THE IMPLEMENTATION OF ROSETTA STONE APPLICATION
AS MOBILE ASSISTED LANGUAGE LEARNING
TO IMPROVE VOCABULARY MASTERY
AT SMAN AMBULU

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
inpartial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

Ahmad Hasani
NIM: 204101060023

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
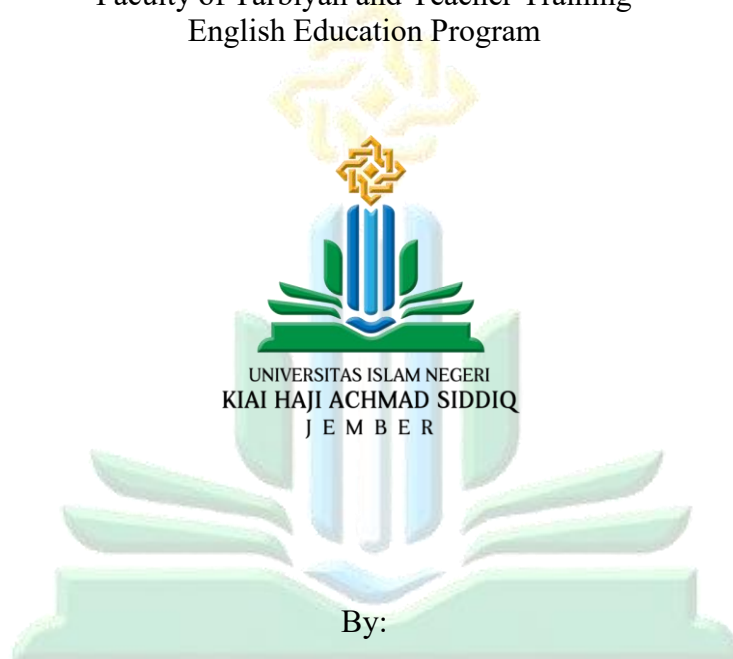**ENGLISH EDUCATION PROGRAM**
NOVEMBER 2025

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THESIS

Has been examined and approved in partial
Fulfillment of the requirement of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teaching Training
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iii

MOTTO

"Words are the building blocks of thought, and a rich vocabulary is the foundation of strong communication[1]."

[1] https://textinspector.com/vocabulary-in-language-learning/ (Acces on 23 th June 2025)

DEDICATION

I proudly dedicate this undergraduate thesis for:

1. My Beloved parents, Mr. Kusnadi and Mrs. Suttiani who have been giving their support and effort for me to get Bachelor Degree

2. My beloved sister and brother, Sitti Nur Azizah and Muhammad Rendi Seinol Hasan who have been giving me support, and pray for me

3. All my friends that I can't mention one by one, thanks for always listen to me at my bad days. Especially for Tanty Dewi Safitri and Widiya as my bestfriend who always help me
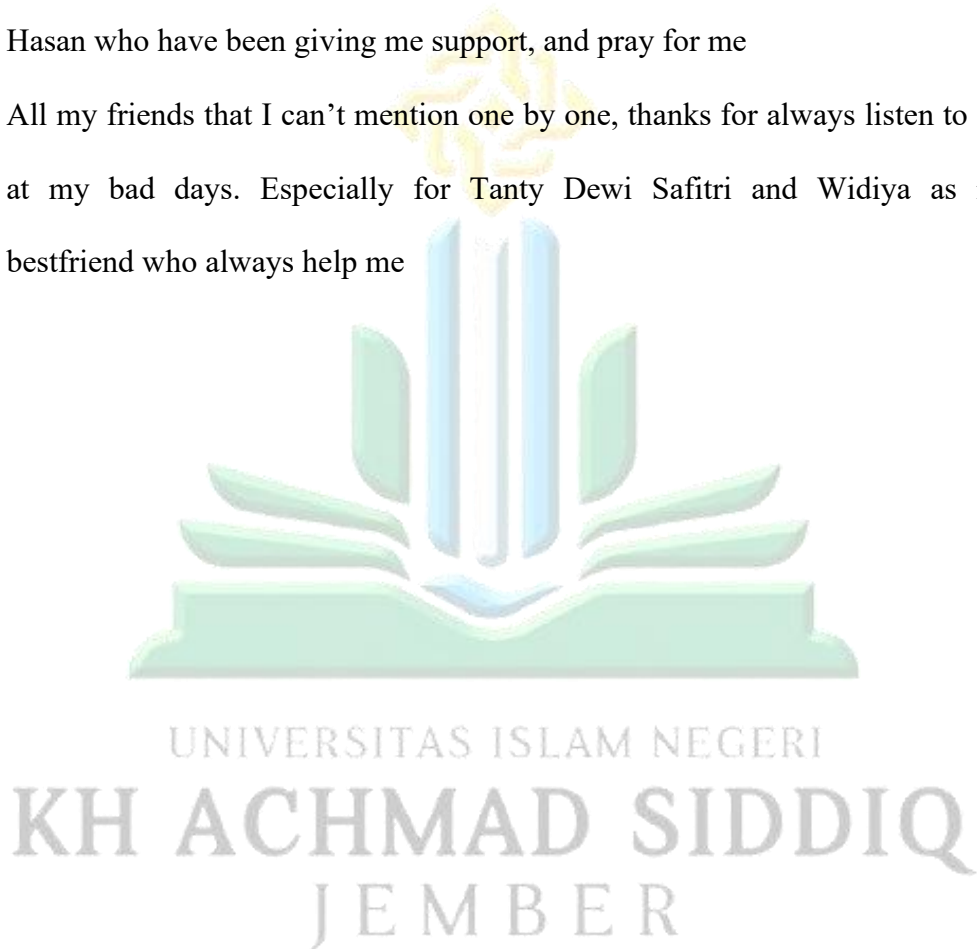
ABSTRACT

Ahmad Hasani, 2025: *The Implementation of Rosetta Stone Application To Improve Vocabulary Mastery of SMAN Ambulu*

Keyword: Rosetta Stone Application, Vocabulary Mastery

Language learning cannot be separated from vocabulary which empowers learners to express their thoughts, ideas, and experiences throughout communication. Vocabulary is a crucial component of language learning as it improves reading, writing, speaking, and comprehension skills. In the previous research these are problemes faced in learning vocabulary. This is almost similar to the problems at SMAN Ambulu and this is caused by students who the ability to memorize vocabulary is low, and there are also students who do not practice vocabulary enough. To overcome the problems above, teachers can try several variations in their teaching techniques or uses, namely interactive teaching media. Therefore, researchers want to try one of the learning media in the form of an application that can be accessed anytime and anywhere to learn vocabulary. Media One thing that can be used to attract students' attention and increase students' enthusiasm for learning is by using a Rosetta stone application.

The research question of this study "How is the implementation of using the Rosetta Stone application to improve students' vocabulary mastery at SMAN Ambulu". The objective of this research is to explain whether using the Rosetta Stone app can enhance students' At SMAN Ambulu vocabulary understanding and to explain how the Rosetta Stone program has helped students' language mastery.

This research design is a Classroom Action Research (CAR) with one cycles. One cycle was conducted in four meetings. This research was conducted at SMAN Ambulu. The participants of this study were 36 students of X 11, consist 23 female students and 13 male students. This research used procedures of Kemmis and McTaggart (1988) which are planning, action, observation and reflection. This study used two test to measure the improvement of students' vovabulary mastery using Rosetta Stone Application, namely pre-test and post-test. The data collection techniques used in this study were observation, field note, document review, test, and reflection.

This research use pre-test and post-test for the data collection technique. the result of the students writing test scores in pre-test was 42% students who passed the KKM. In this school the minimum scores or KKM was 75. After the cycle 1 showed that 32 students or 88% students passed the KKM scores and for the students who did not pass the KKM were 12% or 2 students. It can be said that this research was successful. The result of the observation showed that Rosetta Stone Application can increase the students motivation in learning vocabulary, it is proved by the students activity in learning process. Rosetta Stone Application could improve the student vocabulary, it is can be seen from previous research that the student got a lack of vocabulary.

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All praise and gratitude is due to God for His mercy and grace, the planning, implementation, and completion of thesis as one of the requirements to complete the undergraduate program, can be completed smoothly.

This success can be obtained by the author due to the support of many parties. Therefore, the author realized and expresses her deepest gratitude to:

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Finally, the researcher hopes May Allah bless and guide to the best way of life, especially to all who have already helped compile this undergraduate thesis.
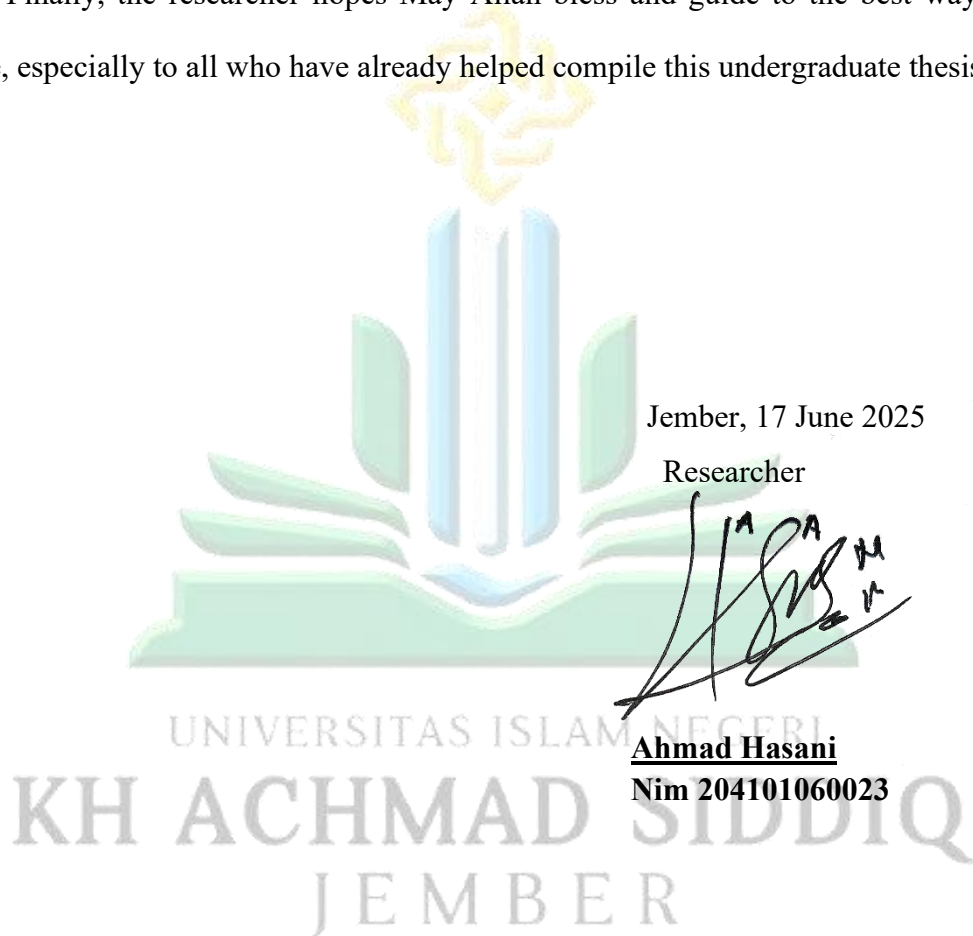
Jember, 17 June 2025

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CHAPTER I

INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were research background, the research problem, the research objective, the significance of the research, and the definition of key terms.

A. Research Background

English education has grown in importance. English is a foreign language that is used as a tool for worldwide communication and as a necessary skill for career and academic progress. This backdrop examines how English education has changed in Indonesia, the difficulties teachers and students have, and creative methods for enhancing language learning. Proficiency in English enables individuals to communicate effectively with people from diverse backgrounds, fostering international understanding and collaboration. Education Opportunities: English is the primary language of instruction in many prestigious universities and educational institutions worldwide.

English plays an important role in international communication, serving as a global language or lingua franca. Its wide use and adaptability make it the primary communication medium in various fields, including business, education, science, technology, medicine, tourism and media. English is widely understood and spoken by many people around the world, making it the most common second language worldwide. English is the predominant language of international business, facilitating effective

communication and internationalization in many sectors. English is the primary language of scientific and technical communication, providing access to a vast amount of knowledge and research. English is the most widely used language on the internet, with many websites and online resources available in English. This gives users access to a large portion of global content. English is widely spoken in many countries, making it easier for travelers to communicate and navigate unfamiliar environments. Learning English can improve cognitive abilities, such as memory, concentration, and creativity, and improve overall brain health.

Everyone has to learn about English because, if people want to go to another country, they have to speak English, it is very important for everyone to learn English, because English is a widely used language that facilitates communication in various cultures and countries. Knowing English can significantly improve a person's ability to interact with people from various backgrounds, making it easier to travel, work, or study abroad. Here are some reasons why learning English is very important. English is the most widely spoken language in the world, with more than 1.5 billion speakers. English serves as a common language for international communication, consequently making it easier for people to connect and collaborate across borders, when traveling abroad, speaking English can greatly enhance the travel experience. English allows tourists to communicate effectively with locals, read signs and displays, and navigate unfamiliar places more easily. In today's global economy, English is often a required skill for many jobs. Mastering English

can significantly improve a person's career prospects, especially in fields such as business, finance, and international relations. Prioritizing English as an international language can have many benefits, including improved global communication, economic growth, education, tourism, and international diplomacy. English is crucial to fostering global connectivity and understanding, and many countries should prioritize its use to promote these goals.

English can penetrate many aspects of human life, including education, technology, tourism, health, and the economy. Their research underlines the important role of English in modern society, and emphasizes its global influence. As one of the major international languages, English has a very important power to facilitate world communication, and Mastery of English can enable every individual to participate in today's global era by collaborating with people from various countries, whether it's running a business, studying abroad, building a career, and more[2].

In learning English, there are four prominent language skills that are usually emphasized to students, what are these skills? They are speaking, writing, listening, and reading skills. These skills are essential for effective communication and they are often referred to as the "four language skills" or the "four skills of English".

1. Speaking involves the ability to express oneself orally, using the English

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[2] Hanif, H. (2016). Using Rosetta Stone Software As Media In Teaching English Vocabulary (An Experimental Study At Sdn No. 02 Lhoksukon). *Getsempena English Education Journal*, *2*(1), 217667.

language to convey thoughts, ideas, and messages. It involves articulation, pronunciation, and also fluency, next is writing.

2. Writing involves the ability to express oneself in written form, using English to convey a thought, or idea, or message. It involves grammar, vocabulary, and sentence structure.

3. Listening can also involve our ability to understand spoken English, including conversations, lectures and other forms of oral communication. It involves understanding spoken language, including intonation, stress and rhythm.

4. Reading involves the ability to understand written English, including texts, articles, and other forms of written communication. It involves understanding the written language, including grammar, vocabulary, and sentence structure.

This type of activity is highly interconnected and is frequently carried out in collaboration. For example, learning and speaking English can help students improve their communication skills, and so on. Furthermore, the ability to learn and write is also important, as learning can help improve writing skills by exposing students to a variety of writing styles and techniques. With a focus on this type of activity, students can gain a comprehensive understanding of English and improve their language skills[3].

Language learning cannot be separated from vocabulary wich empowers learners to express their thoughts, ideas, and experiences

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[3] 5Harmer, J.(2005). The Practice of English Teaching. USA: Prentice Hall , P. 248 6

throughout communication. Vocabulary is a crucial component of language learning as it improves reading, writing, speaking, and comprehension skills[4] Learning vocabulary is crucial for language acquisition, whether it is a first, second, or foreign language[5] Vocabulary refers to a list of terms for a specific language or those used by individual speakers[6]. Vocabulary is essential for effective communication[7].

