



The Effectiveness Of Rosetta Stone On Vocabulary Mastery Through Seventh Grade At Smp Islam Al Azhaar Tulungagung In Academic Year 2023/2024

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Abstrak, English language proficiency has an important role in communication, daily life, and academic pursuits. English language proficiency opens up future opportunities such as employment and higher education, which often require proficiency standards such as TOEFL or IELTS. Even though it is a compulsory subject in school, many have difficulty learning English. The four main skills to be developed are reading, writing, listening, and speaking, all of which are essential for communicative competence and vocabulary mastery. In response to these challenges, educators are increasingly using technology such as the Rosetta Stone app. This app is known for its Dynamic Immersion and TruAccent features that make learning interactive and effective. This study aims to determine the effectiveness of the use of the Rosetta Stone application on the vocabulary mastery of grade VII students at Al Azhar Islamic Junior High School Tulungagung. The experimental research method was used by dividing the research subjects into two groups, namely the experimental group that used the Rosetta Stone application and the control group that did not use it. The results showed that students' vocabulary scores increased significantly from 73.20 to 90.80 after using this application. Statistical analysis with paired sample t-test confirmed the effectiveness of the application in improving students' vocabulary mastery and interest in learning English. The study confirms the positive impact of technological interventions such as Rosetta Stone in improving English language skills, validating their efficacy through rigorous statistical analysis and practical results.

Keywords: effectiveness, vocabulary mastery, Rosetta Stone, education

Abstrak, Kemahiran bahasa Inggris memiliki peran penting dalam komunikasi, kehidupan sehari-hari, dan pengejaran akademik. Penguasaan bahasa Inggris membuka peluang masa depan seperti pekerjaan dan pendidikan tinggi, yang sering memerlukan standar kemahiran seperti TOEFL atau IELTS. Meski menjadi mata pelajaran wajib di sekolah, banyak yang mengalami kesulitan dalam belajar bahasa Inggris. Empat keterampilan utama yang harus dikembangkan adalah membaca, menulis, mendengarkan, dan berbicara, di mana semuanya penting untuk kompetensi komunikatif dan penguasaan kosakata. Menanggapi tantangan ini, pendidik semakin menggunakan teknologi seperti aplikasi Rosetta Stone. Aplikasi ini dikenal dengan fitur Dynamic Immersion dan TruAccent yang membuat pembelajaran menjadi interaktif dan efektif. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Rosetta Stone terhadap penguasaan kosakata siswa kelas VII di SMP Islam Al Azhar Tulungagung. Metode penelitian eksperimental digunakan dengan membagi subjek penelitian menjadi dua kelompok, yaitu kelompok eksperimen yang menggunakan aplikasi Rosetta Stone dan kelompok kontrol yang tidak menggunakannya. Hasil penelitian menunjukkan bahwa skor kosakata siswa meningkat secara signifikan dari 73,20 menjadi 90,80 setelah menggunakan aplikasi ini. Analisis statistik dengan uji-t sampel berpasangan mengkonfirmasi efektivitas aplikasi dalam meningkatkan penguasaan kosakata dan minat belajar bahasa Inggris siswa. Studi ini menegaskan dampak positif intervensi teknologi seperti Rosetta Stone dalam meningkatkan keterampilan bahasa Inggris, memvalidasi kemanjurannya melalui analisis statistik yang ketat dan hasil praktis.

Kata kunci: efektivitas, penguasaan kosakata, Rosetta Stone, pendidikan

1. INTRODUCTION

Language is one of the most important elements in communication. One of the languages that must be learned is English, because it is an international language used to communicate between countries (Dewi, 2012). Learning English is essential in many aspects of life (Nst, Daulay, dan Dewi 2023). Good English proficiency will facilitate communication with foreigners and become an important requirement in the world of work and higher education,

where many companies and universities require certain TOEFL or IELTS scores to apply for jobs or continue their studies to the undergraduate level (Umirov, 2023).

English is now a compulsory subject in schools, from elementary to advanced levels (Zein, 2017). However, there are still many students who have difficulty learning this language. There are four main skills in English: reading, writing, listening, and speaking. Effective mastery of these skills is essential for developing students' communicative competencies and vocabulary (Hanif 2012).

