TEACHING SPEAKING SKILLS USING ROSETTA STONE APP FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa dengan menggunakan aplikasi Rosetta Stone di kelas delapan SMPN 3 Kota Tangerang Selatan. Ditekankan pada peningkatan kemampuan berbicara Bahasa inggris dengan menggunakan aplikasi Rosetta Stone. Penelitian ini dilaksanakan pada bulan Mei 2023 di SMPN 3 Kota Tangerang Selatan. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif desain pre-experimentl dengan jenis one-group pre-test post-test. Hasil uji prasyarat analisis diperoleh bahwa sampel distribusi normal dan homogen. Hipotesis penelitian ini menunjukan bahwa adanya pengaruh penggunakaan apliaksi Rosetta Stone dalam meningkatkan kemampuan berbicara Bahasa inggris. Hal ini terbukti dari rata-rata nilai siswa sebelum dan sesudah menggunakan aplikasi Rosetta Stone dengan nilai rata rata pre-test 67.00 dan rata-rata nilai post-test adalah 75.04. Hal ini didukung dengan hasil perhitungan uji t yakni thitung sebesar 10.727 lebih besar dari t-tabel yakni 2.014.

Kata Kunci: Aplikasi Rosetta Stone, Pengajaran Kemampuan Berbicara, Siswa Sekolah Menengah Pertama

ABSTRACT

This researcher aims to determine students; speaking ability using Rosetta Stone Application in eight grade students of Junior High School 3 South Tangerang City. Emphasis on increasing students' speaking ability. This research was conducted on Mei 2023. This research used quantitative method with a pre-experimental design with a onegroup pre-test post-test design. The findings of the analysis prerequistise test showed that the sample distribution was normal and homogeneous. This hypothesis of this research showed that Rosetta Stone as a media used to enriches speaking ability. This findings of this research are the average score of students before and after using Rosetta Stone application. The average score pre-test before treatment was 67.00 and the average post-test score after treatment was 75.04. This supported by the result of the with t-test calculation, the tcount 10.727 > 2.014 t-table.

Keywords: Rosetta Stone Application, Teaching Speaking Skills, Junior High School Students

A. Introduction

Language is an important means of communication. A language is a communication tool that is used by all people around the world to communicate and express their feeling to others. As described by Leong & Ahmadi (2017:34) speaking

does not merely refer to passing down word of mouth. This entails spreading the word verbally. In some teacher training programs, this ability is frequently disregarded. Both within and outside of their classes, students do not have enough opportunities to speak English.

In today's global world, many people used English as a media of communication and it makes people who come from different countries to be easier in making interact and communication. In the modern era, technology is very important for human activities, especially in teaching and learning. There are so many learning platforms that provide the facilitation of technology based on the learning environment.

One of the current technologies that can be integrated into teaching and learning English is a smartphone. People are very addicted to it and they use it for anything. They cannot separate from their smartphone. On smartphones, we can find a variety of applications that can help us improve our English skills like Busuu, Duolingo, Quizlite, Rosetta Stone, and others.

On this occasion, the researcher will discuss smartphone applications that can improve speaking ability, namely Rosetta Stone.

Rosetta Stone presents the student with a list of goals for each lesson and then breaks down vocabulary, grammar, pronunciation, and review into small pieces so that the user does not feel overwhelmed. In the Rosetta Stone application also provides training for each field. Wherewith the exercise we can test how far the lessons we understand.

Based on the background of the study. The problem of this research is: "Can the use of Rosetta Stone application improve students' speaking ability?" and this research mainly intends to know the use of Rosetta Stone application in improving students' ability in speaking ability.

B. Research Method

This researcher used quantitative methods of study.

Based on Creswell (2012:19), the quantitative approach deals with the statistical analysis of data in the form of scores and numbers. These numbers are expressed in math, and they must be analyzed and understood using the proper statistical process. The research used a pre-experimental method with a one-group pre-test-post-test design. So each of the students get a pre-test, treatment, and post-test. Pre-test carried out without Rosetta Stone application. While the post-test is done with Rosetta Stone application. The sample was 46 students.

C. Result and Discussion

Diagram 1 Students's Pre-Test Mean Score and Post-Test Mean Score
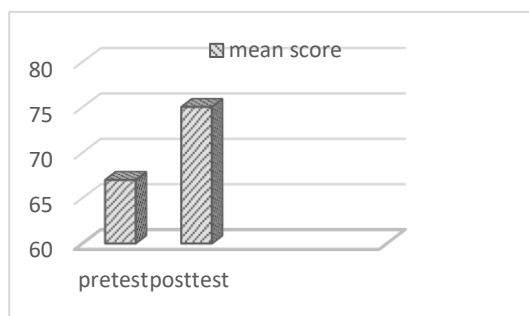
From the diagram, we can notice the difference between the pre-test and post-test mean scores. The graphic illustrates that the mean value of the test has grown. The students' pre-test mean score is 67.00 and the post-test mean score is 75.04.

Meanwhile, the lowest score in the pre-test is 50 and the highest score is 80. In the post-test the lowest score is 58 and the highest is 86.

Table 1 Paired Sample Test

		Paired Samples Test
		Paired Differences			
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	pretest – posttest	-8.04348	5.08574	.74985	-9.55376	-6.53320	-10.727	45	.000

Based on the table 4.9 we can see the significant (2-tailed) was 0.000, which is less than 0.05 (0.05), therefore H_0 was rejected and H_1 was accepted, indicating that the difference in treatment given to each variable has a significant effect. And it is possible to conclude that the Rosetta Stone software can help pupils enhance their speaking skills.

The T-test calculation result in this study revealed a significant score, as evidenced by the mean result of 8.043, with a standard deviation of 5.085, standard error mean was 0.749 and. From the $T_{calculation}$ were -10.727. $T_{calculation}$ is negative because the mean score of the pre-test is lower than the mean score of the post-test.

Next is the stage finding the t table score, where the t table is searched based on the df score (degrees of

freedom) and the significance score ($\alpha/2$).The df score is 45, and the score 0.05/2 is 0.025, based on the output above. Then calculate the t table score of 2.014.

As a result, because 10.727 > 2.014, there is a mean score difference between the pre-test and post-test learning outcomes. which mean that "Rosetta Stone App" as a media used to enriches speaking abilities for junior high school students.

D. Conclusion

Based on the result, teaching speaking skill by using Rosetta Stone App makes the students more easily to understand the material. Furthermore, this activity allows students to be active and creative, it means that the students are interested in learning English and they feel enjoyable. Meanwhile creative here means that students practice in speaking English.

The use of Rosetta Stone App in teaching speaking skill gives a positive impact on students' achievement, because they can easily learn English and relax without any bored. This can be achieved because, by fun learning, the material can be understood and preserved well by enjoyable learning.

Based on the statistical test with the t-test paired two sample for means to convince of pre-test and post-test if the effectiveness of using Rosetta Stone App to enrich speaking abilities. It can conclude that H_1 is acceptable and Rosetta Stone App is an effective media to imrpove speaking abilities.

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