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ[8]

(.QS. AL Mujadalah. .11)

"*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*"

The researcher determined that Allah will elevate those who believe and those who are given knowledge based on their actual beliefs, as stated in the passage above, becomes a debate that informs the people, to a greater degree than Those who lack education, and Allah does the greatest study on the intentions, methods, and aims of what you accomplish, both worldly and eternal things.

Vocabulary is essential for building English conversations with others. To learn vocabulary, it is important to understand its different types. Vocabulary is an important part of language, students will struggle if they do

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

[5] Hidayati, Suci. (2007). The Analysis of Students' Ability in Using Derivation Vocabulary. Tadris Bahasa Inggris of Tarbiyah Department of STAINBengkulu.

[6] Marianne Celc e-Murcia.(2001) Teaching English as a Second orForeign Language. USA: Heinle & Heinle,P. 285.

[7] Evelyn Hatch and Cheryl Brown.(2001). Vocabulary, Semantic andLanguage Education, Cambridge: Cambridge University Press, P, 1.

[8] .QS.AL MUJADALAH. .11https://quran.nu.or.id/al-mujadilah/11

not have a large vocabulary when they communicate their ideas. This means that having a limited vocabulary can make students as foreign language learners find it difficult to communicate with others. They can have difficulties when using the language[9].

Researchers found that there were several problems with students' vocabulary at SMAN 1 Barusjahe. Researcher conducted interviews with English teacher and several students at SMA 1 Barusjahe as a preliminary study[10]. Based on interviews, there are several problems that many students experience the score does not reach the Minimum Completion Criteria (KKM). The minimum completion criteria in this school is 75. This is almost similar to the problems at SMAN Ambulu and this is caused by students who the ability to memorize vocabulary is low, and there are also students who do not practice vocabulary enough. Additionally, several teachers teach students only using books or worksheets as teaching media and still apply old strategies[11]. These are some of the factors that make students when learning English often feel bored and bored. Finally when students are at home, students are not able to remember all the new vocabulary they have taught because they seem to have forgotten[12].

To overcome the problems above, teachers can try several variations

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[9] Zihong.(2000). Vocabulary Component of Language.Harvard University. United Kingdom.

[10] Chen, J., Li, X.-W., & Wang, Q.-H. (2019). Deep Learning For Improving The Robustness Of Image Encryption. *Ieee Access*, *7*, 181083–181091. Https://Doi.Org/10.1109/Access.2019.2959031

[11] Anarjanovna, N. M. (2021). Technology Of Formation Of Integrated Reading Competence In English. *Academicia: An International Multidisciplinary Research Journal*, *11*(3), 666–672. Https://Doi.Org/10.5958/2249- 7137.2021.00715.1

[12] Hasani, M. T., & Rasouli, M. (2015). Comparison Of Rosetta Stone English Software Vs. Tell Me More English Software On Iranian Efl Student Achievement Toward English Learning. *Cumhuriyet Üniversitesi Fen Edebiyat Fakültesi Fen Bilimleri Dergisi*, *36*(3), 1239–1246.

in their teaching techniques or uses, namely interactive teaching media. Therefore, researchers want to try one of the learning media in the form of an application that can be accessed anytime and anywhere to learn vocabulary. Students can learn many new things either way vocabulary that they did not know before and could not find in their lessons[13]. Media One thing that can be used to attract students' attention and increase students' enthusiasm for learning is by using a Rosetta stone application[14].

B. Research Question

Based on the background above, the researcher formulated the research question:

How is the implementation of using Rosetta Stone application to improve students' vocabulary mastery at SMAN Ambulu ?

C. Research Objective

In keeping with the previous statement, the researcher expects that readers and other people find the execution of this research to be quite beneficial. The goals of this research are:

To explain whether using the Rosetta Stone app can enhance students' At SMAN Ambulu vocabularry understanding that help students understand vocabulary

D. Research Significant

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[13] Sun, H., & Yin, B. (2022). Vocabulary Development In Early Language Education. In *Handbook Of Early LanguageEducation* (Pp. 57–82). Springer. Https://Doi.Org/10.1007/978-3-030-91662-6_3

[14] Munthe, Y. Y. (2020). *Utilizing Rosetta Stone Application To Improve Students' Vocabulary Mastery At The TenthGrade Of Swasta Tunas Bangsa Senior High School*. Universitas Islam Negeri Sumatera Utara. Http://Repository.Uinsu.Ac.Id/Id/Eprint/11125

In keeping with the aforementioned phrasing, the researcher anticipates that this study's outcomed the advantageous from a theoretical and practical standpoint.

1. Importance Theoritically

In theory, this study's findings could provide insightful information and advance our understanding of how to use the Rosetta Stone app to help students acquire vocabulary.

2. Practical Significance

a. For Learners

The Rosetta Stone app encouraged students to study through engaging techniques and expand their understanding of how to acquire vocabulary in a simple and enjoyable way.

b. For Teacher of English

This study can be used as a guide to develop engaging and simple vocabulary teaching strategies. It is anticipated that using these strategies assisted teachers in their efforts to help students' vocabulary.

c. For Additional Researchers

This study can be used as a guide to understand how Rosetta Stone applies one factor to enhance students' speaking abilities and vocabulary mastery.

E. Research Scope

1. Independent Variable

Independent variables are variables that are assumed to cause

changes that occur in other variables. The independent variable in this study is Rosetta stone application. This strategy will be used to measure students' vocabulary improvisation.

2. Dependent Variable

The dependent variable is the variable that is affected by one or more independent variables. The dependent variable cannot stand alone without the independent variable. The dependent variable in this study is to improve vocabulary skill.

F. Definition of Key Terms

In order to make the readers get easier in understanding this study, the researcher will give the definition of some key terms that is important to be understood as following.

1. Vocabulary Mastery

Vocabulary refers to the collection of words and expressions known and used by language users. Vocabulary includes the meaning, pronunciation, and grammatical form of words. Vocabulary mastery involves understanding and using words correctly in context, which is essential for effective communication and language proficiency.

2. Rosetta Stone Application

The Rosetta stone app is a language learning tool designed to help users improve their vocabulary and language skills. The app is known for its interactive and immersive approach

3. Mobile-Assisted Language Learning (MALL) is described as the use of mobile phones in language learning and teaching.[15] Mobile-Assisted Language Learning (MALL) is a type of technology-enhanced learning that can take several forms, including face-to-face, distance, or online modes.[16]

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

[16] Leila 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

CHAPTER II

LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous Study

This study is not the first study to use the Rosetta stone application to improve students' vocabulary skills. The researcher found several studies related to this research as follows:

1. The first research was conducted by Yupi Yana Munthe 2020 entitled Utilizing Rosetta Stone Application to Improve Students' Vocabulary Mastery at the Tenth Grade of Swasta Tunas Bangsa Senior High School This study aims to improve the vocabulary skills of students in class X IPA 1 at SMA Tunas Bangsa using Rosetta stone application. The results showed an increase in students' vocabulary skills after using this application. Researchers used qualitative and quantitative analysis techniques to combine the results from the selected studies. They calculated the average vocabulary score to measure the impact of Rosetta stone application, the number of students studied was 32 students.

2. The second research was conducted by Fitriah Junita Arifin, Khizanatul Hikmah 2023 entitled Evaluating Rosetta Stone Application for College Students This study evaluates the effectiveness of Rosetta stone application in improving students' vocabulary skills. The results show that Rosetta stone is effective in improving students' vocabulary skills. The

researchers used qualitative and quantitative analysis techniques to combine the results of the selected studies. They calculated the average vocabulary score to measure the impact of Rosetta stone application.

3. The third research was conducted by Mehmet Şanverdi 2021 entitled The Use of Rosetta Stone Application for Vocabulary Improvement in English: A Review Study This study conducted a review of the use of Rosetta stone application in improving English vocabulary skills. The results show that the app is effective in improving students' vocabulary skills. The researchers used qualitative and quantitative analysis techniques to combine the results from the selected studies. They calculated the average English vocabulary score to measure the impact of Rosetta stone application, and the result is that Rosetta Stone application is very effective in improving vocabulary skills

4. The fourth research was conducted by Putri Ayu Rahmaya, Nur Cahyani, Zul Fitrah, Ita Novita Sari, Helda Anastasya Dwi Ariyani entitled daily journal vocabulary used in learning english at smpn 3 sambaliung which was carried out between July 17 and August 19, 2023, provided a number of careful and substantial conclusions _ based on the analysis of data collected 2023, provides a number of careful and substantial conclusions _ based on analysis of the data collected First conclusion show that Daily Vocabulary technique consistent proven to be very effective, and p This similar with testimonial from the language teacher England has _ apply technique This previously, Effectiveness level the can be measured

through observation participative, results interview depth , and response student through questionnaire. This data in a way consistent reflect significant change _ in ability student in apply vocabulary, indicating that technique Journal Daily capable give impact positive in a way real, Next conclusion base self to improve amount successful vocabulary mastered by students as consequence from application technique Journal Daily, Collected data give rich and detailed picture that technique This No only succeed in increase ability communicate daily student in Language English , but also online substantial enrich and expand vocabulary they in a way comprehensive, Enhancement amount vocabulary become proof concrete that technique This impact positive in increase understanding and mastery student to vocabulary. This not only increase efficiency of the learning process, but also helpful students for more focus and get it understand material better. Overall, this imply that use technique appropriate learning with style Study student can give more impact positive and sustainable.

5. The fifth research was conducted by Hajis 2014 entitled Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar This study aims to improve students' vocabulary through the use of visual media at SMP Negeri 10 Makassar. The results showed an increase in students' vocabulary after using visual media. This researcher used qualitative analysis techniques to combine the results of the selected studies. They identified themes and patterns that emerged in the results of

the study. In using visual media this media is also effective in increasing

students' vocabulary in SMP Negeri 10 Makasar.

Table 2.1
The Similarities and Differences between Previous Research
and This Research

No	Research Title	Similarities	Differences
1	Utilizing Rosetta Stone Application to Improve Students' Vocabulary Mastery at the Tenth Grade of Swasta Tunas Bangsa Senior High School	a. One of the variables in this study uses the Rosetta stone application. b. Using basic language as material in research. c. The focus of previous research was on improving students' vocabulary skills.	a. In the previous study, the research methodology used qualitative and quantitative analysis research, while this study used classroom action research. b. The previous research area was SMA Tunas Bangsa, while this research area is SMAN Ambulu.
2	Evaluating Rosetta Stone Application for College Students	a. One of the variables is rosetta stone application b. The research methodology is qualitative and quantitative analysis research c. The focus of previous research was on evaluating the effectiveness of Rosetta Stone application in improving students' vocabulary skills.	a. The subjects of previous research were students at the Indonesian Assisted House in Malang, while in this study were tenth grade students.
3	The Use of Rosetta Stone Application for Vocabulary Improvement in English: A	a. One of the variables is a review of the use of the Rosetta	a. In the previous study, the research

No	Research Title	Similarities	Differences
	Review study	Stone application in improving English vocabulary skills. b. The focus of previous research on improving vocabulary skills	methodology used qualitative and quantitative analysis techniques to combine the results of the selected studies, while this study used class action research.
4	daily journal vocabulary used in learning english at smpn 3 sambaliung	a. One of the variables is The diary application technique b. The subjects of the previous research is students in grade VIII of SMPN 3 Sambaliung c. The previous research focus in learning English vocabulary.	a. In the previous research, The researcher used a qualitative method., while this research uses classroom action research
5	Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar	a. One of the variables is increasing vocabulary b. The subject of previous research was class VII at SMP Negeri 10 Makassar	a. In the previous study using visual media, while this study uses the rosetta stone application b. In the previous study, the research methodology used the qualitative analysis technique method to combine the

No	Research Title	Similarities	Differences
			selected research results, while this study used class action research.

Based on the previous research that has been described above, there are differences between the previous studies and this research. This research variables use Rosetta stone application and to improve vocabulary skill. The research subject are the ten grade students. The research area is SMAN Ambulu Jember. It can be stated that the Rosetta stone application helps to improve vocabulary skill. This research is focus on using Rosetta stone application in to improve vocabulary skill in order to determine whether the Rosetta stone application can improve students' to improve vocabulary skill, and to identify the vantages and advantages of using Rosetta stone application to improve vocabulary skill. This research use Classroom Action Research (CAR) as research design. The collecting data will be done by pre-test and post-test. So the researcher is interested in conducting the research that is entitled "The implementation of Rosetta stone application to improve vocabulary skill of tenth grade student at SMAN Ambulu"

B. Theoretical Framework

1. The Nature of Vocabulary

a. Kind of Vocabulary

When studying various vocabularies, I found that there are several types of terminology. Some specialists have classified different types of vocabulary. Hatch divides vocabulary into two types: receptive vocabulary and expressive (productive) vocabulary, Furthermore, he defines receptive vocabulary as terms that learners know when they listen and read, Receptive vocabulary is a passive process in which learners acquire thoughts from others. Receptive vocabulary is the basis of language use. Then, expressive vocabulary is defined as the words used by learners to speak and write, Vocabulary is essential for language learners to understand what they hear and read in an educational environment, as well as when communicating with others[17].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 vocabulary, which refers to words that learners grasp, pronounce correctly, and use effectively in speech and writing, Receptive vocabulary refers to words we

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[17] Faraj, 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

recognize when reading or listening. The receptive vocabulary refers to language items that are only recognized, understood in the context of reading and hearing materials[18].According to the description, receptive vocabulary refers to words that cannot be created correctly but can be understood by reading and listening. This needs readers to attach labels while reading or listening.

2) **Productive Vocabulary (Active Vocabulary)**

Productive Vocabulary refers to language items that the learner can retain and utilize effectively in speech and writing[19]. It's akin to expressive vocabulary. A person's productive vocabulary includes the ability to pronounce, write, spell, and use words correctly, grammatical pattern together with the word that is typically collocated.

b. **Type of Vocabulary**

There are four types of vocabulary which must be known and mastered for any skill, such as reading vocabulary, speaking vocabulary, listening vocabulary and writing vocabulary.[20] (1) Reading vocabulary refers to the words we understand when reading. We can read and understand many terms that do not appear in our spoken language. This is the

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[18] 1Ruth Gairns and Stuart Redman, Working with Words: A guide to teaching and learning vocabulary Cambridge : Cambridge University Press, P, 64

[19] Ibid. p. 64

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

second largest vocabulary for readers. If you are not a reader, you will be unable to "grow your vocabulary". (2) Speaking vocabulary is the word we use when we speak, or speaking vocabulary is quite limited: most individuals utilize 5000 to 10,000 words for all their discussion and instruction. (3) Listening vocabulary refers to the words heard and understood. Starting in the womb, veterinarians may detect sounds as early as 16 weeks. Furthermore, babies listen constantly during their working hours, and we continue to learn new words in this manner throughout our lives. (4) Writing vocabulary refers to the words we can recall when we write to express ourselves. We often find it simpler to explain ourselves orally, using facial expressions to assist get our points across, than to find just the perfect words to describe the same concepts in writing. Our writing vocabulary is heavily impacted by the words we can spell.

c. **The Importance of Vocabulary Mastery**

The requirements of generalization (being able to define terms) and application (choosing an appropriate use) can be used to assess vocabulary mastery. Furthermore, Schmitt and McCarty claim that "Receptive and Productive knowledge may prove the only realistic way to measure the depth of vocabulary knowledge". Receptive knowledge refers to words that learners

identify and comprehend when they appear in a context. Meanwhile, productive knowledge refers to words that can be understood, spoken correctly, and used effectively in speech and writing.[21] A vocabulary exam is used to assess the understanding of terms used in speech or writing. Thus, vocabulary mastery is the ability to understand the stock of words and their meanings in a specific language. In the extensive vocabulary, we have to find a route because of the complexity.[22]

According to Graves, wikis offer a lot of potential for teaching vocabulary. Therefore, students can follow the many techniques of acquiring vocabulary in the wiki.

1) According to Graves, wikis offer a lot of potential for teaching vocabulary. Therefore, students can follow the many techniques of acquiring vocabulary in the wiki.

