The Effect Of Rosetta Stone Application On Students' Vocabulary Mastery In The Eleventh Grade At SMAN 1 Barusjahe

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Abstrak

Skripsi ini tentang Pengaruh Penerapan Rosetta Stone terhadap Penguasaan Kosakata Siswa Kelas XI SMAN 1 Barusjahe. Tujuan penelitian ini adalah untuk mengetahui pengaruh Aplikasi Rosetta Stone terhadap penguasaan kosakata siswa di SMAN 1 Barusjahe. Rancangan penelitian yang digunakan dalam penelitian ini adalah rancangan kuantitatif eksperimental yang bersifat true eksperimental. Populasi penelitian ini adalah siswa kelas XI SMAN 1 Barusjahe dengan enam kelas, dan jumlah siswa seluruhnya (184). Sampel penelitian ini adalah dua kelas yang dipilih dengan menggunakan random sampling. Sampel dibagi menjadi dua kelompok; kelompok pertama adalah 20 siswa sebagai kelompok eksperimen. Kelompok kedua adalah 20 siswa sebagai kelompok kontrol. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbentuk pilihan ganda dengan jumlah soal sebanyak 40 soal. Tes dibagi menjadi dua; pre-test dan post-test. Data dianalisis menggunakan rumus t-test untuk melihat apakah aplikasi Rosetta Stone berpengaruh terhadap penguasaan kosa kata siswa. Hasil analisis menunjukkan bahwa t-hitung (2,36) lebih tinggi dari t-tabel (1,686) dengan tingkat signifikansi (0,05) dan derajat kebebasan (df) (38). Hasil analisis menunjukkan bahwa hipotesis alternatif (Ha) penelitian diterima dan hipotesis nol (Ho) ditolak karena t-hitung > t-tabel = 2,36 > 1,686. Aplikasi Rosetta Stone sangat membantu siswa dalam belajar bahasa Inggris karena banyak materi topik dan latihan yang sangat menantang sehingga siswa tidak bosan belajar bahasa Inggris. Disimpulkan bahwa aplikasi Rosetta Stone direkomendasikan dalam penguasaan kosa kata siswa kelas sebelas SMA karena berada di atas KKM (75).

Kata Kunci: *Penguasaan Kosakata, Aplikasi Rosetta Stone, Pengajaran Kosakata*

Abstract

This thesis about The Effect of Rosetta Stone Application on Student's Vocabulary Mastery in the Eleventh Grade of SMAN 1 Barusjahe. The objective of the study is intended to find out the effect of Rosetta Stone Application on students' vocabulary mastery in SMAN 1 Barusjahe. The research design used in this study was experimental quantitative design which true experimental. The population of this study is the Grade XI students of SMAN 1 Barusjahe with six classes, and there are (184) students totally. The sample of the research is two classes, that selected by using random sampling. The sample is divided into two groups; the first group is 20 students as the experimental group. The second group is 20 students as the control group. The instrument used for collecting the data was test in the form of multiple choices with the total number of 40 questions. The tests are divided into two; pre-test and post-test. The data was analyzed by using t-test formula in order to see whether the Rosetta Stone application affects students' vocabulary mastery. The result of the analysis shows that t-test (2,36), it is higher than the t-table (1,686) with the level of significant (0,05) and the degree of freedom (df) (38). The result of the analysis shows that the alternative hypothesis (Ha) of the study is accepted and the null hypothesis (Ho) is rejected because t-test > t-table =2,36 > 1,686. Rosetta Stone application is very helpful for students in learning English because there are many topic material and the exercises so challenging so that the students not bored in learning English. It is concluded that the Rosetta Stone application recommended in the students' vocabulary mastery at eleventh grade of Senior High School because it is above of KKM (75).

Keywords : *Vocabulary Mastery, Rosetta Stone Application, Teaching Vocabulary*

INTRODUCTION

Language is a system of vocal sounds and combination of such sounds to which meaning is attributed, used to the expression or communication of thought and feeling. While Hornby states that language is human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols. It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean (Wildani, 2021).

