

**EXPLORING TEACHER EXPERIENCE IN USING ROSETTA
STONE AS A VOCABULARY TEACHING MEDIA FOR
JUNIOR HIGH SCHOOL STUDENTS**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK
IBRAHIM MALANG**

2025

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A VOCABULARY TEACHING MEDIA FOR JUNIOR HIGH SCHOOL
STUDENTS
THESIS**

*Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in
English Education Department*



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
MALANG
2025**

APPROVAL SHEET

APPROVAL SHEET

EXPLORING TEACHER EXPERIENCE IN USING ROSETTA STONE AS A VOCABULARY TEACHING MEDIA FOR JUNIOR HIGH SCHOOL

STUDENT

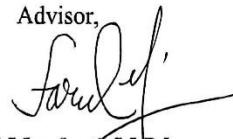
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LEGITIMATION SHEET

LEGITIMATION SHEET

EXPLORING TEACHER EXPERIENCE IN USING ROSETTA STONE AS A VOCABULARY TEACHING MEDIA FOR JUNIOR HIGH SCHOOL STUDENTS

THESIS

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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MOTTO

“....The act of wanting to pursue something maybe even more precious than actually becoming that, that thing so I feel like just being in the process itself is a prize and so you shouldn't think of it as a hard way and even if you do get stressed out you should think of it as happy stress just enjoy while pursuing it cause it's that precious...”

-Mark Lee

DEDICATION

First and foremost, I would like to express my deepest gratitude to Allah SWT for His endless mercy and kindness, which have enabled me to complete this thesis. I also extend my heartfelt praise to the Prophet Muhammad SAW, who has been a guiding light in our lives. May peace and blessings always be upon him.

This thesis is especially dedicated to my beloved family especially my Mom♡, my lecturers, and my dear friends who have supported and encouraged me throughout this journey. I would also like to express my appreciation to my Dreamies, whose presence and music brought comfort and motivation during difficult times.

Last but not least, I would like to thank myself...for staying strong, for persevering, and for making it through everything to reach this point.

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All praise is due to Allah SWT, the Lord of the universe, whose endless blessings and mercy have enabled me to complete this final paper titled “Exploring Teacher Experience in Using Rosetta Stone as a Teaching Vocabulary Media for Junior High School Students.” May peace and blessings always be upon our beloved Prophet Muhammad SAW, who has guided us from darkness into the light of righteousness.

The researcher would like to express sincere gratitude to all parties who contributed to the completion and smooth execution of this research. The researcher truly believes that without their guidance, support, and assistance, completing this thesis would not have been possible. With humility and heartfelt appreciation, the researcher wishes to extend thanks to:

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2. Prof. Dr. H. M. Zainnudin, MA as the Rector of Maulana Malik Ibrahim Malang State Islamic University.
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Malang, June 23, 2025

The researcher,



Rita Wahyuni

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ج	= z	ف	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)

=[^]a

أو

= aw

Long Vocal (i)

=[^]i

أي

= ay

Long Vocal (u)

=[^]u

أو

= ^vu

أي

= i

C. Diphthong Vocal

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ABSTRACT

Wahyuni, Rita. 2025. Exploring Teacher Experience In Using Rosetta Stone as a Teaching Vocabulary Media For Junior High School Students. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Farid Munfaati, M.Pd

Keywords: Rosetta Stone, Teacher Experience, Teaching Media, Vocabulary

This study aims to identify teacher's experience in teaching vocabulary using Rosetta Stone. The research employed a descriptive qualitative method to facilitate an in depth analysis of observed information and phenomena. The participants of this study were 1 English teacher because she was the only teacher who used the Rosetta Stone application at SMP Era Pembangunan III. Data for this study employed observation, interviews, and documentation to collect data on the use of the Rosetta Stone application in classroom instruction. Observations were conducted in March during two sessions in class VII A, while interviews provided deeper insights into teaching practices and classroom dynamics. The research findings reveal both positive and negative experiences associated in using Rosetta Stone in teaching vocabulary in their english classes. During the teaching and learning process, the teacher reported several positive experiences in using Rosetta Stone. Using Rosetta Stone could help teachers in the vocabulary learning process, such as helping teacher increase student's participation, helping teacher in enhancing students' vocabulary, supports teacher in enhancing students' reading comprehension. However, the teacher had negative experiences in using Rosetta Stone to teach vocabulary, including as more time is required for lesson preparation, students still have struggle with self-confidence and not enough time set aside for student practice.

ملخص البحث

وحيني، ريتا. 2025. استكشاف تجربة المعلم في استخدام برنامج روزيتا ستون كوسيلة لتدريس المفردات لطلاب المرحلة الإعدادية. أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المشرف: فريد منفاتي، ماجستير في التطوير المهني.

الكلمات المفتاحية: برنامج روزيتا ستون، تجربة المعلم، وسائل التدريس، المفردات.

تهدف هذه الدراسة إلى تحديد تجربة المعلمات في تدريس المفردات باستخدام برنامج Rosetta Stone. استخدم البحث المنهج الوصفي النوعي لتسهيل التحليل المعمق للمعلومات والظواهر المرصودة. كانت المشاركة في هذه الدراسة معلمة لغة إنجليزية واحدة، كونها المعلمة الوحيدة التي استخدمت تطبيق Rosetta Stone في مدرسة SMP Era Development III. استخدمت الدراسة الملاحظة والمقابلات والتوثيق لجمع البيانات حول استخدام تطبيق Rosetta Stone في التدريس الصفي. أجريت الملاحظات في شهر مارس خلال جلستين في الصف السابع (أ)، بينما قدمت المقابلات رؤى أعمق حول ممارسات التدريس وдинاميكيات الصف. تكشف نتائج البحث عن تجارب إيجابية وسلبية مرتبطة باستخدام Rosetta Stone في تدريس المفردات في حرص اللغة الإنجليزية. خلال عملية التدريس والتعلم، أبلغت المعلمة عن العديد من التجارب الإيجابية في استخدام Rosetta Stone. يمكن أن يساعد استخدام Rosetta Stone المعلمين في عملية تعلم المفردات، مثل زيادة مشاركة الطلاب، وتعزيز مفرداتهم، ودعم فهمهم القرائي. ومع ذلك، فقد واجه المعلم تجارب سلبية في استخدام برنامج Rosetta Stone لتدريس المفردات، بما في ذلك الحاجة إلى مزيد من الوقت لإعداد الدروس، وما زال الطلاب يعانون من نقص الثقة بالنفس، وعدم تخصيص وقت كافٍ لممارسة الطلاب.

ABSTRAK

Wahyuni, Rita. 2025. Eksplorasi Pengalaman Guru Dalam Menggunakan Rosetta Stone Sebagai Media Pengajaran Kosakata Untuk Siswa Sekolah Menengah Pertama. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing: Farid Munfaati, M.Pd

Kata Kunci: Rosetta Stone, Pengalaman Guru, Media Pembelajaran, Kosakata

Penelitian ini bertujuan untuk mengidentifikasi pengalaman guru dalam mengajar kosakata menggunakan Rosetta Stone. Penelitian ini menggunakan metode kualitatif deskriptif untuk memfasilitasi analisis mendalam terhadap informasi dan fenomena yang diamati. Partisipan penelitian ini adalah 1 guru Bahasa Inggris karena beliau adalah satu-satunya guru yang menggunakan aplikasi Rosetta Stone di SMP Era Development III. Data untuk penelitian ini menggunakan observasi, wawancara, dan dokumentasi untuk mengumpulkan data tentang penggunaan aplikasi Rosetta Stone dalam pembelajaran di kelas. Observasi dilakukan pada bulan Maret selama dua sesi di kelas VII A, sedangkan wawancara memberikan wawasan yang lebih dalam tentang praktik pengajaran dan dinamika kelas. Temuan penelitian mengungkapkan pengalaman positif dan negatif yang terkait dengan penggunaan Rosetta Stone dalam mengajar kosakata di kelas Bahasa Inggris mereka. Selama proses pengajaran dan pembelajaran, guru melaporkan beberapa pengalaman positif dalam menggunakan Rosetta Stone. Penggunaan Rosetta Stone dapat membantu guru dalam proses pembelajaran kosakata, seperti membantu guru meningkatkan partisipasi siswa, membantu guru dalam meningkatkan kosakata siswa, dan mendukung guru dalam meningkatkan pemahaman membaca siswa. Namun, guru tersebut memiliki pengalaman negatif dalam menggunakan Rosetta Stone untuk mengajarkan kosakata, termasuk dibutuhkannya lebih banyak waktu untuk persiapan pelajaran, siswa masih kesulitan dengan rasa percaya diri, dan kurangnya waktu yang dialokasikan untuk latihan siswa.

CHAPTER I

INTRODUCTION

The purpose of this chapter is to introduce and explain this study. The background of the study, research questions, objectives of study, significance of study, scope and limitations, and definition of key terms are all included.

1.1 Background of Study

Teachers today are expected to have good skills in teaching English and to prepare students for the future. Teaching does not only involve classroom instruction time but also includes teachers' ability to motivate students and help them become more creative in learning English.

Teachers are expected to serve as role models who are capable of developing students' skills by fostering their interest in learning. Students' skills may develop through motivation provided by teachers, which enables them to become more competent and better prepared for future challenges. This condition highlights the importance of teacher professionalism.

Professionalism is characterized by several key aspects, including mastery of professional knowledge and theories, dedication to the community rather than personal interests, possession of diagnostic and applicative competencies, autonomy in performing professional duties, adherence to a code of ethics, clarity of client orientation, strong professional organization, and collaboration with other professional fields (Roza & Joni, 2016). Furthermore, Salinas, Bellows, and Liaw (2011) emphasize that teachers should be equipped with adequate knowledge and skills related to learning principles, diverse learning

activities, and appropriate instructional materials in order to enhance students' interest and create a meaningful learning environment in the classroom.

Teachers' teaching experience is a significant factor that contributes to the development of their professional abilities. According to Stronge, teaching experience plays an important role in enhancing teacher effectiveness, as it allows teachers to grow professionally through learning from classroom practice. This view is supported by Firdaus (2014), who states that experience improves teacher effectiveness by providing opportunities for teachers to learn from practical teaching activities and continuously develop their professional competence.