2) Students should be engaged and given adequate time to learn the word.

3) Students should make several disclosures by practicing and rereading the word.

4) Students should discuss the meaning of the word.[23]

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

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

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

So, mastering vocabulary should be useful because it will be:

1) The language is easy to learn. For example, when reading an English novel, we must comprehend the meaning of the terminology.

2) It is simple to understand what they are saying. For example, when we are listening to an English discussion, we must understand what the individuals are saying, and this can only be accomplished if we are familiar with the terminology used in the conversation.

3) Easy to start a discussion on a different topic. To discuss a specific issue, it's important to be familiar with the vocabulary related to entertainment.

So, knowledge of vocabulary in English is critical because if we do not master vocabulary, we will be unable to learn English effectively and accurately. Without adequate vocabulary mastery, we cannot communicate with others well, making it difficult for us to understand what others are saying.

d. **Vocabulary Teaching in Indonesian EFL Context**

According to Berne and Blachowicz's research, teaching vocabulary can be difficult since many teachers are unsure of the best practices in vocabulary teaching and do not always know where to start when forming an instructional emphasis on

word learning.[24] Thornbury stated that teaching words are a crucial aspect of learning a language as languages are based on words.[25]

One of the most debated aspects of teaching a foreign language is vocabulary instruction. Priyono noted that the biggest issue with Indonesian EFL students is their restricted vocabulary. He then stressed the necessity of vocabulary teaching (i.e., helping the process by which EFL input leads to students' EFL vocabulary intake). According to Priyono, as lexical properties entail grammatical aspects, the teaching of EFL vocabulary will support the teaching of aspects of grammar and meaning, thus reducing the necessity to teach grammar.[26]

Throughout Indonesia, the role of EFL vocabulary instruction appears to be shifting throughout the curriculum. It adheres to the existing curriculum as viewed from the changing objectives and methods of English instruction in Indonesia. The most recent curriculum, Kurikulum 2013, emphasized the development of communicative competence, including socio-cultural competence, discourse competence, linguistic

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

[25] Thornburry, S. (2002).How to Teach Vocabulary.England:Pearson Education.

[26] Priyono. 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.

competence, formulaic competence, interactional competence, and strategic competence.[27] Linguistic competency, in particular, comprises grammar, vocabulary, and pronunciation. Vocabulary instruction is expected to be addressed during the first stage of the curriculum's four-stage teaching and learning process. Previously, the curriculum focused on practical applications and textbooks.[28]with word counts of 1000-2000.31According to Depdiknas (2006), Junior High School pupils are supposed to master 1500 words to improve their understanding and usage of four language abilities.[29]

However, many kids are still unable to achieve the word level. Whether secondary school graduates know the 2000 most common terms and the 808 academic words as the target words. Her study found that on average, the 324 individuals knew 987 of the 2000 most frequently used words and 239 of the 808 academic words, for a total of 1226 words. It was then assumed that the kids knew a much smaller amount of words that are significantly less common. It was also extremely possible that they forgot, and hence did not acquire, the majority of the terms that had already been introduced to them.

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

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

[29] Ratna Zawil.(2006).Using Make A Match Technique to Teach Vocabulary.English Education Journal (EEJ) 7 (3), p.312.

In theory, pupils are expected to master 14 words per week. In fact, kids only receive roughly 7 to 8 words per week.[30] Vocabulary learning and teaching may have been overlooked in the past, contributing to this phenomenon. It may be observed in the English book of the 2013 curriculum, which was developed only to improve pupils' language skills (listening, speaking, reading, and grammar).[31]

2. **Technology Integration in Language Learning**

Technology plays a crucial role in both learning and teaching[32].because technology may be employed in numerous scenarios in education and can also boost the efficacy of learning, Eady and Lockey state that technology is a very important component of the learning experience and also a serious problem for teachers[33].The aforementioned statement is also supported by Pourhosein Gilakjai, who noted that technology lets students adjust their own learning process and gives them access to a lot of material that teachers in the classroom cannot provide.[34]

According to the facts and information he provided,

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

[31] KementerianPendidikandanKebudayaan, BahasaInggris: BukuSiswa, (Jakarta: BalitbangKemdikbud, 2014), p. iii.

[32] 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

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

[34] Ibid. Eady & Lokyer.p 117

technology is very useful in teaching and learning. That Incorporating technology into the curriculum can enhance learning and make it more interesting. It is critical for a teacher to know technology in order to stay current. Technology is an important aspect of the teaching profession because it may be used by teachers to facilitate student learning. Therefore, a teacher must master technology in order to teach language effectively.

Seroja research concluded that technology integration is how technology is used to better specific fields, in this case, education. The concept of technology integration is essentially the effective use of technology in the educational system and the benefits of technology in the teaching and learning process. Based on the explanation above, researchers believe that technology integration in learning can be said to be a learning medium that uses technology to improve learning and make it more contemporary. One of the most widely used technology integrations in education is MALL (Mobile-Assisted Language Learning, the focus is on mobile devices).[35]

3. **Mobile-Assisted Language Learning**

Mobile-Assisted Language Learning (MALL) is described as the use of mobile phones in language learning and teaching.[36] It

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

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

makes the learning process more enjoyable and intriguing than usual.[37] This suggests that Mobile-Assisted Language Learning can have a significant impact on the educational process in the classroom. Mobile-Assisted Language Learning (MALL) is a type of technology-enhanced learning that can take several forms, including face-to-face, distance, or online modes.[38] So, Mobile-Assisted Language Learning (MALL) is language learning that uses mobile devices to boost learning productivity. MALL was created and designed to help language learning and teaching systems become more efficient and successful by leveraging mobile technologies. MALL provides students with easy access to all language learning materials.

MALL learns to use mobile technology for language acquisition, and the use of wireless technology is very beneficial in many aspects of language acquisition. Mobile phones are useful for learning English as a second language. The most popular areas in mobile-based language learning include vocabulary, listening, grammar, phonetics, reading comprehension and so on.[39]

Learning vocabulary can also be complemented with

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

[38] Leila 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

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

pictorial annotations displayed on learners' mobile devices to aid comprehension of new words. In a research conducted by Chen et al., learners were presented with both verbal and graphical annotations for acquiring English vocabulary. A post-test revealed that graphic annotation helped learners with low verbal and high visual abilities retain terminology.[40]

Based on the reasoning above, the researchers concluded that Mobile Assisted Language Learning (MALL) is language learning that is aided or increased by the use of cellular devices such as cellphones. MALL can facilitate language learning through technology, allowing students to access resources anytime and anywhere.

4. Nature of Rosetta Stone

a. Rosetta Stone as MALL Application

Figure 2.1 Rosetta stone Application Logo

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[40] 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, an English learning medium, employs 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 study software developed by Rosetta stone. This software teaches vocabulary and grammar using graphics, text, music, and video in repeating spaces without translation. Rosetta stone's name and logo are based on an ancient Egyptian stone slab known as Rosetta.[41]

Rosetta stone is a personalized learning path designed to help students achieve their goals. It comprises of pictures, words, and sounds that will help pupils increase their vocabulary mastery. Rosetta stone has an appealing interface and shows multiple enlarged examples at the same time. Students will be able to understand the meaning of the word and how to apply it in a sentence.[42]

Rosetta Stone Software was launched as an audiovisual aid that helps teachers and students to teach and learn English. The software can be used to teach four skills: reading, listening, speaking, and writing. The Rosetta Stone Software combines graphics, text, and music to teach numerous vocabulary

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[41] Rosetta Stone Company.(2006). Handbook for Teachers. The Rosetta Stone registered trademark, Faifield Language Technologies. USA.ISBN. 2006, P.47
[42] Hass, John. (2008). Administrator's Guide: Rosetta Stone® Manager. Harrisonburg: Rosetta Stone.inc

concepts and grammatical functions intuitively, without drills or translation. The difficulty levels increase as the student improves.[43]

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 pplication in the Playstore or Appstore on your mobile.
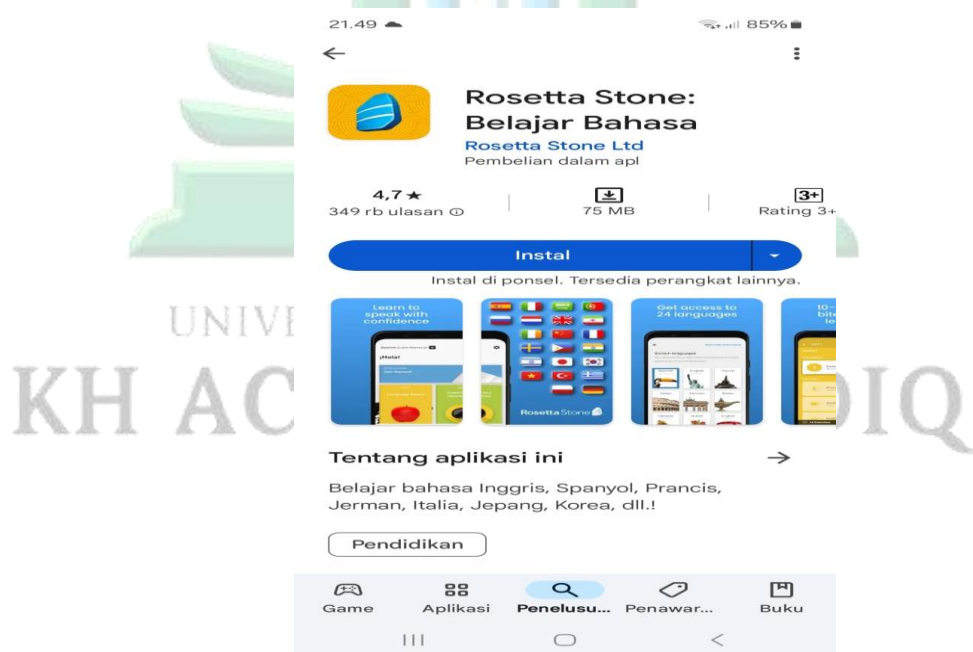
Figure 2.2 Installation app

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[43] Hanif. (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

2) Open the application on your smartphone and select the desired language which   then go to the account creation page.
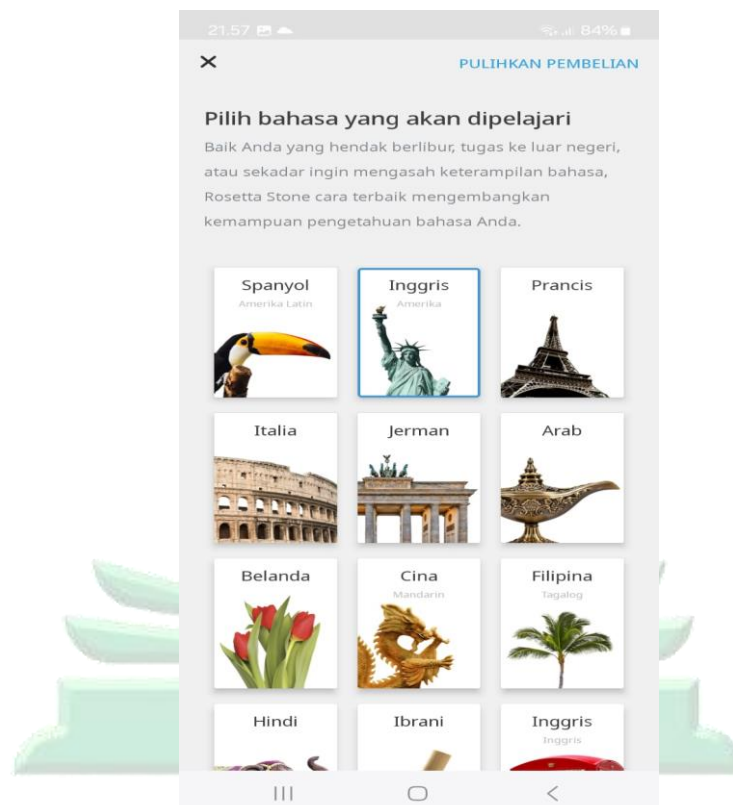
Figure 2.3 Choose a language

Figure 2.4 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.

Figure 2.5 Fill an email and password

4) Then skip the unwanted pages. It will go to the home page.

Enjoy your study
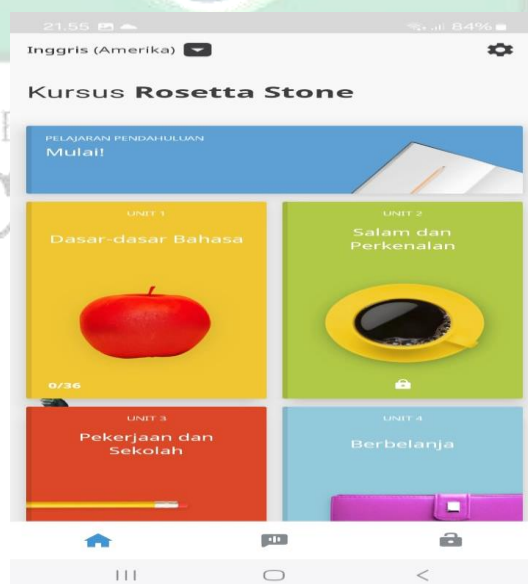
Figure 2.6 Homepage

c. **Advantages and Disadvantages of Rosetta Stone**

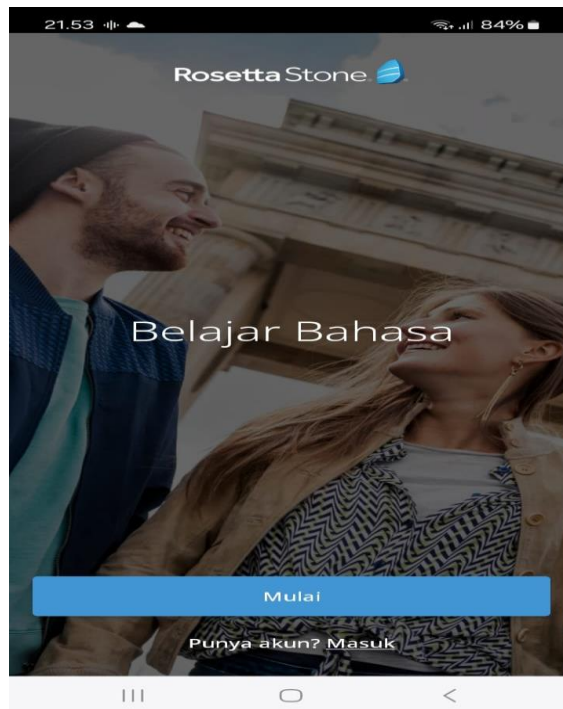Rosetta stone software includes a variety of approaches and tools to provide the greatest possible learning experience. For example, dynamic immersion is the essential aspect of learning a new language; this program is designed to teach the language in the same way that the first language is taught. It employs a variety of visuals, texts, and noises, with difficulty levels that rise as the pupil progresses. This method offers the learner an interactive virtual environment in which to teach vocabulary terms and grammatical rules in context without translation. Dynamic immersion introduces new language components through recognition, correlation, and deduction rather than simply translation.[44]

The Rosetta stone software also has an adaptive recall feature, which prompts the learner to repeat review tasks in order to assist them transfer this knowledge into term memory. Contextual formation employs lifelike circumstances and patterns to establish an environment for the learner to reproduce the spoken or written language. Each new feature offers a novel approach to learning the core components of the language using technology. Speech recognition technology

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

combines advanced signal processing and adaptive statistical approaches to identify spoken words and compare them to native speakers' voices. Rosetta Stone Software provides a variety of tools to help educate pronunciation and speaking skills. Dialogues and vocabulary-building exercises help learners gain confidence and improve their pronunciation.[45]

Rockman stated that Rosetta stone software has a very specific function for teaching a foreign language. Every software has technical issues and security concerns. Rosetta Stone Software is a very safe and efficient product with minimal faults. One of the difficulties of learning a new language is the inability to evaluate one's pronunciation as beginners, which cannot be fully supplied by rudimentary systems with no practical interactions with the user. Fortunately, using this program is possible.[46]

One common complaint about Rosetta stone software is that the vocabulary acquisition technique is too sluggish; it does not teach enough words or grammatical structure clearly to achieve fluency in the foreign language. Another concern is that Rosetta stone does not include common phrases that are useful in everyday circumstances, such as verb conjugations or noun and adjective cases.

