**STUDENTS' PERCEPTION OF USING "ROSETTA STONE: LEARN LANGUAGE" APPLICATION AS LEARNING MEDIA AT SMPN 35 MAKASSAR**

**SKRIPSI**

**Submitted in Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department**

**BY**

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**ENGLISH LANGUAGE EDUCATIONSTUDY PROGRAM**
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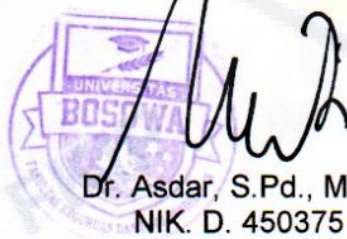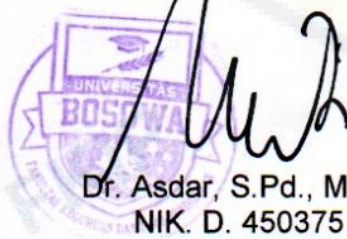NIDN. 0905018503

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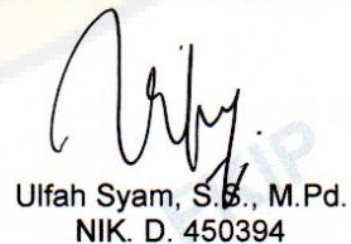Under the cognizance of,

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# ABSTRACT

**Reza Pahlepi. 2022**. Students' Perception Of Using "Rosetta Stone: Learn Language" Application As Learning Media At SMPN 35 Makassar *(Restu Januarty and Andy Hamzah Fansury)*

The purpose of this study was to determine students' perceptions of the Rosetta Stone application, whether students' abilities could improve, especially in listening skills.

This research is focused on descriptive qualitative research. The population in this study was class VIII SMPN 35 Makassar in the academic year 2021/2022, totaling 298 students. To obtain the sample, purposive sampling technique was used to take one class as the research sample consisting of 26 students. Data obtained from written text. The data were obtained from questionnaires given to students and interview tests.

The results of this study prove that the use of the Rosetta Stone application can give students an interest in listening to various interesting audio features available for learning. This can be seen in the average percentage of students in the questionnaire where students feel that using the Rosetta Stone application is very useful to support students' listening skills.

Keywords: *Students perception*, *Rosetta Stone application and listening, learning me*

# ABSTRAK

**Reza Pahlepi. 2022**. Students' Perception of Using "Rosetta Stone: Learn Language" Application as Learning Media at SMPN 35 Makassar *(Restu Januarty dan Andy Hamzah Fansury)*

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan aplikasi Rosetta Stone, apakah kemampuan siswa dapat meningkat khususnya pada kemampuan menyimak.

Penelitian ini difokuskan pada penelitian deskrptif kualitatif. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 35 Makassar tahun pelajaran 2021/2022 yang berjumlah 298 siswa. Untuk memperoleh sampel, teknik purposive sampling digunakan untuk mengambil satu kelas sebagai sampel penelitian yang terdiri dari 26 siswa. Data diperoleh dari teks tertulis. Data diperoleh dari angket yang diberikan kepada siswa serta tes wawancara.

Hasil dari penelitian ini menunjukkan bahwa penggunaan aplikasi Rosetta Stone dapat memberikan siswa minat untuk menyimak berbagai fitur audio menarik yang tersedia sebagai pembelajaran. Hal ini dapat dilihat pada persentase rata-rata siswa pada angket dimana siswa merasa penggunaan aplikasi Roetta Stone ini sangat bermanfaat untuk menunjang kemampuan menyimak siswa. Artinya, penggunaan aplikasi Rosetta Stone dapat meningkatkan kemampuan mendengarkan siswa di SMPN 35 Makassar.

Kata kunci : Persepsi siswa, media pembelajaran (Aplikasi Rosetta Stone), menyimak.

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# CHAPTER I

# INTRODUCTION

In this chapter, the researcher presents about the background of the research, research problems, objective of the research, significances of the research, and scope of the research.

## A. Background of the Research

In this modern era, life is always related to technology and information. The information and communication technology is a general term that includes any communication device, which includes radio, television, mobile phone, computer and network hardware, satellite systems, etc. As well as various services and tools that are with them such as video conferencing and distance learning.

Technology is very important for human activities, especially in teaching and learning. Many learning platforms provide facilitation of technology-based learning environment. The providers of learning technology as a learning medium that was previously done physically has been transformed into a virtual tool that is easier to use by teachers and students. It makes easier and better relations between teachers and students.

English is a foreign language and an international language, which used by more than half of a population in the world. English is the primary natively spoken language in several countries and territories, (*Wikipedia*, English-Speaking World). To learn English, the students are separated logically and psychologically from the target culture, providing continuous motivation is one of the important

roles from teachers to students. Motivation is given by the teacher to students is defined as a kind of internal encouragement that encourages someone to do something to achieve something and to achieve success.

In learning English, there are some skills need to be mastered by the students. They are listening, speaking, writing, and reading. Listening should have an important place in teaching learning English because it is impossible for the people to speak without listening first.

Listening is a language skill that takes a bigger part in daily communication along with speaking, reading and writing. Listening itself has a definition; According to Vandergrift (2012:34), listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. For the students, listening is not skill that can be mastered within overnight, students who are eager to succeed in mastering the listening should practice every day not only once a week.

Penny Ur (2012:24), in British Council web stated that there are some aspects of listening, including the active listening, the way we normally process what we hear to make sense out of it. Active listening is about the activity of listening that is include understanding about the content of what the listener receives or heard the content of material. Another aspect is processing what we hear. Penny Ur also stated that, in listening there are two distinct processes in comprehending spoken English, bottom-up and top-down processing. Bottom-up processing refers to a process of decoding a message that the listener hears trough

the analysis of sounds, words, and grammar. Top-down processing refers to using background knowledge to comprehend a message. And the purpose of listening, we can consider interactional and transactional function of language. When language is used to fullfill an interactional communicative function, the focus is on creating harmonious interaction among individuals.

To help the students to learn English better especiallay listening comprehension, the teacher should be able to be more creative and innovative to help the students in listening. Teacher is a key factor in the successful implementation of curriculum changes. A teacher is one of component that has important role in the teaching-learning process because teacher is the subject of the activity. In doing teachers' role, a good teacher needs an effective method in order to make language teaching successful.

In this case, teacher can use appropriate media to support teaching learning process and make the students more interesting in listening. The teachers have to try to give good models that encourage them to practice it. The teacher has to use attractive media in teaching. It is one of a good way to make the students interested in their listening activity. By using media, it will give the chance for the students to provide their listening ability. The purpose of media is to facilitate communication and learning. It means that media is a tool of communication between the sender to the receiver. There are many techniques and media that can be used by the teacher in teaching learning process especially listening. One kind

of media that the researcher wants to apply in teaching listening is "Rosetta Stone: Learn Language" application.

"Rosetta Stone: Learn Language" application is a software that teach language without translation or the idea using native language to recall a word in English. Instead, "Rosetta Stone: Learn Language" application using spoken dialogue and text with photographic images from real life to achieve language-learning goals, ( Rosetta Stone: Software).

"Rosetta Stone: Learn Language" application was introduced as an audio visual aids that is beneficial for the teachers and students in teaching and learning English. This software can be used as an aid to teach the four skills namely reading, listening, speaking and writing. "Rosetta Stone: Learn Language" application consists of a combination of images, text, and sound, with difficulty levels increasing as the student progresses, in order to teach listening skill and grammatical functions intuitively, without drills or translation. According to Britannica, software controls a computer's internal functioning, chiefly through an operating system, and also controls such peripherals as monitors, printers, and storage devices.

Based on the problem above, the researcher interests in applying "Rosetta Stone: Learn Language" application in learning and will make the teaching learning process be alive and fun. According to the preceding statement, the topic will discuse by the researcher is "Students' Perception Of Using 'Rosetto Stone: Learn Language' Application as Learning Media to Improve Students' Listening".

**B. Identification of Problem**

Based on the information presented above, the problem that can be identified as follows:

1. Teacher should be able to be more creative and innovative in teaching English

2. Media is a tool of communication between the senders (teachers) to the receivers (students).

3. Teacher can use appropriate media to support teaching learning process and make the students more interesting in listening.

4. "Rosetta Stone: Learn Language" application is media that teacher can be use to support teaching learning process more interesting.

**C. Scope of the Research**

To avoid misunderstanding upon what the researcher has expalined, the problem of this research is limited to know the students' perception about using "Rosetta Stone: Learn Language" application as learning media at the second grade students of SMPN 35 Makassar in academic year 2021/2022.

**D. Formulation of the Research**

Based on the backgound of the study above, the researcher formulated the question as follows: "How is the students' perception of using "Rosetta Stone: Learn Language" application as learning media at SMPN 35?".

**E. Objective of the Research**

Based on the problem statement above, the objective of this research is to know the students' perception about using "Rosetta Stone: Learn Language" application as learning media at SMPN 35.

**F. Significances of the Research**

The result of this research is expected to give important contributions for the teachers, students, and other researcher.

1. The teachers

The result of the study can be used by the researchers as reference and feedback for the effect in teaching. Hopefully, the students more focus and understand learning listening using "Rosetta Stone: Learn Language" application. So, the teachers are easier in teaching and learning process.

2. The students.

For the students, the result of the study can stimulate their comprehension in learning English especially listening comprehension and feel fun in teaching learning process. It is hoped to be able to improve their comprehension.

3. Other researcher

The reult of the study can be used as reference for other researcher to conduct a further research dealing eith teachers' activity in supporting students' learning. This research is expected will be an anchor for next researchers to give more attention to improve listening comprehension.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Review

## 1. Perception

## a. The Nature of Perception

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman's perspective, and perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Perception is obtained by summarizing the information from a person and interpreting the information so that the person can respond to either positively or negatively of the information. Therefore, perception basically concerns the relationship between a person and his environment through the senses. After a person senses an object in its environment, then it is processed into the meaning of the object.

In addition, perception is also described as the interpretation of an object, event or information that is grounded by the life experience of a person who performs that interpretation. The experiences will be interpreted by their brain to certain impressions which are maybe different from one to another. Thus, it can also be said that perception is the result of one's mind from a particular situation. In a nutshell, perception is a way of interpreting information using humans' senses. When there is an object, people use their senses and brain to observe it,

and then the information is interpreted as the meaning and cause people to respond to it in a good or bad way.

From a few statements from experts above, it can be concluded that the perception is an excitatory stimulus preceded sensor of the senses and delivered to the human brain consciously or unconsciously. Perception is subjective, depending on one's perspective on a particular object. So that the relative perception is influenced by factors originating from within themselves issued with their own thoughts from someone.

This study tries to find out the students' perception in a Junior High School by using "Rosetta Stone: Learn Language" application as a learning media in teaching English especially listening. Students' perceptions are very crucial to be known in teaching and learning process because teachers need to know their students' preferences in terms of their learning style, interest, and others which can influence their learning outcome.

**b. Components of Perception**

According to Saks and Johns quoted from Sincero and Sarah Mae (2013), there are three components of perception:

1) Perceiver

The perceiver is a person whose awareness is focused on the stimulus, and thus begins to perceive it. There are many factors that can influence the recipient's perception, while three main factors include (1) motivational state, (2) emotional

state, and (3) experience. All of these factors, especially the first two, greatly contribute to how the person understands a situation.

2) Target

    The target is the object of perception; something or someone who is being perceived. The amount of information collected by the perceiving organs influences the interpretation and understanding of the target.

3) Situation

    The situation is environmental factors, time, and the level of stimulation that affect the perception process. These factors can make a single stimulus left only as a stimulus, not a perception subject to brain interpretation.

