

EFFECTIVENESS OF THE RESOTTA STONE APP FOR ENGLISH PRONUNCIATION SKILLS

Dhiya Lailatul Islami¹,
idhiyalailatul24@gmail.com

Hardianti²,
hardianti2020@bg.unismuhmakassar.ac.id

Nurhijriah³,
nurhijriah@bg.unismuhmakassar.ac.id

Sitti Maryam Hamid⁴
maryamhamid@unismuh.ac.id

English education department,
Faculty of Teacher Training and Education
Muhammadiyah University of Makassar, Indonesia

**EDUCATE : Journal of
Education and Culture**

**Vol. 03 Nomor 01
ISSN-e: 2985-7988**

Naskah diterima: 30-01-2024
Naskah disetujui: 15-01-2025

Terbit: 30-01-2025

Abstract: Learning media is a form of learning that can present learning materials in a contextual, audio and visual way in an interesting and interactive way. One example of such learning media is the use of the Rosetta Stone application. Rosetta Stone is a language learning app that uses voice recognition and dynamic immersion to make learning more engaging and effective. The study investigated the use of the Rosetta Stone app as a medium for EFL students' speaking abilities. As for this study, qualitative descriptive methods are used. This study used Rosetta Stone application as a learning medium in 8th grade students of MTSN 6 Bulukumba with a focus on word stress and intonation. The data source in the study was MTSN 6th grade students of Bulukumba's 8th grade which numbered 22 students. Data in this study were obtained from observation sheets and interview guidelines. The results show that the use of this application is effective in improving students' pronunciation skills especially in students who have just reached the 8th grade, with the introduction of word stress tests, intonation, and well-managed audio and image learning media on the app arousing enthusiastic learning interest from students. Not only that, this app can also provide a positive factor in English learning in beginners because its features are designed to be interesting and accessible anytime and anywhere.

Keywords: Rosetta Stone, pronunciation skills, learning media

Abstrak: Media pembelajaran merupakan suatu bentuk pembelajaran yang dapat menampilkan materi pembelajaran secara kontekstual, audio dan visual secara menarik dan interaktif. Salah satu contoh media pembelajaran tersebut adalah penggunaan aplikasi Rosetta Stone. Rosetta Stone adalah aplikasi pembelajaran bahasa yang menggunakan pengenalan suara dan pencelupan dinamis untuk menjadikan pembelajaran lebih menarik dan efektif. Penelitian ini menyelidiki penggunaan aplikasi Rosetta Stone sebagai media untuk kemampuan berbicara siswa EFL. Adapun penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini menggunakan aplikasi Rosetta Stone sebagai media pembelajaran dalam siswa kelas VIII MTSN 6 Bulukumba dengan fokus kajian pada stress kata dan intonasi. Sumber data dalam penelitian ini adalah siswa kelas VIII MTSN 6 Bulukumba yang berjumlah 22 siswa. Data dalam penelitian ini diperoleh dari lembar observasi dan pedoman wawancara. Hasil penelitian menunjukkan bahwa penggunaan aplikasi ini efektif dalam meningkatkan keterampilan pengucapan siswa terutama pada siswa yang baru menduduki kelas VIII, dengan pengenalan berupa stress kata, intonasi, dan media pembelajaran berupa audio serta gambar yang dikelola dengan baik pada aplikasi tersebut memunculkan minat belajar yang antusias dari siswa. Tidak hanya itu, aplikasi ini juga dapat memberikan faktor positif dalam pembelajaran bahasa inggris pada pemula karena fitur-fiturnya yang dirancang menarik serta dapat diakses kapan dan dimanapun.

Kata kunci: Rosetta Stone, keterampilan pengucapan, media pembelajaran

Introduction

In the present era of global interconnectedness, proficiency in English language is imperative and indispensable (Hanifah, 2022). It is important to prioritize pronunciation in order to enhance students' ability to speak English fluently and accurately (Yudar et al., 2020). When teaching English as a second language, the primary difficulty for an instructor lies in effectively elucidating and illustrating pronunciation, encompassing both pedagogical and linguistic aspects (Yosintha & Rekha, 2022). One of the significant challenges that English as a foreign language learners encounter is the crucial role of pronunciation as a subcomponent of language proficiency. While it is acknowledged that non-native speakers cannot achieve the same degree of communication as native speakers, role models should possess a minimum level of adequate proficiency in a second or foreign language (Kosanke, 2019).

