



**UTILIZING ROSETTA STONE APPLICATION TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT THE TENTH
GRADE OF SWASTA TUNAS BANGSA SENIOR HIGH
SCHOOL**

THESIS

**Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UINSU) Medan as Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S-1) in the English
Education Department**

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MEDAN
2020**



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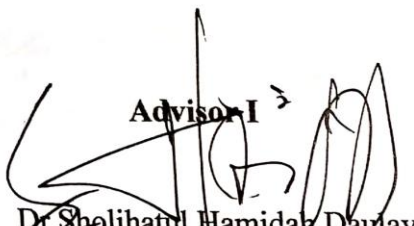
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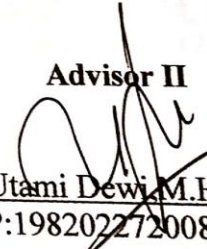
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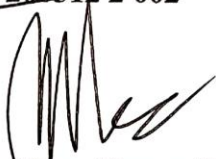

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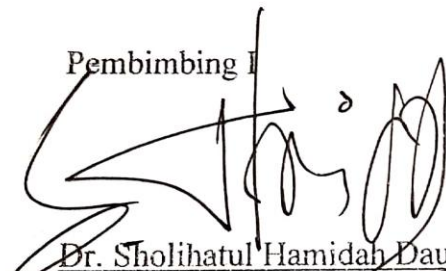
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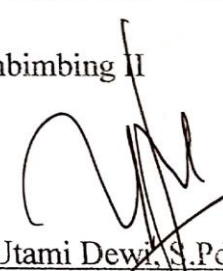
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TUNAS BANGSA SENIOR HIGH SCHOOL**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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ABSTRACT

YUPI YANA MUNTHE, 2020, Utilizing Rosetta Stone Application to Improve Students' Vocabulary Mastery at The Tenth Grade of Swasta Tunas Bangsa Senior High School. Thesis (2021), Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera. Advisor (I) Dr. Sholihatul Hamidah Daulay, M.Hum. Advisor (II) Dr. Utami Dewi, S.Pd, M.Hum.

Language skills can be obtained by mastering vocabulary first. With that, this study will use the application as a medium for learning vocabulary. So that mastery can grow optimally with learning methods like this. This is also related to the nature of the environment which lacks insight into the media (smartphone) and also the limitations of something that is always unconditional (economic). This study aims to make it easier for students to improve vocabulary mastery so that it is easy to learn and understand. The subjects of this study were students of class X-IPA 1 Tunas Bangsa Private High School, the sample used was 32 students. The method used in this research is Classroom Action which is carried out in two cycles. Data were analyzed qualitatively and quantitatively. Data were analyzed qualitatively and quantitatively. In qualitative data obtained through observation activities. Meanwhile, quantitative data were obtained through pre-test and post-test. Based on quantitative data, the use of the Rosetta Stone application can improve vocabulary mastery skills in students. This can be seen from the pre-test and post-test results. In the pre-test, the percentage of student scores was at 59.65%. Then in the first post-test, the percentage of student scores was at 67.84%. Whereas in the second post-test the percentage of student scores was at 79.53%. From the data found, we can see that the Rosetta Stone application is proven to be able to significantly improve students' vocabulary mastery.

(Keywords: Teaching Vocabulary, Rosetta Stone Application, Media.)

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu’alaikum Wr. Wb

All praise be to Allah, Lord of the worlds. Because of His blessing, the writer can complete this “ Thesis ”. Peace and blessing be upon Prophet Muhammad, his family, his relatives, and his followers.

This thesis entitles “**UTILIZING ROSETTA STONE APPLICATION TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT THE TENTH GRADE OF SWASTA TUNAS BANGSA SENIOR HIGH SCHOOL**” as partial fulfilment of the partial requirement to get Sarjana Degree in English Education Department of the State Islamic University of North Sumatera.

The writer realizes that there are many contributions of other people to help and support the writer to be able to complete this thesis. Therefore, the writer feels grateful and the writer would like to express special thanks to:

1. **Prof. Dr. H Syahrin Harahap, M.A** as Chancellor of the Islamic University of North Sumatra and the Vice Chancellors.
2. **Dr. Mardianto, M.Pd** as the Dekan of Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatra.
3. **Yani Lubis, S.Ag., M.Hum** as the Head of English Department and **Reflina, M. Pd** as secretary of the English education department who has provided advice and direction in carrying out the lecture process .

4. **Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum** as my first advisor who has given me guidance, suggestion, motivation, and correction in process of writing the thesis.
5. **Utami Dewi, M.HUM** as my second advisor who has given me guidance, suggestion, correction, and beneficial opinion to improve my thesis.
6. Ladies and Gentlemen Lecturers and Staff of English Education Study Program Staff.
7. **All the teachers and Staff in SMAS Tunas Bangsa** who permit me to conduct my study there.
8. Especially for most people and especially in my heart, namely my beloved Father **Aman Soleh Munthe** and my dear mother **Erlina Harahap** who has given birth, nurtured, raised, educated, encouraged and sent writers to college to completion, who always gave love so great, prayer and blessing, hard work and sacrifice tirelessly and exhausted to meet the needs of the writer, so that this small work of the writer made it as an offering and to be the pride of both. Unhappily, both of them might not reach the educational journey until the Bachelor's degree.
9. My beloved Sister, my younger sister and my younger brother **Muhammad Nazir Munthe, Muhammad Juang Munthe, Siti Maryam Munthe, Syahrul Muhthe and Aldo Syahputra Munthe** who is always faithful to ask about the thesis and the dearest siblings.

10. My best partner in any situation, **Dwi Nugroho, S.P.** who always helped me in writing the thesis, supported me and entertained me.
11. My beloved friends in PBI-1/216, especially **Jesi Suryani Sitorus, S.Pd, Misbah Hayati Siregar, S.Pd, Mentari Octa, S.Pd, Nazriah Ulya, S.Pd, Muhammad Danil Harahap, S.Pd, Aula Adnin Ritonga, S.Pd and Dimas Agung Suhardi, S.Pd.** Thanks for their kindness to help me, supported me, and motivated me to finish my thesis immediately.
12. For all people who always helped me that cannot mention name by name.

Finally, the writer realizes that this ‘Thesis’ is not perfect yet, it is a pleasure for her to receive criticism and suggestion from the readers.

May Allah pours His reward to many parties who help the writer in completing this ‘Thesis’.

May Allah grant our wishes...

Medan, 13th December 2020

Yupi Yana Munthe

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CHAPTER I

INTRODUCTION

A. Background of The Study

Henry Sweet, an English phonetician and language scholar, stated that “Language is the expression of ideas by means of speech-sounds combined into words. Words combined into sentences, this combination answering to that of ideas into thought”. Language is succinctly defined in our Glossary as “human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols”.¹

English is the language used to communicate between one country and another, therefore English needs to be learned. According to Ali, English is an important language for human’s world communication, because English becomes one of the languages that understood by the people from all of the world and it becomes all of the people can use to communicate with no worry that the other people will don’t know it.² In Indonesia, English becomes one of the subjects that is tested in the School National Examination, the government makes English as one of the compulsory subjects in the curriculum from elementary to tertiary level.³ Because the National Examination was no longer ideal as a benchmark for national education, the government decided to replace the UN into a competition assessment and character survey with the concept of PISA (international student

¹ Solihatul Hamidah Daulay, (2017), *Introduction to General Linguistics*, Medan: La Tansa Press, P. 12.

² Rodearta Purba, (2018). “*Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*”, National Journal of Advances in Language and Literacy Studies, vol. 9, ISSN: 2203-4714, p. 1

³ Yuda Rahayu, (2016). Peningkatan kemampuan berbicara bahasa inggris siswa kels VII SMPN I kota blitar melalui games. *Jurnal pendidikan*. Vol.2. No.1.p.45

assessment program). But studying English in Indonesia is very important. because English is one of the most common subjects in Indonesia which has been registered in the curriculum at elementary, junior high and high school to university level as an international subject.⁴

In learning English four skills must be learned by the students, namely speaking, writing, listening and reading that are prominent language skills in the language learning process.⁵ For the mastery of English to be successful, the four skills consisting of reading, listening, speaking, and writing must be effectively integrated. These skills must be mastered by students to gradually develop their communicative competence, especially vocabulary.⁶ According to Palmer, as quoted in Richards, vocabulary is one of the most important components in foreign language learning.⁷ Mastering vocabulary will make students feel easier to learn English. Because, when we listen to something in English, with a collection of vocabulary that has been understood it will be easy to get the meaning of what is heard. Likewise, speaking, when we will convey ideas or concepts, it will require a collection of vocabulary that can be chosen to convey it. When writing, we can use a collection of vocabulary to compose ideas that have been held. With a collection of vocabulary that has been mastered, the reading process will be fun because it has understood every word used. And by mastering vocabulary, it's also easier for us to use grammatical structures and functions.

⁴ Yuda Rahayu, (2016). Peningkatan kemampuan berbicara bahasa inggris siswa VII SMPN I kota blitar melalui game. Jurnal pendidikan. Vol.2. No.1.p.45

⁵Harmer, J.(2005). The Practice of English Teaching. USA: Prentice Hall , P. 248

⁶ Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. European Journal of Language and Literature Studies. Vol.1, Nr. 1. p. 31

⁷Ibid. p. 31.

Based on the regulation of the Minister of National Education number 47 of 2010 which states that vocabulary is included in the scope of survival English which is the standard competency of student graduates senior high school level. This competency requires students to be able to perform social functions in society by using sentence structure and vocabulary.⁸ At the high school level, vocabulary is also regulated in the 2013 Curriculum where students are expected to express meaning and contextual ideas in the form of functional texts and short essays. Vocabulary words are presented in the form of several types of texts.⁹ In the competency-based curriculum, which requires students to master a vocabulary of 1000-1500 words each year, so that senior high school students in three years must be able to master at least 4000 words.¹⁰

However, the 2013 curriculum still found weaknesses in the application of class problems that occur as follows, where they still have difficulty in using English even though only in class. When researchers ask students' difficulties at Tunas Bangsa school about learning English, they mostly do not understand and do not know how to speak English. They also did not understand when the teacher explained using English. English teachers who teach at Tunas Bangsa School assess that during their study hours students do not enjoy learning, because they do not understand English. Most students are often reluctant to answer when the teacher asks students to use English, especially between written and spoken English is often different.

⁸Peraturan Menteri Pendidikan Nasional No.47 Tahun 2010

⁹Kementerian Pendidikan dan Kebudayaan.(2013). Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII Kurikulum 2013, Jakarta: Kemendikbud, pp. 2—9.

¹⁰Nation, P. (2001). *Teaching and Learning Vocabulary*. New York: Newbury House.p.22

From the problems found above, the most possible way to solve the problems is by utilizing technological advances. One of the current technologies that can be integrated into teaching and learning English vocabulary is a smartphone. On smartphones, we can find a variety of applications that can help us improve our vocabulary mastery like Duolingo, cake application, Quizlite, rosetta stone and others.

On this occasion, researchers will discuss smartphone applications that can improve student vocabulary, namely Rosetta Stone. This application is a lot of research and is proven to improve students' ability in mastering vocabulary. According to Stephen, Rosetta Stone is a foreign language learning software with the help of computers launched by the company Rosetta Stone Inc. This software uses images, text, sound and video to teach words and grammar with repeated spaces without translation.¹¹ However, this Rosetta Stones application can be downloaded via the PlayStore service on smartphones. This application is also a highly recommended application for beginners who want to learn English without having to pay a lot of money. This application can be used without having to depend on the network. This application also teaches vocabulary with pictures and accompanied by sound to make it easier for us to learn good and correct pronunciation. This application also not only teaches about vocabulary, but wherewith this application we can also practice making sentences from the vocabulary we learn, and also we can learn writing, speaking, grammar and

¹¹Yudistira, Y.(2015). Efektivitas Penggunaan Media Rosetta Stone dalam Pembelajaran Keterampilan Menyimak (Compréhension Orale) Bahasa Prancis pada Siswa Kelas XII SMK Negeri 1 Bantul. Fakultas Bahasa Dan Seni. Universitas Negeri Yogyakarta.

listening. And in the Rosetta Stone application also provides training for each field. Wherewith the exercise we can test how far the lessons we understand.¹²

In previous studies, Nursaima's research in using Rosetta Stone application effective as a medium in teaching vocabulary mastery of seventh-grade students of SMPN 3 Padangsidempuan with a mean score of 74,24. In Yusdistira's research in using the Rosetta Stone application can show significant or successful differences in learning to listen in French in one of the Bantul State Vocational Schools. In Hanif's research, he was obsessed with using the Rosetta Stone application as a medium in teaching vocabulary to students in one of North Aceh's elementary schools. Where in his research he said that the application of Rosetta Stone was successful and was highly recommended as a medium for learning.¹³

Therefore, in this research, the researcher chooses Rosetta Stone application as a medium to improve students' vocabulary mastery at tenth-grade SwastaTunas Bangsa High School, because this media had never been used in the learning process. Where on PT Salim Ivo Mas Pratama is still very behind with technological advancements, because there are still many places that do not get internet network. Only in a few places can use the internet network in the area of PTSalim Ivo Mas Pratama. According to the author's experience when doing practical teaching (PPL), the author has made a little observation of students' perceptions in learning English. Where the result of observation is students are bored with the teaching methods of teachers who use media markers and

¹²www.rosettastone.com

¹³ Hanif. (2010).Using Rosetta Stone Software As Media In Teaching English Vocabulary(An Experimental Study At SDN No. 02 Lhoksukon). English Lecturer of Economics and Business Faculty. Malikussaleh University

blackboards. Students also do not understand what the teacher says when the teacher explains in English. When the author gives two choices to students where the choices are: First, learning only by using a marker and whiteboard media, or can be called the lecture method. Second, learn by using technology, be it in focus with videos, songs or Smartphones. 90% of students choose the second choice.

Thus, the researcher intends to research with the title “UTILIZING ROSETTA STONE APPLICATION TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT THE TENTH GRADE IN SWASTA TUNAS BANGSA SENIOR HIGH SCHOOL”.

B. Identification of Problems

Based on the background of the study above, some problems can be identified as follows:

1. Many students have difficulties in arranging the sentence in English.
2. Many students have difficulties in memorizing English vocabulary because they are lack of interest in using a dictionary.
3. Many students less interest in learning vocabulary.

C. Research Question

Based on the background of the problem, the researcher would like to formulate the problem of the research in the following question:

1. How do the use of Rosetta Stone application improve the students’ vocabulary mastery at the tenth grade of Swasta Tunas Bangsa?
2. How is the improvement of the students’ vocabulary mastery through Rosetta Stone application?

D. The Objective of The Study

Related to the formulation above, the researcher hopes that the purpose of the implementation of this research is so useful for readers and others. The purpose of this study:

1. To describe whether the use of the Rosetta Stone application can improve student vocabulary mastery at the tenth-grade of Swasta Tunas Bangsa.
2. To describe the improvement of students' vocabulary mastery through Rosetta Stone application.

E. Significances of The Study

Related to the formulation above, the researcher expects that the result of this study will be something beneficial both for theoretical and practical way.

1. Theoretical Significance

Theoretically, the result of this study may give valuable information and enrich the knowledge about using the Rosetta Stone application as a medium for student vocabulary learning.

2. Practical Significance

a. For Students

The application of Rosetta Stone will invite students to learn with interesting methods and will also enrich their knowledge about learning vocabulary in an easy and fun way.

b. For English Teachers

This research can be a reference to create interesting and easy ways to teach vocabulary, through this method, it is expected it can help the teacher's task to improve student vocabulary.

c. For Further Researchers

This research can be chosen as a reference on how Rosetta Stone application one of the considerations to improving vocabulary mastery and speaking students ability.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts or terms applied in the research. Some terms are used in this study and they need to be theoretically explained.

A.1. The Nature of Vocabulary

a. Vocabulary as a Component of Language

Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing.¹⁴ Related into the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹⁵ Vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use.¹⁶

Vocabulary is one of the important components of language to communicate.¹⁷ Allah SWT has given us the ability to do everything even to

¹⁴ Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. International Journal of Teaching and Education. Vol. III, No. 3.

¹⁵ Hidayati, Suci. (2007). The Analysis of Students' Ability in Using Derivation Vocabulary. Tadris Bahasa Inggris of Tarbiyah Department of STAIN Bengkulu.

¹⁶ Marianne Celc e-Murcia.(2001) Teaching English as a Second or Foreign Language. USA: Heinle & Heinle,P. 285.