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[45] Ibid. Hanif. P. 31-32
[46] Rockman.(2009). Rosetta Ston Evaluation Report.Journal

CHAPTER III

RESEARCH METHODS

This chapter presented about research methods. It consisted of research design and procedure, research settings, data collection technique, data achievement indicator (criteria of success)

A. **Research Design**

This study was designed using Classroom Action Research methodology. Classroom Action Research (CAR) is a type of research that reflects on specific activities taken to improve or enhance learning processes in the classroom professionally.[47] Classroom action research aims to solve problems, improve circumstances, and enhance learning outcomes.[48] Based on the explanation above, it can be concluded that the only Classroom Action Research is research conducted by teachers to overcome a difficulty in the learning process and is carried out using several cycles that have been made by improving the implementation to get 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 SMAN Ambulu Jember. With this classroom action research design, the researcher saw whether utilizing the application can increase students' vocabulary mastery and how long it took the researcher to improve students' vocabulary mastery by using the Rosetta stone app.

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[47] 3Rahdiyanta, D.(2012) *Penelitian Tindakan Kelas (Pengertian, Prinsip, dan Karakteristik PTK)*. Yogyakarta: Universitas Negeri Yogyakarta, Page: 16

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

The research design of this research was Classroom Action Research (CAR). According to Kemmis and Mc Taggart (2014), Classroom Action Research (CAR) is a type of classroom research carried out by the teacher to solve problems or to find answers to connect specific issue. Classroom Action Research focused on students' problems and tried to find solution to solve the problem faced.[49] The researcher utilized Kemmis and McTaggart's study paradigm because it was designed to ensure that learning in the classroom produces the best results, and it consisted of four major steps: planning, activity, observation, and reflection. The CAR cycle model based on Kemmis and McTaggart is illustrated below:

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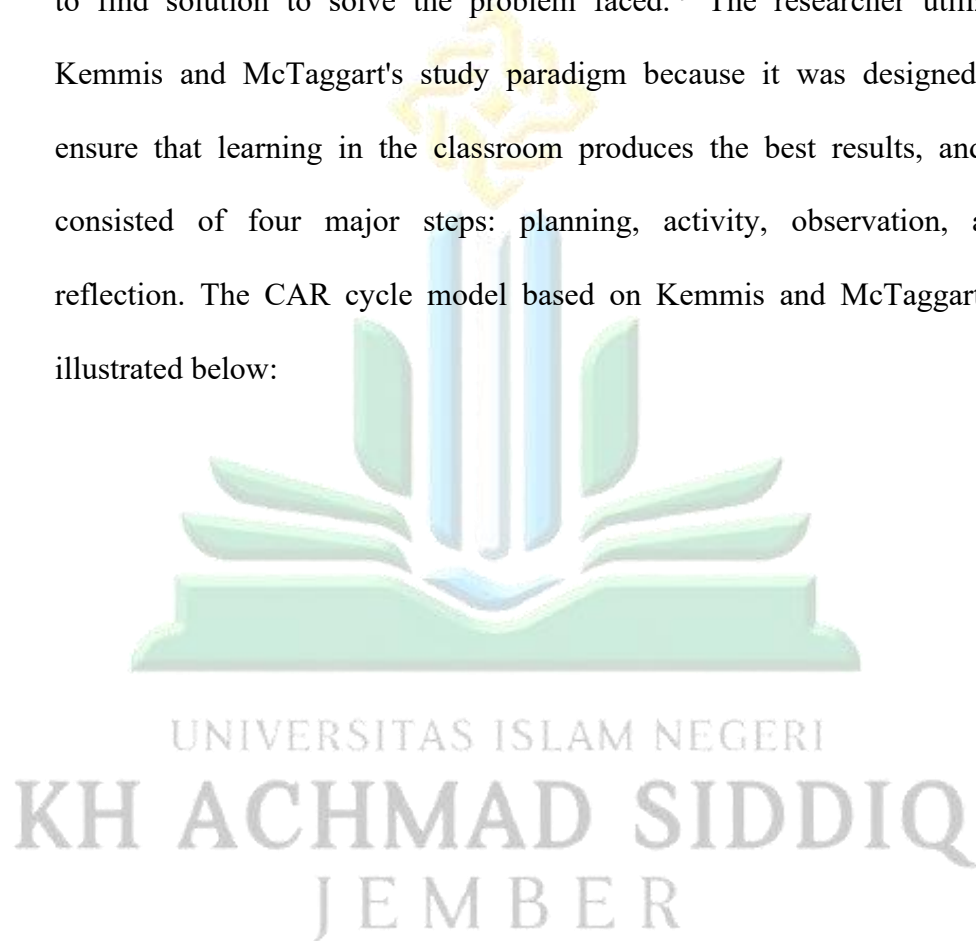
[49] Kemmis, S, and Mc Taggart, R. *"The Action Research Reader (3rd edition)"*, Geelong: Deakin University Press. P. 107, 2014.
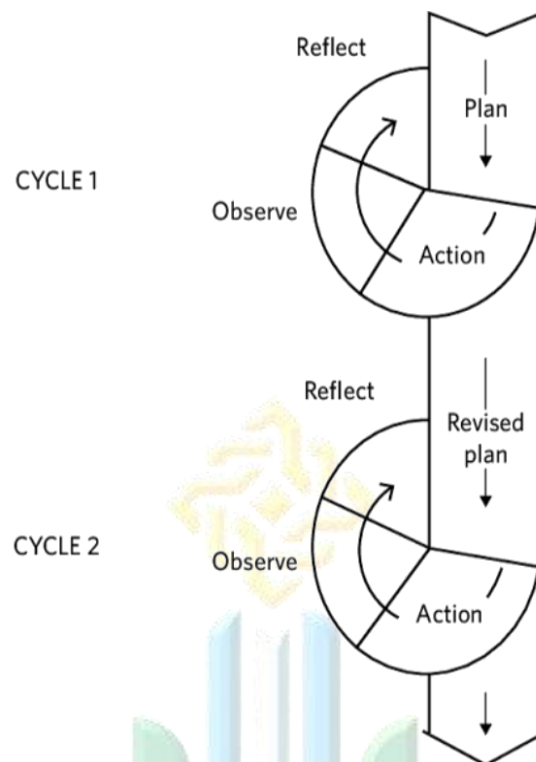
1. **Planning**

   During this cycle, the researcher held seven meetings to facilitate teaching and learning. The process for implementing this cycle is as follows:

   a. The researcher planned the lesson and created learning materials ahead of time. The researcher prepared facilities for teaching and learning. The lesson plan focuses on discussing weekend/holiday plans and how to communicate with teachers, friends, and family members, including celebrating and complimenting others.

   b. Researcher created learning materials. In this study, researcher employed the Rosetta stone software as a learning tool. The researcher arranged elements in the program for students to use.

   c. The researcher prepared learning tactics.

d. The researcher created pre- and post-tests based on the material. The researcher administered a pre-test to students before explaining the content and used Rosetta stone as a learning medium. The researcher administered a post-test after using the application as a student learning tool. The researcher used different but equally demanding pre- and post-test questions.

e. The researcher reviewed the student test results.

f. The researcher developed observation sheets and conducted interviews with pupils.

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 teacher 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:

a. During the initial meeting, the researcher just introduced himself to the students; nevertheless, during the next few weeks, the researcher became the English teacher in the class. The researcher also quickly presented the new teaching strategy to pupils, which involved learning alongside the researcher and using the Rosetta

stone application as a learning medium. Before ending the session, the pin administered a pre-test to assess students' basic competencies before using the Rosetta stone application as a learning medium. The researcher also questioned about the problems that students face when studying English.

b. At the second meeting, the researcher requested that students download the learning application first. Following that, the researcher provided instructions for using the Rosetta stone application as a learning medium and checked that each student knew how to utilize the application. Following that, the researcher gave information on the transactional text. Before ending the lecture, the researcher gave students 4-5 new vocabulary terms to memorize.

c. Before we began the study, the researcher briefly replayed the lesson from the day before and asked students to memorize the vocabulary from the previous week at random. During this encounter, the researcher was instructed to express intentions. At each meeting, the researcher introduced a new vocabulary for pupils to memorize. At the end of the class, the researcher assigned students to "make a paragraph or short story" relating to the learning.

d. At the fourth meeting, the researcher gathered students' assignments. Following that, the researcher invited many students

to come forward and read the dialogue they had created. At this conference, the researcher explained how to congratulate and compliment people. Before concluding the lecture, the researcher introduced a new term for students to learn.

e. At the fifth meeting, the researcher briefly repeated the prior session and tested some students on the vocabulary mastery that had been taught in previous weeks. During this discussion, the researcher assigned the task of engaging in a dialogue with peers about praising and complimenting others. At the end of the class, the researcher introduced a new word and asked students how they felt following multiple learning sessions using the Rosetta stone app as a learning tool.

f. During the sixth meeting, the researcher briefly reviewed the prior lesson. During this meeting, the researchers played games. Researchers presented questions or challenges to pupils, and those who replied correctly received awards.

g. At the last conference, the researcher presented a post-test cycle 1. To determine whether or not students' grasp of vocabulary has improved since using the Rosetta stone application as a learning medium. At the end of the meeting, the researcher invited students to write down on a sheet of paper their impressions and messages from the researcher's learning from the first to the last meeting.

3. **Observing**

This part contains the researcher' general observations of the action process from the first to the last meeting. The researcher observed several steps, beginning with planning, learning strategies, and the utilization of learning material. Researchers observed everything that needed to be relevant to the process of establishing the application as a learning tool. Researchers also monitored students' activities or responses during the learning process.

4. **Reflecting**

In this last phase, the researcher and the English teacher analyzed the result post-test score. If the first cycle, the result score has already reached the criteria of the action success, the researcher would be stopped. On the contrary, if the score didn't reach the criteria of success, the researcher conducted the next cycle. The researcher would be stopped if it has reached the criteria of success modified by the researcher.

According to Farrell (2013) reflection for action is defined as teacher thinking about future actions whose purpose is to make improvements to or change current practice in teaching learning.[50] There are three types of reflections:

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[50] Farrell, T. S. C. *"Reflective Practice in ELT Classroom"*, p. 6(2). The European Journal of Applied Linguistic and TEFL. 2013.

a. Reflection In-Action

Reflection In-Action is type of reflection not only pertains to the "theories-in-use" that underpin teachers' action, but also both positive and negative surprise that come about in the teaching learning process and the teachers' ability to deal with the students when they occur. Therefore, in this research the researcher collaborated with the teacher to observe the students during the lesson.

b. Reflection On-Action

Reflection On-Action, neither of which concern reflection before classes. In pre-lesson reflection, teachers think critically about the lesson they plan. They focus on lesson aims, learning outcomes, teaching approach and method, materials, activities and classroom management. Reflection before lesson or reflection on-action enables teachers to envisage and structure the lesson, anticipate challenges, and consider students' needs and how to integrate them into the teaching learning process.

c. Reflection For-Action

Reflection For-Action is the last type of reflection. It is a summative, retrospective or construct. It is purpose being to evaluate lesson for a deeper understanding of classroom situation, how they come about in specific period of time and why. Reflection for action helps teacher to describe what they observed

in the classroom, review the various roles assume while teaching and justify classroom decision. It also enables teachers to clarify what they would do differently when they want to deliver that class again.

B.   Research Setting

This research conducted at SMAN Ambulu Jember in the academic year 2024/2025 which is located at Jalan Candradimuka, Sumberan, Ambulu, Ambulu kec. Ambulu, Jember district, East Java. Researcher chose this school for several reasons. First, Rosetta stone Application is the right application for tenth grade students who have difficulty in increasing vocabulary in this school. Second, there has been no previous research on the use of Rosetta stone application to improve students' writing skills in this school. Third, the Rosetta Stone Application is a new strategy for English teachers that has never been used in the teaching and learning process at this school. Therefore, the researcher decided to make this school as the research location.

C. Research Subject

The subject of this research is the students of SMAN Ambulu the researcher was assigned to the Tenth-Grade 11 class since, according to observations provided by school researchers, this class still lacks vocabulary knowledge. It showed from the result of teacher interview at the preliminary research. The number of students in the tenth-grade class consisting of 36 students, it consist of 23 female students and 13 male

students. as the sample of this study. The number of students in class X 11

can be seen in the followed table:

Table 3.1
Sample of Students

Class	The number of students	
X -11	Male	Female
	13	23

D. Data Collecting Technique

In this study, the researcher collected data in both qualitative and

quantitative formats. Researchers collected qualitative data through

interviews, observations, field notes, and documentation. Meanwhile,

quantifiable data has been collected in the form of a test that will be

administered by the researcher.

1. Test

In this study, the researcher employed the test as a tool for gathering

qualitative data. A test is a set of questions or activities that assess an

individual's or group's skills, knowledge, intelligence, abilities, or talents.[51]

A test is a valuable measuring tool since it allows researchers to determine

the effectiveness of the teaching and learning process in schools. In this

study, the researcher administered two types of tests: pre-tests and post-

tests. On this occasion, the researcher administered an objective test. The

objective test scores based solely on the answer or reaction provided by

the test taker.[52] The researchers employed an objective test in different

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[51] Ibid. Arikunto. Hal.150
[52] Widoyoko E.P. (2014). Penilaian Hasil Pembelajaran Di Sekolahan. hlm. 55

formats, including a true-false test, a matching test, a multiple-choice test, and a complementary test or short response.

In this study, the researcher was given 30 pre-tests consisting of 20 multiple-choice questions and answer 10 word definition exams (see Appendix 1). For the post-test, the researcher additionally offered 30 exams, 20 for multiple-choice questions and 10 for word definition tests. All of these tests have been taken from Nada Nabilah thesis,[53] where the two tests have been validated. Books and examinations from prior studies utilized for class X 11 kids were never researched or used at that school. And, before proceeding with the test, the researcher was given a pre-test in which the Rosetta stone application served as a learning medium. After that, the researcher administered a post-test following the action. The pre-test and post-test in this study differ, although the two tests are of the same difficulty level. The teacher supported the researcher in determining test scores based on the results provided. The researcher employed a formula designed by Purwanto.[54] The method is as follows:

$$S = \frac{R}{N} \text{ x } 100\%$$

S = score

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

[54] Purwanto. (2013). *Evaluasi Hasil Belajar*.Yogyakarta: Pustaka Pelajar.

R = the number of correct answers

N = the number of test items

2. **Interview**

An interview is a gathering of two or more people who exchange information and thoughts through question and answer sessions in order to develop a meaning for a certain issue.[55] The researcher interviewed an English teacher at the school to gather data on student vocabulary proficiency and teacher responses to Rosetta stone users as a learning medium.

The researcher also conducted interviews with Ten-Class Science-1 students to seek and collect data. Where the researcher was questioned about vocabulary. And the researcher inquired about the students' enthusiasm in learning via a smartphone, laptop, projector, etc. Furthermore, the researcher inquired about how students felt after using the Rosetta stone application as a learning tool (see Appendix 2).

3. **Observation**

Observation refers to deliberate, systematic observations of social phenomena and psychological symptoms for later recording.[56] According to Arikunto, observation is the action of paying attention to something with the eye. Observation should be used to discover and monitor student activities in preparation, as well as to pay attention to and respond to

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[55] Ibid. Sugiyono. hal. 231
[56] Joko Subagyo.(2004). Metode Penelitian Dalam Teori dan Praktek, Jakarta: Rineka cipta .hal. 63.

explanations from the teacher during the learning process.[57]

In this section, the researcher observed all actions of Tenth Class Science-1 students during the learning process while using the Rosetta stone application as a learning medium. Researchers also investigated what students do during the learning process, which used the Rosetta stone application as a learning tool (see Appendix 3).

