THE INFLUENCE OF USING ROSETTA STONE APPLICATION TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP AL-AZHAR 3 BANDAR LAMPUNG

A THESIS
Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

THE INFLUENCE OF USING ROSETTA STONE APPLICATION TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP AL-AZHAR 3 BANDAR LAMPUNG

By:
Mutiara Haliza

The objective of this research was to know whether there was significant influence of using Rosetta Stone Application towards students' vocabulary mastery. Vocabulary mastery is ability to understand and use the word and it is meaning.

The research methodology of this research was quasi experimental design. In this research, the population was the eighth grade of SMP Al-Azhar 3 Bandar Lampung which consisted of 111 students in 4 classes. The sample of this research were two classes which consisted of 56 students for experimental and control class. In the experimental class, this research used Rosetta Stone Application, and in the control class used flashcard. In collecting the data, this research used instrument in the form of multiple choice which consisted of 25 questions and the instrument had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, this research analyzed the data using SPSS to compute independent Mann-Whitney Test.

From the data analysis computed by using Mann-Whitney Test, it was obtained that Sig. = 0.00 and α = 0.05. It means Ha was accepted because Sig.< α = 0.00 < 0.05. Therefore, there is a significant influence of using Rosetta Stone Application towards Students' Vocabulary Mastery at the Second Semester of the Eighth Grade of SMP Al-Azhar 3 Bandar Lampung in the Academic Year of 2022/2023.

Keywords: Rosetta Stone Application, Vocabulary Mastery, Quasi Experimental Research

DECLARATION

The researcher is a student with the following identity:

Name	: Mutiara Haliza
Student's Number	: 1811040377
Thesis Title	: The Influence of Using Rosetta Stone Application Towards Student's Vocabulary Mastery at The Eight Grade of SMP Al-Azhar 3 Bandar Lampung

I hereby stated that thesis entitled "The Influence of Using Rosetta Stone Application Towards Students' Vocabulary Mastery" is completely my own work. I am fully aware that i have quoted some statements and theories from various sources and those are properly acknowledged in the text.

Bandar Lampung, March 2022
Declared by,

Mutiara Haliza
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APPROVED

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ADMISSION

A thesis entitled: **"THE INFLUENCE OF USING ROSETTA STONE APPLICATION TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP AL-AZHAR 3 BANDAR LAMPUNG"**, by: **Mutiara Haliza, NPM: 1811040377, Study Program: English Education**, was tested and defended in the examination session held on: Friday, April 14th 2023.

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MOTTO

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ

هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿٣١﴾

"He taught Adam the names of all things, then He presented them to the angels and said, "Tell Me the names of these, if what you say is true?" (QS. Al-Baqarah : 31).[1]

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[1] Abdullah Yusuf Ali. The Holy Qur'an Text And Translation, (Millat Book Centre: New Delhi, 2006).p.1067

DEDICATION

By expressing praise and gratitude for the blessings who has given by Allah SWT, I dedicate this work to the people I love.

1. My beloved parents, Mr. Khazali (late), Ms. Devi Anita and Mr. Sahrul Nudin who tirelessly cared for, raised and educated their children and always love, pray, motivate and support for my success.
2. My beloved sister, Aisyah Maharani who always give me spirit, motivate and support to finish this thesis.
3. My beloved best friends who always give me support and suggestion.
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5. My beloved almamater Raden Intan State Islamic University Lampung who has provided amazing learning opportunities and experiences.
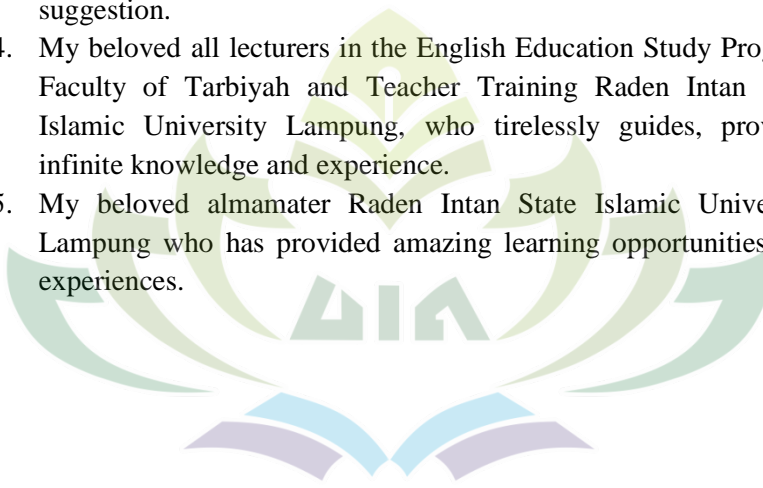
CURRICULUM VITAE

Mutiara Haliza was born on August 10th, 2000 in Bandar Lampung. Tiara is the first daughter of Mr. Khazali and Mrs. Devi Anita. She has one sister namely Aisyah Maharani.

In academic background, Tiara accomplished her formal education at Al-Bustan kindergarten Bandar Lampung in 2004 untill 2006. Then, she continued at SDN 6 Subulussalam, Aceh and graduated in 2012. After that, continued her study to junior high school at Al-Azhar 3 Bandar Lampung in 2013. After graduated from junior high school in 2015, she continued her senior high school at SMAN 5 Bandar Lampung and graduated in 2018. After finishing her senior high school, then continued her study at Raden Intan State Islamic University Lampung as a student of english education study program of tarbiyah and teacher training faculty.
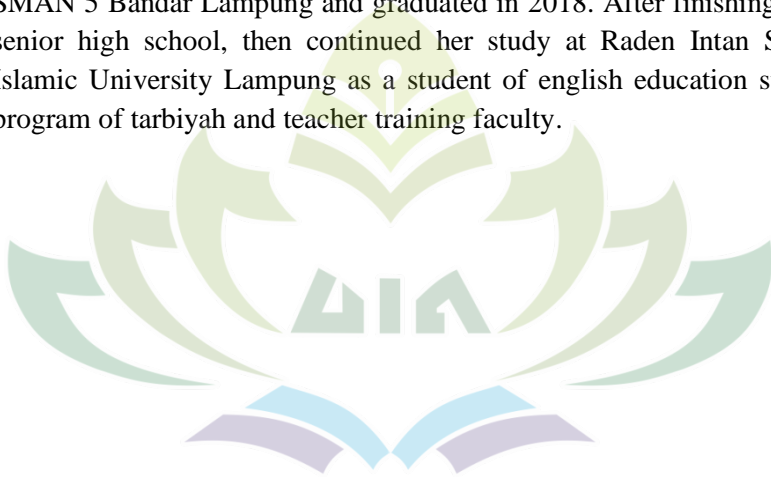
ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled "The Influence of Using Rosetta Stone Application Towards Students' Vocabulary Mastery at the Second Grade of SMP Al-Azhar 3 Bandar Lampung". This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore the writer would like to express the deepest sense of gratitude to :

