

The Use of RS in Enhancing Junior High School Students' Pronunciation

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“ROSETTA STONE” ENHANCES THE PRONUNCIATION CLASS FOR JUNIOR HIGH SCHOOL

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Abstract.

As history went on, English teaching became more and more prevalent. Even though using new technologies in education is becoming very common, several challenges are often encountered. Due to their inadequate knowledge of alternative methods or media, teachers continue to use the same strategy when teaching English. Thus it is important for researchers to conduct this research to provide a new influence in education from the smallest scope with the research target of SMP Muhammadiyah 8 Tanggulangin.

Through analyzing data collected from interviews and student grades in class with classroom action research treatment, the researcher found that most of the students had a positive attitude towards Rosetta Stone.

Teachers can integrate Rosetta Stone into online pronunciation learning to more effectively meet the requirements of their students. Using additional content to modify the resources offered by Rosetta Stone, enhancing teacher involvement during the learning process, and conducting cooperative learning are all examples of pedagogical steps.

Keywords: Rosetta Stone

INTRODUCTION

In today's global network-based era, being able to speak or communicate in English is crucial and essential (Santoso et al, 2018). In speaking skills, greater attention should be paid to pronunciation so that students can actively speak English and pronounce words correctly (Yudar et al., 2020). 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). Although it is well recognized that a second speaker cannot communicate at the same level as a native speaker, the role model must at least have appropriate average competency in the second or foreign language (Yurdean et al., 2016).

According to (Gultom et al., 2022) with a research focus on students' perspectives from a psychological perspective when facing thesis learning. His research indicates that pronunciation is always related to grade level, particularly for Junior High School students studying English. Pronunciation errors studied by (Syafrizal et al., 2022) showed a fairly large influence from Indonesian to English by junior high school students. The next researcher's suggestion is to hope that many other researchers will correct students' mistakes when dealing with aspects of pronunciation and be able to concentrate on several experimental or action studies.

It is suggested that they continue this research by examining the reasons that cause ²⁵ junior high school students' difficulties in learning English.

In this case (Utami, 2018), many Indonesian language learners experience difficulties in pronouncing it, especially ²⁵ junior high school students who are still ²⁵ beginners in English. Using a qualitative descriptive method is used as a research method using pronunciation tests and interviews as instruments. In conclusion, students must get used to speaking English at home to improve students pronunciation skills. In this research (Isnani, Supardi Iwan, 2017) it was said that junior high school students in Pontianak Indonesia had 85% pronunciation errors. Even though the target is that students should be able to master ³¹ basic pronunciation in the first year. This is what made him interested in helping students at the junior high school level to develop their pronunciation. After going through 2 cycles in ³¹ the classroom action research method using the minimal pairs drill technique and getting significant improvement results. This means that at this junior high school level students really need new media or methods to facilitate them in learning pronunciation.

This shows the importance of conducting research and creating new methods or media that can facilitate junior high school students. Furthermore, based on these findings (Adila & Refnaldi, 2019) at the senior high school level, the researcher hopes that future teachers and researchers can further ³ assist students in improving their pronunciation skills by providing more training. He gave suggestions for other researchers, it would be useful to learn about the factors that influence students' pronunciation. Other researchers ³ can also delve deeper and improve or develop the instruments used to investigate issues with pronouncing consonant sounds in speaking performance levels. Thus, a deeper analysis would be useful. Lastly, it is ³ suggested that other researchers to examine not only consonants, but also other types of aspects such as vowels, diphthongs, and sound stress of pronunciation.

Based on several pronunciation studies at the junior and senior high school levels, the researchers chose the junior high school level. The importance of giving lots of pronunciation practice from the start will help students get used to understanding and ⁴¹ don't need to learn from the basics again when they are at the high school level. The researcher went to ⁴¹ one of the junior high schools in the Sidoarjo area, based on the results of interviews with teachers and students, they are never focused on learning English students' pronunciation. During this time students are given reading lessons and then the teacher corrects and evaluates students' pronunciation. From this learning, the average student score is 69, which is quite far from the average grade in English at school, which is 80. Students admit that they have many limitations in asking the teacher about correct and incorrect pronunciation due to several factors, one of which is the lack of meeting time, then there is a lot of material that they have to learn apart from improving their pronunciation. So that some of them hope to get special learning with an English teacher at home but they have limited funds.

Nowadays mobile phone comes with access to the internet as well because many deals and errands are done with just a touch on the screen (Govindasamy et al., 2019). It's fascinating to use technology to teach and training English pronunciation. (Pourhosein Gilakjani, 2018). Then (Haryadi, S & Aprianoto, 2020) researched the integration of the use of English pronunciation applications to increase student participation and self-study in pronunciation classes. Several studies were conducted to see how effectively the application supports students' pronunciation.

