JET-Li
Journal of English Language Teaching and Linguistics Studies

# Rosetta Stone Application on Students' Pronunciation

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**Article Info**

*Submitted: July 2023*
*Accepted: September 2023*
*Published: October 2023*

**Keywords:**
Digital Media, Pronunciation, Rosetta Stone Application

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**Abstract**

Expressing an idea or explaining something was needed to pay attention to English pronunciation. There are many digital platforms for learning English, especially for practicing pronunciation. Rosetta Stone is a unique language-learning application that makes it easy for students to learn because it is flexible. The aim of this research is to find out whether there is a difference in the influence of the use of Rosetta Stone Application and PowerPoint media on students' pronunciation. The researcher used a Quasi Experimental design for this research. The researcher involved students of class XI IPA 1 as the experimental class and class XI IPA 2 as the control class. The research instrument was an oral test to measure the influence of students' pronunciation on vowels, especially diphthongs with a total of 20 oral questions were used as research instruments. The t-count is higher than the t-table (2,100> 1,9954). It means that there was a difference in the influence of the use of Rosetta Stone Application and PowerPoint media. The different that distinguishes the experimental and control groups is the result of the final scores of the two classes, in which the experimental group has higher scores than the control group. In conclusion, the results between the experimental group and the control group have a significant difference.

## INTRODUCTION

Speaking is an important part of English skills that must be mastered by students apart from aspects of reading, writing and listening. (Ansarnur, 2021) stated that speaking is one of the language major skills. The function of speaking skills is to express an idea, convey questions, facts, opinions, and events to describe certain things or objects. Speaking is not only remembering and memorizing

sentences in writing but also speaking is spontaneous to show students' ideas orally.

Moreover, speaking is a communication skill that allows students to express their thoughts. Yusni et al., (2017) stated that speech is oral communication that expresses the meaning of words between two or more people that can be directly observed. However, in expressing an idea or explaining something, it is necessary to pay attention to English pronunciation because when the pronunciation is wrong, other people will not understand what is being said. Schauber (2015) stated that English pronunciation is one of the trickiest skills to acquire, and learners are supposed to spend a great deal of 2 time improving their pronunciation. Gilakjani & Sabouri (2016) added that English pronunciation is one of the most difficult skills to acquire and learners should spend lots of on it. Therefore, pronunciation needs to be improved because the accuracy of the pronunciation to be significantly spoken affects the response of the other person. If it is mispronounced, the other person may not understand or even not respond. This improvement can be done in various ways, and one of them is to train and dig up information about pronunciation.

There are many digital platforms for learning English, especially for practicing pronunciation. According to Suryani et al., (2019) stated that conducted a study using the ORAI application in teaching pronunciation to find out the strengths and weaknesses of students as the main users using the ORAI application. In addition, according to Albogami & Algethami (2022) stated that used WhatsApp groups to increase students' confidence in learning English pronunciation. Furthermore, Maulina & Sari (2022) used the ELSA Speak application to teach pronunciation, including designing and organizing lesson plans and teaching methods. An application called 'Rosetta Stone' is also considered as a digital media that can be used to practice pronunciation. Sanverdi (2021) stated that pronunciation and speaking skills are not omitted in the Rosetta Stone application, and students can practice pronunciation through dialogue and vocabulary activities. Furthermore, Firdaus (2019) stated that listening to original vocalizations and practicing their vocalizations in the Rosetta Stone application gives students better pronunciation, and that's why they improve their acceptance and production of words. According to Kurniawan et al. (2021) add that using Rosetta Stone gives students a new, fun learning experience. If previously students only used textbooks to learn vocabulary, now students can use real pictures and illustrations to enhance their learning experience. Supported by the clear voice of native speakers, students can

practice their pronunciation and allow to practice their pronunciation during learning activities.

## RESEARCH METHODOLOGY

This research used a quantitative approach based on quasi-experimental methods with non-equivalent group designs. The researcher chose this method and design because the researcher needed to know there is a difference in the influence of the use of Rosetta Stone Application and PowerPoint media on students' pronunciation.

The researcher involved students of class XI IPA 1 as the experimental class and class XI IPA 2 as the control class. The research instrument was an oral test to measure the influence of students' pronunciation on vowels, especially diphthongs with a total of 20 oral questions were used as research instruments. In quasi-experimental design, the experimental and the control groups did a pre-test and post-test. The treatment given to students in the experimental class was the Rosette Stone application, while the treatment in the control class was PowerPoint media. The steps of this research were students did a pre-test to measure their pronunciation ability. After that the students were given treatment using the Rosetta Stone application in the experimental class, and used the PowerPoint media for the control class.

