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UTILIZING ROSETTA STONE APPLICATION TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE TENTH GRADE OF SWASTA TUNAS BANGSA SENIOR HIGH SCHOOL

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Abstract

Language skills can be obtained by mastering vocabulary first. With that, this study will use the application as a medium for learning vocabulary. So that mastery can grow optimally with learning methods like this. This is also related to the nature of the environment which lacks insight into the media (smartphone) and also the limitations of something that is always unconditional (economic). This study aims to make it easier for students to improve vocabulary mastery so that it is easy to learn and understand. The subjects of this study were students of class X- IPA 1 Tunas Bangsa Private High School, the sample used was 32 students. The method used in this research is Classroom Action which is carried out in two cycles. Data were analyzed qualitatively and quantitatively. Data were analyzed qualitatively and quantitatively. In qualitative data obtained through observation activities. Meanwhile, quantitative data were obtained through pre-test and post-test. Based on quantitative data, the use of the Rosetta Stone application can improve vocabulary mastery skills in students. This can be seen from the pre-test and post-test results. In the pre-test, the percentage of student scores was at 59.65%. Then in the first post-test, the percentage of student scores was at 67.84%. Whereas in the second post-test the percentage of student scores was at 79.53%. From the data found, we can see that the Rosetta Stone application is proven to be able to significantly improve students' vocabulary mastery.

Keywords: Teaching Vocabulary, Rosetta Stone Application, Media.

INTRODUCTION

Henry Sweet, an English phonetician and language scholar, stated that "Language is the expression of ideas by means of speech-sounds combined into words. Words combined into sentences, this combination answering to that of ideas into thought". Language is

succinctly defined in our Glossary as “human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols”. (Daulay, 2017)

English is the language used to communicate between one country and another, therefore English needs to be learned. According to Ali, English is an important language for human’s world communication, because English becomes one of the languages that understood by the people from all of the world and it becomes all of the people can use to communicate with no worry that the other people will don’t know it. (Purba, 2018) In Indonesia, English becomes one of the subjects that is tested in the School National Examination, the government makes English as one of the compulsory subjects in the curriculum from elementary to tertiary level. (Rahayu, 2016) Because the National Examination was no longer ideal as a benchmark for national education, the government decided to replace the UN into a competition assessment and character survey with the concept of PISA (international student assessment program). But studying English in Indonesia is very important. because English is one of the most common subjects in Indonesia which has been registered in the curriculum at elementary, junior high and high school to university level as an international subject. (Rahayu, 2016)

In learning English four skills must be learned by the students, namely speaking, writing, listening and reading that are prominent language skills in the language learning process. (Harmer, 2001) Hence, to master these four things, students must learn and master the most basic things. First, vocabulary. (Harmer, 1991) According to Palmer, as quoted in Richards, vocabulary is one of the most important components in foreign language learning. (Harmer, 1991) Mastering vocabulary will make students feel easier to learn English. 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. When writing, we can use a collection of vocabulary to compose ideas that have been held. With a collection of vocabulary that has been mastered, the reading process will be fun because it has understood every word used. And by mastering vocabulary, it's also easier for us to use grammatical structures and functions.

Based on the regulation of the Minister of National Education number 47 of 2010 which states that vocabulary is included in the scope of survival English which is the standard competency of student graduates senior high school level. This competency

requires students to be able to perform social functions in society by using sentence structure and vocabulary. (Peraturan Menteri Pendidikan Nasional No.47, 2010) At the high school level, vocabulary is also regulated in the 2013 Curriculum where students are expected to express meaning and contextual ideas in the form of functional texts and short essays. Vocabulary words are presented in the form of several types of texts. (Kementerian Pendidikan dan Kebudayaan, 2013) In the competency-based curriculum, which requires students to master a vocabulary of 1000-1500 words each year, so that senior high school students in three years must be able to master at least 4000 words. (Nation, 1990)

However, the 2013 curriculum still found weaknesses in the application of class problems that occur as follows, where they still have difficulty in using English even though only in class. When researchers ask students' difficulties at Tunas Bangsa school about learning English, they mostly do not understand and do not know how to speak English. They also did not understand when the teacher explained using English. English teachers who teach at Tunas Bangsa School assess that during their study hours students do not enjoy learning, because they do not understand English. Most students are often reluctant to answer when the teacher asks students to use English, especially between written and spoken English is often different.