**c. Process of Perception**

    Perception concists of certain process. It is started by accpeting the stimulation from an object through the sense of organ, and then continues with the registers of stimuli to nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing, and interpreting in order to achieve the meeting of object in relation with the process of perception. Walgito (2014:90) explained that the perception is complex process, those are:

1) Physical process, it is the process when an object are use stimuli caught by receptor, this process is called sensation.

2) Physiological process, it is the process of sending stimuli to the brain by sense organ.

3) Physycological process, it is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

Based on the explanation above, it can be conclude that perception is a complex process consist of giving attention on the object, collecting stimulus through our senses, and interpreting the stimulus into some meaning that lead to the responds affect our behaviour.

**d. Stage of Perception**

According Devito in Muyasaroh (2020:22), there are 5 stages of perception, those are:

1) Stimulation

The occurrence of sensory stimulation is basically part of this perception process involving contact with certain stimuli. This world is full of stimuli that can attract our attention through various senses. Thus we are able to describe systematically the sights, sound, smell and taste that populate our conscious experience.

Stimulation includes selective attention and selective exposure. Selective attention occurs by anticipating fulfil needs and prove enjoyable. For example, friends talking to you but you were daydreaming. You won't hear what they are saying until they called out your name. Selective exposure occurs by exposing information that will confirm an existing, beliefs, and contributing to objectives and having a state of satisfaction. Because we cannot understand everything that happens around us simultaneously, we tend to be involved in selective perception; only perceive positive things. For example, after buying a laptop, ones tend to

read more online or asked people around that the product ones bought is good because we want to tell ourselves that we made the right decision and avoided negative feedback.

2) Organization

The capacity to identify and recognize objects and events is very important for normal perception. Without that capacity, people cannot use their senses effectively. Perceptions governed by rules, schemes and scripts. Regulated by rules, people perceive things that are physically close together as a whole. People develop schemata from actual experiences and representative experiences from daily activities or from television, reading or hearsay.

3) Interpretation-Evaluation

In this evaluation-interpretation phase are two processes of stimulation by individual experience, needs, desires, values, expectations, physical and emotional states, gender and beliefs based on meaning by individual rule, schemata, and scripts. For example meeting a new person who is a doctor, someone tends to view this person as someone who is serious, successful, health conscious, academically strong

4) Recall

After some time, the memory stored from individuals wants to remember certain information. Remember the stage of reconstructing what the individual heard in a meaningful way. Recall information that consistent with schemas. However, failure to do so, it is inconsistent with schemas. Remember information

is drastically contrary to one's scheme because it forces the individual to think or even rethink.

## 2. Student Perception

Perception is the stage the earliest of a series of processors information and can be said that perception is a process of interpreting or interpret the information obtained through the human awareness (Suharnan, 2005:60). Students' perceptions of teacher have continued to be among the most important measures for evaluate teaching learning activities (Scherer, Nilsen, & Jansen, 2016). Studies examining students' perceptions square measure new, particularly in the field of technical education. The role of students in the instructional process is critical as their perception could influence their attitude toward any other technical education subjects. Teachers, academic managers and policy manufacturers ought to observe as once students' perception of their teachers' performance is low; this might lead to their negative angle. A teacher must do everything to improve his quality so that in the learning process good results are obtained so that students' perceptions of the teacher are good (Hassan, Alias, Saleh, & Awang, 2017). The quality of a teacher does not always reflect that the teacher is good or bad. Sometimes there are teachers who have a good attitude but the quality in terms of academics is less, and vice versa, there are teachers whose attitude is not good but has good academic quality. Students in schools want a teacher who has a good personality and also has good academic quality so that they can be used as an example for students in their daily lives (Raufelder et al., 2016:53).

### 3. Media in Teaching Listening

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run more effective and interesting in the classroom.

Media is a tool or means used to convey messages from communicators to audiences. Some psychologists said that in communication between humans, the most dominant medium in communicating is the human senses such eyes and ears. The messages received by the five senses are further processed by the human mind to control its attitude toward something, before it is expressed in action.

According to Sadiman (2011:7), media is something that is used to stream messages from sender to recipient so that it can stimulate thoughts, feelings, attention, and interests and attention of student in such a way that the learning process occur.

From explanations above, we can conclude that media is a tool used in the learning process as a distributor messages between communicators (teachers) and audiences (students) so that the purpose of teaching can be achieved.

There are some types of media for teaching listening can be quite varied, one of the types is using application. Learning English application is entertaining and egaging. The use of learning English application to teach listening is a way that making lessons more interesting, elective, and enjoyable. It can be useful and effective way that can be applied in a language class that can help students to enjoy learning and minimize the pressure of learning a material of English especially listening by using an application.

4. **"Rosetta Stone: Learn Language" Application**

a. **Definition of "Rosetta Stone: Learn Language" Application**

According to Stephen (via www.rosettastone.com) "Rosetta Stone: Learn Language" is software Computer-Assisted Language Learning (CALL) which was launched and developed by the company Rosetta Stone Ltd. This software uses images, text, voice and videos to teach words and grammar with repeating spaces without translation. Rosetta Stone's title and logo are taken from an ancient Egyptian stone slab name, *Rosetta*.

Rosetta Stone calls its approach Dynamic Immersion. It means the system provides the learner with an interactive virtual environment designed to learn naturally, engage interactively, and speak confidently while enjoying the experience.



Figure 2.1: "Rosetta Stone: Learn Language" Application

b. **"Rosetta Stone: Learn Language" Application in Teaching English**

The use of radio, television, video, language laboratory, self-access material and especially computer or mobile phone has become a new trend in language teaching all over the world. Many people seem to assume that using multimedia in language learning will make learners learn language better. This could be right, since the world is changing in its way of communicating. Multimedia is more accessible than it used to be. Therefore, schools have been more readily adopting multimedia technology to keep up with a changing world. Consequently, this will make a difference to language teaching and classroom instruction. Computer-Assisted Language Learning (CALL) brings a different dimension in language learning in that learners might get less interaction with peers and teachers and more exposure to the machine.

The use of multimedia for listening learning has shown to be effective in some studies. It is known from SLA research that words associated with actual objects or imagery techniques are learned more easily than those without .These features are relatively easy to present in multimedia programs, for example; pictures, videos, which can bring different types of. There are various choices of multimedia programs to be used in language learning. Some are interactive computer program and the users can interact to each other's stimulus and some others are not, the users just use the mobile phone without being given any feedback by it. Some use holistic approach of presentation and some others use discrete element approach. Some are structured and some others allow learners to explore authentic materials by themselves.

Many times teachers only use traditional method in teaching English. But in "Rosetta Stone: Learn Language" application is steps in teaching English especially listening comprehension are visually presented in authentic contexts and real-life situations. "Rosetta Stone: Learn Language" application helps students to relate subject matter content to real world situations and motivate students to make connections between knowledge and its application to their live.

**5. Listening**

**a. The Nature of Listening**

Actually, listening is a skill in a sense that is related, but it has a distinct process from hearing. Listening occupies an active and immediate analysis of the streams of sounds while hearing involves merely perceiving sound in a passive way. Listening as an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know. It means that in the process of making sense of the input, they use only part of the incoming information while interpret means that in trying to make sense of the input, listeners use the background of knowledge as well as the new information to decipher what is going on and to figure on what speakers intend.

Listening skill is a listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not

same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain does not automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words.

Meanwhile, Rost (2011:18) points out if listening is vital in the language classroom because it provides input for the learners. It means that without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Based on theories above, it can be concluded that listening is not only the process of understanding the sounds, but the listeners should also be able to know its context or in other words, the listeners need explanation or information.

**b. Listening Comprehension**

Listening comprehension is the ability to identify and understand what others are saying. Listening to understand speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature and some depending upon psychological variables that effect the mobilization of these competences and knowledge in the particular task situation.

Hamouda (2013:117) states that Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from different sound,

prior knowledge of vocabulary, grammatical structures, stress, and intonations, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual pronunciation.

Rost (2011:146) states that listening comprehension is regarded as complex, interactive process in which listeners are involved in a dynamic construction of meaning. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. The message must be given adequate attention or concentration so that it can supersede all other competing sounds and be comprehension.

Listening comprehension is the process of understanding spoken materials using aural organs. Gilakjani et al (2016:117) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand. Beyond understanding meanings and supporting details in spoken materials, listening also includes listening for thoughts, feelings, and intentions of the speakers in delivering the message. Listening comprehension is not only hearing. After listeners hear the message, they should be able to form a meaning in their mind as one of the necessary parts in making successful communication (Masoumeh, 2016:67).

From the above-mentioned definitions, it can be concluded that listening comprehension is a complex process in which students need to exert both their language knowledge vocabulary, sounds, and grammar and background knowledge to comprehend what is spoken.

c. **Process of Listening**

The listening is actually the process on how the listeners comprehend and interpret the input and spoken language. In this case, the listeners differentiate between sounds, vocabulary, grammatical structure, stress and intonation, and the intended meaning. According to I.S.P.Nation and J. Newton (2012) state that listening is divied in two processes that are involved in understanding spoken discourse. They are bottom-up and top-down processing.

1)  Bottom-Up

Bottom-up processing is the process of decoding a message that the listener hears through the analysis of sounds, words, and grammar that creates meaning. Bottom-up process include: listening for specific details, recognizing cognates and recognizing word-order patterns. This listening comprehension tends to be an interactive, interpretive process where in understanding messages, listeners use their prior knowledge and linguistic knowledge.

2)  Top-Down

Top-down processing is the process of decoding a message by using background knowledge of the listeners related to the topic, the situation or context, text type and the language. This background knowledge helps the listeners to interpret the spoken language and anticipate what will come next. The top-down process includes: listening for the main idea, predicting, drawing inferences, and summarizing.

According to the types of situation where the understanding takes place, the process of listening is divided into reciprocal or interactive listening and nonreciprocal or non-interactive listening. Reciprocal or interactive listening is the

process of listening where the listener is required to take part in the interaction and alternatively listens and speaks. Interactive listening situations include face-to-face conversations and telephone calls in which a listener has a chance to ask for clarification, repetition, or slower speech from conversation partner.

On the other hand, non-reciprocal or non-interactive is the process of listening where the listener is engaged in listening passively to a monologue or speech or even conversation. Some non-interactive listening situations are listening to the radio, CDs, TV, films, lectures, etc. and here listener usually does not have the opportunity to ask for clarification, slower speech or repetition.

**d. Types of Listening**

According to Brown in Rifqi Hanifa (2014) there are six types of classroom performances namely: reactive, intensive, responsive, selective, extensive, and interactive. To improve students listening skill in listening English Language it is important for them to increase their language input by practicing extensive and intensive listening. The number of listening skills practiced would depend on the nature of the listening passage, the level of the learners, and the purpose of listening.

1) Reactive

Reactive is a type of listening performance which focus on listening to the surface structure of an utterance. In this case, little meaningful processing is required. It means that the role of listener as merely a "tape recorder" is very limited because the listener is not generating meaning

2) Intensive

The focus of this listening performance is on the discourse components such as phonemes, words, intonation, discourse markers, etc. In this performance, the listeners have to pay attention to the language in detail. Examples of intensive listening performance are as follow:

a.) Students listen for cues in certain choral or individual drills.

b.) The teacher repeats a word or sentence several times to "imprint" it in the students' mind.

c.) The teachers ask students to listen to a sentence or a longer stretch of discourse and to notice a specified element such as intonation, stress, a contraction, a grammatical structure, etc.

3) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short responses.

4) Selective

Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be spoken language (such as classroom directions from a teacher, tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

5) Extensive

The aim of extensive performance is to develop a top-down, global understanding of spoken language. The range of this performance could be from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the students to invoke other interactive skills such as note taking and discussion.

6) Interactive

Interactive performance include all five of the above types as learners actively participate in discussion, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking and perhaps other skills in the authentic give and take of communicative interchange.