Such as TikTok research conducted by (Geology, 2021) using the MALL framework method with TikTok, shows that some object opinions are very interesting during the #PronunciationChallenge.

Joox application research in helping pronunciation was carried out by (Rahmania & Mandasari, 2021) the result was that students could learn by listening to songs and following the lyrics provided by Joox.

The powtoon application in student pronunciation development research stimulates students' creativity to make videos and audio and students can also see some videos uploaded in the powtoon application (Syafitri et al., 2018).

Some of the applications in the research results above show that application performance mostly requires students to be creative. So that there are no media that can correct how students' pronunciation can change. Especially for 7th graders, applications like the one above are difficult for students to understand.

The learning media that will be used in this research is Rosetta Stone. In a study by (Namaziandost et al., 2021) it was stated that the rosetta stone was founded in 1992 to help learn to read, write and speak in 30 languages in his research with a sample of 60 male students with an age range of 15 to 25 in Iran in terms of the application of CALL and MALL demonstrating its effectiveness in vocabulary learning. Several other studies say that this application can be effective in increasing the vocabulary of elementary school students in Iran (Ikonta & Ugonna, 2015). Research on listening skills conducted by (Kurniawan et al., 2021) shows that the rosetta stone is effective in improving the listening skills of high school students in Pontianak Indonesia. The next reference to rosetta stone was made by (Yurdean et al., 2016) regarding speaking skills, the result was that this application was successful in helping junior high school students to find the confidence to pronounce words correctly and this application provided a "natural approach" for students.

Due to the effectiveness of the rosetta stone application, compared to other applications, it 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. Meanwhile, the Rosetta Stone application has been released specifically for language learning which is equipped with many learning support features. Taking into account the effectiveness of the application and the suitability of the application at the level of the student to be studied. So Rosetta Stone was chosen as a learning medium to train students' pronunciation. Because of the importance of using electronic media or similar technology to keep

up with the times, this research must be carried out as one of the newest learning media innovations for students in the digitalization era.

Theoretical Framework

MALL has evolved from Computer-Assisted Language Learning (CALL) and m-learning (Govindasamy et al., 2019). The principle of this method will use CALL, but as the development of appropriate research technology refers to the research subject, Rosetta Stone is the MALL approach. Unlike traditional language learning styles, MALL enables learners to independently choose, lead and participate in language learning activities based on their individual needs and interests (LIU, 2020). The application of MALL in teaching pronunciation improve students' pronunciation ability (Sufi & Shalmani, 2018; Abduh, 2019) with their rich exposure to the native population's pronunciation, this MALL application can be useful for teachers and student. They give students feedback on proper pronunciation and assist teachers in reducing their anxiety when delivering the material. In a study conducted by (Miqawati, 2020) related to the use of mobile phones, android-based applications or platforms have providerical results to help students in studying English pronunciation and in his research, the findings of success in implementing MALL for pronunciation were written. Based on the findings, the research conducted by (Aratusa, 2022) concluded that students' perceptions of the use of MALL in pronunciation were positive and most of the responses were included in the high category for reasons of effectiveness, efficiency and flexibility, although some problems were faced such as internet connectivity and needed special direction so that students feel familiar in using cell phones for learning media.

- 1) How can rosetta stone improve junior high school students' pronunciation?

The study's findings are expected to contribute to the teaching and development of pronunciation skills, particularly in the new normal era and the era of incredible technological development. It is expected that 27 students at SMP Muhammadiyah 8 Tanggulangin can develop their pronunciation skills wherever and whenever they want to learn. Furthermore, the results are also expected to be a useful reference for teachers at the school and English teachers in different places in teaching pronunciation more confidently.

METHOD

To achieve the above objectives, this research uses the action research method. (Kemmis, 2009) Action research is critical and self-critical research. The process aims to bring this transformation to life through individuals and collectives. Action research aims to be, and fetter or worse, a practice-changing practice. According to him, if action research is carried out in the world of education, it will support 'education for sustainability an educational movement throughout the world, a social movement, may be an example of a paradigm critical action research. 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.