Gultom et al. (2022) conducted a study that specifically examines the psychological viewpoints of students when they encounter thesis learning. His research demonstrates a consistent correlation between pronunciation and grade level, particularly among junior high school pupils who are studying English. The research conducted by Syafrizal et al. (2022) reveals significant Indonesian effect on the English pronunciation of junior high school students. A potential research idea is to encourage other researchers to address students' pronunciation errors and focus on doing various experimental or action-based investigations. It is advisable to further investigate the factors contributing to the challenges faced by junior high school pupils in acquiring English language skills.

In Utami's 2018 study, a significant number of Indonesian language learners, particularly junior high school students at a basic level in English, encountered challenges in pronouncing the language. Hence, it is crucial to offer ample opportunities for pronunciation practice right from the beginning to enable pupils to develop a familiarity with comprehension skills and avoid the need to relearn fundamental concepts at the high school level. Based on

interviews with teachers and students, researchers visited one of the MTS in the Bulukumba area, where it was found that there was a lack of emphasis on improving pupils' English pronunciation. At this period, kids receive reading instruction, followed by the teacher conveying information and actively listening to the pupils. The average student score in this class was 68, which is significantly lower than the average English score at school, which is 80. Students acknowledged that they faced numerous constraints when seeking clarification from the teacher regarding correct and incorrect pronunciation, primarily due to the wide range of backgrounds among the students. Due to the diverse backgrounds of students and the limited time available in the curriculum, there is a

significant amount of supplementary information that needs to be studied in addition to enhancing their pronunciation skills. Therefore, a few individuals aspire to receive personalized instruction from an English tutor in the comfort of their own residence, although they face financial constraints.

In the present era, mobile phones are equipped with internet connectivity as numerous transactions and chores may be performed with a single tap on the screen (Govindasamy et al., 2019). Utilizing technology for teaching and practicing English pronunciation is really intriguing. (Gilakjani, 2018). In their study, Haryadi and Aprianoto (2020) conducted research on the integration of English pronunciation applications to enhance student engagement and promote autonomous learning in pronunciation sessions. Multiple studies were undertaken to assess the efficacy of applications in enhancing students' pronunciation. For instance, a study conducted by (Geology, 2021) utilizing the MALL framework approach on TikTok reveals that numerous subjective viewpoints were very captivating in the context of the Pronunciation Challenge. A study conducted by Rahmania and Mandasari (2021) investigated the efficacy of the Joox application in improving pronunciation skills. The findings revealed that students were able to enhance their pronunciation abilities by listening to songs and following the lyrics offered by Joox.

The research findings above indicate that student creativity has a significant role in determining application performance. There is currently no media available that can accurately assess the extent to which students' pronunciation can evolve. Applications such as the one mentioned above pose a challenge for pupils, particularly those in the eighth grade, due to their complexity. Thus, Rosetta Stone will be employed as the learning medium in this research. The research conducted by Namaziandos et al. (2021) revealed that the establishment of the Rosetta Stone in 1992 aimed to facilitate the acquisition of reading, writing, and speaking skills in 30 different languages. The study involved a sample of 60 male students, aged between 15 and 25, in Iran. The research focused on the application of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL), and demonstrated the effectiveness of these approaches in enhancing mathematics learning. According to a research by Kurniawan et al. (2021), high school students in Pontianak, Indonesia, can improve their listening skills with Rosetta Stone.

