THE USE OF ROSETTA STONE LANGUAGE LEARNING SOFTWARE IN TEACHING LISTENING COMPREHENSION: DOCUMENTARY RESEARCH

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Abstract

This study focused on analyzing the use of Rosetta Stone Language Learning Software in teaching listening comprehension. Based on three previous journals from different universities in Indonesia the writer found that selected institutional repository website in Indonesia discusses about using Rosetta Stone Language Learning Software in teaching listening comprehension. The data described the facts on the use of Rosetta Stone based on the results of research by three researchers which have been published in three scholarly publications in Indonesia. This research is to find out or discover the effectiveness of Rosetta Stone Software in teaching listening comprehension, this study had two data, the primary data (research journals) and secondary data (books). The conclusion that can be taken based on these research reports is the use of Rosetta Stone Software in improving students' listening comprehension skills is effective. There are significant differences in learning listening comprehension between those who had been instructed by using Rosetta Stone software and those who had not been by using Rosetta Stone in terms of the scores the students got in the pre-test and post-test.

Keywords: *Rosetta Stone, Teaching Listening Comprehension, Software*

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INTRODUCTION

Listening is an essential language skill to master in every language class, including English. It is one of the primary learning languages and it is very significant in language learning because the activity that we listen to the sound and received by our ears. Listening is skill that is hard to be acquire, because you need to have more attention and concentration to understand the sound (Helgesen & Brown, 2007).

The use of media or learning software affects the students' interest in learning English. Rosetta Stone Language Learning Software is presented as one of fascinating and possible media to be used to develop or enhance student's listening comprehension skill. This learning app is an exclusive computer-assisted language learning (CALL) program by Rosetta Stone Inc, the app uses pictures, sound, and text to teach words, listening, and grammar through spaced repetition. With Dynamic Immersion, the students will be enclosed with words, images, and the voices of native speakers. They will progress easily from words and phrases to sentences and conversations without translation or monotonous explanations or drills. They will also study or learn correct grammar and syntax by listening to examples of native speakers using the language. This way of learning uses your own essential language-learning abilities by associating new language with meaning in real-life contexts, allowing the students to think in your new language (Rosetta Stone User Guide, 2007).

The student matches sound or text to one of several photos in practice mode of the software. The number of images shown on each screen differs. The program, as an example, shows the student six photos, after that a native speaker makes a comment that describes one of the photographs, which is written on the screen (sometimes with only audios); the student selects the pictures that the speaker mentioned in the audio. Rosetta Stone Software has a fascinating philosophy. It only uses your target language, right from the beginning. For example, if your native language is Bahasa Indonesia and you want to learn English, Rosetta Stone never uses your native language in the program. One astonishing aspect is how they have no Bahasa Indonesia during the exercises. They never present a translation of anything. It's all represented in pictures and untranslated audio and text. The aim is to teach a language like the first language we learn using Structured and Unified Learning System. This media can be one of possible way for students to learn English more fun and increase their motivation in learning English language (Lewis, 2009).

The writer reads some articles on the internet that the student's difficulties in learning listening of English are caused by many aspects differing from the dissimilarity of sound between students 'first and the second language they are learning, the speaker in the audio spoke too fast and their lack of vocabulary. The teacher still uses traditional method such as using MP3 Audio with worksheets that makes students tired and lack of motivation in learning.

There are several previous research studies related about Rosetta Stone Software in teaching listening. The first one is conducted by Hanif (2010), the finding shows that utilizing Rosetta Stone Software was effective in enhancing English students' vocabulary and using Rosetta Stone Software as media also shows that the treatment has given some outcomes on students' vocabulary improvement.

Another research was conducted by Sharifi (2015). This research examined into the impact of Rosetta Stone language learning software on the vocabulary learning of elementary Iranian EFL students. The findings prove that multimedia produces outstanding teaching system, mainly in teaching vocabularies. They will learn not solely a greater number of words, but also how to use those words in real-life situations by using Rosetta Stone

Software. The benefit of using software is that students can complete the entire study activity at their own pace and time, according to their preferred learning styles.

Acoording to Hanif (2010), from his research about teaching vocabulary by using Rosetta Stone package software. The finding shows that administering Rosetta Stone Software was effective in improving English students' vocabulary and using the software as media also confirms that the treatment has given some effects on students' vocabulary improvement. Another research was conducted by Sharifi & Azizifar (2015) This study looked into the impact of Rosetta Stone language learning software on the vocabulary learning of novice Iranian EFL students.