¹⁷Evelyn Hatch and Cheryl Brown.(2001). Vocabulary, Semantic and Language Education, Cambridge: Cambridge University Press, P, 1.

communicate especially in developing vocabulary. He says the words in Al-Qur'an Surah Al-Isra' in the 82th verse and Al-Mujadalah in the 11th verse:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

*“And Allah (**He**) taught Adam the names, all of them. Then **He** laid them before the angel and said, “Tell **Me** the names of these if you are truthful.”*

According to Ibnu Katsir, this is the maqam (situation) where Allah mentions Adam's glory over angels because He has specialized it by teaching the names of all things that are not taught to the angels. That happened after they (the angels) bowed to him. Then God tells them that He knows what they don't know.¹⁸

Based on the verse above the researcher concludes that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of the teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak. From all definitions above it can be concluded, vocabulary is a core component of language that must be firstly studied than the other skills.

....يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“...surely Allah will raise (degrees) those who believe among you and those who are given several degrees of knowledge. And Allah is careful what you do.”

¹⁸ Abdullah bin Muhammad bin Abdurrahman bin Ishaq Al-Sheikh.(2005). *Lubaabut Tafsir Min Ibni Katsirr*. Mu- Assasah Daur al-Hilaal:Kairo.Terjemahan.M.Abdul Ghoffar,Abdurrahim Muthi, Abu Ihsan Al-Atsari.(2004).*Tafsir Ibnu Katsir Jilid 1*.Bogor:Pustaka Imam Asy-Syafi'i,p.104.

Based on the verse above, the researcher concluded that Allah will raise the rank of those who believe among you because of their true beliefs, and Allah will also elevate those who are given knowledge because their knowledge becomes an argument that illuminates the people, several degrees compared to those who are not knowledgeable. And Allah is most research on the intentions, methods, and goals of what you do, both world and hereafter matters.

That means vocabulary is an important or key part of starting English communication with other people. In learning vocabulary, we need to understand the types of vocabulary. Vocabulary is an important component of language knowledge because without knowing lots of vocabulary students will get difficult when they express their ideas. It means that having limited vocabulary might cause difficulty for students as foreign language learners to communicate with others and express their ideas. They might be stuck when using the language.¹⁹

b. Kinds of Vocabulary

In learning vocabulary that found some kinds of vocabulary. Some experts have classified types of vocabulary. Hatch classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes. Vocabulary is much more important than grammar, because it is the key to the learners of the

¹⁹Zihong.(2000). Vocabulary Component of Language.Harvard University. United Kingdom.

language to comprehend what they hear and read in an Educational organization or outside it or while they communicate with other people.²⁰ So, in this study will be explained the kinds of vocabulary one by one below:

1. Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary is larger than productive ones, hence the productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. Receptive vocabulary is the words we recognize when we see or hear them, usually in reading and listening. The Receptive vocabulary as the language items which can only be recognized and comprehended in the context of reading and listening material.²¹ From the description can be concluded that receptive vocabulary is words that cannot be produced correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

2. Productive Vocabulary (Active Vocabulary)

Productive Vocabulary to be language items which the learner can recall and use appropriately in speech and writing.²² It is similar to expressive vocabulary. A person's productive vocabulary in values of knowing how to pronounce the word, how to write and spell it, how to use it in the correct grammatical pattern along with the word that usually collocated.

There are four types of vocabulary which must be known and mastered for any skill, such as reading vocabulary, speaking vocabulary, listening vocabulary

²⁰Faraj, A. K. A. (2015). Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context. *Journal of Education and Practice*. Vol.6, No.27. p. 11

²¹Ruth Gairns and Stuart Redman, *Working with Words: A guide to teaching and learning vocabulary* Cambridge : Cambridge University Press, P, 64

²²Ibid. p. 64

and writing vocabulary.²³ They are: (1) Reading vocabulary is the words we understand when we read the text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “Grow your vocabulary”. (2) Speaking vocabulary is the word we use when we speak or speaking vocabulary is relatively limited: most adults use a more 5000 to 10.000 words for all their conversation and instruction. (3) Listening vocabulary is the word heard and understands. Starting in the womb, vet uses can detect sounds like early 16 weeks. Furthermore, babies are listening during all their working hours- and we continue to learn new words this way all of our lives. (4) Writing vocabulary the word we can retrieve when we write to express our selves. We generally find it easier to explain our self orally, using facial expression and to help get our ideas across then to find just the right words to communicate the same ideas and writing our writing vocabulary is strongly influenced by the words we can spell.

c. The Importance of Vocabulary Mastery

Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCarty state “Receptive and Productive knowledge may prove the only realistic way to measure the depth of vocabulary knowledge”. Receptive knowledge are words that learners recognize and understand when they occur in a context. Meanwhile, productive knowledge is related to words that are understood and able to be pronounced correctly and

²³Judy K Montgomery,(2007). The Bridge of Vocabulary : Evidence Based Activities for Academic Success. San Fransisco: NCS Pearson , P, 119

constructively used in speaking and writing.²⁴ Vocabulary test is conducted to measure the understanding of the words used in speaking or writing. therefore, vocabulary mastery is a skill to understand the stock of words and their meanings from a particular language. in the rich vocabulary, we have to find a way because of the complexity.²⁵

According to Graves, Wikis have much potential in the teaching of vocabulary. Therefore, students can follow the different methods in learning vocabulary in the wiki:

- a. Students should supply the information included the context and the meaning.
- b. Students should be engaged and should have given enough time to learn the word.
- c. Students should have many disclosures by practicing and reviewing the word
- d. Students should have a conversation about the meaning of the word.²⁶ So, mastering vocabulary should be useful because it will be:

- a. Easy to learn the language. For example, when we read an English novel, we must understand the meaning of vocabulary.
- b. Easy to understand what the people are talking about. For example, when we are listening to the conversation in English necessary for us to know what the people talking about, and it only is done if we know the vocabulary in that conversation.

²⁴Baxter, J. (2012). The dictionary and vocabulary behaviour: a single word or a handful? *TESOL Quarterly* 14, 3: 325-336

²⁵Knight, T. (2009). Learning vocabulary through shared speaking tasks. *The Language Teacher* 20, 1: 24-29.

²⁶ Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press.

- c. Easy to make discussion in a different topic. For example, if we want to discuss one topic, we must understand and know the vocabularies that are concerned with the entertainment.

So, the mastery of vocabulary in English is very important because if we cannot master vocabulary, we will not be able to learn English well and correctly. Without good vocabulary mastery, we cannot communicate with others well, so it will be hard for us to understand what others are saying.

d. Vocabulary Teaching in Indonesian EFL Context

Berne & Blachowicz in their research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.²⁷ Thornbury stated that teaching words are a crucial aspect of learning a language as languages are based on words.²⁸

As a foreign language, teaching vocabulary is considered as one of the most discussed parts. Priyono stated that the main problem of Indonesian EFL students is their limited vocabulary. He then emphasized the importance of vocabulary teaching (i.e., facilitating the process whereby EFL input leads to learners EFL vocabulary intake). According to Priyono, as lexical properties entail

²⁷Berne & Blachowicz, C. L. Z., (2008) What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher* 62 (4). 314-323.

²⁸Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Education.

grammatical aspects, the teaching of EFL vocabulary will support the teaching of aspects of grammar and meaning, thus reducing the necessity to teach grammar.²⁹

In Indonesia, the place of EFL vocabulary teaching seems to be changing in the curriculum. It is following the existing curriculum that perceived from the changing objectives and methods of English instruction in Indonesia. Newest curricula, Kurikulum 2013, emphasized the development of communicative competence covering socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence.³⁰ Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation. Under the four stages of teaching and learning process suggested by the curriculum, vocabulary teaching is supposed to be dealt with at the very first stage. The earlier curriculum even emphasized 1000-2000 word level on the practical use and textbook.³¹ Whereas according to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and use the four language skills.³²

However, there are still a lot of students who couldn't reach the word level. Whether secondary school graduates knew the 2000 most frequent words and the 808 academic words as the target words. The results of her study indicated that on average, the 324 subjects knew 987 of the 2000 most frequent words, and

²⁹Priyono. 2004. Logical Problems of Teaching English as a Foreign Language in Indonesia. In Cahyono, B. Y. & Widiati, U. (Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia* (pp. 17-28). Malang: State University of Malang Press.

³⁰Adi Putra, Kristian. (2014). The Implication of Curriculum Renewal on ELT in Indonesia. Vol. 4 No.1 Parole. P. 67

³¹AlpinoSusanto. (2017). The Teaching Vocabulary : A Perspective. Vol. 1 No.2Jurnal KATA. P.185-184

³²RatnaZawil.(2006).Using Make A Match Technique to Teach Vocabulary.English Education Journal (EEJ) 7 (3), p.312.

239 of the 808 academic words, making up 1226 words in total. It was then inferred that the students might have known a far smaller number of words which are far less frequent. It was also very likely that they forgot, thus did not acquire yet, most of the words already exposed to them. Theoretically, students are expected to be able to master 14 words a week. In fact, they only get about 7 to 8 words a week.³³ This, perhaps, was caused by the common situation that vocabulary learning or teaching was considered secondary or neglected as it used to be. It can be seen from the English book of 2013 curriculum which prepared only to improve students' language skills (listening, speaking, reading and grammar).³⁴

A.2. Technology Integration in Language Learning

Technology has always been an important part of the learning and teaching context.³⁵ because the existence of technology can be used in various situations in education and can also increase the effectiveness of learning. Eady & Lockey said technology is an integral part of the learning experience and a significant problem for teachers.³⁶ The above statement is also corroborated by Pourhosein Gilakjai who said that technology helps students adapt their own

³³Paribakht, T. S., & Wesche, M. B. (2000). Reading-based exercises in second language vocabulary learning: An introspective study. *The Modern Language Journal*, 84, 196-213.

³⁴KementerianPendidikandanKebudayaan, BahasaInggris: BukuSiswa, (Jakarta: BalitbangKemdikbud, 2014), p. iii.

³⁵ M. Reza, A. (2018). Penggunaan Teknologi dalam Pembelajaran Bahasa Inggris: Tinjauan Sastra. *Jurnal Internasional penelitian dalam Pendidikan Bahasa Inggris*. Vol.3, no.2. hal.116

³⁶ Eady, MJ, & Lockyer, L. (2013). *Alat untuk Belajar: Teknologi dan Strategi Pengajaran: Belajar Mengajar di Sekolah Dasar*. Universitas teknologi Queensland, Australia. hal.71

learning process and they can have access to a lot of information that teachers in the classroom cannot provide.³⁷

From the information he says, it can be seen that technology is very helpful in teaching and learning activities. With the integration of technology in learning and the curriculum, it will be able to help and innovate in a more interesting learning process. For a teacher, it is very important to master technology, because if a teacher cannot master technology in learning then they will not be able to keep up with the times. Technology is an important part of the teaching profession where teachers can use it as a student learning facility. Therefore, it is important for a teacher to have full knowledge of technology in language teaching skills.

Seroja in her research concluded that technology integration is how technology is used to improve certain fields, in this case, is education. The concept of technology integration is basically the effective use of technology in the education system and the benefits of technology in the teaching and learning process. From the explanation above the researcher concludes that technology integration in learning can be interpreted as a learning medium using technology to increase learning that is more up to date.

One of the most widely used technology integrations in education is MALL (Mobile-Assisted Language Learning, the focus is on mobile devices).³⁸

³⁷ Ibid. Eady & Lokyer.p 117

³⁸ Simone Torsani. (2016). CALL Pendidikan guru: Guru Bahasa dan Integrasi Teknologi. Belanda: Sense Publisher.p.2

a. Mobile-Assisted Language Learning

Mobile-Assisted Language Learning (MALL) can be defined as users of mobile phone in language learning and language teaching.³⁹ It creates a fun and interesting learning process rather than usual.⁴⁰ Which means that Mobile-Assisted Language Learning can play an important role in the educational process in the classroom. Mobile-Assisted Language Learning (MALL) is a branch of technology-enhanced learning which can be implemented in numerous forms including face to face, distance or online modes.⁴¹ So, that Mobile-Assisted Language Learning (MALL) is language learning that utilizes mobile devices to assist in increasing learning productivity. MALL was developed and intended to support language learning and teaching systems to be more efficient and effective using mobile technology. With MALL students can easily access any material about language learning.

MALL learns by using cellular technology in language learning. The use of wireless technology is very useful for various aspects of language learning. The benefit of using cell phones in learning English is as a second language. The various areas of cellular-based language learning placed in the most common are vocabulary, listening, grammar, phonetics, reading comprehension, etc.⁴²

³⁹Beatly. K.(2003). *Teaching and Researching Computer-Assisted Language Learning*.(Esse. England: Pearson Education Limited, P.25

⁴⁰RahmahFithriani, UtamiDewi, SholihatulHamidaDaulay, MaryatiSalmiah and WidiaFransiska.(2019). Using Facebook in EFL Writing Class :*Its Effectiveness From Student perspective. In the Secound Annual International Conference on Language and Literature, KnE Social Sciences*, P.673

⁴¹Leila Khubyari and MehryHaddad Narafhsan. (2016). *In Study on The Impact of MALL (Mobile Assisted Language Learning) on EFL's Learner's Reading Comperhension*, International Journal of English Language Teaching. Vol.4 No.2 p.62

⁴²Tayebeh Mosavi Miangah and AminNezarat. (2012). *Mobile-Assisted Language Learning*. International Journal of Distributed and Parallel Systems (IJDPS) Vol.3, No.1 p. 312-315

Learning vocabulary can also be accompanied by the pictorial annotation shown on learners' mobile devices for a better understanding of new words. In a study conducted by Chen, et al., learners were provided with verbal as well as pictorial annotation for learning English vocabulary. Results of a post-test showed that the pictorial annotation assisted learners with lower verbal and higher visual ability to retain vocabulary.⁴³

From the explanation above, the researchers concluded that Mobile-Assisted Language Learning (MALL) is a language learning that is assisted or enhanced through the use of cellular devices such as cellphones. With MALL, it can support a language learning system that uses technology where students can easily access language learning materials anytime and anywhere.

A.3. Nature of Rosetta Stone

a. Rosetta Stone as MALL Application



Picture 1. Rosetta Stone Application Logo

⁴³ Chen, C. M. & S.-H. Hsu. (2008). "Personalized Intelligent Mobile Learning System for Supporting Effective English Learning". *Educational Technology & Society*, 11 (3), pp. 153-180.

Rosetta Stone is an English learning medium that uses images, text, and sound to teach vocabulary by repeating spaces without translation. This media is programmed systematically. Rosetta Stone is a computer-aided foreign language learning software (Call) launched by the company Rosetta Stone Inc. This software uses images, text, sound and video to teach words and grammar with repeated spaces without translation. The title and logo of Rosetta Stone are taken from an ancient Egyptian stone slab named Rosetta.⁴⁴

Rosetta Stone® is a personalized learning path based on student goals. It consists of pictures, words and sounds which will improve students' vocabulary mastery. Rosetta Stone® provides an attractive interface and displays several expanded examples at the same time. Students will be able to understand the meaning of the word and know how to use the word in the sentence.⁴⁵

Rosetta Stone Software was introduced as an audiovisual aid that is beneficial for the teachers and students in teaching and learning English. This software can be used as an aid to teaching the four skills namely reading, listening, speaking and writing. The Rosetta Stone Software consists of a combination of images, text, and sound, with difficulty levels increasing as the student progresses, to teach various vocabulary terms and grammatical functions intuitively, without drills or translation.⁴⁶

⁴⁴ Rosetta Stone Company.(2006). Handbook for Teachers. The Rosetta Stone registered trademark, Fairfield Language Technologies. USA.ISBN. 2006, P.47

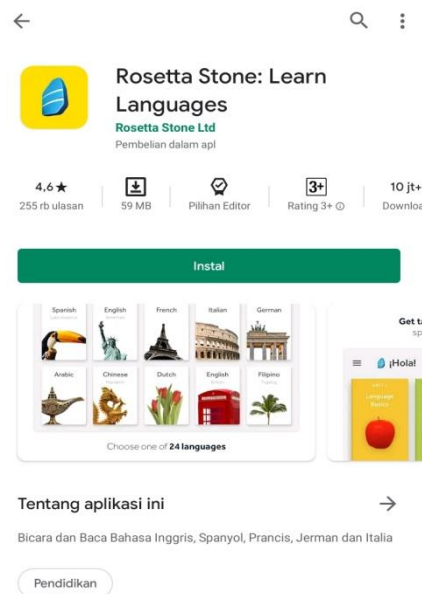
⁴⁵Hass, John. (2008). Administrator's Guide: Rosetta Stone® Manager. Harrisonburg: Rosetta Stone.inc.

