
The Effectiveness Of The Rosetta Stone Application In 7th Grade Vocabulary Learning In SMP Negeri 3 Sutojayan

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ABSTRACT : *This study investigates the effectiveness of the Rosetta Stone application in enhancing vocabulary learning among seventh-grade students at SMP Negeri 3 Sutojayan. Mastery of vocabulary is crucial for English language proficiency, as it aids in communication and comprehension of complex texts. The Rosetta Stone application offers a unique approach to vocabulary acquisition through immersive and engaging methods that do not rely on direct translation. Using a true experimental design, specifically a one-group pre-test-post-test model, this research evaluates the impact of Rosetta Stone on students' vocabulary skills. Participants initially undertook a pre-test to assess baseline vocabulary knowledge, followed by an intervention with the Rosetta Stone app, and concluded with a post-test to measure improvements. Data analysis, including normality, homogeneity, and paired sample t-tests, indicated significant vocabulary enhancement post-intervention. The findings suggest that Rosetta Stone is an effective tool for vocabulary development, fostering learning independence and engagement through its interactive features. This research contributes valuable insights into modern language-learning methodologies, highlighting the potential of digital applications in educational settings.*

Keywords: *Vocabulary Learning, Rosetta Stone, Language Acquisition*

1. BACKGROUND

English serves as an international language that enables communication between people worldwide. It has become essential in various fields of human life, such as education, technology, tourism, health, and the economy. According to Sari & Aminatun (2021), English holds a prominent role in these areas, demonstrating its significance in today's globalized world. The widespread use of English has granted it a powerful influence on a global scale, making it a key medium for international communication. As people from different backgrounds use English to share information, it facilitates an exchange of ideas across borders, promoting understanding despite cultural differences.

The importance of mastering English is further emphasized by the opportunities it provides in the global era. Language, in general, serves as a communication system that humans use to convey thoughts, ideas, and information. Language can be verbal or written and adheres to grammatical structures and specific patterns. Bloomfield, as cited by Sumarsono (2002), describes language as a symbolic system composed of arbitrary sounds that community members use to interact and relate with each other. English, being widely recognized, allows people to engage and participate actively in global discussions and collaborations, which underscores the need for a solid command of the language.

Vocabulary acquisition is a fundamental aspect of learning English. Expanding vocabulary increases confidence in communication and enables comprehension of more

complex texts (Marliana & Mulyadi, 2023). Enriching vocabulary opens pathways to understanding the subtleties in both spoken and written English. One effective way to improve vocabulary is through consistent reading—books, articles, and news in English expose learners to various new words and expressions. Additionally, online tools such as language-specific applications, flashcards, and structured exercises can provide effective vocabulary-building support. By engaging with these resources, learners can cultivate a habit of expanding their vocabulary, significantly enhancing their English proficiency over time.

Vocabulary, as defined by Linse in Novianti (2020), is "the collection of words that an individual knows." This highlights vocabulary as the pool of words familiar to each person. Marliana & Mulyadi (2023) also notes that vocabulary is a vital component of English that plays an essential role in reading comprehension and in articulating ideas through writing or speaking. Students can build their vocabulary through resources such as dictionaries and glossary sections at the back of English textbooks. However, vocabulary retention relies on frequent usage, as unused words are likely to be forgotten. Hence, adopting effective learning methods is crucial for students to internalize and retain vocabulary.

In facilitating vocabulary acquisition and language learning, learning media play a crucial role. Learning media encompass all communication tools used to convey information from educators to students systematically, fostering an engaging and effective learning environment. Sukirman (2021) describes learning media as any means used to transmit messages from the sender to the receiver, stimulating students' thoughts, feelings, attention, interests, and motivation. Learning media thus aid in making the educational process run effectively and efficiently in line with the intended learning objectives. Generally, media in the educational system act as aids to convey messages, reinforce lessons, and supplement teachers in delivering information more comprehensively, clearly, and attractively (Kustandi et al., 2019).

2. THEORETICAL STUDY

Vocabulary

Vocabulary serves as a crucial element in language learning, forming the backbone for mastering the four essential language skills: listening, speaking, reading, and writing. Deighton highlights the role of vocabulary as fundamental to this mastery, emphasizing that a rich vocabulary enables learners to understand and express ideas fluently. Shepherd & Ellis (1973) further underscores that vocabulary is central to effective communication, as a limited vocabulary restricts one's ability to convey thoughts and comprehend others fully. Vocabulary is categorized into two types: active and passive (Wulandhary, 2018). Active vocabulary refers

to the words commonly used in speaking or writing, while passive vocabulary includes words recognized but not frequently employed in everyday communication. This distinction is vital as it reflects different levels of language familiarity and usage, both of which are essential for effective communication in various contexts.