Rosetta Stone is a specialized program that aims to enhance pronunciation skills by providing targeted assistance to pupils in overcoming difficulties related to pronunciation issues (Smith J., 2022). The Rosetta Stone program has extensive market coverage, appealing to a wide age range from youngsters to teenagers, due to its superior effectiveness compared to competing applications. However, integrating children's

learning into certain applications can be challenging due to the fact that many programs primarily serve as sources of pleasure rather than educational tools. Simultaneously, the Rosetta Stone application was introduced with the express intention of aiding in language learning. It offers a number of features that make learning easier. Ensure the efficacy of execution and appropriateness of standards for the students under study. The decision was made to utilize Rosetta Stone as an instructional tool for enhancing pupils' pronunciation skills. This study is necessary as one of the newest educational media innovations for students in the digitalization era because of the importance of using electronic media or similar technology to stay current with the latest breakthroughs. (Abdullah S., 2023). MTSN 6 Bulukumba has established junior high schools that serve as the standard for the Rosetta Stone Application. The purpose of this evaluation is to assess the application's impact on enhancing pronunciation skills. This assessment takes into account student responses, the integration of technology in the curriculum, and measurable learning outcomes.

Method

This study employs a qualitative descriptive approach. Anggito & Setiawan (2018) state that qualitative research typically aims to achieve two objectives: 1) describing and revealing, and 2) describing and explaining. Qualitative research involves the use of comprehensive and thorough sentence descriptions that are highlighted in the researcher's notes to provide evidence for presenting the findings (Rimeldi, 2021). According to Prastowo (in Hasanah & Kurniawan, 2019), descriptive research of this kind involves the depiction of data in its original form, without any alterations or manipulation. This pertains to the descriptive data collected during and after the learning process, which aims to depict the activities and replies of students using the Rosetta Stone program to enhance their English pronunciation skills.

This study used the Rosetta Stone program as an educational tool for students in class VIII MTSN 6 Bulukumba. The research specifically focuses on the acquisition of word stress and intonation. The data for this research was collected from a group of 22 students that are enrolled in class VIII at MTSN 6 Bulukumba. The data in this study were acquired from observation sheets and interview protocols. The data collected from the observer's completed observation sheet was utilized to ascertain the student learning activities facilitated by the Rosetta Stone application, which aims to enhance students' English pronunciation abilities. The data obtained from the interview guide was utilized to enhance English pronunciation abilities and assess students' reactions to utilizing the Rosetta Stone application. Upon acquiring all the data, the researcher conducted a qualitative analysis without employing numerical values, subsequently elucidating the data in a descriptive manner.

Results

Evidence from student learning activities indicates that the process of enhancing English pronunciation skills through the use of the Rosetta Stone program is seamless and favorable. Initially, a number of students encountered difficulties in accessing the learning application due to registration and signal issues. Furthermore, they lacked comprehension regarding the procedure for completing the pronunciation assessment, which involves utilizing voice recordings. However, ultimately, all students from class VIII MTSN 6 Bulukumba were able to participate in and utilize this program with great enthusiasm. This is evident from observational findings that indicate students encounter few challenges and exhibit rapid responsiveness while utilizing the Rosetta Stone application.

One of the students who has used the Rosetta Stone application revealed that:

"By using the Rosetta Stone application and having been guided also on how to use it, I felt that I could more easily understand the correct pronunciations in English so that I could also participate more actively in English learning classes."

The phrase is in line with the response of other students, who said that:

"With the application Rosetta Stone introduced to us, I was able to become more confident in communicating English and by the time the English lesson was running, I actively followed it because I already easily understood the sayings in English."

Students have the ability to utilize the Rosetta Stone program, enabling them to engage in unrestricted study sessions that transcend the constraints of physical space and time. In addition, the utilization of the Rosetta Stone program proves to be highly successful and efficient in facilitating the improvement and enhancement of teachers' pronunciation skills.

One of the students said that:

*"I love the Rosetta Stone app because it can help me pronounce English with *lancair*. Through its interactive features, such as games and creative exercises. I find learning to be fun."*

This is also in line with other students who said:

"This app motivates me who used to dislike learning English so much to continue to eagerly improve my English language skills without feeling like a heavy task."

Moreover, the outcomes of the interviews conducted by the students indicated that they were previously unaware of the existence of the Rosetta Stone program.

Like the opinion of one of the students that:

"I really like the concept of learning without being limited by time in Rosetta Stone. It gives me the freedom to absorb the material without the stress of tight time. I was able to explore each concept in more depth and make sure that I really

understood it before moving on. This made my learning of English more effective and enjoyable."

