

# THE EFFECTIVENESS OF USING ROSETTA STONE APP TO IMPROVE STUDENTS PRONUNCIATION AT THE FIRST GRADE STUDENTS OF MTsS Nurul Haq

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**Abstract:** Pronunciation of Challeng: Learn how to pronounce the word Challeng and First you have learn pronounciations an essential part for language. First years should study the language and learn to communicate properly and One of the key features Rosetta Stone offers is its method, which involves lessons that are both visual and auditory. It is designed to help students learn core language principles including vocabulary, grammar and pronouciation comprehension.The aim of this study is to find out an answer on the question: does Rosetta Stone contribute for better pronunciation among first-grade children at 17th Grade? Evaluate learning outcomes In this case I will use post-test and pre-test methods to test the children whether the results I will get are satisfactory after using the application in this research.They had the junior high is located from seventh grade in 46 students,of that sample. The results show that by learning pronunciation using the Rosetta Stone app, students improve significantly and reach 100% of the minimal level in school before the program begins, while only 20% of students meet the necessary level.

**Keywords:** *Rosetta Stone, Pronunciation, Effectiveness*

## INTRODUCTION

Rosetta Stone, which has long been used globally to learn other languages, has become one of the most effective learning medium in terms of improving pronunciation skills. According to Rosetta Stone (2020), the method of learning based on long-term interaction and the technology of speech recognition used in this application can help students improve and expand their pronunciation skills. In addition,(Nufus et al., 2023)research found that mobile applications, such as Rosetta Stone, can assist students in learning languages independently and with better results in terms of pronunciation when compared to traditional learning methods.

Several studies have been conducted on the effectiveness of technology-based language learning applications such as Duolingo, Babbel, and Rosetta Stone (Risa &

Hadi, 2023). However, the majority of the research focuses on short-term and long-term learning, as well as on improving the pronunciation of SMP students who are in the early stages of learning English. Furthermore, research on the use of Rosetta Stone in the context of formal education in Indonesia is limited. As a result, this study aims to address the issue by evaluating the effectiveness of Rosetta Stone in improving the pronunciation of SMP students in grade one.

The aim of this research is to increase the effectiveness of applying Rosetta stone in improving the pronunciation skills of first grade junior high school student specifically, this research will answer the following question: 1. how effectiveness is rosetta stone application in improving the pronunciation of 1<sup>st</sup> grade junior high school students? 2. what is the difference in the pronunciation abilities of students who use Rosetta Stone and student who use traditional teaching method.

Significance of the investigation this study important implication for both education and language learning practice. Theoretically this study is hoped to contribute to the literature on the use of technology in language learning particularly in terms of pronunciation improvement. In practice, the findings of this study are expected to provide guidance to English language teachers in integrating technology into teaching, as well as information about the potential of learning application such as Rosetta Stone to improve student performance. With a sample 46 of SMP first grade student, it is also hoped that this study would provide relevant empirical data for curriculum development and educational practice in developing more effective teaching methods.

Several previous studies have provided a theoretical basis for this research. According to (Kompetensi et al., 2024), mobile technology can provide a flexible and comfortable learning environment for students, and improve language learning outcomes, especially pronunciation (Sitoresmi & Sumardiono, 2020) emphasizes the need for intensive pronunciation learning, but also admits that traditional methods increasingly fail to provide opportunities for students to practice pronunciation in real time. According to (Nurhidayah & Rakhmawati, 2024), technology integration in language learning is still underutilized in many schools in Indonesia, even though it has potential.

This research expands previous research by examining how Rosetta Stone can be used as a pronunciation learning aid in Grade 1 Middle School classes.

## **RESEARCH METHOD**

This study employed a quasi-experimental paired sample t-test approach, with pre-test and post-test groups. This design consists of two groups: an experimental group that will utilize the Rosetta Stone application, and a control group that will not. The goal of this study is to assess the impact of the Rosetta Stone application on students' pronunciation skills. 46 first-grade junior high school students will participate in this study. Students will be placed into two groups at random. The experimental group consists of 23 students who will use the Rosetta Stone app to practice their pronunciation for 4 days. Control Group: 23 students who will learn using standard teaching methods (without the Rosetta Stone app). The Rosetta Stone application is utilized as a teaching aid in experimental

groups. Pronunciation Test: A pre-test and post-test will be administered to assess pupils' pronunciation ability. This exam may consist of recording the pronunciation of multiple standardized words or sentences. To guarantee neutrality, carried out by research to maintain objectivity. The Pronunciation Rating Scale is used to evaluate students' pronunciation examinations on a scale of 1 to 10, depending on characteristics such as sound accuracy, intonation, and fluency.