**e.   Teaching of Listening**

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection. To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be "Language material intended to use for training listening comprehension should never be presented visually first." Good listening lessons go beyond the main listening task itself with related activities before and

after the listening. It means that the teaching of listening should beyond the understanding, then the action.

Teaching listening at Junior High School is one of the most difficult tasks to teach to the teacher. This is because to have successful listening skill, the teacher should spend more times and the teacher should ask the students to practices more. It's frustrating for the students because there are no rules as in a grammar teaching, (Kenneth, 2011:27). The fact, many students are fault in the listening test because they are unfamiliar with the section. Listening skill should be balanced with the other language skills so the students will get maximal skills.

An ideal listening class at Junior High School should thus provide both practice and instruction. The students need practice in listening for meaning and also some instruction about how to do so effectively. Suitable material can make the students want to learn. The material which is suitable with the students has to be interesting, in the right level of students' difficulty, and presented in various activities. In concluding, the teacher is better to know the students' interest in learning listening with some kind of activities. If not, the students will get bored and uninterested in learning anymore. Besides that, the material should be relevant with the students' real life, so they can get the best understanding.

We can conclude that teaching listening in Junior High School should be appropriate with the purposes. It must be completed with the best materials that are conducted continuously so the students will be familiar with listening task. Besides that, the teacher should prepare some interesting activities so the students will be interesting with the listening.

## B. Previous Studies

The researcher has found three relevant studies which related to this research. First is *"The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang"* written by Fatmawati Latifah Firdaus, Walisongo State Islamic University Semarang (2019). The objectives of study were to explain the effectiveness of Rosetta Stone software usage on students' pronunciation development at the Eighth Grade of SMP IT PAPB Semarang and to find out its pedagogical implications. This research used quantitative research. The researcher used Quasi-Experimental design to measure the effectiveness of Rosetta Stone software on students' pronunciation development. This research used a Pre-test, a Post-test, and questionnaires as the data collection technique. The study showed that: The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 2.300, and the value of t-table on α = 5% is 2.002 (2.300 < 2.002). Then the hypothesis is accepted and Ho was rejected. The results of this research showed that most of students like English because English is fun lesson, although it is difficult for them. After using Rosetta Stone software, students felt easier and happier to understand and to practice pronunciation. Therefore, using Rosetta Stone software as learning media is effective.

Second, the research by the title *"Using Rosetta Stone Software as Media in Teaching English Vocabulary (An Experimental Study at SDN No. 02 Lhoksukon)"* written by Hanif, Universitas Malikussaleh (2016). The aim of this

study is to examine the effectiveness of using Rosetta Stone Software in teaching vocabulary. The data were obtained from 64 students who belong to the two classes (groups), the control group and the experimental group, as the representative of all fifth grades of SDN No 02 Lhoksukon, Aceh Utara. The writer took two classes randomly for the sample of three parallel classes. The research instruments used to collect the data for this study were pre-test and post-test. The pre-test and the post-test were given to the two classes; the experimental class and the control class. The result of the test was students' scores of the experimental group and the control group. This result was analyzed by using statistical formula in order to see if there is a significant difference between the students who were taught by direct method and the students taught by using Rosetta Stone Software as the media in teaching vocabulary. Based on previous explanation, using Rosetta Stone Software as media also proves that the treatment has given some effects on students' vocabulary improvement.

And the third, the research by the title *"The Effectiveness of Rosetta Stone (The Language Learning Software) in Improving Students' Speaking Skill"* written by Najmi Fuady, UIN Antasari Banjarmasin (2016). This study described the effectiveness of multimedia Rosetta Stone (Language Learning Software) in improving students' listening skills. There were two problem statements in this research, namely: How is the effectiveness of Rosetta Stone in improving students' listening skills and how are the students' responses toward using of Rosetta Stone in learning listening. This research was Pre-experimental research with one group Pre-test and Post-test. Population of this research was students of

class B and D intermediate listening of English Education in the Faculty of Tarbiyah IAIN Antasari Banjarmasin. The researcher used the technique of purposive random sampling by taking 10 students each class. So, the total sample of this research was 20 students. The object of this research was the result of learning listening students before and after using the Rosetta Stone and the response of the students toward Rosetta Stone. To collect the data, researcger used test, questionnaire and added with interview. To process data in this research was divided into five phases, namely understanding, counting, classifying, arranging, and interpreting data. Then, all the data were analyzed in quantitative descriptive. The result of this research showed that the effectiveness of Rosetta Stone in improving students' listening skills is in fair category (based on gain score 0.39). It means that using Rosetta Stone in improving students' listening skills is fair effective. This research results also stated that the response of the students toward the use of Rosetta Stone is very good, it was based on the percentage of the questionnaire 95.5 %. And added with interview stated that students have high happy feeling, motivation, willingness to study and enthusiasm when using multimedia Rosetta Stone in learning listening.

## C. Conceptual of Framework

The conceptual framework underlying this research was given in the following diagram in the next page:

```
┌─────────────────────────────────┐
│             INPUT               │
├─────────────────────────────────┤
│           Curriculum            │
└─────────────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────────────┐
        │            PROCESS              │
        ├─────────────────────────────────┤
        │  "Rosetta Stone: Learn Language"│
        │           Application           │
        └─────────────────────────────────┘
                            │
                            ▼
                ┌─────────────────────────────────┐
                │            OUTPUT               │
                ├─────────────────────────────────┤
                │       Students' Perception      │
                └─────────────────────────────────┘
```
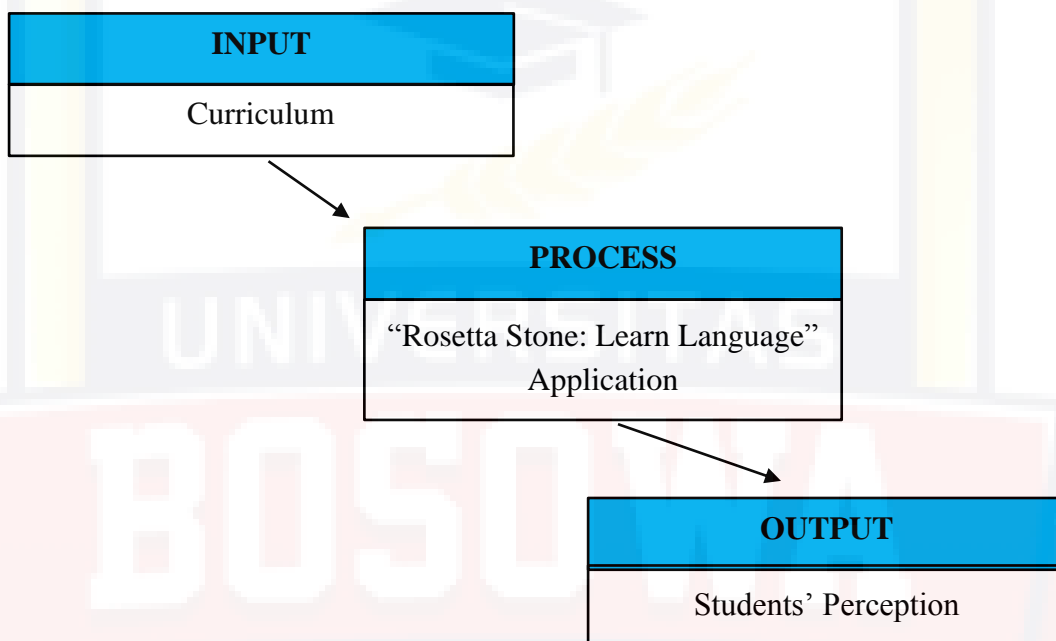
Figure 2.2: Conceptual Framework

The conceptual frameworks in this research are systematically explained below:

The researcher was use "Rosetta Stone : Learn Language" application in teaching methods to enrich students' listening. Input was instruction materials in teaching listening. The output is the result of the process of treatments. The results are the students' perception by using "Rosetta Stone: Learn Language" application as a learning media at SMPN 35 Makassar.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter deals with description of research method, time and location of the research, population and sample, research variables and operational defenition, research intrument, data collecting procedure, and techniques of analysis data.

## A. Research Design

In this study, researcher was use descriptive qualitative research. Sugiyono (2014:1) stated that qualitative method is a research method used to examine natural object conditions (as opposed to experiments) where the researcher is a key instrument, data collection techniques are carried out triangulated (combined), data analysis is inductive, and qualitative research results are more pressing rather than generalizing.

Qualitative research is based on data that researchers obtain from direct observations, interviews, questionnaires, focus groups, and documents. Qualitative research is defined as a market research method that focuses on acquiring data through open communication and conversation. The data are generally non numerical.

The qualitative approach was chosen because this study aims to know the students' perception of using "Rosetta Stone: Learn Language" application as learnnng media at SMPN 35 Makassar.

**B.** **Time and Location of the Resarch**

**1.** **Time of the Research**

This research was conducted on August, 7<sup>th</sup> 2021 at the second grade students of SMPN 35 Makassar, in academic year 2021/2022.

**2.** **Location of the Research**

This research was conducted at SMPN 35 Makassar. This school is located on Jl. Telegrap Utama No.1 Paccerakkang, Biringkanaya, District of Makassar city. Researcher chose location of the research at SMPN 35 Makassar. The researcher chose this location because researcher considers necessary to know the students' perception of using "Rosetta Stone: Learn Language" application as learning media at the second grade students of SMPN 35 Makassar.

**C.** **Population and Sample of the Research**

**1.** **Population**

According to Sugiyono (2017:117), population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion. Based on the previous explanation, the population of this researh was the second grade students of SMPN 35 Makassar in academic year 2021/2022, which of consist of 315 students divided into nine classes which each class consists of approximately 35 students.

**2.** **Sample**

Because of large population, the sampling technique in this research was purposive sampling. Purposive sampling is also known as judgmental, selective,

or subjective sampling, is a form of non-probably sampling in which researchers rely on their own judgmental when choosing members of the population to participate in their surveys. The researcher also was chosen 26 students as representative of second years of SMPN 35 Makassar.

### D. Focus of the Research

The focus of this reserach is to find out the students' perception of using "Rosetta Stone: Learn Language" application as a learning media in teaching English especially listening at the second second years students of SMPN 35 Makassar in academic year 2021/2022.

Students' perceptions are very crucial to be known in teaching and learning process because teachers need to know their students' preferences in terms of their learning style, interest, and others which can influence their learning outcome.

### E. Instrument of the Research

In this research, the reseracher was use observation and questionnaire as the intrument of the research. The purpose of observation is to describe everything related to the object of research, to draw conclusions that are compiled into a report that is relevant and can be useful as a learning or research material. And the quistonnaire was given to students to find out the students' perception of using

"Rosetta Stone: Learn Language" application as learning media in teaching English especially listening.

**F. Procedure of Collecting Data**

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection technique, the researcher was not get data that meets the established data standards (Sugiyono, 2015: 197).

In this study, there are two data collection techniques that was used, namely:

**1. Observation**

The purpose of observation is to describe everything related to the object of research, to draw conclusions that are compiled into a report that is relevant and can be useful as a learning or research material. Some of the things that are used as the background why an observation must be done is to know everything related to the object directly and clearly without having to estimate the object.

**2. Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

Ridwan (2013:27) says that the purpose of distributing questionnaires is to find complete information about a problem, without feeling worried if the respondent gives an answer that does not match the reality in filling out the list of questions.

In this study, researcher was use a closed questionnaire to obtain data about students' perceptions using the "Rosetta Stone: Learn Language" application at SMPN 35 Makassar. Closed questionnaire is a questionnaire that already contains answers in it, the way to answer it is by putting a check mark ($\checkmark$) in the answer column that corresponds to what the students experienced during the learning process. In this study, the rsearcher presents questionnaire that consist of 20 questions.

