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Rosetta Stone CALL Software as A Vocabulary Teaching Media at Indonesian High Schools

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ABSTRACT

Vocabulary is the basic aspect of language. The ability to master vocabulary holds an important part in learning a language, including English. That becomes one of the researcher's considerations to conduct this research when observing at one of Indonesia's high schools since the students show difficulties in vocabulary mastery. Modifying the teaching media can become a problem solving for students' lack of vocabulary mastery. In this case, using Rosetta Stone CALL software is suggested to overcome the problem. The research's objective was to determine whether or not the use of Rosetta Stone CALL software can improve the tenth-grade students' vocabulary mastery. The researcher applied a quasi-experimental method, with two group pre-test and post-test design. The research sample was forty students from two classes taken from the population of the 10th-grade students of SMA Negeri 2 Barru. The data analysis result showed that the pre-test's mean score in the experimental class was 2.21, and the post-test was 3.04. It proves that the tenth-grade students' vocabulary mastery improved using Rosetta Stone CALL Software. After analyzing the data using SPSS version 21, the probability value in the post-test was 0.01, and the significance value was 0.05. It means that the probability value (0.01) was lower than the significance value (0.05). It was indicated that H0 was rejected and H1 was accepted. It revealed that the vocabulary mastery of the tenth-grade students of SMA Negeri 2 Barru for the experimental and control groups was significantly different.

1. Introduction

Vocabulary is the basic aspect of English learning, and it is one of the important abilities that the students should master to learn English fluently and clearly. This statement is supported by Hatch and Brown (1995), who said that vocabulary is the foundation to build languages. It plays a fundamental role in communication. Mastering vocabulary has a significant effect on students' English development. However, vocabulary mastery is difficult for students, especially in SMAN 2 BARRU.

During the integrated pre-service teaching practice at the tenth-grade students of SMAN 2 Barru, the researcher observed that most students still face vocabulary mastery difficulties. Students lack an understanding of the vocabulary they have. The main factor that causes those problems is that the teacher's media is not interesting. In SMAN 2 Barru, the teacher teaches the student only to use PowerPoint as teaching media. The data can prove it was collected through questioning shows that a majority of students (80% of students) stated that media is used in their school is not interesting.

To overcome the problems, the researchers assumed that it can be made possible to teach new vocabulary enjoyably and innovatively by using technological innovations such as Rosetta stone CALL Software. Rockman (2009) shows that Rosetta stone CALL software quickly builds vocabulary, language structures, and speaking skills.

2. Literature Review

2.1 Concept of Vocabulary

Rosetta Stone Software is introduced as an audio-visual aid that is beneficial for the teachers and students in teaching and learning English. This software can teach the four skills: reading, listening, speaking, and writing. Rosetta Stone, which Rosetta

Stone Inc. developed, is a form of proprietary computer-assisted language learning (CALL) software. Maulana (2015) explained that Rosetta Stone Software consists of pictures, texts, and sounds, with difficulty levels that increase as the student progresses to teach vocabulary terms and grammatical functions intuitively, without drills or translation. Hanif (2015) stated that the Rosetta Stone Software consists of a combination of images, text, and sound, with difficulty increasing as the student progresses.

2.1.1 The Importance of Vocabulary mastery

Vocabulary mastery is an important and indispensable part of any language learning process. Nation and Waring (1997) argued that building vocabulary is the main factor for students' success in their studies. It is a critical tool for second language learners because they will fail to have successful communication in a second language without sufficient vocabulary (Alqahtani, 2015). Moreover, some experts and researchers like Cameroon (2001), Harmon, Wood, & Keser (2009), and Patahuddin, Syawal, and Bin-Tahir (2017) stated that vocabulary had played an important role in mastering a language. It is believed that the more vocabulary mastered by students, the easier they are to develop the four language skills, i.e., listening, speaking, reading, and writing.

Vocabulary mastery plays an important role in foreign language learning because it is a basic language. It will not be easy to mastery another English learning skill if we cannot mastery the vocabulary. We know that mastering vocabulary will help students improve their language learning and easily master other skills and sub-skills. Before students speak or write, they must know some vocabulary to arrange a sentence.

2.2 Concept of CALL software

CALL software is all media that use a computer in English teaching. CALL (Computer Assisted Language Learning) integration in EFL contexts has intensified noticeably. According to Manik & Christiani (2016), CALL is often considered a language teaching method. Traditionally, CALL methodology is often claimed to be based on a behavior approach in "programmable teaching," where the computer checked the student input, gave feedback, and moved on to an appropriate activity exercise. In modern CALL, however, the emphasis is on communication and tasks. CALL software is computer software for helping language teaching and learning improvement.