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung
The Writer

Mutiara Haliza
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CHAPTER I

INTRODUCTION

A. Title Confirmation

In this study, the researcher was examine the Influence of using the Rosetta Stone application on students' vocabulary mastery, focusing on vocabulary mastery according to the English material at school. Especially junior high school students. The focus of this research is the students of class VIII SMP Al-Azhar 3 Bandar Lampung. As an initial stage to understand this thesis proposal and to avoid misunderstandings in the interpretation of the title. Therefore, this research needs to explain and emphasize some words related to the title of the thesis. While the title of the thesis in question is THE INFLUENCE OF USING ROSETTA STONE APPLICATION TOWARD STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP AL-AZHAR 3 BANDAR LAMPUNG ACADEMIC YEAR 2022/2023. The following is an explanation of the meaning of the terms contains in the title of the proposal:

1. The Influence

Influence can be defined as something that has an impact, also provides changes either slowly or significantly. According to the Collins dictionary, influence is the power to make other people agree with your opinions or do what you want. In this case, the influence can be more likely to be something that can bring changes to students in a more positive direction. So, in this study, what is meant by influence is something in the form of actions that can affect students' understanding abilities, especially in vocabulary

mastery, by using the Rosetta Stone application as a learning media.[1]

2. Rosetta Stone Application

Founded in 1992, Rosetta Stone's language company applies all kinds of solutions to help all types of learners with their reading, writing and speaking more than 30 languages. Rosetta Stone is one of the learning media in the form of the best English learning application because it was awarded the Platinum Award for Best Educational App 2018. Rosetta Stone is personalized learning paths based on students" goals. It consists of pictures, words and sounds that will enhance students' vocabulary mastery. Rosetta Stone provides attractive interface and shows several expanded examples at the same time.[2] According to Rockman, Rosetta Stone Software quickly builds vocabulary, language structures, and speaking skills. The result showed that conversational skill built and bolster students' confidence in their ability to understand and produce new language.[3] Therefore, Rosetta Stone can help students in influence vocabulary mastery in English. Because Rosetta Stone provides interesting features in the form of images, words and sounds that will improve students' vocabulary mastery. Using Rosetta Stone in class will help teachers to be more effective in teaching vocabulary mastery.

[1] Ehsan Namaziandost and others, 'An Account of Efl Learners' Vocabulary Learning in a Mobile-Assisted Language Environment: The Case of Rosetta Stone Application', *Call-Ej*, 22.1 (2021), 80–110. p.91

[2] 7-Aplikasi-Belajar-Bahasa-Inggris-Berserta-Kelebihan-Dan-Kekurangannya.

[3] H Hanif, 'Using Rosetta Stone Software as Media in Teaching English Vocabulary (an Experimental Study at SDN No. 02 Lhoksukon)', *Getsempena English Education Journal*, 2.1 (2015) <https://bit.ly/2YoVQrq>. p.26

3. Vocabulary Mastery

Vocabulary is a list of word or the collection of common terms used to communication. Mastery is a highly developed skill in knowledge of something. Vocabulary mastery is ability to understand and use the word and it is meaning. Mastery of vocabulary is needed to express ideas or ideas that we have so that they can be understood by others who listen to them. It means that by having and mastering vocabulary, people will know the meaning of vocabulary in the context.

4. School

This research will be conducted at SMP AL AZHAR 3 Bandar Lampung Jl. Sultan Agung Gg. Mawar, Kedaton, Kec. Kedaton, Kota Bandar Lampung Prov. Lampung. This school has 842 students, 47 teachers, 21 classes, 39 subjects and 2 extracurriculars.

B. Background of the Problem

Learning English has now become commonplace for someone, especially for school children. From elementary school level or even from kindergarten to university level, English lessons are still taught. In this era of globalization, mastering English for students in general and the English Language Education Program in particular is not only a subject but has become a necessity that can be used to interact and communicate with the international community. English has become one of the tools for communication and interaction activities in this international world.[4] In Indonesia, English is a foreign language even though it is taught from elementary school to college. But in fact most students, especially the English Education Department, still show that their vocabulary is still weak, resulting in weak

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[4] Rina Puji Utami, 'Peningkatan Penguasaan Kosakata Bahasa Inggris Pada Mahasiswa Prodi Bahasa Inggris Melalui Metode Demonstrasi', *Briliant: Jurnal Riset Dan Konseptual*, 3.3 (2018), 338 <https://doi.org/10.28926/briliant.v3i3.185>. p.338

mastery of subjects related to the four English competencies which listening, speaking, reading and writing. Therefore, mastery of vocabulary is very necessary to master English well so that these students can adapt to the development of science so that they become educational products that have qualifications that are relevant to international developments.[5] Since English is the most widely spoken language in the world, which is very useful in many aspects of life.

Learning a language requires someone to be able to understand spoken and written language, to read, to speak and to write the target language. Mastering vocabulary is very important in order to master those language skills. Students sometimes find some difficulties in the process of learning English language, especially in English vocabulary. They may be confronted by words that are totally unfamiliar with them. Their problem is they have to produce language with their lack of vocabulary.[6] Based on the preliminary research through interviews English teacher of SMP Al-Azhar 3 Bandar Lampung, Miss Desi Oktaviana. She said that the students had difficulties in recognizing vocabulary and the meaning of unfamiliar words. The students were also had lack of motivation in learning vocabulary because they were lazy to enrich their knowledge about vocabulary. Students tend to enjoy learning while playing games. However, Mrs. Desi also said that every learning in class does not always have to play games. This is only done occasionally so that students do not get bored in learning English. Based on the results of the interview, it can be said that students needed better and more interesting learning activities so that can improve their vocabulary mastery. Along with the development of technology and the sophistication of the internet, there are already many types of media in the form of applications to increase student interest in learning English, especially vocabulary. Such as an application

[5] Utami. p.339

[6] 'The Effectiveness of Scrabble Game to Improve Students' Vocabulary Mastery Gangan Ganda Somantri - Siti Nurhayati Bale Bandung University', 41–47. p.42

called Rosetta Stone. Therefore, the research proposed to use that application as a teaching media in learning activities.

Rosetta Stone is a media in the form of an application to learn and improve vocabulary skills. Rosetta stone is learning software for English vocabulary, through many learning methods, including test and game, the hard memorization will be much easier and more efficient, especially lots of fun.[7] It means that Rosetta Stone can be used for learning vocabulary.

According to Bowden, Rosetta Stone helps the students become familiar with everyday topics and vocabulary. It offers lots of practice for hearing the language. Rosetta Stone allows students to hear native speakers, and this helps students learn how to better pronounce the language. By using Rosetta Stone in classroom, it will help the teacher to provide more active, interesting and effective learning activity especially for vocabulary improvement.[8] Vocabulary mastery is one of the factors to master English as foreign language. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.[9] From the results of previous interviews with the English teacher it can be said that students have difficulty in learning vocabulary. The score can be seen in table 1:

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[7] Marzieh Sharifi and others, 'The Effect of Rosetta Stone Computer Software on Vocabulary Learning of Iranian Elementary EFL Learners', *Procedia - Social and Behavioral Sciences*,(2015), 260–66 <https://doi.org/10.1016/j.sbspro.2015.06.037>. p.263

[8] Gigih Aji Prasetyo, Martono Martono, and Suparno Suparno, 'The Use of Rosetta Stone® as Teaching Media to Improve Students' Vocabulary Mastery', *English Education*, 6.3 (2018), 304 <https://doi.org/10.20961/eed.v6i3.35889>. p.305

