

UNDERGRADUATE THESIS
THE EFFECT OF USING ROSETTA STONE APPLICATION ON
STUDENTS' VOCABULARY MASTERY AT SMK NEGERI 1 POLEWALI



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THE EFFECT OF USING ROSETTA STONE APPLICATION ON STUDENTS' VOCABULARY MASTERY AT SMK NEGERI 1 POLEWALI

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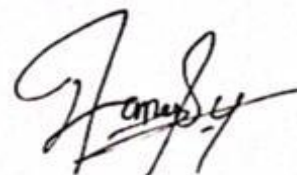
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ABSTRAK

HANA SYAJIDA AMALIAH: Pengaruh Penggunaan Aplikasi Rosetta Stone Terhadap Penguasaan Kosakata Siswa di SMK Negeri 1 Polewali. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk menyelidiki efektivitas aplikasi Rosetta Stone dalam meningkatkan penguasaan kosakata bahasa Inggris siswa dan untuk menganalisis persepsi siswa tentang penggunaannya sebagai media pembelajaran berbasis teknologi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-uji dan pasca-uji satu kelompok kuasi-eksperimental. Partisipan terdiri dari 10 siswa SMA kejuruan yang menerima tes kosakata yang sama sebelum dan sesudah intervensi pembelajaran. Tes kosakata terdiri dari 20 soal pilihan ganda, dengan setiap jawaban benar diberi nilai lima poin, sehingga skor maksimal adalah 100. Selain itu, kuesioner persepsi siswa yang terdiri dari 20 soal yang diukur menggunakan skala Likert lima poin diberikan setelah pasca-uji. Data dianalisis menggunakan statistik deskriptif dan inferensial dengan SPSS. Normalitas data diuji menggunakan uji Kolmogorov-Smirnov Satu Sampel, yang menunjukkan bahwa skor pra-uji dan pasca-uji terdistribusi normal (Sig. = 0,200). Selanjutnya, uji t sampel berpasangan dilakukan untuk memeriksa perbedaan antara kedua tes tersebut. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 73,50, sedangkan nilai rata-rata post-test meningkat menjadi 89,00, menunjukkan peningkatan rata-rata sebesar 15,50 poin. Hasil uji-t menghasilkan nilai signifikansi $p = 0,000$ ($p < 0,05$), yang menunjukkan perbedaan signifikan secara statistik antara penguasaan kosakata siswa sebelum dan sesudah menggunakan aplikasi Rosetta Stone. Lebih lanjut, hasil kuesioner menunjukkan bahwa siswa umumnya memiliki persepsi positif terhadap aplikasi tersebut. Sebanyak 60% item kuesioner dikategorikan sebagai positif dan sangat positif, khususnya mengenai kejelasan materi, kegunaan, dan motivasi belajar, sementara beberapa aspek seperti variasi fitur dan desain antarmuka masih memerlukan perbaikan. Kesimpulannya, temuan ini menunjukkan bahwa aplikasi Rosetta Stone memiliki dampak positif dan signifikan terhadap penguasaan kosakata bahasa Inggris siswa dan diterima dengan baik sebagai media pembelajaran berbasis teknologi yang efektif.

Kata kunci: *Rosetta Stone, penguasaan kosakata, pembelajaran berbasis teknologi, kuasi-eksperimen, siswa SMK*

ABSTRACT

HANA SYAJIDA AMALIAH: The Effect of Using Rosetta Stone Application on Students' Vocabulary Mastery at SMK Negeri 1 Polewali. **Thesis. Majene: Faculty of Teacher Training and Education, Sulawesi Barat University, 2024**

This study aimed to investigate the effectiveness of the Rosetta Stone application in improving students' English vocabulary mastery and to analyze students' perceptions of its use as a technology-based learning medium. The research employed a quantitative approach with a quasi-experimental one-group pre-test–post-test design. The participants consisted of 10 vocational high school students who received the same vocabulary test before and after the learning intervention. The vocabulary test comprised 20 multiple-choice items, with each correct answer scored at five points, resulting in a maximum score of 100. In addition, a student perception questionnaire consisting of 20 items measured using a five-point Likert scale was administered after the post-test. The data were analyzed using descriptive and inferential statistics with SPSS. The normality of the data was tested using the One-Sample Kolmogorov–Smirnov test, which indicated that both pre-test and post-test scores were normally distributed (Sig. = 0.200). Consequently, a Paired Sample t-Test was conducted to examine the difference between the two tests. The results revealed that the mean pre-test score was 73.50, while the mean post-test score increased to 89.00, showing a mean improvement of 15.50 points. The t-test results produced a significance value of $p = 0.000$ ($p < 0.05$), indicating a statistically significant difference between students' vocabulary mastery before and after using the Rosetta Stone application. Furthermore, the questionnaire results showed that students generally had positive perceptions of the application. A total of 60% of the questionnaire items were categorized as positive and very positive, particularly regarding material clarity, usefulness, and learning motivation, while several aspects such as feature variety and interface design still required improvement. In conclusion, the findings demonstrate that the Rosetta Stone application has a positive and significant impact on students' English vocabulary mastery and is well accepted as an effective technology-based learning medium.

