

# THE USE OF ROSETTA STONE SOFTWARE IN SPEAKING CLASS

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## Abstract

Speaking is one of productive skills in which it used to communicate with others. Speaking is so much a part of daily life that we take it for granted. Average person produces tens of thousands of words in a day. The aims of this study were to know whether Rosetta Stone software can improve students speaking skill and to show the class condition during this software was implemented in teaching learning process for second grade students of SMP N 7 Surakarta 2017/2018 Academic Year. The method of the study was classroom action research and it is implemented on August 2018. To collect the data, there are 2 cycles. Each cycle used the test (oral test) and also non-test (observation, interview and documentation). While, to analyze the data was used t-test. The result of this study showed that the implementation of Rosetta Stone software was successfully improve students' speaking skill. pre-test and post test 1 was 58,12. meanwhile in the post-test 1 of cycle, it increased to 69. In the post-test 2 of cycle 2 had increased to the average value 76,12. To try the significance of teaching learning speaking result in first and second cycle, it was used t-test. The result was compared with the  $d.b = n - 1 = 30 - 1 = 29$ , which showed in the table values, the table significance 5% was 2,045 and significance 1% was 2,756 the t-test score between pre-test and post-test 1 increased. It could be seen from the table values ( $2,045 < 11,12 > 2,756$ ), while t-test between post-test 1 and 2 also in creased. It can be seen from the table value ( $2,045 < 7,06 > 2,756$ ). It can be conclude that Rosetta Stone software was appropriate to improve students' speaking skill in teaching learning process.

*Keywords: Rosetta Stone Software, Action Reseach, Speaking Skill.*

## INTRODUCTION

English becomes very important for everyone and mastering it also becomes a must for many reasons, for communicating with others, and for competing with all people from all of countries.

In this early part of technology of 21<sup>st</sup> century, Education and technology has been known as a pair of elements that unavoidable in this era. especially for Indonesia that hopefully can be adapted in future, named “Classroom of the future”. Which is technology and education can run effectively together and makes some innovation to improve students’ ability especially in speaking English and learn for another science globally. According to Bates (2015:383), trained in how to use standard learning technologies will in the long run save a good deal of time and will enable to achieve a much wider range of educational goals than would otherwise have imagined.

Speaking is so much a part of daily life that we take it for granted. Average person produces tens of thousands of words in a day. Although some people – like auctioneers or politicians – may produce even more

than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language

According to Thornbury (2005: 1), “speaking is much complex than this and that it involves both a command of certain skills and several different types of knowledge. Based on Oxford Living Dictionary, speaking is “The action of conveying information or expressing one’s feelings in speech”. And Speaking is an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking (Florez, 1999:1) Theses definition share the meaning and inquiry of speaking explanation. Which is we can take the summary based on the definition by the expert above; we can defines that speaking is the process to to express and constructing meaning that involves in producing and receiving and processing information. And also to deliver, share and give the information with other people.

In the preliminary study at SMP N 7 Surakarta, most of the students

was still struggle during the communication in English. For many reason, the students were not really get into the conversation in english but confused. They were too stiff to express their idea when it comes to the English section. They would be better to be sillent than speak. In this case, a good lesson and interesting method is really needed to be prepare for the teacher. It has to be creative and lively applying in the class. Teacher should have good knowledge and mastering in designing a good and interesting material for the students. Visual media in learning and teaching are supported by the research demonstrating and explaining for the learner preferences and styles can be more effectively addressed and the could reach the minimum score or KKM (*kriteria Ketuntasan Minimum*)

To solve these problem, it is need a media to make the students more active and bravely speak in English. As the expert says that Rockman (2009) shows that Rosetta Stone Software quickly builds vocabulary, language structures, and speaking skills. The result showed that conversational skill built and bolster students' confidence in their

ability to understand and produce new language.

The study aims to know how far the improvements of the students of SMP N 7 Surakarta especially for second grade students in teaching learning process after amplemented the Rosetta Stone Software. And to know how much the enchance and condition of the eight grade student of SMP N 7 Surakarta 2017/ 2018 Academic Year after using Rosetta Stone software.

## **RESEARCH METHOD**

This study was held at SMP N 7 Surakarta. It is located at Jl. Mr. Sartono No. 34, Nusukan, Banjarsari, Surakarta, Central Java. The research was held on Januari 2018 in academic year of 2017/2018. For second grade students (VIII F) which is consisted of 32 students. The method of this study was Classroom Action Research. According to Car and Kemmis (1986:162), action research is simply form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out. There were six phases of Classroom Action

Research: Identifying, Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used oral test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, were used observation, interview, and documentation. While, the results of the tests analyzed using non-independent t-test. It is showed the problem whether there was a significant difference between the students' achievement before and after the action.

