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The Effectiveness of Rosetta Stone App on EFL Learners Listening Comprehension on the Student of Sman 5 Cirebon

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Abstract: This study investigates the impact of the Rosetta Stone application on enhancing listening comprehension among eleventh-grade students at SMAN 5 Cirebon, Indonesia. English proficiency is essential in Indonesia, yet many students struggle, particularly with listening skills. The research employed a quasi-experimental design, featuring pre-tests and post-tests to assess the effectiveness of the Rosetta Stone app compared to traditional teaching methods. The results indicated a significant improvement in the experimental group, which used Rosetta Stone, with average post-test scores increasing from 63.00 to 81.00. In contrast, the control group, which received conventional instruction, improved from 60.00 to 73.00. This demonstrates that the app effectively enhances students' listening comprehension abilities. Additionally, a questionnaire revealed that student motivation to use the Rosetta Stone app was primarily driven by its engaging features and interactive video content. A majority of students expressed that these aspects significantly contributed to their learning experience. The findings suggest that integrating technology, such as the Rosetta Stone application, can lead to improved English listening skills, offering a more dynamic and effective approach to language learning. This study highlights the potential of innovative teaching methods and technological tools in fostering better language acquisition, providing valuable insights for educators aiming to enhance English proficiency in students. Overall, the Rosetta Stone app proves to be a beneficial resource in addressing the challenges of English language learning, particularly in listening comprehension.

Keywords: CALL and MALL; EFL Learners; Listening Comprehension; Rosetta Stone

INTRODUCTION

English learning is one of the important aspects that are even listed in the curriculum, and English learning programs in Indonesia are required to be able to teach and improve English skills in students, such as reading, writing, speaking, and listening skills. In the research of Jon, Embong, Purnama, and Wadi (2021), the teaching of English remains a fundamental component of Indonesian education. Discovered that the importance of English on a worldwide scale encourages Indonesians to acquire the language in order to compete on a global basis. English's status as a foreign language in Indonesia does not,

in and of itself, lessens its importance within society. Given that Indonesia is an aspect of one of the developing circles.

The process of hearing and comprehending information sent by voice or sound is known as listening. This listening exercise entails more than simply hearing sounds; it involves interpreting what is heard and figuring out the information being sent. According to Syukur and Prasetyo (2024), for effective communication, language learning, and academic achievement, listening is essential. It requires more than simply the capacity for auditory perception; it also calls for appropriate comprehension and interpretation of spoken words. As a result, in order to improve communication, both educators and students need to give priority to developing their listening skills. In addition to providing input, listening is a crucial component of language learning for students.

CALL software, according to Nur & Annisa's research (2021), is a method that uses computers to teach English language proficiency. Computer-assisted language learning, or CALL, has become increasingly integrated in EFL contexts. Computer program called CALL is designed to enhance language instruction and learning. It is not novel to use CALL software for English language instruction. This might be one of the greatest ways to use technology to enhance the enjoyment of studying. Computer technology has revolutionized th e study of foreign languages nowadays, and instructional applications are offered to speed and ease the acquisition of vocabulary. M-learning, often referred to as Mobile Assisted Language Learning (MALL), is a sub-branch of e-learning and is more related to the use of applications on mobile phones for teach (Namaziandost et al., 2021). In this context, MALL will be very helpful for users to be able to learn foreign languages anytime and anywhere easily through mobile phones. In the context of language learning, MALL can be a form of keeping up with technological developments and flexible foreign language learning for users.

The Rosetta Stone app was first released in 1992. The app is owned by Rosetta Stone Inc., a company that focuses on developing language learning software. At the end of 2020, the company was acquired by IXL Learning, a company engaged in the field of educational technology. Although it has been a long time, the Rosetta Stone application always provides upgrades to the application to provide new features that adjust to the new features.

Previous research on the use of the Rosetta Stone application in improving English language skills was written by Anisah Firly Chaniago (2024). In this research, the author used the Rosetta Stone application to improve English speaking skills in junior high school students. The study used qualitative methods and data content analysis, which aim to find out and recognize more deeply the experiences and perceptions of students regarding the effects of using the Rosetta Stone application on the development of their English-speaking skills. In addition, utilizing the Rosetta Stone app improves other aspects of learning English, including an increase in vocabulary, accent improvement, and general confidence in speaking the language.