[9] Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, 'Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3.9 (2014), 1–10. P.2

Table 1

Students' English Vocabulary Mastery Average Score at the Second Grade of SMP Al-Azhar 3 Bandar Lampung in the Academic Year of 2022/2023

No.	Score	Number of Student			
		VIII A	VIII B	VIII C	VIII D
1.	41 – 50	5	3	6	4
2.	51 – 60	5	6	7	5
3.	61 – 70	8	5	4	7
4.	71 – 80	7	6	5	5
5.	81 – 90	3	5	5	4
6.	91 – 100	0	3	1	2
Total		28	28	28	27
Average Score		67,5	71,6	67,3	69,4

Source: The Data from Students' Vocabulary Score of SMP Al-Azhar 3 Bandar Lampung

Based on table above, there are only 42 of 96 students who passed the test based on the minimum completeness criteria (KKM) and 54 students were not optimal. In this case, the KKM score of students at SMP Al-Azhar 3 Bandar Lampung is 75 and still many students' score below 75. It is mean that more than 50% of students doesn't reach the minimum completeness criteria. By interviewing several class VIII students of SMP Al-Azhar 3 Bandar Lampung, the first problem was that students said that English is a difficult subject, because students find it difficult to understand vocabulary in English. The second problem is the students feel bored during the lesson because the teacher tends to always give them some vocabularies to memorize every lesson, so it feels boring for students and makes students not interested in learning vocabulary. In other words, it can be said that the media used for learning is not interesting.

One type of interesting technique for learning vocabulary is to use the Rosetta Stone app. Because that application provides interesting features in the form of images, words and sounds that will improve students' vocabulary mastery. In addition, it is also very helpful for teachers to create more active and effective classroom learning.

The first previous research has been done by Yupi Yana Munthe at tenth grade of Swasta Tunas Bangsa Senior High School in the academic year of 2020/2021 with the title: Utilizing Rosetta Stone Application to Improve Students' Vocabulary Mastery.[10] This study aims to make it easier for students to improve vocabulary mastery so that it is easy to learn and understand. Data were analyzed qualitatively and quantitatively. In qualitative data obtained through observation activities. Meanwhile, quantitative data were obtained through pre-test and post- test. Based on quantitative data, the use of the Rosetta Stone application can improve vocabulary mastery skills in students. This can be seen from the pre-test and post-test results. In the pre-test, the percentage of student scores was at 59.65%. Then in the first post-test, the percentage of student scores was at 67.84%. Whereas in the second post-test the percentage of student scores was at 79.53%. From the data found, we can see that the Rosetta Stone application is proven to be able to significantly improve students' vocabulary mastery.

The second previous research has been done by Hilmi Wildani at seventh grade of Junior High School in Tasikmalaya in academic year of 2021/2022 with the title: The Effect of Rosetta Stone Application on Students' Vocabulary Mastery.[11] This study aims to determine the effect of the application of Rosetta Stone on students' vocabulary mastery. This research is quantitative, the researcher uses experimental research as a method. The

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[10] Yupi Yana Munthe, *Utilizing Rosetta Stone Application to Improve Students' Vocabulary Mastery at the Tenth Grade of Swasta Tunas Bangsa Senior High Department of English Education Faculty of Tarbiyah and Teachers Training The State Islamic University of North Sumatera UTI, 2020*

[11] Munthe.

population of grade I junior high school students in Tasikmalaya amounted to 120 students which were divided into four classes consisting of 30 students and the sample in this study was class 7-D, which consisted of 30 students. Sample selection was done by using random sampling. The researcher chose pre-experiment as the research design. In fact, the pre-experimental design is more exploratory than confirmatory in terms of making inferences about the relationship between the independent variable and the dependent variable. From the results of the study it can be concluded that the hypothesis is accepted or there is an effect of the application of Rosetta Stone on students' vocabulary mastery.

The Use of Rosetta Stone as Teaching media to Improve Students' Vocabulary Mastery by Gigih Aji Prasetyo.[12] The purpose of this research was to know whether the use of Rosetta Stone can improve students' vocabulary mastery at Junior High School in Surakarta, Central Java in 2014/2015. The data were analyzed by qualitative and quantitative methods. The improvement of the students' vocabulary mastery is also supported by the test result (test scores). The result of the research showed the improvements, students could pronounce most of the words correctly, memorized the new words more easily and use the correct grammar in sentences. The class situation also improved, the students gave a full attention and did not make non-academic activities during teaching learning process and tended to be active learner. In addition, the students' mean score also improved.

Using Rosetta Stone Software as Media in Teaching English Vocabulary (An Experimental Study at SDN 02 Lhoksukon) by Hanif.[13] The aims of this research is to examine the effectiveness of using Rosetta Stone Software in teaching vocabulary. The data were obtained from 64 students who belong to the two classes (groups), the control group and the experimental group, as the representative of all fifth grades of SDN No 02 Lhoksukon, Aceh

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[12] Prasetyo, Martono, and Suparno.
[13] Hanif.

Utara. The research instruments used to collect the data for this study were pre-test and post-test. The pre-test and the post-test were given to the two classes; the experimental class and the control class. The result of the test was students' scores of the experimental group and the control group. This result was analyzed by using statistical formula in order to see if there is a significant difference between the students who were taught by direct method and the students taught by using Rosetta Stone Software as the media in teaching vocabulary. Base on explanation above, using Rosetta Stone Software as media also proves that the treatment has given some effects on students' vocabulary improvement.

Using Rosetta Stone Media Through the Dynamic Immersion Method to Improve Vocabulary Mastery for Junior High School Students by Rizka Safriyani (2019).[14] The purpose of this study ; 1) to increase the vocabulary of students' English vocabulary using Rosetta Stone media and applying the Dynamic Immersion method at the seventh-grade students of SMP N 3 Padangsidimpuan. 2) To find out the effectiveness of rosetta stone software as media in teaching student's vocabulary at the seventh-grade students of SMP N 3 Padangsidimpuan. Quasi-experimental methods are methods used in evaluations to obtain information. This research is conducted on the seventh-grade students of SMP Negeri 3 Padangsidimpuan consisting of seven classes involving two classes of respondents which areas the experimental groups and control groups. The experimental group was treated by using Rosetta Stone learning media, while the control group was not treated. Based on the result, the writer got a mean of pre-test of the experimental group was 50,91 and pre- test of the control group was 49,39. The score post-test of experimental was 74,24 and control group was 63,64. The result of the t-test is higher than t-table; 4,93 > 1,99. It means that the achievement of students

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[14] Nursaima Harahap and others, 'Using Rosetta Stone Media Through the Dynamic Immersion Method to Improve Vocabulary Mastery for Junior High School Students', 434. Iconelt 2019 (2020), 87–89 <https://doi.org/10.2991/assehr.k.200427.019>.

(taught by Rosetta stone) as media in vocabulary mastery is better than those without taught Rosetta stone.

