosetta Stone App, the questions contained 30 items. The second, interview aims to ensure answers from respondents, interviews are used for student interviews.

RESULTS AND DISCUSSION

In this research, the researcher uses a Likert-scale questionnaire, then inputs all the data results in Microsoft excel and summarizes them in the total column before checking the validity and reliability by using the product-moment correlation Pearson technique. Thus, the researcher inputs all data into SPSS and checks the validity and reliability.

The question is valid if validating approval values (Pearson correlation) are positive, and the probability value is [sig. (2-tailed)] < significant level (α) 0.05. Based on the table, 15 questions are valid because the Pearson correlations are positive and [sig. (2-tailed)] < significant level (α) 0.05 (less than 0.05) and questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 are invalid because [sig. (2-tailed)] > significant level (α) 0.05. In this table, questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 has [sig. (2-tailed)] 0.499. It can be concluded that fifteen valid questions can be given to the students to know their perceptions.

The data is reliable if the Cronbach alpha is higher than or similar to 0.6. From 15 questions the Cronbach alpha is 0.817 (Higher than 0.6). It means the questions are reliable. Look at the picture below.

Table 1. The result of Reliability SPSS

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	15

The materials were made based on knowledge about Rosetta Stone Application and the students' experiences with using Rosetta Stone Application. Furthermore, before the

questionnaire was given to students, the tutor implemented strategies on how to have fun learning using the application, and the questionnaire was given to 30 students' by giving the paper of questionnaire statements and asking them to fill the questionnaire based on their experience in using Rosetta Stone Application.

Table 2. The criteria for interpreting the scores

INTERVAL	CRITERIA
0% - 19,99%	Very Bad
20% - 39,99%	Not Good
40% - 59,99%	Enough
60% - 79,99%	Good
80% - 100%	Very Good

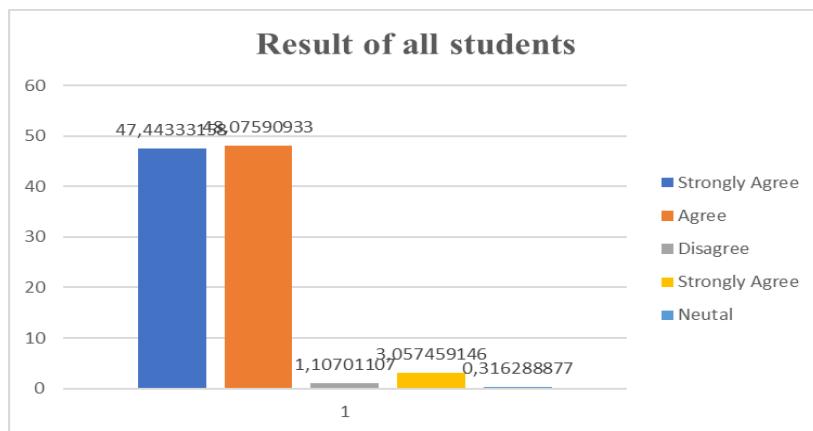


Figure 1 The diagram results from Ms. Excel

The diagram above shows that 48% of Bimbel Rumah Pintar students agree, 47% strongly agree, 1.1% disagree, 3.0%, and neutral 0.3%, that's the result of the percentage of all students. The Rosetta Stone App is effective for improving their speaking skills and building self-confidence for them to practice speaking English. Because, the application teaches how to speak like good native speaking, how to spell words correctly, and teaches a lot of vocabulary that is easy to remember and the overall presentation result is in the very good category because the interval is 84.3%.

Interviews

The interview session was conducted in one class only, Class 7 consisted of 2 students, the number of questions was three questions. After conducting data from 30 respondents, the researcher transcribed the students' perceptions and explained them in narration. The researcher gave three questions appropriate with the content in this research to the 2 students of Bimbel Rumah Pintar as the respondents to know their perception towards the Rosetta

Stone Application one by one.

- a. The first question "What do you think about the app?". The positive response comes from the first respondent. She gives a score of 8 for the Rosetta Stone Application. As she explains, she enjoys use the Rosetta Stone application to improve speaking skills. The second respondent. As she recounts, the app is interesting and has many levels of questions that have different difficulties, so you have to be focused and careful when answering the question.
- b. The second question "*is the Rosetta Stone App a boring App if it is used continuously?*" and they answer that by using the Rosetta Stone App, they have a difference in calculating the time and they respond that the App is not boring.
- c. The third question "*What benefits can you get after studying the app?*" and they recounted, after using the App, there are many benefits that can be obtained.

The data obtained from semi-structured interviews show that the students of Bimbel Rumah Pintar agree that the Rosetta Stone application is effective as an application that supports students to improve speaking skills. The Rosetta Stone Application is effective for increasing students' self-confidence because it trains them how to pronounce the pronunciation of words in English and imitates the pronunciation of native speakers easily and naturally. The Rosetta Stone App also trains them on how to use the typing feature which makes it easy for students to learn how to write what they are writing. Therefore, learning to use computers as well as applications that support them to cultivate speaking skills is not a burden if they find the right application and are easy to learn. Learning to use media is not a scary thing for them, some students say that learning to use media, one of which is computers, they think is interesting and not boring. But besides that, the Rosetta Stone Application can only use a microphone device so the tutor or teacher must make sure the device is ready to use.

CONCLUSION

Based on the explanation has been described in the previous chapter, this research aimed to know students of Bimbel Rumah Pintar perceptions toward Rosetta Stone App. The data were conducted by using a Likert scale questionnaire and semi-structured interviews.

According to data from the research that has been tested, 15 questions are valid because the Pearson correlations are positive and [sig. (2-tailed)] <significant level (α) 0.05 (< 0.05) and questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 are invalid because [sig. (2-tailed)] $>$ significant level (α) 0.05. In this table, questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 has [sig. (2-tailed)] 0.499. The questionnaire is reliable because the Cronbach alpha is 0.817 ($>$

0.6).

Based on the explanation that has been described in the previous chapter, this research was intended to know students of Bimbel Rumah Pintar perceptions of Rosetta Stone App. The conclusions are intended to answer the research problems. The first is the conclusion about the positive effect of Rosetta Stone Application on speaking skills. The second is the conclusion about students' perceptions of the Rosetta Stone Application.

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