Nanda Canita Putri (2020) conducted a study on the effectiveness of the Rosetta Stone application in enhancing speaking abilities among junior high school pupils. The author of this study employed the Rosetta Stone application, focusing not only on helping students become more proficient speakers but also on how the program affects learning

environments in classrooms. Students' speaking abilities were successfully enhanced by using the Rosetta Stone program. The research written by Putri Lisda Risa (2023) focused on teaching junior high school students to speak English using the Rosetta Stone application. It demonstrates that the results of the prerequisite analysis test obtained a normal and homogeneous distribution sample by using a quantitative method of pre-experimental design with the type of one-group pre-test post-test. This can lead to the conclusion that teaching English using the Rosetta Stone application can improve students' abilities. The average student score before and after using the Rosetta Stone program, which was 67.00 for the pre-test and 75.04 for the post-test, clearly shows this. The t-test computation findings, which show that the t-count of 10.727 is higher than the t-table of 2.014, corroborate this.

The study conducted by Ahmad Husein Nst in 2023 focuses on reviewing literature about the use of Rosetta Stone as a mobile-aided language learning (MALL) tool for English (EFL) acquisition by foreign language learners. Speaking, writing, listening, vocabulary growth, and pronunciation may all be improved by utilizing the English as a Foreign Language (EFL) Rosetta Stone program, according to his study report. This is clear from the research report's conclusions, which state that using the Rosetta Stone app can help students become more proficient in learning English as a second language. People who have used the Rosetta Stone program to teach themselves differ in terms of pronunciation, vocabulary, and speaking ability.

The next previous research written by Sri Yuliani (2023) investigated student motivation for using the Rosetta Stone application to learn English pronunciation. This study uses the Rosetta Stone application to investigate junior high school students' desire to utilize the program to acquire pronunciation in terms of autonomy, competence, and relatedness—the three elements of self-determination theory. Teaching and studying English as a Foreign Language has widely employed multimedia language integration, such as Rosetta Stone. A quasi-experimental pretest-posttest approach was employed in this investigation, dividing the thirty samples overall into two groups. The experimental group received in-person instruction using Rosetta Stone, while the control group solely received instruction via the drilling method. After learning using Rosetta Stone, a statistical analysis revealed significant variations in the two groups' levels of support, with the experimental group achieving better overall outcomes. This approach also pleased and fulfilled the students.

The Rosetta Stone application has learning topic targets, namely learning languages for the basic scope, learning languages for the scope of work, learning languages for the scope of the family, and learning languages for the scope of travel. According to Nur & Annisa (2021), Rosetta Stone is a CALL- and MALL-based application that can assist users in learning foreign languages. The Rosetta Stone application provides language learning without translation; this aims to familiarize users when learning a foreign language by seeing the language as the first language. Many features can be used to learn English with fun in the Rosetta Stone application, so that learning English will feel easier and can be followed well.

According to the description above, the purpose of this study is to investigate how the Rosetta Stone application affects students' listening abilities at Sman 5 Cirebon by

examining the way listening scores are shown after students use the program to listen and learn. According to research by Namaziandost et al. (2021) titled "An Account of EFL Learners' Vocabulary Learning in a Mobile-Assisted Language Environment: The Case of Rosetta Stone Application" the PC-based learning group outperformed the mobile and classroom-based learning groups in terms of statistical growth in vocabulary knowledge. Overall, the study's findings supported the notion that vocabulary acquisition for language learners studying a foreign language is impacted by technology.

Another study by Kasoom et al. (2023) titled "Using Technological-Based Models as Digital Tutors for Enhancing Reading and Writing Proficiency of Foreign Language Undergraduates" examines the impact of the Rosetta Stone program on English language proficiency. Researchers look into how the Rosetta Stone application affects students' listening skills because there isn't the study that demonstrates how English language learning with the app affects listening, compared to the two research titles above that highlight studies that inquire into how the app affects vocabulary, reading, and writing. In addition, researchers also want to find the right strategy for learning listening in schools by seeing how influential the Rosetta Stone application is on students' listening skills after providing listening lessons using the application.