## G. Technique of Analysis Data

In qualitative research, data analysis is carried out before in the field, during the field and after in the field. The pre-field analysis was carried out on the results of preliminary studies or initial observations.

Analysis during the Model Miles and Huberman field as quoted from Sugiyono (2014:91) there are three stages, namely:

## 1. Data Reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As noted, the longer the researcher is in the field, the more data will be more complex, complex and complicated.

For this reason, it is necessary to immediately analyse data through data reduction. Reducing data means summarizing, choosing the main points, focusing

on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to do the 'next data collection, and look for it when needed. Data reduction can be assisted with electronic equipment such as mini computers, by providing codes on certain aspects.

**2.  Data Display**

By displaying the data, it was easier to understand what is happening, to plan further work based on what has been understood. Furthermore, it is recommended, in conducting data display, in addition to narrative text, it can also be in the form of graphs, matrices, networks (networking) and charts. To check whether the researcher has understood what is displayed.

**3.  Conclusion Drawing/Verification**

The initial conclusions put forward are still temporary, and was change if no strong evidence is found to support the next stage of data collection. But if the conclusions raised at an early stage, supported by valid and consistent evidence when researchers return to the field to collect data, the conclusions put forward are credible conclusions. Thus the conclusions in qualitative research may be able to answer the problems formulation that was formulated from the start, but maybe not, because as has been stated that the problems and problem formulations in qualitative research are still temporary and will develop after the researcher is in the field.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter discusses the findings that have been obtained by researcher through research conducted by researcher during four meetings.

## A. Findings

1. Place of the Research

   This research was conducted at SMPN 35 Makassar. This study also involved eighth grade students of SMPN 35 Makassar in the 2021/2022 academic year. SMPN 35 Makassar has 1,116 students consisting of 601 male students and 515 female students. This school has facilities such as laboratories, libraries, basketball courts, internet, parks.

2. Schedule of the Research

   This research was conducted in September in the first semester of the 2020/2021 academic year. The process of this research was carried out by following the schedule of English subjects for class 8.8 students at SMPN 35 Makassar.

   a. Questionnaire

      After conducting the research process, the researcher presented the results of the questionnaire which had been filled out by 26 students of class 8.8 SMPN 35 Makassar. The results of this questionnaire were obtained after students applied the use of the Rosetta Stone application.

The data is presented in the form of a table containing statements of numbers and percentages.

**Table 4.1.**

**Questionnaire data for class VIII.8 students**

| No. | SS | S | KS | TS | STS |
|-----|------|------|------|------|------|
| 1 | 3,9 | 34,6 | 34,6 | 19,2 | 7,7 |
| 2 | 24 | 52 | 16 | 8 | 0 |
| 3 | 19,2 | 61,5 | 15,4 | 3,9 | 0 |
| 4 | 7,7 | 15,4 | 53,8 | 15,4 | 7,7 |
| 5 | 30,8 | 53,8 | 11,5 | 3,9 | 0 |
| 6 | 23,1 | 50 | 26,9 | 0 | 0 |
| 7 | 3,8 | 0 | 30,8 | 46,2 | 19,2 |
| 8 | 42,3 | 50 | 7,7 | 0 | 0 |
| 9 | 23,1 | 57,7 | 15,4 | 3,8 | 0 |
| 10 | 23,1 | 53,8 | 7,7 | 0 | 3,9 |
| 11 | 23,1 | 53,8 | 19,2 | 3,9 | 0 |
| 12 | 3,9 | 34,6 | 34,6 | 26,9 | 0 |
| 13 | 24 | 64 | 12 | 0 | 0 |
| 14 | 26,9 | 42,3 | 26,9 | 0 | 3,9 |
| 15 | 3,8 | 23,1 | 34,6 | 30,8 | 7,7 |
| 16 | 7,7 | 7,7 | 46,2 | 34,6 | 3,8 |

| 17 | 11,5 | 15,4 | 34,6 | 23,1 | 15,4 |
| 18 | 19,2 | 61,5 | 19,2 | 0 | 0 |
| 19 | 12,5 | 12,5 | 50 | 25 | 0 |
| 20 | 23,1 | 61,5 | 15,4 | 0 | 0 |

Source : Students questioner result

description :

SS = Sangat Setuju

S = Setuju

KS = Kurang Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

b. Interview

After the researchers conducted interviews with class 8.8 students about students' perceptions of the use of the Rosetta Stone application as a medium in learning, it was found that this learning media was effectively used in the English learning process. The following is the student's perception of the use of the Rosetta stone application in the learning process.

The following are the question and result of students interview:

1. The first Interview with Hanum

   1. Can you use this application properly and correctly?

   Based on the interview conducted, Hanum said that, yes, I am able to run this application properly and correctly because this application is easy to run.

2.　What do you think about the Rosetta Stone application?

Based on the interview conducted, Hanum said that, Rosetta Stone application is very interesting and easy to use.

3.　Do you find it easier to understand lessons using this application or through books?

Based on the interview conducted, Hanum said that, I feel more comfortable using the Rosetta Stone application other than through books because this application is very helpful in learning spoken or listening English.

4.　What do you like about this application?

Based on the interview conducted, Hanum said that, what I like about this application is the audio which is very helpful in listening to English conversations

5.　Is this application suitable for learning English, especially listening?

Based on the interview conducted, Hanum said that, yes this is very helpful because most of the content of this application is audio or conversation.

2.　The second Interview with Febriandi Gilberth D.A

1.　Can you use this application properly and correctly?

Based on the interview conducted, Gillberth said that, yes I am very able to use this application because it has been explained well and correctly.

2.　What do you think about Rosetta Stone application?

Based on the interview conducted, Gilberth said that, this app really helps me in improving my listening skills.

3. Do you find it easier to understand lessons using this application or through books?

Based on the interview conducted, Gilberth said that, I prefer to use this application because it is not boring.

4. What do you like about this application?

Based on the interview conducted, Gilberth said that, I like this application because I feel this application is very supportive to improve my listening skills.

5. Is this application suitable for learning English, especially listening?

Based on the interview conducted, Gilberth said that, yes this application is perfect for improving listening skills.

3. The third Interview with Ervina Utami

1. Can you use this application properly and correctly?

Based on the interview conducted, Ervina said that, I feel able to use this application because it is easy to understand and very easy to use.

2. What do you think about Rosetta Stone application?

Based on the interview conducted, Ervina said that, this application is very helpful when I want to practice my listening skills and this application also has several other features that are able to practice speaking.

3. Do you find it easier to understand lessons using this application or through books?

   Based on the interview conducted, Ervina said that, I can understand both but sometimes using this application is very interesting.

4. What do you like about this application?

   Based on the interview conducted, Ervina said that, I like this app because it's easy to use

5. Is this application suitable for learning English, especially listening?

   Based on the interview conducted, Ervina said that, yes this application really helps improve my listening skills and others.

This questionnaire was given to students in order to find out information about the implementation of learning using the Rosetta Stone application in the English learning process in the form of a google form which was distributed online via whatsapp media. The following are statements and results obtained by researcher through questionnaires and interviews which were delivered to all students in grade 8.8.

Table 4.2 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 1 | 3.9% |
| 2. | Agree | 9 | 34.6% |
| 3. | Slightly Agree | 9 | 34.6% |
| 4. | Disagree | 5 | 19.2% |
| 5. | Strongly Disagree | 2 | 7,7% |
| | Total | 26 | 100 |

Based on Table 4.2, it can be seen that 3.9% (1 students) strongly agree with the statement that without using media, the learning process will feel boring, meaning that in implementing the learning process students still feel effective in learning using methods without using media. There are also 34.6% (9 students) agree with the statement, which means that students feel that the use of media in the learning process has a positive impact. There are also 34.6% (9 students) who slightly agree with this statement and 19.2% (5 students) feel disagree with this statement and 7.7% (2 students) who strongly disagree with this statement, meaning that students feel that the use of media does not have a positive impact and is effective for use in the learning process learning.

Table 4.3 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1.  | Strongly Agree | 8 | 30.8% |
| 2.  | Agree | 12 | 46.2% |
| 3.  | Slightly Agree | 4 | 15.4% |
| 4.  | Disagree | 2 | 7.7% |
| 5.  | Strongly Disagree | 0 | 0% |
|     | Total | 26 | 100 |

Based on Table 4.3, there are 30.8% (8 students) who strongly agree and 46.2% (12 students) agree on the statement that the use of the Rosetta Stone "Learn Language" application makes students interested in learning listening. It can be interpreted that students find it easier to understand when using media by listening to audio directly. There are also 15.2% (4 students) who slightly agree

and 7.7% (2 students) disagree with this statement, meaning that these students feel that the use of media to improve listening skills is not effective to use.

Table 4.4 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
| --- | --- | --- | --- |
| 1. | Strongly Agree | 4 | 15.4% |
| 2. | Agree | 16 | 61.5% |
| 3. | Slightly Agree | 4 | 15.4% |
| 4. | Disagree | 2 | 7.7% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Table 4.4 there are 15.4% (4 students) who strongly agree and 61.5% (16 students) agree that the Rosetta Stone application can improve students' listening skills, this proves that students find it easy and happy to learn English using media learning because listening to audio directly can stimulate students' brains. While 15.4% (4 students) slightly agree and 7.7% of students (2 students) person is disagree.

Table 4.5 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
| --- | --- | --- | --- |
| 1. | Strongly Agree | 2 | 7.7% |
| 2. | Agree | 4 | 15.4% |
| 3. | Slightly Agree | 14 | 53.8% |
| 4. | Disagree | 4 | 15.4% |
| 5. | Strongly Disagree | 2 | 7,7% |
| | Total | 26 | 100 |

Based on Figure 4.5 there are 7.7%% (2 students) who strongly agree, 15.4% (4 students) agree and 53.8% (14 students) who slightly agree with the statement that students find it difficult when learning English using the Rosetta Stone application, this is proves that the use of media in learning can simplify the

teaching process and make students more active and enthusiastic in learning English. While 15.4% (4 students) disagree and 7.7% (2 students) strongly disagree. It can be interpreted that students have difficulty capturing learning using the Rosetta Stone application because students are more dominant in learning using methods.

Table 4.6 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 8 | 30.8% |
| 2. | Agree | 14 | 53.8% |
| 3. | Slightly Agree | 3 | 11.5% |
| 4. | Disagree | 1 | 3.9% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Table 4.6 there are 30.8% (8 students) who strongly agree, 53.8% (14 students) who agree with the statement that the Rosetta Stone application makes it easier for students to learn listening, this proves the effectiveness of using media on learning can be applied because it can help students improve their listening skills. While there are 11.5% (3 students) who feel slightly agree and 3.9% (1 student) who disagree with the statement, meaning that the use of methods in the learning process can make students understand learning better than using media.

Table 4.7 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 6 | 23.1% |
| 2. | Agree | 13 | 50% |
| 3. | Slightly Agree | 7 | 26.9% |
| 4. | Disagree | 0 | 0% |

| 5. | Strongly Disagree | 0 | 0% |
|---|---|---|---|
| | Total | 26 | 100 |

Based on Table 4.7 there are 23.1% (6 students) strongly agree and 50% (13 students) agree with the statement that the Rosetta Stone application increases students' interest in learning listening, this proves that the media makes students more interested in various learning features that available. While 26.9% (7 students) slightly agree with this statement, it means that the use of this application in the learning process does not attract students' attention.