⁴⁶Hanif. (2012). Using rosetta stone software as media in english vocabulary (an experimental study at SDN No. 02 Lhoksukon). *English Lecturer of Economics and Business Faculty*.Malikussaleh University.

b. The Procedure of Teaching Vocabulary by Using Rosetta Stone Application

To be able to run the application, of course, we must first have the application on our cellphone. For that follow these steps to use the Rosetta Stone application:

1. The first thing you do is install the Rosetta Stone application in the Playstore or Appstore on your mobile.

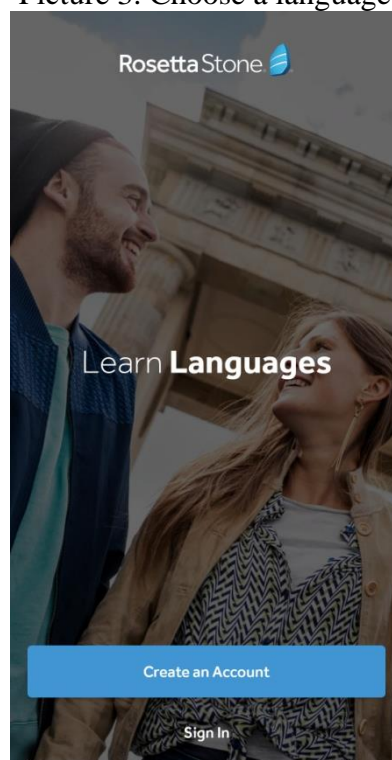


Picture 2. Installation app

2. Open the application on your smartphone and select the desired language which will then go to the account creation page.



Picture 3. Choose a language



Picture 4. Account creation page.

3. Create an account by clicking the create account button, then fill in each step as instructed such as name, email, password and country. Then check the empty boxes. Then click the create account button.

[<](#) Create an Account

First Name

[<](#) BACK [NEXT >](#)

Picture 5. Fill the name

E-mail

Use your email address to sign in to your Rosetta Stone account.

E-mail

[<](#) BACK [NEXT >](#)

Picture 6. Fill an email

Password

Password

Password is case-sensitive

< BACK NEXT >

Picture 7. Create a password

Choose country

Choose country

Indonesia



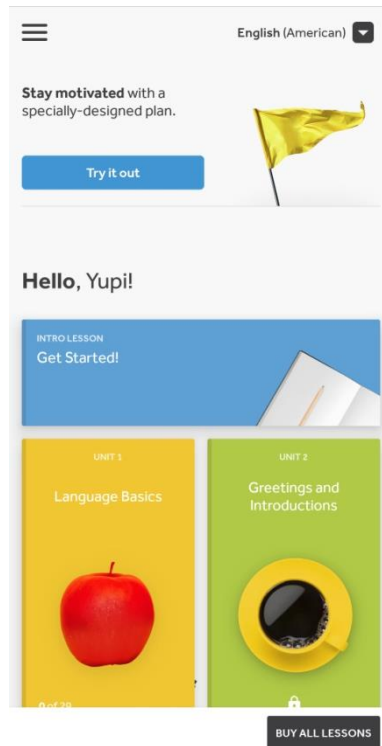
Yes, I'd like to receive exclusive deals and updates about Rosetta Stone products.
[Learn more](#)

By continuing, I agree to the Rosetta Stone [Online Terms](#) and [Privacy Policy](#).

< BACK CREATE ACCOUNT >

Picture 8. Choose country

4. then skip the unwanted pages. then it will go to the home page. enjoy your study!



Picture 9. Homepage

c. Advantages and Disadvantages of Rosetta Stone

Rosetta Stone software has numerous methods and features to ensure the best possible learning experience. For example, dynamic immersion is the core feature of learning of a new language; this software is designed to teach the language the same way the first language is learned. It uses a combination of images, texts, and sounds with difficulty levels that increase with the student's progress. This method provides the learner with an interactive virtual environment that will help teach vocabulary terms and grammatical rules in context without translation. Dynamic immersion mimics introduces the new components of the language

through recognition, correlation, and deduction, instead of just simple translation.⁴⁷

The Rosetta Stone software also has an adaptive recall feature that brings back review exercises to help the learner transfer this knowledge into term memory. Contextual formation uses life-like scenarios and pattern to provide the environment for the learner to reproduce the spoken or written language. Each new feature provides a unique way of learning the fundamental components of the language through technology. Speech recognition technology uses state of the art signal processing and adaptive statistical methods to recognize spoken words and compare them the voices of native speakers. Rosetta Stone Software offers a wide range of tools to help teach pronunciation and speaking skills. Learners build confidence and refine their pronunciation with dialogues and vocabulary building exercises.⁴⁸

Rockman said that Rosetta Stone software in one of with a very specific function to teach a foreign language. With every software comes technical problems and security concerns. Rosetta Stone Software is a very secure and efficient product with very few errors. One of the difficulties of learning a new language is the inability to evaluate one's pronunciation as beginners, something that cannot be adequately satisfied by simplistic systems that do not have practical interactions with the user. Fortunately, by using this software becomes possible.⁴⁹

⁴⁷ Hanif (2015). *Using Rosetta Stone Software As Media In Teaching English Vocabulary*.p 31-32

⁴⁸Ibid. Hanif. P. 31-32

⁴⁹Rockman.(2009). Rosetta Ston Evaluation Report.Journal

One common complaint with Rosetta Stone software is that the vocabulary learning system is too slow; it does not teach enough words or grammatical structure explicitly to ensure fluency of the foreign language. Also, another complaint is that Rosetta Stone does not teach common phrases that are useful in real-life situations such as particular language as verb conjugations or noun and adjective cases.

B. The Related Study

When researching any form, it certainly requires a reference as a basis for research so that researchers look at previous research to find out what problems really exist. For this reason, this time the researcher received a related study regarding the use of the Rosetta Stone application as a vocabulary learning medium:

Firstly, Nursaima Harahap, Siti Muti Sari, Yulia Rizky Ramadhani. The Application of Rosetta Stone Media in Teaching English Vocabulary Through the Dynamic Immersion Method Against SMP Negeri 3 Padangsidempuan Students. The purpose of this study is to improve the vocabulary of students' English vocabulary and student learning outcomes by using Rosetta Stone through the application of Dynamic Immersion media. Population and Sample of this research are students' grade VII students of SMP Negeri 3 Padangsidempuan consisting of seven classes involving two groups of respondents. The method used in this study is quasi-experimental or quasi-experimental. This study uses a pretest-posttest group design with two observations. In this study, the use of Rosetta media is

effective as a medium in teaching the vocabulary mastery of seventh-grade students of SMPN 3 Padangsidempuan.⁵⁰

Secondly, Sultan. The implementation of Gadget Application in Learning English Vocabulary at the Students in State Islamic University of North Sumatra or UINSU. The Objectives of the study are to know what gadget application implemented in learning English vocabulary and to find out how the students implemented gadget implementation in learning English vocabulary and also to know why the students implemented gadget application in learning English vocabulary. Population and sample of this research are the students in the state Islamic University of North Sumatra or UINSU. The instrument of collecting data of this research was applied to qualitative data. The qualitative data of this research were taken from observation, interview, and documentation. The result of this thesis indicated that the implementation of the gadget in learning English vocabulary is: (1) Gadget in Hand, (2) Gadget Focusing, (3) Getting New Information, (4) Combination of Learning, (5) communicating, (6) Entertaining.⁵¹

Thirdly, The other research conducted by Rockman shows that Rosetta Stone Software quickly builds vocabulary, language structures, and speaking skills. The result showed that conversational skill built and understand and produce new language. Teachers expand their language skills and person-to-person conversational skills in the classroom. Increasingly, the classroom takes

⁵⁰ Harahap, N., et al. (2019). Using Rosetta Stone Media Through The Dynamic Immersion Method to Improve Vocabulary Mastery for Junior High School Students. Atlantis Press.

⁵¹ Sultan. (2018). The Implementation of Gadget Application in Learning English Vocabulary. Faculty of Tarbiyah and Teaching Training. State Islamic University of North Sumatra.

over the primary work of developing conversational language and providing conversational practice, while Rosetta Stone Software continues to build conversational ability to understand and produce new language.⁵²

From some of the related strategies listed above, it is stated that the Rosetta Stone application can improve students' vocabulary skills with different learning methods and also different research designs. For this reason, this time the researcher will use the application in the Classroom Action research design. The goal is to provide cognitive changes in improving the vocabulary abilities of tenth-grade students of Swasta Tunas Bangsa Senior High School.

C. Conceptual Framework

Vocabulary is one of the most important things for students. Vocabulary is the basis that must be mastered to be able to master the four skills in learning English. Student vocabulary should be developed and improved. Vocabulary mastery is still a problem in learning English because students need more attention, memorization, meaning and concentration to understand the words and words of the instructor. Therefore, teachers must use varieties strategies in teaching vocabulary mastery, one alternative way to overcome problems This is to use different media that can increase student interest and motivation and help students understand learning material. In this study researchers used Rosetta Stone media which is expected to help overcome problems in vocabulary mastery, this is motivated by the simple contents of Rosetta Stone, containing images and text, audio, exercises, both writing, understanding, listening and speaking, making it

⁵²Rockman,et.al.S. (2009). An effectiveness study of the Rosetta Stone Spanish language solution.

interesting to learn. together, so that students can easily understand what is meant in the learning.

D. Hypothesis

Based on the explanation of the theoretical and conceptual framework above, the hypothesis of this research is the students' vocabulary at the tenth-grade in Swasta Tunas Bangsa High School can be improved by using Rosetta Stone Application.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presented the research design, research subjects, place and time of research, observation procedures, data collection techniques, and data analysis techniques.

A. Research Design

The design of this research was Classroom Action Research. Classroom Action Research (CAR) is a form of research that is reflective of certain actions to be able to improve and or enhance learning practices in the classroom professionally.⁵³ The purpose of classroom action research is to solve problems, improve conditions, develop and improve the quality of learning.⁵⁴ From the above understanding, it was concluded that Classroom Action Research is research which is conducted by teachers to overcome a problem in the learning process and is carried out using a series of cycles that have been prepared by improving implementation to meet better results.

The researcher used the CAR design because this research was the first research using the Rosetta Stone application as a learning medium at Tunas Bangsa High School, Perkebunan Sungai Dua, Dusun Balai Jaya, Kecamatan Bagan Sinembah, Kabupaten Rokan Hilir. With this classroom action research design, the researcher saw whether used the application can improve students' vocabulary mastery and how long it took the researcher to improve students' vocabulary mastery by using the Rosetta Stone application.

⁵³Rahdiyanta, D.(2012) *Penelitian Tindakan Kelas (Pengertian, Prinsip, dan Karakteristik PTK)*. Yogyakarta: Universitas Negeri Yogyakarta, Page: 16

⁵⁴Arikunto, Suharsimi dkk. (2006). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara. Page: 3.

The followed is a model of classroom action research, first is from Kurt Lewin's Model. He was the first to introduce action research. The main concept of action research according to Kurt Lewin consists of four components, namely: (1) Planning, (2) Acting, (3) Observing, and (4) Reflection (Reflecting). The relationship between the four components is seen as a cycle. Second is from Kemmis and McTaggart's Model that is a development of the basic concept introduced by Kurt Lewin as described above, it's just that components of acting and observing are put together because they are inseparable actions, occurring at the same time. The third is Elliot's Model the basic idea of steps for reflective action that continues to roll and then becomes a cycle as developed by Kemmis. However, the schematic of the steps is more detailed and may be easier to change. Fourth is McKernan's Model that is very important to remember that we do not need to be bound by time, especially for solving problems, solving problems and actions should be carried out rationally and democratically. The fifth is Ebbutt's Model that clearly shows that research consists of the discussion, negotiation, investigating and examining the existing constraints and pays close attention to the logic flow of action research and he also tries to show the differences between system theory and making these systems into operational activities.

The researcher used from Kemmis and McTaggart's research model because it was made learning in the classroom gives the best result and this model consisted of four main steps, namely: planning, action, observation and reflection.

The CAR cycle model based on Kemmis and McTaggart is illustrated below:

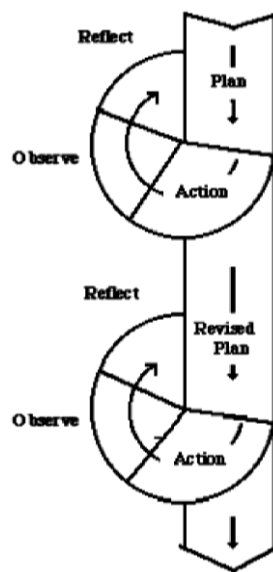


Figure 1. Action Research Spiral, Model from Kemmis and McTaggart⁵⁵

B. The Subject of The Research

1. Population

Sugiyono stated that population is a generalization area consisting of objects/subjects that have certain quantities and characteristics that are determined by the researcher to be studied and then draw conclusions.⁵⁶ So the population is not only people but also other natural objects. the population is also not just the number that is in the object/subject being studied but includes all the characteristics/properties possessed by the object or subject. Furchan states that the population is all members of a group of people, events, or objects that have been clearly defined.⁵⁷

⁵⁵ Ishak Abdulhak dan Ugi Suproyogi. (2012) Penelitian Tindakan Dalam Pendidikan Nonformal, (Jakarta: Raja Grafindo Persada, P. 161

⁵⁶ Sugiyono. (2010). Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.

⁵⁷ Furchan, A. (2004). Pengantar Penelitian dalam Pendidikan, Yogyakarta: Pustaka Pelajar.

In this study, the population chosen by the researcher was the student in the tenth-grade, because the high school students are expected to be able to master vocabulary in order to master other English skills. The researcher assumed that high school students and above already have a smartphone. In school, there are 4 classes of tenth-grade with a total of 125 students. The number of students for each class can be seen in the followed table.

Table 1.
The population of the study

No	Class	Number of students
1	X IPA-1	32
2	X IPA-2	32
3	X IPA-3	33
4	X IPA-4	30

2. Sample

Margono stated that the sample is a part of the population, for example (monsters) which are taken using certain methods.⁵⁸ The technique used in this study is a probability sampling technique with a simple purposive sampling type. Sugiyono states that probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample member.⁵⁹ According to Sugiyono, purposive sampling is a technique of

⁵⁸ Margono,(2004). Metodologi Penelitian Pendidikan, Jakarta: Rineka Cipta.

⁵⁹ Ibid. Sugiyono.hal.57

sampling data sources with certain considerations.⁶⁰ The reason the researchers used purposive sampling was that the sampling technique was chosen based on the objectives and research problems. Thus the researchers assumed that this technique can be used in classroom action research. In this research, the researcher was made the Tenth-Grade Science-1 class because based on observations made by researchers at the school that this class is still lacking in vocabulary mastery. The number of students in the tenth-grade class consisting of 32 students as the sample of this study. The number of students in class X IPA-I can be seen in the followed table:

Class	The number of students	
X IPA-1	Male	Female
	19	13

C. Place and Time of the Research

This research is carried out in one of PT Salim Ivomas is in Tunas Bangsa Swasta High School, Perkebunan Sungai Dua, Kelurahan Balai Jaya, Kecamatan Bagan Sinembah, Kabupaten Rokan Hilir. This research is carried out in several cycles, where each cycle took one to two weeks. This research is conducted from September 2020 to November 2020. The researcher has chosen this school because the school still lags with technological advancements. Then in that area, most teachers not used smartphones as learning media. So, the learning method is too monotonous and does not change. Wherewith the advancement in technology now, teachers used it to get new teaching and learning styles with methods that are more interesting and fun. Where in each cycle researcher evaluated the results of

⁶⁰ Ibid. Sugiyono.hal.57

learning, whether used the Rosetta Stone application improved students' vocabulary mastery or not. If the first cycle has not been able to increase student vocabulary, the researcher carried out the second cycle and so on.

D. Procedure of CAR

In this research, the observation procedure is carried out by planning, acting, observing and reflecting. The researcher conducted a preliminary study to found problems with classroom observations. The researcher found problems when carried out observations at school. After that, the researcher proceeded to the next stage, namely the first cycle. Carried out the first cycle if the student's score not reached the KKM score (minimum completeness criteria) which is 75, then the researcher continued to the next cycle, namely the second cycle.