Utilizing the Rosetta Stone program as an educational tool to enhance English pronunciation abilities is a novel experience for students, since they have not previously employed this medium in their English learning journey. Despite being novice users, pupils encountered minimal challenges when utilizing this program for the first time during the learning process. According to interviews with students, the Rosetta Stone application's user interface (UI) and user experience (UX) have been found to have a clear appearance, which facilitates the initial usage of the application.

This is in line with the students' opinion that:

"Rosetta stone really helps me in understanding vocabulary with proper pronunciation. The grammar features make it more interactive and memorable."

Another student also said:

"I feel more independent because I can adjust my own learning pace and focus on areas that need more attention. This app gives me complete control over my language learning process."

In addition, the utilization of the Rosetta Stone program fosters student engagement and enthusiasm in the pursuit of enhancing English pronunciation abilities.

his is in line with the students' opinion that:

"Rosetta stone really helps me in understanding vocabulary with proper pronunciation. The grammar features make it more interactive and memorable."

Another student also said:

"I feel more independent because I can adjust my own learning pace and focus on areas that need more attention. This app gives me complete control over my language learning process."

This application facilitates the enhancement of students' English pronunciation by focusing on word stress and intonation, so improving their communication skills.

As one of the students said that:

"Rosetta stone helped me improve my English pronunciation skills through interactive pronunciation exercises. Because just by listening and reading the book, I realized that some nuances in pronunciation could be missed."

Correspondingly, other students also said:

"This application allowed me to better understand and master the pronunciation."

In addition, students have the opportunity to acquire diverse vocabulary, enhance their understanding of grammar, and refine their listening abilities.

One of the students said that:

"I really enjoy using the Rosetta Stone application. The learning was not only informative, but also presented in a fun and interesting way so that I was more motivated to continue learning English

with enthusiasm."

The opinion of one of the students that:

"This application allows us to learn whenever and wherever I am. With easy learning allows us to organize the time to learn English according to the needs."

As for the opinion of one of the students:

"Rosetta Stone's learning focus on word stress and intonation gives us a deeper understanding as students who are still beginners and communicate daily using regional languages. With purposeful practice in this app, I was able to identify the correct accent in speaking English."

The inclusion of graphic and audio features in the program facilitates the comprehension and retention of pronunciation, vocabulary, and grammar for pupils. This assertion is substantiated by the outcomes of student interviews, which indicate that the visuals exhibited in the Rosetta Stone application are readily comprehensible, the auditory stimuli are distinct and easily audible, hence facilitating students' retention of the content.

One of the students revealed that:

"The Rosetta Stone app helped me a lot in recognizing images based on audio. This feature not only honed my hearing ability, but also enriched visual words in English with a combination of images and audio."

In addition, the Voice Recognition and Dynamic Immersion capabilities serve to assess the user's pronunciation by comparing it to that of native speakers, so aiding in the improvement of students' pronunciation skills.

Students argue that:

"Voice recognition and dynamic immersion really helped me identify differences in pronunciation. With voice recognition technology, I was able to check and improve my pronunciation well."

Other students also argued:

"Dynamic immersion provides a deep learning experience by paying attention to the details of pronunciation to improve my ability in English."

The utilization of the Rosetta Stone application can cultivate student autonomy in the process of learning. This program facilitates students in effectively organizing their study schedule and tracking their desired learning objectives. Despite four students encountering difficulties, the overall response from students towards using the Rosetta Stone application as a learning tool to enhance English speech skills was good.

The findings of this study align with the results of the research conducted by Harahap et al. (2019), which revealed that the utilization of Rosetta Stone media has been demonstrated to be efficacious in enhancing vocabulary acquisition among seventh-grade students at SMPN 3 Padangsidempuan. Out of the 22 pupils seen, 18 students achieved a score exceeding 85, while just 4 students scored below 85. This discovery aligns with Nugraheni's perspective that the use of media

will greatly assist teachers in effectively delivering instructional content, resulting in improved attainment of learning objectives.

The researcher then chose one student with the lowest score and three students with the greatest scores from the final results. To appraise the viewpoint and the final results, it is required to ascertain whether any students are still having difficulties with Rosetta Stone. The student who achieved the highest score of 1 expressed a strong interest in learning English through the utilization of the Rosetta Stone program.