According to Widoyo (2016), teaching experience reflects a teacher's comprehensive understanding of classroom practices, including the mastery of knowledge, skills, and values gained through teaching activities. Teaching experience is commonly measured by the length of time a teacher has been teaching, and Johari et al. (2009) state that teachers with more than seven years of experience tend to demonstrate higher teaching efficacy in the classroom (as cited in Issom, Fitri Lestari Amelia, & Defi, 2015). Teaching experience also plays an important role in the success of the educational process, as more experienced teachers are able to apply a wider variety of teaching methods, resulting in more active and enjoyable teacher-student interactions (Rahmawati et al., 2015). Furthermore, participation in professional development activities such as education and training programs, seminars, and workshops contributes to the enhancement of teachers' professional competence and supports the improvement of educational quality.

Beside that, the ability to communicate in English is essential for success in many academic fields. In this era, students have access to a wide range of tools to improve their English skills. In addition, studies on the integration of technology in education have acquired big attention among researchers and educators (Parra & Calero, 2019). Moreover, the implementation of latest technologies in English language teaching has grown significantly to the importance both in literature and in educational practice (Marbun, et al., 2023). The impact of technology on learning English as a foreign language is clear and continues to change language education.

In the English learning, learners develop essential reading, writing, listening, and speaking skills. Regardless of which skill they focus on, they need two main tools: grammar and vocabulary. These two substructures are fundamental for each skill. Grammar can be absorbed by learners to some extent and, while not always sufficient, it can be more easily compensated for than vocabulary. Vocabulary is a fundamental aspect of language learning; certainly, words constitute the foundations of a language because they allow us to refer to objects, actions, and ideas to convey meaning (Ghazal, 2007)

In the English language, an incorrect sentence can still be understood, however using the wrong word can completely change the meaning and cause misunderstandings. This highlights the importance of having a strong vocabulary mastery in order to communicate effectively. For Indonesian students learning English as a foreign language, mastering vocabulary is crucial. While learning grammar structures may be easier, retaining and

expanding vocabulary is a more challenging and time-consuming process. However, it is essential for developing listening, reading, speaking, and writing skills.

The significance of vocabulary knowledge for effective language use cannot be emphasized enough. As Wilkins (1972) pointed out, grammar is important, but without vocabulary, communication is impossible.

Based on Surah Al-Baqarah (2): 31 of the Al-Quran, which says:

وَعَلِمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلِكَةِ فَقَالَ أَنْبِئْنِي بِالْأَسْمَاءِ هُوَ لَكُمْ

إِنْ كُنْتُمْ صَدِيقِي ﴿٣١﴾

And He taught Adam all the names, then He showed them to the Angels and said: “Tell Me the names of these, if you are truthful”.

This verse shows that Allah taught vocabulary or names of things to man (**Adam**) as part of the ability to understand and communicate. Vocabulary mastery is very important because it is the basis for understanding and expressing thoughts appropriately. Without adequate vocabulary, one will find it difficult to communicate clearly and understand complex information. In everyday life, the ability to master vocabulary enriches the way one understands the world and interacts with others. Therefore, mastery of language and vocabulary is a key factor in the development of human knowledge and intellect.

To make it easier to learn English, including learning vocabulary, technology can be used as a learning tool. The use of technology in learning activities has been proven beneficial for students' development. The deep integration of technology and education will bring more opportunities and

challenges (Kan, 2020). The integration of technology in learning activities is beneficial for both teacher and students. Teaching English using technology can be an alternative to help teachers in providing students with creative, engaging, and interactive materials (Marbun, et al., 2023; Dias & Victor, 2022).

The use of technology can enhance learning by making it more interactive, motivating students, and improving their achievement and communication skills. Apps, online resources, and interactive platforms allow learners to engage with English in a dynamic way, often using multimedia, games, and real-life simulations to create a more immersive and enjoyable experience. Digital language learning can also be personalized to suit individual needs and preferences. App-based learning technologies such as Duolingo, Memrise and Rosetta Stone help students learn in a structured, responsive and flexible way, accommodating individual preferences and needs. The use of these apps also allows students to continue practicing outside of class, fostering motivation through gamification and immediate feedback, which has been shown to strengthen students' interest in language learning Namaziandost et al. (2021)

Moreover, integrating digital tools can enhance academic motivation by making language learning more accessible and flexible (Yang & Wu, 2012). The applications have many uses in improving English skills and are adaptable, making them useful for learning other foreign languages as well. Many current media for foreign language learning still fall short of ideal expectations. Evidence from literature reviews shows that these devices allow students to access learning quickly due to their ease of use, familiarity, and promise of

effective learning (Rahman et al., 2019). They also permit self-paced learning (Weibert et al., 2019), which can enhance personal discipline, self-efficacy, commitment, and overall learning.

The use of digital media as learning media is beneficial for both teacher and students. In digital-based learning, teachers have numerous opportunities to present interesting and authentic learning media for students, while for students, they get interesting and fun learning activities by utilizing digital media. (Faradilla & Daulay, 2023) argue that the use of media in learning is intended to facilitate students in understanding material. Moreover, learning media can also direct and increase student concentration which can generate learning motivation (Ratnawati et al., 2020)

The use of digital learning media in classroom activities commonly utilized smartphone as a device. The use of mobile phones in learning activities is also known as Mobile-Assisted Language Learning (MALL) (Bezircilioglu, 2016). The application of Mobile-Assisted Language Learning was very flexible, it can be applied in a variety of ways, including face-to-face, distance learning, or online learning (Kukulska-Hulme & Shield, 2008). The incorporation of mobile learning in higher education has a big potential in terms of empowering learners to assume an active role in the language acquisition process (Cabrera-Solano et al., 2019). Furthermore, the use of mobile applications has been recognized as efficient tools that enable students to learn and practice the language at their own pace (Hwang & Chang, 2011), and also encourage learners to learn in a collaborative environment (**Ali et al., 2019**). In line with

this research topic, the use of mobile applications in learning vocabulary can help students enhance their vocabulary mastery (Hayati, et al., 2013).

Rosetta Stone, established in 1992, is a Mobile-Assisted Language Learning platform that provides immersive language education using technology. It teaches languages naturally, without relying on translation or drills, and focuses on enhancing vocabulary, pronunciation, reading, listening, writing, and grammar through multimedia content. (<https://www.rosettastone.eu/about/>).

(Hanif, n.d. 2016) also highlights the platform incorporates engaging activities that make learning more enjoyable, accessible, and interactive learning experience. Rosetta Stone has introduced live tutoring sessions for personalized language practice, alongside the development of a mobile app for convenient, on-the-go learning. Moreover, the company has broadened its language offerings to include less commonly taught languages, appealing to a diverse group of learners. These advancements reflect Rosetta Stone's commitment to utilizing technology and innovative teaching methods to improve language acquisition and fluency.

The software uses spoken dialogue and real-life images rather than translation. As teacher or learner start the program, they are able to select courses based on their learning goals, with each unit ending in a Milestone to practice and apply new skills. Its advanced technology, integrating pictures, sounds, and speech recognition, makes it effective for teaching vocabulary to junior high school students.

1.2 Research Question

Based on the background above, the researcher has identified the following research question:

1. How is the teacher's experience in teaching vocabulary using rosetta stone in the classroom.

1.3 The Objective of the Study

Based on the research questions above, the objectives of this study are as follows:

1. To describe teacher's experiences in teaching English vocabulary through the use of Rosetta Stone for junior high school students.

1.4 Significance of the Study

The results of this research are expected to provide the following benefits:

1. Student

Using Rosetta Stone can make learning English more enjoyable and effective. It can help students improve their vocabulary, especially understanding word meanings in sentences. Rosetta Stone's flexibility allows students to learn anywhere and anytime, enhancing their vocabulary and communication skills in English.

2. Teacher

Teachers need to be adaptable to keep up with changing times and technological advancements. This requires creativity, innovation, and a broad understanding of how to use applications to create more engaging classrooms. By tailoring their teaching to individual student needs, teachers

can foster a more active learning environment. Collaborating with other teachers to share knowledge and explore new technologies can lead to sustainable and effective learning designs.

3. Maulana Malik Ibrahim State Islamic University Malang

This research can be a valuable resource for students and lecturers in the fields of technology and education. It provides documents that can be used and applied in the campus environment.

4. Future Researcher

The findings of this study are anticipated to contribute to refine and expand researcher related to Rosetta Stone in teaching and learning vocabulary.

1.5 Scope and Limitation

In the context of research related to the Rosetta Stone application in English language learning, previous studies have focused on investigating the effectiveness of the application in improving students' English skills. However, no research has been conducted to determine teachers' perceptions regarding the use of the Rosetta Stone application in English language teaching at the junior high school level, particularly in vocabulary learning.

Thus, in this study, the researcher will investigate the teachers' perspectives on the use of the Rosetta Stone application in English language learning, particularly in vocabulary learning. Moreover, this research will be intended to contribute new knowledge regarding digital-based learning media that can be utilized in English language teaching from the perspective of teachers as the learning designers and planner. Conclusively, the findings of this study are expected to provide insights into concrete efforts and teachers'

in-depth understanding of developing technology-based learning media. This should illustrate the statistical progress of students in using digital media.

1.6 The Definition of the Key Terms

In this study, the researcher has several keys to define each of the following words as limited. They are :

1. Teacher experience

Teacher experience using Rosetta Stone refers to the process and outcomes of educators integrating the Rosetta Stone language-learning software into their instructional practices. This experience encompasses how teachers utilize the platform's tools and resources to enhance students' vocabulary acquisition, language comprehension, and overall learning engagement. It also includes the teacher's role in guiding students through interactive lessons, monitoring progress, and adapting their teaching strategies based on the platform's feedback mechanisms and the students' learning needs.

2. Teaching media

Refers to tools, materials, or resources used by educators to facilitate and enhance the teaching and learning process. Teaching media serve as intermediaries that help convey instructional content more effectively, enabling better understanding and retention of knowledge among students. These can include traditional materials like books and charts, as well as digital resources such as educational software, videos, and interactive applications.

3. Rosetta stone

Rosetta Stone is language learning application that used by students to practice their vocabulary skills. this Application used in class VII A for learning English.

4. Vocabulary

Vocabulary is a collection of words that students can understand and use in communicating orally and in writing, according to their level of language development. this will be focusing on vocabulary related to parts of a house, it is essential to include both common and specific terms that describe various sections and features of a typical home.

CHAPTER II

LITERATURE OF REVIEW

In this section, the researcher will explore theories relevant to the study addressing several key concepts. These concepts include teacher experience, teaching media, rosetta stone, vocabulary and previous studies. Each topic will be further elaborated through various subtopics that align with the overarching themes of the research.

2.1 Teacher Experience

Experience refers to the knowledge or expertise gained through direct participation in or exposure to an activity. It represents proficiency in a particular skill or field, developed over time through sustained practice. Experience is the insight or competence acquired from performing a specific task or engaging in an activity over a prolonged period.