## RESEARCH FINDINGS

In this section, a description of the data collected from experimental and control group is presented. The pretest and post test scores were analyzed using statistical analysis to know the difference in the influence of the use of Rosetta Stone Application and PowerPoint media on students' pronunciation. A detailed explanation is described below:

### 1. Results of Students' Pronunciation

Table 1. The results of pretest and posttest in experimental group

| Experimental Group | Mean Score | Maximum Score | Minimum Score | Standard Deviation |
|---|---|---|---|---|
| Pre-test | 65.45 | 73 | 55 | 4.655 |
| Post-test | 84.94 | 95 | 73 | 5.703 |

Based on the table the

pre-test results of the experimental group showed
that the mean score was 65.45, the highest score on the pre-test was 73 and the lowest score in the pre-test was 55. The standard deviation was 4.655. Since the minimum score required by school regulation was 75, students' pronunciation level in the pretest was still low.

The post-test scores were obtained after being treated using Rosetta Stone Application students were given three treatments. Based on the results, the mean score on the post-test was 84.94, the highest score on the post-test was 95 and the lowest score was 73, and the standard deviation was 5.703. From the results of the experimental group, there was a difference between pre-test and post-test.

Table 2. The results of pretest and posttest in control group

| Control Group | Mean Score | Maximum Score | Minimum Score | Standard Deviation |
|---|---|---|---|---|
| Pre-test | 60.03 | 68 | 52 | 3.730 |
| Post-test | 80.69 | 91 | 68 | 5.950 |

Based on the table the pre-test results of the control group showed that the mean score of pre test in control group was 60.03. Moreover, the highest score was 68 and the lowest score was 52. The standard devation was 3.730. The pre test scores in control group were still low since the school regulation set a minimum score of 75.

The post test were given after students got treatment using PowerPoint media. Based on the table, the mean score of post test also improved. The mean score of post test was 80.69. The highest score was 91 and lowest score was 68. The standard deviation was 5.950. Based on the result, there was a difference between pre test and post test in control group.

**2. Normality and Homogeneity Test**

The results of normality test were gained from Kolmogrov-Smirnov using SPSS 22 as follows:

Table 3. The Result of normality test

| No | Group | Sig. | Description |
|---|---|---|---|
| 1 | Pre-test Experimental Group | 0.055 | Normal |
| 2 | Post-test Experimental Group | 0.200 | Normal |
| 3 | Pre-test Control Group | 0.058 | Normal |
| 4 | Post-test Control Group | 0.133 | Normal |

The results showed that the pre-test and post-test significance levels for the experimental and control groups were higher than the degree of significance (0.05), sig > 0.05, it can be concluded that the experimental and control group data are normally distributed.

The homogeneity test was gained from Levene Statistic test using SPSS 22 as follows:

Table 4. The result of Homogeneity Test

| Experimental and control group | Sig. | Description |
|---|---|---|
| Pre-test | 0.372 | Homogeneous |
| Post-test | 0.867 | Homogeneous |

The results revealed that the significance level of pretest in experimental and control group was 0.372, while the posttest in experimental and control group was 0.867. The data showed that the significance level was higher than 0.05 (sig > 0.05), it can be concluded that the data in this research was homogeneous.

### 3. Hypothesis Test (T-test)

The comparison of values between the experimental and control group was calculated by using an independent t-test. The results of the t-test are shown in the following table:

Table 5. The result of t-test

| Group | T-value | Df | T-table |
|---|---|---|---|
| Experimental & control | 3.056 | 68 | 1.9954 |

The table showed the results of t-test. The t-count value is 3.056 and the t-table value is 1.9954. The results of the t-test showed that there was a significant difference between the experimental and control groups. The t value (3.056) is higher than the t table value (1.9954), at a significance level of 0.05, and degrees of freedom (df) (N1+N2)-2=68. This shows that there was a difference between the experimental and control group, because the t-test score is higher than the t-table (3.056>1.9954).

**4. Calculating N-Gain**

The comparison of values between the experimental and control groups was calculated using the N-Gain test to see the effectiveness value between the two groups. The t-test results are shown in the following table:

Table 6. The results of N-Gain Score

| Class | N | Mean |
|---|---|---|
| Experimental | 35 | 55.2501 |
| Control | 35 | 51.2034 |

Based on table 6 it is known that the mean value for the experimental class is 55.2501. Based on the category of interpretation of the effectiveness of the N-Gain value, it can be concluded that the use of the Rosetta Stone application in the experimental class has a small level of influence on students learning outcomes. Furthermore, it is known that the mean value for the control class is 51.2034. Based on the category of interpretation of the effectiveness of the N-Gain value, it can be concluded that the use of the PowerPoint media in the control class also has a small level in influence students learning outcomes. The difference between the two results of the treatment that was only in the final result, was that the experimental class that used the Rosetta Stone application had a greater value than the control class that used the PowerPoint media.

The description of the data collected as explained in the previous section showed that the students' pronunciation increased more in the experimental class than in the control class. The difference in mean scores in the two groups is explained further in the following paragraphs.

**DISCUSSION**

Based on the results of the research, the experimental average value on the pre-test was 65.45. This shows that students' pronunciation in the pre-test was relatively low because school regulations set a minimum score of 75. After being given treatment with the Rosetta Stone application, the average score of the experimental class was 84.94. This shows an increase in value after being given treatment. The average value of the control class at the pretest was 60.03, while the results of the posttest which were given after the students were treated with the PowerPoint media obtained an average value of 80.69, which means there was an increase compared to the results of the pretest.