Seeing the problems above, the researcher wants to help teachers to find good ways to teach students' vocabulary mastery, especially in descriptive text. In addition, the teaching and learning process in the classroom will be more active and creative. With Rosetta Stone, students can find out vocabulary while playing and will be more interested in memorizing various kinds of vocabulary. For some students memorizing vocabulary is boring, therefore the teacher must have a solution so that students remain interested in learning vocabulary and do not feel bored. According to Prasetyo et al, this multimedia application accelerates the learners' vocabulary learning process through useful techniques and practices. It enhances the acquisition of both receptive and productive vocabulary dimensions. As traditional instruction might be boring and not as helpful as the tech-based one. Hanif states that this technological innovation software might provide more enjoyable and innovative instruction for learners.[15]

Based on the brief description above, the research is interested in conducting research on the application of Rosetta Stone in the teaching and learning process, especially English in Vocabulary Mastery in descriptive texts, especially noun and verb in the second semester, and the research conducted a study entitled The Influence of Using Rosetta Stone Applications on Vocabulary Mastery of Grade Two Students of SMP Al-Azhar 3 Bandar Lampung.

C. Identification and Limitation of the Problem

Based on the background of the problem, the research identifies the problems as follows:

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[15] Osmaniye Korkut Ata, 'The Use of Rosetta Stone Application for Vocabulary Improvement in English : The Use of Rosetta Stone Application for Vocabulary Improvement in English : A Review Study', December 2021, 2022. P.87

1. Students assume that learning English is a difficult subject because English is not their everyday language.

2. Students lack of motivation to learn English, especially in learning vocabulary.

3. Students have difficulty to memorize vocabulary and the meaning of words.

4. Students feel bored with learning media which are often only given some vocabulary by the teacher and then memorized it.

In this research, focus on the effect of using the Rosetta Stone application on students' vocabulary mastery in the first semester of second grade at SMP Al-Azhar 3 Bandar Lampung in the 2022/2023 school year. In teaching vocabulary, the research used noun and verb to focus on people, objects and names that are chosen to be described, then actions from or related to people, which are in accordance with the syllabus in the first semester of second grade SMP Al-Azhar 3 Bandar Lampung in the academic year of 2022/2023.

D. Formulation of the Problem

Based on problem identification and limitation above, the problems are formulated as follows: Is there any significant influence of using Rosetta Stone application toward students' vocabulary mastery at the second semester of the second grade of SMP Al-Azhar 3 Bandar Lampung in the academic year 2022/2023?

E. Objective of the Research

The objective of this research is to determine whether there is any influence of using Rosetta Stone application toward students' vocabulary mastery at the second semester of the second grade of SMP Al-Azhar 3 Bandar Lampung in the academic year 2022/2023.

F. Use of the Research

This research is expected to give theoretical and practical benefits, as follows:

1. Theoretical Benefits

The result of this research is expected to enrich the previous research about the use of Rosetta Stone application toward vocabulary in teaching. Thus, the student can improve their vocabulary mastery.

2. Practical Benefits

The research expects that there are some uses of the research as follows:

a. For the Student

By using the Rosetta Stone application, it is expected that students will be more interested in learning English, especially vocabulary, so that it will enrich their knowledge of learning vocabulary in an easy and fun way which will affect their English achievement.

b. For the Teacher

By using the Rosetta Stone application, teachers can increase their creativity in the learning process in an interesting way so that learning objectives can be achieved.

c. For School

It is expected that this research can provide useful results in improving the quality of learning in schools.

d. For Further Researcher

This research can be chosen as a reference on how to apply the Rosetta Stone as a way to improve students' vocabulary mastery.

G. Scope of the Research

The research limited this research as follows:

1. Subject of the Research

   The subject of this research is the student of eighth grade of SMP Al-Azhar 3 Bandar Lampung.

2. Object of the Research

   The object of this research is the students' vocabulary mastery by using Rosetta Stone application.

3. Place of the Research

   This research will be conducted at SMP Al-Azhar 3 Bandar Lampung.

4. Time of the Research

   The research will be conducted in academic year of 2022/2023

H. Systematic of The Research

Systematic discussion is a series of discussions that contain in research, where one chapter to another is interconnected and cannot be separated. To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Chapter I	Contains the presentation of the data behind this research which is carried out related to the influence of the Rosetta Stone Application on students' Vocabulary Mastery. This chapter contains confirmation of the title, the background of the problem, problem identification, problem formulation, problem objectives, research benefits, relevant previous research studies, and systematic discussion.

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Chapter II	Contains previous literature and theoretical frameworks that are relevant and related to the Rosetta Stone application and students' Vocabulary Mastery. This chapter contains the theory used, the framework of thinking, and the submission of hypothesis.
Chapter III	In detail describes the research methods used in the study and their relationship, types of research, time and place of research, population, sample, and data collection, research instruments, technical data analysis, and hypothesis testing.
Chapter IV	Contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.
Chapter V	Contains conclusions, suggestions, or recommendations. Conclusions briefly present all the research findings to do with the research problem, and suggestions are formulated based on the results of the study.

CHAPTER II
REVIEW OF RELATED THEORY

A. Frame of Theory

1. Vocabulary

a. Definition of Vocabulary

As social beings who live side by side with each other, we must communicate with each other. Therefore, we need a language that can be understood by each other to communicate. Without language, humans will not be able to express their ideas, or even understand what other people are saying. Vocabulary is a collection of several letters that form a word that has meaning. Vocabulary is also defined as words that enable a person to form sentences. Usually, vocabulary develops as a person ages. In addition, vocabulary is the basis of communication and knowledge. A person's level of intelligence can be seen from how broad and how much vocabulary they know.

Vocabulary is important because every language has vocabulary as the basic element. Vocabulary is one element of the language that should be learnt and taught. When students want to produce the language, they will be frustrated to convey what they are intended because lack of vocabulary. As stated by Thornbury, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. When students learn about the language, the progress significantly show if they learn more about vocabulary because they can express almost everything with words. The vocabulary mastered by the students will determine their manner whether it is appropriate for certain time, place and situation. How many vocabulary that students have will determine their proficiency in English. The development of students' vocabulary

determine by how teacher teach the vocabulary at the classroom and motivate their students.[16]

Vocabulary is the stock of words which are at disposal of speaker of writer. The term of vocabulary may refer to all words in the whole language, at the words or phrase used in particular varieties such as dialect, register and terminology. Along the lines of Hartman's statement, Spencer mentioned vocabulary as the highest ability to master for a reader or a writer, words which are used in the subject of knowledge, and a list of words which is arranged such as in dictionary, complete with a clear and short explanation. In teaching vocabulary, teachers should know what of vocabulary to be taught. According to Finoccchiaro, vocabulary is divided into two types: Function word. It needs to be learned as quickly as feasible (in a logical order and sequence, however) and Content word. It can be learned in small groups around "life" situations. There are some aspects in teaching vocabulary namely, pronounce, spelling, meaning and word use. As Ur states that form (pronounce and spelling), grammar, collocation, meaning, and word formation are the aspects of vocabulary which are needed to be taught. This research was limited to three aspects. They are meaning, pronunciation, grammar and part of speech specially noun.[17]

Teachers should concerned that teaching vocabulary is something different from the mother tongue for students. The teacher must also know the characteristics of each student. That way, the teacher can prepare good

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[16] A Fauziah, R Apriliaswati, and ..., 'The Use of Boggle Game To Improve Students Vocabulary in Writng Descriptive Text', *Jurnal Pendidikan Dan ...*, 2018 <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/23686>. p.1

[17] Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, 'The Teaching Of English Vocabulary To Young Learners', *PROJECT (Professional Journal of English Education),* 1.2 (2018), 95–100. p.96

techniques and appropriate materials to achieve the goals in language teaching.