The documentary research method was used to perform this analysis report. This research examines research papers with a specific emphasis on the use of Rosetta Stone Language Learning Software for teaching listening in the classroom.

RESEARCH METHOD

The design of this study is Documentary Research. This study analyzes research journals about the use of Rosetta Stone Language Learning Software in teaching listening comprehension and had been researched by other researchers. It analyzes research journals from selected researches on the topic, and analysis is only made on the research journals published from the internet, not the ones stored in library.

Documentary research is a form of academic research that examines a specific research subject using primary sources such as texts and records. Among the three major social research techniques, it is the most widely used form of research paper (Scott, 1990). These papers, which may be published or unpublished, are intended to review key points of information required to conduct detailed findings on a particular research subject. It provides a broad overview of a research topic's theory and methodology (Hart, 2001)

The aspects to be analyzed are: The Strengths and weaknesses of those study, the place and background of the study or the reasons for the study, the subjects of the study and the findings. The method used is descriptive method. According to Nazir (1999), the aim of this descriptive study was to make the description, picture or painting in a structured, factual and precise on the facts, correlation, and natures among phenomena investigated.

Data sources were taken from these criteria: the three research journals who discussed the use or implementing Rosetta Stone in teaching listening comprehension activity in classroom who have conducted research and completed the study. In this research, the researcher applied qualitative research method.

According to Arikunto (2010) the origin data of qualitative research is viewing the form of words written or spoken that is discovered by the researcher, and the objects were discovered to detail that can be apprehended in document implied meaning or object. Expected source of data is origin, but if the original hard to find, copy, or imitation does not matter, as long as can be obtained strong evidence that legalization position. Empirically, qualitative data sources mentioned these can be roughly divided into two,

namely human and non-human. The human and are not human of source data beings selected in accordance with the required of research.

The origin data of this research are primary and secondary data. The primary data is the research journals about the use of Rosetta Stone Language Learning Software in teaching listening comprehension. Given (2008) argued "Secondary data source is pre-existing source that have been gathered for a different motive or by someone other than the researcher". In other word, secondary source has function to gathering data for different occasion when conducting research. Here, the secondary source which is used is books. The books about teaching listening comprehension, a book/article about philosophy of Rosetta Stone book, and the books about the aspects of listening and assessing listening Method of data collection is very important part in any form of research. Darmadi (2011) also explains that in the qualitative there are four methods to gather data: questionnaire, interview, observation, and document method.

In this research, to take the data the research documentation method. The documentation is intended to obtain data directly from books or other documents such as research journals or thesis. In this study, the writer used documentary technique in analyzing data. To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Sugiono (2008) there are three ways to evaluate data by using descriptive qualitative. Data reduction, data display, and conclusion drawing/verification are the three activities. The process of choosing, defining, classifying, and coding the data that are considered relevant is known as data reduction. Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. The process of presenting data in the form of a sentence, narrative, or table is known as data display. The last is conclusion. The feature of conclusion in qualitative research is that it is only temporary. If the researcher does not find clear evidence to support the next data collection, it will change.

RESULT AND DISCUSSION

In this research, the result of analysis done to previous research from three researchers from different universities in Indonesia that writer found from selected institutional repository website in Indonesia, which discusses regarding to the use of Rosetta Stone Language Learning Software in teaching listening comprehension. The writer selects the researches based on some criteria such as it must deals with research question, research purpose, and hypothesis which are to discover the effectiveness of the use of Rosetta Stone Language Learning Software effective in teaching listening and the degree of effectiveness when implemented in teaching listening.

This study had two data, the primary data (research journals) and secondary data (books), it is to find out the effectiveness of Rosetta Stone language learning in teaching listening comprehension. The data that described is the facts on the use of Rosetta Stone based on the results of research by three researchers who have been published in several scholarly publications in Indonesia. The first research is conducted by Najmi Fuady (2016) from Faculty of Tarbiyah and Teachers Learning English Education Department of Antasari State Institute for Islamic Studies. The title is "Efektivitas Rosetta Stone (Software Pembelajaran Bahasa) Dalam Meningkatkan Kemampuan Mendengarkan Mahasiswa".