2.2.1 CALL software in English learning

Using CALL software in English learning is not something new. It could be one of the best ideas to learn more fun using technology. Today, computer technology has made inroads in foreign language learning, and educational programs have become available to accelerate and facilitate the vocabulary learning process.

2.3 The Concept of Rosetta Stone

Rosetta Stone Software is introduced as an audio-visual aid that is beneficial for the teachers and students in teaching and learning English. This software can teach the four skills: reading, listening, speaking, and writing. Rosetta Stone, which Rosetta Stone Inc. developed, is a form of proprietary computer-assisted language learning (CALL) software. Maulana (2015) explained that Rosetta Stone Software consists of pictures, texts, and sounds, with difficulty levels that increase as the student progresses to teach various vocabulary terms and grammatical functions intuitively, without drills or translation. Hanif (2015) stated that the Rosetta Stone Software consists of a combination of images, text, and sound, with difficulty increasing as the student progresses.

2.31 Rosetta Stone in Teaching English

The advancement of technology has significantly improved learners' ability to provide quality language learning experiences. Many people assume that using technology in language learning will make learners learn the language better. Haryono (2016) stated that the selection of illustrations in Rosetta Stone seems to be carefully done to balance the students' knowledge and the needed result of the visualization itself. Implementation of this software in English learning is appropriate for students, giving students a good effect. Hanif (2016) stated that by using this Rosetta stone Software, the students establish their individualized language learning goals and utilized many tools to enhance their language learning process

2.32 Effectiveness of the Rosetta Stone

Rosetta stone already proved to be an effective software program in English learning. According to Wright (1987), Rosetta Stone's use in teaching English helps define the syllabus's goal and teachers' and learners' roles within the instructional process. Marzieh (2015) believed that the Rosetta stone is a good learning software for English vocabulary teaching. Through many teaching methods, including test and game, hard memorization will be much easier and more efficient, especially fun. Moreover, Hanif (2016) stated that Rosetta Stone Classroom provides an alternative way for students to learn English with fun and innovative language-learning method that helps them discover their natural language abilities. This application also helps learners master vocabulary even by studying text, pictures, or sounds. Kobayashi and Little (2014) had investigated the effectiveness of both teaching vocabulary by reading materials and word-focused activities and thematically-related materials.

3. Methodology

The method uses in this research is quasi-experimental with one pre-test and post-test design. This research used two classes as an experimental class and control class. The experimental class was the class that got the treatment by using Rosetta Stone CALL software, and the control class was the class that got the treatment by using a short video. Both the experimental and control classes were examined in the same test, either pre-test or post-test. In this case, the researchers used students' data through pre-test and post-test. In analyzing the data collected through pre-test and post-test, the researchers used quantitative analysis to analyze the data using the t-test formula. Calculating the mean Score pre-test and post-test, standard deviation, and t-test, the researchers, used SPSS statistic program version 21.0

To test hypothesis, the researchers use two tail hypotheses with = 0,05 and degree of freedom (df) = n1+n2-2.

1. If the significance value is equivalent to probability value is accepted and is rejected. It indicates the vocabulary mastery of tenth-grade students of SMAN 2 BARRU who are taught using teaching media Rosetta Stone CALL Software has no significant difference with the students taught using a short video.
2. If t-test value is equivalent to probability value is rejected and is accepted. It indicates the vocabulary mastery of tenth-grade students of SMAN 2 BARRU who are taught using teaching media Rosetta Stone CALL Software has a significant difference with the students taught using a short video.

4. Results and Discussion

4.1 Findings

After calculating the mean score and standard deviation, the students' pre-test and post-test scores showed that the mean score of pre-test obtained by the students before giving the experimental class treatment was different from the mean score control class. It indicated that each student's vocabulary mastery ability has a different variation in the study. It also convinced the observation that was done in the previous chapter that the students' mean score in vocabulary mastery was lower than 80 as the minimum criteria achievement. It also showed that students' vocabulary mastery in experimental and control classes improved after the treatments. However, the improvement was not the same. The students' mean score in the experimental class improved significantly.