Based on the theories above, it can be concluded that vocabulary is knowledge in the form of a list of words that have meaning, which also functions as a form of communication and knowledge for a person.

b. Aspect of Vocabulary

According to Harmer, there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:[18]

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

a. Polysemy

This polysemy is only resolved when we see the word in context. It is understanding the meaning in context that allows us to say which meaning of the word, in the particular instance, is being used. For example: the house is at the foot of the mountain.

b. Antonym

The term antonym is used for opposite meaning of word. For example: "full" is an antonym of "empty".

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[18] Jeremy Harmer, *The Practice of English Language Teaching* (London : Cambridge, 1998). p.18

c. Synonyms

It means that two or more words have the same meaning. For example: the synonym of "smart" is "clever", "bright" may serve as the synonym of "intelligent".

d. Hyponyms

It means Items that serve as specific examples of a general concept. For example: the hyponyms of fruit are banana, apple, orange, lemon.

e. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: "slim" has favorable connotations, while "thin" has unfavorable; so that one could describe something as "slim body" not "thin body".

2. **Extending Word Use**

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of metaphorical and idiom use. For example: "as sick as parrot" this idiom expression become so widely used that it began to irritate everybody, except, perhaps.

3. Word Combination

Although words can appear as single item which are combined in a sentence. They can also occur in two or more items groups. They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. The Grammar of Words

The last is about the grammar of the words used by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc. Like make a distinction between countable and uncountable nouns. The former can be singular and plural. We can say one book or two books, etc. From all statements before, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination, and the grammar of words. In this research the researcher will be focus on the word meaning and extending word use in the process teaching and learning.

Based on the explanations above, it can be concluded that there are 4 aspects of vocabulary namely word meaning, extending word use, word combination and grammar of words. The teacher need to be able to teach and explain about these aspects, so that the students could learn vocabulary easier because they would know the aspect of learning vocabulary.

c. **Type of Vocabulary**

Vocabulary has some types that needs to be learn. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornbury. He classified into eight word classes such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiners.[19] Those can be describe as follows:

1. **Noun**

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.[20] It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.[21] It means that noun is relates with name of something like place, plant, people, and others. For examples: Clara, book, table, glass, mouth, rabbit, and others. From the statements before, can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

2. **Pronoun**

A pronoun is a word that replaces one or more than one noun. There are two types of pronoun, they are personal pronoun and reflexive pronoun . Personal pronouns have different forms depending on their person (first, second, or third), number (singular or plural). And form of case (subject, object or

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[19] Scott Thornbury, *Op Cit*, p. 4
[20] Marcella Frank, *Modern English a Practical Reference Guide*, (New York : Prentice Hall Inc, 1972) p. 6
[21] Djalinus Sjah and Azimar Enong, *Modern English Grammar,* (Jakarta: Cv Simplex, 1977) p.30

possessive). Reflexive pronouns are unique group of de pronouns that always end in either *-self* or *-selves*, for example: *myself*, *ourselves*.

3. **Verb**

Verb is part of the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence. The verb lives in what grammarians call the predicate, which contains the verb plus all the words that relate specifically to it. The verb gives the subject its action or expresses its state of being.[22] Sentences are complete only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verb tell what people or thing are doing. Here common action verbs such as: drink, eat, etc.[23]

4. **Adverb**

There are some definitions of adverb that proposed by the expert. Frank states that adverbs are words that describe or modify verbs, adjective, and other adverb. While Howard states that adverb Adverbs are words that tell you more about verbs, adjectives and other adverbs. From the statements before, it can be concluded that adverb is a word that modify verbs, adjective, and other adverbs and words that tell you more about verbs, adjectives and other For example: carefully, quickly, badly, softly, slowly.

5. **Adjective**

Adjectives are noun and pronoun. Harmer states that an adjective is a word that gives more information about a noun or pronoun, and can be used

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[22] Phyllis Dutwin, *English Grammar Demysfied* (New York: McGraw Hill, 2010). p.30

[23] Howard Sargeant, *Op, Cit.* p. 52

before or after a noun. In addition, it can be a collection of words. Therefore, the most common position of an adjective is before the modified noun or pronoun, but it also fills other positions. Adjectives describe information about people, places, and things. For example: sad, beautiful, smart, ugly, lazy, etc.

6. **Preposition**

There are some definitions about prepositions that proposed by the experts. Howard states that prepositions are words that show a connection between other words. While Altenberg and Robert that prepositions are words, usually small, that typically indicate information about direction, location, or time. For example: in, on, at, by, for, etc.

7. **Conjunction**

There are some definitions about conjunctions that proposed by the experts. Howard says that conjunctions are words used to link words, phrases or clauses. While Altenberg and Robert says that conjunctions are connectors that join words, phrases and sentences together. For example: and, but, although, because, that. From the statement before, it can be concluded that a conjunction is a word that is used as a connector to connect a word, phrase, and sentence into one.

8. **Determiners**

There are some definitions about determiners that proposed by the experts. Howard states that determiners or noun signals, are special adjectives used before nouns. While Altenberg and Robert says that determiners are words that can occur directly before a noun, tell us a bit more about that noun, and introduce it. From the previous statements, it can be concluded that determination is a special adjective

that is used before a noun and a word that can appear directly before a noun.

Based on the types of vocabulary above, this research focuses on influence the students' vocabulary verb and noun which consists of common noun, proper noun, countable noun, uncountable noun, and for verb; transitive and intransitive. The researcher choose this type because verb and noun are the basic vocabulary that must be known by the students. Mostly, the use of sentence needs the combination of noun and verb.

Noun = Common noun, proper noun, countable noun, uncountable noun

Verb = Tranisitve verb, intransitive verb

1. **Common Noun**

   Common noun are general, they usually name classes of things, people, and places rather than specific things, people, and places. They are only capitalized at the start of a sentence, and they can be modified by articles, determiners, and adjectives.

2. **Proper Noun**

   Proper noun are the names of specific individuals, things, places, companies, etc. They are always capitalized and typically not modified by articles, determiners, or adjectives.

3. **Countable Noun**

   Countable noun are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an".

4. **Uncountable Noun**

   Uncountable noun are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, etc). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

5. **Transitive Verb**

   Transitive verb are verbs that simply express the action of a direct object. Here, a direct object is a word or group of words referring to a person or thing toward which the action of a verb is directed or by which the action is performed. A direct object can also be a noun, phrase, or pronoun.

6. **IntransitiveVerb**

   Intransitive verb are defined as verbs that do not characterize by an object to complete an action. Simply, intransitive verbs do not require an object to express an action. An intransitive verb is the opposite of a transitive verb.

d. **Concept of Teaching Vocabulary**

   Teaching vocabulary is one of the important factors in language learning because a language is based on words. It is almost impossible to learn a language without words, even words are the basis of communication with each other. Teaching vocabulary is considered as one of the most frequently discussed sections in teaching English as a foreign language. Teachers should note that teaching vocabulary is different from mother tongue, which means that teaching vocabulary is something new. Teachers should also know that teaching English to young learners is different from that of adults. Teachers must prepare

appropriate teaching techniques to be applied to students. To make students interested, the teacher must be creative and be able to master the material so that it can be understood by students easily. In addition, to achieve the objectives of language teaching, teachers must prepare good techniques and appropriate materials.