According to Rice (2010), teachers' performance can be influenced by their accumulated experiences. Burroughs, Gardner, and Lee (2019) define teaching experience as the duration of a teacher's professional career. Factors such as tenure, levels of knowledge, and professional skills are commonly used to assess teaching experience (Foster and Seeker, 2001). The effectiveness of teaching activities is closely linked to the depth of teaching experience, which plays a significant role in determining the success of the educational process.

The extent of a teacher's experience is typically reflected in their length of service. Burroughs, Gardner, and Lee (2019) emphasize that experience

is a critical determinant of a teacher's career trajectory and classroom effectiveness (Rakib, Rombe, and Yunus, 2017). Teachers with longer tenure possess greater experience, distinguishing them from novice teachers (Rakib, Rombe, and Yunus, 2017). Research suggests that increased teaching experience correlates with the development of a broader range of teaching strategies, fostering more active and engaging interactions between teachers and students.

Age is another significant factor influencing teaching experience, with junior teachers generally having less experience than their senior counterparts. Senior teachers tend to exhibit greater maturity and emotional stability, rendering them less susceptible to mental stress. While there is a general positive correlation between years of experience and teaching quality, studies indicate variability in individual abilities and effectiveness, leading to differing levels of performance. Observable characteristics, such as educational background and experience, do not always correspond to improved productivity.

In many professions, including education, years of experience are recognized as an important criterion for human resource management decisions, such as salary structures, benefits, and promotions. The underlying assumption is that experience enhances workers' knowledge, skills, and productivity over time. In the field of education, teaching experience is often viewed as a critical factor in personnel policies. It serves as the foundation for traditional single-salary schedules, influences teacher transfer policies by granting seniority preferences, and is often considered a

cause of inequality between schools, making it a target for redistribution efforts. Teachers' classroom management practices are shaped by their years of experience, with more experienced educators being better able to anticipate challenges and adjust their methods accordingly. Additionally, years of experience are positively associated with the use of conflict resolution strategies, such as compromising and integrating, while negatively correlated with obliging approaches.

2.2 Teaching Media

In this part, the author will discuss: (a) the definition of teaching media, (b) the function of teaching media, and (c) the kind of teaching media.

2.2.1 The Definition of Teaching Media

Teaching media refers to tools that facilitate the delivery of instructional objectives, conveying messages or information within the teaching and learning process. Munadi (2013) further defines teaching media as intermediary tools that aid in comprehending the content presented by educators, whether through print or electronic forms. Additionally, teaching media serve as instruments that support the implementation of various components within the learning system, enhancing both the effectiveness and longevity of the learning process.

According to Anderson (2007), media serve as a means of transmitting messages and information. Furthermore, the term "teaching media" is the plural form of "medium," derived from the

Latin word 'medius', meaning "middle." In Bahasa, the word "medium" translates to "between" or "interval," reflecting its role as a conduit or intermediary in the communication of information.

Based on the aforementioned definition, it can be concluded that teaching media encompasses all tools or aids that can be utilized by both teachers and students to achieve specific educational objectives. Media is closely associated with the techniques and methods employed in the teaching and learning process, facilitating the effective transmission of knowledge and skill.

2.2.2 The function of Teaching Media

According to Sujana (2002), the functions of teaching media in the teaching and learning process are as follows:

- a. The use of media in the teaching and learning process is not merely supplementary but serves a distinct role in facilitating an effective learning environment.
- b. Teaching media is an integral component of all educational settings, signifying its importance as a key element that teachers must develop and incorporate into their instruction.
- c. The use of teaching media is crucial for accelerating the teaching and learning process and assisting students in better understanding the material presented by the teacher.

2.2.3 The kinds of Teaching Media

According to Rosita Primasari, media can be categorized into seven distinct types:

- a. Graphic Media: Includes all types of printed materials, such as books, pictures, photographs, maps, charts, posters, graphs, and diagrams.
- b. Display Media: Refers to boards used to present information to small groups, including chalkboards, bulletin boards, flannel boards, and peg boards.
- c. Three-Dimensional Media: Media that take on a three-dimensional form, such as models, objects, specimens, and puppets.
- d. Projected Media: Media that require a projector to display information, including slides, filmstrips, transparencies, films, video tapes, and records.
- e. Audio Media: Media that are exclusively auditory, such as radio, audio cassettes, and records.
- f. Video Media: A combination of both audio and visual elements, including television, videocassettes, CDs, and computers.
- g. Activity Media: Media that involve participatory activities, such as field trips, dramatizations, demonstrations, and role-playing activities.

2.3 Rosetta Stone

In this part, the author will discuss: (a) the definition of rosetta stone, (b)how to use rosetta stone, (c) advantages of rosetta stone, and (d) disadvantages of rosetta stone.

2.3.1 The Definition of Rosetta Stone

Rosetta Stone is a visual-based language learning application designed to facilitate two-way communication, encouraging student interaction. The name "Rosetta Stone" is derived from the historic artifact that significantly contributed to the decoding of Egyptian hieroglyphs. The application offers various levels of difficulty, from the easiest to the most advanced, using a dynamic immersion method. Vocabulary is taught through images that are already integrated into the application. Rosetta Stone requires the use of electronic devices and offers interactive, contextual lessons that can be accessed on any device, both online and offline. The platform is modern, ad-free, and available anytime, making it a flexible learning tool for users.

2.3.2 How to Use Rosetta Stone

To utilize the Rosetta Stone application, users must first ensure the app is installed on their mobile device. Follow the steps below to begin using the Rosetta Stone application:

1. The first step taken was to install the Rosetta Stone application from the Play Store on the smart phone

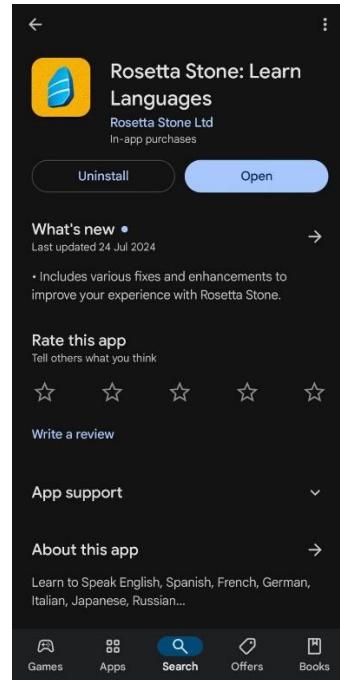


Image 2.1, Installation Application

2. Next, open the installed application and click 'get started' and will be directed to select the language (English) to be studied.

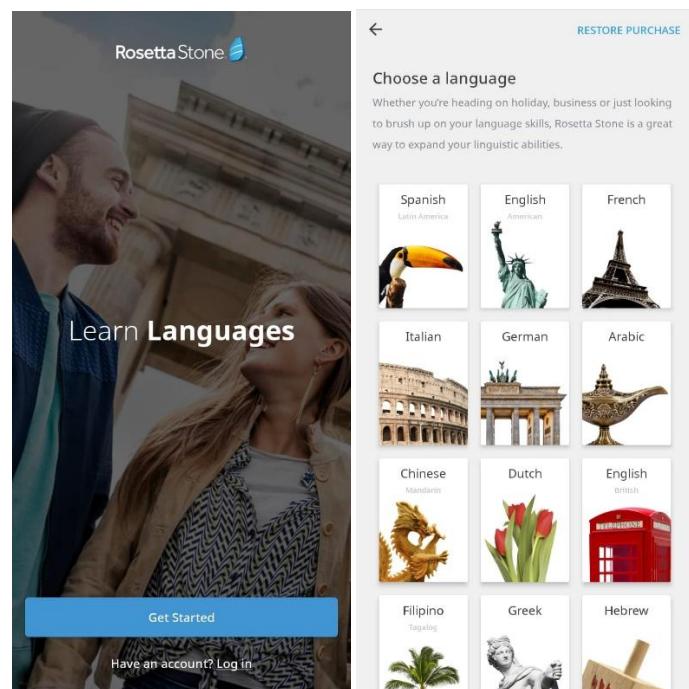


Image 2.2 & 2.3, Get started and Choose the country

3. The next page is account creation. including name, email and password. then asked to check the appropriate boxes and click the “create account” button. then this application will offer premium rosetta features, but can be skipped.



The screenshot shows a password input field with the placeholder 'Sandi' and a 'Sandi peka huruf besar-kecil' button. Below the input field is a checkbox for accepting terms and conditions, followed by a note about accepting terms and conditions and privacy policy. At the bottom are 'KEMBALI' and 'BUAT AKUN' buttons.

Sandi
Sandi peka huruf besar-kecil

Saya ingin menerima penawaran eksklusif dan pembaruan tentang produk Rosetta Stone. [Pelajari lebih lanjut](#)

Dengan melanjutkan, saya menyetujui [Persyaratan Online](#) dan [Kebijakan Privasi](#) Rosetta Stone.

KEMBALI **BUAT AKUN**

Image 2.4, Fill in the password

4. On the first page, users are presented with a selection of packages, beginning with the 'Language Basic'.



Image 2.5, Lesson packages

5. On the first page, users can view a selection of packages, starting with the 'Core Lesson 1.1'.



Image 2.6, Choice of learning package

6. It will go on to the lesson, and the application will be available for use.



Image 2.7, Core lesson packages

2.3.3 Advantages of Rosetta Stone

The advantages of the Rosetta Stone application include:

1. Visual: It simplifies abstract information by presenting images and text for each English vocabulary word, making learning more concrete.
2. Programmed: It follows a clear teaching method using the dynamic immersion approach.
3. Systematic: The application provides structured stages, starting from the easiest to the most challenging levels.
4. Constructive: It encourages learners to understand the meaning of vocabulary through images without relying on translation.
5. Interactive: It offers a two-way, interactive learning experience through its available programs.

6. Fun: The application uses visually engaging and easy-to-understand images that capture attention and make learning enjoyable.

2.3.4 Disadvantages of Rosetta Stone

Despite these many advantages, the Rosetta Stone application also has some disadvantages. The disadvantages of the Rosetta Stone application include the following:

1. Limited Translation Support: Since the method focuses on dynamic immersion, there is little to no translation available. This can make it difficult for learners who need clarification or struggle with understanding certain words or phrases.
2. Cost: Rosetta Stone can be relatively expensive compared to other language learning applications, making it less accessible for some users.
3. Repetitive Learning: Some learners may find the lessons repetitive, as the focus is heavily on image-based learning, which might not appeal to everyone's learning style.
4. Lack of Cultural Context: While vocabulary is taught visually, the application doesn't always provide a rich cultural context, which can limit learners' understanding of how language is used in real-life situations.
5. Requires Internet or Devices: Although it offers offline functionality, initial setup and regular updates require electronic

devices and internet access, which may not be feasible for everyone.