4. **Fieldnote**

The researcher took field notes or notes while performing an activity in the classroom during the learning process. Researchers documented all learning activities as a technique for data collection. To help the researcher remember that. The education center and training team of Ministry of Education staff backed this remark, stating that it was a personal note concerning observations, sentiments, answers, interpretations, reflections, and explanations.

5. **Documentation**

Documentation, specifically how to collect data information from written legacy documents, archives, diaries, personal letters, biographical notes, and topics directly relevant to school operations.[58] Documentation method means how to collect data by recording data that has already happened.[59] In this portion, the researcher documented all of the moments or treatment of students in class while the learning process was taking

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[57] Ibid. Arikunto.hal.49
[58] Andi Prastowo.(2012). Metode Penelitian Kualitatif dalam Prespektif Rencana Penellitian. Yogyakarta: Ar-Ruzz Media
[59] Yatim Riyanto.(2010). Metodologi Penelitian Pendidikan, edisi ke -3, Surabaya: SIC,hal.103
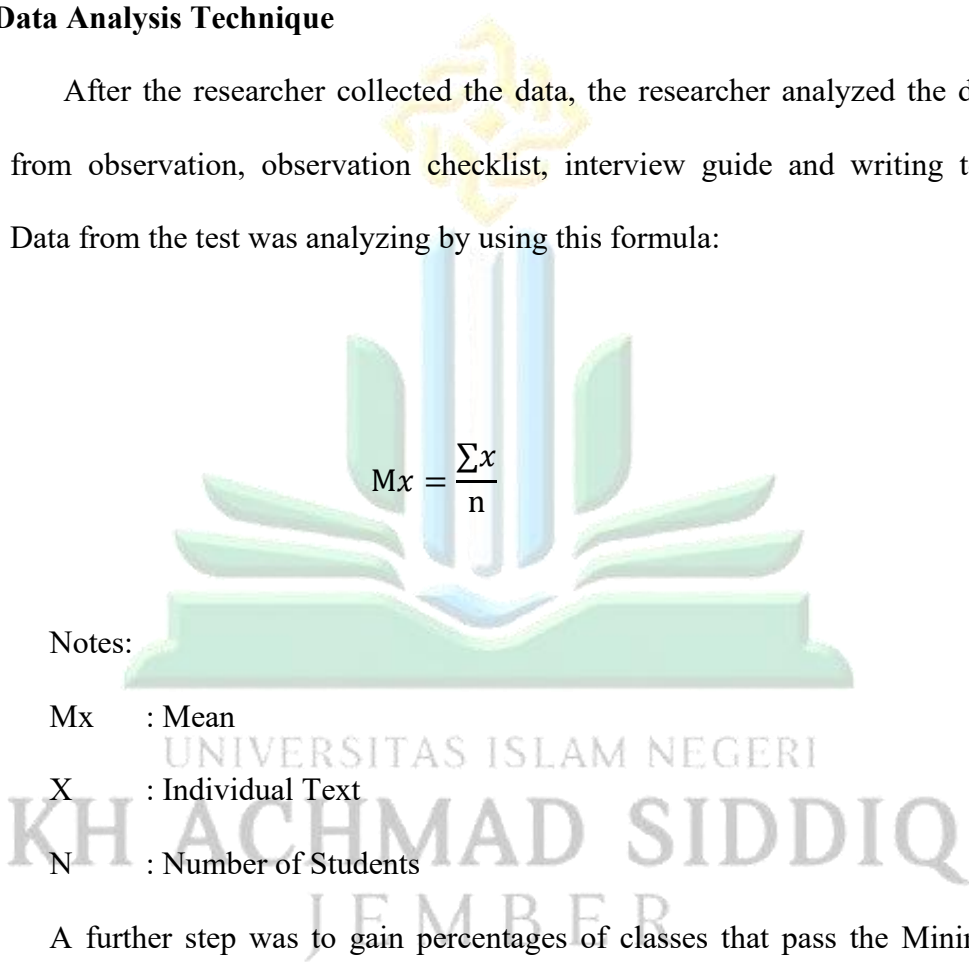
place, using the Rosetta stone program as a learning medium in the form of images or videos. The documentation data includes information about learning outcomes. The researcher's strategy for obtaining learning outcomes was using student test responses generated by the prior researcher.

D. Data Analysis Technique

After the researcher collected the data, the researcher analyzed the data from observation, observation checklist, interview guide and writing test. Data from the test was analyzing by using this formula:

$$\text{M}x = \frac{\sum x}{\text{n}}$$

Notes:

Mx : Mean

X : Individual Text

N : Number of Students

A further step was to gain percentages of classes that pass the Minimal Mastery Criterion (KKM) with the formula (Sudjono, 2008):

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

Notes:

P : The percentages of class

F : Percentages of total score

N : Number of students

E. Criteria of Succes

Classroom Action Research (CAR) can be called as successful if it can reach the objective which researcher has already determined. This research succeeded when there was 60% of students can pass the assessment score equal to or higher 75 as minimal mastery level criteria (KKM) SMA Negeri Ambulu. The Classroom Action Research (CAR) failed if the students' cannot exceed the criteria of action research in this research. This Classroom Action Research (CAR) stopped if the students have already reached the criterion of success but if the criterion of success unreached, the researcher planed alternative action to be done in the next cycle.

F. Research Schedule

In this research, the research schedule was:

Table 3.2
Research Schedule

No	Activities	January				February			
		1	2	3	4	1	2	3	4
1.	**Preparation**								
	Arrange the concept of the research			V					
	Arrange the instrument of the research			V					
	Pre-Cycle				V				
2.	**Action or Implementation**								
	Treatment 1 (Cycle 1)				V				
	Treatment 2 (Cycle 1)					V			
	Post-test (Cycle 1)						V		
3.	**Report of The Research**								

	Arrange the draft report								V	
	Complete the report									V

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents two things, research findings and discussions on the result of data analysis. The detail of the research processes were presented bellows:

A. Research Finding

This section present the outcome of Classroom Action Research (CAR). This research used the model from Kemmis and McTagart. The research findings were obtained from the beginning to the end of the teaching and learning process. The research was conducted at SMAN Ambulu Jember. The research was conducted in one cycle. Cycle implementation consists of four main stages: planning, implementation, observation, and reflection. This research was conducted in six meetings in two cycles.

This research cycle was conducted twice a week on Mondays and Thursdays on January 23 - February 13, 2025. This class consisted of 19 students male (13) and female (23) students. The findings of the cycle are as follows:

1. Preliminary Research

Before conducting the first cycle, researcher conducted preliminary research. This preliminary research is intended to obtain some information about students' problems in learning English vocabulary in class X 11 of SMA Negeri Ambulu. Before researcher applied the Rosetta Stone Application, the problems in question are students' difficulty in

memorizing and knowing an English Vocabulary. In this preliminary research, the researcher gave a test as a pre-test, observation and interview. The writing test as a pre-test was intended to assess or evaluate students' understanding in knowing English's vocabulary and to found out the pre-test scores.

Table 4.4
Students' Score from English Teacher in Preliminary Research

No	Name of Students'	Students' Score
1.	Anita Septiana	50
2.	Aulia Tiaranita	50
3.	Bella Firnanda	50
4.	Chaesar Afgan Kurniawan	60
5.	Chelsea Khumairah Agustin	45
6.	Dava Akbar Ilyasa	50
7.	Devi Laila Fitria Distari	55
8.	Dyah Ayu Putri Kusumawardani	60
9.	Eka Sri Wahyuni	50
10.	Gricelda Vanni Aline Adelia	65
11.	Gusti Alif Mutakhalim Wahid	75
12.	Harjuno Sosro Putra Baskoro	80
13.	Ica Liyana Afkarina	85
14.	Jeslin Aulia Eka Putri	50
15.	Kamila Azila Zamil	85
16.	Levhiona Tirta Estiandini	60
17.	M.Zhafran Diya Nibrazka	60
18.	Meta Dita Ningrum	75
19.	Moh. Fairus NadhirAmrullah	50
20.	Mohammad Aerel Ashari Saputra	65
21.	Mohammad Farel Maulana Syarif	55
22.	Muhammad Hawin Fazri	50
23.	Muhammad Satria Al Ghiffari	70
24.	Nabila Amirah Nazilia	75
25.	Naysila Nazwa Amani	80
26.	Naysila Eka Noviana	75
27.	Nuraini Putri Salsabila	75
28.	Putri Fatmawaty	70
29.	Revalina Komala	55
30.	Ricco Adititya Hutama	50
31.	Riyan Firmansyah	75
32.	Syafa Nabila Nur Rahmawati	75

33.	Vanessa Putri Seswita	80
34.	Verlita Via Azaroh	85
35.	Vira Septiana	75
36.	Zaldy Tristano Desta Rendra	75
	TOTAL	2340

Based on the minimum standard/KKM of English subject at SMA Negeri Ambulu students were declared to have passed if they get a minimum score of 75 which was conducted on 23rd of January 2025. Proved out of 36 students, there were 15 students who passed the KKM, while 21 students did not pass the KKM. The total score of the students pre-test was 2.340, and the average scores was 65. Reviewing the students' pre-test scores, it can be concluded that the ability of students in English's vocabulary of X 11 was still not good. This can be proven from the average pre-test score. The percentage of pre-test scores of students who passed the KKM or scored 75 was 42%, or only 15 students. However, the percentage of who did not pass or did not score up to 75 was 58%, or as many as 21 students. In addition, observations were also made to find out the conditional in class. On the one hand, interviews were conducted to know the impressions of students and collaborators regarding their impressions during the writing class. The interview was conducted before the implementation. The result of the interview with the English teacher and the students are attached in Appendix 2.

From the student's opinion, this indicates that students still have difficulties in memorizing the vocabulary and to arrange the word of the vocabulary. The result of the interview with the English teacher also

reinforced this. The teacher did not use the appropriate learning strategy or media or use another application to improve students' vocabulary skill. The teacher just explains the material, gives example of the word, asks students to do the exercise. This is shown in the Interview result from one of the English Teacher in Class X 11 attached in Appendix 2. It can be inferred that the teacher did not provide new learning strategies or media or another application to improve students writing skill.

From the data above, it can be concluded that the writing ability of class X 11 students in vocabulary was still low and requires Rosetta Stone App that can help in vocabulary skill so as not to get bored. Therefore, students' pre-test scores did not pass the minimum standard or KKM SMA Negeri Ambulu. Then, researcher continued to conduct learning with class action research X 11 to improve students' vocabulary skill using Rosetta Stone Application in cycle 1.

Figure 4.1
Students do the pre-test

In this phase the research and the English teacher make an negotiation to do an collaboration in teaching process, which in the first meeting the class handled by the English teacher and the second meeting handled by the researcher. The reason both of the English teacher and the researcher to this collaboration because of the English teacher did not understand well to use the Application that will be conducted in the class. Therefore the teacher make decision to do collaboration in teaching process.

2. **Cycle 1**

In the first cycle, researcher conducted four stages. These stages are planning, acting, observing, and reflecting. There were three meetings in this cycle, which were divided into two meetings and one test. The test was conducted at the end of this first cycle. The four stages are explained below:

a. Planning

At this stage, researcher and the English teacher discussed about media or application used in the learning process. The researcher prepared everything to conduct action research in class X 11 for the first cycle. There are several instruments prepared by researcher to collect data such as preparing lesson plan (RPP) attached in Appendix 3 to carry out learning. The Lesson plan was checked by the teacher or collaborator. In addition, researcher prepared learning

media and application.

b. Result Acting and Observing

In this phase, the English teacher carried out action in the classroom. While the researcher as a collaborator observed the class situation. The teacher carried out several activities in the classroom, including introductory activities, core activities, and closing activities.

1) Meeting 1

In the first meeting was conducted on 30th of January 2025 at 08.10-10.20 there were several activities carried out by the teacher, such as greeting, praying, and checking the student's attendance list. Then, the teacher explained first what Rosetta Stone Application is, the function, and learning objectives. Next the teacher explain how to use the application, and what's the fiturs of application. The teacher asks students to install the application, this section take a long time because of several reason. The lack of internet acsess is the big reason for this section take a long time. Short of it all the students has installed the application and the teacher start to explain the use of Rosetta Stone Application.

In the observing phase, the teacher collected the data about the students and the class situation and during the teaching learning process the researcher observe the students by checking the observation checklist. The researcher also checked the field

notes of the teacher during the teaching and learning process, to find out the result of the teaching and learning process in one meeting, because this research is a collaborative classroom action research.

Based on the observation sheet, the researcher saw that the students looked interested in learning and knowing of Rosetta Stone Application. The students looked more enjoyed the learning process. However, some student still have problems in using and acsess the application. They were really focused when the teacher explained the material but they were still confused to interpret word because the lack of vocabulary. They were still confused and shy, it was known from the learning process in the classroom. After examining the field notes, the researcher had to try and see the difficulty of the students while using the application.

Figure 4.2
The students installing the App

2) Meeting 2

The second meeting was conducted on 03rd of February 2025 at 10.30-12.00. On the second meeting, researcher and collaborator come to the class X 11. At this meeting the class carried by the researcher. The researcher acted as a teacher in the class X 11. The researcher carried out several activities in the classroom, the researcher opened the lesson by greeting the class and asking students to lead the prayer. After that, the researcher checked the students' attendance list and asked about the students' conditional.

On that day, all the students attendanced the class. Previously, the researcher reviewed and asked the students about the last meeting to refresh the students' memory. The researcher also asked about the students' feeling when they got to know how to use the Rosetta Stone App. Some students told the researcher that they still confused to use the application. To ensure students' understanding about how to use Rosetta Stone Application, the researcher chose to explain how to use the application again.

At this meeting, the researcher took the same action as the previous meeting's learning plan, which was about how to make a sentence from English vocabulary using the application. The student asked about the meaning of some word that they really not understand. Another student asked about how to make the sentence

from the vocabulary, and the researcher answered the question with

explaining the material to students.

Figure 4.3
The Students ask about how to use the app to the teacher

Figure 4.4
The Students do the exercise

After explaining and summarizing the material to the students and asking them some questions, then the researcher informed them that at the next meeting they got a test. At the end of the class, the researcher asked them to learn about English Vocabulary and try how to make it into the sentence using Rosetta Stone App. Then, the researcher gave advice to the students, said closing greetings, and left the class.

In the action of teaching in this classroom was carried out well by both of the English teacher or the researcher. Students also began to pay attention to what material was conveyed by the teacher or the researcher, they feel interested applied and using the application in the classroom, but still a little difficulty in understanding the meaning of the contents and the meaning of vocabulary. They find it difficult to find the meaning one by one. In also they still confused to arrange the word in English, and here can be used as evaluation material in reflection with the English teacher at the reflection stage.
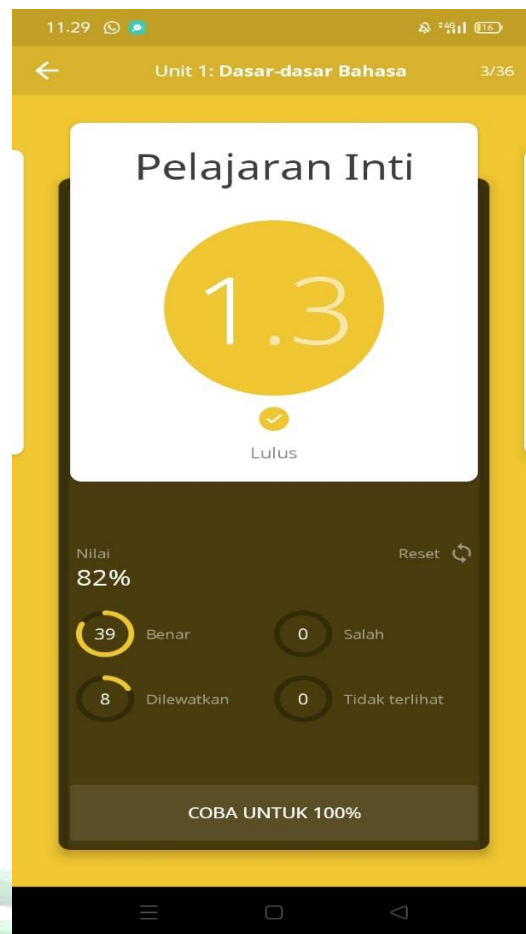
Figure 4.5
Student result in Rosetta Stone App

3) Meeting 3

The third meeting was conducted on 06th of February 2025

at 10.30-12.00. On the third meeting, same like the second

meeting. At this meeting the class carried by the researcher. The

researcher acted as a teacher in the class X 11. Before begin the

lesson the researcher opened the lesson by greeting the class and

asking students to lead the prayer. After that, the researcher

checked the students' attendance list and asked about the students'

conditional.