Data Collection Procedures Group Division: Students will be randomly assigned to one of two groups (experimental or control). Pre-exam: Before treatment, all students in both groups will take a pronunciation exam to evaluate their baseline ability. Treatment: The experimental group will utilize the Rosetta Stone app for 4 days, 30 minutes per session. During the same time period, the control group will do research using traditional methods rather than applications. Post-Test: Four days later, students from both groups will take the same pronunciation test as before. Assessment: Two experts who are blind to each student's treatment will provide pre- and post-test scores.

## RESULT AND DISCUSSION

The results and discussions of the data gathering strategies utilized in this study include a sample t-test to determine the effectiveness of Rosetta Stone in learning media. The data used to establish the importance of the pre- and post-treatment data is quantitative.

The first table is descriptive statistics of the two data that we examined, where before treatment and after treatment the pretest was 35.2147 and the posttest was 81.7391 and N was the number of student samples of 46 out of the total students divided into 23 in each class and for standard deviation standard error mean where the first table is descriptive of the pretest and posttest that were examined then the table which is Paired Samples Correlations in this table shows whether or not there is a relationship between the pretest and posttest if it is significant less than 0.005 then there is a relationship because the significance here is more than 0.005, namely .167, so there is no relationship between the pretest and posttest, which is what is meant in the table and for the fourth table we already know together by looking at the significance (2-tailed) >0.05 which is a difference which is significant between the initial variable and the final variable.

### Sample t-test statistics

table 1

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sebelum perlakuan	35.2174	23	15.62910	3.25889
	setelah perlakuan	81.7391	23	5.76208	1.20148

**Table 2**

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 sebelum perlakuan & setelah perlakuan	23	.298	.167

**Table 3**

Paired Samples Test				
	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
				Lower
Pair 1 sebelum perlakuan - setelah perlakuan	-46.52174	14.95712	3.11877	-52.98968

**Table 4**

Paired Samples Test				
	Paired Differences	t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			
Pair 1 sebelum perlakuan - setelah perlakuan	-40.05380	-14.917	22	.000

This shows that there is a significant influence on the differences in treatment given to each variable. And for table number four, you can see the significance in the corner of the sig. (2-tailed) there is a sig. .000 is automatically less than  $>0.05$ , which means there is a different treatment after the pre-test and posttest. It can be seen with a significance of less than  $>0.05$ , so there is an influence from the treatment studied so what needs to be paid attention to in the data is the value of its significance.

**CONCLUSION**

The purpose of this study is to determine the effectiveness of utilizing the Rosetta Stone program to improve the pronunciation skills of grade 1 junior high school students. Based on considerable data analysis from 46 participating students, this application was found to have a favorable impact on students' pronunciation skills. The average post-test score increased significantly from the pre-test score, demonstrating that frequent usage of

Rosetta Stone helps students improve their pronunciation of English words.

The implications of these findings provide insight into how technology, particularly language learning apps like Rosetta Stone, can be a successful tool in the language learning process, particularly in terms of pronunciation. Using an interactive approach and emphasizing listening and speaking practice This app helps pupils boost their confidence and speaking abilities.

However, this study has a few shortcomings. For starters, the duration of application use is limited, making it impossible to assess the program's long-term impact on students' pronunciation talents. Furthermore, this study did not account for other variables such as individual student motivation, learning environment, or instructor assistance, all of which might have an impact on learning results.

Future research should be undertaken over a longer period of time to assess the long-term impact of application use. Furthermore, researchers can broaden the scope of their research by comparing the efficacy of various language learning applications or investigating other factors that influence pronunciation learning, such as student involvement, traditional teaching methods, and the teacher's role in the technology learning process. Further research might look into the influence of utilizing these apps on other language skills, such as grammar and vocabulary, to provide a more complete picture of their usefulness in language learning. Thus, the Rosetta Stone program has been shown to be beneficial in improving the pronunciation of grade 1 junior high school pupils, but there is still a lot of potential for further research that can lead to the development of a more comprehensive technology-based language learning system.

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