

THE IMPLEMENTATION OF ROSETTA STONE SOFTWARE TO IMPROVE STUDENTS' LISTENING SKILL

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ABSTRACT: This research aims at improving listening skills using Rosetta Stone Software media at SMPN 27 Surakarta class VIII D. This method was Class Action Research. in this study there were two cycles and post tests. in each cycle there were four procedures, they plan, act, observe and reflect. In collecting the data consists of tests and non-tests. The test was written tests, and non-tests like; observe, interview and documentation. The results of the implementation of Rosetta Stone software was improvent from pre test, post test 1 and post test 2. The mean score pre test is 65.00, in post test 1 is 73.00. and post test 2 is 76.00. in cycle 2 the use of Rosetta Stone Software made the students feel happy, active, relaxed, more confident, and increases students' learning motivation in the teaching and learning process.

Key words :Listening Skill, Rosetta Stone Software, Classroom Action Research.

ABSTRAK : Penelitian ini dilakukan untuk mengetahui apakah penggunaan Rosetta Stone Software di SMPN 27 Surakarta Kelas VIII D. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. dalam penelitian ini ada dua siklus dan tes post. Di setiap siklus ada empat langkah, yaitu: merencanakan, bertindak, mengamati dan merefleksikan. Dalam mengumpulkan data terdiri dari tes dan non-tes. Tes itu tes tertulis, dan non-tes seperti; observasi, wawancara dan dokumentasi. Hasil dari penerapan Rosetta Stone Software sebagai media mengalami peningkatan dari nilai pre test, post test 1 dan post test 2. Nilai rata-rata pre test adalah 65.00, pada post test 1 adalah 73.00. dan post test 2 adalah 76.00. dalam siklus 2 penggunaan Rosetta Stone Software membuat siswa merasa senang, aktif, rileks, lebih percaya diri, dan meningkatkan motivasi belajar siswa dalam proses belajar mengajar.

Kata kunci: Keterampilan Mendengarkan, Rosetta Stone Software, Penelitian Tindakan Kelas.

INTRODUCTION

In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills, there are: listening, speaking, reading, and writing.

Listening in English learning is important because without hearing people may not be able to speak reading and writing. According to brown (1994: 234), the most important to listen in language learning can hardly be considered too high, through perception, learners internalize, in order listening to the word gives them unable to produce the language and allows learners to understand oral communication. Without learning to hear people may not be able to speak, read and write.

Based on the observation and interview at the eight grade of SMP Negeri 27 Surakarta, there are several problems found. The first, the students could not discriminate the sound or pronunciation. The students had difficult to identify the sound that they had listened with the correct

vocabulary, the students can not discriminate similar sound, for example was that they wrote “ship” for the word “ sheep”, and the second the students could not determine the main idea. This was caused by the fact that they could not catch the whole messages that they had listened. Third, the students made mistakes in determining the specific information of the text. Fourth, the students had less motivation learn English language. The students liked to make noise, so they did not attention with to materials. The students tended to be silent and did not answer the questions when the teacher asked about what they listened.

From the problem above to teach a good development in teching listening should create various teaching medium to increase the English ability of the students, one of medium to taech listening skill is using Rosetta stone software. Rosetta Stone software is offered as one of the effective and interesting learning medium. This medium is used to improve students' learning motivation so that their English will improve.

The students more enjoy and fun using Rosetta Stone Software in listening class. They are interest to use Rosetta Stone Software because in the implementation of Rosetta Stone Software, the teacher use learning media to support the technique.

RESEARCH METHODOLOGY

The research conducted at SMP Negeri 27 Surakarta. It is located on Jl. Transito No. 8, Pajang, Laweyan, Kota Surakarta Jawa Tengah. Meanwhile, the research conducted on August 2018 in academic year of 2018/2019. The method of the study was Classroom Action Research. There are some definitions about action research that are given by some experts. The first definition of the action research that is quoted from David Hopkins (1993:44) is given by Stephen Kemmis (1993). He defines that : “Action research is a from of self-reflective enquiry undertaken by participants in social situations. There are four phases of Classroom Action Research according to Anne Burns in Kemmis and Mc Taggart (1988), namely; planning, acting, observing, and reflecting. The study was

conducted in two cycles. Beside that, every cycle consisted of two meetings and one test. In collected the data from test and non test. According to Hornby (1995) states that test is a short examination of knowledge or ability, consisting of question that must be answered or activities that must be carried out. The test is given in the beginning as pre-test and in the end of each cycle as the post test. In this case the test is given from students worksheet, then they are input the task to the software to checking the vocabulary and grammar. Then everything is right, the student. Non test consisted of observation, interview and documentation

