The Effect of Rosetta Stone Application on Student’s English Reading Comprehension

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Abstract: This study investigated the use of Rosetta Stone application as a media in EFL students’ reading comprehension. This study implemented a quantitative approach in achieving the research objective which is finding out the effect size of Rosetta Stone application on students’ reading comprehension. The experimental design was carried out by using pre-test and post-test as the instruments to collect the data. The data from the pre-test and post-test were analyzed by using SPSS. The Cohen’s d effect size in paired sample effect size determined the significant effect of the implementation of Rosetta Stone application on students’ reading comprehension. This study was conducted in SMPN 4 Tangerang Selatan. This research involved ten classes as the population, with a sample of class 8.1 that consisted of 42 EFL students. Based on the analysis of the data, the mean of the post-test is higher than the pre-test with a difference of 36.35 points. The effect size is considered high since 3.260 is higher than 1 (>1). Therefore, the use of Rosetta Stone application has a high effect on students’ reading comprehension. It is recommended for teachers especially EFL to implement Rosetta Stone application in students’ reading comprehension. Further studies are advised to investigate the students’ perception, as well as the advantages and limitations of Rosetta Stone application on students’ reading skills.

Keywords: Rosetta Stone, reading comprehension, teaching media.
INTRODUCTION

The use of technology almost dominates every aspect of society. In the academic sector, the use of technology has penetrated the learning process. This is of course due to several factors such as compulsion due to the Covid pandemic which requires people to do everything remotely, the perceived ease of using this technology, and participation in the advancement of modern developments. Therefore, there are many demands from the education sector for the availability of technology, especially learning media that is effective and in accordance with the needs of each subject. In addition, according to (Haidari et al., 2020), teachers and students must be able to face trends in learning and teaching by utilizing technology such as mobile applications, social media, and many more. Media is one form of technology that is widely used in education sector. Consequently, studies related to the effectiveness of media on subjects in schools are highly desired and needed.

In response to that, there have been some studies and theories that point out the importance and the use of media in teaching learning activity which in this case is English skills subject. According to (Bell, 1995), media in learning a language has some importance. Media use can reflect and shape language use and attitudes in communication learning in a language. For second language learners, media can provide native speaker models for their learners. Media can also give students a picture of how language styles and dialects can differ with each use. In this case, media can facilitate cross-cultural understanding in language learning. Furthermore, (Celce-Murcia & Lois, 1991) explained that as a language learning/teaching tool, media can facilitate language learning by providing a precise description of certain objects without having to directly present the object that must be studied.

Specifically, in this study, the researcher focused on the reading comprehension of students learning English as a foreign language. Reading comprehension itself is an interaction process between the reader and the reading text. This interaction process involves two processes, namely the top-down process and the bottom-up process (Sutarsyah, 2015). The bottom-up process means decoding the written symbols, while the top-down process means using the background knowledge to get an understanding of the text. Without comprehension, reading is just scanning the words in the text. The main goal of reading comprehension is to gain an understanding of what the author is trying to convey and utilize that information – either for fact-gathering, learning a new skill, or for fun.

Harris and Smith (1986) (in Sutarsyah, 2015) mention seven main factors that influence reading comprehension. These factors are divided into two categories, namely internal factors and external factors. Internal factors consist of background experience, language skills, thinking skills, affection, and reading goals. External factors include the nature of the reading text and physical factors. However, there have been some problems encountered in students’ reading comprehension found by the researchers in preliminary observation conducted in SMPN 4 Tangerang Selatan. It was found out that the learning process was monotonous and passive which resulted in the lack of students’ participation and motivation during the learning process. This problem is supported by a theory by (Cornoldi & Oakhill, 2013) who stated that reading comprehension problems range from the difficulty in decoding the text, comprehending, and portraying the meaning of the reading text. Referring to the problems, it can be concluded that one important aspect of reading comprehension is the use of reading strategies such as the use of media. In practicing students’ reading comprehension, teachers must use the most appropriate reading teaching media as a tool to help students practice their reading comprehension.

In this present study, the researcher offered the mobile application “Rosetta Stone”. Rosetta Stone is an application used to learn English, especially the ability to read English using image, sound, and multiple-choice methods. Rosetta Stone is an interactive online language-learning software that helps its users, mostly students, build language skills without having to translate or memorize. Rosetta Stone offers 24 languages available such as Arabic, Chinese (Mandarin), Dutch, English (American or British), Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Irish, Italian, Italian, Japanese, Korean, Persian (Farsi), Polish, Portuguese (Brazil), Russian, Spanish (Latin America or Spain), Swedish, Turkish or Vietnamese (Krashen, 2020).

Rosetta Stone does not present any translation in its learning courses. All lessons are displayed in the form of images and audio as well as untranslated text. The goal is to teach a language like the first language we learned using a Structured and Integrated Learning System. According to Hanif quoted in (Siddique Kadwa et al., 2020), the Rosetta Stone software consists of a combination of images, text, and sound, with the level of difficulty increasing as the student progresses. In addition, (Yurdean et al., 2016) argue...
that “Rosetta Stone is a language learning software that implements a “natural approach” method that teaches learners naturally in the same way that learners learn a first language. Rosetta Stone uses Dynamic Immersion, a method that simulates a real-life immersion experience and relies on active participation. Rosetta Stone also resonates with proficiency-based language learning which allows the students to learn materials based on the context of use. The combination of the excellences offered by Rosetta Stone application mentioned before can facilitate students in comprehending the reading text. Therefore, the researchers formulated research objectives on the effectiveness of using this application in students' reading comprehension.

