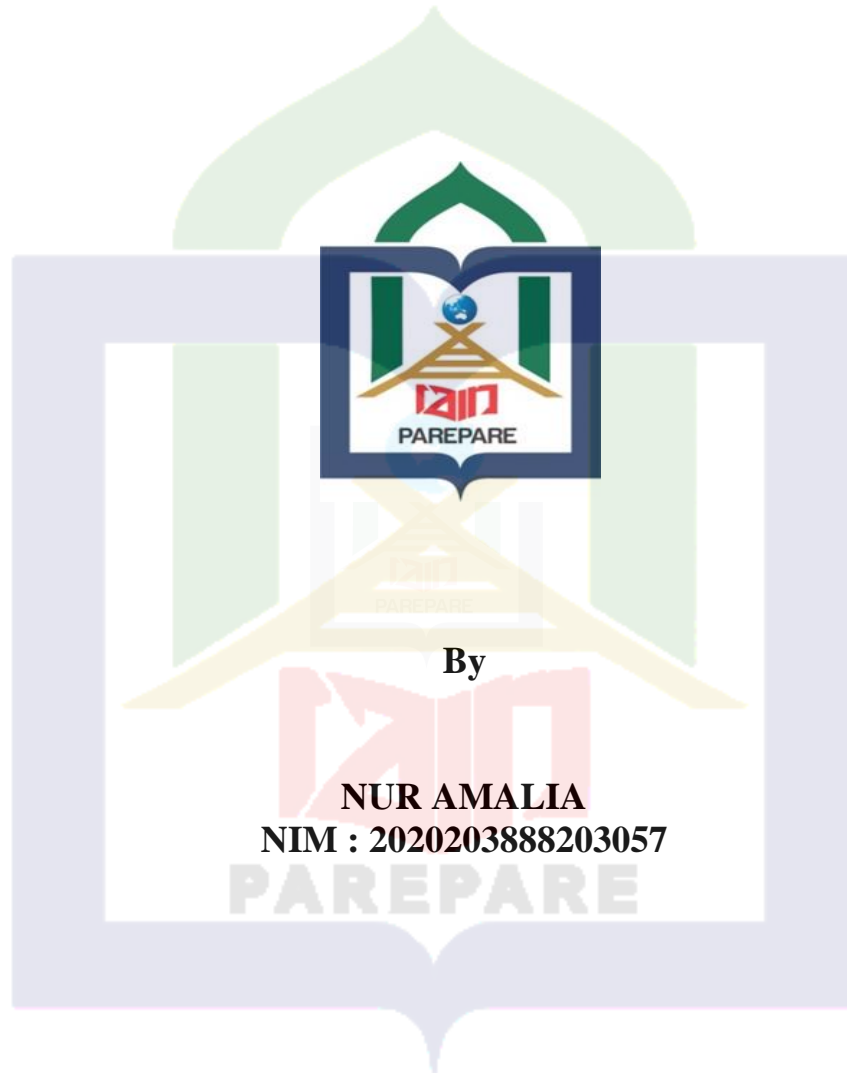**A THESIS**

USING ROSETA STONE APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL 4 PAREPARE

By

NUR AMALIA
NIM : 2020203888203057

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

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2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title : Using Rosetta Stone Application In Improving Students' Speaking Skill at Senior High School 4 Parepare

Student Name : Nur Amalia

Student Reg. Number : 20203888203057

Study Program : English Education Departement

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 4623 Year 2024

Approved By:

Principal Supervisor : Dr. Zulfah, M.Pd (..........................)

EIN : 198304 20200801 2 010

Co-Advisor : Kalsum, M Pd (..........................)

EIN : 20260986101

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title	:	Using Rosetta Stone Application In Improving Students' Speaking Skill at Senior High School 4 Parepare
Student Name	:	Nur Amalia
Student Reg. Number	:	2020203888203057
Study Program	:	English Education
Faculty	:	Tarbiyah
Basis for Assigning Examiners	:	
Date of Graduation	:	July, 26th 2024

Approved By:

Dr. Zulfah, M.Pd.	(Chairman)	(...................)
Kalsum, M Pd.	(Secretary)	(...................)
Dr. Magdahalena Tjalla, M.Hum.	(Member)	(...................)
Dra. Hj. Nanning, M.Pd	(Member)	(...................)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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بِسْمْ اللهِ الرَّحْمن الرَّحِيْم

الحَمْدُ اللهِّ رَبِّ العَالَمِيْنَ وَالصَّلاَةُ وَ السَّلاَمُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَ الْمُرْسَلِيْنَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

Alhamdulillahi Rabbil Alamin. First of all, the writer would like to express his grateful to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the Writer good health, blessing, mercy so he can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad Saw. Peace be upon him, who has guided us from uneducated person to be educated person.

