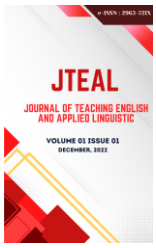

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The Use of Rosetta Stone in Improving Speaking Skill

Gusti Ayu Meri Aryani [1)*]

[1] Sekolah Menengah Atas Negeri 1 Mataraam, Teacher, Mataram, Indonesia

Email First Author* : aryani.meri@gmail.com

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ABSTRACT

The purpose of this study is to determine the efficacy of using technology-based teaching media to improve the speaking skills of STP Mataram Hospitality Study Program students. Several media that use computers and the internet will be used in this study to teach speaking. Rosetta Stone is used as learning media for students' speaking learning. In this study, 30 students served as the experimental group, while 30 other students served as the control group. According to the findings of this study, the value of the t-test > t table (3.462> 2.676) indicates a significant difference in English speaking skills when using technology-based learning media. Finally, the use of technology-based learning media is effective in improving students' speaking abilities.

Keywords: *Rosseta Stone, Speaking, Improving, Skill*

1. Introduction

Tourism's growth as phenomena in the contemporary period cannot be avoided. Tourism has enriched people's life, particularly economically. The rapid growth of science and technology that continues to develop necessitates qualified human resources, especially human resources in tourism, who must constantly improve themselves to keep up with the innovations that occur. This trend represents a significant commercial potential for the hospitality sector, as the need for professional, qualified, and ready-to-work human resources grows in tandem with the industry's growth. One of them is the capacity to communicate effectively in English. As a result, practical English for tourism practitioners or graduates of tourism programs is extremely necessary and critical. However, the reality on the ground demonstrates that graduate students in tourism degrees lack the required English language abilities for employment. Speaking is a fundamental ability that actually helps kids learn English to become competent readers and writers, according to Genc and Bada (2005). According to an earlier study on the job preferences of students in the work

field, students who selected to work in a section that utilized language competencies more had stronger English abilities than students who opted to work in sectors that did not use language competencies much (Wahyuningsih, 2019). Technology improvements have an influence on English learning material as well. Lecturers in the speaking subject at Mataram Tourism College usually adopt teacher-centered teaching methods, giving the impression that the instructors control the class more than the students in the learning process. Many pupils have difficulty communicating and writing in English. The purpose of this study was to investigate the efficacy of technology-based educational media in improving students' speaking abilities and overcoming challenges experienced by students in communicative activities. In order to develop students' speaking abilities, video media, computers, and interactive apps will be employed as technology-based instructional media.

Several technologies that utilize computers and the internet will be used in this project to teach speaking. Students in the hospitality studies program utilize Rosetta Stone programs as a medium for communicating activities of learning. The goal of this study is to determine the effectiveness of using technology-based teaching media to improve the speaking skills of STP Mataram Hospitality Study Program students, as well as to identify the barriers to using technology-based teaching media to optimize the speaking skills of STP Mataram Hospitality Study Program students.

The Internet, a worldwide communication medium, enables it to be utilized in language teaching and learning, such as English. The Internet offers a variety of addresses and websites that may be utilized as a learning environment. The online resources have been organized into domains such as lexicon, structure, and spellings, as well as language abilities such as speaking, listening, reading, and writing. Experts create several models when incorporating technology into the learning process. Woodbridge (2004) developed a model, which the other researchers adjusted. The following are some key concepts from this paradigm. Technology (ICT) serves three purposes: first, it creates a pleasant and engaging learning atmosphere (emotional impact); second, it prepares students to utilize high technology. It deals with the issue of its applicability outside of the classroom. Third, technology serves as a learning aid through software and utility applications that, in addition to facilitating and accelerating work, expand the diversity and ways of interpretation and analysis. Positive feelings, expertise, and software and utility knowledge: improving the

capability to produce, modify, and learn, practicing problem-solving activities, and creating active constructivist learning.

One of the primary goals of studying English is to improve one's speaking abilities. As a result, in this day and age of globalization, when the boundaries are so thin, the ability to speak English is critical, and with the ability to speak English, each student will be able to interact successfully, not only for the purposes of Higher Education, but also to converse in English. Other professional objectives include, for example, meeting the demands of the workplace, industry, tourism, and so on. Nunan (1991) states that "success is assessed by the capacity to talk using the target language" while teaching speaking in English ("success is measured in terms of the ability to carry out a conversation in the target language"). Students will lose interest in studying a language if they do not learn to speak or are not allowed to communicate. Students will be motivated to study if the speaking lesson is delivered effectively, and the class atmosphere will be exciting and energetic. According to Lawtie (2004: 1), the difficulties in communicating are caused by various reasons, including students' unwillingness to talk or say something in class, students' use of their mother tongue (L1) in joking with their friends, and the class being too boisterous for the instructor to maintain control. top of their class

Rosetta Stone is an application for learning foreign languages in an interactive manner that users may readily use to learn other languages. This application's primary way of use is Dynamic Immersion, which does not require translation into other languages. Because the learning medium is in the form of visuals/pictures, it is envisaged that users will quickly become accustomed to identifying the foreign language words they are learning with the visual images displayed. The objective is to educate learners on the numerous vocabulary words and grammar of language naturally, without the use of practice or translation. As a result, they are utilizing the Rosetta Stone media as a learning medium intended to increase English speaking abilities.

