The Use of Rosetta Stone Enhancing Junior High School Students' Pronunciation

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Introduction

- In learning English, the main challenge for a teacher is to explain or give examples of pronunciation, whether related to pedagogy or linguistics (Yosintha & Rekha, 2022). The importance of pronunciation as a subcomponent of language skills is one of several serious problems faced by learners of English as a foreign language (Kosanke, 2019).

- the effectiveness of the rosetta stone application, compared to other applications like tik tok, powtoon, joox and ect, Rosetta stone has a broad segmentation coverage with a range of ages from children to adolescents. While some other applications are quite difficult to monitor children's learning in these applications because in these applications the user's goal is not only to learn but the majority as a place for entertainment.

Research Questions

How can the rosetta stone application improve junior high school students' pronunciation?

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Method

To achieve the above objectives, this research uses the action research method by (Kemmis, 2009). Action research is founded on democratic ideals it gives people who participate in the study and are a part of the community of practice ownership of changes to the curriculum (Syah, 2016). According to (Kemmis 1998) as a spiral of cycles in action research includes the following 4 important things. The detail of 4 steps: Planning, Acting, Observing and Reflecting.
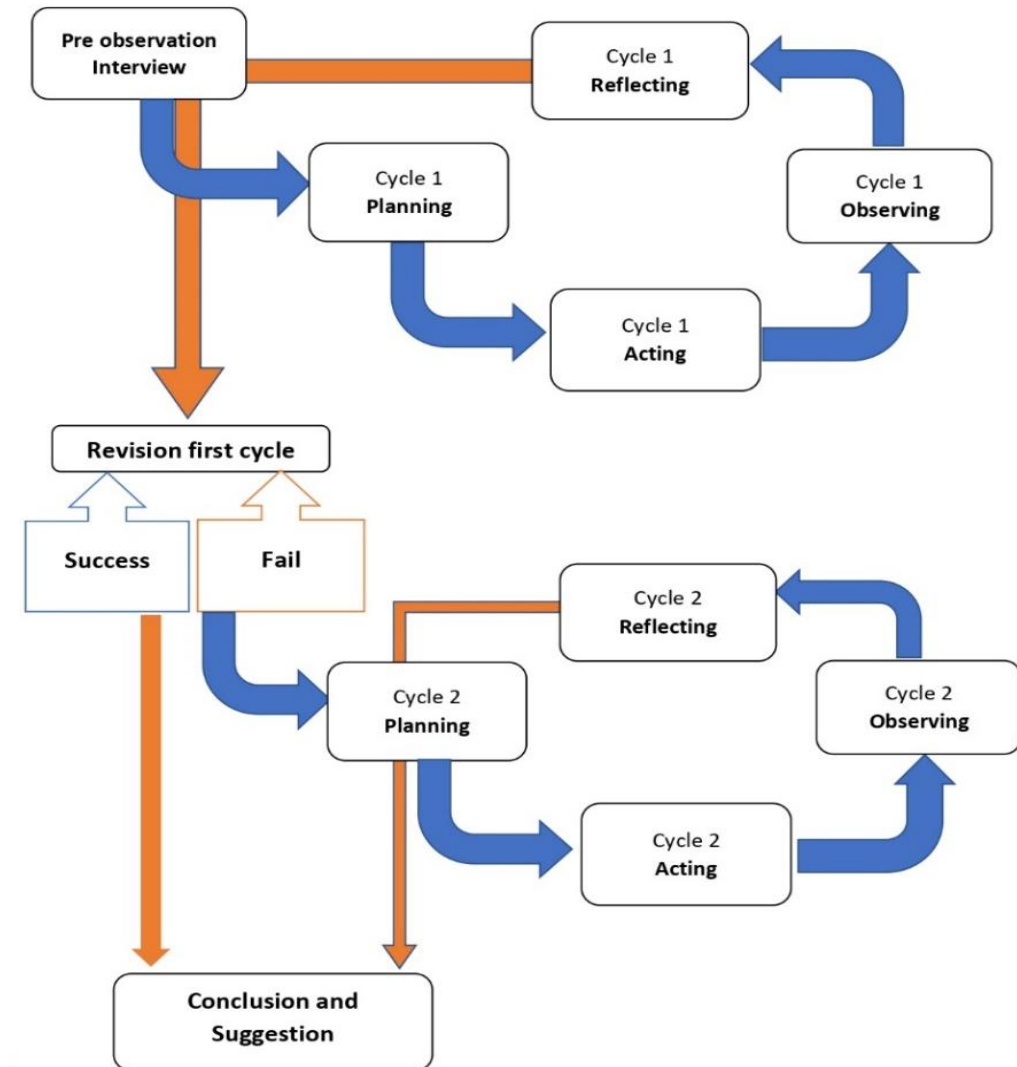
Results

Cycle 1

- **Percentage of words pronunciation errors**

From 50 words of short dialogue texts read, the average student pronunciation error in terms of words stress and intonation was 34% or as many as 17 words.

- **Percentage of student complaints**

From 27 students, 55.5% of students or 15 students still have difficulty accessing this application due to registration and signal difficulties. They also don't understand how to do pronunciation quizzes that use voice recordings.

Cycle 2

Percentage of words pronunciation errors
Of the 50 words of text read by students, the results of the error words they read were 12% or as many as 6 words. The observations of intonation and word stress as well as linking in this cycle were quite significant.

Percentage of student complaints
In this cycle, students begin to feel comfortable using this application as a guide for learning pronunciation at their respective homes. The results of their work at home had minimal complaints that they gave to researchers about how to operate this application from 27 student complaints received by researchers of 0% or none of the students felt difficult to use this application.

Discussion

- The purpose of using the action research method (Kemmis, 2009) of course with several cycles carried out will be the main benchmark as the effectiveness of the applied learning, in this case the researcher applies the Rosetta Stone application.

- The results of this study indicate that there is a positive impact that students can get from using technology as a teaching medium (Elmahdi et al., 2018). Not only looking at student learning outcomes in terms of assessment, but researchers also find out students' perspectives regarding appropriate technology to help language learning and the results are in accordance with (Aşıksoy, 2018), which has found that most students are aware of the existence of technology tools and that they believe these tools help them in learning English.

Important Research Findings

This study seeks to find out how students feel about the process of teaching and learning pronunciation using Rosetta Stone when learning online. Data analysis confirmed that students had a positive attitude towards the Rosetta Stone used in their online pronunciation lesson. Based on the assessment data using the theory of pronunciation assessment which is specifically for EFL students, namely suprasegmental, it also shows the results of increasing students' pronunciation scores. Many previous studies have concluded that technology plays a crucial role in facilitating online learning. These engaging and stimulating tools provide students with more flexibility and opportunities to enhance their autonomy.

Benefits of Research

As a result, it is critical that future tech research that can improve student learning becomes the focus of several researchers as well as English teachers.there must be greater understanding and communication between teachers and students in order to develop a learning contract that meets both of these needs. Students are expected to have more self-regulation to manage their learning because online learning requires more independence during the learning process. The implication of this research is for teachers to reflect on and self-regulate their use of technology in online learning environments and adapt their use of technology to suit the needs of teachers and students.

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