RESEARCH FINDINGS AND RESULT

The students did pre-test before the implementing Rosetta Stone Software to measure the students' listening skill. The mean score waas 69.00 far under the KKM (Kriteria Ketuntasan Minimum). Before implementing the research. This research created with planning, it made the materials, the materials were lesson

plans, students activity. After the plan created, the first meeting was held on Saturday, August 4 2018. The class began at 10.25 a.m. until 11.45 a.m conducted a pre-test for students to measure the students in listening skill before implemented Rosetta Stone Software.

Cycle 1

In cycle 1 the research introduce learning material for the students. The research started opening, main activity and closing activity. In main activity First in the observing, the teacher showed example of descriptive text the topic of this meeting was “describing people”. In the second meeting the research introduce Rosetta Stone software. After that the research explained how the software work. The students analyze the material based on software. After the second meeting gave post-test 1 to measure the students listening skill. The type questions of post-test 1 of filling in the blank and multiple choice. In cycle 1 implemented Rosetta Stone Software and it was very useful. The students more enjoyabl, active and can improve their score. In cycle 1 the mean score

of post-test 1 was better than the mean score of pre-test. But the research conducted thr next cycle to improve students in listening skill.

Cycle 2

The researcher conducted cycle 2 to correct the weakness in cycle 1. Since the students still got difficults in distinguish similar sounds. In the warming up tongue twister was used to improve the students . Tongue twister is beneficial to improve the students pronunciation and listening class, Tongue twister is an alternative way of teaching(Sitoresmi,2015). In main activity there are 5 steps, they were observing, questioning, exploring, associating, and communicating. In the first meeting, the research using Learning Medium. In observing step, the research introduce and explain Rosetta Stone Software how the software work. In questioning step, the students to try Rosetta Stone Software by themself. Then, the students try Rosetta Stone Software and follow the instruction. In exploring step, the students analyze text about describing people based on the softwere. Then, the students try to operate the software and

to match and predict with the text based on software. And the students read and fulfill the text based on the software and match and predict with the text. In the associating, the students made group to discuss about the task. In communicating step, the students to discuss and correction their result about describing people and the students mention the score when it is done based on software.

In the other hand, the condition of class different, in cycle 2 the class more enjoyable, active, fun, and condusive. Beside that the mean score of cycle 2 better that the mean score of cycle 1. The classroom action research using Rosetta Stone Software can improve students listening skill of VIII D grade students of SMPN 27 Surakarta in 2018/2019 academic year.

The mean score of students in Listening Skill

The mean score of pre-test	The mean score of post-test 1	The mean score of post-test 2
69.00	73.00	76.00

The table was aimed to show significant of students score during action. This research used mean score, the students skill improved in every

meeting and testing. It happened used Rosetta Stone Software. It can be seen from the result of students' mean score in every test. It meant that the research could stop the action because the students improvement. The material and medium made the students easier to understand. The students improvement was very well. In the last action the condition of class calm, fun, active, and condusive. They gave an appreciation of each other. There were good discussion and interaction between students. In the last action all of students could fulfill the standart minimum score.

CONCLUSION

Rosetta Stone software can improve the students' Listening Skill, it could be seen from the mean score of students' listening skill. In the result of the students' test such as. pre-test was 69.00, post-test 1 was 73.00 and post test 2 was 76.00. It use of Rosetta Stone Software can improve the students' Listening Skill. It was become interested in the material, and they enjoyed the Listening class. By the improvement on the positive attitude toward the teaching learning

process, therefore it result on improvement of the students' participation during teaching learning process. The students' involved actively in doing the exercises, answering the questions, and sharing ideas, individually and group work.

Rosetta Stone Software was able to make the students more active in learning process, especially Listening Skill. The process of the teaching learning listening process run well during Classroom Action Research at class VIII D of SMP Negeri 27 Surakarta in 2018/2019 Academic Year. It can be seen from the students enthusiast and cooperative study English, especially in Listening skill.

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