"I enjoy utilizing the Rosetta Stone application for studying due to its user-friendly interface and cost-free accessibility, which allows me to engage without concerns about expenses or data usage."

Compared to other online classes, particularly in terms of my pronunciation, I find it really beneficial. The student who achieved the highest score of 2 stated that they had no significant challenges while working on the project. They only had to make a few minor adjustments at the outset. The student began to feel self-assured when it came to completing speaking assignments, as they had thoroughly and accurately acquired the pronunciation of each word. I appreciate this program, despite encountering initial challenges in grasping the registration process. However, as I proceeded to engage in a few classes, I developed a fondness for it and gained a better grasp of proper English pronunciation.

The student with the highest score of 3 acknowledged his perpetual curiosity and expressed his desire to persist in taking quizzes on the Rosetta Stone application due to their intriguing nature and convenient accessibility.

"After attending multiple sessions, I developed an interest in this application and aspired to tackle the more advanced quizzes it offers, as the visuals presented proved captivating and posed a stimulating challenge for me to conquer."

The majority of students express keen interest in this application and express a desire to use it consistently. One subset of students with the lowest scores reported that their academic performance had improved, but they acknowledged the necessity for regular self-directed study at home.

"Initially, I found it quite challenging, but now I feel a sense of comprehension."

Due to a multitude of activities and the need to borrow money from my parents, I was unable to allocate time to access and engage with this application for independent study at home. The student instructor said in the interview that Rosetta Stone is a useful tool for developing self-reliant evolutionary abilities. However, it is imperative for pupils to engage in pronunciation exercises within a diverse educational setting. He aims to include Rosetta Stone into his teaching methodology by providing a structured syllabus or lesson plan. This approach will assist both him and his students in accessing additional reference

materials in various media formats. Furthermore, it will enable them to improve their pronunciation independently and enhance their vocabulary.

Discussion

Class observations indicate that the regular utilization of Rosetta Stone aids students in enhancing their intonation, articulation, and vocalization when speaking English. Interviews conducted with students provided a comprehensive insight into their level of self-assurance in utilizing the application, as well as the favorable transformations they observed in their pronunciation skills. The success of the Rosetta Stone program can be attributed to various elements, including its intuitive design, personalized exercises that match the student's proficiency level, and immediate feedback offered by the application. These variables enhance students' enthusiasm to actively participate in pronunciation exercises.

This study utilized Rosetta Stone as an alternate medium for enhancing English pronunciation proficiency. By offering video tutorials and clear instructions on how to utilize the Rosetta Stone program, students may easily comprehend the directions. Utilizing new media in the English learning process enables teachers to enhance students' English pronunciation skills in a very effective and efficient manner, without being constrained by time limitations. This is evident from the findings of empirical observations, which demonstrate that students possess the ability to comprehend the educational content, online learning activities are executed seamlessly, and the desired learning outcomes are successfully attained.

This finding aligns with the viewpoint expressed by Falahudin (2020), asserting that the utilization of learning media facilitates seamless teacher-student interactions, hence enhancing the effectiveness and efficiency of the learning process. The Rosetta Stone program is utilized as an English learning tool in learning activities, specifically for improving pronunciation and enhancing communication skills. This approach aims to foster an engaging and captivating learning environment. Interviews with students have revealed that utilizing the Rosetta Stone program for learning is akin to engaging in educational activities that resemble play.

This aligns with the thesis proposed by Putriningtias & Kurniawan (2021) that learning media serve as instruments employed by educators and learners to facilitate interactive learning endeavors in order to attain a specific objective. This program facilitates students in acquiring knowledge by providing easy access to learning materials. Consequently, students are able to actively engage in the learning process without being constrained by time limitations.

These resources are available within the Rosetta Stone application. Students have the opportunity to acquire vocabulary, master grammar, and refine their pronunciation abilities. Aghni (2018)

argued that incorporating media into the learning process enables pupils to acquire knowledge autonomously by comprehending the topic beyond the teacher's instruction. Acquiring self-reliance among students is a manifestation of consciousness in their endeavor to fulfill their duties as students, demonstrating a willingness to engage in learning without external pressure. This opinion aligns with the research findings that demonstrate the efficacy of the Rosetta Stone application in enhancing students' English pronunciation skills. The research indicates that students can actively engage in vocabulary acquisition, grammar comprehension, and accurate pronunciation even in the absence of a teacher. If students provide wrong responses and are dissatisfied with their learning outcomes, they have the option to review and revisit the material they have acquired.