## **RESULT AND DISCUSSION**

In this study, the researcher showed the result of the research by using Rosetta Stone software to improve students speaking skill for second grade students of SMP N 7 Surakarta 2017/2018 Academic Year. The students did the pre-test before the implementing Rosetta Stone software to measure the students speaking skill. The mean score was 58,12. It still far under the KKM (Kriteria Ketuntasan Minimal). The study was conducted through two cycles. Each cycle consisted of a series of steps consisting of

identifying the problem, planning, implementing, observing, reflecting, and revising the overall plan.

The researcher held pre-test in case to know and verify the students' problem in English lesson, particularly speaking activities. The mean of pre-test was 58,12 the score was too low. Because the minimum score or KKM (Kriteria Ketuntasan Minimum) was 75. It was caused by the insufficient students' abilities to support their speaking skill, which covering comprehension, pronunciation, vocabulary, grammar, and fluency.

The researcher used Rosetta Stone software to improve students' speaking skill for second grade students of SMP N 7 Surakarta. And it is dividet into two cycles. Each cycle consisted of four steps: 1) Planning the action, 2) Implementing the action, 3) Observing the action, 4) Reflecting the action.

Based on the result of the research, it showed that there are so many positive impact for the students' speaking skill in descriptive text by using Rosetta Stone software in learning English. At the first cycle, the students' interest and motivation were improved. Since it is fun to use and easy to learn. It is suits the

students well. Because they were loved to use a computer. Moreover, the students' speaking skill in speaking describing people using Rosetta Stone Software was improved.

Meanwhile, the researcher found some improvement in cycle 2. The class condition were slowly quiet and better than cycle 1. They looked so enthusiastic and enjoyed in learning speaking English. They looked more cooperative and passionate in doing individual task by using the computer. They could express the thing that they know use a proper way. It is support with the result of the test. Based on the result of the post-test after the action, the researcher found the score was slowly going up from post-test 1 (69) and post-test 2 (76,12).

The researcher also used t-test formula to know the significant differences from each cycle. the result between pre-test and post-test 1 was 58,12 . meanwhile in the post-test 1 of cycle, it increased to 69. In the post-test 2 of cycle 2 had increased to the average value 76,12. To try the significance of teaching learning speaking result in first and second cycle, it was used t-test. The result was compared with the d.b= n- 1 30-

1= 29, which showed in the table values, the table significance 5% was 2,045 and significance 1% was 2,756 the t-test score between pre-test and post-test 1 increased. It could be seen from the table values (2,045< 11,12 > 2,756), while t-test between post-test 1 and 2 also in creased. It can be seen from the table value (2,045< 7,06 > 2,756)

**Table 1. Result of Cycle 1**

<b>The Mean Score of Pre-test</b>	<b>The Mean of Post-test 1</b>	<b>T-value of cycle 1</b>
<b>58,12</b>	<b>69</b>	<b>11,12</b>

There was an improvement as well between pos-test 1 and post-test 2 after applying the media in cycle 2. After comparing the mean score , the reseracher found the score of cycle 2 was higher than post-test 1.

**Table 2. Result of Cycle 2**

<b>The Mean of Post-test 1</b>	<b>The Mean of Post-test 2</b>	<b>T-value of Cycle 2</b>
<b>69</b>	<b>76, 12</b>	<b>7,06</b>

The reseesarcher also found the strength of Rosetta Stone Software as a media in teaching learning process.

it can improve the students speaking skill obviously from the data that showed the result of the score. The gained the strength and bravely to speak in English.

## CONCLUSION

Based on the result of the research, the researcher take the straight of the conclusion considering the improving speaking skill by using Rosetta Stone Software for Eight grade of SMP N 7 Surakarta 2018/2019 Academic year. Especially for VIII F grade students. Rosetta Stone Software can improve students' speaking skill. As showed by the result of research, it showed a significant improvements of the students especially in speaking skill. Before the research was conducted, the students were rarely speak and interaction with English. They find it is hard to speak up because they are not used to it as a daily conversation. And after the treatment with this software, the students can improve their speaking skill. First, they can learn more grammar from the software. Second, they know how to pronounce it well, have a confident to follow the audio by the software and repeated after. Third, the students can

make a description text perfectly than before.

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