The process of vocabulary teaching involves four main stages: presentation, practice, production, and review (Doff, 1988). During the presentation phase, learners are introduced to new vocabulary items, where understanding both the meaning and form of words is critical (Thornbury, 2002). Various techniques are employed to enhance learning, including visual methods like gestures, mime, and visuals; verbal methods such as synonyms, definitions, and examples; and translation, which can provide quick clarification of meanings (Gairns & Redman, 1986). The practice and production phases encourage students to use new vocabulary in different contexts, helping solidify retention. The review phase reinforces what has been learned, ensuring that vocabulary is both actively and passively retained. Together, these stages help learners build a robust vocabulary foundation, supporting their overall language proficiency and communication skills.

Rosetta Stone Application

Rosetta Stone, created by the Rosetta Stone Company in 2006 Rosettastone (2024) is a computer-assisted language learning (CALL) tool designed to teach English and other languages through a unique immersion-based method. This application utilizes a combination of images, text, sound, and video, creating a multi-sensory learning experience where vocabulary and grammar are acquired through repeated exposure. By avoiding translation, Rosetta Stone encourages learners to associate words and phrases directly with their meanings, which is intended to mirror the natural language acquisition process. This approach allows users to internalize vocabulary in context, promoting a more intuitive understanding of the language. The application's design—using systematic repetition and real-world scenarios—aims to facilitate long-term retention and strengthen users' grasp of essential language elements.

Astuti (2023) further highlights that Rosetta Stone offers a comprehensive suite of English learning materials, covering vocabulary, grammar, listening, and speaking skills. The interactive platform allows students to practice pronunciation by comparing their speech to native speakers, an essential feature for building accurate pronunciation and confidence in spoken English. Additionally, the app's flexible design enables users to learn independently at their own pace, making it particularly useful for students seeking to improve outside traditional classroom settings. Through its multimedia content and self-paced structure, Rosetta Stone promotes learner autonomy, allowing users to study anytime and anywhere. This feature not

only fosters independence in language learning but also helps build consistent study habits, making it an effective tool for vocabulary and language development.

3. METHODS

This research design is a quantitative experiment, or original experiment (pretest-posttest one group), quantitative experiment, or original experiment (pretest-posttest one group). Research is an experimental means to identify causal correlations. In determining cause and effect, it is experimental is the only type of research that can test hypotheses and show cause-and-effect relationships. study (Hakim, 2022). experimental approach. A class is a class that includes care and using the "Rosetta Stone app" to teach vocabulary. design because it tries to test cause-and-effect relationships between research objects. connected with the purpose of research to determine the impact of Rosetta Stone on vocabulary teaching in the eleventh grade of SMP Negeri 3 Sutojayan. The data collection instrument is a vocabulary test. The test was given to both groups, with pre-test and post-test. The students chose the correct answer. A set of treatments is applied to the experimental class. Then, the research process consists of three stages, namely pre-test, treatment, and post-test (Akbari, 2021). To analyze the data, researchers used several procedures in this study using spss with the following tests: The Data Normality Test, The Data Homogeneity Test, and The Paired Sample T-Test. Researchers calculated the data to test the hypothesis that whether there was a significant difference between students' vocabulary mastery in an experimental classroom using the Rosetta Stone app.

4. RESULT

The results of this research were obtained by testing a multiple-choice question instrument containing vocabulary for 7th-grade students at SMP Negeri 3 Sutojayan. In the pre-test session, students were asked to answer vocabulary questions directly without prior study. After that, the researcher obtained the natural results of students' ability in vocabulary learning. Next, the researcher provided treatment to the 32 students with the Rosetta Stone application. The researcher invited students to learn interactively using their gadgets. The researcher then gives the same questions as the previous pre-test, known as the post-administered post-test. the same questions as the previous pre-test, called the post-test. After obtaining a score of 32 pre-test and post-test pre-test and post-test students, researchers conducted data analysis tests using SPSS 27, including data normality tests, homogeneity, and paired sample t-tests, as described below.

The Data Normality of Test

The normality test is employed to examine whether the regression model in this study has residuals distributed normally or not. A good regression model is indicated by having normally distributed data. To detect whether the residuals are normally distributed or not, a non-parametric statistical test, namely the Kolmogorov-Smirnov (K-S) test, can be conducted using the SPSS program. The data distribution is considered normal if the significance value is > 0.05 (Ghozali, 2018). The result of normality test of this research explained as follows

Table 1. The Data Normality Test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
The Study Result	Pre Test	.130	32	.186	.940	32	.074
	Post Test	.169	32	.081	.851	32	.055
a. Lilliefors Significance Correction							

The analysis results of normality for the pre-test and post-test of vocabulary learning outcomes of students at SMP Negeri 3 Sutojayan are 0.186 and 0.081, respectively, both of which are above 0.05. Thus, based on these criteria, it is found that the data acquisition for the pre-test and post-test of students' vocabulary learning outcomes is normally distributed.

The Data Homogeneity Test

If the data is already normal, a test will be conducted to determine whether the data is homogeneous or not. The test used for this purpose is the Homogeneity test. According to Arikunto (2020), the homogeneity test is an examination of the similarity of variances among samples taken from the same population. The result of homogeneity test of this research explained below:

Table 2. The Data Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Study Result	Based on Mean	1.204	1	62	.277
	Based on Median	1.391	1	62	.243
	Based on Median and with adjusted df	1.391	1	61.877	.243
	Based on trimmed mean	1.382	1	62	.244

The test results above indicate that the significance level based on the mean in the column has a value of 0.277, which is greater than 0.05. This criterion indicates that the pre-test and post-test scores of vocabulary learning outcomes are homogeneous.