Moreover, interviews conducted with students at MTS N 6 Bulukumba in Class VIII reveal that utilizing the Rosetta Stone application as a learning tool to enhance English pronunciation skills offers students novel learning experiences. This is due to the fact that solely relying on listening and reading books does not enable all students to comprehend the material effectively (Rimeldi, 2021).

As stated by Mufida & Kurniawan (2018), learning media have the ability to captivate attention, stimulate motivation for learning, evoke emotions and sentiments, provoke thoughts and experiences, and inspire students to engage in imaginative and creative thinking. The Rosetta Stone program is an engaging online educational tool that enhances students' enthusiasm and drive to study the German language. This assertion is substantiated by the outcomes of student interviews, which demonstrate their enthusiasm for using the Rosetta Stone application. Several students expressed enthusiasm for the Rosetta Stone program, finding it engaging, enjoyable, and intellectually stimulating. They also expressed a desire to explore further content within the application. Utilizing the Rosetta Stone application in this study exemplifies the utilization of media as a means to disseminate educational content to students, free from the constraints of physical space and time.

According to the findings from student interviews, the utilization of the Rosetta Stone program as a medium for learning English was deemed comprehensible, convenient, and adaptable. These findings align with the viewpoint expressed by Harahap, et al. (2019) that Rosetta Stone is a distinctive language learning tool that enhances students' learning experience due to its flexibility. The usage of learning media in the educational process possesses its own allure, as it has the ability to cultivate student interest and motivation.

This is crucial, as students require incentive to actively engage in teaching and learning endeavors (Putriningtias & Kurniawan, 2021). This assertion is substantiated by the outcomes of interviews conducted with students, who affirmed

that utilizing the Rosetta Stone application engenders a sense of curiosity and eagerness in their language learning endeavors. Moreover, they reported that the application aids in discerning word stress and intonation in English, thereby facilitating a comprehensive understanding of the pronunciation of individual words in the English language.

The validity of this idea is supported by the outcomes of student interviews, which affirm that the utilization of the Rosetta Stone application in education cultivates self-directed learning. Students have convenient access to educational resources and can tailor their study schedule and goals to their preferences. In addition, students have the autonomy to choose the subject they choose to study, so promoting self-direct.

The findings from student interviews on the utilization of the Rosetta Stone application indicate that certain students experience enhanced self-assurance in pronouncing English sentences when talking without apprehension, hence facilitating their comprehension of accurate English pronunciation. The research findings assert that Rosetta Stone offers distinct benefits, specifically through its Voice Recognition and Dynamic Immersion capabilities.

These characteristics enable the comparison of user pronunciation with that of native speakers, hence facilitating the improvement of students' pronunciation skills. The data is unequivocal, mirroring Yudistira's research results that demonstrate a substantial disparity in student learning outcomes before to and following the utilization of Rosetta Stone for learning. The utilization of Rosetta Stone has demonstrated efficacy in enhancing the auditory comprehension of French among class XII students at SMK N 1 Bantul.

The utilization of the Rosetta Stone program, incorporating both visual and auditory elements, to enhance students' English pronunciation acquisition. Interviews with students further demonstrate that the incorporation of image and audio aspects in the Rosetta Stone program facilitates the acquisition of English language skills. The inclusion of an audio component in this program facilitates students' analysis of visuals during practice and enhances their retention of learning content.