The Writer expresses gratitude to all those who supported and assisted in the completion of this thesis. She acknowledges that she couldn't have finished her "Thesis" without their support and help. The writer expresses heartfelt gratitude to her mother, Rusnaini, her sister Fia, Ade, Ainun, and her brother, Iqbal for their endless love, support, advice, and prayers that have helped her succeed as a student.

The writer expresses her deep gratitude to Dr. Zulfah, M.Pd. and Kalsum, M.Pd. for their patient guidance, constructive suggestions, motivation, and corrections in completing this thesis.

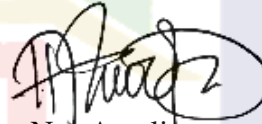Another side, the writer would also deliver special thanks to:

1. Prof. Dr. Hannani, M.Ag. Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.

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Parepare, 26 June 2023
The Writer

Nur Amalia
Reg Number 2020203888203057

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name   : Nur Amalia

NIM   : 2020203888203057

Birthday date and place   : July 06, 2000

Study program   : English Education Program

Faculty   : Tarbiyah

Thesis Title   : Using Rosetta Stone Application In Improving
                                Students' Speaking Skill at Senior High School 4
                                Parepare

     Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

<div align="right">

Parepare, 18 July 2024
The Writer

Nur Amalia
Reg Number 2020203888203057

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ABSTRACT

Nur Amalia : *Using Roseta Stone Application to Improve Students' Speakng Skill At Senior High School 4 Parepare* (Supervised by Zulfah and Kalsum)

This research aims to see the students' speaking skill before and after learning process through the Rosetta Stone Application at Senior High School 4 Parepare. The results of the research are useful for the teacher and students. The teacher should know that it is important to using media before teaching, so that the students would be enjoy the situation in the class and it can make the students more active in learning process.

The subject of this research X MACCA 2 class which is consisted of 20 students. The sample was taken by using purposive sampling. The design in this research was pre- experimental with pre-test and post-test design. The results showed that the mean of total scores of students' speaking is obtained that the t_{count} is 2.093 where the t_{table} value is 1.729.
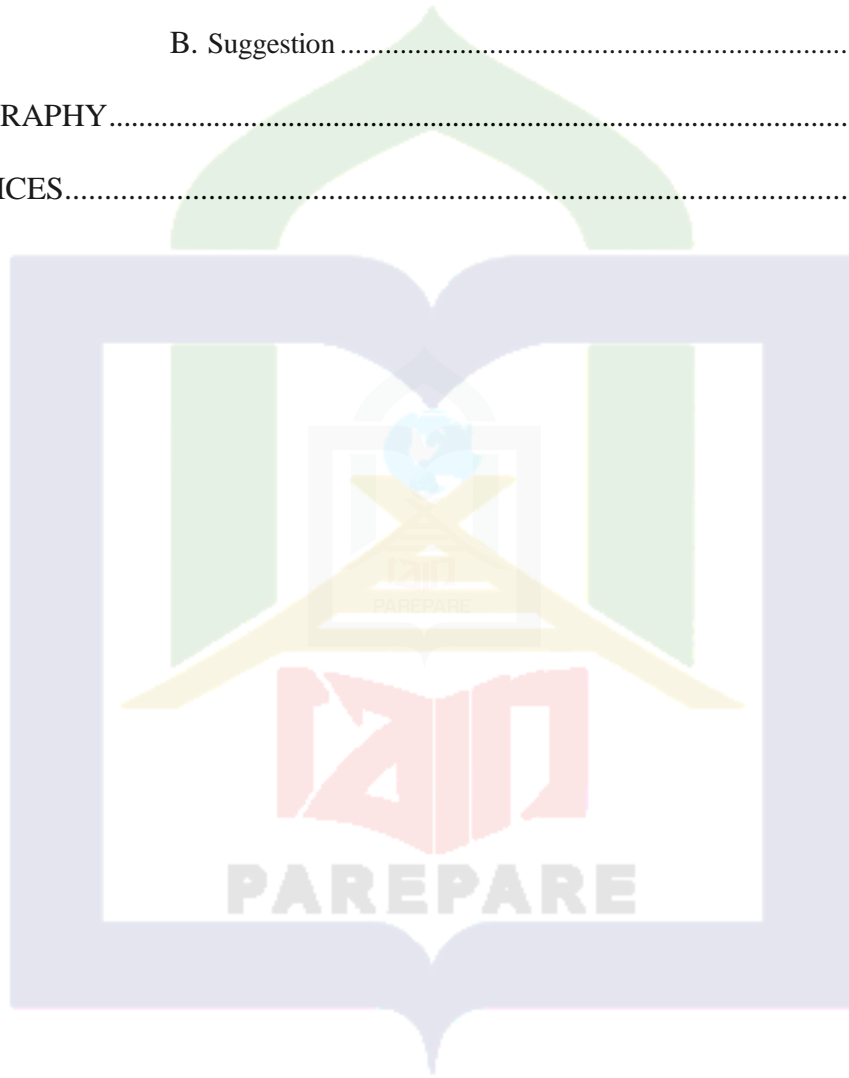
From the research finding, it is known that the t_{count} is bigger than t_{table} and the alternative hyphotesis (Ha) is accepted, while the Null hyphotesis (Ho) is rejected. It means that there is significance different score in speaking skill before and after being taught by using rosetta stone as media to improve students' english speaking skill at first grade students' of Senior High School 4 Parepare. That is why, the media are suggested used in, especially in speaking skill.