2. Research Method

The efficiency of employing computer teaching media was evaluated by examining the efficiency and effectiveness of the condition before and after treatment, or by comparing groups that utilized conventional teaching media. The experimental and control groups in this scenario are the experimental and control groups. The respondents of this study were divided

into two groups of 30 students from the Mataram Tourism College's hospitality studies program. One class will be the control group, while some will be the experimental group.

The study's findings are quantitative. These statistical data consist of test results from students who have been using technology-based educational media and students who utilize traditional media. The data will be collected by using a speaking skill measurement tool, which will then be computed using the speaking evaluation criteria.

The data in this study were analyzed using non-independent t-test statistics to compare the pre-test and post-test outcomes obtained by the experimental group who utilized a technology-based educational medium with the control groups. The data was examined using statistical software, namely SPSS version 26. The test criterion is as follows: if the t value obtained is more than the t table value (t test> t table), it may be stated that there is a difference between the pre-test and post-test scores of students who use the technology-based educational medium. Otherwise. If the obtained t value is less than the t table value (t-test students who use technology-based educational medium).

3. Research Findings and Discussion

Research Findings

Thirty students participated in the test to assess the effectiveness of employing media-based English learning technology as an experimental group and thirty other students as a control group. The two groups were chosen based on their English proficiency scores. The experimental group learned using technology-based material, whereas the control group learned through traditional techniques. Before actually commencing the learning process, each student takes a Pre-test to assess their initial communication skills in English in the workplace / professional Front Office Hotel staff, and at the end of the learning program, they take a Post-test to assess their accomplishments from the learning process they have undertaken with the teaching materials developed in this study. The efficacy test was performed to assess the importance of strengthening English communication skills in the Front Office Hotel profession. The significance is determined by the pre-test and post-test scores.

In this study, the findings of English learning regarding the students' speaking skills in carrying out a series of abilities align with the desired learning outcomes utilizing technology-based learning medium. The technology-based teaching media alluded to in this study are

three learning media employed, the first of which is language learning programs on students' PCs / laptops via the Rosetta Stone application.

The collected findings are put into the data and then calculated. The learning outcome data were organized according to scoring rules, with a maximum score of 100 and a minimum score of 0. The SPSS version 26 statistical package program was used to compute all data in this investigation. The table below shows a comparison of learning results between two groups:

Table 1 Statistics Description of Experimental Group and Control Group

	Group			Statistic
PRE-TEST	Experimental	Mean		66.896
		95% Confidence Interval for Mean	Lower Bound	63.4285
			Upper Bound	68.7432
		Std. Deviation		7.50251
		Minimum		61.00
		Maximum		79.00
	Control	Mean		65.7576
		95% Confidence Interval for Mean	Lower Bound	62.3379
			Upper Bound	67.74056
		Variance		68.337
		Std. Deviation		8.65391
		Minimum		58.00
		Maximum		77.00
POST-TEST	Experimental	Mean		77.8770
		95% Confidence Interval for Mean	Lower Bound	74.7869
			Upper Bound	79.6231
		Variance		64.483
		Std. Deviation		7.29265
		Minimum		68.00
		Maximum		89.00
	Control	Mean		70.2333
		95% Confidence Interval for Mean	Lower Bound	67.9990
			Upper Bound	73.0677
		Variance		67.033
		Std. Deviation		8.22609
		Minimum		61.00
		Maximum		83.00

1) Normality Test

The normality test is one of the prerequisites of an analytical precondition test, where the data must be normally distributed before the t-test. Meanwhile, the data normality test was performed using the SPSS software and the Kolmogorov-Smirnov One-Sample test (One-Sample Kolmogorov-Smirnov).