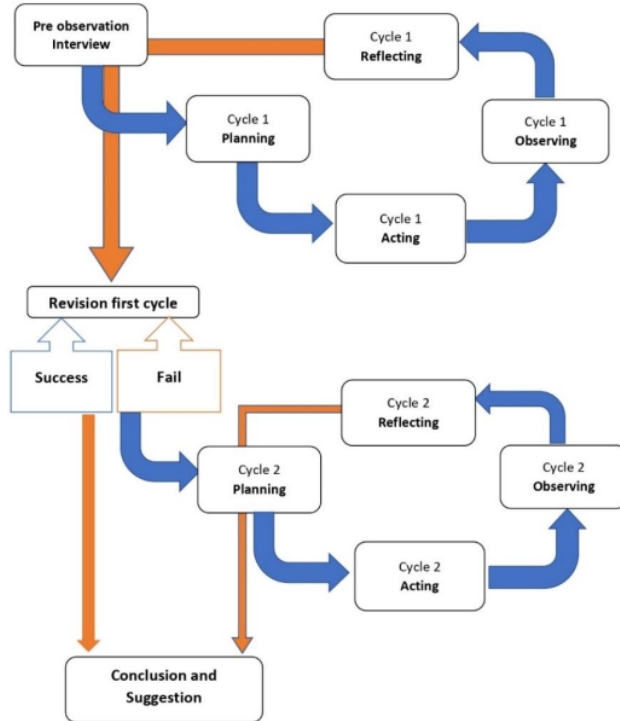


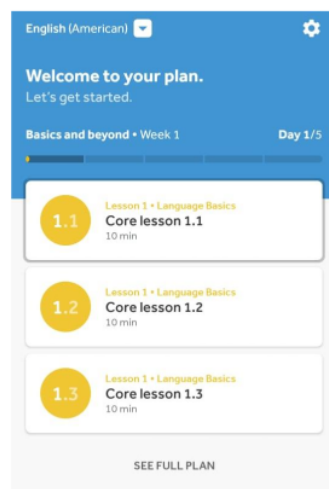
Figure 1 classroom action research cycle that has been carried out by researchers.

Planning

This stage is focused on preparing students' media to be used, namely their mobile phones with internet access. The rosetta stone application can be downloaded for free in the student apps store, it only takes about 57.25 MB. This media preparation needs to be done in class or face-to-face meetings so that students understand the steps that need to be done. Next, we direct students to register by entering their name, and email, selecting the learning objectives, namely American English, selecting Basic, and Beginner. Systematically, students will work on core 1.1 at home. then the following week an assessment is held by teachers and researchers regarding student development. So in one cycle, there will be two assessments. Before this research was conducted, researchers conducted observations of student assessments by teachers before this research. Then the success of this application will also be measured from the perspective of interviewing students regarding how they can accept and even be expected to be able to implement it independently at home. Monitoring teachers and researchers will collaborate in receiving complaints or difficulties that students will report via WhatsApp

Acting

At this action stage, students can work on Rosetta Stone Core 1.1 at home while teachers and researchers can monitor student performance via WhatsApp, students will send their score results from Rosetta Stone. If students find difficulties they are also given the right to complain or ask questions to researchers and teachers. After they do Core 1.1 in the first cycle they will do a pronunciation test by giving students a short text to read which contains a few words according to what they have learned in Rosetta Stone Core 1.1 such as "girl, boy, woman, man". In the action cycle 2, it also has the same rules, but students will work on Core Rosetta Stone 1.2 and develop their vocabulary. After that, they will be given a pronunciation test in the same way, namely by reading the text given in 50 words. Furthermore, teachers and researchers will assess student development from several aspects that have been determined regarding indicators for assessing student pronunciation.



Picture of core lesson selection in Rosetta Stone

Observation

According to (Burns & Claire, 2003), there are two segments of English pronunciation, namely segmental and suprasegmental. (Morley, 1991) supports that the suprasegmental theory is more appropriate for EFL students such as in Indonesia. The significance of the pronunciation aspect as it intends to disregard the segmental features of pronunciation in the EFL context. This means that for EFL learners, sound production is unimportant because the emphasis is on comprehension. Thus, in the context of EFL, word stress, intonation, and linking are prosodic components of language that must be understood. **Word Stress**

To ensure that the data obtained from participants is generalizable, a 50 words list was used in the trial studied with 27 students. Many words were chosen and used as a word stress assignment competency test from the participants. Since one of the purposes of this study focuses on English pronunciation and as far as the number of syllables is concerned. These 50 words are divided into two groups of groups: one-syllable words (eg, girl, boy etc) two-syllable words (eg, woman, woman) All these selected words are arranged in ascending order based on the number of syllables say. That is, the test starts with one-syllable groups and ends with two syllables.

Intonation

From the perspective of (Burns & Claire, 2003) Intonation can be thought of as the language's melody - the way the voice rises and falls in response to the context and interpretations of the communication. Take note

- Are you drinking? (rising pitch) – request
- Are you drinking? (falling pitch) – command

of the differences in:

Linking

It refers to how the final sound of one word is linked to the first sound of the next. We run words together to connect consonant to vowel, consonant to consonant, and vowel to vowel to produce connected speech. We already simplify some sounds and eliminate others entirely.