**METHODOLOGY**

This study implemented a quantitative approach in achieving the research objective which is finding out the significant effect of Rosetta Stone application on students’ reading comprehension. Quantitative research begins with a problem statement, generating hypotheses or research questions, reviewing related literature, and quantitative data analysis (Barroga & Matanguihan, 2022). This study adopted an experimental research design. Experimental research is research that facilitates research as treatment. In this study, the author uses a pre-experiment research method with a pre-test and post-test group design performed on a single study group, without comparison and control groups.

The data from the pre-test and post-test were analyzed by using SPSS. The mean of the tests was compared to see the significance of the effect. The Cohens'd effect size in paired sample effect size determined the significant effect of the implementation of Rosetta Stone application on students’ reading comprehension. This study was conducted in SMPN 4 Tangerang Selatan, located at Komplek Pamulang Permai 1, RT.10/RW.12, Pamulang Barat., Kec. Pamulang, Kota Tangerang Selatan Prov. Banten. The research was conducted for about 1 month consisting of six meetings. In the first meeting, the researchers conducted the pre-test. For the second to the fifth meeting, the treatment was done by implementing Rosetta Stone application on students’ reading comprehension. The last meeting was the post-test. This research involved ten classes as the population, with a sample of class 8.1 that consisted of 42 EFL students.

**RESULTS AND DISCUSSION**

After conducting a pre-test, six meetings of treatment, and a post-test in class 8.1. The students’ scores on the pre-test and post-test were calculated to get the mean. Then, the mean of the pre-test and the post-test were compared to see the significance of the effect. The results of the mean for pre-test and post-test are presented below in Table 1.

<table>
<thead>
<tr>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETES T</td>
<td>49.86</td>
<td>42</td>
<td>8.663</td>
</tr>
<tr>
<td>POSTTE ST</td>
<td>86.21</td>
<td>42</td>
<td>6.490</td>
</tr>
</tbody>
</table>

It can be seen in the table above that the mean of the post-test is higher than the pre-test with a difference of 36.35 points. This result has shown that there was an effect on students’ reading comprehension after the implementation of Rosetta Stone application. However, the effect size should be sought in order to get accurate evidence of the effect. Therefore, the researcher calculated the effect size by using a paired sample effect size.

<table>
<thead>
<tr>
<th>Pair</th>
<th>PRETEST - POSTTEST</th>
<th>Cohen's d</th>
<th>-3.260</th>
<th>-4.022 2.491</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hedges' correction</td>
<td>11.362</td>
<td>-3.200</td>
<td>-3.947 2.445</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Mean of Pre-test and Post-test

Table 2. Paired Sample Effect Size

a. The denominator used in estimating the effect sizes. Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Table 2 above shows some information related to the effect sizes. The effect size is determined by the point estimate of Cohens’ D which is 3.260. In order to determine the size of the effect, the researcher used the criteria of the effect size by (Cohen et al., 2018) which is shown in the table below.
Table 3. Effect size criteria

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td>0.00-0.20</td>
<td>Very Low Effect</td>
</tr>
<tr>
<td>0.21-0.05</td>
<td>Low Effect</td>
</tr>
<tr>
<td>0.51-1</td>
<td>Moderate Effect</td>
</tr>
<tr>
<td>&gt;1</td>
<td>High Effect</td>
</tr>
</tbody>
</table>

From the table above, the effect size is considered high since 3.260 is higher than 1 (>1). Therefore, the use of Rosetta Stone application has a high effect on students’ reading comprehension. After finding out the results, the researcher discussed these results with several theories and previous research that are in line, even contradictory, with the results of the current study.

A study by (Astanina et al., 2019) investigated the use of Rosetta Stone in blended learning of EFL reading skills. The analysis of the study showed that the use of Rosetta Stone can improve students’ reading skills by implementing blended learning with Rosetta Stone. However, the use of Rosetta Stone in blended learning outperformed the use of Rosetta Stone in a fully online course or non-blended learning. This is in line with the findings of the present study which showed that the use of Rosetta Stone had a high effect on students’ reading comprehension when it is used in a classroom as a media.

Another report showed the effect of Rosetta Stone on students of IBSC in learning French as a foreign language. (Bilton, 2010) his study revealed that the students were not significantly engaged with the reading activity to be motivated to start a reading lesson by using Rosetta Stone without direction from the teacher. However, as the learning began, the students started to be engaged in the reading activities. Results from the assessments and interviews indicated that the interactive reading activity using Rosetta Stone did enhance the students’ achievement. This finding is supportive and a little bit contradictory to the present study that showed the use of Rosetta Stone had a highly positive effect on the student’s reading comprehension. Further studies are advised to investigate the students’ perception, as well as the advantages and limitations of Rosetta Stone application on students’ reading skills.

CONCLUSION

The need for studies related to the use of English teaching media in learning English as a foreign language and the limited number of studies related to the use of Rosetta Stone on students’ reading comprehension motivated the researchers to conduct this research. The results of the data analysis of this research showed that the use of Rosetta Stone application had a high effect on students’ reading comprehension. This present study contributes to the availability of theories related to the use of Rosetta Stone application and the suggestion for teachers especially EFL to use Rosetta Stone application in students’ reading comprehension.
REFERENCES