English is an international language that is used to communicate among people all over the world. Sari, Nurmala S & Aminatun (2019) argue that English is used in many parts of human life, including education, technology, tourism, health, economy, and so on. It has been shown how important English is in peoples' lives today. English is also language that has big influence in over the world. It happens because it is one of the international language which has power to connect the communication people around the world. By having it, people around the world can share any information that happen across the world. English needs to be mastered because people have a big chance to participate in the global era example helping people from various countries to work together, do business, study abroad, build a career and much more (Hanif, 2016).

Mastery of English can be obtained through learning English. If we do not master English then we can be out of date, behind in knowledge, hard to communicate with others in English and also less job opportunities. Because of that, learning and mastering English are really important especially in communicating. In learning English, four skills must be learned by students, namely: speaking, writing, listening and reading.

According to Palmer, as quoted in Richards, vocabulary is one of the most important components in foreign language learning. Vocabulary is the foundation to build languages. It means that Vocabulary is a basic and important aspect of learning English because it will be very necessary for skills; in listening, speaking, reading, and writing. If they do not master the vocabulary, they will not succeed in following the lesson. Mastering vocabulary will make students feel easier to learn English (Gao et al., 2020). Because, when we listen to something in English, with a collection of vocabulary that has been understood it will be easy to get the meaning of what is heard. Likewise, speaking, when we will convey ideas or concepts, it will require a collection of vocabulary that can be chosen to convey it (Harahap et al., 2020).

Electrical devices and communication devices have become a tool for people to communicate with others more easily too. People become more confident with communication devices, such as gadgets. The use of media in this era has influenced the way people actually live. This can be proof that media use is inseparable from our daily lives. The examples of technology media that make it easier for us and already around us are the internet, computers, and cell phones. Technology such as the use of gadgets or computers are increasingly being used in teaching English vocabulary mastery to improve their quality and make it easier for students to practice it.

The researcher found some problems in the student's vocabulary at SMAN 1 Barusjahe. The researcher conducted an interview with the English teacher and some of the students at Senior High School 1 Barusjahe as a preliminary study (Chen et al., 2019). Based on the interviews, Some of the problems are many students whose grades do not reach the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). It is caused by students' low ability in memorize vocabulary and the students' have less practice in their vocabulary. In addition, Some teachers teach students only use book or worksheet as teaching media and still apply the old strategy (Anarjanovna, 2021). Those are some factors that make students when learning English often feel bored and finally, when students are at home, students are not able to remember all the new vocabulary that has been taught because they seem to forget (Hasani & Rasouli, 2015).

To overcome the problems above, The teacher could try some variations in their teaching technique or use interactive teaching media. Therefore, the researcher wants to try one of the learning media in the form of application that can be accessed anytime and anywhere in learning vocabulary. Students can learn a lot new vocabulary they didn't know before and they couldn't find it in their lessons (Sun & Yin, 2022). The media that we can use to attract students' attention and increase students' enthusiasm in learning is using the Rosetta Stone application (Munthe, 2020).

Rosetta Stone is learning application for English vocabulary, pronunciation, and so on through many learning methods, including test and game, the hard memorization will be much easier and more efficient, especially lots of fun. Rosetta Stone can helps the students become familiar with everyday topics and vocabulary. It offers lots of practice for hearing the language. Rosetta Stone allows students to hear native speakers, and this

helps students learn how to better pronounce the language (Prasetyo et al., 2018).

Rosetta Stone provides dictation, spoken and written lessons, with speaking practice for more advanced users. This application has many features and parts. By using Rosetta Stone in classroom, it will help the teacher to provide more active, interesting and effective learning activity. In this application, Students can use it with the mobile phones they have, or can also use the computers that are at school, but when they are at home they can use the app using mobile or laptop too (Alsalem, 2019).

The researcher choose Rosseta Stone application because proven by several researchers who were successful in overcome the problems above by using Rosetta Stone application conducted with junior high school students (Jocius et al., 2021). The researchers targeted the objectives of improving the vocabulary mastery of their students by using the Rosetta Stone app and observing its effectiveness. The result of this research showed that the experimental group members that learn by using Rosetta Stone application found the app activities easy to understand, appropriate to the aims, and fun to deal with (Sari & Aminatun, 2021). The app's contextual approach turned the students to be more active and enthusiastic, and students did not get bored as they did in conventional method instruction. Teachers can grab the students' attention better and enrich their lessons with alternative mediums by using this app (Sipayung, 2021).