Keyword : *Speaking Skill, Rosetta Stone*

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3.	Research Instrument
4.	Result of Test
5.	Lesson Plan
6.	Observation Checklist
7.	Documentation

CHAPTER I

INTRODUCTION

A. Background

Speaking in every language is one of the most significant competence to be improved as means of communication. Also, speaking skill is considered as one of the most difficult parts of language learning. The learners who study English as a foreign langue (EFL)/ English as a second language (ESL) find that very difficult to express their thoughts, ideas, information and hopes successfully. In English language departments were students' major field is English; they mostly evaluate their progress and success in English learning based on how well they have been improved in their spoken language skill.[1]

According to the researcher, most of students in learning English speaking skill are difficult to produce the sound of the word. The students consider that learning English is very difficult, they often speak by using their language style, they easly bored and lazy to learn, they are also difficult to understand the material given by the teacher, they have less confidence and often shy, so they just keep silent during the teacher explain the material in teaching learning process, because students are not familiar with English and it is totally different from Indonesian. Another difficulty is the students lack of English vocabulary because they are passive users of English.

Nowadays, to improve students speaking skill, the students should learn to

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[1] Factors Affecting Students' Speaking Performance in English Department of Jawzjan University Ahmad Shah Qasemi 9 deceber2020

speak the foreign language by interacting to others while the English teacher should be creative to design many communicative activities in the classroom; creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, give attention to the speaking components, and make the English lesson more exiting to get the students' interest. The other researcher like a'am rifaldi khunaifi and padmadewi also conducted the he results of this research show that there are difficulties faced by MAN Palangka Model students Raya class xi includes: the interaction pattern is still simple, this is proven by the test results without score, because the patterns used by students for presentations are homogeneous and simple.[2]

Based on preliminary observations at SMAN 4 PAREPARE, the researcher conducted an interview with the English teacher and some of the students at Senior High School 4 PAREPARE. Based on the interviews, Some of the problems faced by students are to speaking in public even in front of their classmate, most students at this school are afraid when they are required to speak in english. They only tend to speak one word at a time to understand its meaning, students also feel that speaking is difficult.