Before carried out the first cycle, the researcher gave a test in the form of a pre-test to found out the basic knowledge of students before using the Rosetta Stone application as a vocabulary learning medium. Where the action procedure steps in classroom action research are as follows:

D.1. Cycle 1

In the first cycle, the researcher prepared everything that is needed during the teaching and learning process. Researcher and teachers as collaborators designed a lesson plan (lesson plan). Where the topic of the researcher's RPP is "Transactional text: ask for and provide information about recreational facilities, holiday and school". Researchers compiled and plan material based on basic competencies, the type of grammar to be selected based on SD / KD (standard competency and basic competence) grade ten.

1. Planning

In this cycle, the researcher carried out the teaching and learning process in seven meetings. The process of implemented this cycle is as follows:

- 1) The researcher prepared the lesson plan in advanced and prepared the learning material. The researcher also prepared facilities that be needed during the teaching and learning process. The lesson plan topic is “Talking about intentions of doing weekend/ holiday and using different ways of developing interaction with teachers, friends, family members, especially by congratulating and complimenting others.”
- 2) Researchers prepared learning media. Where in this study, researchers used the Rosetta Stone application as a learning medium. Researcher arranged several features in the application that be used by students.
- 3) The researcher prepared the strategies needed during the learning process.
- 4) The researcher prepared pre-tests and post-tests related to the material. The researcher gave a pre-test to students before explained the material and before the Rosetta Stone application as a learning medium. The researcher provided a post-test after learning by used the application as a student learning medium. For pre-test and post-test questions, the researcher was made different tests but have the same difficulty level.

5) Furthermore, the researcher has been the result sheet of the student test.

6) The researcher also prepared several observation sheets and interviews for students and some students.

2. Action

In this section, the researcher took action from the previous planning. Action in research must be carried out with caution. The researcher began the learning process in accordance with the lesson plans that have been prepared by the researcher. At this stage, researchers and teachers worked together to implement the Rosetta Stone application as a tenth-grade learning medium. The stages that have been carried out by a researcher at these stages are:

1) At the first meeting, the researcher only introduced himself to the students, which in the next few weeks the researcher became the English teacher in the class. The researcher also briefly explained the new teaching method to students, wherein learning with the researcher, the rosetta stone application has been used as a learning medium. Before ending the class, the pin gave a pre-test to seen the basic abilities of students before used the Rosetta Stone application as a learning medium. The researcher also asked about the difficulties experienced by students when learning English.

2) At the second meeting, the researcher asked students to download the learning application first. After that, the researcher provided directions for the procedure for used the Rosetta Stone application as a learning medium and ensured that each student understood the procedures for

using the application. After that, the researcher provided learning about the transactional text. Before ended the class, the researcher also provided 4-5 new vocabulary words for students to memorize.

- 3) The third meeting, before we started the study, the researcher briefly repeated the lesson yesterday and asked students randomly to memorized the vocabulary that was given last week. In this meeting, the researcher was taught expressed intentions. In each meeting, the researcher provided a new vocabulary for students to memorize. At the ended of the class, the researcher gave students the task to "make a paragraph or short story" related to the learning.
- 4) At the fourth meeting, the researcher collected student assignments. After that, the researcher asked several students to came forward to read the dialogue they have made. At this meeting, the researcher explained about congratulating and complimenting others. Before ended the class, the researcher provided a new vocabulary for students to memorize.
- 5) At the fifth meeting, the researcher briefly repeated the previous lesson and test several students on the vocabulary mastery has given in the previous weeks. At this meeting, the researcher gave the task of was made a dialogue with peers about congratulating and complimenting others. At the ended of the class, the researcher provided a new vocabulary and asked students how they felt after several learning meetings used the Rosetta Stone application as a learning medium.

- 6) At the sixth meeting, the researcher briefly repeated the previous lesson. At this meeting, the researchers played games. Researchers were made some questions or challenges to students and students who answered the challenges gotten prizes.
- 7) At the last meeting, the researcher provided a post-test cycle 1. To see the progress of students in understanding the vocabulary has increased or not after used the Rosetta Stone application as a learning medium. At the ended of the meeting, the researcher asked students to wrote on a sheet of paper the impressions and messages that students got during the learning carried out by the researcher from the first meeting to the last meeting.

From all the activities above has been carried out directly by the researcher.

3. Observation

In this section, the researcher was made overall observations when the action process took place from the first meeting to the last meeting. Where are the stages that have been observed by the researcher started from planning, learning strategies and learning media uses. Researchers observed all the things needed to be related to the process of implementing the application as a learning medium. Researchers also observed students' actions or responses when learning took place. The method that researchers used when carried out observations is by used video recordings during the learning process. The purpose of this observation is to monitor the development of research, in order to found out what difficulties were faced

when the research was taking place. Observation also has been an instrument for data collection and data analysis for the researcher.

4. Reflection

Reflection is the process of analyzing data to determine the extent to which the data collected has demonstrated the success of the strategy in solving problems. In this section, the researcher evaluated all actions during the learning process and concluded whether used the Rosetta Stone application was improved student vocabulary mastery or not. Then the researcher and the teacher decided whether this cycle is successful or should be continued in the second cycle. If the results obtained by students exceed the KKM score of 75, this cycle is said to be successful. If in the first cycle the results have not shown an improvement in students' vocabulary mastery using the Rosetta Stone application, then the researcher will carry out the second cycle.

D.2. Cycle 2

In the second cycle, the researcher repeated all treatments from the first cycle such as planning, action, observation and reflection. Where in the second cycle the researcher corrected the errors or difficulties obtained when treating the first cycle. And in this second cycle, the researcher provided a new learning method with the aim of being able to improve the vocabulary mastery of class X IPA-1 students with the same media that is used the Rosetta Stone application.

E. The Technique of Collecting Data

In this study, data has been collected by the researcher in qualitative and quantitative forms. In qualitative data, researchers used interviews, observation, field notes, and documentation as techniques in data collection. Meanwhile,

quantitative data have been collected in the form of a test to be given by the researcher.

E.1. Test

In this study, the researcher used the test as an instrument as qualitative research data. A test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, abilities or talents possessed by an individual or group.⁶¹ A test is a measuring tool that has a very important role because this way researchers found out the success of the teaching and learning process in schools. The test that the researcher gave in this study consists of two forms, namely pre-test and post-test. On this occasion, the researcher used an objective test. The objective test is a test whose scoring is objective, which is only influenced by the object of the answer or response given by the test taker.⁶² Researchers used an objective test which consists of several forms, namely: (1) true-false test, (2) matching test, (3) multiple-choice test and (4) complimentary test or short answer.

In this study, the researcher was given 30 tests for the pre-test which consists of 20 questions for multiple choice and 10 for the test to make definitions of words. For the post-test, the researcher also provided 30 tests, of which 20 are for the multiple-choice tests and 10 for the test for making definitions of words. All

⁶¹ Ibid. Arikunto. Hal.150

⁶² Widoyoko E.P. (2014). Penilaian Hasil Pembelajaran Di Sekolah. hlm. 55

of these tests have been taken from Nada Nabilah thesis,⁶³ where these two tests have been validated. Books and tests from previous research that have been used for class X IPA-1 students have never been studied or used in that school. And in conducting the test, the researcher was given a pre-test before taking action where the Rosetta Stone application is a learning medium. After that, the researcher gave a post-test after taking the action. The pre-test post-test in this study is different, but the two tests have the same difficulties level. In assessing the test, the researcher has been assisted by the teacher in found scores from the test results given. The researcher used a formula designed by Purwanto⁶⁴. The list of question test (See in appendix II, IV, and VI). The method is as follows:

$$S = \frac{R}{N} \times 100\%$$

S = score

R = the number of correct answers

N = the number of test items

E.2. Interview

An interview is a meeting of two or more people to exchanged information and ideas through question and answer so that meant in a particular topic should be constructed.⁶⁵ The pin interviewed the English teacher at the school where the research is conducted to be able to obtained information about the extent of

⁶³ Nada Nabilah.(2019). Improving the students' vocabulary mastery through hangman game at SMAN 1 Tebing Tinggi Kab. Serdang Berdagai, p.138

⁶⁴ Purwanto. (2013). *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.

⁶⁵ Ibid. Sugiyono. hal. 231

student knowledge in vocabulary mastery and how the teacher responded to the users of the Rosetta Stone application as a learning medium.

The researcher also interviewed students of Ten-Class Science-1 to obtained and collected data. Where the researcher was made questions about vocabulary. And the researcher asked the students' interest in learning by using a smartphone, laptop, projector etc. Furthermore, the researcher also asked how students think after used the Rosetta Stone application as learning media. The list of questions interview (see in Appendix VII and IX)

E.3. Observation

Observation is observations made deliberately, systematically regarding social phenomena with psychological symptoms for later recording.⁶⁶ Accorded to Arikunto Observation as an activity of paying attention to something with the eye, with observation should be found out and observed student activities in prepared, paying attention to and responded to explanations from the teacher during the learning process.⁶⁷

In this section, the researcher has observed all actions of students of Ten-Class Science-1 during the learning process was used the Rosetta Stone application as a learning medium. Researchers also looked at what students do when the learning process takes place used the Rosetta Stone application as learning media.

⁶⁶ Joko Subagyo.(2004). Metode Penelitian Dalam Teori dan Praktek, Jakarta: Rineka cipta .hal. 63.

⁶⁷ Ibid. Arikunto.hal.49

E.4. Fieldnote

The researcher was made field notes or notes when doing an action in the classroom during the learning process. Researchers wrote down all activities during the learning process as a tool for the researcher to collect data. To easier the researcher to remember that. This statement was supported by the education centre and training team of the Ministry of Education employees who stated that this was a personal note about observations, feelings, responses, interpretations, reflections and explanations. Researcher's notes can be seen at (Appendix X).

E.5. Documentation

Documentation, namely how to collect data information through written legacy documents, archives, diaries, personal letters, biographical notes and matters directly related to school activities.⁶⁸ Documentation method means how to collect data by recording data that has already happened.⁶⁹In this section, the researcher captured all the moments or the treatment of students in class when the learning process takes place used the Rosetta Stone application as a learning medium in the form of photos or videos. Learning outcomes are also part of the documentation data. The method that the researcher used to obtained learning outcomes are used student test answers that have been prepared by the previous researcher.

⁶⁸Andi Prastowo.(2012). Metode Penelitian Kualitatif dalam Prespektif Rencana Penellitian. Yogyakarta: Ar-Ruzz Media

⁶⁹ Yatim Riyanto.(2010). Metodologi Penelitian Pendidikan, edisi ke -3, Surabaya: SIC,hal.103

F. The Technique of Data Analysis

In this study, the data that the researcher had in the form of qualitative data and quantitative data were used as data collection. After the researcher gets all the qualitative data and quantitative data, the researcher analyzed the data. The research data have been analysed using pre-test and post-test for quantitative data and techniques from Huberman and Miles for qualitative data.

F.1. The Technique of Analyzing Qualitative Data

According to Miles and Huberman the qualitative data analysis can be defined as three current flows of activity they are data reduction, data display conclusion and verification.⁷⁰

a. Data reduction

Data reduction is the process of reviewing records of the results of data collection and separating data that is deemed important and unimportant. Its purpose is to check for possible errors in the data.⁷¹ There have been some steps that the researcher have done in the process of data reduction. First, the researcher summarized the data directly related to event, situation and condition in the class. In this step, the researcher has chosen the relevant data appropriate to the research. Second, the researcher coded the data information from the data that has already summarized before. Third, the researcher noted data the data objectively. The researcher has been made the classification and edited the data based on the factual situation. The last one is the researcher was reflected in the data and gave

⁷⁰ Miles and Huberman. (2001). *Analyzing Qualitative Data. The Association for Educational Communicztions and Techlonogy*. Bloomington, IN.

⁷¹ Ilyas. (2016). Pendidikan Karakter melalui Homeschooling. *Journal of Nonformal Education*. 2(1). p.94

the ideas of thinking related to the data information. The researcher was analyzed data from observation, test result, and documentation that has been obtained.

b. Data display

According to Verdinelli and Scagnoli, displaying data in graphical format is a way to describe information concisely and efficiently, illustrating the details provided in longer textual information.⁷² Data display is done by grouping data according to their respective sub-chapters. The data that has been obtained from interviews, from written sources and from library sources is grouped, besides that it also presents the results of interviews from informants, namely readers who are reading in the library room.⁷³ In this section, the researcher was displayed simple data both in the form of words, sentences, narrative tables, etc. with the intention that the data collected by the researcher as a basis for drawing appropriate conclusions.

c. Conclusion/ verification

The last process of qualitative analysis was the conclusion. The researcher concluded the result of data display. The conclusion aims to make a clear explanation that has already presented in data display.

After the qualitative data analysis process is completed, the researcher ensured the correctness of the data using triangulation and question and answer. Triangulation is a technique of checking the validity of data which is carried out

⁷² Susana Verdinelli and Norma I.Scagnoli,(2013), Data Display in Qualitative Research in The International Journal of Qualitative Methods (12):359-381, p.12.

⁷³Mills, Geoffrey E. (2006). *Action Research: A Guide for the Teacher Researcher*. 3rd ed. London: Prentice Hall

by utilizing other things (data) for checking or comparing data⁷⁴. First triangulation, in this section researchers, used data triangulation, from theoretical relaxation and methodological triangulation. First, data triangulation, researchers used data sources including time, space and people used to compare and re-examine the results of research. In this step, researchers compare data taken from observations and interviews. The second triangulation of theories, researchers use several theories related to research to examine situations and phenomena. Third, methodological triangulate, in this section the researcher uses several methods to conduct data, which involve field notes, observations and interviews.

Second, peer-answer question and answer. Peer-answer question and answer are away to convey our present learning material in the form of a question from the teacher that must be answered by students' or vice versa. In its application, teachers and the student must be involved in questioning activities and provide responses to existing questions.⁷⁵ So, the researcher will ask experts to examine observations such as an English teacher or lecturer who is an expert in vocabulary.

F.2. The Technique of Analyzing Quantitative Data

The research applied qualitative and quantitative data. The qualitative data was taken from a notebook, observation sheets, to describe the situation during the teaching and learning process while quantitative data taken from the students' writing score, to analyze the improvement of the students' writing achievement in

⁷⁴ Moleong, L. J. (2001). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

⁷⁵ Yusuf. (2002). *Penggunaan metode yang efektif dalam pembelajaran*. Jakarta: Depdiknas.

each cycle. The component of writing test consists of generic structure (present tense, use of material verb/process, use mental verbs, use temporal conjunction).

To found out the class mean score in each cycle, the followed formula applied

$$M_x = \frac{\sum x}{N}$$

Where: M_x : The means of the students

$\sum x$: The total score

N : The number of students

Furthermore, the researcher tried to get the percentage of classes that passed the Minimum Completeness Criteria (KKM) with the acquisition value of English subjects 75 (seventy-five).⁷⁶

Then, to see the difference of the test successfully after using strategy, the researcher will apply this formula:

$$P = \frac{F}{N} \times 100\%$$

P = grade percentage

F = total percentage score

N = the number of students

⁷⁶ Anas Sudijono.(2008).Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada. p.43

CHAPTER IV

RESEARCH DISCUSSION AND FINDINGS

In this chapter, the researcher presented the overall data. This chapter consists of two parts, namely research findings and discussion. The results of this study are descriptions of data collected through observation, interviews, pre-test and post-test documentation. Then the discussion consists of the research results. The followed are an explanation of the findings and discussion of the research.

A. The Researcher Finding

The findings of this study are in the form of preliminary data and there are two cycles. The data of this study were analyzed using qualitative data and quantitative data. Where the qualitative data of researchers from observation sheets, diary notes, interviews and documentation. Meanwhile, the qualitative data were taken from the test scores, either pre-test or post-test. This research was conducted by SMAS Tunas Bangsa, Sungai Dua sub-district, owned by PT Salim Ivomas plantation, which consisted of 32 students. This research was conducted in two cycles consisting of four stages, namely: planning, implementing the action, observing and reflecting. Where in the first cycle the researcher gave a pre-test outside of three learning meetings in 1-2 weeks, the second cycle was carried out in four meetings including giving a post-test at the end of the meeting. November 25, 2020. Research data are qualitative data and quantitative data.