Another research conducted by Firdaus (2017) with the title "The effectiveness of Rosetta stone software usage on students' pronunciation development at the Eighth Grade of SMP IT PAPB Semarang". The results of this research showed that after using Rosetta Stone software, students felt easier and happier to understand and to practice pronunciation. Teacher realized that Rosetta Stone can help students' learning and the teacher will use this software for future teaching and learning. Therefore, using Rosetta Stone software as learning media is effective. Based on the explanation above, the researcher conducted the research by the title: The Effect of Rosetta Stone Application on Students' Vocabulary Mastery in the Eleventh grade at SMAN 1 Barusjahe

METHOD

There some research design, they are: descriptive qualitative, descriptive quantitative, classroom action research, and experimental quantitative. The research design used in this study was experimental quantitative which true experimental (pretest-posttest control group design). Experimental research was the way to find a causal relationship (relationship clause) in determining cause and effect, experimental research is the only type of research that can test hypotheses to establish cause-effect relations. In this research, the researcher took two classes as experimental and control class (Hakim et al., 2022). The researcher using the same materials and tasks but with a different treatment for control and experimental class. Experimental class was a class that was giving by treatment which used "Rosetta Stone application" as a media in teaching vocabulary. On the other hand, control class was a class that the teaching- learning process did not use "Rosetta Stone application" as a media in teaching vocabulary.

Why the researcher chose this design because experimental design was aimed to investigate the cause and effect between the object of research. This related to the objectives of the study to found out the effect of Rosetta Stone application on teaching vocabulary in the eleventh grade at SMAN 1 Barusjahe. The design can be seen as the following:

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	√	Using Rosetta Stone application	√
Control Group	√	-	√

The population of this study was students in the eleventh grade at SMAN 1 Barusjahe. The researcher took 20 students for experimental class and 20 students for control class, so the total sample consists of 40 students. The instrument of collecting data was vocabulary test. The test was given for both groups with pre-test and post-test. The researcher gave the pre-test and post- test to the students by multiple choice. The test consists of 40 items. The students chose the correct answer. The study was divided into two groups, experimental class and control class. A set of treatment was applied to experimental class. Then, the process of research consisted of

three steps namely pre-test, treatment, and post-test (Akbari et al., 2021).

To analyze the data, the researcher used some procedures in this study: Tabulate the data into the distribution of frequency of score table, looking for the mean, deviation, and variance of experimental and control groups. The researcher calculated the data to test the hypothesis that whether the was significant difference between students' vocabulary mastery in experimental class which was taught by using Rosetta Stone application and students' vocabulary mastery in control class without using Rosetta Stone application

RESULT AND DISCUSSION

In this research, There were two classes sources of the data, it was experimental group and control group. The data has divided in two forms, the first was pre-test and the second was post-test. Pre-test was taken in the beginning of the research. It was taken by distributed the test to the students in the first meeting. While post-test distributed in the last meeting after giving treatment to the students by using rosetta stone application. The results of the two pre-test and post-test groups are made into a table (Gunawan, 2019).

After conducting the pre-test, the researcher found several weaknesses, such as the students having difficulty distinguishing the use of nouns in sentences. so that the researcher give treatment to the students by using Rosetta Stone Application. From the table above, it can be concluded that the pre-test and post-test results of experimental class students have significant differences. The average pre-test score obtained before carrying out the treatment was 63,5 and the post-test score after being given treatment using Rosetta Stone application was 75,7.

Based on both data above, the results of the tests that have been carried out show that the mean value of the experimental class (75,7) is higher than the results of control class (73,8). It means that teaching and learning vocabulary by using rosetta stone application is influential and recommended than teaching and learning vocabulary without using rosetta stone application. Learning that includes a vocabulary treatment by using rosetta stone application is far more successful than learning that does not include treatment by using rosetta stone application. Both result can be seen in the table.