Keywords: *Rosetta Stone, vocabulary mastery, technology-based learning, quasi-experimental study, vocational high school students*

PREFACE

Alhamdulillah Robbil 'alamin, thanks giving to Allah SWT for grace and guidance in writing this thesis with the title **“The Effect of Using Rosetta Stone Application on Students’ Vocabulary Mastery at SMK Negeri 1 Polewali”**. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life from the darkness to the lightness. This thesis is one of the requirements that must be met to obtain a Bachelor's degree in the English Education Study Program, Faculty of Teacher Training and Education, West Sulawesi University. The researcher believes that this thesis could not have been completed without the guidance, advice, assistance, and encouragement from various parties. The completion of this research would not have been possible without the support and assistance from various parties. Therefore, the author would like to express his deepest gratitude to:

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The author realizes that this research is far from perfect. Therefore, the author welcome sconstructive criticism and suggestions from readers for future evaluation. Hopefully, this actualization report can providebenefits and bring blessings to all parties.

Majene, November 25th, 2025

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CHAPTER I INTRODUCTION

A. Background

Vocabulary competence serves as an essential pillar in mastering English as a foreign language. Without an adequate command of vocabulary, learners face considerable challenges in developing the four core language skills: listening, speaking, reading, and writing. As emphasized by Hastunar et al. (2014), cited in Sary and Sutopo (2018:36), vocabulary mastery facilitates effective communication and supports students in constructing meaning across various language contexts. Consequently, vocabulary acquisition must be prioritized to enhance students' overall language proficiency.

Despite its importance, vocabulary learning remains one of the most challenging aspects for Indonesian students, particularly at the secondary vocational level. According to Lelawati et al. (2018:98), effective vocabulary learning requires a structured process involving the initial introduction of new words, reinforcement through contextual practice, and the use of appropriate media to maintain students' engagement and aid retention. However, in practice, many classrooms rely heavily on rote memorization, neglecting meaningful practice and multi-modal reinforcement. This traditional approach often results in passive learning, quick forgetting, and minimal ability to use words accurately in context.

The situation at SMK Negeri 1 Polewali illustrates these challenges clearly. Preliminary classroom observations and interviews with English teachers indicate that students have limited motivation to expand their vocabulary. Many students struggle to connect new words to real-life usage and lack opportunities to apply them communicatively. This results in inaccurate word choice, misunderstandings in reading texts, and hesitation when expressing ideas orally or in writing. Such limitations impede not only their academic achievement in English but also their preparedness for the

demands of the labor market, where basic English proficiency is increasingly required.

As a vocational high school, SMK Negeri 1 Polewali must equip its students with practical language skills relevant to various professional contexts. Failure to strengthen students' vocabulary competence may hamper their competitiveness in both further education and future employment. Therefore, innovative strategies are needed to address this persistent gap in vocabulary learning outcomes.

Advancements in educational technology offer promising solutions to improve the quality of language instruction. Zuniati et al. (2023) argue that integrating technology into language classes reduces learner boredom and promotes deeper understanding through engaging and interactive content. Likewise, Wahyuni (2018), as cited in Zuniati et al. (2023), points out that the use of technology aligns with modern educational standards, fostering an improved and quality-driven learning process. Rahmah (2022:11) further stresses the importance of teachers adapting to technological developments to maintain relevance and expand students' learning experiences beyond conventional classroom walls.

One notable technological innovation is the *Rosetta Stone* application, which adopts an immersive and intuitive approach to vocabulary acquisition. This application combines visual and audio cues with structured practice activities, offering learners contextualized exposure and repeated reinforcement—key factors known to support vocabulary retention. Its personalization features allow the learning pace and content to be adjusted to individual student needs, addressing the varied vocabulary proficiency levels typically found in a single class. Such adaptability is crucial for maximizing learning outcomes, particularly in mixed-ability settings like SMK Negeri 1 Polewali.

In addition to its pedagogical benefits, *Rosetta Stone* also aligns with the learning habits of today's digital-native students. Its mobile accessibility enables students to engage with learning materials independently, outside of

scheduled classroom hours, thus fostering self-directed learning habits and reducing over-reliance on teacher-centered instruction.