Vocabulary is one of the most important components in the use of a foreign language (Grabe & Stoller, 2013). Good vocabulary mastery will make it easier for students to learn English. When listening to something in English, mastering vocabulary will help you understand the meaning of what you hear. In speaking, vocabulary is needed to convey ideas or concepts, and in writing, vocabulary is used to organize ideas. Similarly, in reading, mastering vocabulary will make it easier to understand the text.

Teachers work hard to create easy English learning methods, but children who have not been introduced to the basics of English from an early age often have difficulties (Lightbown & Spada, 2013). Low interest in learning due to lack of understanding is also a challenge (Sinaga et al. 2023). Therefore, currently many applications are being developed to improve students' ability to learn English. Teachers are always looking for ways for students to learn English easily, and learning media is an important necessity in the teaching process (Debataraja dan Daulay 2024).

The Rosetta Stone application is one of the tools that can help the learning process, especially in improving students' vocabulary (Munthe 2023). This application uses the Dynamic Immersion method which is designed to make English learning more interactive, as well as the True Accent feature that helps users focus on pronunciation (Rimeldi & Kurniawan, 2021). Rosetta Stone is not only used to learn English, but also other languages. With the use of this application, it is hoped that it can increase students' confidence and make it easier for them to learn English.

Based on this background, this study aims to find out how the use of the Rosetta Stone application affects the mastery of English vocabulary of grade VII students at Al Azhaar Tulungagung Islamic Junior High School. Evaluate the effectiveness of the use of the Rosetta Stone application on students' vocabulary mastery on the use of formal vocabulary and the search for its nearest meaning.

2. METHODS

This study uses a quantitative approach with the aim of measuring and analyzing numerical data generated from the pre-test and post-test students' vocabulary reading ability.

This approach allows researchers to generalize research findings to a broader population based on a representative sample. The research design used is an experimental design with a single group (one-group pretest-posttest design) (Fitri dan Haryanti 2020). In this design, the initial test (pre-test) is carried out before the treatment and the final test (post-test) is carried out after the treatment.

The population in this study is all seventh-grade students at Al Azhar Islamic Junior High School Tulungagung. The sample of this study was taken using the cluster random sampling technique. One class was randomly selected from the 7th grade population, consisting of 10 students (n=10). This technique was chosen to ensure that the samples had similar characteristics, namely being in the same class, taught by the same teacher, and no intervention from the researcher in the selection of the sample (Sugiyono, 2013).

The research procedure begins with a pre-test to assess students' vocabulary reading ability. The multiple-choice test is based on material from the Rosetta Stone app, consisting of 25 questions, and students are given 30 minutes to answer the questions. After that, students were given the treatment of using the Rosetta Stone application as a learning medium for reading vocabulary. The treatment was carried out in three meetings, each lasting 45 minutes. At the first meeting, researchers shared materials and quizzes from the Rosetta Stone application in paper form. In the second meeting, researchers introduced the Rosetta Stone application and explained how to use it and asked students to answer questions through the application. At the third meeting, the researcher gave the final test.

After the treatment, a post-test was carried out to measure the improvement of students' vocabulary reading ability. The post-test score is then compared to the pre-test score to determine improvement. The validity of the instruments used in this study was tested through the validity of the content and the validity of the construct. The validity of the content of the instrument is validated by experts by referring to the Competency Standards and Reading Competencies for second-semester students, while the validity of the construct is tested to ensure the suitability of the instrument with the theory underlying the material provided.

The instrument used was a multiple-choice vocabulary reading test, consisting of 25 questions taken from the Rosetta Stone application material. The data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to describe the basic characteristics of the data, while inferential statistics were used to test the research hypothesis and see if there was a significant improvement in students' vocabulary reading ability after treatment using the Rosetta Stone application.

3. RESULTS & DISCUSSION

A. Result

The results of this study are about the effectiveness of using the Rosetta Stone application in improving students' vocabulary. The research used was a pre-Experimental Research Design that used a single group of Pretest-Posttest research design on 10 seventh-grade students of Al Azhar Islamic Junior High School Tulungagung.