Data Analysis

After getting the data, the data will be analyzed and compared in order to get the outcome of this study as the way to answer the hypothesis of this study. All the data will be analyzed as the following :

Score Tabulation

Table 2. The score of Pre-test and Post-test Experimental Class

NO	Student's Initial Name	Pre-Test X_1	Post-Test X_2	X_2-X_1 (X)	X^2
1.	AS	60	76	16	256
2.	Hk	62	76	14	196
3.	Abb	50	64	14	196
4.	Jk	50	60	10	100
5.	Ps	70	82	12	144
6.	Bss	60	74	14	196
7.	Df	56	70	14	196
8.	Kl	78	88	10	100
9.	Dn	68	80	12	144
10.	PM	54	68	14	196
11.	Ggk	66	76	10	100
12.	As	72	80	8	64
13.	EG	50	64	14	196
14.	Ma	64	78	14	196
15.	Ct	70	82	12	144
16.	Rs	56	70	14	196
17.	Cf	72	84	12	144
18.	APS	70	80	10	100
19.	Ans	74	84	10	100

20.	Vab	68	78	10	100
	Total	**1270**	**1514**	**244**	**30**
	Mean	**63,5**	**75,7**		**64**

Table 3. The score of Pre-test and Post-test Control Class

NO	Student's Initial Name	Pre-Test Y1	Post-Test Y2	Y2-Y1 (Y)	Y^2
1.	Az	78	82	4	16
2.	Ls	40	56	16	256
3.	Im	66	78	12	144
4.	Nc	80	88	8	64
5.	Nsb	68	76	8	64
6.	Vt	60	70	10	100
7.	Nb	46	56	10	100
8.	Vs	66	78	12	144
9.	Aps	70	80	10	100
10.	Ll	54	66	12	144
11.	Ry	68	76	8	64
12.	Ds	70	80	10	100
13.	Pp	52	64	12	144
14.	Ns	74	82	8	64
15.	Da	78	88	10	100
16.	Bb	62	74	12	144
17.	Ap	76	80	4	16
18.	Ar	50	66	16	256
19.	Fs	60	70	10	100
20.	Kp	54	66	12	144
	Total	**1272**	**1476**	**204**	**226**
	Mean	**63,6**	**73,8**		**4**

After got the students' scores from experimental and control classes, the researcher continued to calculate their score by using t-test formula. It is aimed to find out whether Rosetta Stone application effect the students' vocabulary mastery. Based on the calculation above, t-test is 2,36.

Validity Test

Validity aims to determine how accurate the measuring instrument used in this study. The valid instrument has high validity. Instead, the instrument which is less valid means it has low validity. High and low of instrument's validity shows, how far the collected data do not deviate from the validity of the variable itself. Based on the data above, the researcher conclude that the validity of the test is 0,7638 based on the criteria 0,7638 belongs to high. In other words, the test is valid.

Reliability Test

The reliability of the test is needed in the research, to look the quality of consistency of the test. To obtain the reliability of the test, the researcher used Kuder Richardson formula 21. The reliability can be calculated as the following. From the analysis by using formula, the result of reliability is 0,962. It can be concluded that the reliability of the test is very high, so the test used in this research is reliable.

Hypothesis Testing

Testing hypothesis is aimed to know whether the effect of vocabulary mastey by using rosetta stone application is accepted or rejected. Seen the tables below.

Table 4. Hypothesis Formula

Criteria	Hypothesis	Decision
t_o (t$_{test}$) > t_t (t$_{table}$)	Ha	Accepted
	Ho	Rejected
t_o (t$_{test}$) < t_t (t$_{table}$)	Ho	Accepted
	Ha	Rejected

Based on the research result, the null hypothesis (HO) is rejected, and the alternative hypothesis (Ha) is accepted. After the calculating data the researcher was found that t-test was 2,36. It means the t-test was higher than t-table with degree of freedom (df) Na+ Nb-2 = 38 at p (0.05)=(2,36 > 1,686). Based on calculation of t-test, it could be concluded that alternative hypothesis (Ha) was accepted, and null hypothesis (Ho) was rejected. It means that the effect of using rosetta stone application does gave an effect into students' vocabulary mastery (Koval, 2019). The findings of this study describes and evaluates the effect of using the rosetta stone application on students' vocabulary mastering at the eleventh grade SMAN 1 Barusjahe.