Despite the proven effectiveness of *Rosetta Stone* in various contexts, its application within Indonesian vocational schools, particularly in rural or semi-urban areas such as Polewali Mandar, remains underexplored. Most prior studies have focused on higher education institutions or urban schools with greater access to technological resources. Thus, investigating the implementation of *Rosetta Stone* at SMK Negeri 1 Polewali represents an innovative approach that addresses a clear research gap and provides empirical insights relevant to similar educational settings.

Given these considerations, this study seeks to examine “**The Effect of Using Rosetta Stone Application on Students’ Vocabulary Mastery at SMK Negeri 1 Polewali.**” It aims not only to assess the impact of this application on vocabulary achievement but also to understand students’ perceptions regarding its use as a digital learning medium. The findings are expected to inform teachers, school administrators, and policymakers about practical strategies to enhance vocabulary learning through technology integration, ultimately contributing to improved English language outcomes among vocational high school students.

B. Problem Identification

To avoid misinterpretation of the problem, the author limits the scope of the research. Based on the background mentioned earlier, the researcher wants to know whether the use of Rosetta Stone application can improve students' mastery of English vocabulary at SMK Negeri 1 Polewali.

C. Problem Limitation

Referring to the background and identification of research problems mentioned, this research only focuses on the effect of using Rosetta Stone application as a learning media in improving students' mastery of English vocabulary at SMK Negeri 1 Polewali.

D. Problem Formulation

Based on the background, identification, and limitation of the problems described previously, the following research questions are formulated:

1. What is the effect of using the Rosetta Stone application on the English vocabulary mastery of 10th-grade students at SMK Negeri 1 Polewali?
2. How do students perceive the use of the Rosetta Stone application as a learning medium for improving their English vocabulary mastery?

E. Research Objectives

The objectives of this study are:

1. To examine the effect of using the Rosetta Stone application on the English vocabulary mastery of 10th-grade students at SMK Negeri 1 Polewali.
2. To investigate students' perceptions of the use of the Rosetta Stone application as a learning medium for improving their English vocabulary mastery.

F. Research Benefits

This research is expected to provide alternative vocabulary learning methods that are innovative and interesting. This research is also expected to add insight into the utilization of technology in innovative and interesting vocabulary learning by using Rosetta Stone application.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion of this study regarding the use of the Rosetta Stone application in improving students' English vocabulary mastery, several conclusions can be drawn as follows:

1. **The Effect of Using the Rosetta Stone Application on Students' Vocabulary Mastery:** The results of this study indicate that the use of the Rosetta Stone application has a positive and statistically significant effect on the English vocabulary mastery of tenth-grade students at SMK Negeri 1 Polewali. This conclusion is supported by the comparison of pre-test and post-test scores, which showed a clear improvement in students' vocabulary achievement after the learning intervention. The paired sample t-test results ($p < 0.05$) confirm that the increase in scores was not due to chance, but rather a direct result of the application-based learning process. Therefore, the Rosetta Stone application can be considered an effective learning medium for improving students' English vocabulary mastery.
2. **Students' Perceptions of the Use of the Rosetta Stone Application:** The findings from the student perception questionnaire reveal that students generally hold positive perceptions toward the use of the Rosetta Stone application as a learning medium. The majority of questionnaire items were classified into the positive and very positive categories, indicating that students perceived the application as useful, motivating, and easy to use in learning English vocabulary. Although several aspects, such as feature variety, material relevance, and application design, received neutral or negative responses, these did not diminish the overall positive acceptance of the application. Thus, it can be concluded that students respond favorably to the integration of Rosetta Stone in

vocabulary learning and view it as a supportive and engaging educational tool.

B. Sugestion

Based on the conclusions above, several recommendations are proposed as follows:

1. English teachers are encouraged to integrate technology-based applications such as Rosetta Stone into vocabulary instruction as a supplementary learning medium. The application can be used to reinforce classroom learning, increase student engagement, and provide varied exposure to vocabulary through interactive and multisensory activities.
2. Schools should support the integration of digital learning by providing adequate infrastructure, internet access, and basic training for teachers and students. Institutional support is essential to ensure that technology-based learning can be implemented effectively and sustainably.
3. This study has several strengths, including the use of a paired pre-test and post-test design and the combination of objective test data with students' perception questionnaires. However, the study is limited by its small sample size and focus on a single class. Future researchers are encouraged to expand the sample size, involve multiple schools or educational levels, and employ qualitative or mixed-method approaches—such as interviews or classroom observations—to gain deeper insights into students' learning experiences and the long-term effectiveness of technology-based learning.
4. Developers of educational applications are advised to consider students' feedback related to feature variety, content relevance, and interface design. Enhancing these aspects may further improve user experience and maximize the educational impact of application-based learning.

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