6. Not Suitable for Advanced Learners: Rosetta Stone primarily focuses on basic to intermediate language levels, so advanced learners might not find it as challenging or beneficial for developing fluency.

2.4 Vocabulary

In this part, the author will discuss: (a) the definition of vocabulary, (b) the kind of vocabulary, (c) vocabulary mastery, and (d) teaching vocabulary.

2.4.1 The Definition of Vocabulary

Vocabulary is a crucial aspect of learning English, serving as a fundamental element for speaking, reading, writing, and understanding what is heard in a language. Limited vocabulary can create significant barriers for language learners. Since vocabulary is essential to language, its absence hinders effective communication and the expression of ideas in both spoken and written forms. It plays a crucial role in sentence construction and enables clear communication. Therefore, it is essential for students to develop strong vocabulary mastery.

Vocabulary refers to the knowledge of word pronunciation and meaning stored in memory. According to Richards and Renandya (2002: 255), vocabulary is a fundamental component of language proficiency and influences speaking, listening, reading, and writing.

Without a broad vocabulary and effective strategies for acquiring new words, learners may miss out on language learning opportunities like listening to the radio, interacting with native speakers, using language in different contexts, reading.

In order to fully grasp the meanings of English words, it is important to understand how they operate within sentences. According to Elfrieda H. Hiebert (2005) Words often carry complex and multiple meanings, so the teacher must help students to understand it. Before mastering English vocabulary, students should learn a variety of terms until they can use them independently. A strong vocabulary improves comprehension and communication, helping students interact more effectively with native speakers.

Based on the statements above, vocabulary refers to the words and pronouns in a specific language that we seek to understand. It is a crucial aspect of learning, and many online resources are available to help improve it. Vocabulary develops with age and serves as a fundamental tool for communication and acquiring knowledge. Expanding one's vocabulary is a major challenge when learning a second language, which is why teachers must prioritize vocabulary instruction. Before students can master English vocabulary, teachers should ensure they learn a wide variety of words, enabling them to use them independently over time.

2.4.2 The Kinds of Vocabulary

According to Elfrieda H. Hiebert and Michael L. Kamil (2005), vocabulary can be divided into three categories: oral vocabulary, print vocabulary, and productive vocabulary. Oral vocabulary refers to the terms we can say and understand when speaking or listening to others. Print vocabulary includes the words whose meanings we recognize when reading or writing. These two types of vocabulary are distinguished by the way students receive the words—through listening and speaking or reading and writing. Productive vocabulary, on the other hand, encompasses the words students can use actively in both writing and speaking. These are terms that are well-known, frequently used, and easily understood.

Nation (2001) divides vocabulary into two main categories: receptive and productive vocabulary. Receptive vocabulary involves understanding words through reading or listening, which is a passive form of vocabulary acquisition. Productive vocabulary, in contrast, is associated with actively using words in writing or speaking. This type of vocabulary requires an ability to find and create word forms that match the intended meaning and enhances students' ability to express their ideas, thoughts, and opinions.

From the explanations of these experts, vocabulary can be broadly classified into two main types: productive vocabulary, used actively in writing and speaking, and passive receptive vocabulary, associated

with reading and listening. Both types include academic, technical, high-frequency, and low-frequency terms.

2.4.3 Vocabulary Mastery

Understanding a language heavily relies on one's vocabulary, as it is essential for expressing thoughts and comprehending others. A strong vocabulary not only provides direct knowledge of a subject but also aids in resolving misunderstandings when meaning is unclear. Effective vocabulary development occurs when students actively engage with words through experience. Anderson and Bachman (2000) suggest that vocabulary mastery involves students being able to associate given terms with synonyms, dictionary definitions, or words in their native language. They emphasize that mastering vocabulary reflects a student's understanding of English, highlighting how well they grasp word meanings and their ability to relate them to their native tongue.

Additionally, Douglas Fisher (2016) points out that vocabulary reflects a learner's prior knowledge and aids in the comprehension of both spoken and written language. However, students are not solely assessed on vocabulary knowledge but also on their understanding of the concepts tied to these words. This suggests that students will face challenges in developing the four key language skills—listening, speaking, reading, and writing—if they lack a strong vocabulary. A broader vocabulary enhances their understanding of communication and boosts their confidence in expressing ideas. Therefore,

vocabulary knowledge plays a crucial role in the learning process, especially for student.

2.4.4 Teaching Vocabulary

Vocabulary instruction is fundamental in language acquisition because mastery of vocabulary enhances students' proficiency across all language skills: speaking, listening, writing, and reading (Finocchiaro, 2011). A strong vocabulary base enables students to engage in real-life language practice, fostering the belief that English can effectively convey the same ideas and emotions as their native language. In vocabulary teaching, instructors often introduce vocabulary lists sourced from textbooks, supplementing them with additional relevant terms for the students. Teachers must possess a thorough understanding of the instructional materials, including a broad knowledge of vocabulary, words, and meanings. Both spoken and written forms of vocabulary should be emphasized.

Wallace (2007:207) further argues that effective vocabulary teaching should consider several essential factors:

- a. Objectives: The goal of vocabulary instruction is to facilitate the formulation of appropriate teaching materials for students.
- b. Quantity: Teachers must determine the optimal number of vocabulary items to be introduced, as an excessive amount of new words may overwhelm or demotivate learners. Therefore, instructors should carefully select vocabulary that is comprehensible to students.

- c. Relevance: Vocabulary instruction should focus on words that are essential for students' communication needs.
- d. Frequent exposure and repetition: Repetition and frequent exposure to target vocabulary are crucial for mastery, and students should be provided ample opportunities to use the words in both writing and speaking.
- e. Meaningful presentation: Vocabulary should be presented in a way that ensures the meaning is clear and unambiguous.
- f. Context and usage: Students must be taught to use vocabulary appropriately according to the context and the individuals with whom they are communicating.

2.5 Previous Study

When conducting research, it is essential to use references as a foundation to ensure the study is grounded in existing knowledge. Researchers often review previous studies to identify relevant issues. In this case, the researcher examined related studies concerning the use of the Rosetta Stone application as a medium for vocabulary learning:

Firstly, Pahlepi's (2022) research titled "Students' Perception of Using Rosetta Stone: Learn Language Application as Learning Media at SMPN 35 Makassar" focuses on qualitative descriptive research. The population for this study consisted of 298 eighth-grade students at SMPN 35 Makassar. A purposive sampling technique was used to select one class of 26 students as the research sample. Data was collected through written text, questionnaires, and interview tests. The findings indicate that the use of the Rosetta Stone

application sparked student interest, particularly in engaging with various audio features that enhanced their learning experience. The results from the questionnaire showed that students found the application highly beneficial in improving their listening skills. Overall, the study concluded that Rosetta Stone significantly enhances students' listening abilities at SMPN 35 Makassar.

Secondly, Nursaima Harahap, Siti Muti Sari, and Yulia Rizky Ramadhani (2019) conducted a study titled "The Application of Rosetta Stone Media in Teaching English Vocabulary Through the Dynamic Immersion Method with Students of SMP Negeri 3 Padangsidimpuan." The aim of this research was to enhance students' English vocabulary and learning outcomes by using Rosetta Stone through the Dynamic Immersion method. The study's population consisted of seventh-grade students from SMP Negeri 3 Padangsidimpuan, divided into two respondent groups. A quasi-experimental design with pretest-posttest and two observations was employed. According to the findings, the experimental group's pretest mean was 50,91, while the control group's pretest mean was 49,39. The experimental group scored 74,24 on the post-test, while the control group scored 63,64. The t-test result ($4,93 > 1,99$) is greater than the t-table result. This indicates that students who use Rosetta Stone as a teaching tool obtain higher levels of vocabulary mastery than students who do not use Rosetta Stone.

Lastly, Rockman (2009) researched the effectiveness of Rosetta Stone software in rapidly developing vocabulary, language structures, and speaking skills. The study demonstrated that Rosetta Stone helped students build conversational skills by understanding and producing a new language. It also

revealed that teachers expanded their language proficiency and conversational skills through Rosetta Stone, which became an essential tool for language practice in the classroom while fostering students' conversational abilities.

There are some differences between the previous research and the present research. Previous research focused on the impact of Rosetta Stone on students' abilities, such as listening skills (Pahlepi, 2022), vocabulary mastery (Harahap et al., 2019), and conversation skills development (Rockman, 2009), with students as the research subjects. Meanwhile, this new research focuses on teachers' experiences in using Rosetta Stone as a medium for teaching knowledge, by exploring teachers' challenges and perceptions. In terms of methodology, previous research used quantitative and qualitative approaches to measure students' skills, while this research will be qualitative methods to explore teachers' experiences through interviews and observations.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this part, the researcher will explain the research design, research subject, research instrument, data collection technique, and data analysis in this research

3.1 Research Design

This study utilized a descriptive qualitative approach, where the main objective is to provide an accurate interpretation of the phenomena observed in the field. Descriptive research, according to Pupuh Faturahman (2011: 100), aims to systematically describe the facts and characteristics of an object to provide a clear understanding. In this context, the study investigates Teacher Experience in Using Rosetta Stone as a Vocabulary Teaching Media for Junior High School Student's, offering a natural reflection of the learning process.

3.2 Research Subject

The subject of this study was one English teacher who had experience using the Rosetta Stone application as a teaching tool for vocabulary instruction. This analysis aimed to explore the practical outcomes of using Rosetta Stone as a vocabulary teaching media in classroom settings. The study was conducted at a junior high school in East Jakarta, selected for its convenient location for the researcher. This school is recognized as one of the good institutions in the city, known for consistently producing high-achieving students.

3.3 Research Instrument

A research instrument serves as a tool to assist in the collection, measurement, and analysis of data. The researcher processed the data using various instruments such as observation, documentation, and interviews to achieve accurate research outcomes (Masruroh, 2023). According to Rahmaningrum (2022), the primary instrument in qualitative research is the researcher as a human instrument. The researcher is also responsible for gathering the necessary data through secondary instruments, including interviews and observations. In this study, the researcher employed an observation checklist, a set of ten interview questions, and documentation to collect data. Baihaqi (2023) further supports this by stating that data collection in qualitative research is often conducted through interviews and observations. The use of these instruments facilitates the researcher in effectively gathering and processing data.