METHODS

Researchers conducted this research using quantitative methods. In this research, the researchers used quasi-experimental research, which consisted of a pre-test, a treatment, and a post-test. The experimental research design is a posttest-only control group design (Yuliani, et al. 2024). The aim is to find out whether the Rosetta Stone application can improve listening comprehension in students. This research was conducted at the SMAN 5 Kota Cirebon. In this study, researchers used eleventh grade classes as samples. eleventh grade MIPA 1 as the experimental class and eleventh grade MIPA 2 as the control class. The reason the researchers chose these two classes was because the class was included in a class containing superior students, but there were deficiencies in English lessons, especially in listening.

This study focuses on two variables: the independent variable (X) is the application of the Rosetta Stone app, and the dependent variable (Y) is listening comprehension. An explanatory variable that may be anticipated to be the source of variances in other explanatory factors is known as an independent variable. The explanatory variable that is assumed to be impacted by the independent variable is known as the dependent variable. To put it succinctly, the variable that is impacted is known as the independent variable, and the variable that influences the dependent variable is known as the dependent variable.

Pre-test and post-tests were used in this study to assess whether or not students' listening comprehension had improved. In this manner, researchers are able to draw comparisons between how the Rosetta Stone program is used in the classroom for listening and learning. In order to demonstrate how the Rosetta Stone application might impact students' listening comprehension, the study's researchers split the students into two groups or classes. In the first group, listening instruction is provided without the use of

the Rosetta Stone program; in the second group, listening instruction is provided with the use of the Rosetta Stone application.

RESULTS AND DISCUSSION

The results of the study are presented in several specific sections, namely: the effectiveness of the Rosetta Stone app in improving conversational listening skills, as well as the results of the questionnaire distributed to the participants. In the first section, the analysis focused on how effective the Rosetta Stone app was in helping users understand conversations in depth, especially in the listening aspect. The data used includes the improvement in listening skills and understanding the context of everyday conversations, as well as the speed of comprehension after using the app for a certain period of time. Furthermore, the second section presents the results of a questionnaire designed to find out the reasons or motivations for using the Rosetta Stone app in learning English.

The Effectiveness of Rosetta Stone App in Improving Listening Conversation

In the study's findings, researchers have data from twenty-nine students (XI MIPA 1) who participated in the test to assess the effectiveness of using the Rosetta Stone application as a CALL-based media for listening comprehension as an experimental group and twenty-eight students (XI MIPA 2) as a control group. In this study, researchers conducted technology-based listening learning, namely by using the Rosetta Stone application in the experimental group which had previously been carried out Pre-test as a reference value, while for listening learning in the control group was only done with traditional learning techniques or learning techniques commonly done at school. Before starting the learning process, each student takes a Pre-test to assess their initial listening comprehension ability in English for the scope of language in the workplace, and at the end of the learning program, students are given a Post-test to assess their listening comprehension achievement from the process they have undergone with the teaching materials developed in this study using the Rosetta Stone application. This study's efficacy test was carried out to evaluate the importance of strengthening English listening comprehension in the Hotel Front Office profession. Significance is determined by the scores of the students' pre-test and post-test.

Table 1
Result of Student' Listening Comprehension Pre-Test Score

Groups	Student Count	Minimum Score	Maximum Score	Mean
Experiment	29	60	85	63
Control	28	55	85	60

The average pre-test score of the experimental student group before receiving the istening learning treatment using the Rosetta Stone application in the classroom differed from the average score of the control group, as determined by calculating the students' pre- and post-test scores. For the average pre-test score in the experimental class is 63.00 while the control class with an average score of 60.00 In this study, it shows that the Listening Comprehension ability of each student in class XI MIPA 1 and XI MIPA 2 has different variations in understanding. This also reinforces the observation made in the previous chapter that the average student score in Listening Comprehension is lower than 79.00 as the student achievement criteria. It also shows that students' Listening Comprehension in the experimental and control classes improved after being treated. However, the

improvement was not the same. The average score of students in the experimental class increased significantly.