In comparison with the average scores of the two groups, experimental and control, it appears that the learning outcomes of the experimental group are greater than the control group. This happened because in the experimental group, by using the Rosetta Stone application treatment, students had a better understanding of how to pronounce correctly and actively participate in class. As stated by Yuliani et al. (2023), the Rosetta Stone application helps students to better understand how to pronounce English correctly and this application has several tutorial modes, which help students explore the correct answers and learn from the mistakes they make. The Rosetta Stone application encourages students to follow every step of the way in pronunciation making them independent learners. They practice on their own and try to pronounce it on their own in the app without being distracted by the environment. This is supported by the data found where the experimental class experienced an increase in scores from pre-test to post-test of 19.49 higher than the control class with an increase in scores from pre-test to post-test of 20.66. Based on these data it can be seen that there were differences in scores in learning achievement between the experimental class and the control class. This happened because of the different strategies used in the two classes and the way they understood the pronunciation, as Ryabkova (2020) stated that learning through technology is more fun, also was said by Yuliani (2024) stated that

Rosetta Stone is a unique language-learning application that makes it easier for students to learn because it is flexible.

This shows that there is a different in the influence between students who are taught using the Rosetta Stone application and students who are taught using the PowerPoint media. Based on the results of this study, the alternative hypothesis (Ha) is accepted. The average value of the post-test in the experimental class is higher than the average value of the control class.

The findings above are in line with the findings of previous studies. Firdaus (2019) states that the effect of the Rosetta Stone application on improving student pronunciation means that students will feel more energetic and happier because voice recognition tools will provide examples of good pronunciation and will make it easier for students to train them with the correct intonation and pronunciation. Antaris & Omolu (2019) further assumed that students who used the Rosetta Stone application significantly improved their pronunciation quality while those who used traditional teaching did not experience any improvement in their pronunciation.

**CONCLUSION AND SUGGESTION**

The aim of this research was to find out whether there is any different result between the experimental group and the control group. This research was conducted at the high school level. This study used a quasi-experimental method. The data were collected through pre-test and post-test, and the students' results on the pre-test and post-test were analyzed through statistical analysis.

Based on the pre-test and post-test data, the experimental group's average score on the pre-test was 65.45, while the control group was 60.03. After being given treatment, there was a difference in the average scores between the two groups. The average value of the experiment in the post-test was 84.94, while the control group was 80.69. Based on the pre-test and post-test data, there was a difference in the average score between the experimental and control groups. In addition, statistical analysis using SPSS 22 shows that the t value is higher than the t table, 3.056> 1.9954. Because the value of t value > t table, it means that the alternative hypothesis (Ha) is accepted. When the t value is greater than the t table, the null hypothesis (Ho) is rejected. Based on these results, the application of the Rosetta Stone application influenced students' pronunciation.

Furthermore, based on the category of interpretation of the effectiveness of the N-Gain value it is known that the mean value for the experimental class is 55.2501, it can be concluded that the use of the Rosetta Stone application in the experimental class has a small level of influence on students learning outcomes. Other than that, it is known that the mean value for the control class is 51.2034. Based on the category of interpretation of the effectiveness of the N-Gain value, it can be concluded also that the used of the PowerPoint media in the control class also has a small level in influence students learning outcomes. The difference between the two results of the treatment that was only in the final result, was that the experimental class that used the Rosetta Stone application had a greater value than the control class that used the PowerPoint media.

Based on the statement above, the results of this study support previous research from Ryabkova (2020), it is said that the Rosetta Stone application helps students to better understand how to pronounce English correctly and this application has several tutorial modes, which help students explore the correct answers and learn from their mistakes. This research also supports previous research from Namaziandost et al. (2021), which said that students who use the Rosetta Stone application significantly improve the quality of their pronunciation. As a result, this research proves the hypothesis that there is a difference

In the influence of the use of Rosetta Stone Application and PowerPoint media on students' pronunciation. After conducting this research, the researcher proposes some suggestions for teachers, students, and further researchers as follows; due to the lack of the role of technology in the pronunciation learning strategies used in speaking classes; teachers are advised to use the Rosetta Stone application as a medium for learning pronunciation because its advantages have been proven to influence students' pronunciation. This can help students understand how to pronounce vocabulary correctly and improve their learning achievement. Students can use the Rosetta Stone application to improve their understanding of pronunciation because there are still some students who have difficulty understanding pronunciation procedures with the usual learning in class. They can use the application flexibly because the application can be used anytime and anywhere. By practicing pronunciation using the Rosetta Stone application, it is hoped that students' pronunciation will improve.

Other researchers can conduct research on the same topic, due to limitations in the implementation of this research, such as time and scope of material. The researcher realized that there are related variables that can be used and discussed further for future researchers. It is suggested to conduct further research regarding the application of the Rosetta Stone to different populations, material types, and student levels. It is recommended to implement the Rosetta Stone application with other features in it because it is needed to make the learning process more innovative, interactive, and fun with the help of today's technology.

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