Pre observation was conducted by the researcher with English teacher of SMAN 4 PAREPARE . The finding showed that teacher said:

> "Students are afraid to speak in the class atmosphere. The main problem in speaking English that appear in students is practice too speaking. They became passive in the class activity when the teaching and learning process were ongoing. They were hesitated to speak and showed the idea in a

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[2] Finding Out The ~~Anxiety~~Skill Factors In Learning A Language Done By Saudi EFL Learners Viewed From The EFL Teachers' Perspective ~~asi~~fa'am rifaldi khunaifi and padmadewi 2019

proper way. They felt that doing mistake is a big problem in speaking English and they afraid of being judged by others." [3]

Reflecting from the current situation, it can be said that the students needed a better learning activity in order to improve their speaking skill. To overcome the problems above, the researcher proposed the solution by using Rosetta Stone as a teaching media in learning activity. The teacher could try some variations in their teaching technique or use interactive teaching media. Therefore, the researcher wants to try one of the learning media in the form of application that can be accessed anytime and anywhere in learning EFL. The media that we can use to attract students' attention and increase students' enthusiasm in learning is using the Rosetta Stone application. Rosetta Stone is language-learning software that is designed to teach language the way people learn their native language. It associates words with objects, actions, and ideas that convey meaning. Rosetta Stone is personalized learning paths based on students goals. It consists of pictures, words and sounds that will enhance students speaking skill.

Rosetta Stone provides attractive interface and shows several expanded examples at the same time. The students will be able to understand both the meaning of the word and know how to use the word in the sentences. In addition, skill in the speaking class and their speaking achievement it was caused by the characteristics of learners and the classroom procedure[4]. Using Rosetta Stone Application in english speaking as their main tool to have conversation and comprehend the lesson is kind of

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[3] Kamisna " English Teacher of SMA 4 PAREPARE" 09 december 2023

[4] Tegar Aji Syarifuddyn Speaking Anxiety Of English Department Student (Research on English Language Teaching in Indonesia) (e-Journal) Volume 09 Number 03 Year 2022, pg 172-177 ISSN 2356-2617

new experience for them. By fixing their pronouciation, the compotence of student it self will increase, the skill might reduce in that situation. Based on the explanation above, the writer will conduct research with the title " Using Rosetta Stone Application In Improving Students' Speaking Skill at Senior High School 4 PAREPARE

B. Research Questions

Based on the background of the study above, the research formulates research question as "Is the rosetta stone application can improve students' english speaking skill of Tenth Grade Students of SMAN 4 PAREPARE ?."

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated; "To determine whether using rosetta stone application effectively helps in improving students' speaking skill of Tenth Grade Student of SMAN 4 PAREPARE "

D. Significance of Research

The significance of the research is hopelly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly know their confidence in speaking get improvement after implementing the use of rosetta stone application and it can become the option of the students for their learning solution.

2. Teachers

The teacher can understand the technology of students' future to learning and improve their speaking skill and can become resources for teaching the next student or class, so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research as a source to make a consideration the next teaching learning
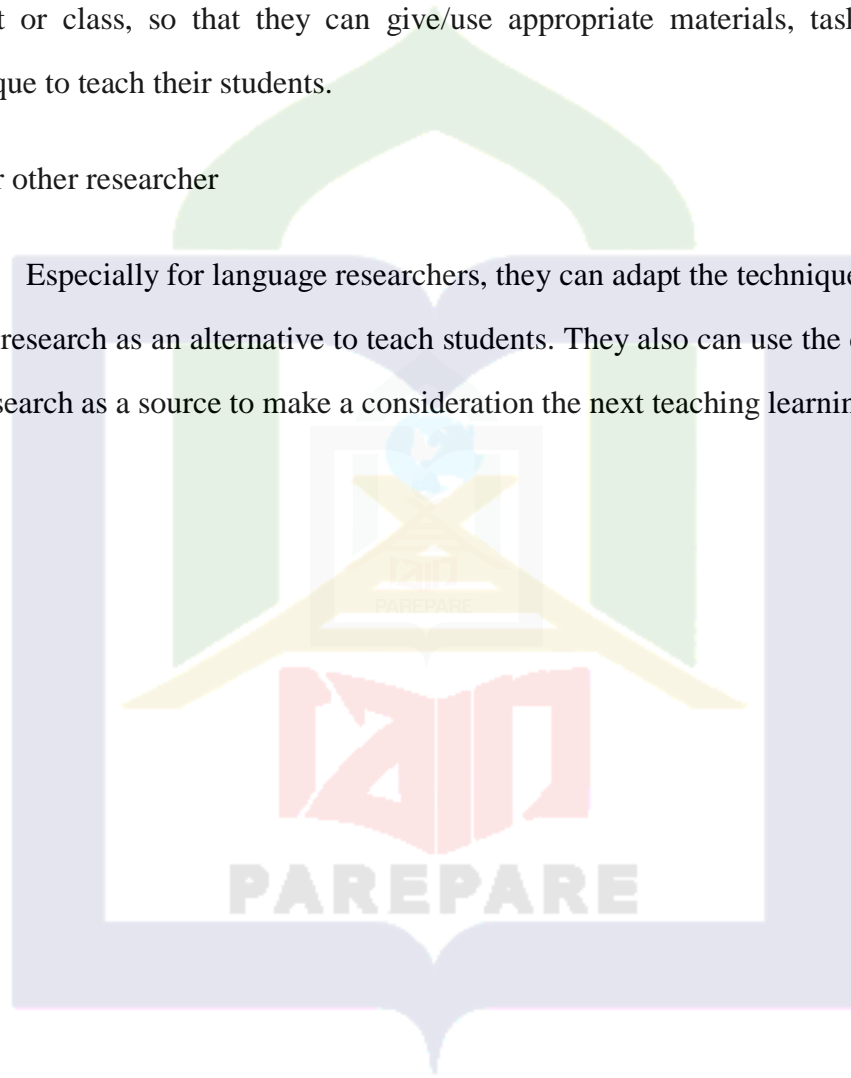
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Research