On that day, all the students attendanced the class. Previously, the researcher reviewed and asked the students about the last meeting to refresh the students' memory. The researcher also asked about the students' feeling when they got to know how to use the Rosetta Stone App. And the student already enjoyed to use the application.

At this meeting, the researcher took the same action as the previous meeting's learning plan, which was about how to make a sentence from English vocabulary using the application. The student asked about the meaning of some word that they really not understand. Another student asked about how to make the sentence from the vocabulary, and the researcher answered the question with explaining the material to students.

After did the third meeting the teacher found that the students has significant change, it's can be seen from the exercise's result. For the example student A got 60 point in the first exercise so in this section the result of student A change to 72. Another students also got a bigger point in the third meeting that in the second meeting, it can be seen in Appendix 7.

Student's A result in exercise 2

4) Meeting 4

The fourth meeting was conducted on 10th of February 2025 at 10.30-12.00. On the fourth meeting, the researcher opened the lesson by greeting the class and asking students to lead the prayer. After that, the researcher checked the students' attendance list and asked about the students' conditional as before.

At this meeting, the researcher took the same action as the previous meeting's learning plan, which was about how to make a sentence from English vocabulary using the application. In this meeting the teacher gave another exercise to the student to

convincing if the student increased their vocabulary mastery.

After did the fourth meeting the teacher found that the students has significant change and got better understanding to vocabulary, it's can be seen from the exercise's result. For the example student B got 76 point in the first exercise, in second exercise student B got 85 so in this section the result of student B change to 91. Another students also got a bigger point in the fourth meeting that in the second meeting, it can be seen in Appendix 7. It's can be say students increased their vocabulary mastery better than previous study.

Student's B result in exercise 1

5) Post-Test Cycle 1

After the researcher conducted cycle 1 which consisted of 4 meetings, researcher conducted a final test (post-test). The test was conducted on 13th of Februari 2025 showed an increase in student scores on the post-test. There were 32 students out of 36 students passed the KKM, while 4 still did not score up to 75. The total score of this post-test was 3.050. The average scores from the class was 84.7 and the percentage of students who passed the KKM was 88%. While the percentage of students who did not get the score up to 75 was 12%. It can be concluded that post-test cycle 1 scores increased from students' scores from pre-test scores. Its mean the Rosetta Stone Application success to improve students vocabulary well, and the cycle stoped here.

Figure 4.6
The Students do the post-test

c. Reflection

In this reflecting, the researcher used Farrell (2013) reflection for action is defined as teacher thinking about future actions whose purpose is to make improvements to or change current practice in teaching learning[60]. Reflection on the first cycle by evaluating the teaching and learning process, observation results of students' scores on post-test 1 that had been carried out in the first cycle. In additional, the researcher also re-examined the learning by asking students' opinion. Students were asked to suggestions for further learning improvement. The English teacher as the collaborator gave some reflections and suggestions improvements for the next cycle.

1) Reflection In-Action

Reflection In-Action is type of reflection not only pertains to the "theories-in-use" that underpin teachers' action, but also both positive and negative surprise that comes about in the teaching learning process and the teachers' ability to deal with the students when they occurs. Therefore, in this research the researcher collaborated with the teacher to observe the students during the lesson[61].

During the teaching and learning process, the researcher provided material in accordance with the lesson plan and warming

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[60] Farrell, T. S. C. *"Reflective Practice in ELT Classroom"*, p. 6(2). The European Journal of Applied Linguistic and TEFL. 2013.
[61] Farrell, T. S. C. *"Reflective Practice in ELT Classroom"*, p. 6(2). The European Journal of Applied Linguistic and TEFL. 2013

up by providing motivation for students about morals and enthusiasm for learning. When students began to be active, attentive, and more interaction with question and answer with the teacher.

The English teacher and the researcher thinks that both of them did a better job of learning in this cycle. We are happy about that. There was a good change in the students. Students seemed to have a lot of good progress changes in this cycle . It can seem from the result of the participation checklist observation that there is an improvement in terms of attitude, activities in class, and students' understanding of the material presented.

In this session, the English teacher and the researcher are good at delivering material about the new vocabulary in the material using Rosetta Stone App. It has a positive impact on students to study more actively in knowing and memorizing vocabulary, then not getting bored during learning. Then the progress shows in the result of post-test scores increased from pre-test, from 42% to 88%. Which is where this has been said to be successful research. The scores obtained the KKM, there was 32 students who scored up to 75 or passed the KKM, but 4 students still did not reach KKM score. It can be concluded that this research was successful and completed in this cycle, there is no need to continue with the next action plan.

2) Reflection On-Action

Reflection On-Action, neither of which concern reflection before classes. In pre-lesson reflection, teachers think critically about the lesson they plan. They focus on lesson aims, learning outcomes, teaching approach and method, materials, activities and classroom management. Reflection before lesson or reflection on-action enables teachers to envisage and structure the lesson, anticipate challenges, and consider students' needs and how to integrate them into the teaching learning process[62].

In this section the teacher and the researcher provides the material well, from opening, core activities, and closing by using Rosetta Stone App to improve students' vocabulary skill. The result of using this strategy really have a good effect on learning. This proven that students participation and students test scores increased. And also the students were interested in using Rosetta Stone App.

3) Reflection For-Action

In this section, it can be concluded that this cycle the teacher and the researcher did teaching and learning well by using Rosetta Stone Application to Improve Students vocabulary skill. Based on the discussion of researcher and the English teacher that using Rosetta Stone Application can improve students'

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[62] Farrell, T. S. C. *"Reflective Practice in ELT Classroom"*, p. 6(2). The European Journal of Applied Linguistic and TEFL. 2013

Vocabulary skill. As a result, teacher claims that this researcher was successful to improve learning quality and improving students vocabulary skill at X 11 of SMA Negeri Ambulu.

B. Disscusion of The Research

This section presents a discussion of the research findings on learning to improve vocabulary skill by using Rosetta Stone Application. Rosetta Stone App very seldom used in teaching and learning process. In this research Rosetta Stone App have a good impact to students' vocabulary skill, it is showed that students' scores gradually increased. This means that there is an increase in students' vocabulary skill.

My discovery of the Rosetta Stone application in the foreign language learning process shows that this application can have a very positive impact and make the learning process more enjoyable and effective. Rosetta Stone is designed with interactive and interesting learning methods, so that students not only learn in theory, but also directly practice it through listening, speaking, reading and writing exercises. The enjoyable aspect of using Rosetta Stone can be seen from the user-friendly appearance, the material presented visually and interestingly, and the game elements that make students more motivated to learn. This helps reduce boredom and pressure in learning a foreign language, so students feel more relaxed and eager to continue learning.

In addition, the use of Rosetta Stone also has a positive impact in terms of time management. The app has a learning structure that is divided into levels and modules that can be completed in stages. This encourages students

to set a regular learning schedule, such as allocating daily or weekly time to complete language exercises. By doing so, students learn to be more disciplined and organized in managing their study time. This ability to manage time is not only beneficial in foreign language learning, but also has a positive impact on other aspects of students' academic and personal lives.

The research conducted in 1 cycles, and consisted of three meetings. Two meetings for treatment or teaching learning process, and one meeting to measure students learning outcomes through vocabulary test. From the data in percentage of students who reached the minimum completion criteria (KKM 75) was 21 still did not score up to 75. The total score of this pre-test was 2.340. The average students score was 65. The percentage of students who passed the KKM was 42%. While the percentage of students who did not get the score up to 75 was 58%. It can be said that students' writing ability is still low. And in post-test the result showed that there was 32 students who scored up to 75 or passed the KKM, but 4 students still did not reach KKM score. Total Score of the second post-test was 3.050, and the average students score was 84.7. The percentage of the students who passed the KKM was 88%.

During the teaching and learning process using Rosetta Stone Application, students responded well, this can be seen from the students' activeness in the classroom. The students were very interactive, when the researcher and the English teacher asked them to make an sentence from new vocabulary they could made it correctly. The students could understand to the meaning of the word and arranged the sentence well. In the classroom, the

researcher saw some interaction between the researcher and students during the question and answer session, guessing vocabulary, they could answer the researcher's question well and correctly. From the explanation above about the condition of students, that students can be active and understand the meaning of the content and can use the application that makes the students not bored, besides that they also felt something new in learning in the class.

The result of the observation also showed that the implemetation of rosetta Stone Application could increase student motivation, so that the students motivated to get the good score. In another previous study also consured the same data form Munthe (2020) showed that Rosetta Stone Application could improve the student vocabulary mastery. In this research it showed from the pre-test result to the post-test was increased 40%. According to Nursaima (2021) that Rosetta Stone Application could improve students vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research findings and discussion that have been carried out, the researcher concludes that in applying Rosetta Stone Application in Improving Students' vocabulary skill is able to have effective impact on learning classes. It can be seen from the result of the pre-test, post-test, and supported by the result of the observation sheet of the students participation assisted by the English teacher in learning in the classroom. This can be seen in from the initial data of the pre-test is form 42% or 15 students who passed the KKM scores (75). After cycle 1. The result of students' writings scores increased to 32 students who passed the KKM with percentage 88%. Writing aspect that have improved after applying Rosetta Stone Application in Students's vocabulary skill.

B. Suggestion

After conducting this study, the researcher offers some recommendations that can be suggested to English teachers and future researchers.

1. For English Teacher

English teacher can use Rosetta Stone Application as a media to make improvement in students' vocabulary skill and more interested in learning English especially learning vocabulary. Rosetta Stone Application helps students to easy to understanding and memorizing an

English vocabulary and make students' interest to learn English during the class.

2. For Student

Students are encouraged to actively participate in English class especially in learning vocabulary using Rosetta Stone Application during teaching and learning process. This Rosetta Stone Application can help to improve students vocabulary skill.

3. For Future Researcher

For future researcher and English teacher who have the same problem when teaching English, researcher recommend Rosetta Stone Application as media to improve students' vocabulary skill. The researcher hopes this study can be used as a reference to conduct better English teaching and learning strategies.

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APPENDIX 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	RESEARCH METHOD	DATA COLLECTION	RESEARCH QUASTIONS	REFERENCES
The implementation of Rosetta stone Aplication To Improve Vocabulary Mastery At SMAN Ambulu	**Variable Independent :** Computer-Assisted Instruction (CAI) **Variable Dependent :** Vocabulary Mastery	1. Student Creative 2. Teaching Group 3. Group Participation 4. Critical Thinking Ability 1. Maximum Understanding Grammar, vocabulary, fluency, pronunciation, comprehension. 2. Detailed Analysis 3. Cognitive Criticality	**Approach** CAR Classroom Action Research **Research Design :** Quasi Experimental Method **Technique Colecting Data :** - Observation - Interview - Test (pre test & post test) - Documentation **Technique Analysis Data :** - Validity - Reliability -	1. Responden student of Ten Graders of SMAN Ambulu Senior High School 2. Informant - Teacher - Student 3. Other Sources - literature	1. How the implementation of using the rosetta stone aplication help studets at SMAN Ambulu in improving their vocabulary mastery?	Lazaraton, Anne. 2002. "Teaching Oral Skills". In Marianne Celce – Murcia (Eds.), Teaching English as a second or Foreign Languange. Boston : Nelson Education, Ltd. Nunan, David. 2003. Principles for language teaching methodology. In David Nunan (Eds.), Practical English Language Teaching. New York: Mc. Graw Hill. Ward, M. (2012, September 3). Computer Assisted Instruction and Learning Issues. Retrieved from http://www.computing.dcu.ie/~mward/ Yona, S & Leni, M. 2014. The Use of Voki Website in Teaching Speaking on Oral Descriptive Text for Junior High School Students. Journal of English Language Teaching. 3 (1) Serie D

			Uji-T			

APPENDIX 2

INTERVIEW

A. Interview questions for the teacher

No	Questions	Answer
1.	How many times English is taught in a week?	English is taught twice a week in this school
2.	How many hours is allocated for learning in one meeting?	The time allocated 2x40 minutes for one meeting
3.	What curriculum used at this school (SMAN Ambulu)?	This school uses K13 curriculum
4.	What problems are faced by students?	The student often have a problem in memorizing vocabulary than in other skill. They have a low in arranging the word, lack of vocabulary, and the student felt bored during the lesson
5.	How do you teach writing in the class?	In memorizing vocabulary, usually I used to give the students explanation about some text and ask them to make another example of the text. And also I ask the students to bring dictionary in every English lesson time
6.	From all classes, which class has the most problem in learning English lesson?	Among classes, the one class in the lowest score problem in writing class is X 11. The students of this class often felt sleepy and didn't pay attention to

		the lesson
7.	Is there a student in one class who is interested in English?	There are two or three students interest in English lesson, other than them are not interest
8.	How do you overcome the problem?	I have done many thing and way to make the students interest to learn English, such use a game strategy
9.	Have you ever used Rosetta Stone App as your learning media in teaching writing?	No, I never try use that App yet
10.	What is the minimum standard score of writing test?	It is 75 score

B. Interview with the student

Informan : Siswa
Nama : Nur'aini Putri Salsabila
Tanggal Wawancara : 06 February 2025
Tempat : SMAN Ambulu

1. Bagaimana penguasaan vocabulary kamu setelah diterapkan pembelajaran dengan menggunakan Aplikasi Rosetta Stone sebagai media mengajar?

- Jawaban: Saya merasa lebih mudah mengingat dan menghafal kosa kata atau vocabulary Bahasa Inggris

2. Bagaimana pendapat kamu ketika pembelajran vocabulary menggunakan aplikasi rosetta stone berlangsung?

- Saya merasakan hal yang baru, dimana pembelajaran terasa menyenangkan dan tidak membosankan

3. Masalah apa sajakah yang kamu alami ketika belajar vocabulary menggunakan aplikasi Rosetta Stone?

- Tidak ada masalah serius selama menggunakan aplikasi Rosetta Stone, mungkin hanya gangguan internet yang menjadi penghambat proses pembelajaran

4. Menurut kamu, apakah aplikasi Rosetta Stone cocok dan bisa diterapkan dalam

   belajar Vocabulary, jelaskan?