The results of these findings show that the mastery of vocabulary in the seventh grade of Al Azhar Islamic Junior High School Tulungagung after using the Rosetta Stone application. Based on the results of the pre-test, the average of all students is 73.20 which is shown in the statistical descriptive table 1. So it can be seen that the mastery of vocabulary of seventh-grade students is enough.

Table 1. Pre-Test Results

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	10	60	80	732	73.20	7.068

The post-test results in table 2 show that the score of 10 students has an average of 90.80 which means that the vocabulary mastery of the seventh grade students of Al Azhar Islamic Junior High School is at the Good level. Where the minimum score of students is 82.

Table 2. Post-Test Results

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	10	18	82	100	908	90.80	4.541

Based on the results of pre-test and post-test data, it was shown that there was an increase in students' vocabulary mastery after using the Rosetta Stone application. The lowest score before using the Rosetta Stone app was 60, while after using the Rosetta Stone app was 80. To find out if there is a significant difference between the pre-test and post-test results. As well as knowing the ability of students to master vocabulary before and after treatment using the Rosetta Stone application. The results were obtained using a paired sample test on SPSS 29 software which can be shown in table 3. Where it shows that the significance of 0.000 (<0.05), means that (Ha) is accepted and (Ho) is rejected, or there is a significant influence on the effectiveness of the Rosetta Stone application in improving students' vocabulary mastery.

Table 3. Paired Sample Test

Pretest - Posttest	Significance	
	One-Sided p	Two-Sided p
	<,001	<,001

B. Discussion

The study involved 10 students who showed mixed results on the pre-test with scores ranging from 60 to 80. The average pre-test score was 63.41, with a standard deviation of 7.068 and a variance of 49.956. These scores are obtained before students are given training using the Rosetta Stone app. The distribution of pre-test scores showed that 40% of students achieved a score of 80, while 10% achieved scores of 76, 66, and 60, respectively. As many as 30% of students obtained a score of 70. These findings show that students' vocabulary skills still need to be improved.

After the treatment with the Rosetta Stone application, a final test (post-test) was held in the same group. The final test results showed a significant improvement with a minimum score of 82 to a maximum score of 100. The average score of the post-test was 90.80, with a standard deviation of 4.541 and a variance of 20.622. In the final test, 10% of students achieved a perfect score of 100, while 10% of students achieved scores of 90 and 82 respectively. As many as 50% of students obtained a score of 92, and 20% achieved a score of 88. This data clearly shows that there is a significant improvement in students' vocabulary skills after using the Rosetta Stone application.

To ensure that the data of these test results are reliable, a Shapiro-Wilk normality test is carried out. The results of the analysis showed significance levels of 0.082 and 0.115, which were greater than the critical limit of 0.05. This means that the data is normally distributed and suitable for further analysis. Then, a paired sample t-test was carried out to compare the pre-test and post-test scores. The t-test results showed a double-sided significance value of 0.00, which means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This confirms that the treatment of using the Rosetta Stone app significantly improves students' vocabulary abilities. Thus, the results of this study show that the use of the Rosetta Stone application is effective in improving the reading ability of 7th grade students at Al Azhar Tulungagung Islamic Junior High School.

4. CONCLUSION

Based on the results of the analysis that has been done from the research data and calculations. The conclusion is that the improvement in learning students' English vocabulary increased after using the Rosetta Stone application in learning English in the first grade of junior high school. The effectiveness can be seen from the difference in pre-test and post-test results that have been done. This can be seen from the results of data analysis that has been done from the average value of the Pre-test of 73.20, as a comparison of the Post-test value is 90.80.

In addition, to convince researchers to test again using hypothesis testing. With the use of paired sample t-test. then the result obtained is 0.001. In the rules of paired t- sample test, if the significance <0.05 , then H_0 is rejected and H_a is accepted. the results of the analysis can be concluded that the use of Rosetta Stone application can be effective in improving the ability to learn students' English vocabulary. In addition, after using the application, students become more interested in learning English. In the Rosetta Stone Application there are also many interesting features to use.

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