3.4 Data Collection

3.4.1 Observation

One method for keeping track of and focusing on important elements of the observation process is observation. The categories or variables that the researcher would watch for during the observation procedure are included on the observation checklist. Checklists for observations assist researchers in gathering and organizing information pertinent to the phenomenon they are studying (Creswell and John, 2017).

3.4.2 Interview

In addition to observing the process of teaching listening in class through the implementation of teacher strategies, the researcher also conducted interviews with English teachers in advanced classes. The researcher used ten interview questions, adapted from **Ruroh's research (2023)**, and applied a semi-structured interview format. The interviews will be conducted in Indonesian, with the questions ordered accordingly, and later transcribed into English. The aim of these interviews is to investigate the teachers' experiences with using the Rosetta Stone application in facilitating vocabulary learning activities.

Table 3.4.2 List of Interview Question

No.	Question	Answer
1.	How important is vocabulary to support students' English learning?	
2.	Do you think Rosetta Stone suitable for use at the junior high school level?	
3.	What are students' reactions to using Rosetta Stone in their learning?	
4.	How has your experience been using Rosetta Stone for teaching vocabulary in the classroom?	

5.	How has Rosetta Stone impacted student engagement during vocabulary lessons?	
6.	Have you noticed any improvements in students' vocabulary retention after using Rosetta Stone?	
7.	How do you integrate Rosetta Stone with other teaching strategies to enhance vocabulary learning?	
8.	What challenges have you encountered when implementing Rosetta Stone in your classroom?	
9.	How do you adjust Rosetta Stone lessons so that they're appropriate for students with different vocabulary needs?	
10.	Would you recommend Rosetta Stone as a primary tool for vocabulary teaching? Why or why not?	

3.4.3 Documentation

In this section, in addition to observation and interviews, the researcher also employed documentation. The documentary study will be used to complement the data obtained from observations and

interviews. Documentation was collected in the form of written records, worksheets, and other relevant materials. The researcher will engage in classroom learning activities to gather these documents, providing supplementary data that supports and reinforces the findings from the observation and interview stages.

3.5 Data Analysis

In qualitative research, data analysis can begin as soon as the researcher enters the field, allowing for a more structured approach to data collection (Sugiyono, 2013). However, in qualitative studies, the focus is primarily on conducting data analysis interactively and continuously while in the field. In this context, data analysis is divided into several stages, including:

3.5.1 Reduction Data

In this section, after the researcher has gathered all the data from the field, the key information is will summary by identifying the main points, focusing on the most significant elements, and organizing the data into categories. This process helps the researcher to condense and prioritize the data, making it easier to analyze and draw meaningful conclusions.

3.5.2 Data Display

After the data has been reduced, the next stage is data display. In this stage, the researcher will presents the data in various formats, such as narrative text, descriptions, charts, and relationships between categories. This allows the findings to be

easily understood, as they have been organized into clear categories. Presenting data in concise narrative explanations is particularly recommended, and it can be supplemented with visual forms like charts or diagrams to enhance clarity and support further analysis. This structured presentation assists the researcher in progressing to the next stage of the research process.

3.5.3 Conclusion

The final stage of data analysis involves drawing conclusions and verification. After conducting observations and interviews regarding the teacher's experience for vocabulary instruction using Rosetta Stone, and after completing the data reduction and display stages, The goal of organizing and comparing the data is to come up with a solution to the issue.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides an analysis of the data collected through interviews and observations regarding exploring teacher experiences in using Rosetta Stone as a media for teaching vocabulary to junior high school students. Therefore, this chapter consists of two main sections: the research findings and the discussion.

4.1 Findings

This chapter presents the research findings based on data that has been collected and analyzed. The research results will be described based on observation and an interview with an English teacher was selected for the study as she was the only one utilizing Rosetta Stone to teach Grade 7 students. The findings focus on exploring teacher experiences in using Rosetta Stone as a media for teaching vocabulary to junior high school students.

4.1.1 Observation Notes

The researcher conducted direct classroom observations by being present during the teaching sessions. The focus of the observation was to analyze how the teacher and students foster an active and engaging learning environment. The analysis was guided by several indicators, and the findings were presented based on what was observed throughout the learning process.

In this study, observations were made in 2 meetings in class 7A. This class was selected because it was the first among the seventh-grade classes to implement Rosetta Stone for Learning English. The first

observation was conducted on March 05, 2025, followed by the second on March 12, 2025. The subjects of the observation were both the teacher and the students who were actively involved in the English learning process. The observed lessons focused on the topic "Parts of the House," which included several interrelated subtopics that were explored throughout the lessons. The classroom observations were carried out in a regular class setting, with a focus on the implementation of Rosetta Stone as the primary media for teaching vocabulary. During the two meetings, the teacher focused on the topic "Parts of the House," covering vocabulary related to rooms and common household items. The topic was effectively delivered over both sessions. The researcher conducted classroom observations to examine how the teacher utilized the Rosetta Stone application to support students' vocabulary development.

Based on the observation, the researcher noted that the teacher encouraged students to use productive vocabulary by involving them in speaking and writing activities. After learning new words through Rosetta Stone, students were asked to create short paragraphs or dialogues. For example, after studying the topic "Parts of the House," a student wrote a short paragraph describing their bedroom using vocabulary such as, "In my bedroom, there is a bed, a lamp, and a big mirror." Then, in a peer dialogue activity, a student used the sentence, "My kitchen is next to the dining room. There is a stove and a refrigerator." These activities helped students actively use vocabulary

in meaningful contexts, shifting from passive recognition to productive use.

4.1.1 Result observation

No.	Teacher	Student
1.	The teacher explicitly communicated the learning goals aligned with the lesson Material.	Students appeared concentrated.
2.	The teacher initiated the lesson with warm-up questions to stimulate students' prior knowledge relevant to the topic being taught.	Several students still experienced confusion.
3.	The teacher explained the material about the part of house and tell the student to open the book to see the material	The students listened attentively to the teacher explanation about parts of the house and opened their books
4.	The teacher instructs students to use Rosetta Stone to study basic vocabulary related to house parts, using the "At Home and Around Town" unit, which involves listening, repeating, and matching pictures.	Students utilized the Rosetta Stone application, accessed the "At Home and Around Town" unit, and engaged in vocabulary activities through native pronunciation, word repetition, and house-related picture-matching exercises.
5.	The teacher's classroom management skills effectively encouraged student participation and kept the learning atmosphere engaging and enjoyable.	Students actively participated in responding to the teacher's questions and engaging in class discussions.
6.	The teacher demonstrated the ability to manage student distractions and maintain focus during the learning process.	Students demonstrated effective collaboration throughout the learning process.
7.	The teacher provides feedback on the use of vocabulary and asks	Students listened carefully.

	students to repeat the lesson at home with the Rosetta Stone application	
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summarizes a series of learning activities that incorporate Rosetta Stone as a vocabulary learning. The teacher demonstrated strong classroom management skills, effectively delivered the material, and successfully created an engaging learning environment. The use of Rosetta Stone supported the teacher in presenting vocabulary content in a clear and engaging way. Its interactive features such as Starting from the *speech recognition* feature that can correct students' pronunciation of English vocabulary so that they know the correct pronunciation, *stories* in the form of short stories to learn to read English texts, and *audio companions* to listen to English vocabulary learned Enhanced the efficiency and creativity of the teaching process. Student who asked questions and followed the teacher's instructions contributed to a dynamic classroom atmosphere. Overall, the students' performance showed meaningful progress and was deemed worthy of a satisfactory rating.

4.1.2 Interview Found

Beside the observation notes, Interview data were also gathered by the researcher, followed by an analysis aimed at understanding and discussing the exploring teacher experiences in using Rosetta Stone as a media for teaching vocabulary to junior high school students.

4.1.2.1 Using Rosetta Stone Help Teacher Increase Student Participation

Based on observations and interviews with the teacher, the research found that the use of Rosetta Stone supports teachers in enhancing student participation. This is shown in the interview that follows:

“They will react to what they hear and see when they practise with Rosetta Stone, listen to Truacent, and view the visual in the applications, making them more active in the learning process. Sometimes, they even slip in new vocabulary spontaneously during lessons..”

“...This captures students’ attention and motivates them to speak..”

Based on the observations, students were not only engaged in using the Rosetta Stone application and paying attention to the teacher’s instruction, but they also demonstrated increased activeness and participation throughout the learning process. They were able to use new vocabulary more confidently. As students became more actively involved, they grew increasingly familiar with English vocabulary, making its use feel more natural and intuitive.

Mrs. An further noted that most students were capable of constructing their own sentences rather than simply mimicking examples from the book, as students were guided to use Rosetta Stone and engage in brief peer dialogues using newly acquired vocabulary, they demonstrated the ability to apply the vocabulary in real and

meaningful conversations rather than relying solely on scripted materials. The visual prompts embedded in the Rosetta Stone platform not only facilitated creative thinking and encouraged the exploration of a broader vocabulary range, but also actively promoted student participation in the learning process. This consistent practice not only reinforced their word retention but also enhanced their ability to express thoughts and opinions with greater vocabulary accuracy and fluency.

4.1.2.2 The Use of Rosetta Stone Helps Teacher In Enhancing Students' Vocabulary

Based on observations and interviews with the teacher, the research found that the use of Rosetta Stone as a media for teaching vocabulary supports teachers in Enhancing students' vocabulary. This is shown in the interview that follows:

“...I asked them to create a short story or paragraph using the new vocabulary they had learned, and then in the next meeting, I usually asked them to share or present the words they had used...”

“...In addition, I formed groups and asked them to create short dialogues with their peers using target vocabulary from the lesson... Activities like this help students strengthen their vocabulary mastery and become more confident in applying new words in context...”

Based on the interview with Mrs. An and classroom observation, it was found that the use of Rosetta Stone contributed significantly to students' vocabulary development. During the lessons, students were

asked to create short paragraphs or stories using the new words they had learned. In the following meeting, students were encouraged to present or share the vocabulary they had used in their writing. This consistent exposure and usage helped students retain and apply new vocabulary more effectively.

Mrs. An also conducted group dialogue exercises where students practiced using target vocabulary naturally with their peers. These activities reinforced word understanding through repetition and collaborative use in context. The tasks provided meaningful opportunities for vocabulary practice, enabling students to actively engage with new words in real communicative situations.