The research implementation is described in this chapter from the first cycle to the second cycle. The implementation is planning, action, observation and reflecting. In this study, the researcher has described the preliminary study of the first cycle and the second cycle. The following is the explanation below:

1. Data analysis

There are two kinds of data analysis in this study. Because the research used by the researcher is a classroom action research, where classroom action research is a combination of qualitative data and quantitative data.

a. Quantitative data

Researchers have given tests to students at the end of each cycle. And the results of the student's average score show that the value increases from Pre-test to Post-test. The following is the data in the following table which can be seen below.

Table 4.1.Pre-Test Results.

No.	Initial of Name	SCORE	
		Pre-Cycle	Criteria of Success ≥ 75
1	AIS	78	Success
2	AF	38	Unsuccess
3	US	75	Success
4	CS	58	Unsuccess
5	CAS	51	Unsuccess
6	DN	56	Unsuccess
7	EM	50	Unsuccess
8	FH	59	Unsuccess
9	KN	32	Unsuccess
10	LA	36	Unsuccess
11	MR	45	Unsuccess
12	MLN	76	Success

13	MDH	38	Unsuccess
14	MIS	51	Unsuccess
15	NP	60	Unsuccess
16	NDT	69	Unsuccess
17	NY	39	Unsuccess
18	NH	75	Success
19	NS	62	Unsuccess
20	NST	55	Unsuccess
21	RW	45	Unsuccess
22	RN	60	Unsuccess
23	RA	78	Success
24	RP	67	Unsuccess
25	SHE	54	Unsuccess
26	SNP	49	Unsuccess
27	SAM	81	Success
28	SH	65	Unsuccess
29	SW	55	Unsuccess
30	SUS	68	Unsuccess
31	TS	70	Unsuccess
32	WG	74	Unsuccess
TOTAL	$\Sigma = 1,909 \text{ M}$ = 59,65		

Data From the pre-test results above, it has been seen that the results show there are more than 20 students who did not succeed in the pre-test. And only 6

people who succeeded in the pre-test. Besides that, the total score of the students' pretest is 1909. Then the number of students who took the test was 32 students. And the student means is in the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1909}{32} = 59,65$$

From the analysis, it has been seen that the students' understood of vocabulary mastery is still low. The student's average score is 59.65. And the vocabulary percentage of students who take the test is calculated by the followed formula:

P1 = students who successfully pretest

P2 = students who fail the pretest

The total students are 32 students

And the percentage must be 100% to complete the data.

$$P = \frac{R \times 100\%}{T}$$

$$P1 = \frac{6 \times 100\%}{32} = 18,75\%$$

$$P2 = \frac{27 \times 100\%}{32} = 81,25\%$$

The average result of students' vocabulary understood are 56.5. The results of the percentage of student scores indicate students who succeeded in the test or >75 as many as 13 students by percentage 18.75%. And students who failed the

test or <75 were as many 27 students with a percentage of 81.25%. It can be concluded that the students' vocabulary understanding skills are still low and still need to be improved. Therefore, researchers must do post-test 1 in the first cycle.

4.2 The students' score in post-test 1 (fist cycle)

No.	Initial of Name	SCORE	
		Cycle I	Criteria of Success ≥ 75
1	AIS	85	Success
2	AF	54	Unsuccess
3	US	78	Success
4	CS	68	Unsuccess
5	CAS	67	Unsuccess
6	DN	78	Success
7	EM	73	Unsuccess
8	FH	75	Success
9	KN	48	Unsuccess
10	LA	50	Unsuccess
11	MR	58	Unsuccess
12	MLN	80	Success
13	MDH	42	Unsuccess
14	MIS	75	Success
15	NP	70	Unsuccess
16	NDT	72	Unsuccess
17	NY	45	Unsuccess

18	NH	80	Success
19	NS	75	Success
20	NST	76	Success
21	RW	70	Unsuccess
22	RN	65	Unsuccess
23	RA	75	Success
24	RP	85	Success
25	SHE	60	Unsuccess
26	SNP	58	Unsuccess
27	SAM	75	Success
28	SH	87	Success
29	SW	40	Unsuccess
30	SUS	69	Unsuccess
31	TS	73	Unsuccess
32	WG	65	Unsuccess
TOTAL	$\Sigma = 2171$ $M = 67.84$		

Data From the pre-test results above, it can be seen that the results show that there were more than 19 students who did not succeed in the post-test I. And only 13 people who succeeded in the post-test I. In addition, the total score of the students' pretest was 2,171. Then the number of students who took the test was 32 students. And the student means is in the followed formula.

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2171}{32} = 67,84$$

From the analysis, it can be seen that the students' understanding of vocabulary mastery still reaches the desired average value (75). The students' mean score was 67.84. And the vocabulary percentage of students who take the test is calculated by the followed formula:

P1 = students who succeeded in the post-test Cyle I

P2 = students who did not succeed in the post-test cycle I

The total students are 32 students

And the percentage must be 100% to complete the data.

$$P = \frac{R \times 100\%}{T}$$

$$P1 = \frac{13 \times 100\%}{32} = 40,62\%$$

$$P2 = \frac{19 \times 100\%}{32} = 59,37\%$$

The average result of students' vocabulary understanding is 67.84. The results of the percentage of student scores indicate students who succeeded in the test or > 75 as many as 13 students by percentage 40.62%. And students who failed the test or < 75 were 19 students with a percentage of 59.37%. It can be concluded that the students' vocabulary comprehension skills have not yet reached an average score of 75 and still need to be improved. Therefore, researchers must

do post-test 2 in the second cycle. The score data in the second cycle are as follows.

The Students' Score in Cycle II

No.	Initial of Name	SCORE	
		Cycle II	Criteria of Success ≥ 75
1	AIS	92	Success
2	AF	78	Success
3	US	90	Success
4	CS	83	Success
5	CAS	79	Success
6	DN	88	Success
7	EM	87	Success
8	FH	83	Success
9	KN	72	Unsuccess
10	LA	63	Unsuccess
11	MR	86	Success
12	MLN	88	Success
13	MDH	58	Unsuccess
14	MIS	86	Success
15	NP	79	Success
16	NDT	88	Success
17	NY	65	Unsuccess
18	NH	90	Success
19	NS	89	Success

20	NST	85	Success
21	RW	70	Unsuccess
22	RN	75	Success
23	RA	80	Success
24	RP	80	Success
25	SHE	83	Success
26	SNP	65	Unsuccess
27	SAM	74	Unsuccess
28	SH	92	Success
29	SW	59	Unsuccess
30	SUS	76	Success
31	TS	79	Success
32	WG	83	Success
TOTAL	$\Sigma = 1,629$ $M = 81.45$		

Data From the pre-test results above, it can be seen that the results show there are more than 20 students who did not succeed in post-test II. And only 8 people succeeded in post-test II. Besides that, the total score of the students' pretest is 2,545. Then the number of students who took the test was 32 students. And the student means is in the following formula.

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2.545}{32} = 79,53$$

From the analysis, it can be seen that the students' vocabulary mastery understanding has reached the desired average value (75). The student's average score is 79.53. And the vocabulary percentage of students who take the test is calculated by the following formula:

P1 = students who succeeded in the post-test Cycle I

P2 = students who did not succeed in the post-test cycle I

The total students are 32 students

And the percentage must be 100% to complete the data.

$$P = \frac{R \times 100\%}{T}$$

$$P1 = \frac{24}{32} \times 100\% = 75\%$$

$$P2 = \frac{8}{32} \times 100\% = 25\%$$

The average result of students' vocabulary understanding is 79.53. The results of the percentage of student scores indicate students who succeeded in the test or > 75 were 24 students with a percentage of 75%. And students who did not succeed in the test or < 75 were 8 students with a percentage of 25%. It can be concluded that the students' vocabulary understanding skills have reached an average score of 75. So it can be concluded that the students' vocabulary understanding in cycle 2 was categorized as successful and improved. So the researcher stopped the research. From this data, the researcher concluded from the table above that there was an increase in students' vocabulary mastery by using the Rosetta Stone application as a vocabulary learning medium. This has been seen from the total mean score of students on the test: In the pre-test, the total

mean is 59.65. In Post test 1, the total mean was 67.84. And in Post test 2, the total mean is 79.53. Percentage of student scores on the pre-test who scored >75 as many as 6 students and an increase of approx 18.75%. Meanwhile, the percentage of students' scores in the post-test 1 cycle 1 who scored >75 as much 13 students and their enhancement around 40.62%. Percentage of student scores on post-test 2 cycles 2 who scored >75 as many as 24 students and their increase 75%. So with this, the researcher stated that the Rosetta Stone application improved vocabulary mastery for tenth-grade students of Tunas Bangsa Private High School.

b. Qualitative data

There are several stages carried out by researchers in cycle 1. As for them: planning, implementing actions, observation and reflection. This was done by researchers on Wednesday, November 25, 2020, until Wednesday, December 2, 2020. The researcher wanted to convey the activities that have been carried out at each stage in cycle 1:

1) Planning

The researcher makes plans before conducting research or before carried out the learning process, where the researcher is an English teacher as well as a collaborator for the tenth grade IPA-1. First, the researcher prepared the lesson plan. The topic discussed in the first cycle was about transactional text congratulating and complimenting others. Second, the researcher prepared and study media needed during the learning process. Third, the researcher prepared an observation sheet in order to be able to see students' activities and responses.

2) Implementation of Action

After the researcher compiled the lesson plan, the next researcher takes action. Where the actions are taken in the learning process follow from the planning that has been prepared by previous researchers. In this stage, the researcher carried out research activities according to the schedule that has been made in the planning section. Like acting, the researcher implemented the Rosetta Stone application as a learning medium. Cycle 1 action was carried out on Saturday, November 21, 2020, until Tuesday, November 30, 2020. Where in the first cycle the researcher finished 4 meetings. The actions taken at each meeting are as follows:

a) The first meeting

At the first meeting the researcher only introduced himself to the students, who in the following weeks the researcher became an English teacher in the classroom. The researcher also briefly explained the new teaching method to students, wherein learning with researchers, the application of rosetta stone has been used as a learning medium. Before the class ended, the pin gave a pre-test to see the basic abilities of students before using the Rosetta Stone media application as a learning medium. Researchers also asked about the difficulties experienced by students when learning English.

b) Second meeting

At the second meeting, the researchers asked students to download the learning application first. After that, the researcher provides directions on how to use the Rosetta Stone application as a learning medium and ensures that each student understands the procedure for using the application. After that, the

researcher provided learning about transactional texts. After providing explanations and examples of dialogues about text transactions, the researcher asked the students to make a request and login to choose English in the application. After that, the researcher asks students to open the basics of the language, which is the discussion of unit one in the application. After that the discussion also provides learning according to levels, namely children and adults, Then the researcher asked students to choose an adult level and start studying the discussions provided by the application. After learning is complete using the application, the researcher asks students to repeat the vocabulary obtained through the application and give an example sentence. Before the class ends, the researcher also provides 4-5 new vocabulary words for students to memorize.

c) Third meeting

The third meeting, before starting the research, the researcher repeated yesterday's lesson briefly and asked random students to memorize the vocabulary that had been given last week. In this meeting, researchers teach about congratulating and praising others. After providing an explanation and an example of the material, the researcher asked students to open the Rosetta Stone application and choose English as the language to be studied and to open the discussion in unit two about greetings and introductions provided in the application. After entering the discussion unit two students continue to choose adult-level learning. In the second unit discussion, several optional items are available such as discussion 1.1 to discussion 1.3, pronunciation, vocabulary and grammar. The discussion on this application is accompanied by videos and animated images, where each discussion lasts 10 minutes. After discussion 1.1 the

researcher asked the students to open the vocabulary points to be studied next. At the end of the class, the researcher gave the students homework to "make a dialogue" related to learning. Researchers also provide 4-5 new vocabulary words for students to memorize at home.

d) The fourth meeting

At the fourth meeting, the researchers collected student assignments. After that, the researcher asked several students to move forward to read the dialogue they had made. The researcher also randomly repeated the vocabulary that was learned at the previous meeting. At this meeting, the researcher also gave a post-test cycle I in order to see the increase in students' vocabulary mastery after using the Rosetta Stone application as a learning medium.

3) Observation

Researchers made observations to find out how students' actions and responses when learning English took place and also to see whether students enjoyed learning either directly or through WhatsApp groups. That way researchers can see student responses when asked a number of questions raised by researchers. From the results of student observations, there are still some students who find it difficult to understand what the researcher is asking because of a lack of understanding of vocabulary, and the results of these observations can be seen on the observation sheet and some photo evidence taken by the researcher. when doing research in attachment XII.

4) Reflection

At this stage, the researcher evaluates the learning process at the end of the meeting. In this section, the researcher saw the student test results obtained in the

first cycle and observations needed more improvement. Even though there was an increase in students' post-test scores, it still had not reached the required average score of 75. And there were also some students who were still confused when learning occurred both when communicating and when answering this question because of lack of focus during learning. So the researchers decided to proceed to the next stage, namely the second cycle.

1. Cycle II Report

At this stage, the researcher carried out cycle II in order to correct the mistakes made in cycle I. Therefore, the researcher as a teacher wanted to carry out the second cycle, which was carried out in three meetings. With the second cycle, it is hoped that action research can be better than the previous cycle. The second cycle performs the same stages as in the first cycle including planning, implementing actions, observing and reflecting. The second cycle is as follows.

1) Planning

In the second cycle, the researcher prepared a plan before conducting research or before carrying out the learning process, where the researcher was an English teacher and collaborator for class X IPA-1. First, researchers prepare lesson plans. The topic discussed in the first cycle was transactional text Expressing Intentions. Researchers also prepare and instructional media needed during the learning process by using the same application as the treatment in cycle I.

2) Action

After the researcher formulates the lesson plan, the next researcher takes action. Where the actions are taken in the learning process following the planning

that has been prepared by the previous researcher. At this stage, the researcher carries out research activities according to the schedule that has been made in the planning section. As an action, the researcher implemented the Rosetta Stone application as a learning medium. The second cycle of action was carried out on Thursday, Saturday 03 December 2020 until Tuesday, December 9, 2020. Where in the first cycle the researchers completed 3 meetings. The actions taken at each meeting are as follows:

a) The first meeting

At the first meeting for the second cycle, the researcher opened the lesson by guessing the vocabulary that had been given at the previous meeting. Where students who can guess the vocabulary will get a prize from the researcher. After that, the researcher will explain the material to be studied, entitled to Expressing Intentions. After the explanation of the material, the student continues to open the application to continue the two-point 1.2 unit changes contained in the application. After listening to the explanation of the material from the application, students continue to make vocabulary points. In the vocabulary points of unit two in discussion 1.2, the students answered 10 multiple choice questions to guess the picture on the application. The researcher also provides new vocabulary before ending the class and asks whether students can understand the learning that has been explained by the researcher or not.

b) Second meeting

At the second meeting, the researcher briefly reviewed the previous lesson. And in this meeting, the researcher gave the task to students to create a dialogue story about Expressing Intention. After explaining the material, the student continues to

open the application to continue the two-point 1.3 unit changes contained in the application. After listening to the explanation of the material from the application, students continue to make vocabulary points. In the vocabulary points of unit two in discussion 1.3, the students repeat the correct vocabulary points and mention the meaning of the word. The researcher also selected several students to make sentences from the vocabulary. After that, the researcher asked students to read the results of their assignments in class. At the end of the class, the researcher asked how the students felt after learning by using a new method that had never been done before.

c) Third meeting

At the last meeting, the researcher gave the post-test cycle II. To see the development of students from cycle I in the mastery of vocabulary understanding. Before ending the class, the researcher asked students how they felt after using the Rosetta Stone application as a medium for learning vocabulary mastery.

3) Observation

At this stage, the researcher observes student participation and student activities during the learning process. In this second cycle, the researcher saw a comparison with the first cycle, wherein the second cycle learning looked more conducive than the first cycle. Students pay attention to the explanation given by the teacher and most students can also answer questions from the teacher. After the application of learning with the new method, students also seemed more courageous to speak in English. The results of the observations could be seen in appendix XII.

From the observations obtained, the researcher concluded that the students' understanding and interest in learning vocabulary was lacking before using the Rosetta Stone application as a medium. Students also have difficulty answering the teacher's questions in English. This is due to the lack of students' vocabulary mastery. The English teacher also indirectly agrees with the above statement, it can be seen from the teacher's words which state that during learning the students listen but when asked questions only a few students actively answer them. And the results of the observations after using the Rosetta Stone application as a medium for learning vocabulary, the students seemed more enthusiastic during learning and the test results also showed the engagement in each cycle.