Table 5. The Mean Score of Each Group

Group	Pre-Test	Post-Test
Experimental	63,5	75,7
Control	63,6	73,8

Based on the calculation above, the result of the research shows the mean score of the experimental group (75,7) is higher than control group (73,8). The difference was tested by using t- test formula. The result of the calculation shows that the t-test value (2,36) is higher than t-table value (1,686). It can be concluded that there is an effect of rosetta stone application on students' vocabulary mastery. In other words, alternative hypothesis (Ha) is accepted and null hyphotesis (Ho) is rejected.

Discussions

In this study, the researcher uses the rosetta stone application to teach english to students at the eleventh grade of SMAN 1 Barusjahe. in order to address the researcher's question, the writer effectively collected data utilizing vocabulary tests. The goal of this study is to determine the effect of using the rosetta stone application in English classes to increase students' vocabulary mastery.

The researcher used the Rosetta Stone application as a learning medium that did not bored students while learning and could also improve students' vocabulary mastery. By downloading the Rosetta Stone application on a smartphone and choosing the vocabulary level you want to learn and apply, it also provides a good and correct reading method and how to structure sentences properly. So that using the Rosetta Stone application can improve student vocabulary mastery (Widya et al., 2020). By using the Rosetta Stone application it can also attract students to learn with this application because it is accompanied by interesting pictures and exercises (Rahandi et al., 2020).

The research question concerns the impact of introducing rosetta stone application on students' vocabulary mastery. The researcher discovered that virtually all students performed better on the post-test than on the pre-test. The results from the post-test score suggested that students' scores had improved. The post-test mean is greater than the pre-test mean (75,7 > 73,8), indicating that students' vocabulary mastery has increased.

According to the findings, there was a significant effect in students' scores before and after treatment. It may be stated that the rosetta stone application had a positive impact on students' vocabulary knowledge. It was because the rosetta stone application was a fascinating medium for teaching english vocabulary to students (Bavi, 2018).

The results of this study are entitled The Effect of Rosetta Stone Application on Students' Vocabulary Mastery in the Eleventh Grade of SMAN 1 Barusjahe was successful because through the application Rosetta Stone can improve the vocabulary mastery of eleventh grade students. Similar to the results of previous studies, the first related study was conducted by Nursaima (2019), in using the Rosetta Stone application as a teaching medium in the vocabulary mastery of students of SMPN 3 Padangsidimpuan. In her research, the Rosetta Stone application is effective to be used as a medium for learning vocabulary mastery for students. Both studies conducted by Yupi Muthe (2020) also stated that the use of the rosetta stone application was used in teaching vocabulary in SMA SWASTA Tunas Bangsa. In her research, the use of the Rosetta Stone application is suitable for learning media for vocabulary mastery of class X IPA-1 Tunas Bangsa students

CONCLUSION

The research conclusion is presented in accordance with the data which have been analyzed in the previously chapter. From the data analysis about the effect of rosetta stone application into students' vocabulary mastery by the eleventh grade students of SMAN 1 Barusjahe. It can be concluded that:

1. There is an effect of using rosetta stone application on student's vocabulary mastery of eleventh grade students at SMAN 1 Barusjahe. It can be seen that the mean of post-test experimental group (75,7) higher mean than the post-test control group (73,8)

2. The effect that also can be seen in following thing, the score increased more than the standard score (KKM) which is 75,0. The mean of the students who used rosetta stone application is 75,7. It also can be seen that before using rosetta stone application, there are students with score below the standard score (KKM), but after using rosetta stone application the score significantly increased above the standard score (KKM).

3. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It is found from the calculation of the t-test is higher than t-table (2,36>1,686). From the conclusion above, based on the test results above that, this research is recommended because the value is above average, or the KKM is 75.

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