Table 4.8 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|---|---|---|---|
| 1. | Strongly Agree | 1 | 3.9% |
| 2. | Agree | 0 | 0% |
| 3. | Slightly Agree | 8 | 30.8% |
| 4. | Disagree | 12 | 46.2% |
| 5. | Strongly Disagree | 5 | 19.2% |
| | Total | 26 | 100 |

Based on Figure 4.8 there are 3.9% (1 students) who are strongly agree and 30.8% (8 students) who are slightly agree and 46.2% (12 students) who disagree with the statement those students do not feel the slightest benefit. From the use of the Rosetta Stone application, it means that by applying the use of the Rosetta Stone application it is very useful for students because it is able to increase students' requests for learning to use media. While there are 19.2% (5 student) strongly disagree with the statement, meaning that students do not give interest to understand this application.

Table 4.9 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|---|---|---|---|
| 1. | Strongly Agree | 11 | 42.3% |
| 2. | Agree | 13 | 50% |
| 3. | Slightly Agree | 2 | 7.7% |
| 4. | Disagree | 0 | 0% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Table 4.9 there are 42.3% (11 students) who strongly agree and there are 50% (13 students) who strongly agree with the statement that the Rosetta Stone application is suitable for use in learning English, especially in listening, this proves that there is an increase in students' English skills, especially in listening skills with the application of Rosetta Stone. And 7.7% (2 students) slightly agree with this statement.

Table 4.10 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|---|---|---|---|
| 1. | Strongly Agree | 6 | 23.1% |
| 2. | Agree | 15 | 57.7% |
| 3. | Slightly Agree | 4 | 15.4% |
| 4. | Disagree | 1 | 3.9% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Figure 4.10, there are 23.1% (6 students) strongly agree and 57.7% (15 students) agree with the statement that the Rosetta Stone application gives an increase in students' motivation to learn English. This proves that the teaching method presented by the researcher attracts the attention of students so that it can affect the improvement of students' learning abilities. There are 15.4% (4 students) slightly agree and 3.8% (1 student) disagree.

Table 4.11 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 6 | 23.1% |
| 2. | Agree | 14 | 53.8% |
| 3. | Slightly Agree | 2 | 7.7% |
| 4. | Disagree | 1 | 3.9% |
| 5. | Strongly Disagree | 3 | 11.3% |
| | Total | 26 | 100 |

Based on Table 4.11 there are 23.1% (6 students) strongly agree and 53.8% (14 students) state agree on the statement of students studying the lesson about the Rosetta Stone given. This proves that the level of student interest in understanding the use of this application in learning is very good. While there are 7.7% (2 students) students slightly agree, 3. 9% (1 student) disagree and 11.3% (3 students) strongly disagree.

Table 4.12 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 6 | 23.1% |
| 2. | Agree | 14 | 53.8% |
| 3. | Slightly Agree | 5 | 19.2% |
| 4. | Disagree | 1 | 3.9% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on table 4.12, 23.1% (6 students) strongly agree and 53.8% (14 students) agreed with the statement that students had an interest in learning listening when using the Rosetta Stone application. This proves that students are interested in learning more creatively by using media. While 19.2% (5 students) slightly agree and 3.9% (1 student) disagree, so in this case students need more creative media to attract students' interest in learning English.

Table 4.13 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 0 | 0% |
| 2. | Agree | 9 | 34.6% |
| 3. | Slightly Agree | 8 | 30.8% |
| 4. | Disagree | 7 | 26.9% |
| 5. | Strongly Disagree | 2 | 7.7% |
| | Total | 26 | 100 |

Based on Table 4.13, 34.6% (9 students) agree and 30.8% (8 students) slightly agree and 26.9% (7 students) stated that they disagreed with the statement that students did not feel the difference at the time of writing. Using the Rosetta Stone application and when not using it in English subjects, especially listening. This proves that students feel a significant difference in learning when using media. But there are 7.7% (2 students) who strongly disagree with this statement, this makes researchers have to improve their teaching skills so that students can feel that learning to use media is very fun.

Table 4.14 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 7 | 26.9% |
| 2. | Agree | 14 | 53.8% |
| 3. | Slightly Agree | 2 | 7.7% |
| 4. | Disagree | 2 | 7.7% |
| 5. | Strongly Disagree | 1 | 3.9% |
| | Total | 26 | 100 |

Based on table 4.14 there are 26.9% (7 students) strongly agree and 53.8% (14 students) agree with the statement that learning using the Rosetta Stone application can improve students' listening skills. It is proven that students can improve listening skills by using the Rosetta Stone application. While 7.7% (2

students) slightly agree with the statement, 7.7% (2 students) disagree with the statement and 3.9% (1 student) strongly disagree with the statement.

Table 4.15 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|---|---|---|---|
| 1. | Strongly Agree | 7 | 26.9% |
| 2. | Agree | 11 | 42.3% |
| 3. | Slightly Agree | 6 | 26.9% |
| 4. | Disagree | 1 | 3.9% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Table 4.15 there are 26.9% (7 students) strongly agree and 42.3% (11 students) agree with the statement that students become more active in studying at home after getting to know the Rosetta Stone application. This proves that students feel happy and do not get bored learning to use the media. While 26.9% (6 students) slightly agree, and 3.9% (1 student) disagree with this statement.

Table 4.16 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|---|---|---|---|
| 1. | Strongly Agree | 1 | 3.9% |
| 2. | Agree | 6 | 23.1% |
| 3. | Slightly Agree | 8 | 30.8% |
| 4. | Disagree | 9 | 34.6% |
| 5. | Strongly Disagree | 2 | 7.7% |
| | Total | 26 | 100 |

Based on Table 4.16 there are 3.9% (1 student) strongly agree, 23.1% (6 students) agree and 30.8% (8 students) feel slightly agree with the statement that the Rosetta Stone application is difficult to use in learning. This proves that the Rosetta Stone application is easy and effective to use in learning English,

especially listening. While 34.6% (9 students) disagree and 7.7% (2 student) feel

strongly disagree with this statement. This motivates researchers to further

improve the teaching process so that all students can use learning media easily.

Table 4.17 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 2 | 7.7% |
| 2. | Agree | 3 | 11.5% |
| 3. | Slightly Agree | 10 | 38.5% |
| 4. | Disagree | 9 | 34.6% |
| 5. | Strongly Disagree | 2 | 7.7% |
| | Total | 26 | 100 |

Based on Table 4.17 there are 7.7% (2 students) strongly agree, 11.5% (3

students) feel agree and 38.5% (10 student) feel slightly agree with the statement

that the Rosetta Stone application is not effectively used in teaching. This proves

that students feel very interested and easily understand English lessons, especially

listening by using the Rosetta Stone application. Meanwhile, 34.6% (9 students)

disagree and 7.7% (2students) with the statement.

Table 4.18 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 3 | 11.5% |
| 2. | Agree | 4 | 15.4% |
| 3. | Slightly Agree | 10 | 38.5% |
| 4. | Disagree | 5 | 19.2% |
| 5. | Strongly Disagree | 4 | 15.4% |
| | Total | 26 | 100 |

Based on Table 4.18 there are 11.5% (3 students) strongly agree, 15.4% (4

students) agree and 38.5% (10 students) feel slightly agree with the statement that

students do not like to learn when using Rosetta Stone app. This proves that

students enjoy learning when using the Rosetta Stone application, learning becomes fun with the various kinds of audio available. While there are 19.2% (5 students) disagree and 15.4% (4 students) strongly disagree with the statement.

Table 4.19 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 5 | 19.2% |
| 2. | Agree | 15 | 57.7% |
| 3. | Slightly Agree | 6 | 23.1% |
| 4. | Disagree | 0 | 0% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Table 4.19 there are 19.2% (5 students) strongly agree and 57.7% (15 students) agree with the statement that students can more easily do assignments by using the Rosetta Stone application. This proves that by using the Rosetta Stone application the learning that is passed by students feels easier. But there are 23.1% (6 students) who are slightly agree with this statement, meaning that these students better understand direct learning by the teacher or learning methods than using applications or media.

Table 4.20 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 3 | 11.5% |
| 2. | Agree | 3 | 11.5% |
| 3. | Slightly Agree | 12 | 50% |
| 4. | Disagree | 6 | 25% |
| 5. | Strongly Disagree | 2 | 7.7% |
| | Total | 26 | 100 |

Based on Table 4.20 there are 11.5% (3 students) who are strongly agree, and 11.5% (3 students) agree with the statement that the Rosetta Stone application

does not have complete features, especially listening. This proves that students get all knowledge by listening to various audios available on the Rosetta Stone application. But there are 46.2% (12 students) who slightly agree and 23.1% (6 students) feel disagree and 7.7% (2 students) strongly disagree with the statement, thus researchers will continue to develop learning with Rosetta Stone so that all students can use this application happily and can understand all available audio.

Table 4.21 Comparison of students answer in the questionnaire

| No. | Classification | Frequency | Percentage |
|-----|----------------|-----------|------------|
| 1. | Strongly Agree | 6 | 23.1% |
| 2. | Agree | 16 | 61.5% |
| 3. | Slightly Agree | 3 | 11.5% |
| 4. | Disagree | 1 | 3.9% |
| 5. | Strongly Disagree | 0 | 0% |
| | Total | 26 | 100 |

Based on Table 4.21 there are 23.1% (6 students) strongly agree and 61.5% (16 students) disagree with the statement that the Rosetta Stone application makes it easier for students to do assignments. This proves that students enjoy and feel not bored using this application in the learning process. There are also 11.5% (3 students) who feel they do not agree and 3.9% (1 student) who strongly disagree with the statement, meaning that teaching using the Rosetta Stone application must be further improved so that students can more easily use the application as a learning medium.

**B.    Discussion**

This discussion presents the findings of the researcher by comparing the results of other studies.

This study aims to determine students' perceptions of learning English using the Rosetta Stone application, especially on listening skills. In this study, the researchers proved that the use of the Rosetta Stone application could improve students' listening skills. In this study, there are various audios that can be listened to by students and used as learning to improve English language skills, especially listening. With this research, it can make students improve their listening skills with various audio features that are already available.

While the Research conducted by Fatmawati Latifah Firdaus, Walisongo State Islamic University, Semarang (2019), namely ""The Effectiveness of Using Rosetta Stone Software on the Pronunciation Development of Class VIII Students at SMP IT PAPB Semarang" This research focuses on improving students' speaking skills and the type of research used is quantitative.

Research conducted by Hanif, Malikussaleh University (2016), namely "Using Rosetta Stone Software as a Media in Teaching English Vocabulary (Experimental Study at SDN No. 02 Lhoksukon)". This research focuses on increasing vocabulary. This study focuses on the comparison when using the Rosetta Stone Software and direct teaching to students. This study proves that the use of Rosetta Stone Software can improve students' vocabulary skills. Rosetta Stone software can be used in the learning process to increase students' knowledge and insight about English.

Research conducted by Najmi Fuady, UIN Antasari Banjarmasin (2016) is ""The Effectiveness of Rosetta Stone (Language Learning Software) in Improving Students' Speaking Skills". This research also focuses on improving students' listening skills but the type of research used is Pre-experimental. This study took 2 different classes to obtain samples, then the results of this study were that the students' listening skills were in the medium category.

Based on the overall research above, the overall aim is to improve students' abilities even though they use different methods and techniques. Therefore, the existence of research is useful to prove whether the research is effectively used or not. From the several studies above, on average, it proves that the research they do is effective in teaching students and has a positive impact on improving students' English skills.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the data above that have been summarized by the author, this research is very useful for improving students' listening skills because of the availability of various interesting audio features that can make students more interested and happy to learn English. This Rosetta Stone application is very useful for making students more creative and actively listening to audio in the form of learning. This learning application has proven to be effective for use in grade 8.8 students at SMPN 35 Makassar.

This Rosetta Stone application is very effective and easy to use in learning. In the current Covid-19 condition, students don't need to worry about the learning process because this application can be downloaded and then ready to use.