4.1.2.3 The Use of Rosetta Stone Supports Teacher in Enhancing Students' Reading Comprehension

Based on observations and interviews with the teacher, the research found that the use of Rosetta Stone as a media for teaching vocabulary supports teachers in enhancing students' reading comprehension. This is shown in the interview that follows:

“...or arranging words into a sentence and translating it...”

“...In addition, as they gained more vocabulary, I noticed that they were able to understand reading texts better, including grasping details and deeper meanings...”

Based on the Mrs. An's explanation during the interview, students were often given follow-up activities after learning vocabulary

through Rosetta Stone. One of the common tasks was arranging new vocabulary into meaningful sentences, which were then translated into Indonesian. This activity not only helped students reinforce their understanding of word meanings and sentence structures, but also allowed them to actively apply vocabulary in context. The ability to construct and translate sentences served as a bridge between vocabulary recognition and productive language use, supporting both writing and speaking skills.

Furthermore, Mrs. An's observed that as students' vocabulary mastery improved through regular use of Rosetta Stone, their reading comprehension also developed. Students became more capable of understanding reading texts in greater depth, including recognizing key details and interpreting the overall meaning more accurately. This indicates that vocabulary acquisition through Rosetta Stone did not occur in isolation, but had a positive impact on other language skills particularly reading.

4.1.2.4 More Time is Required for Lesson Preparation

From the results of observations and interviews with the teacher, it was found that there were several negative experiences from using Rosetta Stone as a media for teaching vocabulary, one of which was the amount of time required to create the teaching material. The following interview demonstrates this:

“I have to prepare the media while also matching the material in the textbook with the available units in Rosetta Stone. But sometimes, I can’t always find a unit that perfectly fits, so I have to get creative to make sure it still connects with the classroom material.”

Based on the interview results, one of the challenges faced by the teacher in using Rosetta Stone as a media for teaching vocabulary is the difficulty in aligning the learning materials from the textbook with the available units in the Rosetta Stone application. The teacher mentioned that while the platform offers a wide range of content, it is not always easy to find a unit that perfectly matches the material being taught in class. As a result, the teacher often has to make additional efforts to adapt and connect the Rosetta Stone content with the existing curriculum.

4.1.2.5 Students Still Have Struggle with Self-Confidence

Based on the results of the interview, Mrs. An revealed that the use of Rosetta Stone as a medium for teaching vocabulary sometimes leaves students lacking confidence. This is evident in the following interview excerpt:

“Some students are still not confident about what they write and say — this can be seen from their expressions, which show fear, shyness, and anxiety when they are presenting.”

Based on the interview above, according to Mrs. An’s, some students still lack confidence in what they write and say, as reflected in

their expressions during presentations. They often appear anxious, shy, or hesitant, indicating feelings of fear or worry when speaking in front of others. This suggests that despite the use of Rosetta Stone as a supportive tool, building students' self-confidence remains a challenge in the learning process.

4.1.2.6 Teachers Believe That There is Not Enough Time Set Aside for Student Practice

Based on observations and interviews with the teacher, the research revealed that the use of Rosetta Stone as a media for teaching vocabulary was constrained by limited instructional time. This is supported by the following interview excerpt:

“Using Rosetta Stone requires students to engage in regular speaking practice to enhance their oral skills. However, such activities demand considerable time, whereas the allocated English instructional hours at school are limited. Consequently, the learning outcomes may not always reach their full potential.”

Based on that, it was found that one of the main challenges faced by the teacher is related to time allocation. The duration allocated for English lessons is relatively limited, particularly for speaking activities, which require more time for effective practice. As a result, students often do not have enough opportunities to practice their speaking skills to the fullest. This finding highlights the importance of improved time management and the potential need for supplementary learning

opportunities beyond regular class hours in order to fully optimize the use of Rosetta Stone in vocabulary instruction.

These findings demonstrate that teacher satisfaction with Rosetta Stone is positively correlated with good experiences. Her experience with Rosetta Stone as a vocabulary teaching tool has aided in the creation of other resources that can facilitate learning and ensure its success. She is also pleased that Rosetta Stone is an educational tool that keeps students from getting bored while they are studying. In the meantime, teachers who found Rosetta Stone a bit challenging reported having negative experiences. When invited to talk, middle school students are less confident. Additionally, the time allotted is quite constrained, and the preparation of the content requires a considerable amount of time.

4.2 Discussion

Based on the findings above, researchers divide teachers' experiences in using Rosetta Stone as vocabulary teaching media into positive and negative experiences:

4.2.1 Positive Experience in Using Rosetta Stone as a Vocabulary Teaching Media for Junior High School Student

4.2.1.1 It Helps Improve Students' Participation

Participants revealed that the use of Rosetta Stone as a vocabulary teaching media can significantly enhance students' participation in the learning process. The interactive features of the application, such as visual aids, pronunciation

practice, and real-time feedback, create a dynamic and engaging environment that encourages learners to stay involved and actively take part in classroom activities. Students are more likely to respond, repeat vocabulary, and participate in speaking tasks when learning becomes enjoyable and less intimidating. This finding is also supported by previous studies. Schmid (2012) discovered that users of Rosetta Stone reported a high level of enjoyment when using the application. Participants described the platform as user-friendly and engaging, highlighting its interactive approach to language learning. Similarly, Chapel et al. (2017) found comparable results, emphasizing the motivational effect of the application. Furthermore, research conducted by Liando et al. (2022) confirmed that Rosetta Stone was effective in increasing students' vocabulary acquisition, which in turn contributed to greater classroom engagement. These findings suggest that integrating Rosetta Stone into vocabulary instruction can be a valuable strategy for promoting student participation and improving learning outcomes.

4.2.1.2 It Helps Improve Students Vocabulary

The participants revealed that the use of Rosetta Stone as a vocabulary teaching medium supported teachers in enhancing students' vocabulary acquisition. Vocabulary is a fundamental aspect of language proficiency, enabling students to comprehend and express ideas effectively. The Rosetta Stone application offers various instructional modes that allow students to explore vocabulary in context, reinforcing meaning through visual cues, audio input, and interactive tasks. By providing opportunities for repetition and

contextual usage, the application helps students internalize new words and improves their ability to use them accurately and confidently in communication. Chiu et al (2021) shown that immersive learning environments are highly effective in language acquisition, particularly in vocabulary development. Similarly, Lutfia et al. (2024) found statistically significant gains in both vocabulary and recall ability following app-based intervention.

Moreover, research from Harahap et al. (2020) confirms that Rosetta Stone's "dynamic immersion" method facilitates substantial vocabulary gains through rich, image-based and contextual stimuli . Studies show Rosetta Stone is effective in developing students' vocabulary knowledge through repeated, contextual, and communicative practice in the classroom. Its interactive and immersive features create an engaging and dynamic learning environment, making English vocabulary learning more active and enjoyable for students. Thus, Rosetta Stone is a valuable vocabulary teaching media.

4.2.1.3 Boosts Students' Understanding of Texts.

Students who used Rosetta Stone showed improvements in reading comprehension, according to the participant interviews. Students were able to comprehend texts more fully because to the application's contextualised vocabulary-building exercises. The teacher observed that students could answer comprehension questions more easily and were able to interpret detailed information more effectively.

This is in line with a study by Faradila et al. (2023), which highlighted how important vocabulary development is to students' comprehension of texts.

Students' comprehension of readings significantly improves when they are exposed to terms in context, as Rosetta Stone provides. In support of this, Liando et al. (2022) affirm that Rosetta Stone is an effective instructional medium for enhancing students' grasp of academic content, particularly through its focus on contextualized vocabulary acquisition. Furthermore, Kusumaningrum & Sulistyarini (2023) highlight that the interactive presentation of content plays a vital role in helping students decode and interpret textual meaning more effectively. Taken together, these findings indicate that Rosetta Stone not only supports vocabulary development but also substantially contributes to improved reading comprehension by delivering content that is both interactive and pedagogically rich.

4.2.2 Negative Experience in Using Rosetta Stone as a Vocabulary Teaching Media for Junior High School Student

4.2.2.1 Extended Time for Material Preparation

The participant revealed that one of the challenges teachers face when using Rosetta Stone as a vocabulary teaching media is that it takes a long time to prepare the material. Although Rosetta Stone offers pre-designed content, teachers still need to align these materials with the national curriculum. Teachers must spend more time creating additional materials since, although the app offers structured content, it does not always match textbook units exactly.

This reflects the findings of Sharma & Westbrook (2021), suggests that Rosetta Stone, as a digital language tool, requires thoughtful integration with

curriculum goals. While it offers comprehensive vocabulary content, teachers must still adapt and align materials to suit students' needs. This process often requires extended preparation time, as teachers need to match app content with lesson objectives. Similarly, Hubbard & Levy (2016) argues that the effectiveness of using computer-based language learning depends on teachers adapting and combining existing materials to align with specific teaching goals. He suggests that without active teacher involvement and support, the potential of digital technology may not be realized. Debateraja & Daulay (2024) posit that the effectiveness of applications like Rosetta Stone depends on the teacher's pedagogical strategy. Teachers should create meaningful interactions between students and digital content, and adapt the application to effectively develop content. Using vocabulary learning materials requires time, but with these materials, teachers can perform more comprehensive learning, making students more beneficial and easier to learn. Thus, although Rosetta Stone supports vocabulary teaching, its effective use relies on teacher involvement and sufficient planning time.

4.2.2.2 Students Exhibit a Lack of Confidence

The observation also revealed that some students continued to exhibit low self-confidence, especially when required to speak in front of the class. As noted by the teacher, this lack of confidence was evident in students' body language, such as hesitation, nervousness, and avoidance of eye contact during presentations.

This lack of confidence often stems from the belief that their language skills are inadequate, leading them to be hesitant to speak. Juhana (2012) explains that students' lack of self-confidence often stems from their perception that others do not understand them or other speakers. This often leads to low confidence in speaking English, as many students believe their language skills are inadequate, leading to incorrect pronunciation. Humaera (2015) further supports this, stating that poor English speaking skills are the primary cause of low self-confidence among students. This aligns with Arifin & Fitria (2020), who found that language anxiety remains a major barrier in speaking activities despite technological support. While Rosetta Stone provides a low-pressure environment for practice, classroom activities still require students to overcome performance anxiety. Thus, continuous encouragement and supportive classroom practices are necessary to gradually build students' self-confidence.

4.2.2.3 Short Practice Duration

A further limitation reported by teachers was the limited time allocated for English language teaching. Activities such as vocabulary practice, storytelling, group dialogues, and pronunciation exercises often require extended class periods, which are not always accommodated in the school timetable. Consequently, students have insufficient opportunities to fully engage in and practice vocabulary acquisition through Rosetta Stone during regular classroom sessions.

