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Rosetta Stone Software as a Media in Teaching English to EFL Students. (Experimental research at Al Muslimun Islamic Boarding School)

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Abstrak

Perangkat Lunak Rosetta Stone digunakan sebagai alat pengajaran bagi siswa bahasa asing berbahasa Inggris. Penelitian bertujuan untuk melihat kemanjuran penggunaan perangkat lunak Rosetta Stone dalam mengajarkan kosakata. Data dikumpulkan dari 60 siswa kelas dua dari dua kelas (kelompok), kelompok kontrol dan kelompok eksperimen, di Al Muslim Islamics Boarding School. Penulis memilih dua mata kuliah secara acak dari sampel tiga kelas paralel. Instrumen pengumpulan data penelitian ini adalah pre-tes dan post-tes. Pre-tes dan post-tes diberikan kepada dua kelas: eksperimen dan kontrol. Tes tersebut menghasilkan hasil siswa untuk kelompok eksperimen dan kontrol. Hasil ini dinilai menggunakan rumus statistik untuk melihat apakah ada perbedaan yang signifikan antara siswa yang diajar secara langsung dan siswa yang diajar menggunakan Perangkat Lunak Rosetta Stone sebagai media untuk instruksi kosakata. Penggunaan Perangkat Lunak Rosetta Stone berpusat pada pencocokan grafik dan makna dari beberapa aktivitas Perangkat Lunak Rosetta Stone yang ditampilkan di layar. Berdasarkan uraian di atas, penggunaan Perangkat Lunak Rosetta Stone sebagai media menunjukkan bahwa perlakuan tersebut memiliki pengaruh terhadap perkembangan kosakata siswa.

Kata kunci: Perangkat Lunak Rosetta Stone, Pengajaran Bahasa Inggris, Media

Abstract

Rosetta Stone Software is used as a teaching tool for English-speaking foreign language students. The purpose of this study is to look at the efficacy of utilizing Rosetta Stone software to teach vocabulary. Data were collected from 60 second-grade pupils from two classes (groups), the control group and the experimental group, at Al Muslim Islamics Boarding School. The writer chose two courses at random from a sample of three parallel classes. This study's data collection instruments were pre-test and post-test. The pre-test and post-test were administered to two classes: experimental and control. The test resulted in students' results for the experimental and control groups. The exam resulted in student scores for both the experimental and control groups. This result was assessed using statistical formulas to see whether there is a significant difference between students taught directly and students taught using Rosetta Stone Software as the medium for vocabulary instruction. The use of Rosetta Stone Software centered on matching the graphics and meanings of several Rosetta Stone Software activities displayed on the screen. According to the description above, employing Rosetta Stone Software as a medium demonstrates that the treatment has had some influence on students' vocabulary growth.
Keywords: Rosetta Stone Software, Teaching English, Media

A. Introduction

Teaching English is quite diverse for each age group, particularly young learners learning English as a foreign language. Young learners span a wide age range, as defined by Prabilova (2006:10) as "anyone between the ages of three and fifteen; there is a difference between what a three-year-old child can do and what a child of fifteen can do." This implies that teachers should choose terminology that is appropriate for the children's ages. Teaching language to young students should be innovative and exciting. Teachers should employ a range of teaching methods, tactics, and techniques to make learning more engaging. Games, singing songs, solving puzzles, telling tales, and employing media are some of the most commonly utilized ways for teaching English. Using these approaches helps pupils improve their language mastery.

The use of media affects students' interest in studying English. Frequently, the teacher performs a text without any illustrations, causing the pupils to become bored and eventually quit reading the text. In addition, the instructor teaches vocabulary by writing it on the whiteboard and instructing the pupils to memorize it. It had an immediate impact on their vocabulary and pronunciation, which in turn influenced their ability to comprehend the entire book because they still had a restricted vocabulary. As a result, this vocabulary-teaching approach did not significantly improve students' vocabulary and pronunciation, which impairs their ability to comprehend the entire book.

In contrast, a good lesson must be artistically and dynamically prepared by the instructor. The teacher should be well-versed in creating engaging and informative materials. Singing songs, completing puzzles, telling tales, and role playing are all effective ways of helping young learners understand language. As a result, a competent teacher must learn about their pupils' backgrounds, learning styles, and preferences in order to determine what they truly want and need.