After the researcher explained English to students in classes XI MIPA 1 and XI MIPA 2 at SMAN 5 Cirebon, the researcher found that the majority of the students still struggled with listening comprehension. such as the fact that pupils don't comprehend the information that is taught to them during the learning process. It is commonly recognized that the primary source of the issue is the teacher's less engaging teaching materials, which make it difficult for pupils to pay attention to what they are learning. To overcome these challenges, experts think that a novel approach to teaching English language to students—particularly in the area of listening comprehension—is to use engaging and productive media, including the technologically advanced Rosetta Stone CALL Software.

Table 2
Result of Student' Listening Comprehension Pre-Test Score

Groups	Student Count	Minimum Score	Maximum Score	Mean
Experiment	29	75	100	81
Control	28	65	85	73

To evaluate students' listening comprehension skills, researchers provided a pre- test to experimental classes and control courses prior to implementing special learning utilizing the Rosetta Stone program. It was demonstrated that both classes' listening comprehension scores remained at the moderate level. Pre-tests were administered by researchers to pupils in control and experimental classrooms to gauge their listening proficiency. According to the previously mentioned data, the experimental class's pre-test scores indicate 63.00 student accomplishment, whereas the control class's scores indicate 60.00. Both scores fall into the category of moderate accomplishment, where a score with the predicate C is considered moderate. Student success on the post-test rose in both the experimental and control courses after the researchers used the Rosetta Stone program to teach listening skills to the experimental class. However, the increase in students' listening comprehension achievement in the experimental class was higher than the control class. In the control class, the average student score was 73.00, while in the experimental class the average student score was 81.00.

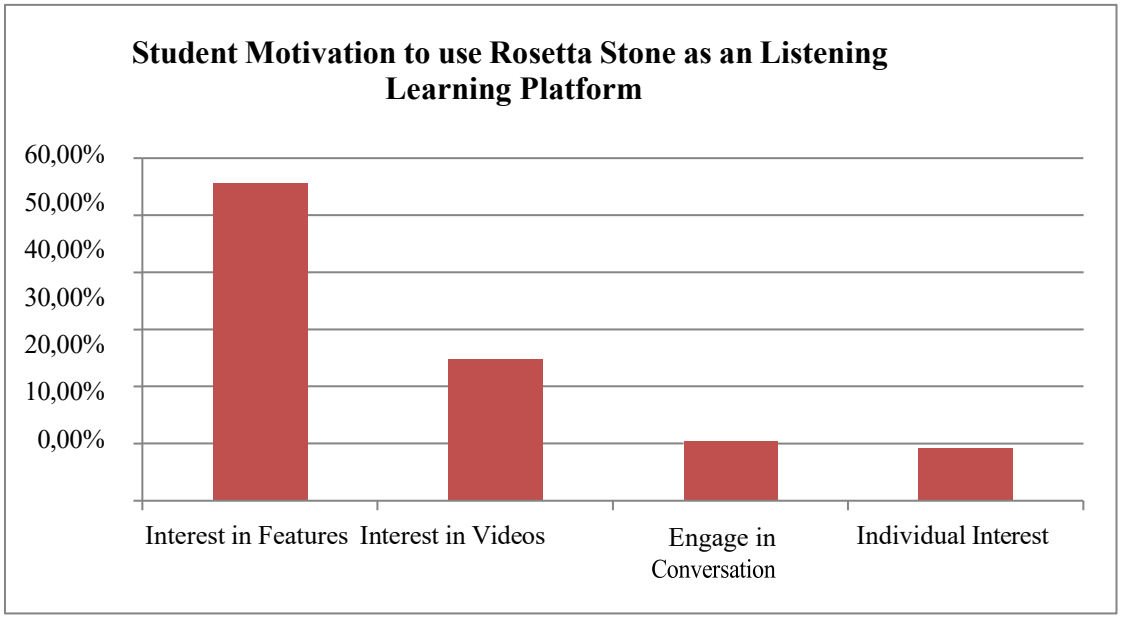
Following the provision of listening instruction utilizing the Rosetta Stone program in the experimental class and the standard teaching methodology in the control class, researchers conducted this study. According to the findings, the experimental class—which uses the Rosetta Stone CALL program for learning—has a greater percentage and frequency of learning than the control group. The usage of Rosetta Stone CALL program can enhance the vocabulary knowledge of XI MIPA 1 pupils at SMAN 5 Cirebon, it can be inferred. In this instance, researchers might draw the conclusion that teachers can enhance their students' listening comprehension in the classroom in a variety of ways. Therefore, researchers try to combine listening learning with the use of the Rosetta Stone CALL application as a learning medium at school.