### B. Suggestion

Based on the conclusions that have been conveyed by the authors, the authors also want to provide suggestions and recommendations, namely in the learning process students tend to only follow lessons to fill attendance but do not understand the lessons delivered by the teacher. This is because some students find it difficult to catch the lesson delivered. Therefore, the researcher suggests using the Rosetta Stone application to help students get the right media to use in improving listening skills.

1. Researchers suggest that the learning process uses the Rosetta Stone application, because this application can make students find various kinds of interesting audio in order to increase students' knowledge and creativity in learning English, especially in listening skills.

2. Teachers can use this application as learning, because students will feel more interested if teaching is done using media or applications to make students not bored and happy to learn English.

3. The author finds that the use of the Rosetta Stone application can provide students with additional knowledge, especially on listening skills, because it can train students' comprehension skills by listening to various audio features that can be selected.

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# APPENDICES

**APPENDIX 1**

**INSTRUMENTS OF THE RESEARCH**

**Questionnaire for the students**

Perkenalkan nama saya Reza Pahlepi, saya adalah mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa. Untuk memenuhi tugas akhir saya sebagai mahasiswa, saya melakukan penelitian dan disini saya mengaharpakan kerjasama adik-adik untuk mebantu saya menyelesaiikan tugas akhir ini. Disini saya akan memberikan adik-adik angket, jadi angket ini akan di isi sesuai dengan pengalaman yang adik-adik dapatkan selama mempelajarai Aplikasi Rosetta Stone. Atas kerjasama dari adik-adik, saya mengucapkan terima kasih.

**I. Identitas Responden**

Nama        :

Kelas        :

No. Absen  :

**II. Petunjuk Pengisian Angket:**

1. Bacalah pertanyaan dengan seksama dan pilihlah salah satu jawaban yang sesuai dengan pendapat kalian.

2. Kerjakan semua soal pada lembar jawab yang telah disediakan dengan memberikan tanda centang (✓) pada jawaban yang anda pilih.

3. Keterangan: (**SS:** Sangat Setuju, **S:** Setuju, **KS:** Kurang Setuju, **TS:** Tidak Setuju, **STS:** Sangat Tidak Setuju)

| No. | Pernyataan | Pilihan | | | | |
|---|---|---|---|---|---|---|
| | | SS | S | KS | TS | STS |
| 1. | I feel bored if teaching and learning activities do not use learning media | | | | | |
| 2. | The application "Rosetta Stone: Learn Language" made me more interested in learning listening | | | | | |
| 3. | The "Rosetta Stone: Learn Language" app can improve my listening skills | | | | | |
| 4. | I find it difficult to learn listening using the "Rosetta Stone: Learn Language" application | | | | | |
| 5. | The "Rosetta Stone: Learn Language" application makes it easier for me to learn listening | | | | | |
| 6. | The application "Rosetta Stone: Learn Language" made my interest in learning listening more grow | | | | | |
| 7. | I don't feel any benefit at all using the "Rosetta Stone: Learn Language" app | | | | | |
| 8. | "Rosetta Stone: Learn Language" application is suitable for learning English, especially listening comprehension | | | | | |
| 9. | When using the "Rosetta Stone: Learn Language" app, my motivation increases | | | | | |
| 10. | I repeat the learning material that has been given using the "Rosetta Stone: Learn Language" application | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11. | I feel interested in learning listening using the "Rosetta Stone: Learn Language" application | | | | | |
| 12. | I don't feel the difference between using or not using the "Rosetta Stone: Learn Language" application in learning, especially listening. | | | | | |
| 13. | The "Rosetta Stone: Learn Language" app allows me to improve my listening | | | | | |
| 14. | I became more active in studying at home when I got to know the application "Rosetta Stone: Learn Language" | | | | | |
| 15. | The application "Rosetta Stone: Learn Language" is complicated to use in learning | | | | | |
| 16. | The application "Rosetta Stone: Learn Language" is not effective in learning listening | | | | | |
| 17. | I prefer to study if I don't use the "Rosetta Stone: Learn Language" app | | | | | |
| 18 | I can easily do assignments using the "Rosetta Stone: Learn Language" app | | | | | |
| 19. | The application "Rosetta Stone: Learn Language" does not have complete features in learning, especially learning listening | | | | | |
| 20. | The "Rosetta Stone: Learn Language" application makes it easy for me to do my assignments | | | | | |

**APPENDIX 2**

**Tes wawancara**

1.  Can you use the Rosetta Stone application properly and correctly?

2.  What do you think about this Rosetta Stone application?

3.  Do you find it easier to understand lessons using this application or through books?

4.  What do you like about this application?

5.  Is this application suitable for learning English, especially listening?
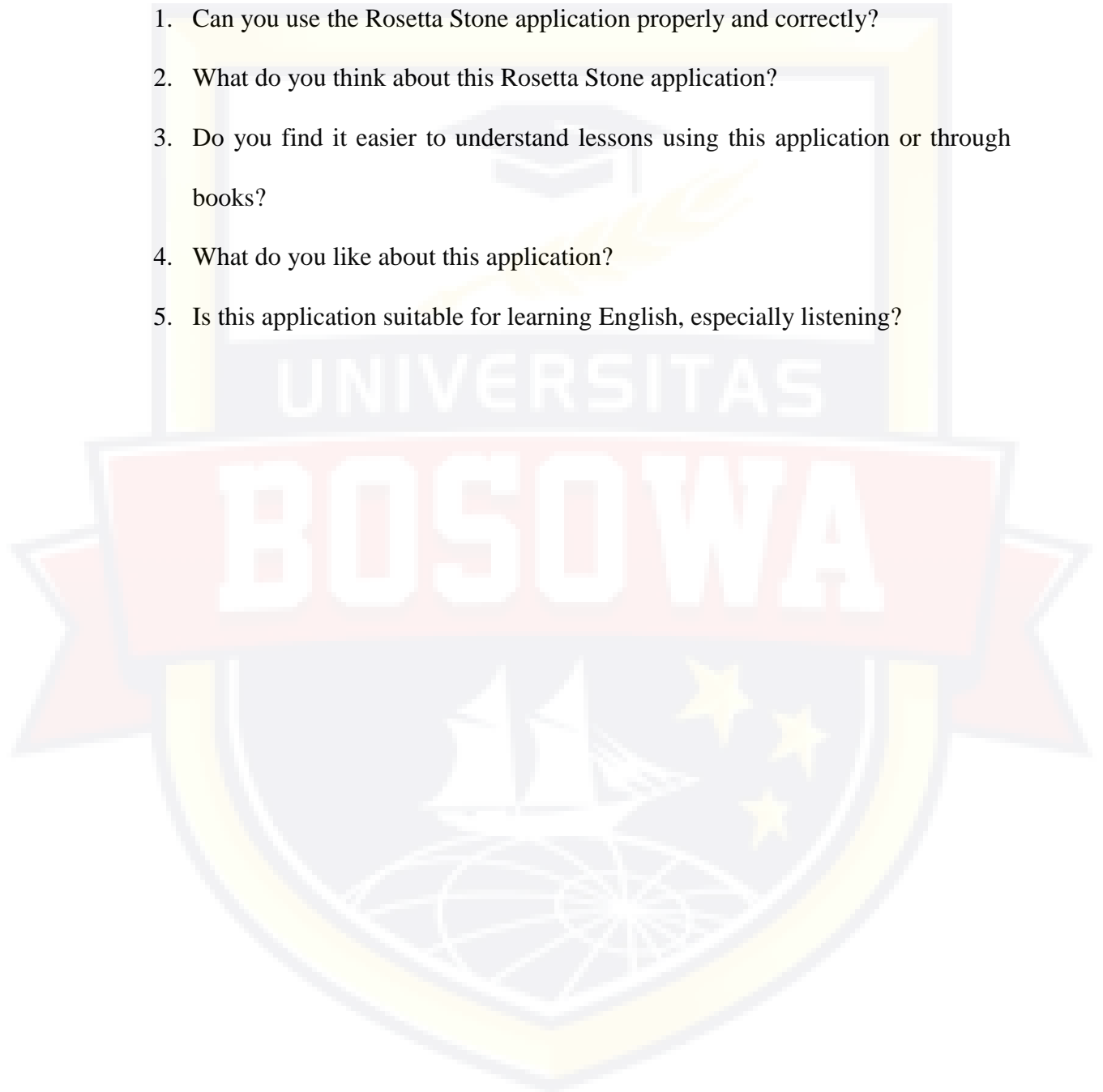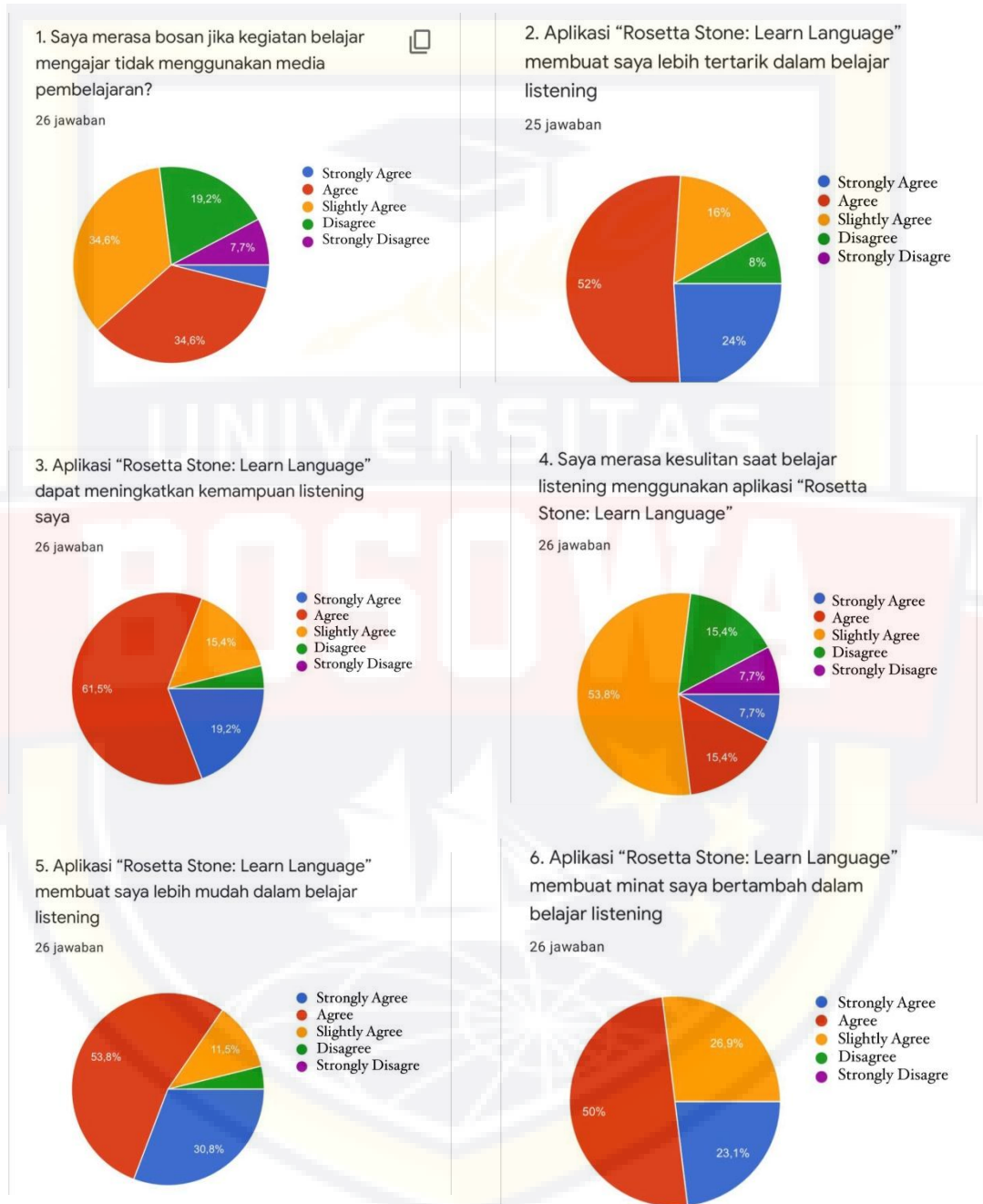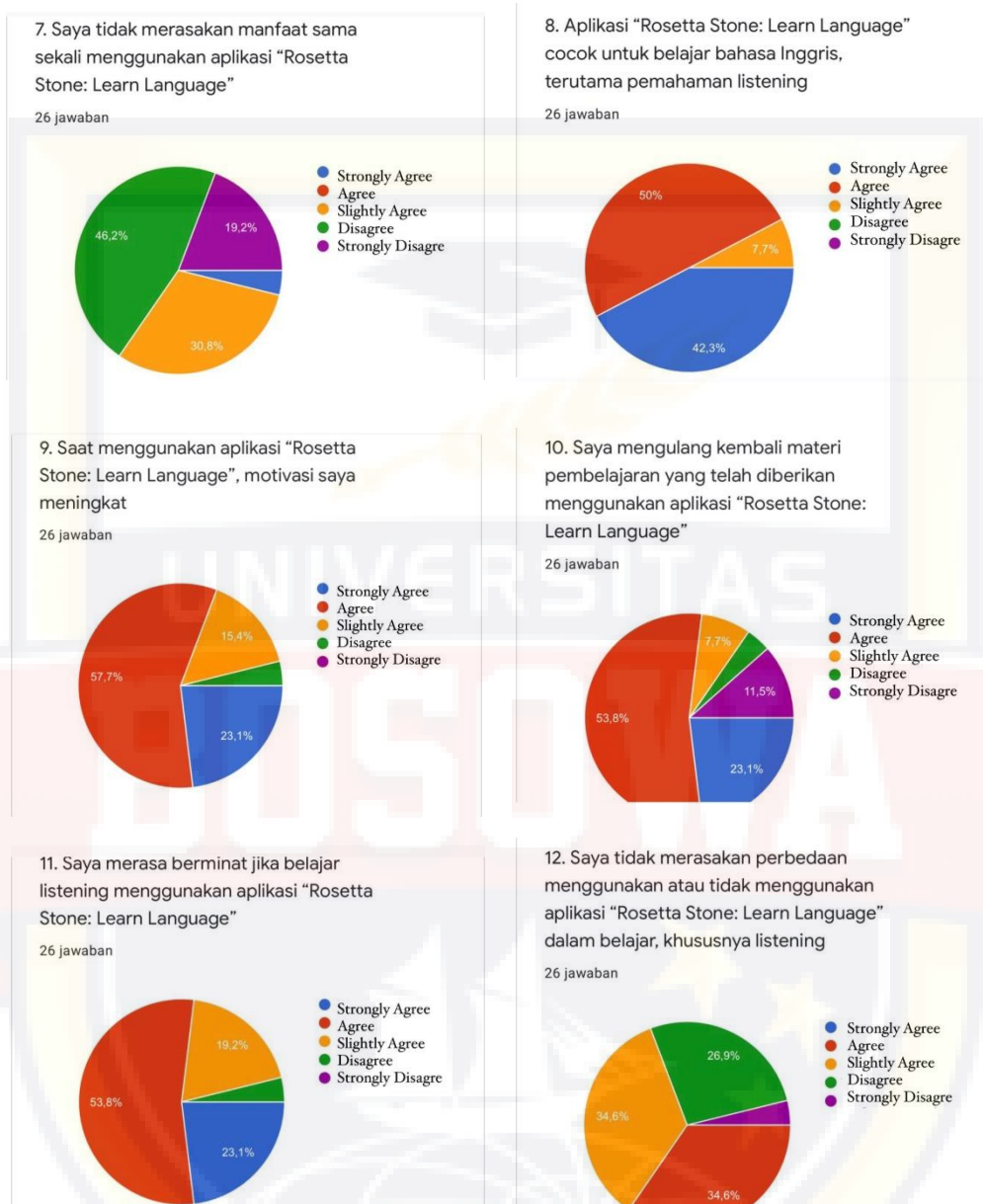
**APPENDIX 3**