- Menurut saya aplikasi ini cocok untuk digunakan untuk belajar Bahasa inggris terutama vocabulary, karena selain menyenangkan aplikasi ini mudah diakses bagi kami siswa

5. Apa pendapat kamu setelah melihat pembelajaran *vocabulary* menggunakan aplikasi Rosetta Stone?

- Sangat mudah

6. Apakah apikasi ini dapat memperkaya vocabulary siswa dalam bahasa Inggris?

- Betul, aplikasi ini dapat memperkaya pengetahuan kami terhadap vocabulary

APPENDIX 4

LESSON PLAN MODUL AJAR 6 BAHASA INGGRIS SMA/MA FASE E

A. Informasi Umum

Kode Modul	Bahasa Inggris E.X.6
Penyusun/Tahun	(SITI ASFIYAH, S.Pd.) /2023
Kelas/Fase Capaian	X/Fase E
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / *Help the Planet We Call Home*
Alokasi Waktu	360 menit (8 Jam Pelajaran)
Pertemuan Ke-	1–4
Profil Pelajar Pancasila	*Creative*
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:
1. memahami konteks bahasa Inggris lisan dan menggunakan bahasa Inggris untuk menjawab pertanyaan.
2. menggunakan strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi.
3. menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan mengungkapkan bukti atas pernyataaannya.
4. memahami struktur dasar teks eksposisi analitis.
5. memahami makna kosakata tertentu dalam konteks, penggunaan klausa *if*, dan penggunaan kata-kata emotif.
6. menulis teks eksposisi analitis melalui kegiatan yang dipandu.
7. berkolaborasi dalam sebuah proyek.
8. menyajikan laporan proyek menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.

Materi Pembelajaran

1. *Expressions of showing agreement and giving examples* (Pathway to English X hal. 142)
2. *Expressions of drawing conclusions* (Pathway to English X hal. 145 & 148)
3. *Analytical exposition* (Pathway to English X hal. 153-154 & 158)

Langkah Pembelajaran

Pertemuan 1 (2 JP)

Pertanyaan Pemantik

1. *Are you familiar with the expression 'I couldn't agree more'? What does it mean?*
2. *'For instance', 'such as' what do they mean?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi.

Kegiatan Inti (70')

- Peserta didik membaca dan membandingkan beberapa teks dan kutipan lalu menjawab pertanyaan yang diberikan.
- Peserta didik menyimak audio yang diperdengarkan dan mencocokkan argument yang sesuai dengan argument pembicara.
- Peserta didik membaca dan secara berpasangan berlatih mengucapkan dialog yang disajikan.

- Peserta didik membaca sebuah teks dan dialog dan menjawab pertanyaan yang diberikan.
- Peserta didik menentukan kata atau frasa yang menggambarkan kosakata yang diberikan.

Kegiatan Penutup (10')
- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi.
- Guru memberikan tugas untuk peserta didik berlatih mengucapkan dialog yang telah dipelajari dan mengirimkan rekamannya kepada guru.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu struktur dasar teks eksposisi analitis.

Pertemuan 2 (2 JP)
Pertanyaan Pemantik
1. *Are you familiar with an analytical exposition text?*
2. *Can you give example of such texts?*

Persiapan Pembelajaran
1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi struktur dasar teks eksposisi analitis, penggunaan klausa *if*, dan penggunaan kata-kata emotif dalam bahasa Inggris.

Kegiatan awal (10')
- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait struktur dasar teks eksposisi analitis, penggunaan klausa *if*, dan penggunaan kata-kata emotif.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi struktur dasar teks eksposisi analitis, penggunaan klausa *if*, dan penggunaan kata-kata emotif.

Kegiatan Inti (70')
- Peserta didik secara berkelompok membaca dan membandingkan dua teks eksposisi analitis.
- Peserta didik menyimak penjelasan guru mengenai teks eksposisi analitis.
- Peserta didik menentukan ide pokok dari masing-masing paragraf dari kedua teks yang telah dipelajari.

- Peserta didik memberi contoh dari kosakata yang diberikan.
- Peserta didik menentukan argumentasi yang sesuai dengan pernyataan yang diberikan.
- Peserta didik menuliskan pertanyaan yang ingin ditanyakan dan mendiskusikan jawabannya dengan guru dan teman.
- Peserta didik membandingkan dan mendiskusikan struktur teks yang telah dipelajari.
- Peserta didik memadukan klausa menjadi klausa if yang tepat.
- Peserta didik mengidentifikasi kata emotif yang digunakan dalam beberapa kalimat.

Kegiatan Penutup (10')

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu struktur dasar teks eksposisi analitis, penggunaan klausa *if*, dan penggunaan kata-kata emotif.
- Guru memberikan tugas rumah untuk peserta didik menggambarkan beberapa gambar yang diberikan menggunakan kata-kata emotif.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu penulisan teks eksposisi analitis melalui kegiatan yang dipandu.

Pertemuan 3 (2 JP)
Pertanyaan Pemantik

1. *What environment issue is happening in your neighborhood?*

Persiapan Pembelajaran

1. Guru menyiapkan bahan tayang PPT penulisan teks eksposisi analitis dalam bahasa Inggris.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait penulisan teks eksposisi analitis.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam penulisan teks eksposisi analitis.

Kegiatan Inti (70')

- Peserta didik menulis teks eksposisi analitis melalui kegiatan yang dipandu.

Kegiatan Penutup (10')
- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu penulisan teks eksposisi analitis melalui kegiatan yang dipandu.
- Guru memberikan tugas rumah untuk peserta didik berkolaborasi dalam sebuah proyek.
- Guru mengkonfirmasi kegiatan yang akan dilaksanakan pada pertemuan berikutnya yaitu presentasi hasil penelitian.

Pertemuan 4 (2 JP)
Pertanyaan Pemantik
1. *Are you ready to present your research results?*

Persiapan Pembelajaran
1. Guru menyiapkan rubrik penilaian presentasi hasil penelitian.

Kegiatan awal (10')
- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait presentasi hasil penelitian.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam presentasi hasil penelitian.

Kegiatan Inti (70')
- Peserta didik secara berkelompok mempresentasikan hasil penelitian di depan kelas.
- Peserta didik mengerjakan *Critical Thinking Tasks* di Buku Pathway to English SMA/MA Grade X dari PT Penerbit Erlangga halaman 160-162.

Kegiatan Penutup (10')
- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu proyek teknologi ramah lingkungan untuk mengurangi sampah plastik.
- Guru menyampaikan agenda pertemuan berikutnya.
  Rencana Asesmen
- Peserta didik mengerjakan tugas terstruktur, yaitu **Let's Practice** dan **Critical Thinking Tasks** dari Buku Pathway to English SMA/MA Grade X dari PT Penerbit Erlangga halaman 156-162.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital.

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

✓ *To make sure that you have understood the lesson, let's reflect your understanding by filling in the mind map.*

Refleksi Guru

✓ *Do the teaching and learning process run as planned?*
✓ *Do the students participate in class activities?*
✓ *Do students have any difficulties in understanding some parts of the materials?*

C. Lampiran

Lembar Aktivitas

Silakan kerjakan **Let's Practice** dan **Critical Thinking Tasks** dari Buku Pathway to English SMA/MA Grade X dari PT Penerbit Erlangga halaman 156-162.

Bahan Bacaan Guru dan Peserta Didik

Buku Pathway to English SMA/MA Grade X dari PT Penerbit Erlangga.

Daftar Pustaka

Sudarwati, Th. M. dan Eudia Grace. 2022. Pathway to English SMA/MA Grade X.

APPENDIX 5

TEST INSTRUMENT

PRE-TEST

Name :

Class : X-11

Time : 60 minutes

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

1. "The sun rises in __."

A. West

B. East.

C. North

D. South

2. " Sari attended a party She wore a beautiful __ on her body."

A. Dress.

B. Shoes

C. Hat

D. Scarf

3. "She likes to play __ at night."

A. Football.

B. Book

C. Music

D. Art

4. "__ is very tall."

A. Tree.
B. Car
C. House
D. Dog

5. "We need to buy __ for dinner."

A. Apple.
B. Book
C. Shoes
D. Toy

6. "The weather today is very __.so it makes Toni's body hot"

A. Hot.
B. Cold
C. Wet
D. All of the above

7. "My favorite lesson is __ because I like to listen to my grandfather telling stories about Indonesia's independence when he was young."

A. Mathematics
B. History.
C. Science
D. All of the above

8. "He has a pet __. when he flies his fur is very beautiful"

A. Cat
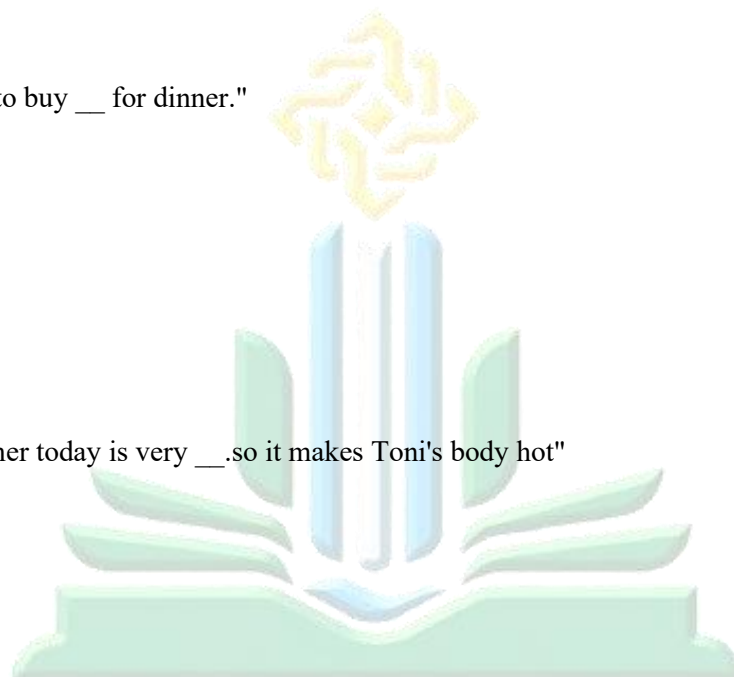
B. Fish

C. Bird.

D. All of the above

9. "My father is always updated in the news. He reads __ every morning while drinking coffee."

A. Book

B. Newspaper.

C. Magazine

D. All of the above

10. "They will __ the movie tonight."
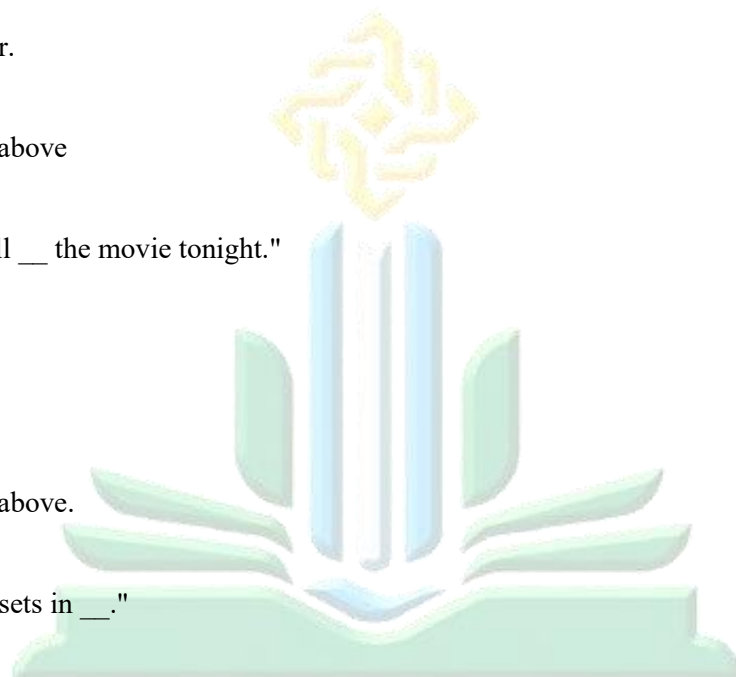
A. Watch

B. See

C. See

D. All of the above.

11. "The sun sets in __."

A. East

B. West.

C. North

D. South

12. "Tasya is cold after being exposed to the rain because she is wearing a very thick __."

A. Jacket.

B. Pants

C. Shoes

D. Tie

13. "He loves to play __ on weekends because he idolizes michael jordan."

A. Basketball.

B. Video games

C. Music

D. Both A and B

14. "__ is blooming beautifully."

A. Flowers.

B. Grass

C. Bushes
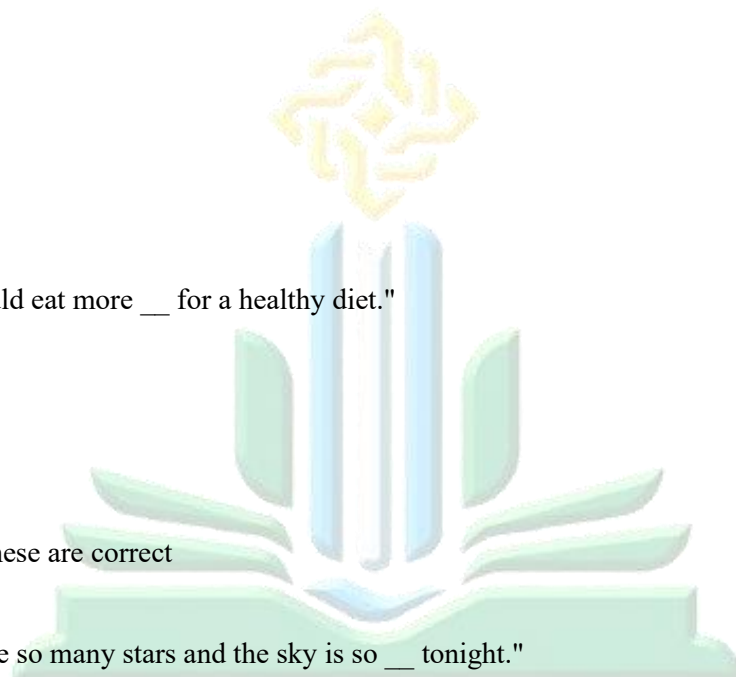
D. Trees

15. "We should eat more __ for a healthy diet."

A. Fruits.

B. Sweets

C. Fast food

D. None of these are correct

16. "There are so many stars and the sky is so __ tonight."

A. Sunny.

B. Cloudy

C. Stormy

D. All of the above

17. "My favorite sport is __ and I really idolize Cristiano Ronaldo."

A. Basketball

B. Tennis

C. Football.

D. All of the above

18. "He has a collection of very rare __.ancient items that would definitely be very expensive if they were sold"

A. Stamps
B. Coins.
C. Postcards
D. All of the above

19. "He likes to listen to __ because the group he likes is Guns N'Roses."

A. Pop music
B. Classical music
C. Rock music.
D. All of the above

20. "Andre doesn't like to eat __ because of its hard skin and pungent smell"

A. Apple
B. Mango
C. Durian.
D. All of the above
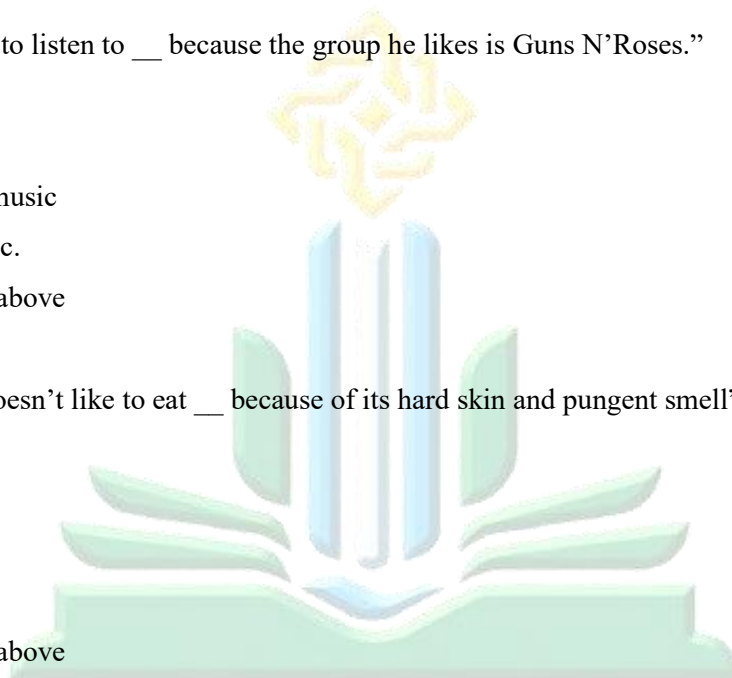
B. Elaborate the Definition and Give One Example Sentence for Each Word Below!