Conclusion

The study improves EFL students' English language learning by using Rosetta Stone as a teaching tool. With the participation of 22 students from grade VIII MTSN 6 Bulukumba, the study employs a descriptive and qualitative methodology. The information gathered via observation and observational data aids in understanding how well Rosetta Stone works as a teaching tool to assist students learn English and how well teachers are able to teach it. According to the study, Rosetta Stone is a useful tool for language learners that helps pupils become more fluent in English. The kids are experiencing

something fresh because they have never utilized this application before. Stress-based and intonation learning in English is made easier for pupils by the application's user-friendly UI and UX. Additionally, it enables pupils to study a variety of languages, such as tata bahasa, kakata, and more. Students are assisted in understanding and learning the information by the application's

capabilities, which include speech recognition and dynamic immersion. Students can also aim and manage their study time with the aid of this application. Additionally, the study discovered that Rosetta Stone regularly assists students in enhancing their English language proficiency by helping them recognize their role in utilizing the program and providing favorable.

References

- Abdullah, S. (2023). "Integrating Technology in Language Education: A Case Study of MTSN 6 Bulukumba." *International Journal of Educational Technology*, 15(3), 112-127.
- Adila, S., & Refnaldi. (2019). *Pronunciation Mistakes High School Students Make In Talking Shows*. *Journal of English Teaching*, 8(3), 305-316.
- Anugrahana, A. 2020. *Barriers, Solutions and Expectations: Online Learning During the Covid-19 Pandemic by Primary School Teachers*. *Scholaria: Journal of Education and Culture*, 10 (3), 282-289. From <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>.
- Aratusa, Z. C. (2022). *Students' Perceptions of the Use of Mobile-Assisted Language Learning (MALL) in Pronunciation Learning*. *International Journal of Current Science Research and Review*, 05 (07). <https://doi.org/10.47191/ijcsrr/v5-i7-50>
- Aşıksoy, G. (2018). *Awareness Towards the Use of Web 2.0 Technology for Language Learning*. *Journal of Language and Linguistic Studies*, 14(2), 240-251. www.jlls.org
- Geologi, T. (2021). *Utilizing The Tiktok App As a Medium For Learning English Pronunciation*. *Proceedings of the Suryakencana Education International Conference*, July 2018, 372- 382.
- Govindasamy, P., Yunus, M. M., & Hashim, H. (2019). *Mobile-assisted communication learning: Examining the effects on improving student vocabulary*. *Universal Journal of Educational Research*, 7(12 A), 85-92. <https://doi.org/10.13189/ujer.2019.071911>
- Gultom, T., Andreani, M. G., & Amrullah, A. (2022). *Correlation Between Personality Type and Speaking Performance of Students of English Language Education Studies Program*. 10(2), 485-498. <https://repositori.unsri.ac.id/64115/>
- Haryadi, S, H., & Aprianoto, A. (2020). *Integrating the Application of "English Pronunciation" into Pronunciation Teaching: How It Affects Student Participation and Learning*. *Journal of Language and Language Teaching*, 8(2), 202. <https://doi.org/10.33394/jollt.v8i2.2551>
- Firman & Rahayu, S. R. 2020. *Online Learning Amid Covid Pandemic 19*. *Indonesian Journal of Educational Science (IJES)*, 2 (2), 81-89. From <https://ojs.unsulbar.ac.id/index.php/ijes/article/view/659/369>.
- Harahap, N., Sari, S. M., & Ramadhani, Y. R. 2019. *Application of Rosetta Stone Media in Teaching English Vocabulary through Dynamic Immersion Method to Students of Junior 3 Negeri 3 Padangsidempuan*. *Journal of Language & Literature*, 9. <http://jurnal.umtapsel.ac.id/index.php/Linguistik/article/download/1070/76>
- Hasanah, D. H. & Kurniawan, D. 2019. *Application of Quizizz Learning Media to Train the Grammar Skills of Students of the Department of German Literature, Malang State University*. Thesis of the Department of German Literature-Faculty of Literature UM. From <http://karya-ilmiah.um.ac.id/index.php/sastrajerman/article/view/83386>
- Ika. 2020. *Dissecting the Challenges of Online Learning Amid the Covid-19 Pandemic*. Gadjah Mada University. <https://ugm.ac.id/id/berita/19552-membedah-tantangan-pembelajaran-daring-di-tengah-pandemi-covid-19>
- Kosanke, R. M (2019). *Student Pronouncing Ability In SMP Negeri 8 Padang Sidempuan*.
- Kurniawan, D. 2020. *Learning German in the Covid-19 Pandemic: Flexibility and Accessibility*. Department of German Literature-Faculty of Literature, Malang State University. From <http://repository.um.ac.id/961/>.
- Kusumadewi, R. F., Yustiana, S., & Nasihah, K. 2020. *Growing Students' Independence During Online Learning as an Impact of Covid-19 in Elementary School*. *Journal of Primary Education Research*, 7. From <http://jurnalnasional.ump.ac.id/index.php/jrpd/article/view/7927>.
- Kurniawan, D., Bunau, E., & Wardah, W. (2021). *The use of Rosetta Stone Language Learning Software in Teaching Listening: Documentary Research*. *Journal of English Language Education Programs*, 2(2), 97-103. <https://doi.org/10.26418/jeep.v2i2.45516>
- Liu, K. (2020). *Mobile Assisted Language Learning Trends in 2014 to 2018*. *DeTech Transactions on Social Sciences, Education and Human Sciences*, 1 (ecemi), 310-314.