To find out the degree of the effectiveness of this software, this research had two data, the first one is the data skills of listening students obtained from first tests (pre-test) and the second one, listening skills of students obtained from the last test (post-test) and to know the response of the students, this study used data from questionnaire and reinforced by the interview. The result of pre-test shows that students' listening score computation at the time of pretest acquired the lowest score 74,17 and the highest score 98,3 and mean 84,979. The post-test results obtained gain score 0.39, then it can be concluded that the effectiveness of Rosetta Stone to improve the student's listening is in good category.

Students' response towards Rosetta Stone is very good. Due to the result of questionnaire which most of students (95.5%) stated that the use of this multimedia can improve their listening skills. The strength of this research is the researcher using the questionnaire in order to notice the students' responses against the Rosetta Stone and reinforced with the interview to support the research results. The weakness of this research is the research do not monitor the students/user while using the students because the treatment is they brought the software at home, and it may affect with the results, because some students having difficulties using the software.

The second research is from Mella D. Lestari (2018). In this study the issue was concentrated on the efficacy of operate Rosetta Stone as media in teaching students' listening skill at tenth grade of SMKN 1 Cinangka. Based to the findings of the pre-test, the average score is 50.98, with a standard deviation of 2817.98. The writer administered a pre-test to tenth grade Hotel Accommodation II students at SMK 1 Cinangka as a sample of the experimental party, which consists of 36 students. The average score in the study community is 49.44, with a variance score of 2.714.19. Based on the calculations above, the author concludes that the mean pre-test score between the experimental and control groups is not significantly different. The average post-test score is 64.59, with a deviation score of 2354.12. From the computation above, the writer decides that the score of mean pre-tests between experimental and control group is not significantly different. The results of post-test are average score is 64.59 and deviation score is 2354.12. After receiving treatments, both groups were given a post-test. It's used to figure out the outcome in the experiment. The t-test formula was used to calculate the post-test. Since the experimental group's mean pre-test score (72,09) is higher than the control group, the writer concludes that the mean post-test score between the experimental and control groups is little deviation or difference (64.59).

The third research is conducted by Fatmawati L. Firdaus (2019) from UIN Semarang, Faculty of Education and Teacher Training. This research journal is written in 2019 with the title "The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at The Eighth Grade of SMP IT PAPB Semarang".

In this research, the researcher desired to attempt one of the strategies to train pronunciation skills in English. The study's aim is to see whether students can correctly pronounce English sounds and if they can learn as many new vocabularies as they can that they didn't know about before or that they couldn't find in their main lesson. She obtained a score of pre-test and a score of post-test from students in order to observe the outcome of

students' progress, some of which had been recognized. The majority of students enjoy English because it is a fun subject for them, despite the fact that it is difficult. On the other hand, most of them felt happier, more optimistic, and found it easier to understand and practice listening and pronunciation after using the software. The teacher perceived that Rosetta Stone will help students learn, and she plans to use it for future learning and teaching. Hence, Rosetta Stone Software is an effective and important learning tool.

From the description above, although the effectiveness of Rosetta Stone hasn't been able to reach high category degree, but Rosetta Stone is able to provide something new in learning listening to students. Technology and features therein are able to give a positive response from students. If students continue to be trained to use this multimedia, the writer believes the effectiveness obtained will be high, not only from the scores but also students' listening comprehension skill as well.

CONCLUSION AND SUGGESTION

The finding shows that using Rosetta Stone Software to enhance students' listening comprehension skills is beneficial and effective based on the fact that there are substantial gaps in learning listening comprehension between those instructed by using Rosetta Stone software and those who are not, as measured by their pre- and post-test scores.

The degree/quality of efficacy of Rosetta Stone Language Learning Software in teaching listening comprehension shows that Using Rosetta Stone Language Learning Software in teaching listening comprehension is effective, two of the researches (Research 2 and 3) showed very satisfying results based from the scores of pre-test before the treatments and scores of post-test.

Based on the findings of this documentary study, the researcher hopes that the result of the study can be use as data and references for other researchers to do similar research. This review can be used to provide a foundation of understanding about how the effects of using the software while teaching listening comprehension skills especially in the classroom. This research may also assist English teachers in determining whether to begin or continue to use the software for their students in the future.

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