4) Reflection

In this section, researchers provide feedback on the teaching and learning process. Before starting learning, the researcher provides motivation to students, and students also seem more interested and enthusiastic about learning. From the test results and observation sheets, show that students experience an increase in vocabulary understanding in every meeting. The results of student scores have increased which can be seen from the percentage of student scores where the pre-test is 36%, the post-test cycle I is 64% and the post-test cycle II is 82%.

B. Discussion

This research was conducted to determine the development of students' vocabulary understanding through the Rosetta Stone application in class X SMA Swasta Tunas Bangsa as a learning medium. Research conducted by researchers shows that the Rosetta Stone application can develop students' understanding of

vocabulary mastery. This can be seen from the results of the pre-test and post-test. The research results can be seen in appendix XIV.

Interpretation of data from the pre-test, post-test I and post-test results II. The mean score of students in the pre-test was 1,909 with the percentage of the class being 18.75%. The number of students who passed the test and scored up to 75 was 6 students. And the mean score of students in the post-test I is 2,171 with class percentage 40.62%. The number of students who passed the test and scored up to 75 was as many 13 students. The mean score of students in the post-test II was 2,545 with a class percentage of 75%. The number of students who passed the test and scored up to 75 was 24 students.

Furthermore, the mean score on the post-test was 65.62%, indicating that there was an increase in students' vocabulary understanding compared to the previous test (pre-test), namely 59.65. Meanwhile, from the test results, there is an increase in the students' vocabulary mastery understanding ability. For more details, see the attachments. In the post-test I test, the number of students who still need to be improved is 19 students. The target of the success of class action in the first cycle of 40.62%, therefore the researcher decided to proceed to the second cycle.

Then the total mean score of the students on the second post-test was 79.53. The percentage of the total class is 2,545 where the results show that there are 24 students who managed to score > 75. From the total number of students is 32 students. And there were 8 students who did not succeed or get scores below 75. Then finally the classroom action researcher was declared successful in the second cycle, where the achievement of the average score could reach > 75. Then

the cycle can also be stopped. Through the Rosetta Stone application, you can improve the vocabulary mastery of class X IPA-1 SMA Swasta Tunas Bangsa.

In this study, researchers used the Rosetta Stone application as a learning medium that did not bore students while learning and could also improve students' vocabulary mastery. By downloading the Rosetta Stone application on a smartphone and choosing the vocabulary level you want to learn and apply, it also provides a good and correct reading method and how to structure sentences properly. So that using the Rosetta Stone application can improve student vocabulary mastery. By using the Rosetta Stone application it can also attract students to learn with this application because it is accompanied by interesting pictures and exercises.

The results of this study are entitled UTILIZING ROSETTA STONE APPLICATION TO IMPROVE STUDENT'S VOCABULARY MASTERY AT THE TENTH GRADE OF SCIENCE STREAMS IN PRIVATE TUNAS NATION SENIOR HIGH SCHOOL in this classroom action research was successful because through the application Rosetta Stone can improve the vocabulary mastery of class X IPA-1 students. Similar to the results of previous studies, the first related study was conducted by Nursaima in using the Rosetta Stone application as a teaching medium in the vocabulary mastery of students of SMPN 3 Padangsidempuan. In her research, the Rosetta Stone application Nursaima is effective to be used as a medium for learning vocabulary mastery for students. Both studies conducted by Yusdiftira also stated that the use of the rosetta stone application was used in teaching vocabulary in North Aceh schools.

CHAPTER V

CLOSING

This chapter consists of two parts in it. The first is the conclusion that the researcher concludes as a whole. The second is advice in research.

A. Conclusion

After the researcher applied the classroom action research using the Rosetta Stone application as a vocab learning medium for the rest of Tunas Bangsa secondary school. The researcher took two points, namely that the use of the Rosetta Stone application can improve the vocabulary mastery of tenth grade IPA-1 Tunas Bangsa students in the 2020/2021 academic year. This can be seen based on the two points concluded by the researcher. The points are as follows:

1. How the Rosetta Stone application can improve student vocabulary mastery. First, improving students' vocabulary mastery by introducing the Rosetta Stone application and assigning students to download the application on their cellphones. After getting to know the application, the researcher teaches how to use the application and selects the contest in accordance with the language to be used and the levels contained in the application. Because the Rosetta Stone application provides many world languages including English in it.
2. How to improve students' vocabulary mastery through the Rosetta Stone application. The increase in students' vocabulary mastery was seen from the test results given by researchers to students. In analyzing the increase in students' understanding of vocabulary mastery using the Rosetta Stone application. Where the results of the pre-test and post-test students get an

increase in students' vocabulary understanding. The total average obtained by students included: in the pre-test, the average score was 59.65%, in the post-test I the average score of students was 67.84% and in the second post-test the average score of the students was 79, 53%.

Thus the researcher draws conclusions from the test results obtained that there is an increase in the vocabulary of students in each cycle. Which means that the use of the Rosetta Stone application is suitable for learning media for vocabulary mastery of class X IPA-1 Tunas Bangsa students.

B. Suggestion

After conducting the research, several suggestions were given by researchers for the heads and masters of Tunas Bangsa Private High School, English teachers, researchers and other researchers.

1. For heads and masters to encourage teachers to apply the Rosetta Stone Application in the teaching and learning process of English.
2. For teachers, the use of this application is very helpful for teachers to use the Rosetta Stone application as another English medium for students, especially in teaching vocabulary mastery understanding.
3. Researchers must develop students' Reading Comprehension through the Rosetta Stone Application. This can be seen from the increase in students' vocabulary mastery understanding after implementing this application.
4. For other researchers, this research can be useful as an addition and a reference in conducting research related to the research that has been done.

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APPENDIX I.

LESSON PLAN

(RPP)

School : SMA Swasta Tunas Bangsa
Subject : English
Class : X-IPA 1
Topic : Transactional Text: ask for and provide information
about recreational facilities, holiday and school.
Time Allocation : 2 x 45 minutes (6 weeks)

A. Learning Objectives

After following the learning process, students are expected to be able to:

- a. Identify information and ask questions about recreational facilities, holidays and schools.
- b. Identify various ways of disclosure from each context.
- c. Understand the structure of text expressions that provide and request information about recreational facilities, holidays and schools.
- d. Understand the linguistic elements of giving and asking for information about means of recreation, holiday and school.
- e. Write sentences that ask for information about recreational, holiday and school.
- f. Answering questions about recreational facilities, holidays and schools.
- g. Arrange oral and written transactional texts, short and simple, in relation to means of recreation, holidays and schools, taking into account social function, text structures and linguistic elements, correctly and in context.

B. Learning Method

Scientific Method

C. Learning Resources

1. Media : Rosetta Stone Application
2. Tool/Materials : Whiteboard, Marker, Smartphone
3. Book : Student book "Bahasa Inggris" Jakarta: Ministry of Education and Culture 2016

D. Learning Step

Activity	Activity Description	Time Allocation
Introduction Activity	Conduct an opening with an opening greeting and praying before starting the lesson, and checking the attendance of students as a disciplined attitude.	15 minutes

	Linking material/themes/learning activities that will be carried out with students' experience with previous material/themes/activities and asking questions to be remembered and connected to the previous material.	
	Convey motivation about what students can be obtained (the purpose and the benefits of its) by studying the material: <i>Transactional text: ask for and provide information about recreational facilities, holiday and school.</i>	
	Explain the things that must be learned, the competencies to be achieved, and the learning methods to be taken.	
Core Activity	<p style="text-align: center;">A. First Meeting</p> <ol style="list-style-type: none"> 1. Teacher and student introductions 2. Teacher give pre-test 3. Teacher ask the difficulty of learning English <p style="text-align: center;">B. Second Meeting</p> <ol style="list-style-type: none"> 1. The teacher asks the students' to download the Rosetta Stone application. 2. The teacher tells the procedure of using the application 3. Teacher give new vocabulary 4-5 at the ending of the class <p style="text-align: center;">C. Third Meeting</p> <ol style="list-style-type: none"> 1. Teacher try to recall five vocabularies that have given 2. The teacher will teach about expressing intentions 3. Teacher ask students' to make a dialogue (homework) 4. Teacher gives a new vocabulary <p style="text-align: center;">D. Fourth Meeting</p> <ol style="list-style-type: none"> 1. Teacher recall the vocabulary that was given 2. Students' come forward to read the dialogue 3. The teacher explains about congratulating and complimenting others. 4. Teacher gives a new vocabulary <p style="text-align: center;">E. Fifth Meeting</p> <ol style="list-style-type: none"> 1. Teacher repeat the previous lesson and test the vocabulary was given 2. Teacher ask students' to make a dialogue about congratulating and complimenting others 	60 minutes

	3. Teacher ask students' to define how using the application 4. Teacher gives a new vocabulary F. Sixth Meeting 1. Teacher repeat the vocabulary that has given 2. Teacher mill make games for learning method G. Seventh Meeting 1. Teacher give post-test to student	
Post Activity	a. Students and teachers reflect on learning activities. b. Students and teachers conclude from the results of Learning activities. c. The teacher gives awards such as praise or other forms of appreciation that are relevant to groups that have good performance. d. Assign students to continue to look for information anywhere related to the material/lesson that is being or will be learned. e. The teacher presents the next learning material. f. The teacher closes learning activities by saying greetings and prayers.	15 minutes

E. Assessment of Learning Outcomes

1. Attitude Assessment: Observation
2. Knowledge Assessment: Communication purpose and Vocabulary Selection
3. Skill Assessment: Performance appraisal.
- 4.

Medan, August 2020

Agreed by,

English Teacher,

Researcher,

NIP.

.....

Approved by,

Headmaster of SMA Swasta Tunas Bangsa

.....

APPENDIX II.

PRE-TEST

Name :

Class : X-IPA 1

Time : 60 minutes

A. Choose either a, b, c or d for the correct answer!

1. My father always reads ... every morning.

- | | |
|-------------|---------------|
| a. Radio | c. Television |
| b. Computer | d. Newspaper |

2. I went to the dentist yesterday because my ... were a pain.

- | | |
|----------|------------|
| a. Ears | c. Teeth |
| b. Hands | d. Fingers |

3. My family buy hamburger in the

- | | |
|----------|----------------|
| a. Bank | c. Post office |
| b. Hotel | d. Restaurant |

4. A: Can you help me?

B: Yes, of course. What can I do for you?

A: Please ... this bag to my room.

B: Yes, Sir.

a. Bring c. Help

b. Give d. Buy

5. If we get suffering we should buy the medicines at the

a. Book store c. Food store

b. Drug store d. Fruit store

6. An ant is ... animal.

a. Big c. Small

b. Tall d. Short

7. I can't do this English subject. It is so ... for me.

a. Easy c. Nice

b. Good d. Difficult

8. An animal that has poison is

a. Butterfly c. Horse

b. Snake d. Elephant

9. She has long golden hair, she was locked in a tower stood in the forest.

The name is.....

a. Snow white c. Rapunzel

b. Cinderella d. Timun emas

10. Afgan Syahreza is a famous Indonesian singer. He is so handsome boy.

The synonym of famous is

a. Unknown c. Unpopular

b. Popular d. Poor

11. After playing football in the rain, Rio got a

a. Stomachache c. Toothache

b. Earache d. Flu

12. These animals are a wild animal. Except

a. Lion c. Horse

b. Crocodile d. Tiger

13. Mr Aji got angry with me because I come late to go to school. The word angry means

a. Marah c. Lapar

b. Senang d. Gembira

14. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa: I think the red one is better.

Rina: Ok. I will ... the red gown

- a. Wrap c. Go
- b. Wear d. Give

15. Selly is a smart student. She always passes the examination with a good mark.

The synonym of smart is

- a. Diligent c. Clever
- b. Stupid d. Lazy

16. Mr Wawan is a ... He catches the thieves.

- a. Postman c. Doctor
- b. Policeman d. Teacher

17. It is an animal. It looks like a cat but very big and wild. It has black and yellow stripes. It eats meat. It is....

- a. Tiger c. Lion
- b. Wolf d. Cat

18. My uncle works at the school. He teaches the students. He is a...

- a. Police c. Headmaster
- b. Teacher d. Principle

19. We always listen to the news on the...

- a. Radio c. Newspaper
- b. Television d. Book

20. The students like running, running means

- a. Walking c. Cycling
- b. Swimming d. Sprint

B. Elaborate the Definition and Give One Example Sentence for Each Word Below!

1. Mall =

2. Sad =

3. Dutch =

4. Post Office =

5. Elephant =

6. Journalist =

7. Headmaster =

8. Studio =

9. Fishing =

10. Popular =

APPENDIX III.

ANSWER KEY OF PRE-TEST

A. Multiple Choices

- | | |
|-------|-------|
| 1. D | 11. D |
| 2. C | 12. C |
| 3. D | 13. A |
| 4. A | 14. B |
| 5. B | 15. C |
| 6. C | 16. B |
| 7. D | 17. A |
| 8. B | 18. B |
| 9. C | 19. A |
| 10. B | 20. D |

B. Essay

1. Mall = a shopping centre
2. Sad = unhappy or causing unhappiness
3. Dutch = people of Holland
4. Post Office = an office for receiving and dispatching letters, parcels, etc

5. Elephant = a very large type of animal with very thick skin, a trunk and two tusks.
6. Journalist = a writer for a newspaper, magazine, etc
7. Headmaster = the person in charge of a school; principal
8. Studio = the workroom of an artist or photographer
9. Fishing = a fine strong thread, now usually made of nylon. Used with a rod, hooks etc for catching fish
10. Popular = liked by most people

APPENDIX IV.

TEST CYCLE I

Name :

Class : X-IPA 1

Time : 60 minutes

A. Choose either a, b, c or d for the correct answer!

1. Ali : What is your father's job?

Boy : He is a He flies the plane.

a. Doctor c. Farmer

b. Postman d. Pilot

2. Using a tube to breathe through while under water is called ...

a. Snorkeling c. Dying

b. Swimming d. Diving

3. A man who plays guitar is called

a. Vocalist c. Guitarist

b. Pianist d. Drummer

4. To play "snake and ladder" game, every player must throw the... to get the number

a. Box c. Dice

b. Marble d. Rope

5. If we have a toothache, we go to the ...

a. Surgeon c. Dentist

b. Pediatrician d. internist

6. In general we know that the parts of plants are root, stem, leaf. Flower, seed, etc.

The word "we" refers to ...

a. the writer c. the readers and writers

b. the readers d. the publisher

7. A ... makes some food.

a. Teacher c. Lawyer

b. Doctor d. Chef

8. Andre :How did you go to Paris ?

Sule : By plane

Andre : Was the ... kind?

Sule : yes, he was. He helped what we needed aboard the plane.

a. Steward c. Pilot

b. Passenger d. Porter

9. The practice of fighting with the first in a roped square ring according to prescribed rules is called ...

a. Punching c. Karate

b. Boxing d. Basket ball

10. To walk for a long distance, especially across country or in the woods is called...

a. Climbing c. Hiking

b. Cross country d. Sprint

11. A game with 2 teams and a ball that may not be touched with the hands or arms during play except by the goal keeper is ...

a. Volleyball c. Soccer

b. Baseball d. Karate

12. After eating or drinking in the restaurant, you give the bill to the ...

a. Waiter c. Cashier

b. Waitress d. Manager

13. An artistic dance form performance to music using precise and highly formalized set steps and gestures is called ...

a. Ballet c. Dance

b. Yoga d. Swimming

14. The meaning of fishing is ...

a. Memancing c. Menyelam

b. Ikan d. Bersepeda

15. ... is a sport or activity of propelling oneself through water using the limbs.

a. Boating c. Canoeing

b. Swimming d. Ballet

16. The activity of catching creatures from a body of water, other for food or as a sport is called ...

a. Catching c. Fishing

b. Fighting d. Hunting.

17. When I go to the hotel. There is a receptionist who welcomes me. The underline word means ...

a. Guru c. Sekretaris

b. Resepsionis d. Atlit

18. What is a person who cuts men's hair only called?

a. A barber c. A cutter

b. A woodman d. A musician

19. Budi : Do you know the cheapest sports?.

- a. Running c. Cycling
- b. Swimming d. Basketball

20. We are ... at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai.

- a. Students c. Doctors
- b. Artists d. Farmers

B. Elaborate the Definition and Give One Example Sentence for Each Word Below!

1. Lecturer =

2. Surgeon =

3. Rowing =

4. Chess =

5. Ice skates =

6. Tailor =

7. Lawyer =

8. Boxing =

9. Cycling =

10. Carpenter =

APPENDIX V.