The Paired Sample T-Test

The paired t-test, also known as the t-paired test, is utilized as a comparative test to assess differences when the data scale of both variables is quantitative (interval or ratio). This test is alternatively referred to as the pairing T-test. The paired t-test is a parametric test for the comparison of two paired data sets. In line with the given definition, it can be further explained that this test is designed for examining differences or making comparisons. In other words, it evaluates whether there is a difference in the mean or average of two paired groups (Kresmiati, 2017). The term "paired" indicates that the data sources come from the same subjects. The SPSS result of paired sample t test as follows:

Table 3. The Paired Sample T-Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-6.969	4.922	.870	-8.743	-5.194	-8.009	31	.000

According to the SPSS calculations above, it is found that the significance value is obtained at 0.000. When compared with the criterion $0.000 < 0.05$, this indicates a significant influence on these calculations.

5. DISCUSSION

This study was conducted using a one-group pre-test post-test design within a seventh-grade class at SMP Negeri 3 Sutojayan. With stages starting from the pre-test, treatment, and post-test, the researcher collected data in the form of scores, which were then processed through analyses for normality, homogeneity, and paired sample t-test. In the normality test using the Kolmogorov-Smirnov formula for both pre-test and post-test, the researcher obtained values of

0.186 and 0.081, respectively. Both values, when compared to the criteria based on (Ghozali, 2018), which states that values above 0.05 indicate normal data distribution, align with the notion presented by (Oktaviana, 2020) that good data is normally distributed. With a normal distribution, the data can be used for further testing.

Furthermore, in the homogeneity test, it was found that the significance value was 0.277. This value is above 0.05, indicating that the data can be concluded as homogeneous. The need for the homogeneity test is used to check if there is any abnormality in the learning outcomes. (Sianturi, 2022) states that the homogeneity test is a statistical procedure aimed at demonstrating that two or more sample groups are taken from populations with the same variance. This research is well-presented because the homogeneity test results indicate homogeneous data. This is due to the pre-test and post-test processes being conducted on the same sample with a measurable cognitive level.

Finally, the researcher conducted a hypothesis test to determine whether Rosetta Stone-based learning has a significant impact on the vocabulary skills of 7th-grade students at SMP Negeri 3 Sutojayan. The researcher employed the paired sample t-test formula because the involved samples are the same and received the same treatment. Therefore, the vocabulary learning outcome data obtained is controlled according to the experimental procedure. The SPSS analysis yielded a result of 0.000, which, when compared to 0.05, indicates that the data received a treatment that had a significant impact. Based on this processed data, Rosetta Stone significantly affected students' post-test scores. The application is presented digitally through mobile phones during the treatment.

In line with (Munthe, 2020) the usage of Rosetta Stone in X grade of SMA Tunas Bangsa. The enhancement in students' command of vocabulary became apparent through the assessments administered by the researchers. An examination of the advancement in students' grasp of vocabulary, facilitated by the Rosetta Stone application, revealed a notable improvement. The cumulative averages achieved by students encompassed the following: in the initial pre-test, the average score was 59.65%; in the first post-test, students averaged a score of 67.84%, and in the subsequent post-test, the students attained an average score of 79.53%.

(Sharifi et al., 2015) study in Iran assessed the impact of Rosetta Stone on students' vocabulary. The experimental group used the Rosetta Stone multimedia program, while the control group employed the Teacher-led Method (TLM). Post-tests were administered, and the Independent-Sample T-Test showed a significant difference in post-test mean scores ($M= 40.65$ for experimental group, $M= 29.90$ for control group, $t= 5.82$, $df= 38$, 2-tailed $p < 0.05$). The

Computer Assisted Vocabulary Learning (CAVL) group outperformed the Teacher-led Instruction group, indicating a substantial score difference. The study demonstrated that the intervention significantly influenced students' vocabulary development.

In this research, the Rosetta Stone application was employed as an engaging learning tool to prevent student boredom and enhance their proficiency in vocabulary. Through downloading the Rosetta Stone app on a smartphone and selecting the desired vocabulary level for learning and application, it offers effective reading methods and proper sentence structure guidance. Utilizing the Rosetta Stone application has the potential to enhance students' mastery of vocabulary. The application's incorporation of appealing visuals and exercises also serves to captivate students' interest in learning. So, the research in Rosetta Stone which used as toll to enhance the students' vocabulary learning is effective.

6. CONCLUSION

Based on the conducted research, the use of the Rosetta Stone application has proven effective in enhancing vocabulary mastery among seventh-grade students at SMP Negeri 3 Sutojayan. Data analysis results show a significant increase in post-test scores compared to pre-test scores, indicating that this digital, application-based learning method can improve students' independence and engagement in vocabulary learning. Additionally, the integration of technology through this application provides students with a more enriching and engaging learning experience.

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