From the problems found above, the most possible way to solve the problems is by utilizing technological advances. One of the current technologies that can be integrated into teaching and learning English vocabulary is a smartphone. On smartphones, we can find a variety of applications that can help us improve our vocabulary mastery like Duolingo, cake application, Quizlite, rosetta stone and others.

On this occasion, researchers will discuss smartphone applications that can improve student vocabulary, namely Rosetta Stone. This application is a lot of research and is proven to improve students' ability in mastering vocabulary. According to Stephen, Rosetta Stone is a foreign language learning software with the help of computers launched by the company Rosetta Stone Inc. This software uses images, text, sound and video to teach words and grammar with repeated spaces without translation. (Yudishtira, 2015)

However, this Rosetta Stones application can be downloaded via the PlayStore service on smartphones. This application is also a highly recommended application for beginners who want to learn English without having to pay a lot of money. This application can be used without having to depend on the network. This application also teaches vocabulary with pictures and accompanied by sound to make it easier for us to

learn good and correct pronunciation. This application also not only teaches about vocabulary, but wherewith this application we can also practice making sentences from the vocabulary we learn, and also we can learn writing, speaking, grammar and listening. And in the Rosetta Stone application also provides training for each field. Wherewith the exercise we can test how far the lessons we understand. (www.rosettastone.com)

In previous studies, Nursaima's research in using Rosetta Stone application effective as a medium in teaching vocabulary mastery of seventh-grade students of SMPN 3 Padangsidempuan with a mean score of 74,24. In Yusdistira's research in using the Rosetta Stone application can show significant or successful differences in learning to listen in French in one of the Bantul State Vocational Schools. In Hanif's research, he was obsessed with using the Rosetta Stone application as a medium in teaching vocabulary to students in one of North Aceh's elementary schools. Where in his research he said that the application of Rosetta Stone was successful and was highly recommended as a medium for learning. (Hanif, 2010)

Therefore, in this research, the researcher chooses Rosetta Stone application as a medium to improve students' vocabulary mastery at tenth- grade Swasta Tunas Bangsa High School, because this media had never been used in the learning process. Where on PT Salim Ivo Mas Pratama is still very behind with technological advancements, because there are still many places that do not get internet network. Only in a few places can use the internet network in the area of PTSalim Ivo Mas Pratama. According to the author's experience when doing practical teaching (PPL), the author has made a little observation of students' perceptions in learning English. Where the result of observation is students are bored with the teaching methods of teachers who use media markers and blackboards. Students also do not understand what the teacher says when the teacher explains in English. When the author gives two choices to students where the choices are: First, learning only by using a marker and whiteboard media, or can be called the lecture method. Second, learn by using technology, be it in focus with videos, songs or Smartphones. 90% of students choose the second choice.

RESEARCH DISCUSSION AND FINDINGS

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of student's score at pre-test and post-test. The data were taken from a class which consisted of 36 students. The qualitative data were taken from

interview, observation sheet, diary note and documentation. This research was done in two cycle. Every cycle consisted of four steps of action research (plan, action, observation and reflection).

The cycle 1 encompassed pre- test carried out in three meetings, and the cycle 2 was undertaken in two meetings. The students were given a test every the end of cycle, post-test 1 in the last cycle 1, and post-test 2 in the last cycle 2.