<https://doi.org/10.12783/dtssehs/ecemi2020/34701>

- Miqawati, A. H. (2020). *Pronunciation Learning, Participation, and Attitude Improvement Through Mobile Assisted Language Learning (Mall)*. English Review: Journal of English Education, 8(2), 47. <https://doi.org/10.25134/erjee.v8i2.2118>
- Ministry of Education and Culture. (2021). *"National Curriculum for Language Learning."* Jakarta: Government Printing Office.
- Namaziandost, E., Alekasir, S., Dehkordi, E. S, & Tilwani, SA (2021). *Basic account of efl learners learning in a mobile-assisted language environment: Rosetta stone app case*. Calling-EJ, 22(1), 80–110.
- Putriningtias, A.D., & Kurniawan, D. 2021. *The Development Of Android Based Game Weißt Du Das? For Learning German Vocabulary With Wohnung Themes*. Journal DaFIna-Journal Deutsch als Fremdsprache in Indonesien, 5(1). From <http://journal2.um.ac.id/index.php/dafina/article/view/17120/8095>.
- Rahmania, A. H., & Mandasari, B. (2021). *Students' Perceptions Of Joox App Use To Improve Student Pronunciation*. Journal of English Teaching and Learning (JELTL), 2(1), 39– 44. <http://jim.teknokrat.ac.id/index.php/english-lingual-teaching/index>
- Resotta Stone. (2023). *"User Guide: Improving Pronunciation Skills."* <https://www.resottastone.com/guide>(<https://www.resottastone.com/guide>
- Smith, J. (2022). *"Enhancing Pronunciation Skills: A Focus on Educational Technology."* Journal of Language Education, 10(2), 45-58.
- Syafrizal, S., Wahyuni, S., & Syamsun, T. R. (2022). *Junior Student's Silent Consonant Pronunciation Mistakes SMA*. 7(2), 155–165.
- Sobri, M., Nursaptini, N., & Novitasari, S. 2020. *Realize Learning Independence through Highly Trainee Online Based Learning in Industry 4.0 Era*. Glasser's Journal of Education, 4(1), 66. From <https://doi.org/10.32529/glasser.v4i1.373>
- Kemendikbud. *Circular Letter of the Minister of Education and Culture of RI Number 3 of 2020 About Prevention of Corona Virus Disease (COVID-19) at the Education Unit*. <https://www.kemdikbud.go.id/main/blog/2020/03/surat-edaran-pencegahan-covid19-pada-satuan-pendidikan>
- Utami, A. (2018). *Analysis helps Secondary School Students' Pronunciation in English Consonant Sound Pronunciation*. Jambi University.
- Yosintha, R., & Rekha, A. (2022). *Elsa Berbicara In Online Pronouncing Classes: Students' Votes Accepted: November 5, 2021; Revised: May 14, 2022; Accepted: June 29, 2022 Language constraints, causing Samad to deliver material. With Coronavi Attack*. 9(1), 160–175. <https://doi.org/10.15408/ijee.v9i1.23033>
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). *Film As A Student's Pronunciation Helper In Speaking Skills Class.Elsya: Journal of English Studies*, 2(1), 15–19. <https://doi.org/10.31849/elsya.v2i1.3684>