**Questionnaire data for class VIII.8 students**

|    | SS   | S    | KS   | TS   | STS  |
|----|------|------|------|------|------|
| 1  | 3,9  | 34,6 | 34,6 | 19,2 | 7,7  |
| 2  | 24   | 52   | 16   | 8    | 0    |
| 3  | 19,2 | 61,5 | 15,4 | 3,9  | 0    |
| 4  | 7,7  | 15,4 | 53,8 | 15,4 | 7,7  |
| 5  | 30,8 | 53,8 | 11,5 | 3,9  | 0    |
| 6  | 23,1 | 50   | 26,9 | 0    | 0    |
| 7  | 3,8  | 0    | 30,8 | 46,2 | 19,2 |
| 8  | 42,3 | 50   | 7,7  | 0    | 0    |
| 9  | 23,1 | 57,7 | 15,4 | 3,8  | 0    |
| 10 | 23,1 | 53,8 | 7,7  | 0    | 3,9  |
| 11 | 23,1 | 53,8 | 19,2 | 3,9  | 0    |
| 12 | 3,9  | 34,6 | 34,6 | 26,9 | 0    |
| 13 | 24   | 64   | 12   | 0    | 0    |
| 14 | 26,9 | 42,3 | 26,9 | 0    | 3,9  |
| 15 | 3,8  | 23,1 | 34,6 | 30,8 | 7,7  |
| 16 | 7,7  | 7,7  | 46,2 | 34,6 | 3,8  |
| 17 | 11,5 | 15,4 | 34,6 | 23,1 | 15,4 |
| 18 | 19,2 | 61,5 | 19,2 | 0    | 0    |
| 19 | 12,5 | 12,5 | 50   | 25   | 0    |
| 20 | 23,1 | 61,5 | 15,4 | 0    | 0    |

**APPENDIX 4**

**Percentage of students in pie chart**



1. Saya merasa bosan jika kegiatan belajar mengajar tidak menggunakan media pembelajaran?

26 jawaban

- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagree

19,2% / 7,7% / 34,6% / 34,6%

2. Aplikasi "Rosetta Stone: Learn Language" membuat saya lebih tertarik dalam belajar listening

25 jawaban

- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

16% / 8% / 52% / 24%

3. Aplikasi "Rosetta Stone: Learn Language" dapat meningkatkan kemampuan listening saya

26 jawaban

- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

15,4% / 61,5% / 19,2%

4. Saya merasa kesulitan saat belajar listening menggunakan aplikasi "Rosetta Stone: Learn Language"

26 jawaban

- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

15,4% / 7,7% / 53,8% / 7,7% / 15,4%

5. Aplikasi "Rosetta Stone: Learn Language" membuat saya lebih mudah dalam belajar listening

26 jawaban

- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

53,8% / 11,5% / 30,8%

6. Aplikasi "Rosetta Stone: Learn Language" membuat minat saya bertambah dalam belajar listening

26 jawaban

- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

26,9% / 50% / 23,1%

7. Saya tidak merasakan manfaat sama sekali menggunakan aplikasi "Rosetta Stone: Learn Language"

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

46,2% 19,2% 30,8%

8. Aplikasi "Rosetta Stone: Learn Language" cocok untuk belajar bahasa Inggris, terutama pemahaman listening

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

50% 7,7% 42,3%

9. Saat menggunakan aplikasi "Rosetta Stone: Learn Language", motivasi saya meningkat

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

57,7% 15,4% 23,1%

10. Saya mengulang kembali materi pembelajaran yang telah diberikan menggunakan aplikasi "Rosetta Stone: Learn Language"

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

53,8% 7,7% 11,5% 23,1%

11. Saya merasa berminat jika belajar listening menggunakan aplikasi "Rosetta Stone: Learn Language"

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

53,8% 19,2% 23,1%

12. Saya tidak merasakan perbedaan menggunakan atau tidak menggunakan aplikasi "Rosetta Stone: Learn Language" dalam belajar, khususnya listening

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre

34,6% 26,9% 34,6%

13. Aplikasi "Rosetta Stone: Learn Language" membuat saya dapat meningkatkan listening saya

25 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
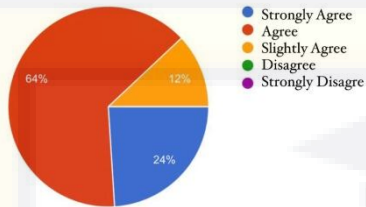
14. Saya menjadi lebih giat belajar di rumah ketika mengenal aplikasi "Rosetta Stone: Learn Language"

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
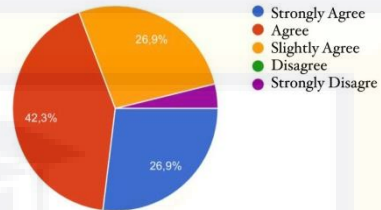
15. Aplikasi "Rosetta Stone: Learn Language" rumit digunakan dalam pembelajaran

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
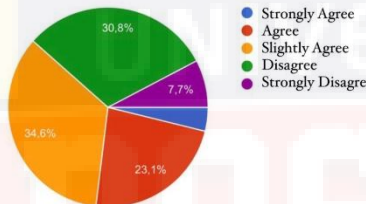
16. Aplikasi "Rosetta Stone: Learn Language" tidak efektif dalam belajar listening

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
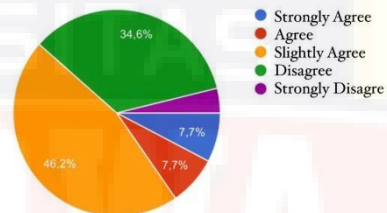
17. Saya lebih suka belajar jika tidak menggunakan aplikasi "Rosetta Stone: Learn Language"

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
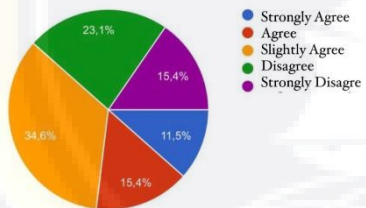
18. Saya dapat dengan mudah mengerjakan tugas menggunakan aplikasi "Rosetta Stone: Learn Language"

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
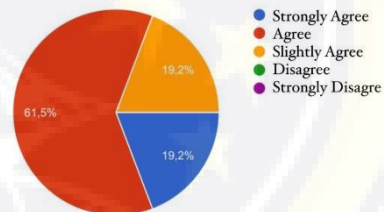
19. Aplikasi "Rosetta Stone: Learn Language" tidak memiliki fitur yang lengkap dalam belajar, khususnya belajar listening

24 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
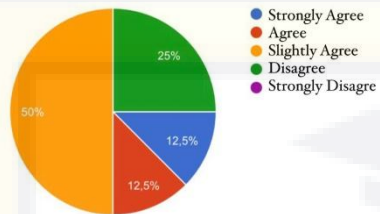
20. Aplikasi "Rosetta Stone: Learn Language" membuat saya mudah dalam mengerjakan tugas

26 jawaban



- Strongly Agree
- Agree
- Slightly Agree
- Disagree
- Strongly Disagre
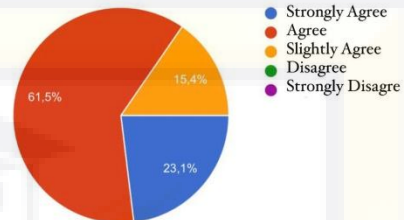
**APPENDIX 5**

**RENCANA PELAKASANAAN PEMBELAJARAN**

**(RPP)**

Nama Sekolah          :  SMPN 35 Makassar

Mata Pelajaran        :  Bahasa Inggris

Kelas/Semester        :  VIII/8 (Ganjil)

Materi Pokok/Tema    :  Persepsi Siswa Menggunakan Aplikasi "Rosetta Stone: Learn Language" Sebagai Media Pembelajaran Untuk Meningkatkan Pendengaran Siswa

## A. TUJUAN PEMBELAJARAN

1. Melalui aplikasi whatsapp dan zoom, guru menyampaikan materi yang akan dipelajari.

2. Melalui aplikasi Rosetta Stone dapat membantu siswa untuk meningkatkan kemampuan mendengarkan dengan berbagai fitur audio menarik.