The Testing Hypotheses

The testing hypothesis was used to prove whether the hypothesis proposed by the researchers was accepted or not. In testing the hypothesis, the researchers applied an independent test at the significance level with $\alpha = 0.05$. The result of the calculation (SPSS 21.0) shows that the probability value (0.008) is lower than the significance value (α) = (0.05). The analysis showed that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. It means that the tenth-grade students' vocabulary mastery at SMA Negeri 2 Barru of the academic year 2016/2017 for experimental class and control class before giving treatments significantly different. It means that the experimental and control classes' vocabulary mastery has a different achievement.

4.2 Discussion

During the integrated pre-service teaching practice at the tenth-grade students of SMAN 2 Barru, the researchers observed that most students still face vocabulary mastery difficulties. Students lack an understanding of the vocabulary they have.

The main factor that causes those problems is that the teacher's media is not interesting. In SMAN 2 Barru, the teacher teaches the student only to use PowerPoint as teaching media. In overcoming those problems, the researchers believe an innovative way to teach new vocabulary in an enjoyable and effective media by using Rosetta Stone CALL Software's technological innovation.

Before giving the treatments, the researchers conducted a pre-test for the experimental class and control class to know the students' capability, especially vocabulary mastery. It was shown that the vocabulary mastery for both of the classes was still fair.

The researchers conducted a pre-test for experimental and control classes to know the students' vocabulary mastery. It had shown that the students' achievement in the pre-test of experimental class there was 2.21, and control class was 2.4. Both scores are categorized as a fair achievement based on *Permendikbud* classification in 2014, which fair score is the score with predicate C+. After giving the students the treatment, students' achievement in the post-test increased in both experimental and control classes. However, the improvement of students' achievement in the experimental class is more significant than in the control class. In the control class, the students' score is 2.6, while in the experimental class, the students' score is 3.04. Furthermore, although there was a significant difference in the students' vocabulary mastery before and after giving the treatment, it was still out of expectation because most of the students' vocabulary scores were still in fair achievement, the same as in the pre-test.

In this research, the researchers used Rosetta Stone CALL software as teaching media for the experimental class (X MIA 2), and for the control class (X MIA 3), the researchers used a short video to the tenth-grade students at SMA Negeri 2 Barru. The experimental class students were taught by using Rosetta Stone CALL software. The students in the control class were treated by using shot video. This real language experience is especially important to ESL learners who have minimal exposure to authentic English as they are not living among native speakers.

After the researchers has given treatment in the experimental class and control class, the data found that the experimental class's percentages and frequencies (Using Rosetta Stone CALL software) were better than in the control class. Furthermore, when the researchers have given some treatments for both classes, the percentages and frequencies in the experimental group were higher than in control one. It can be concluded that the use of Rosetta Stone CALL software was able to improve the vocabulary mastery of the tenth-grade student of SMA Negeri 2 Barru.

After analyzing the research findings, the researchers concluded that there were many ways to improve the students' vocabulary mastery, and the previous researchers inspired the researchers. Thus, the researchers tried to combine the using Rosetta Stone CALL software as teaching media and lesson subject in the school. After finishing one session or level of Rosetta Stone CALL software, students used their new vocabularies from Rosetta stone and applied by writing down or telling their friends about the related theme such as personal experiences and traveling, job, and vacation. Thus, after they got new vocabulary, they would apply it in real activity. Moreover, while students finished the software sequence activity, the researchers would explain some of them. The aim was to make students clearly understand. Using Rosetta Stone CALL software as teaching could improve the tenth-grade students' vocabulary of SMA Negeri 2 Barru, Indonesia.

5. Conclusion

This current study aimed to investigate whether Rosetta Stone CALL software could improve the tenth-grade students' vocabulary mastery at Indonesian High Schools. The findings showed that the students performed better vocabulary mastery after being treated using Rosetta Stone CALL Software. This achievement is evidenced by the high post-test score (3.04) compared to the pre-test score (2.21). They also performed better than the control class, treated with short videos. The results of two-tailed inferential statistics showed that the probability value (0.008) is lower than the significance value (0.05). This result revealed a significant difference between the vocabulary mastery of the students who were taught by using Rosetta Stone CALL Software than the students who were taught by using short videos. It means that Rosetta Stone CALL Software can improve the students' vocabulary mastery at Indonesian high schools. Further studies are required to investigate other variables like the students' motivation and interest in learning vocabulary by using this software. However, this study brings significant implications for language researchers, educational practitioners, educational policymakers, educational consolers, and Bachelor and MA candidates of Universitas Muhammadiyah Parepare.

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