As a consequence, Rosetta Stone Software is recommended as one of the most effective and fascinating mediums for increasing students' willingness to learn and improving their English skills. The purpose of using Rosetta Stone to teach English is to help clarify the syllabus's aim and the responsibilities of teachers and students in the instructional process (Wright, 1987). In this situation, Rosetta Stone Software is not only utilized as a resource but also as an effective strategy to inspire pupils in second language study. A teacher of English can communicate with their students more effectively and help them reach their language learning objectives by employing relevant media. Furthermore, Gardner (1993) claims that the use of visual media in learning and teaching is backed by studies demonstrating and explaining how learner preferences and styles may be better handled.

Rosetta Stone Software was launched as an audiovisual tool that helps instructors and students teach and learn English. This program may be used to teach four skills: reading, listening, speaking, and writing. The Rosetta Stone Software uses a combination of visuals, text, and sound, with difficulty levels rising as the learner improves, to teach vocabulary concepts

and grammatical functions naturally, without drills or translation. According to Stoltzfus (2007), the program is intended to teach languages in the same way as first languages are learned.

Other research done by Rockman (2009) demonstrates that Rosetta Stone Software rapidly develops vocabulary, language structures, and speaking skills. The findings revealed that conversational skills build and strengthen students' confidence in their capacity to understand and create new languages. In the classroom, teachers help students improve their language and interpersonal communication abilities. The classroom is increasingly taking on the major role of creating conversational language and giving conversational practice, while Rosetta Stone Software continues to improve students' confidence in their ability to understand and generate new language.

Furthermore, Rosetta Stone Software includes various tools for instructors, including standard-based exercises that allow teachers to bring Rosetta Stone Software curriculum into the classroom. Thus, Rosetta Stone Software is suited for English subjects and may be utilized from elementary school to university level education. Similarly, the Rosetta Stone Classroom makes use of engaging, voice-driven technologies, as well as managerial and administrative tools, to expedite language learning and give measurable measures of success. Grand Rapids Public Schools could expect tremendous results from its English learning students after incorporating Rosetta Stone Classroom's English edition into all of its ESL programs.

Thus, by giving this type of language-learning equipment to all of our ELL children, we wanted to increase their performance and see them flourish in the school system as they learned English. Thus, Rosetta Stone Classroom offers students an alternative approach to studying English by using a fun and unique language-learning strategy that allows them to explore their natural linguistic talents.

B. Methodology

This study is intended to find out whether there is a significant difference between the students who are taught by direct method and the students taught by using Rosetta Stone Software as media in Teaching English. prepared. The purpose of this experimental study is to learn more about and try to describe the efficacy of using Rosetta Stone software to teach English to young learners. Students at Second years of Junior High School of Al Muslim Islamic Boarding School, served as the study's population and sample. The purpose of this study is to compare and contrast the results of using Rosetta Stone software and traditional methods to teach English.

The experimental research design was used in this study. Borg (1989:332) says that "exploratory examination configuration is obviously fit to laid out causal connections assuming legitimate control is utilized. “He also says that this kind of research design is great for determining if a causal relationship exists. This indicates that the experimental and control groups in this study were divided into two classes. The trial bunch was educated by utilizing Rosetta Stone Programming and the benchmark group was instructed by applying direct strategy.

The essayist did pre-test and post-test to notice both control class and trial class at double cross places. A pre-test was administered prior to treatment, and a second one was administered after treatment to gather information about how to teach English to young learners and to answer the examination issue. This trial research was the endeavor by the essayist to keep up with command over all factors that might influence the aftereffect of the analysis.

The moves toward doing this examination were distinguished, and the impact on students in involving Rosetta Stone Programming as media in showing educational experience were analyzed as needs be. Indeed, Rosetta Stone Software was manipulated as the dependent variable in order to observe the students' increasing vocabulary and other English langguage skilss.

C. Results and Discussion

The Effect of Multimedia Annotations

In recent years, an increasing number of studies in the field of computer assisted language learning (CALL) have addressed the issue of the effects of multimedia annotations on second language vocabulary acquisition. A brief overview of these studies will be given here. Chun and Plass (1996) emphasize the idea that associating lexical items with different types of media fosters richness of recall cues and increases the retention. They examined the impact of multimedia annotations on L2 vocabulary acquisition and comprehension from a reading passage using a written production and recognition learning. The test items paralleled the modality in which the information was presented. They found that students performed better on both types of tests when both pictorial and written annotations were presented than when single or no annotations were accessed during reading. In addition, Jones and Plass (2002) found that the combination of two annotation types allowed for more than one retrieval route to the information in long term memory. They reported that those students who accessed both pictorial and written annotations as they listened to a multimedia-based aural French text performed better on a written vocabulary recognition test than those who accessed single annotations or no annotations at all.