Table 2 Normality Tests

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	Experimental	.114	30	.200*	.953	30	.200
	Control	.140	30	.192	.961	30	.345
POST-TEST	Experimental	.121	30	.200*	.969	30	.518
	Control	.098	30	.200*	.962	30	.374

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The outcomes of the SPSS Kolmogorov-Smirnov-test pre-test and pre-test in both groups, those are utilizing technology-based learning material (Rosetta Stone) and those who did not (conventional method). The significant value (sig) was 0.200 (Pre-Test Experimental group), 0.192 (Pre-Test Control group), 0.200 (Post-Test Experimental group), and 0.200 (Post-Test Control group) (Post-test Control group). The normality test findings revealed that the pre-test and post-test data for the two groups were more than 0.05. As a result, all data from each group has a normal distribution.

2) Homogeneity of Data Variants

The homogeneity test of data is one of the prerequisite tests for analysis. Before the t-test is carried out, the collected data must be homogeneous or come from the same population. To test the homogeneity of the data, the F-test analysis was used.

Tabel 3 Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
PRE-TEST	.656	1	58	.518
POST-TEST	.528	1	58	.526

The SPSS output in the table above shows the Lavene statistic of 0.656 (Pre-Test) with a significance value (Sig) = 0.518. For the post-test results, the Lavene statistic is 0.528 and

(Sig) = 0.526. Based on the table of homogeneity test results above, it can be concluded that all data for hypothesis testing has a homogeneous variant. It can be seen that the significance value is greater than 0.05.

2. Hypothesis Testing

This test is conducted to prove the hypothesis. The alternative hypothesis (Ha) and null hypothesis (Ho) proposed in this study are as follows:

1) Alternative hypothesis (Ha): There is a significant difference in speaking skills using technology-based learning media.

2) Null hypothesis (Ho): There is no significant difference in speaking ability using technology-based learning media.

Tests are carried out using the independent sample t-test (Independent Sample T-test). The test aims to determine whether there are differences in learning outcomes and English-speaking skills using technology-based learning media. The SPSS program assisted the t test in this study. The test criteria in this t-test were if the t-test (positive value) was greater than the t-table then H0 was rejected. The results of the data are presented in the following table:

Table 4 T-Test Results

T-test Results										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Score	Equal variances assumed	.528	.518	3.462	58	.001	6.66667	1.99346	2.685	10.657
	Equal variances not assumed			3. 462	57.334	.001	6.66667	1.99346	2.687	10.657

The value of t-test > t table (3.462> 2.676) and P-value (0.001 0.05) then Ho is rejected, indicating that there is a substantial difference in English speaking ability utilizing

technology-based learning medium, according to the table above. According to the table above, sig. (2 tailed) 0.001 is less than 0.05, indicating that Ho is rejected (H1 is accepted). This demonstrates that employing technology-based learning material greatly affects English speaking ability.

Discussion

According to the findings, there is a substantial difference in English speaking skills when utilizing technology-based learning material. The results of this study back with earlier studies indicating that using Duolingo (Silmi, 2019) and Rosetta Stone (Yurdean and Syafei, 2016) as an educational medium can enhance English proficiency. Furthermore, utilizing Google Classroom may simplify learning because it is simple to use, helpful, and conducive to conversation and engagement. Furthermore, it provides important tools that assist teachers in swiftly and successfully managing classes (Putra, 2020).

Based on observations and interviews, it was discovered that there were various hurdles to the use of technology-based educational media that had been deployed, namely internal and external issues. Internal factors that become barriers in the use of technology-based teaching media include learning facilities and infrastructure such as laptops/smartphones that not all respondents have, technical problems on the respondent's computer/smartphone such as not responding, inaccessible, no sound, and inability to run applications and programs during a learning activity, and student knowledge and technical abilities in using learning media such as not understanding instructions, problem in data signals on respondents' devices who dwell in remote places disturb respondent learning activities, and respondents face higher fees for accessing internet data networks.

While the external factors in this study included being disturbed by outside noise meddling with online courses, the availability of electricity in student residences, and the occurrence of power outages during online learning, the learning schedule collided with other activities of lecturers and students. This is almost identical to prior studies that discovered barriers to the use of teaching media such as a lack of basic computer knowledge, difficulty understanding instructions in learning foreign languages in the software used because it uses a language that is not the respondent's first language, and so on (Putra, 2019).

4. Conclusion

According to the findings of this study, there is a substantial difference in the capacity to speak English while utilizing technology-based learning media, as evidenced by the value of the t-test > t table (3.462 > 2.676). Furthermore, the findings of the experimental group's pre-test and post-test results show that there is a considerable improvement in their speaking score test. This indicates that using technology-based instructional material successfully enhances students' speaking abilities in the hospitality diploma program at Mataram Tourism College. The research findings from interview and observation revealed that there are several challenges to the use of technology-based teaching media such as technical problems on the respondent's computer/smartphone, data signal on the respondent's device who lives in remote areas, the occurrence of power outages during learning, and disturbing sound from outside.

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