However, there are a few things that most English teachers should keep in mind when they are going to present new vocabulary to students. Because basically English teachers want students to remember new vocabulary which then needs to be learned, practiced, and corrected so that students don't forget. Several factors relate to the techniques used by teachers such as content, time availability, and value to students. This makes teachers have several reasons for using certain techniques in presenting vocabulary.[24]

1. Teaching vocabulary using objects

    According to Takac & Singleton this technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration.

2. Teaching vocabulary by drilling, spelling, and active involvement

    According to Thorbury drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory. According to Reed, the

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[24] Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 182 <https://doi.org/10.22216/jk.v1i2.2136>. p. 186

primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Takač & Singleton said employing this technique, the teacher encourages the students to find out word's meaning by elicitation. Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding. This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life.

3. Teach vocabulary using pictures and pictures

Objects can be drawn on a whiteboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. Teaching vocabulary using pictures connects students' prior knowledge with new stories, and in the process, helps them learn new words. There is a lot of vocabulary that can be introduced by using illustrations or pictures. They are an excellent means of clarifying the meaning of unknown words.

4. Teach vocabulary using pantomime, expressions, and gestures

According to Alqahtani, the term pantomime or gesture is useful if it emphasizes the importance of gestures and facial expressions in communication. In essence, it can not only be used to show the meaning of a word contained in reading passage, but also in speaking activities because most emphasize communication.

5. Teaching vocabulary using enumeration and contrast

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other

words, this technique helps when any word is difficult to explain visually.

6. Teaching vocabulary through guessing from Context

Alqahtani claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text. While the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Alqahtani considered the specific context as "the other words and sentences that surround that word" it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning.

According to Thornbury, there are the five of factors that have related to teaching set of words be considered by the teacher:[25]

1. The level of the learner

2. The learner likely familiarity with words

3. The difficulty of items

4. Their teaching ability

5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).

From the statement above, that every student has a different level and the teacher encourages student to gain success in learning languages. The method or technique may be one of their motivations in learning the language. Because knowing the meaning of words or understanding the meaning of words is the goal of learning vocabulary.

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[25] Scott Thornbury, How to Teach Vocabulary, (England: Longman, 2009), p. 75-76

e. Concept of Students' Vocabulary Mastery

Vocabulary is a list of word within a person's language. Vocabulary is their collection of common terms used to communication. A vocabulary is a helpful and essential instrument for communication and knowledge acquisition that typically grows with age. In the vocabulary there are some aspect that should be master by the student, that are word meaning, extending word use, word combination, and the grammar of words.

Mastery is a highly developed skill in knowledge of something. It means that mastery is the state of having a highly developed skill or body of information. Mastery of vocabulary is needed to express ideas or ideas that we have so that they can be understood by others who listen to them. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading. According to Hatch and Brown, the specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words. Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession.

A learner of a foreign language will speak fluently and accurately, write easily, or understand what he or she reads and hears if he or she has enough vocabulary and has the capability of using it accurately. If a learner of a foreign language has a sufficient vocabulary and the capacity to use it correctly, he or she will be able to talk fluently and understand what is being said. Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary, people will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text. The ability to acquire and use a wide range of words is a result of vocabulary mastery. People will

understand the meaning of language in the context if they possess and are proficient in vocabulary.

Based on the theories above, it can be concluded that vocabulary mastery is the ability to acquire and use a wide range of words. People will understand the meaning of language in the context if they possess and are proficient in vocabulary. Also, in this research, it can be concluded that the concept of students' vocabulary mastery is the students have to master noun and verb about suroundings and daily activities by knowing the meaning and use it in the sentence.

2. Rosetta Stone Application

a. Definition of Rosetta Stone Application

Rosetta Stone is a language learning medium that uses images, text, and sounds to teach vocabulary. In 1992, language company Rosetta Stone implemented all kinds of solutions to help all types of learners read, write and speak more than 30 languages, including English. This media is programmed systematically. The title and logo of the Rosetta Stone are taken from an ancient Egyptian stone slab called Rosetta. The focus of the current study was on the two platforms of the Rosetta Stone application, i.e., Mobile-based and PC-based for teaching American English.[26] As a mobile-based platform of Rosetta Stone application, the mobile version of Rosetta Stone's application is featured with characteristics like multi-device capability, phrasebook, audio companion, stories, and live tutoring. The application was released in both IOS and Android mobile operating systems. Meanwhile as the PC-based platform of the Rosetta Stone application includes five different levels related to learning English with 250 hours of instructional

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[26] Rosetta Stone Company.(2006). Handbook for Teachers. The Rosetta Stone registered trademark, Faifield Language Technologies. USA.ISBN. 2006, p. 47

content. Level one, which is named "language basics", is concerned with language fundamentals.[27] This application is introduced as a useful media or tool for teachers and students in the process of teaching and learning English. The Rosetta Stone application can be used as an aid to teach vocabulary for students. The app also consists of a combination of images, text and sound, with increasing difficulty as the student progresses in learning, to teach various vocabulary terms and grammatical functions intuitively, without practice or translation.[28]

According to Bowden, Rosetta Stone helps the students become familiar with everyday topics and vocabulary. It offers lots of practice for hearing the language. Rosetta Stone allows students to hear native speakers, and this helps students learn how to better pronounce the language. By using Rosetta Stone in classroom, it will help the teacher to provide more active, interesting and effective learning activity especially for vocabulary improvement. Olsen says the study of vocabulary should be enjoyable because students benefit greatly from increased word power. By using Rosetta Stone, the students will get the new enjoyable experience in their vocabulary learning. If previously the students learn vocabulary by using the textbook only, now the students can add their learning experience by seeing the real-life images, not only illustration, and supported by clear native speaker's voice that will help the students to practice their pronunciation.

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[27] Namaziandost and others. p. 92-93

[28] 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

b. Teaching Vocabulary Using Rosetta Stone

Vocabulary is an important thing in a language. There are various ways of teaching to increase students' vocabulary. One of them is to use the Rosetta Stone application. Teaching vocabulary using the Rosetta Stone application will help to improve students' vocabulary. Therefore, it has become one of the most important tasks that English teachers have to fulfill in terms of helping students expand their knowledge of vocabulary. In addition, in the process of teaching and learning vocabulary there are often obstacles and difficulties experienced by students, such as their lack of mastery of vocabulary so that they are not interested in learning vocabulary. Due to the differences in learning styles between students, it is important for teachers to know the various methods, techniques, and strategies in their teaching. That way the teacher can create a good atmosphere in the teaching and learning process by applying the appropriate things.

Based on the statement above, the writer uses the Rosetta Stone application in teaching vocabulary. The writer believes that the Rosetta stone application is the right method in teaching English vocabulary in schools. Thus, students will be interested in learning more vocabulary. Teaching and learning vocabulary using the Rosetta Stone application requires students to be more active, creative and continue to explore their potential.