Al-Seghayer (2001) investigates the relative efficacy of two different annotation modes in a multimedia environment: the printed text definition coupled with a still picture, and the printed text definition coupled with a dynamic video clip. The focal issue of his study was to determine which mode of imagery, still picture or dynamic video, was more effective in aiding vocabulary acquisition. The subjects of his study were 30 ESL participants who were enrolled in the English Language Institute (ELI) at the University of Pittsburgh. A multimedia-learning program designed by the researcher was used in this study. The program provided students who were reading a narrative English text with a variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all of which were intended to aid in the understanding and learning of unknown words. Three variables were tested: printed text definition alone, printed text definition coupled with still pictures, and printed text definition coupled with video clips. Two types of vocabulary tests were designed and administered to participants after they had read the English narrative. They were recognition and production tests. In addition, a face-to-face interview was conducted, and questionnaires were distributed.

The results of this investigation suggest that a video clip in combination with a text definition is more effective in teaching unknown vocabulary than a picture in combination with a text definition. Participants learned and recalled more words when video clips were provided than when pictures were made available. The variety of modality cues can reinforce each other and are linked together in meaningful ways to provide an in-depth experience.

Multimedia annotations are very effective in learning vocabulary that support the student to enhance some new vocabulary. This view is supported by Coriano (2001) who writes the effectiveness of multimedia annotations in enhancing the acquisition of incidental L2 vocabulary while reading. He found that low proficiency ESL Puerto Rican college students who viewed three types of annotations (context, definition, and translation) had the highest scores and long term retention, and produced the highest number of target words in controlled and

free productive L2 contexts, whereas the group who received no annotation at all performed the poorest.

Furthermore, the value and impact of multimedia context in language learning can be explained by two theories: the generative theory and dual coding theory. Mayer (1997: 9) presents the generative theory of multimedia learning. Claiming that second language learners have two separate verbal systems (L1 and L2) and an imagery system. It indicates that translations of lexical items through simultaneous verbal and visual presentations would have an additive effect on learning as they link the imagery and the two verbal systems. Second, Piavo's dual coding theory (1971) which states that memory and cognition are served by two separate systems; one specialized for dealing with verbal information, such as printed words, and the other for non-verbal information, such as pictures and videos. Representations in one system can activate those in the other system (cited in Al-Seghayer, 2001).

Based on the previous discussion, we found that most of these studies focused on L2 vocabulary acquisition in adults except for the studies conducted by Sun and Dong (2004), and Wood (2001). Sun and Dong in their research focused on sentence-level translation and target warming-up using animated cartoons. On the other hand, the emphasis of Wood's study was on determining the essential elements of good vocabulary teaching software used for children. However, our study differs from these two studies in that it focuses on the effect of using verbal explanations and animated pictures in combination as a multimedia mode in teaching L2 vocabulary to elementary students.

Rosetta Stone Software in Teaching English

Felix and Askew (1996) state the use of radio, television, video, language laboratory, self-access material and especially computer has become a new trend in language teaching all over the world. Many people seem to assume that using multimedia in language learning will make learners learn language better. This could be right, since the world is changing in its way of communicating. Multimedia is more accessible than it used to be. Therefore, schools have been more readily adopting multimedia technology to keep up with a changing world. Consequently, this will make a difference to language teaching and classroom instruction. Hoven (1999) adds on the one hand, language teachers can present various authentic materials in various forms which can strongly support Communicative Language Teaching (CLT). On the other hand, it needs to be realized that Computer-Assisted Language Learning (CALL) brings a different dimension in language learning in that learners might get less interaction with peers and teachers and more exposure to the machine.

The use of multimedia for vocabulary learning has shown to be effective in some studies. It is known from SLA research that words associated with actual objects or imagery techniques are learned more easily than those without as cited in Chun & Plass, 1995,1996:183). These features are relatively easy to present in multimedia programs, for example; pictures, videos, which can bring different types of information in addition to traditional definitions of words. There are various choices of multimedia programs to be used in language learning. Some are interactive computer program and the users can interact to each other's stimulus and some others are not, the users just use the computer without being given any feedback by it. Some use holistic approach of presentation and some others use discrete element approach. Some are structured and some others allow learners to explore authentic materials by themselves. One example of CALL material for vocabulary and grammar learning is the concordance.