From the several elements of the words that are in the application and have been done by students, for observation a short text will be given which contains several words that have been studied as an assessment of the progress of students' mastery of pronunciation.

"On Sunday I go to the restaurant. Then I met a woman eating with her daughter. But they look confused."

Woman: "are you drinking coffee?"

Me: "yes I am"

Woman: "Sorry but I think that's is my coffe?"

Me: "oh really? A man gives me this coffee"

Aspects	Enough	Good	Very Good
Word Stress			
Intonation			
Linking			

Table 1 Student assessment table

Reflection

The reflection stage includes analysis of actions during the cycle as a result of observations by providing feedback to students and evaluating the development of students' pronunciation from speaking class. Furthermore, it will be used as an evaluation material and develop cycle 1 so that cycle 2 it can support student results even better. This stage will analyze the failure or success of students from increasing student scores and student perspectives. Taking into account the number of complaints and in the end a short interview will be held regarding how effective this application is. To help students learn and help teachers as teaching media materials.

RESULTS

Cycle 1

In this first cycle, students responded to this application with great interest, although they had a little difficulty at the beginning of registration because of confusion in entering an email address. From the results of the manual pronunciation pre-test, 27 students had an average score of 69. Then they tried the Rosetta Stone test at core 1.1 with the pronunciation topic practising how to say "hello", "girl", "boy", "the girl is drinking",

"the girl is eating", "the boy is drinking", "the boy is eating", "a woman", "a man", "the woman is drinking", "the woman is eating", "the man drinks", "the man eats", the average score in 1 class is 75.9 This result includes vocabulary assessment. In the following week, the manual pronunciation test with a few words above the student results showed an increase from the 69 pre-test to 74.5 this result was purely from the pronunciation assessment.

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

In the second cycle, students immediately take the quiz in the application and the material from this application is to practice the words "boys", "girls", "men", "women", "the boys are eating", "the girls are running", "the women are drinking", "the men are reading". From core 1.2, students got an average score of 82.2. This result includes an assessment of pronunciation and vocabulary. In the following week, the students carried out the pronunciation test as well as the post-test. The results of the test which focused on pronunciation showed a result of 83.5.

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.

Student's perspective

To get a student's perspective, the researcher took 3 students with the best grades and 1 student with the lowest score from the final results. To measure their perspective and review the final results, are there still students who have difficulty with Rosetta Stone.

The 1st PP student said that he was very interested in learning English using Rosetta stone.

"I like learning to use Rosetta Stone because it's easy and can be used without paying, so I can follow without worrying about costs unlike other online courses, especially regarding my pronunciation, I find it very helpful".

The 2nd place TPA student said that during the work there were no difficulties, only slight adjustments at the beginning and began to feel confident when he had to do speaking assignments because he had learned the pronunciation of every word properly and correctly.

"I like this application, even though at the beginning of the meeting I had difficulty understanding how to register in this application, but after I started to enter some lessons I liked it and began to understand how to pronounce English words properly and correctly".

The 3rd place winner of AAZ students said they were always curious and wanted to continue doing the quizzes in the Rosetta Stone application because it was interesting and very easy to access anywhere.

"After several of these meetings I started to get interested in this application and wanted to continue with some of the advanced quizzes in this application, because the pictures were interesting and challenging for me to complete".

The majority of student's opinions about this application are interested and want to use this application continuously.

One sample of students who had the lowest score with the initial RG revealed that their scores had increased but needed frequent opening and self-study at home.

"I found it very difficult at first, but now I feel I understand it's just that I didn't have time to open this application and study independently at home because I have a lot of activities and I have to take turns borrowing my parents' handphone".

This lesson found that the Rosetta Stone application could improve junior high school students' pronunciation skills from the improvements already stated in the research results. Participants also decided to agree that the pronunciation skills they studied from Rosetta Stone greatly helped in the development of other language skills, especially listening and speaking. In the interview session, the student's teacher added that Rosetta Stone is a good application for developing pronunciation skills independently. Even so, students need to practice their pronunciation in a more varied learning environment. He wants to implement Rosetta Stone with a syllabus or lesson plan that will be given so that it helps him and his students get other references in the form of media and can correct students' pronunciation at home as well as increase students' vocabulary.

CONCLUSION

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. 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.

Based on the study's findings, some suggestions for the future use of technology in online learning schemes can be made. Teachers and students must promote positive attitudes towards online learning. This is a difficult situation for anyone. As a result, 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. This research is still limited to the number of participants and the subject being taught. Future researchers may include more participants and vary subject, education level, and location.

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