This limitation is supported by research from Ahmad and Noor (2022), who argue that limited instructional time in many educational institutions hinders the successful integration of language learning applications. Godwin-Jones (2020) also notes that although technologies like Rosetta Stone have the potential to accelerate learning, the realities of traditional school structures often limit their optimal use. Ali et al, (2018) reinforces this by highlighting that for many students, English class is the only opportunity to practice the language, and outside the classroom, they are often in environments that do not support English interaction. Furthermore, Hockly (2018) underscores that adequate time allocation and student engagement are essential for the success of digital learning tools, particularly in vocabulary instruction. Therefore, teachers may need to include homework assignments or suggest independent learning with Rosetta Stone outside of class time to maximize its effectiveness.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research results, it can be concluded that teacher have positive and negative experiences in using Rosetta Stone as vocabulary Teaching Media. During the teaching and learning process, the teachers gained several positive experiences in using Rosetta Stone as vocabulary Teaching Media, such as helping teacher increase student's participation, helping teacher enhancing students' Vocabulary, Supports Teacher in Enhancing Students' Reading Comprehension. The results of this research show that there are implications of using Rosetta Stone as vocabulary teaching media. Its interactive and engaging features help boost students' motivation to learn and speak English, making the learning experience enjoyable and preventing boredom. This encourages students to participate more actively and enthusiastically in class.

On the other hand, the teachers have negative experiences in practically the Rosetta Stone as vocabulary teaching media method in teaching, such as more time is required for lesson preparation, students still have struggle with Self-Confidence and not enough time set aside for student practice. The results of this research show that using Rosetta Stone as vocabulary Teaching Media to teach English in the classroom is not an easy thing. Teacher must overcome certain obstacles to ensure effective English learning and, therefore, need to possess strong communication skills and teaching strategies.

5.2 Sugestion

Following the results of this study, several suggestions are offered to the concerned groups:

5.2.1 For Teacher

Teachers are encouraged to combine the use of Rosetta Stone with other interactive and communicative activities in the classroom. This will help students apply vocabulary in meaningful contexts and improve their speaking confidence. In addition, teachers should provide regular guidance, especially for students who face difficulties using the platform or have low self-confidence. Allocating specific time for practice and reflection after using Rosetta Stone can also help reinforce vocabulary retention and promote deeper understanding.

5.2.2 Future Research

In further research, it is hoped that there will be more references and participants in similar research regarding teachers' experiences of using Rosetta Stone to support students' vocabulary development and speaking fluency. Moreover, conducting research with a larger sample size and in varied educational contexts will provide more comprehensive insights into the benefits and challenges of using Rosetta Stone in language learning.

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APPENDICES

Appendix 1 Letter of permission to do a research 1

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Nomor	: 493/Un.03.1/TL.00.1/02/2025	11 Februari 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Survey	

Kepada
Yth. Kepala SMP Era Pembangunan 3
di
Jakarta

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Rita Wahyuni
NIM	: 200107110050
Tahun Akademik	: Genap - 2024/2025
Judul Proposal	: Exploring Teacher Experience In Using Rosetta Stone As a Vocabulary Teaching Media For Junior High School Student

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Muhammad Walid, MA
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Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Letter of permission to do research 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 523/Un.03.1/TL.00, 1/02/2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

14 Februari 2025

Kepada

Yth. Kepala SMP Era Pembangunan 3
di
Jakarta

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Rita Wahyuni
NIM	:	200107110050
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2024/2025
Judul Skripsi	:	Exploring Teacher Experience In Using Rosetta Stone As A Vocabulary Teaching Media For Junior High School Student
Lama Penelitian	:	Februari 2025 sampai dengan April 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Letter of finishing the research



SMP ERA PEMBANGUNAN III

Terakreditasi : “A” / UNGGUL

Jalan Gaga Alastua No. 122, Semanan, Kalideres, 11850 Telp (021) 22952643

SURAT KETERANGAN

Nomor : 099/SMP-EPIII/Jb/IV/2025

**Tentang
Telah Melaksanakan Penelitian**

Yang bertanda tangan di bawah ini :

N a m a : M. Agung Eko Prasetyo, S.Ak, M.M.
NIP/NRKS : 20023L0890162231199112
Jabatan : Kepala Sekolah
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menerangkan bahwa :

N a m a : Rita Wahyuni
NIM : 200107110050
Program Studi : Tadris Bahasa Inggris

telah melaksanakan Kegiatan Penelitian di SMP Era Pembangunan III pada :

Rentang Waktu : Februari s.d April 2025
Judul Penelitian : **Exploring Teacher Experience In Using Rosetta Stone
as a Vocabulary Teaching Media For Junior High School
Students**

Demikian surat keterangan telah melaksanakan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 15 April 2025

M. Agung Eko Prasetyo, S.Ak, M.M.

NRKS. 20023L0890162231199112

Appendix 4 Note of Observation

Place : SMP Era Pembangunan 3

Date : March 21, 2024

Pada tanggal 5 dan 12 Maret 2025, peneliti melakukan observasi pembelajaran di salah satu sekolah unggulan di Jakarta. Sekolah ini termasuk sekolah favorit, yang ditunjukkan dari jumlah siswa yang cukup banyak di setiap tingkatannya. Tingkat kelas VII dan IX masing-masing terdiri dari empat kelas paralel (7A–7D dan 9A–9D), sedangkan kelas VIII memiliki tiga kelas (8A–8C), dengan rata-rata 36 siswa per kelas. Sekolah ini juga memiliki fasilitas pembelajaran yang memadai, seperti LCD proyektor di setiap kelas dan jaringan Wi-Fi yang dapat digunakan untuk mendukung kegiatan belajar tertentu. Fasilitas ini sangat mendukung siswa kelas 7A dalam menggunakan aplikasi Rosetta Stone saat pelajaran Bahasa Inggris berlangsung.

Selama observasi, kegiatan dimulai dengan guru memberikan salam dan menyapa siswa dengan ucapan “selamat pagi.” Setelah itu, guru memeriksa kesiapan belajar siswa dan memimpin doa bersama. Selanjutnya, guru melakukan absensi dengan memanggil nama siswa satu per satu. Setelah proses absensi selesai, guru menjelaskan tujuan dan materi pembelajaran menggunakan media PowerPoint yang ditampilkan melalui LCD proyektor. Sebagai kegiatan pembuka guru menampilkan bagian-bagian dalam rumah dan meminta siswa menyebutkan nama bagian rumah tersebut dengan benar seperti guru menunjuk ruangan kamar tidur maka siswa serempak menyebutkan “bedroom” dan terus berlanjut pada ruangan lain. Kemudian, siswa diminta membuka buku paket Bahasa Inggris dan mengakses aplikasi Rosetta Stone melalui ponsel masing-masing.

Materi yang dipelajari saat itu adalah “*Parts of the House*” yang terdapat di buku paket, serta unit “*At Home and Around Town*” dalam aplikasi Rosetta Stone. Guru memilih fitur dalam aplikasi yang berfokus pada penguasaan kosakata. Setelah siswa mempelajari dan mengulang kosakata melalui latihan interaktif yang tersedia, guru membagi siswa ke dalam kelompok kecil dan meminta mereka untuk menyusun percakapan pendek bersama teman sekelompoknya dengan menggunakan kosakata dan kalimat yang diambil dari buku dan aplikasi. Hasil

percakapan tersebut direncanakan akan dipresentasikan pada pertemuan selanjutnya.

Di pertemuan selanjutnya sebagai kegiatan pembuka untuk mengingatkan kembali pada kosa kata yang telah di pelajari guru menampilkan beberapa foto ruangan di rumah dan meminta siswa mendeskripsikannya secara cepat, beberapa siswa mengangkat tangan untuk menjawabnya dan guru memilih salah satu saja untuk menjawab setiap foto seperti foto ruang tamu salah satu siswa menjawab “*That is a living room. There are a sofa, two armchairs, a table, a cabinet, and a television*”. Kemudian setelah selesai melakukan warming up, guru meminta Siswa mempresentasikan hasil teks percakapan yang telah di buat. Setelah siswa mempresentasikan tugas mereka, guru melakukan evaluasi terhadap yang dibuat, dengan memeriksa ketepatan penggunaan kosakata dan pelafalan sesuai materi yang telah dipelajari sebelumnya. Di akhir pembelajaran, guru menutup kegiatan dengan doa bersama dan memberikan motivasi kepada siswa untuk pertemuan selanjutnya dengan mengucapkan, “Good luck for meeting next time,” yang kemudian dijawab siswa dengan, “Thank you for this meeting, Ma’am.”

Salah satu teks percakapan siswa kelas 7 A

	No. _____	Date: _____
<input type="checkbox"/>	Rafli : Hi, angga! How are you?	
<input type="checkbox"/>	Angga : I'm fine, how about you?	
<input type="checkbox"/>	Rafli : I'm good too. Can you tell me about your house?	
<input type="checkbox"/>	Angga : Yeah... My house has a living room, a kitchen, three bedrooms, and two bathrooms	
<input type="checkbox"/>	Rafli : What do you do in the living room?	
<input type="checkbox"/>	Angga : I play games and watch TV with my big brother	
<input type="checkbox"/>	Rafli : That sounds fun, How is your bedroom?	
<input type="checkbox"/>	Angga : My bedroom has a bed, a desk, a chair, and a computer. I study and play games there	
<input type="checkbox"/>	Rafli : Cool, do you have a terrace?	
<input type="checkbox"/>	Angga : Yes, I do. My father parks his motorcycle there	
<input type="checkbox"/>	Rafli : Nice house, I want to come to your house	
<input type="checkbox"/>	Angga : Sure, you can come on the weekend	
<input type="checkbox"/>	Rafli : Oke, bye angga	
<input type="checkbox"/>	Angga : Bye rafli	
<input type="checkbox"/>		

Appendix 5 List of Observation 1

No.	Indicator	Yes	No	Description
Opening				
1	The teacher gives opening greetings, checks students' learning readiness, prays. The teacher checks the attendance of students manually using the paper attendance in the classroom.	✓		
2.	Explain the learning objectives and activities that will be carried out throughout the learning, especially when using the Rosetta Stone application.	✓		
Main Activity				
3.	The teacher can adjust their usual teaching methods to work with Rosetta Stone, combining lessons from the app with their own teaching.	✓		
4.	The teacher asks the students to write the word that has been mentioned on the TruAccent feature, then the students imitate the word according to the Rosetta Stone application.	✓		
5.	After the students have successfully mimicked the words, the teacher asks the students to make groups and asks the students to make a conversation introducing their part of the house from the words, then the teacher asks the students to present the results next week.	✓		
Closing				
6	As a teacher evaluation, students are asked to continue memorizing vocabulary at home.	✓		