The total score of students test

No	Initial Names of The	Score		
		Cycle I		Cycle II
		Pre-test	Post Test I	Post Test II
1.	AIS	78	85	92
2.	AF	38	54	78
3.	US	75	78	90
4.	CS	58	68	83
5.	CAS	51	67	79
6.	DN	56	78	88
7.	EM	50	73	87
8.	FH	59	75	83
9.	KN	32	48	72
10.	LA	36	50	63
11.	MR	45	58	86
12.	MLN	76	80	88
13.	MDH	38	42	58
14.	MIS	51	75	86
15.	NP	60	70	79
16.	NDT	69	72	88
17.	NY	39	45	65
18.	NH	75	80	90
19.	NS	62	75	89
20.	NST	55	76	85
21.	RW	45	70	70
22.	RN	60	65	75

23.	RA	78	75	80
24.	RP	67	85	80
25.	SHE	54	60	83
26.	SNP	49	58	65
29.	SW	55	40	59
30.	SUS	68	69	76
31.	TS	70	73	79
32.	WG	74	65	83
Total ΣX		190	217	254
The mean score		59,65	67,84	79,53

This research was conducted to determine the development of students' vocabulary understanding through the Rosetta Stone application in class X SMA Swasta Tunas Bangsa as a learning medium. Research conducted by researchers shows that the Rosetta Stone application can develop students' understanding of vocabulary mastery. This can be seen from the results of the pre-test and post-test. The research results can be seen in appendix XIV.

Interpretation of data from the pre-test, post-test I and post-test results II. The mean score of students in the pre-test was 1,909 with the percentage of the class being 18.75%. The number of students who passed the test and scored up to 75 was 6 students. And the mean score of students in the post-test I is 2.171 with class percentage 40.62%. The number of students who passed the test and scored up to 75 was as many 13 students. The mean score of students in the post-test II was 2,545 with a class percentage of 75%. The number of students who passed the test and scored up to 75 was 24 students.

Furthermore, the mean score on the post-test was 65.62%, indicating that there was an increase in students' vocabulary understanding compared to the previous test (pre- test), namely 59.65. Meanwhile, from the test results, there is an increase in the students' vocabulary mastery understanding ability. For more details, see the attachments. In the post-test I test, the number of students who still need to be improved is 19 students. The target of the success of class action in the first cycle of 40.62%, therefore the researcher decided to proceed to the second cycle.

Then the total mean score of the students on the second post-test was 79.53. The percentage of the total class is 2,545 where the results show that there are 24 students who managed to score > 75. From the total number of students is 32 students. And there were 8 students who did not succeed or get scores below 75. Then finally the classroom action researcher was declared successful in the second cycle, where the achievement of the average score could reach > 75. Then the cycle can also be stopped. Through the Rosetta Stone application, you can improve the vocabulary mastery of class X IPA-1 SMA Swasta Tunas Bangsa.

In this study, researchers used the Rosetta Stone application as a learning medium that did not bore 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.

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.

CONCLUSION

After the classroom action research was applied to middle school students and above. The researchers concluded that: first, the use of the Rosetta Stone application can improve vocabulary mastery of IPA-1 class students of SMA Tunas Bangsa for the 2020/2021 academic year. Second, the increase in students' vocabulary understanding was also seen during the lesson using the Rosetta Stone application media. This can be seen from the results of the pre- test and post-test I and post-test II where each cycle of class X IPA-1

Tunas Bangsa students continues to increase.

In analyzing students' understanding of vocabulary mastery using the Rosetta Stone application. Researchers calculated from the results of the pre-test and post-test the students got an increase in students' vocabulary understanding. The total mean obtained by the students included: in the pre-test, the mean score was 59.65%, in the first post test the students 'average score was 67.84% and in the second post test the students' average score was 79.53%. Thus the researcher draws conclusions from the test results obtained that there is an increase in students' vocabulary in each cycle. This means that

the use of the Rosetta Stone application is suitable for learning media for vocabulary mastery for class X IPA-1 Tunas Bangsa students.

After conducting the research, several suggestions were given by researchers for the heads and masters of Tunas Bangsa Private High School, English teachers, researchers and other researchers.

1. For heads and masters to encourage teachers to apply the Rosetta Stone Application in the teaching and learning process of English.
2. For teachers, the use of this application is very helpful for teachers to use the Rosetta Stone application as another English medium for students, especially in teaching vocabulary mastery understanding.
3. Researchers must develop students' Reading Comprehension through the Rosetta Stone Application. This can be seen from the increase in students' vocabulary mastery understanding after implementing this application.
4. For other researchers, this research can be useful as an addition and a reference in conducting research related to the research that has been done.

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