ANSWER KEY OF TEST CYCLE I

A. Multiple Choices

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. A | 12. C |
| 3. C | 13. A |
| 4. C | 14. A |
| 5. C | 15. C |
| 6. C | 16. D |
| 7. D | 17. B |
| 8. A | 18. A |
| 9. B | 19. A |
| 10. C | 20. A |

B. Essay

1. Lecturer = A person who teaches the students in university
2. Surgeon = A doctor who treats injuries or diseases by operation in which the body sometimes has to be cut open
3. Rowing = A boat which is moved by oars

4. Chess = A game for two played with thirty-two(usually black-white) pieces on a board with sixty-four squares.
5. Ice skates = One kind of the sports that skate on ice
6. Tailor = A person who cuts and makes suits, overcoats, etc
7. Lawyer = A person whose works to know about and give advice and help to others concerning the law
8. Boxing = The sports of fighting with the fists in a rope square rings
9. Cycling = A sport which use a bicycle.
10. Carpenter = A craftsman in wood

APPENDIX VI.

TEST CYCLE II

Name :

Class : X-IPA 1

Time : 60 minutes

A. Choose either a, b, c or d for the correct answer!

1. If a lion can't see a giraffe, he certainly can't eat it.

The underline word "he" refers to...

- | | |
|--------------|------------|
| a. An animal | c. A lion |
| b. A giraffe | d. Someone |

2. The following animals are usually kept as pets, except ...

- | | |
|-------------|-----------|
| a. Elephant | c. Horses |
| b. Dogs | d. Cat |

3. Pizza, noodle, sandwich and burger. They are called ...

- | | |
|---------------|-----------|
| a. Vegetables | c. Fruits |
| b. Food | d. Drinks |

4. An animal that has many feet is...

- | | |
|--------------|----------------|
| a. Centipede | c. Caterpillar |
|--------------|----------------|

b. Snake d. Cricket

5. Mother needs meat, carrot, cabbage and potatoes. She will make ...

a. Burger c. Noodle

b. Soup d. Fried rice

6. I have a food. It is sweet and soft. The color is usually yellow and brown.

What is it? It is a ...

a. Cake c. Chocolate

b. Candy d. Porridge

7. Today my mother is cooking fried mushroom. The underline word is ...

a. Jamur c. Kentang

b. Bayam d. Sayur

8. It is a big animal but has small eyes, two and a long trunk. It is a/an ...

a. Elephant c. Rhinoceros

b. Bear d. Crocodile

9. It is a kind of vegetable. It is purple and it is long. What is it?

a. Chili c. Cabbage

b. Eggplant d. Cucumber

10. What is the meaning of lizard?

- a. Kadal c. Cacing
- b. Buaya d. Ulat

11. Rena : What is your favorite fruit?

Damar : My favorite fruit is (salak)

The English of salak is ...

- a. Pineapple c. Zalacca
- b. Banana d. Jackfruit

12. These animals are wild animal. Except

- a. Lion c. Horse
- b. Crocodile d. Tiger

13. Coca-cola, beer, tea and milk. They are called ...

- a. Vegetables c. Fruits
- b. Food d. Drinks

14. What kind animals who like to eat cheese but most people don't like them.

- a. Squirrel c. Chicken
- b. Mouse d. Shark

15. My breakfast are ... and ...

- a. Bread, milk c. Book, water

- b. Grass, milk d. Bread, grass

16. This is kind of food. The taste is sweet. People usually eat it when they feel bored and stress...

- a. Milk c. Chocolate

- b. Lemonade d. steak

17. It is animal. It looks like a cat but very big and wild. It has black and yellow stripes. It eats meat. It is....

- a. Tiger c. Lion

- b. Wolf d. Cat

18. What forest animals which like nuts and climb trees?

- a. Lions c. Cows

- b. Squirrels d. Bears

19. We need ... on our popcorn.

- a. Snack c. Chilli

- b. Butter d. Curry

20. This animal is green. It has a hard shell and moves very slowly. What is it?

- a. Iguana c. Frog

- b. Turtle d. Grasshopper

B. Elaborate the Definition and Give One Example Sentence for Each Word Below!

1. Cricket =

2. Dolphin =

3. Popcorn =

4. Steak =

5. Lemonade =

6. Quail =

7. Ladybird =

8. Spinach =

9. Biscuits =

10. Caterpillar =

APPENDIX VII.

ANSWER KEY OF TEST CYCLE II

A. Multiple Choices

- | | |
|-------|-------|
| 1. C | 11. C |
| 2. A | 12. C |
| 3. B | 13. D |
| 4. A | 14. B |
| 5. B | 15. A |
| 6. A | 16. C |
| 7. A | 17. A |
| 8. A | 18. B |
| 9. C | 19. B |
| 10. A | 20. B |

B. Essay

1. Cricket = An insect related to the grasshopper, the male of which makes a chirping noises
2. Dolphin = A type of sea animal about two and a half to three meters long
3. Popcorn = A kind of food that the main ingredient is corn.

4. Steak = A slice of meat (usually beef) or fish (often cod) for e.g frying
5. Lemonade = A drink flavoured with lemons
6. Quail = A type of birds that cannot fly
7. Ladybird = A type of little round beetle, usually red with black spots
8. Spinach = A kind of plant whose young leaves are eaten as a vegetable
9. Biscuits = A crisp, sweet piece of dough baked in small flat cakes
10. Caterpillar = The larva of a butterfly or moth that feeds upon the leaves of plants

APPENDIX VIII

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

Note: R = Researcher

T = Teacher

Questions:

R : Menurut kamu Bu, bagaimana penguasaan kosakata siswa setelah menerapkan aplikasi ini?

T : Menurut saya murid cukup menikmati pembelajaran namun kalau untuk penguasaan kosakata hanya ada beberapa murid saja yang aktif ketika proses pembelajaran terjadi.

R : Media apa saja yang ibu gunakan untuk mengajarkan kosakata?

T : kalau media yang digunakan seperti biasa saja , papan tulis buku dan pelajaran.

R : Apakah kendala yang miss alami dalam mengajarkan vocabulary?

T : kalau kendala nya sih paling banyak murid itu kalau saya sedang menjelaskan mereka mendengarkan tapi ketika ditanyak ada pertanyaan mereka hanya diam. Tetapi ketika saya beri pertanyaan hanya beberapa dari mereka yang aktif menjawab.

APPENDIX IX

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH

Note: R = Researcher

T = Teacher

Quensions:

R : Menurut kamu bu, bagaimana penguasaan kosakata bahasa Inggris siswa di kelas ini selama menggunakan aplikasi Rosetta Stone sebagai media belajar yang baru?

T : sejauh yang saya lihat sih, mereka banyak lebih aktif dibandingkan sebelumnya. Semangat belajar juga bertambah dan dari hasil test kamu berikan bisa menunjukan bahwa penguasaan kosakata murid sudah banyak bertambah.

R : Apa Pendapat Anda tentang aplikasi ini, apakah dapat membantu mahasiswa atau tidak?

T : sangat bagus untuk meningkatkan semangat belajar murid, karena dengan begitu mereka akan lebih menikmati dan mudah memahami pembelajaran.

R : setelah melihat kemajuan siswa saat menggunakan aplikasi sebagai media belajar, apakah ibu akan menerapkannya untuk pembelajaran kedepan?

T : mungkin sesekali akan saya gunakan, karena kalau untuk penetapan penerapan mungkin tidak karena takut memakan waktu yang banyak,

APPENDIX X

CATATAN PENELITIAN

Siklus :

Pertemuan:

Hari tanggal:

Responden : R (Peneliti)
ET (Guru bahasa Inggris)
C (Kolaborator)
Ss (Mahasiswa)

[illegible]

APPENDIX XI

INTERVIEW QUESTION FOR THE STUDENTS BEFORE CLASSROOM ACTION RESEARCH

- The researcher : Kegiatan apa sajakah yang biasanya digunakan gurubahasa inggris dalam kegiatan belajar mengajar didalam kelas?
- Student I : ya seperti biasayalah miss habis guru menjelaskan ditanya muridnya miss baru kasi PR miss
- Student II : tanya jawab, PR sama kuis miss
- Student III : Ngerjai soal dan tanya jawab miss
- The researcher : apa yang menurut kamu yang sulit dalam pelajaran bahasa Inggris?
- Student I : suka gk ngerti miss kalo guru menjelaskan full english. Jadi kami ya iya aja
- Student II : susah ngomong bahasa inggris miss karena gk tau kosakata bahasanya inggrisnya
- Student III : gak paham sama apa yang dijelskan barukan miss kadang udah paham mau jawab pakai bahsa inggris gk bisa.
- The researcher : Media apa yang anda gunakan dalam pengajaran ?
- Student I : buku dan kamus ajalah miss sama papan tulis
- Student II : Buku miss
- Student III : Buku dan kamus miss
- The researcher : Apa kendala dalam belajar vocabulary?
- Student I : Sulit menghapal dan kurang paham miss sama artinya
- Student II : Banyak vocabulary yang tidak diketahui artinya miss
- Student III : Yang sulit cara menghapal kosakata baru miss
- The researcher : Bagaimana partisipasi kamu dan siswa lainnya ketika proses pembelajaran vocabulary berlangsung?
- Student I : Biasa aja kadang aktif kadang enggak miss

Student II : kalo paham miss saya aktif

Student III : Suasana belajarnya ada yang aktif bagi yang ngerti tapi kalau yang tidak mengerti ya Cuma diam aja miss

The researcher : Apakah kamu pernah mendengar tehnik pengajaran dengan menggunakan aplikasi Rosetta Stone?

Student I : Ga pernah miss

Student II : Baru pertama ini miss

Student III : Belum pernah miss

APPENDIX XII

INTERVIEW QUESTION FOR THE STUDENTS AFTER CLASSROOM ACTION RESEARCH

- The researcher : Bagaimana penguasaan vocabulary kamu setelah diterapkan pembelajaran dengan menggunakan Aplikasi Rosetta Stone sebagai media mengajar?
- Student I : Bertambah miss. Karena cara belajarnya enak ada pilihannya sama gambar-gambarnya miss. Belajarnya jadi seru gk ngebosenin
- Student II : menurutku bertambahlah miss, jadi agak bisa ngomong bahasa ingris sedikit-sedikit. Tambahlagi belajarnya seru miss bisa tau juga cara pengucapannya
- Student III : Bertambah miss. Ternyata ada banyak vocabulary yang saya tidak tahu miss. Enak cara belajarnya kalo gini miss.
- The researcher : Bagaimana pendapat kamu ketika pembelajaran vocabulary menggunakan Hangman Game berlangsung?
- Student I : Seru kali miss. Banyak pilihannya lagi miss
- Student II : Tidak membosankan karena kita belajar dengan menggunakan handphone miss
- Student III : Ga buat bosan miss serulah pokoknya miss
- The researcher : Masalah apa sajakah yang kamu alami ketika belajar vocabulary menggunakan aplikasi Rosetta Stone?
- Student I : menurutku miss gk ada salahnya disitu cuman kalo salahnya disaya karena gk sering ulang bakal lupa.

Student II : sampai saat ini belum ada miss

Student III : kalo pas belajar disekolah gk ada masalah sih miss, cuman kalo sampe rumah sinyal ku gk ada miss

The researcher : Menurut kamu, apakah aplikasi Rosetta Stone diterapkan dalam belajar Vocabulary, jelaskan?

Student I : cocok miss.

Student II : cocok kali pun miss

Student III : cocok miss

The researcher : Apa pendapat kamu setelah melihat pembelajaran *vocabulary* menggunakan aplikasi Rosetta Stone?

Student I : Enak miss. Apalagi kita maen gamenya pakai handphone.

Student II : Bagus miss. Karena kan biasa menggunakan buku sebagai media belajar tapi kali ini belajar dengan handphone padahal sebelumnya handphone Cuma dipake buat buak sosmed tapi sekarang udah bisa bermain sambil belajar

Student III : Pembelajarannya jadi lebih mudah karena kita dapat kosakata baru

The researcher : Menurut kamu, apakah strategi pembelajaran menggunakan aplikasi ini dapat memperkaya vocabulary siswa dalam bahasa Inggris?

Student I : Iya miss. Karna kan kita khusus menebak kosakata jadi banyak kosakata baru yang ditemukan

Student II : Bisa menambah vocabulary karena banyak vocabulary yang sebelumnya ga tahu sekarang jadi tahu

Student III : Iya miss. Contohnya saja saya sebelumnya ga tahu arti caterpillar sekarang jadi tahu

APPENDIX XIII

Students attendance list

No	The Initial of Students	First Meeting	Second Meeting	Third Meeting	Fourth Meeting	Fifth Meeting	Sixth Meeting	Seventh Meeting
1.	AIS	✓	✓	✓	✓	✓	✓	✓
2.	AF	✓	✓	✓	✓	✓	✓	✓
3.	US	✓	✓	✓	✓	✓	✓	✓
4.	CS	✓	✓	✓	✓	✓	✓	✓
5.	CAS	✓	✓	✓	✓	✓	✓	✓
6.	DN	✓	✓	✓	✓	✓	✓	✓
7.	EM	✓	✓	✓	✓	✓	✓	✓
8.	FH	✓	✓	✓	✓	✓	✓	✓
9.	KN	✓	✓	✓	✓	✓	✓	✓
10.	LA	✓	✓	✓	✓	✓	✓	✓
11.	MR	✓	✓	✓	✓	✓	✓	✓
12.	MLN	✓	✓	✓	✓	✓	✓	✓
13.	MDH	✓	✓	✓	✓	✓	✓	✓
14.	MIS	✓	✓	✓	✓	✓	✓	✓
15.	NP	✓	✓	✓	✓	✓	✓	✓
16.	NDT	✓	✓	✓	✓	✓	✓	✓
17.	NY	✓	✓	✓	✓	✓	✓	✓
18.	NH	✓	✓	✓	✓	✓	✓	✓
19.	NS	✓	✓	✓	✓	✓	✓	✓
20.	NST	✓	✓	✓	✓	✓	✓	✓

21.	RW	✓	✓	✓	✓	✓	✓	✓
22.	RN	✓	✓	✓	✓	✓	✓	✓
23.	RA	✓	✓	✓	✓	✓	✓	✓
24.	RP	✓	✓	✓	✓	✓	✓	✓
25.	SHE	✓	✓	✓	✓	✓	✓	✓
26.	SNP	✓	✓	✓	✓	✓	✓	✓
27.	SAM	✓	✓	✓	✓	✓	✓	✓
28.	SH	✓	✓	✓	✓	✓	✓	✓
29.	SW	✓	✓	✓	✓	✓	✓	✓
30.	SUS	✓	✓	✓	✓	✓	✓	✓
31.	TS	✓	✓	✓	✓	✓	✓	✓
32.	WG	✓	✓	✓	✓	✓	✓	✓

APPENDIX XIV

The total score of students test

No	Initial Names of The Students	Score		
		Cycle I		Cycle II
		Pre-test	Post Test I	Post Test II
1.	AIS	78	85	92
2.	AF	38	54	78
3.	US	75	78	90
4.	CS	58	68	83
5.	CAS	51	67	79
6.	DN	56	78	88
7.	EM	50	73	87
8.	FH	59	75	83
9.	KN	32	48	72
10.	LA	36	50	63
11.	MR	45	58	86
12.	MLN	76	80	88
13.	MDH	38	42	58
14.	MIS	51	75	86
15.	NP	60	70	79
16.	NDT	69	72	88
17.	NY	39	45	65

18.	NH	75	80	90
19.	NS	62	75	89
20.	NST	55	76	85
21.	RW	45	70	70
22.	RN	60	65	75
23.	RA	78	75	80
24.	RP	67	85	80
25.	SHE	54	60	83
26.	SNP	49	58	65
27.	SAM	81	75	74
28.	SH	65	87	92
29.	SW	55	40	59
30.	SUS	68	69	76
31.	TS	70	73	79
32.	WG	74	65	83
Total ΣX		1909	2171	2545
The mean score		59,65	67,84	79,53

Appendix XV

OBSERVATION SHEETS

Cycle : I

Meeting : I

Object : Researcher

Day/Date : 21 November 2020

Check each item in the column that most represents your observation and write additional comments in the provided column.