Appendix 6 List of Observation 2

No.	Indicator	Yes	No	Description
Opening				
1.	The teacher gives an opening greeting, checks students' learning readiness, prays. The teacher checks students' attendance manually using the paper attendance in the classroom.	✓		
2.	The teacher reviews the previous learning material to remind the vocabulary that has been learned.	✓		
3.	The teacher gives a warming up task by showing a photo of a room in a house and asking students to describe it.	✓		
Main Activity				
3.	The teacher asks the students to present their conversations in front of the class.	✓		
4.	The teacher checks the results of the conversation text that have been developed through words from Rosetta Stone.	✓		
5.	The teacher checks the fluency and of the pronunciation that the students have said.	✓		
Closing				
6.	The teacher gives feedback to the students and asks students to repeat the lesson at home with the Rosetta Stone application	✓		

Appendix 7 Transkrip for Interview Question

Name : An (Initial Code)
Teacher : English Teacher of Grade VIIA
Day/Date : Thursday, March 13, 2025

No.	Questions	Answer
1.	How important is vocabulary to support students' English learning?	Vocabulary itu sangat penting, ya. Karena kosakata itu fondasi utama dalam belajar Bahasa Inggris. Kalau siswa nggak punya cukup vocabulary, mereka pasti akan kesulitan dalam semua keterampilan, mau itu speaking, listening, reading, atau writing. Jadi saya melihat vocabulary itu sebagai kunci awal. Makin banyak kata yang mereka tahu, makin percaya diri mereka untuk mencoba ngomong atau nulis dalam Bahasa Inggris
2.	Do you think Rosetta Stone suitable for use at the junior high school level?	Menurut saya, sangat cocok. Rosetta Stone punya tampilan yang menarik dan user-friendly, jadi mudah dipahami oleh siswa SMP. Mereka juga bisa belajar kosakata lewat gambar, suara, dan latihan pelafalan, yang semuanya sangat membantu mereka yang masih di tahap dasar, sehingga mereka lebih mudah memahami dan mengingat kosakata baru. Selain itu, aplikasi ini mendorong mereka untuk belajar secara mandiri dan membangun kepercayaan diri mereka. Karena metode belajarnya juga nggak bikin bosan, siswa jadi lebih antusias dan nyaman belajar bahasa Inggris.

3.	What are students' reactions to using Rosetta Stone in their learning?	<p>Awalnya, siswa sempat bingung menggunakan Rosetta Stone karena belum terbiasa. Namun, setelah saya memberikan bimbingan, mereka mulai memahami cara penggunaannya untuk belajar Bahasa Inggris. Memang tidak semua siswa langsung tertarik belajar menggunakan Rosetta Stone, sehingga guru perlu mencari strategi agar mereka lebih antusias belajar Bahasa Inggris. Setelah saya mengenalkan aplikasi ini di kelas unggulan dan melihat respon serta antusiasme yang positif dari siswa, saya mulai menggunakan juga di kelas lainnya.</p>
4.	How has your experience been using Rosetta Stone for teaching vocabulary in the classroom?	<p>Pengalaman saya sejauh ini sangat baik. Meskipun awalnya cukup menantang karena banyak siswa yang masih minim kosakatanya, karena saat sekolah dasar mereka tidak mendapatkan pelajaran Bahasa Inggris. Dengan adanya Rosetta Stone sangat membantu guru dalam membuat pembelajaran kosakata jadi lebih menarik dan tidak membosankan. Siswa juga menjadi lebih aktif karena bisa langsung mendengar, melihat gambar, dan berlatih mengucapkan kata-kata baru. Selain itu, fitur analisis otomatisnya juga sangat membantu, karena siswa bisa tahu jika ada pengucapan kosakata yang masih salah. Saya pun merasa terbantu, karena siswa bisa belajar secara mandiri tanpa harus dijelaskan satu per satu.</p>
5.	How has Rosetta Stone impacted student engagement during vocabulary lessons?	<p>Menurut saya, karena metode yang interaktif, siswa menjadi lebih menikmati proses belajar. Mereka terlihat lebih semangat dan aktif, terutama saat mempelajari kosakata. Hal ini karena mereka tidak hanya diminta menghafal, tapi juga langsung melihat gambar dan mendengar suara penutur asli. Mereka akan merespons apa yang mereka dengar dan lihat saat berlatih dengan Rosetta Stone, mendengarkan TruAccent, dan melihat</p>

		visual dalam aplikasi, sehingga mereka menjadi lebih aktif dalam proses pembelajaran. Dengan begitu, proses belajar menjadi lebih menarik dan tidak cepat membosankan. Fitur pengenalan suara (TruAccent) juga membuat siswa merasa tertantang. Fitur ini menarik perhatian mereka dan mendorong untuk lebih berani dalam berbicara Bahasa Inggris. Mereka juga merasa senang karena bisa langsung melihat skor dari hasil pelafalan mereka, sehingga belajar terasa seperti main game, bukan sekadar berfokus pada buku pelajaran.
6.	Have you noticed any improvements in students' vocabulary retention after using Rosetta Stone?	Iya, saya melihat adanya peningkatan setelah menggunakan Rosetta Stone. Siswa menjadi lebih mudah dalam mengingat kosakata dan bisa menggunakan secara spontan. Sehingga mereka tidak hanya menghafal untuk keperluan ulangan, tetapi juga mampu mengaplikasikannya saat berbicara atau kegiatan di kelas. Bahkan kadang mereka secara spontan menyelipkan kosakata baru selama pembelajaran, yang menunjukkan bahwa kata-kata tersebut benar-benar melekat di ingatan mereka. Selain itu karena penguasaan kosakata mereka semakin bertambah, saya juga melihat peningkatan mereka dalam memahami teks bacaan dengan lebih baik, termasuk menangkap detail serta makna yang lebih dalam dari teks bacaan tersebut.
7.	How do you integrate Rosetta Stone with other teaching strategies to enhance vocabulary learning?	Biasanya setelah pembelajaran di kelas saya akan minta siswa untuk belajar di rosetta stone pada unit yang berkaitan dengan materi yang sedang dipelajari dan Saya meminta mereka untuk membuat sebuah cerita pendek atau paragraf menggunakan kosakata baru yang telah mereka pelajari, dan kemudian pada pertemuan berikutnya, saya biasanya meminta mereka untuk membagikan atau mempresentasikan kata-kata yang telah mereka gunakan.

		<p>Pada pertemuan berikutnya, saya biasanya meminta mereka untuk membacakan hasil tulisan tersebut, atau mengajak mereka bermain game dengan menebak arti kosakata yang sudah dipelajari. selain itu, saya membentuk kelompok dan meminta mereka untuk membuat dialog pendek dengan teman-teman mereka menggunakan kosakata sasaran dari pelajaran. Kegiatan seperti ini membantu siswa memperkuat penguasaan kosakata mereka dan menjadi lebih percaya diri dalam menerapkan kata-kata baru dalam konteks. Jadi, mereka tidak hanya melihat dan mendengar dari aplikasi, tetapi juga langsung praktikkannya dalam konteks nyata.</p>
8.	<p>What challenges have you encountered when implementing Rosetta Stone in your classroom?</p>	<p>Salah satu tantangan dalam mengajar kosakata menggunakan Rosetta Stone sebenarnya terletak pada bagian persiapan materi. Saya harus menyiapkan media sekaligus mencocokkan materi yang ada di buku pelajaran dengan unit yang tersedia di Rosetta Stone. Namun, tidak selalu mudah menemukan unit yang benar-benar sesuai, sehingga saya harus berpikir kreatif agar materi tetap berkesinambungan. Dari sisi siswa saya merasa tidak ada kendala yang serius selama mengajar menggunakan Rosetta Stone. Hanya saja tapi karena tidak semua siswa dapat menangkap pelajaran dengan kecepatan yang sama, jadi ada yang lebih cepat menangkap dan ada juga yang membutuhkan waktu yang lebih lama. Beberapa siswa juga masih kurang percaya diri dengan apa yang mereka tulis atau ucapkan. Hal ini terlihat dari ekspresi mereka yang terlihat takut, malu dan khawatir ketika melakukan presentasi. Selain itu, di awal pembelajaran mereka sempat bingung karena tidak ada terjemahan langsung dari aplikasi. Namun seiring waktu mereka mulai terbiasa.</p>

		Tantangan lainnya justru muncul dari keterbatasan waktu saat pembelajaran. Untuk bisa merasakan manfaat maksimal dari Rosetta Stone, siswa perlu latihan rutin agar kemampuan berbicara Bahasa Inggris mereka berkembang. Sayangnya, jam pelajaran Bahasa Inggris di sekolah terbatas. Akibatnya, pembelajaran kadang terasa belum maksimal. Jadi, meskipun Rosetta Stone sangat membantu, tetap perlu strategi agar manfaatnya bisa benar-benar terasa dalam proses belajar siswa
9.	How do you adjust Rosetta Stone lessons so that they're appropriate for students with different vocabulary needs?	Saya menyesuaikan penggunaan Rosetta Stone dengan kemampuan masing-masing siswa di setiap kelas. Untuk kelas 7A, saya memilih level yang agak lebih tinggi karena menurut saya, mereka sudah cocok berada di level intermediate. Mereka juga sudah cukup percaya diri untuk melakukan presentasi dalam bahasa Inggris, sehingga saya memulai materi dari unit 11 sampai 20. Sementara itu, untuk kelas 7C, saya menyarankan menggunakan level beginner atau level dasar karena mereka masih perlu memperkuat kosakata dasar dan lebih fokus pada materi percakapan sehari-hari, materinya dapat dimulai dari unit 1 sampai unit 5.
10.	Would you recommend Rosetta Stone as a primary tool for vocabulary teaching? Why or why not?	Saya akan merekomendasikannya sebagai salah satu alat utama, tetapi tidak sebagai satu-satunya metode. Rosetta Stone sangat efektif dalam membangun pemahaman kosakata secara alami, tetapi tetap perlu dikombinasikan dengan aktivitas lain seperti latihan menulis, diskusi, dan kuis untuk hasil yang lebih komprehensif.

Appendix 8 The Documentation



Curriculum Vitae

Nama Lengkap : Rita Wahyuni
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Jenis Kelamin : Perempuan
Agama : Islam
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Malang, 23 Juni 2025
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