Questionnaire Results

Student motivation is a very important aspect of achieving success in language learning. When we talk about the use of technology, especially the Rosetta Stone application,

student motivation becomes a crucial factor that determines the extent to which this program is effective as a tool in improving listening skills. Based on the data collected, there are various factors that can influence students' desire to use Rosetta Stone. One such factor is the availability of video lessons, which are very helpful in improving students' understanding of the material being taught. In addition, their interest in the discussions within the app also plays a big role in increasing motivation. Some students may be more driven by the need to become better listeners in the native language, while others are more interested in features that allow them to learn independently, at their own pace and needs. The interactive features and engaging content in the app are the main attraction. Next, the researcher will present data from the results of a questionnaire taken from students in class XI MIPA 1 at SMAN 5 Cirebon, showing how these various factors contributed to their motivation in using the Rosetta Stone app to improve their English listening skills.

Figure 1
Factors that motivate students to learn using the Rosetta Stone application



Most students, totaling 55.6%, were motivated to use the Rosetta Stone app because of their interest in the various features provided by the app. These features may include voice recognition technology, interactive exercises, and a wide selection of materials that help enhance the language learning experience. The availability of features that make learning easier was a major attraction for the students. Furthermore, 24.6% of students showed a strong interest in the video content offered by the app. The videos may provide examples of everyday conversations, listening exercises in real-life contexts, and visualizations that help students understand meaning through more realistic situations. Videos are an important element in building motivation as they are more dynamic and engaging than text or audio alone.

Then only 10.5% of students stated that their motivation came from engaging in the conversation. This shows that some students feel that the opportunity to practice conversations with the app (e.g., through the conversation simulation feature) is still an important element, although not as dominant as features and videos. Direct engagement in conversations allows students to apply active listening skills. The next data shows that 9.1% of students indicated that their motivation was personal or came from an individual interest in learning the language using this app. This could mean that some students used the app based on their intrinsic motivation to improve their listening skills without being influenced by specific features or content.

Based on the above data, it can be concluded that this data shows that visual features and content are the main factors that influence students' motivation in using Rosetta Stone app to improve listening skills, while direct conversation-based motivation and personal interest are to a lesser extent.

CONCLUSION

Researchers may determine that using the Rosetta Stone program as a computer- based language learning tool, or CALL-based media, is beneficial for enhancing students' listening comprehension abilities based on the findings of this study. The post-test findings indicated a substantial increase in listening comprehension ability in the experimental group compared to the control group among the two student groups engaged, namely XI MIPA 1 class as the experimental group and XI MIPA 2 as the control group. The control class, which was taught using 4 conventional techniques, only had an improvement in average score from 60.00 to 73.00, but the experimental class, which used the Rosetta Stone program, saw a rise from 63.00 (pre-test) to 81.00 (post-test).

In addition, the conclusion from the questionnaire results is that students' motivation in using Rosetta Stone as a listening learning tool is strongly influenced by the visual features and content provided. Most students (55.6%) were motivated by attractive features such as speech recognition technology, interactive exercises, and a variety of materials that facilitate the learning process. A total of 24.6% of students were interested in video content that provided examples of everyday conversations and real- life contexts. Despite the conversation simulation feature, only 10.5% of students were motivated by the live interaction in the conversation. In addition, 9.1% of students were driven by a personal interest in improving their listening skills. In conclusion, visual and content features were the main factors driving student motivation, while motivation based on live conversation and personal interest was less.

These results show that the use of the Rosetta Stone application as a learning medium can help students better understand listening comprehension material, especially in the context of English in the work environment, such as in the field of hotel front office. It also proves that technological innovation in learning, such as the use of CALL software, can overcome the obstacles faced by students, such as lack of interest in conventional teaching media that are less interesting. Thus, the researcher concluded that technology integration such as Rosetta Stone CALL software can be an effective solution to improve students' listening comprehension skills at school. These results encourage the importance

of using innovative and fun learning media to help students achieve better learning outcomes.

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