## B. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. **Pertemuan Pertama ( 2 x 40 menit )**

   a. **Kegiatan Pendahuluan (10 Menit)**

   1. Salam dan berdoa

   2. Guru melakukan pengecekan kehadiran peserta didik.

   3. Memotivasi peserta didik.

   4. Menjelaskan tujuan pembelajaran.

5. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

**b. Kegiatan Inti (60 menit)**

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Guru memberi contoh terkait materi.

3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

4. Peserta didik akan diperlihatkan aplikasi Rosetta Stone dan cara menggunakannya

**c. Kegiatan penutup (10 menit)**

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

**2. Pertemuan kedua (2x40 menit)**

**a. Kegiatan pendahuluan ( 10 menit)**

1. Salam dan berdoa

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

**b. Kegitan inti ( 60menit)**

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Pendidik memperkenalkan Aplikasi Rosetta Stone serta mulai untuk memperlihatkan audio yang tersedia pada aplikasi

3. Peserta didik diminta untuk mengamati cara penggunaan Aplikasi ini agar tidak kebingungan.

4. Peserta didik diberikan kesempatan untuk mendengarkan audio yang tersedia.

5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4.  Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5.  Peserta didik mengucapkan salam perpisahan.

**3.  Pertemuan ketiga (2x40 menit)**

    **a.  Kegiatan pendahuluan ( 10 menit)**

        1.  Salam dan berdoa.

        2.  Guru melakukan pengecekan kehadiran peserta didik.

        3.  Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

        4.  Memotivasi peserta didik.

        5.  Menjelaskan tujuan pembelajaran.

        6.  Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

    **b.  Kegitan inti ( 60menit)**

        1.  Pendidik memberikan angket kepada siswa.

        2.  Pendidik diarahkan untuk mengisi angket tersebut berdasarkan pengalaman mereka ketika belajar menggunakan Aplikasi Rosetta Stone.

    **c.  Kegiatan penutup (10 menit)**

        1.  Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

        2.  Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

        3.  Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

**4. Pertemuan keempat (2x40 menit)**

**a. Kegiatan pendahuluan ( 10 menit)**

1. Salam dan berdoa

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

**b. Kegitan inti ( 60menit)**

1. Pendidik memberikan tes wawancara kepada siswa.

2. Pendidik memberikan kesempatan kepada siswa untuk menjawab satu-persatu dari pertanyaan pendidik

**a. Kegiatan penutup (10 menit)**

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

## C. PENILAIAN

Sikap : Penilaian yang dilakukan pendidik yaitu dengan berkomunikasi melalui via whatsapp dengan salam diawali percakapan dan ucapan terima kasih di akhir percakapan.

Pengetahuan : Peserta didik mampu memahami pembelajaran yang telah disampaikan oleh pendidik yaitu penggunaan media YouTube dengan teknik pembelajaran brainstorming guna untuk meningkatkan kemampuan berbicara peserta didik.

Keterampilan : Berbicara

Makassar, 13 Januari 2022

Mengetahui,

Guru Mata Pelajaran                    Peneliti Mata Pelajaran

**YOSEB R. MANALLO, S.PD**          **REZA PAHLEPI**

**NIP: 196403171989031012**          **Nim: 4517101003**

**APPENDIX 6**

## UNIVERSITAS BOSOWA
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : A.327/FKIP/Unibos/IX/2021
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMPN 35 Makassar
di –

Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Reza Pahlepi
NIM : 4517101003
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

**Students Perception Of Using "Rosetta Stone: Learn Language" Application As Learning Media To Improve Students Listening**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.
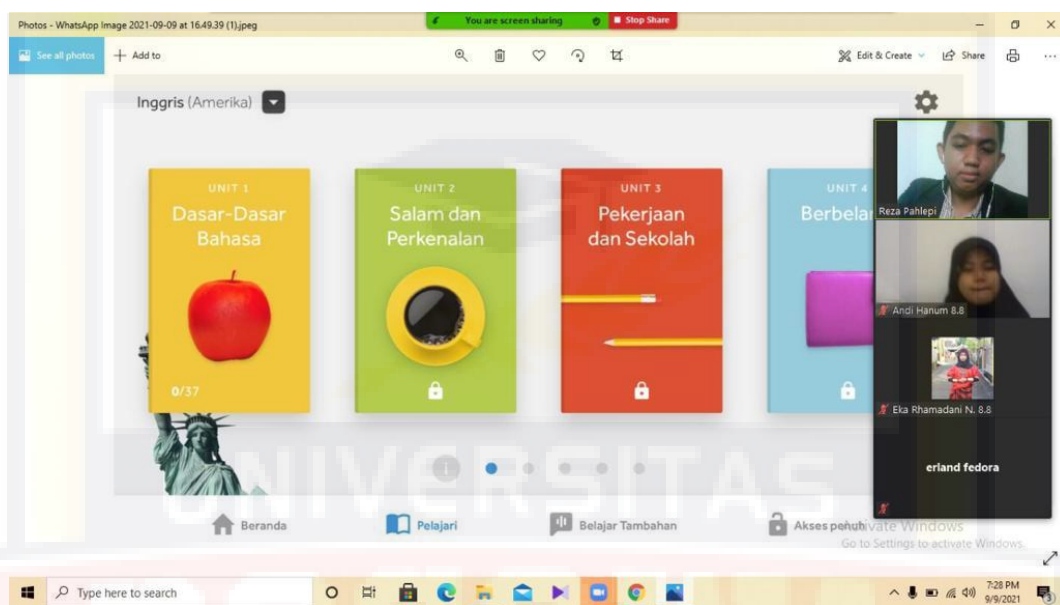
Makassar, 03 September 2021
Dekan

**Dr. Asdar, S.Pd., M.Pd.**
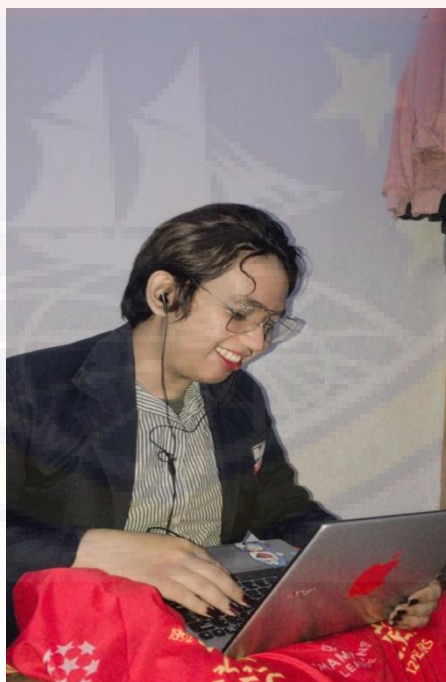NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
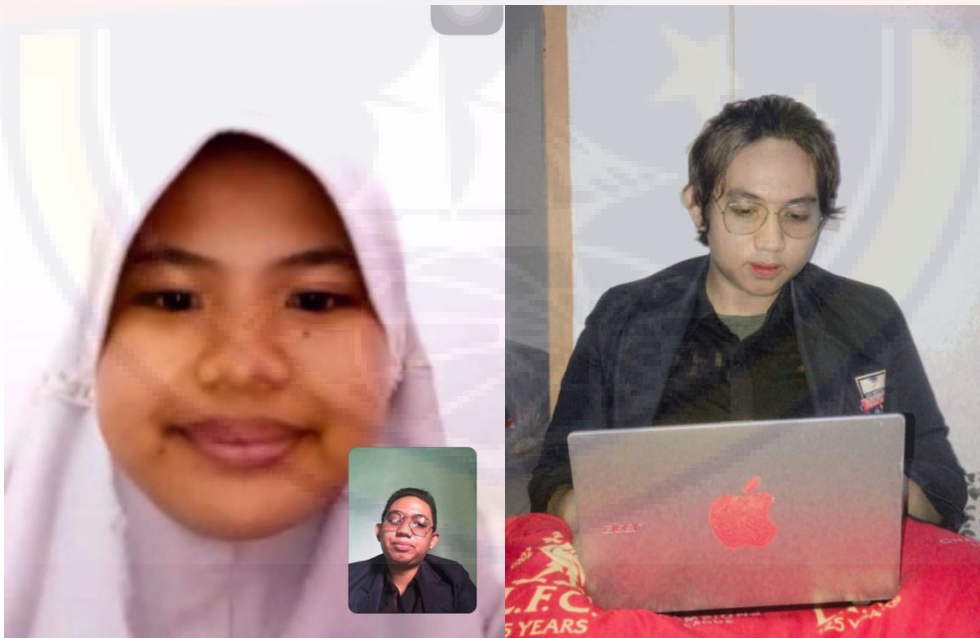2. Arsip.

**APPENDIX 7**

**Pictures**



Picture 1.1 The researcher was explaining
the used of the Rosetta Stone application to students



Picture 1.2 The researcher was explaining
the used of the Rosetta Stone application to the students

Picture 1.3 The researcher was conducting interviews with students



Picture 1.4 researcher was conducting interviews with students

# UNIVERSITAS BOSOWA

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568

http://www.universitasbosowa.ac.id

## SURAT KETERANGAN PERBAIKAN PROPOSAL

Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama Mahasiswa          : Reza Pahlepi

No. Pokok Mahasiswa   : 4517101003

### Judul Proposal

Students' Perception Of Using "Rosetta Stone: Learn Language" Application As Learning Media To Improve Students Listening

Benar mahasiswa tersebut telah melakukan perbaikan proposal dan disetujui oleh pembimbing dan penguji sebagai berikut :

| No. | Pembimbing/Penguji | Tanda Tangan |
|-----|--------------------|--------------|
| 1. | Hj. Restu Januarty, S.Pd., M.Pd. | 1. |
| 2. | Dr. A. Hamzah Fansury, S.Pd., M.Pd | 2. |
| 3. | Hj. St. Haliah Batau, S.S., M.Hum | 3. |
| 4. | Ulfah Syam, S.S., M.Pd | 4. |

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 2, September 2021

KPS. Pend. Bahasa Inggris,

**Ulfah Syam, S.S., M.Pd.**

NIK. D. 450394

# UNIVERSITAS BOSOWA
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
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di –
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Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
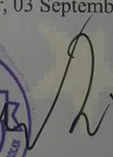    Universitas Bosowa

Judul Penelitian :

**Students Perception Of Using "Rosetta Stone: Learn Language" Application As Learning Media To Improve Students Listening**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 03 September 2021
Dekan

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

**Tembusan:**
1. Rektor Universitas Bosowa
2. Arsip.

# BIOGRAPHY

Reza Pahlepi was born in Barru, June 03rd, 1999. His father's name is Zainal Arifin and his mother's name is Hj. Saleha, S.Pd. His is the third of four siblings. He has two brothers and one sister. He started his first education at SDN Juppai, Mate'ne in 2005 to 2011. After graduating in 2011, he studied at SMP Negeri 1 Tanete Rilau and finished in 2014. Then he continued his high school education at SMAN 1 Barru and graduated in 2017. In the same year, he decided to continue his studied at English Education Study Program, Faculty of Teacher Training and Education, of Bosowa University Makassar, and graduated in 2022. He had participated as a member in the Students Associations of English Language Education since 2018 until 2021.