Concordance is a computer program that is able to search rapidly through large quantities of text for a target item such as morpheme, word, or phrase and show all the examples it finds with the contexts in which they appear. It provides learners with authentic materials in an unstructured way. It benefits both the teachers and learners. Students might ask some questions that the teachers do not really know the answers, but they can both explore in the concordance to find the answers. The concordance is not an interactive program by itself; however, combined with appropriate teaching instruction it can be used to support interactive learning activities. Other famous CALL materials that are more communicative are the websites, e-mail, and chat

rooms. Through these media, L2 learners can interact and negotiate meanings with other learners and individuals all over the world.

A well-known way to create mean¬ingful context for teaching English is through using media, which can be delivered through a wide variety of print, audio, and visual formats. The current information age requires teachers to be familiar with media and media literacy. Thoman (2003) argues that media literacy has an influential role in educational pro¬grams, including second language learning. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos.

According to Azikiwe (2007), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Instructional media are information carriers designed specifically to fulfill objectives in a teaching-learning situation. They are very important in language teaching, especially the foreign language, because they facilitate the direct association between sounds and their symbols and also words and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teacher to improve the quality of his teaching.

Many times, teachers only use single meaning symbols to teach simple language concepts to students when they teach vocabulary in learning English. But in Rosetta Stone software steps in teaching vocabulary words are visually presented in authentic contexts and real-life situations. (Godwin-Jones&Robert, 2007). Rosetta Stone Software helps students to relate subject matter content to real world situations and motivate students to make connections between knowledge and its application to their live.

The research aimed to investigate if there is a significant difference in students' achievement between those who are taught by applying Rosetta Stone software as media in teaching English and those who are taught by direct methodin teaching English. From the results on statistical analysis of the research findings, it can be seen that applied Rosetta Stone Software was significant difference students' achievementbetween students who are taught applying Rosetta Stone Software and those who are taught by direct method in teaching English to increase students' vocabulary. It was proved by the comparison between students' score on pre-test and post-test.

Before applying Rosetta Stone Software implemented as media as treatment on the experimental group, the students both experimental and control group had similar ability in mastering English. It can be seen on the result of statistical analysis where both groups did not have significant difference on their mean score on pre-test. However, after getting several treatment sessions, the post-test score of experimental group was greater than the post-test of control group.

Based on the calculation above, it can be said that applying Rosetta Stone Software was effective in improving students' vocabulary. In addition, the large of effect size score also supported the statement above that where applying Rosetta Stone Software as media gave some effects to student in increasing vocabulary higher than direct method. As stated by Materna (2008) that truly allowed students to immerse themselves in the experience and engage naturally with the Rosetta Stone Software like the first language learned without relize they had been acquaring it. In fact, by using this Rosetta stone Software the students establish their individualized language learning goals and utilized many tools to enhance their language learning process. It also allows them to set both short and long term goals for language study, so the teacher and student can track and assess the progress base on teacher's goals.

In addition, Rosetta Stone Software allows the students to record information about their learning process as well as about newly acquired word, phrases or grammar rules in their language study then the students can write questions during the learning process which is addressed to teacher for further explanation. It is easy to the students to learn and increace the vocabulary fast in learning English.

It releted to what the writer have done about using Rosetta Stone Software to enhance vocabulary for elementary students more effective and significance effect in learning English.

D. Conclusion

Based on the explanation above, it can be said that applying Rosetta Stone Software was effective in improving students' vocabulary. In addition, the large of effect size score also supported the statement above that where applying Rosetta Stone Software as media gave some effects to student in increasing vocabulary higher than direct method. As stated by Materna (2008) that truly allowed students to immerse themselves in the experience and engage naturally with the Rosetta Stone Software like the first language learned without relize they had been acquaring it. In fact, by using this Rosetta stone Software the students establish their individualized language learning goals and utilized many tools to enhance their language learning process. It also allows them to set both short and long term goals for language study, so the teacher and student can track and assess the progress base on teacher's goals.

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It is relevant what the writer had done about using Rosetta Stone Software to enhance vocabulary for Junior High School students more effective and significance effect in learning English. brings some advantages by using Rosetta stone software i.e. the student's building confidence and refine their pronunciation with dialogues and vocabulary building exercises giving students a chance to find meaning or sense in subject in their daily lives generally. The students can construct the relativity in many ways in order to see the meaning of the lesson without translation to acquary new vocabulary.

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