Activities	Implementation	
	Yes	No
I. Opening		
<ul style="list-style-type: none">• The teacher greets the students	✓	
<ul style="list-style-type: none">• The teacher checks the students' condition and attendance.	✓	
<ul style="list-style-type: none">• The lesson reviewed the material and looked ahead to new material.	✓	
<ul style="list-style-type: none">• The prepared goals/objectives are apparent.	✓	
<ul style="list-style-type: none">• The teacher is well prepared and well-organized in class	✓	
II. Main Activities		
<ul style="list-style-type: none">• The students are ready to learn the materials	✓	
<ul style="list-style-type: none">• The students are introduced to the social context of a model of a descriptive text.	✓	
<ul style="list-style-type: none">• The students explore feature of the general cultural context in which the text is used and the social purposes the text	✓	

<p>achieves.</p> <ul style="list-style-type: none"> • The teacher introduces a model of a spoken descriptive text. • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
III. Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
IV. Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. 	<p>✓</p> <p>✓</p> <p>✓</p>	

<ul style="list-style-type: none"> • The media used by the teacher are sufficient in the teaching and learning process. 	✓	
<ul style="list-style-type: none"> • The teacher's instructions are clear. 	✓	

Meeting : II

Object : Researcher

Day/Date : 23 November 2020

Check each item in the column that most represents your observation and write additional comments in the provided column.

Activities	Implementation	
	Yes	No
IV. Opening		
<ul style="list-style-type: none"> • The teacher greets the students 	✓	
<ul style="list-style-type: none"> • The teacher checks the students' condition and attendance. 	✓	
<ul style="list-style-type: none"> • The lesson reviewed the material and looked ahead to new material. 	✓	
<ul style="list-style-type: none"> • The prepared goal/objectives are apparent. 	✓	
<ul style="list-style-type: none"> • The teacher is well prepared and well-organized in class 	✓	
V. Main Activities		
<ul style="list-style-type: none"> • The students are ready to learn the materials 	✓	
<ul style="list-style-type: none"> • The students are introduced to the social context of a model of a descriptive text. 	✓	
<ul style="list-style-type: none"> • The students explore features of the general cultural context in 	✓	

<p>which the text is used and the social purposes the text achieves.</p> <ul style="list-style-type: none"> • The teacher introduces a model of a spoken descriptive text • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
VI. Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
IV. Class Situation		

<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. 	✓	
<ul style="list-style-type: none"> • The students actively take part in each class activity. 	✓	
<ul style="list-style-type: none"> • The time allocation is appropriate. 	✓	
<ul style="list-style-type: none"> • The media used by the teacher are sufficient in the teaching and learning process. 	✓	
<ul style="list-style-type: none"> • The teacher's instructions are clear. 	✓	

Object : Researcher

Day/Date : 26 November 2020

Check each item in the column that most represents your observation and write additional comments in the provided column.

Activities	Implementation	
	Yes	No
VII. Opening		
<ul style="list-style-type: none"> • The teacher greets the students 	✓	
<ul style="list-style-type: none"> • The teacher checks the students' condition and attendance. 	✓	
<ul style="list-style-type: none"> • The lesson reviewed the material and looked ahead to new material. 	✓	
<ul style="list-style-type: none"> • The prepared goal/objectives are apparent. 	✓	
<ul style="list-style-type: none"> • The teacher is well prepared and well-organized in class 	✓	
VIII. Main Activities		
<ul style="list-style-type: none"> • The students are ready to learn the materials 	✓	

<ul style="list-style-type: none"> • The students are introduced to the social context of a model of a descriptive text. • The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. • The teacher introduces a model of a spoken descriptive text • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	✓ ✓ ✓ ✓ ✓ ✓ ✓	
IX. Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	✓ ✓ ✓ ✓ ✓	
IV. Class Situation		

<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	✓	
Activities	Implementation	
	Yes	No
X. Opening		
<ul style="list-style-type: none"> • The teacher greets the students • The teacher checks the students' condition and attendance. • The lesson reviewed the material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class 	✓	
XI. Main Activities		
<ul style="list-style-type: none"> • The students are ready to learn the materials • The students are introduced to the social context of a model of a descriptive text. • The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. • The teacher introduces a model of a spoken descriptive text. 	✓	

<ul style="list-style-type: none"> • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	✓ ✓	
XII.Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	✓ ✓	
IV.Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. 	✓ ✓	

<ul style="list-style-type: none"> The teacher's instructions are clear. 	✓	
---	---	--

OBSERVATION SHEETS

Cycle : II

Meeting : I

Object : Researcher

Day/Date : 03 Desember 2020

Check each item in the column that most represents your observation and write additional comments in the provided column.

Activities	Implementation	
	Yes	No
XIII. Opening		
<ul style="list-style-type: none"> The teacher greets the students The teacher checks the students' condition and attendance. The lesson reviewed the material and looked ahead to new material. The prepared goal/objectives are apparent. The teacher is well prepared and well-organized in class 	✓ ✓ ✓ ✓ ✓	
XIV. Main Activities		
<ul style="list-style-type: none"> The students are ready to learn the materials The students are introduced to the social context of a model of a descriptive text. The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. 	✓ ✓ ✓ ✓	

<ul style="list-style-type: none"> • The teacher introduces a model of a spoken descriptive text • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	✓ 	
XV.Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	✓ 	
IV.Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching 	✓ 	

<p>and learning process.</p> <ul style="list-style-type: none"> The teacher's instructions are clear. 	✓	
Activities	Implementation	
	Yes	No
XVI. Opening		
<ul style="list-style-type: none"> The teacher greets the students The teacher checks the students' condition and attendance. The lesson reviewed the material and looked ahead to new material. The prepared goals/objectives are apparent. The teacher is well prepared and well-organized in class 	✓ ✓ ✓ ✓ ✓	
XVII. Main Activities		
<ul style="list-style-type: none"> The students are ready to learn the materials The students are introduced to the social context of a model of a descriptive text. The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. The teacher introduces a model of a spoken descriptive text. The teacher explains the model of the text. The students with the teacher's guidance investigate the structural pattern of the model. 	✓ ✓ ✓ ✓ ✓	

<ul style="list-style-type: none"> • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	✓ ✓ ✓	
XVIII. Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	✓ ✓ ✓ ✓	
IV.Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	✓ ✓ ✓ ✓	

Object : Researcher

Day/Date : 05 December 2020

Check each item in the column that most represents your observation and write additional comments in column.

Activities	Implementation	
	Yes	No
XIX. Opening		
<ul style="list-style-type: none">• The teacher greets the students	✓	
<ul style="list-style-type: none">• The teacher checks the students' condition and attendance.	✓	
<ul style="list-style-type: none">• The lesson reviewed the material and looked ahead to new material.	✓	
<ul style="list-style-type: none">• The prepared goal/objectives are apparent.	✓	
<ul style="list-style-type: none">• The teacher is well prepared and well-organized in class	✓	
XX. Main Activities		
<ul style="list-style-type: none">• The students are ready to learn the materials	✓	
<ul style="list-style-type: none">• The students are introduced to the social context of a model of a descriptive text.	✓	
<ul style="list-style-type: none">• The students explore features of the general cultural context in which the text is used and the social purposes the text achieves.	✓	
<ul style="list-style-type: none">• The teacher introduces a model of a spoken descriptive text	✓	
<ul style="list-style-type: none">• The teacher explains the model of the text.	✓	
<ul style="list-style-type: none">• The students with the teacher's guidance investigate the structure		

<p>ctural pattern of the model.</p> <ul style="list-style-type: none"> • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
XXI. Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
IV. Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
Activities	Implementation	

	Yes	No
XXII. Opening		
<ul style="list-style-type: none"> • The teacher greets the students • The teacher checks the students' condition and attendance. • The lesson reviewed the material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class 	✓ ✓ ✓ ✓ ✓	
XXIII. Main Activities		
<ul style="list-style-type: none"> • The students are ready to learn the materials • The students are introduced to the social context of a model of a descriptive text. • The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. • The teacher introduces a model of a spoken descriptive text. • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language gfeatures of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

XXIV. Closing		
<ul style="list-style-type: none"> Teacher and students reflect on today's lesson The teacher gives feedback to the students. The teacher and students summarize materials learned The teacher gives further guidance to students One of the students leads the prayer The teacher says goodbye to students. 	✓ ✓ ✓ ✓ ✓ ✓	
II. Class Situation		
<ul style="list-style-type: none"> The students have enthusiasm or motivation during the teaching process. The students actively take part in each class activity. The time allocation is appropriate. The media used by the teacher are sufficient in the teaching and learning process. The teacher's instructions are clear. 	✓ ✓ ✓ ✓ ✓	

Object : Researcher

Day/Date : 08 December 2020

Check each item in the column that most represents your observation and write additional comments in the provided column.

Activities	Implementation	
	Yes	No
XXV. Opening		
<ul style="list-style-type: none"> • The teacher greets the students • The teacher checks the students' condition and attendance. • The lesson reviewed the material and looked ahead to new material. • The prepared goal/objectives are apparent. • The teacher is well prepared and well-organized in class 	✓ ✓ ✓ ✓	
XXVI. Main Activities		
<ul style="list-style-type: none"> • The students are ready to learn the materials • The students are introduced to the social context of a model of a descriptive text. • The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. • The teacher introduces a model of a spoken descriptive text • The teacher explains the model of the text. • The students with the teacher's guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. 	✓ ✓ ✓ ✓ ✓ ✓	

<ul style="list-style-type: none"> • The students deliver questions to the teacher. • The students use a dictionary to help them in finding vocabulary 	✓	
XXVII. Closing		
<ul style="list-style-type: none"> • Teacher and students reflect on today's lesson • The teacher gives feedback to the students. • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	✓ ✓ ✓ ✓ ✓ ✓	
IV. Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	✓ ✓ ✓ ✓ ✓	
Activities	Implementation	
	Yes	No
XXVIII. Opening		
<ul style="list-style-type: none"> • The teacher greets the students • The teacher checks the students' condition and attendance. 	✓ ✓	


<ul style="list-style-type: none"> • The teacher and students summarize materials learned • The teacher gives further guidance to students • One of the students leads the prayer • The teacher says goodbye to students. 	✓ ✓ ✓	
III. Class Situation		
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take part in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	✓ ✓ ✓ ✓	

APPENDIX XVI

RESEARCH PERMIT

1. Surat Izin Penelitian

25/11/2020 <https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MTYxODU=>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-14069/ITK.V.3/PP.00.9/11/2020 25 November 2020
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMA SWASTA TUNAS BANGSA

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama : Yupi Yana Munthe
NIM : 0304162132
Tempat/Tanggal Lahir : Terang Bulan, 19 Mei 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Desa Terang Bulan Kelurahan Desa Terang Bulan Kecamatan Aek Natas

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA SWASTA TUNAS BANGSA, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

UTILIZING ROSETTA STONE APPLICATION TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE TENTH GRADE OF SWASTA TUNAS BANGSA SENIOR HIGH SCHOOL

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 25 November 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris


Digitally Signed
Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MTYxODU=> 1/1

2. Surat Balasan dari Sekolah

 **YAYASAN PENDIDIKAN TUNAS BANGSA**
SEKOLAH MENENGAH ATAS (SMA) TUNAS BANGSA
Izin Operasional Nomor : 421/TU/2004/3015
NSS : 302091005001 NPSN : 10405561 AKREDITAS : A
DESA BALAI JAYA - KECAMATAN BAGAN SINEMBAH KABUPATEN ROKAN HILIR PROPINSI RIAU
Website : www.smastunasbangsa.sch.id Email : smas_tunasbangsa@yahoo.com 

Balai Jaya, 4 Desember 2020

Nomor : 12/SMATB/Riset/XII/2020
Lamp : -
Hal : Pelaksanaan Penelitian

Kepada Yth :
Ketua Jurusan Pendidikan Bahasa Inggris
Universitas Islam Negeri Sumatera Utara (UINSU)
di
Tempat.

Assalamu'alaikum Wr.Wb

Dengan hormat,
Menindaklanjuti surat Saudara Nomor : B-14069/ITK.V3/PP.00.9/11/2020 perihal izin pelaksanaan penelitian di SMA Swasta Tunas Bangsa atas nama :

N a m a : Yupi Yana Munthe
N I M : 0304162132
Tempat/Tanggal Lahir : Terang Bulan, 19 Mei 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Desa Terang Bulan Kelurahan Desa Terang Bulan Kec. Aek Natas

Benar telah melaksanakan observasi di SMA Swasta Tunas Bangsa pada tanggal 21 November s/d 7 Desember 2020 untuk mendapatkan data dan informasi yang berhubungan dengan skripsi yang berjudul "Utilizing Rosetta Stone Application To Improve Students' Vocabulary Mastery At The Tenth Grade Of Swasta Tunas Bangsa Senior High School"

Demikian surat ini kami perbuat untuk dapat digunakan sebagaimana mestinya.

Wassalam
Kepala SMA Swasta Tunas Bangsa


KIKI RAMDANI, S.E.

APPENDIX XVII

DOCUMENTATION

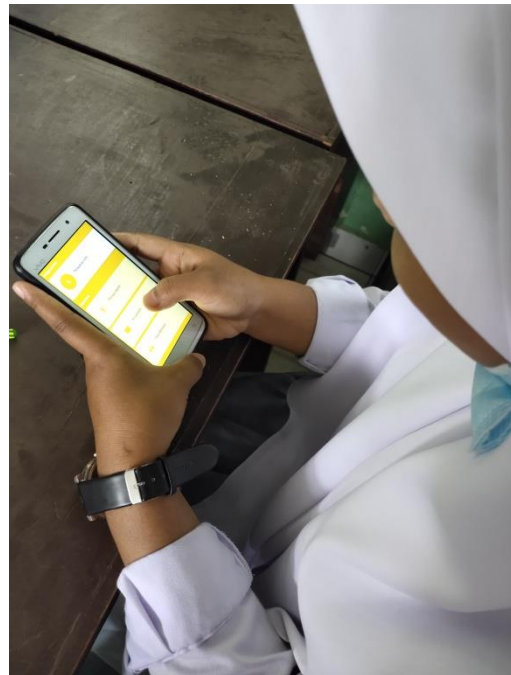
1. Dengan Kepala Sekolah



2. Observasi Hasil Tes dengan Guru Bahasa Inggris



3. Suasana Belajar dalam Kelas





4. Lingkungan Sekolah



DIARY NOTES

Saturday, 21 November 2020

The class consists of 32 students. In the first discovery, the researcher only did self-introduction and reminded the students that the researcher would become an English teacher in the tenth grade IPA-1 for 2 weeks. At this meeting too, the researcher will give a pre-test in order to be able to see the basic abilities of students before implementing new teaching media. However, the researcher found that some students did not enjoy it and some students were not interested in the learning process.

Monday, 23 November 2020

After the researcher saw the students' lack of understanding in the vocabulary, it was seen from the pre-test results in the previous meeting. So at the second meeting, researchers have started to introduce the Rosetta Stone application and how to use it where the application will become a new learning medium for students and will be applied during learning with researchers. When entering the theme of learning, students are very excited by using the application.

Wednesday, 26 November 2020

At the third meeting students also really enjoyed vocabulary learning using the Rosetta Stone application as a learning medium. The researcher also tested the vocabulary of some random students that the researcher gave at the previous meeting. Researchers also give students homework to create conversational dialogue related to the learning

described by the researcher and provide a new vocabulary to students.

Saturday, 30 November 2020

At the last meeting in the first circuit, the researcher asked students to collect assignments and some students read their dialogue in front of the class. At this meeting, the researcher also gave a post-test I to be able to see an increase in students' understanding of vocabulary mastery after using the Rosetta Stone application as a learning medium.

Saturday, 3 December 2020

After seeing the post-test results in the first area, the researcher will continue to the second cycle. Because in the first cycle, the tenth-grade students of IPA-1 have shown an increase in vocabulary understanding, however, the class average result has not yet reached the average score following the KKM, which is 75. then the researchers continued on the second cycle. In the second cycle, the researcher will also provide more motivation for students.

Saturday, 5 December 2020

At the last meeting in the second cycle, the researchers saw a lot improve the development of student vocabulary. Students also appreciate more when they are high when researchers ask questions. And at the end, the researcher gave post-test II to see the increase in the student's vocabulary mastery and had reached the desired average score or not. And the test results show that the use of the Rosetta Stone application can

be used as a medium for vocabulary mastery for tenth-grade students of
IPA-1 Tunas Bangsa.