According to Prasetyo, this application accelerates the learners' vocabulary learning process through useful techniques and practices. It enhances the acquisition of both receptive and productive vocabulary dimensions. As traditional instruction might be boring and not as helpful as the tech-based one. Also Hanif states that this technological innovation software might provide more enjoyable and innovative instruction for learners.

According to Hanif, highlights the dynamic immersion method the Rosetta stone app employs. Through this method, the tool aims to teach a language as people learn their first language. Without translation and drills, but with interactive exercises, the app aims to teach both vocabulary and grammar in context. Pronunciation and speaking skills are not omitted in this application, and learners can practice pronunciation through dialogues and vocabulary activities. Consequently, the researcher stated that the software helps teach vocabulary. Also, it is helpful as it serves an individualized learning program, and learners can observe their learning process.

c. **Procedure of Using Rosetta Stone**

For using the application, of course we must first have the application on our phone. For that, follow the steps for using the Rosetta Stone application below:[29]

1. The first thing you have to do is install the Rosetta Stone app on Play store or App store on your smartphone.

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[29] Harahap, et al, *Using Rosetta Stone Media Through the Dynamic Immersion Method to Improve Vocabulary Mastery for Junior High School Students*, Advances in Social Science, Education and Humanities Research, volume 434 International Conference on English Language Teaching (ICONELT 2019)
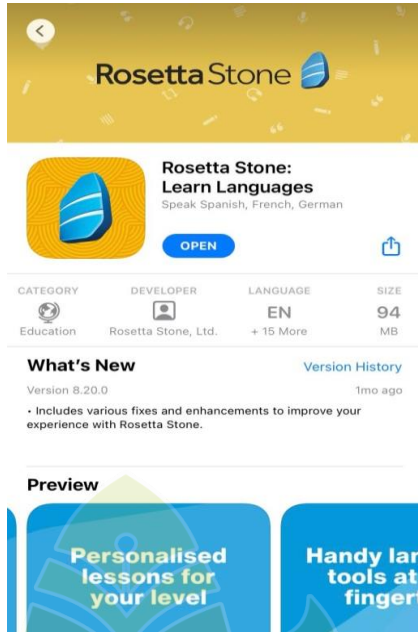
Figure 2.1 Installation Application

2. Then open the application on your smartphone and select the desired language (English) which will then enter the account creation page.

Figure 2.2 Choose the language

3. Create an account by selecting the "create account" menu option.
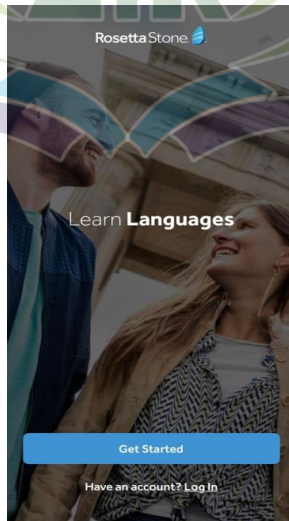

Figure 2.3 Account creation page

4. Then fill in each step as requested such as name, email, password and country. Then check the box that is empty. Then click the "create account" button.
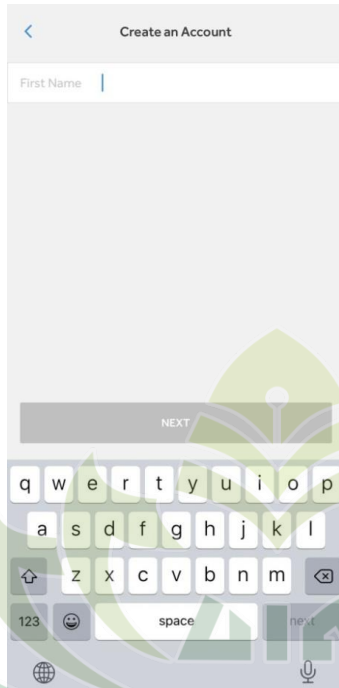

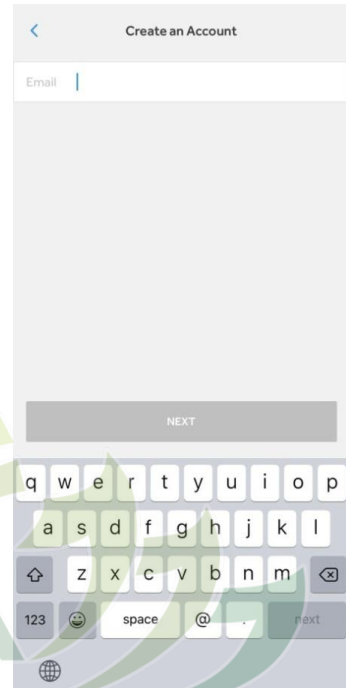
Figure 2.4 Fill the name   Figure 2.5 Fill an email
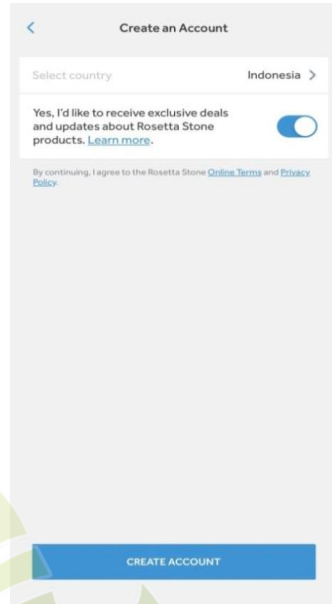
Figure 2.6 Create a password   Figure 2.7 Choose country

5. After that it will go to the home page, and the application
    is ready to use.

Figure 2.8 Home Display of Application

d. Advantages and Disadvantages of Rosetta Stone

The advantages of using Rosetta Stone application are as follows:

1. This application consists of pictures, text, and sounds. In other words, the combination of all media that already mentioned.

2. Rosetta Stone provides various interactive tasks that is designed to make the students interested in vocabulary learning.

3. This application has the feedback feature. The visual feedback is useful for tracking the students" progress.

4. There is an interesting feature, namely speech recognition, which is useful for practicing the pronunciation of words correctly according to the pronunciation they should be.

The disadvantage of using Rosetta Stone application are as follows:

1. The application capacity is large enough so that it can full the phone's memory.

2. Rosetta Stone does not teach common phrases such as certain languages as verb conjugations or the case of nouns and verb.

3. This application is online, so it requires an internet network to access it when you want to learn.

3. Flashcard

a. Definition of Flashcard

Flashcard is taken form word of 'flash' which means quickly, briefly, instantly, at once, and from the word 'card' is piece of stiff paper or thin cardboard, as used for various purposes. It means that flashcard can be very helpful in improving students' vocabulary and is effective

to help the students recall the words that have been learned.[30] Based on the frame theories above, flashcard is a media that can be used to teach vocabulary. Hopefully through this teaching the students will get better in their vocabulary.

Flashcard that is used as a teaching learning aid at elementary level is chosen to increase the students' vocabulary. It will make the student interested in studying vocabulary because most of them like to play such as a card. According to Cross flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.[31] It means that flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English.

Flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process.[32] It means that flashcard is one of the teaching tools that can make teaching English to students simple. With the help of relatively basic visual aids like flash cards, teachers can encourage student participation in the vocabulary-learning process. The teacher can employ various types of media in the classroom, including flashcards.

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[30] Lado, *Flashcard Is A Media That Can Be Used To Teach Vocabulary*, (USA: Prentice Hall, 2017), p.27

[31] Cross, D, *A Practical Handbook of Language Teaching*, (USA: Wadsworth, 2001), p.19

[32] *Ibid*

Emily et al states that flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.[33] According Elsa Yusrika states that flashcards is considered as a helpful strategy because its benefits.[34] Moreover Maryam states that flashcards are useful for finding new letters, words syllables, and other information. A flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it.[35] From some points discussed above, it can be taken general view that flashcard are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new word.

b. Activity of Using Flashcard

There are some activities of using flashcard, as follow:[36]

1. Memory Activities

Memory Tester: First, place a selection of flash cards on the floor in a circle. Second, Students have one minute to memorize the cards. Last, in groups they have two minutes to write as many of the names as they can remember.

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[33] Emily P., T. F. McLaughlin, Jennifer N., Mary E. *The Effects of Direct Instruction Flashcards with Math Racetrack with Addition Facts for an Elementary School Students with ADHD*. (International Journal of Basic and Applied Science. 2013). 2(1) p. 124

[34] Elsa Yusrika Sitompul, *Teaching Vocabulary Using Flashcards and Word List*. (Journal of English and Education. 2013). 1(1).p. 52-58

[35] Maryam Eslachcard Komachali, *The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge*, (Journal Education Studies. 2012). 5(3)

[36] Joanna Budden, *Using Flashcard with Young Learner*, (Spain: British Council, 2004), p.24, Retrieved from website: https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/using-flash-cards-young-learners

In this case, the researcher gives the cards and translates the vocabulary on those cards, then asks the students to memorize the word and meaning. After that, the researcher asks the students to write the word on their paper as many as possible they can remember.

2. Drilling Activities

Invisible Flashcards: First, stick 9 flash cards on the board and draw a grid around them. Second, use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling. Third, gradually remove the flash cards but continue to drill and point to the grid where the flash card was. Fourth, when the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card. Fifth, students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures. Last, depending on the age group I then put the flashcards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid. This activity highlights the impact of visual aids. It really proves that the images' stick' in students' minds.

In this case, the students are asked to make a match of words on flash card with the appropriate meaning. The researcher gives 9 flash cards on the board and the students should be able to match the word and meaning that had been translated before.

3. Identification

Activities Reveal the word: First, Cover the flash card or word card with a piece of card and slowly reveal it. Second, students guess which one it is.

Third, once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice. Fourth, alternatively, flip the card over very quickly so the children just get a quick glimpse. Last, repeat until they have guessed the word.

In this case, the researcher makes variation of teaching vocabulary by using flash cards where the cards are covered with paper. She flips the card over very quickly, the students need to guess the words and the translation of these words.

4. TPR Activities

Point or race to the flash cards: First, stick flash cards around the class. Second, say one of them and students point or race to it. Third, students can then give the instructions to classmates. Fourth, you can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc. Last, you can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

In this case, the researcher instructs the students to play a little game to make the students remember the words and meaning clearly. The game such as asking the students to remember the word based on the alphabet.

c. **Advantage and Disadvantage of Flashcard**

The advantage of using flashcard:

1. Flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improve.

2. Flashcards can be used as prompts for simple substitution drills.

3. Flashcards are also useful for identifying verbs on action. The pictures or illustration on the card should be attractive, a lot of fun and large enough for the whole class to see, because its will be make the students interested.[37]

So, from the advantages of using the flashcard above, the conclusion of the study is that this media has some advantages such as useful to present and practice vocabulary. Flashcard is also useful to make the students interested in learning.

The disadvantage of using flashcard:

1. Students can pay attention on the flashcards more than on material learned.

2. Small and unclear flashcards may arouse problems in the teaching learning process since the students may misunderstand about pictures.[38]

Based on the disadvantages above, it can be concluded that unclear explanation could make the students misunderstood about the material on flashcard.

4. Translation Technique

a. Definition of Translation Technique

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that was procedure in one language (the source language) into another language (the target language), or the target language version that

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[37] Elsa Yusrika Sitompul, *Op, Cit*, p. 52-58
[38] *Ibid.*

results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation.[39] It means that translation not only did by human, but also can do by the machine like a computer. Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence.

While according to Catford, translation is understood as a linguistic phenomenon, as an operation performed on languages. This operation was seen as a process of transcending between source language and target language. Translation may be defined as the replacement of textual material in one language.[40]

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.[41] It means that translation can be defined as a technique of a teaching English especially for vocabulary. This statement it also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.[42]

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[39] Jack C. Richards and Richard Smith, Dictionary of Language Teaching and Applied Linguistics, (London : Longman, 2002), p.563

[40] Christina Schaffner, The Concept of Norms in Translation Studies, (Birmingham: Aston University, 1965), p.3

[41] Lynne Cameron, Teaching Language to Young Learners, (New York: Cambrige University Press 2001), p. 85

[42] Roberto A Valdeon Garcia, A New Approach to the Use of Translation in the Teaching of L2 Revista Alicantina de Estudios Inglese Volume 8, 1995, (Universided de Oviedo, 1995), p.241

From the definitions above, it conclude that translation is a process where the source language or original language is changed into the target language.

B. The Hypothesis

Based on the frame of thinking above, the researcher proposes the hypothesis as follows:

Ha: There is a significant influence of using Rosetta Stone application toward students' vocabulary mastery at the first semester of the second grade of SMP Al-Azhar 3 Bandar Lampung in the academic year of 2022/2023.

H_0: There is no significant influence of using Rosetta Stone application toward students' vocabulary mastery at the first semester of the second grade of SMP Al-Azhar 3 Bandar Lampung in the academic year of 2022/2023.
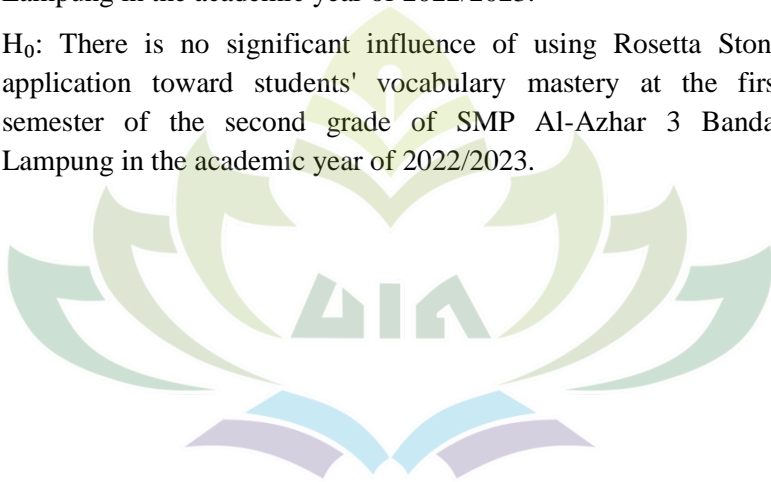
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