1. Mall :
2. Sad :
3. Dutch :
4. Post Office :
5. Elephant :
6. Journalist :
7. Headmaster :
8. Studio :
9. Fishing :
10. Popular :

POST-TEST

Name :

Class : X-IPA 1

Time : 60 minutes

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

a. Radio

c. Television

b. Computer

d. Newspaper

2. I went to the dentist yesterday because my tooth ... hurt.

a. Ear

c. Tooth

b. Hand

d. Fingers

3. My family buys hamburgers at ....

a. Bank

c. Post office

b. Hotel

d. Restaurant

4. A: Can you do me a favor?

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

A: Please... here's the bag to my room.

B: Yes, sir.

a. Bringing

c. Helping

b. Give

d. Buying

5. If we are sick, we should buy medicine at ....

a. Bookstore

c. Food store

b. Drug store

d. Fruit shop

6. An ant is an ... animal.

a. Large

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 s 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

APPENDIX 6

OBSERVATION CHECKLIST

CYCLE 1 MEETING 1

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class		V			
2.	Students can read the material that is given by the teacher			V		
3.	Students can answer the questions that is deliver by the teacher		V			
4.	Students knowing thw meaning of the new vocabulary				V	
5.	Students can make the sentence from the new vocabulary		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{13}{25} \times 100\%$$

$$P = 52\%$$

CYCLE 1 MEETING 2

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention when the teacher is doing teaching and learning in the class			V		
2.	Students can read the material that is given by the teacher				V	
3.	Students can answer the questions that is deliver by the teacher		V			
4.	Students knowing thw meaning of the new vocabulary				V	
5.	Students can make the sentence from the new vocabulary		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$P = \frac{15}{25} \times 100\%$

$P = 60\%$

CYCLE 1 MEETING 1

Teacher's Observation Using Rosetta Stone Application

No	Indicators	Criteria				
		1	2	3	4	5
1.	Teacher used the Rosetta Stone Application well		V			
2.	The teacher explain the method of using Rosetta Application			V		
3.	Teacher gives the good materials' explanation to the students		V			
4.	Teacher help the student find the difficult vocabulary				V	
5.	Teacher pat attention to the students		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{13}{25} \times 100\%$$

$$P = 52\%$$

CYCLE 1 MEETING 2

Teacher's Observation Using Rosetta Stone Application

No	Indicators	Criteria				
		1	2	3	4	5
1.	Teacher used the Rosetta Stone Application well			V		
2.	The teacher explain the method of using Rosetta Application				V	
3.	Teacher gives the good materials' explanation to the students		V			
4.	Teacher help the student find the difficult vocabulary				V	
5.	Teacher pat attention to the students		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{15}{25} \times 100\%$$

$$P = 60\%$$

CYCLE 1 MEETING 3

Teacher's Observation Using Rosetta Stone Application

No	Indicators	Criteria				
		1	2	3	4	5
1.	Teacher used the Rosetta Stone Application well			V		
2.	The teacher explain the method of using Rosetta Application				V	
3.	Teacher gives the good materials' explanation to the students		V			
4.	Teacher help the student find the difficult vocabulary				V	
5.	Teacher pay attention to the students		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{15}{25} \times 100\%$$

$$P = 60\%$$

CYCLE 1 MEETING 4

Teacher's Observation Using Rosetta Stone Application

No	Indicators	Criteria				
		1	2	3	4	5
1.	Teacher used the Rosetta Stone Application well			V		
2.	The teacher explain the method of using Rosetta Application			V		
3.	Teacher gives the good materials' explanation to the students				V	
4.	Teacher help the student find the difficult vocabulary				V	
5.	Teacher pat attention to the students		V			

No	Criteria	Percentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

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

$$P = \frac{16}{25} \times 100\%$$

$$P = 64\%$$

APPENDIX 7

STUDENTS' SCORES

No	Name of Students'	Pre-test	Post-test
1.	Anita Septiana	50	90
2.	Aulia Tiaranita	50	85
3.	Bella Firnanda	50	85
4.	Chaesar Afgan Kurniawan	60	80
5.	Chelsea Khumairah Agustin	45	90
6.	Dava Akbar Ilyasa	50	70
7.	Devi Laila Fitria Distari	55	55
8.	Dyah Ayu Putri Kusumawardani	60	85
9.	Eka Sri Wahyuni	50	85
10.	Gricelda Vanni Aline Adelia	65	90
11.	Gusti Alif Mutakhalim Wahid	75	90
12.	Harjuno Sosro Putra Baskoro	80	90
13.	Ica Liyana Afkarina	85	80
14.	Jeslin Aulia Eka Putri	50	90
15.	Kamila Azila Zamil	85	85
16.	Levhiona Tirta Estiandini	60	90
17.	M.Zhafran Diya Nibrazka	60	90
18.	Meta Dita Ningrum	75	90
19.	Moh. Fairus Nadhir Amrullah	50	90
20.	Mohammad Aerel Ashari Saputra	65	90
21.	Mohammad Farel Maulana Syarif	55	90
22.	Muhammad Hawin Fazri	50	90
23.	Muhammad Satria Al Ghiffari	70	70
24.	Nabila Amirah Nazilia	75	85
25.	Naysila Nazwa Amani	80	70

26.	Naysila Eka Noviana	75	90
27.	Nuraini Putri Salsabila	75	75
28.	Putri Fatmawaty	70	90
29.	Revalina Komala	55	85
30.	Ricco Adititya Hutama	50	90
31.	Riyan Firmansyah	75	90
32.	Syafa Nabila Nur Rahmawati	75	90
33.	Vanessa Putri Seswita	80	85
34.	Verlita Via Azaroh	85	80
35.	Vira Septiana	75	90
36.	Zaldy Tristano Desta Rendra	75	80
	Total	2340	3050
	Mean		
	Percentage		

APPENDIX 8

DOCUMENTATIONS

Interview with English Teacher

Students Installing the App

Students doing the exercise

Students asked the material to the teacher

Students do the post-test
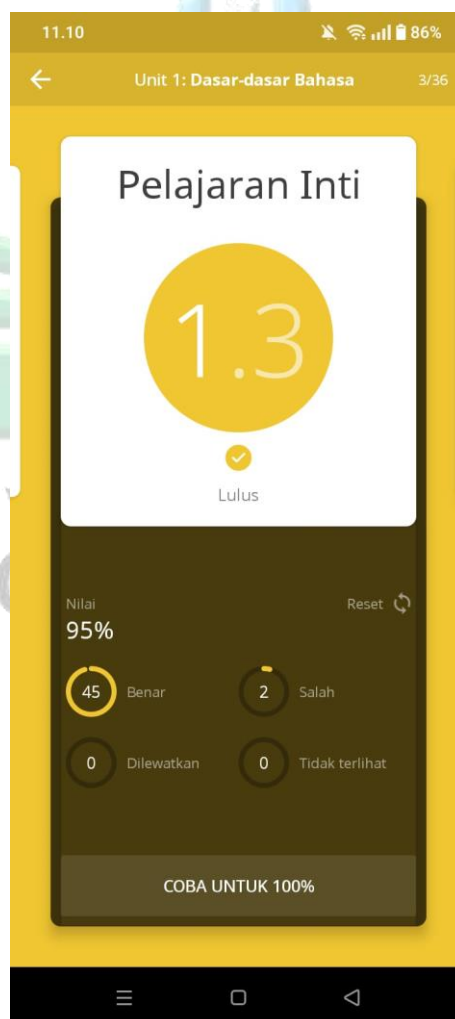
Students score in Rosetta Stone App

Students scores in Rosetta Stone App
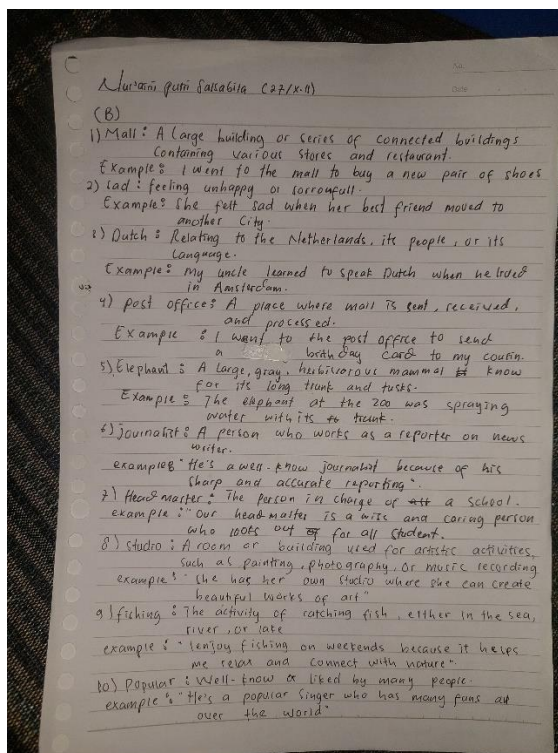
Students exercises
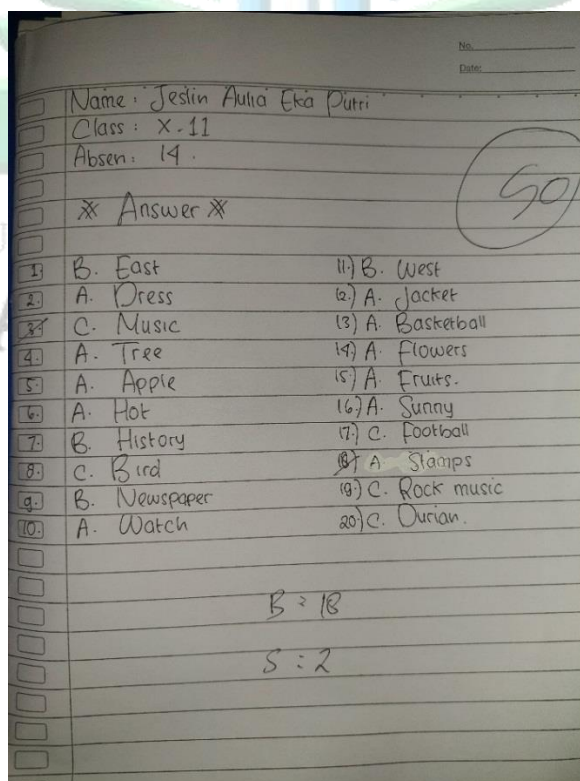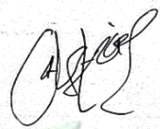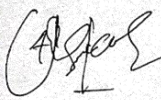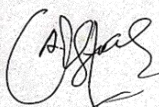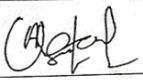

Students Exercises
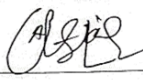
APPENDIX 9

RESEARCH JOURNAL

Research journal

Name : Ahmad Hasani

NIM : 204101060023

Title : *The implementation of Rosetta stone Application To Improve Vocabulary Matery At SMAN Ambulu*

Location : SMAN AMBULU

No	Day/Date	Activity	Signature
1	16 January 2025	The researcher confirm the research permission	
2	20 January 2025	The researcher observe the classroom activity at 10th grade of Sman Ambulu and consult about lesson plan with the English teacher	
3	23 January 2025	Interview with 10th grade students of SMAN Ambulu and install the rosetta stone application.	
4	30 January 2025	Researchers implemented the first action (first meeting) cycle 1	
5	3 February 2025	The researcher applies the action (second meeting) cycle 1	
6	6 February 2025	The researcher applies the	

No	Day/Date	Activity	Signature
		action (third meeting) cycle 1	
7	10 February 2025	The researcher applies the action (fourth meeting) cycle 1	
8	13 February 2025	The researcher gives a test to students (post-test 1)	
9	17 February 2025	Arrange the draft report and complete the report	
8	20 February 2025	The researcher asking for a letter of research finishing	

Jember, 20 Februari 2025

English teacher   Headmaster of SMAN Ambulu

Siti Asfiyah S.Pd.   Sugeng iswanto,S.Pd.
NIP. 197403052005012012   NIP. 196309151989032004

APPENDIX 10

RESEARCH LETTERS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-10137/In.20/3.a/PP.009/01/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN AMBULU
Jl. Candradimuka, Sumberan, Ambulu, Kec. Ambulu, Kabupaten Jember, Jawa Timur 6817:

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	204101060023
Nama	:	Ahmad Hasani
Semester	:	Semester Sepuluh
Program Studi	:	Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai judul THE IMPLEMENTATION OF ROSETTA STONE APPLICATION TO IMPROVE VOCABULARY MASTERY AT SMAN AMBULU

selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sugeng Iswanto, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

mber, 15 Januari 2025
an. Dekan
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI AMBULU
Jln. Candradimuka No. 42 Ambulu – Jember 68172
Telp (0336) 881260 Email : ambulu.sman@yahoo.co.id

SURAT KETERANGAN
No : 489/067/101.6.5.9/2025

Yang bertanda tangan di bawah ini :

Nama	: **SUGENG ISWANTO, S.Pd.**
NIP	: 19650206 198903 1 010
Pangkat/Golongan	: Pembina Utama Muda, IV/c
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri Ambulu - Jember

Menerangkan bahwa :

Nama	: **AHMAD HASANI**
NIM	: 204101060023
Instansi	: UINKHAS JEMBER
Jenjang/Prodi	: S.1/ Bahasa Inggris

Telah melaksanakan penelitian/riset pada bulan 16 Januari – 13 Februari 2025, Mengenai "The Implementation of Rosetta Stone Application to Improve Vocabulary Mastery at SMAN Ambulu".

Demikian keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Ambulu, 13 Februari 2025
Kepala SMA Negeri Ambulu

SUGENG ISWANTO, S.Pd.
Pembina Utama Muda
NIP. 19650206 198903 1 010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-2385/In.20/3.a/PP.009/11/2024
Sifat   : Biasa
Perihal : **Permohonan Menjadi Validator**

Yth. Rofid Fikroni, M. Pd
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Rofid Fikroni, M. Pd untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM   : 204101060023
Nama   : AHMAD HASANI
Semester   : Semester sembilan
Program Studi   : TADRIS BAHASA INGGRIS
Judul Skripsi   : THE IMPLEMENTATION OF ROSETTA STONE
                   APPLICATION TO IMPROVE VOCABULARY
                   SKILL OF TENTH GRADE STUDENT AT SMAN
                   AMBULU

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 01 November 2024
a.n Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Saran:

Some of the items in the test needs to be given a context.

Jember, ... 2024

Validator

Moh. Rofid Fikroni, M. Pd. ....

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ

JEMBER

APPENDIX 11

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Ahmad Hasani

NIM : 204101060023

Program Study : Tadris Bahasa Inggris

Faculty : Fakultas Tarbiyah dan Ilmu Keguruan

University : UIN K.H Achmad Siddiq Jember

Declare that are no elements of plagiarism in this research or scientific work that has been done or made by others, except those that are written cited in this manuscript and, mentioned in the citation sources and bibliography.

If in the future it turns out that the result of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed in accordance with applicable laws and regulation.

Thus, I make this statement truthfully and without coercion from anyone.

Jember, 10 May 2025

AHMAD HASANI
NIM.204101060023

APPENDIX 12

CURRICULUM VITAE

Personal Information

Full Name	: Ahmad Hasani
NIM	: 204101060023
Gender	: Male
Place, date of birth	: Jember, 11 Mei 2002
Address	: Rt/Rw 01/01 Ds. Mulyorejo, Kec. Silo, Kab. Jember, East Java
Religion	: Islam
Department/Major Course	: FTIK/English Department
Email Address	: Ah102875@gmail.com

Educational Backgrounds

2008-2014	SD NEGERI MAYANG 02
2014-2017	MTS DARUL ISTIQOMAH
2017-2020	MA DARUL ISTIQOMAH