Many researcher's have conducted their research on using of Rosetta Stone Application in teaching EFL/ESL. Their findings are consecutively presented below:

First research is conduct from Rifqi Naufal Hermana, Lungguh Halira Vonti , Tina Priyantinwhich title "Rosetta Stone Application on Students' Pronunciation".The researcher used Rosetta Stone software to improve students' Pronounciation. The researcher used a Quasi Experimental design for this research. The researcher involved students of class XI IPA 1 as the experimental class and class XI IPA 2 as the control class. Based on the result of the research, it showed the impact for the students', the experimental average value on the pre-test was 65.45. This shows that students' pronunciation in the pre-test was relatively low because school regulations set a minimum score of 75. After being given treatment with the Rosetta Stone application, the average score of the experimental class was 84.94. This shows an increase in value after being given treatment.[5]

Second Research from Sri Yuliani , Khulaifiyah , Andi Idayani which title "Investigating Students' Motivation on the Use of Rosetta Stone in Learning English Pronunciation".[6] The study reveals that the The questionnaire was used as the instrument in this study. It was presented to both groups following the four week

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[5] Rosetta Stone Application on Students' Pronunciation Rifqi Naufal Hermana1 , Lungguh Halira Vonti2 , Tina Priyantin3 2023

[6] Investigating students'motivation on the use of rosetta stone in learning English pronunciation by Sri Yuliani UIR June 2023

activity using the Rosetta Stone and the conventional technique to ascertain how much the Rosetta Stone affected students' motivation. Three factors were covered by[7] the questionnaires: (a) autonomy, (b) competence, and (c) relatedness. There were a total of 15 statements, 5 items for each aspect. For each statement, we required the participants to mark whether they agreed or disagreed. Before and after the Rosetta Stone was implemented, we gave the sample with the same set of questionnaires. To make sure the samples understood the items and give accurate answers, we translated and explained the statements in the questionnaires orally into Bahasa Indonesia. By conducting a pilot research with 30 students who shared the same characteristics as the sample, the reliability and validity of the questionnaire were established.

Third research from. M Rani Syahda Hanifa, Dian Rahma Santoso which title "The Use of Rosetta Stone in Enhancing Junior High School Students' pronounciation".[8] Based on the result of the research, The researcher determine students' perceptions of learning English using the Rosetta Stone application, especially on pronounciation, the researchers proved that the use of the Rosetta Stone application could improve students' pronounciation skills. In this study, there are various audios that can be listened to by students and used as learning to improve English language skills, especially pronounciation. With this research, it can make students improve their pronounciation skills with various audio features that are already available.

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[7] Investigating students'motivation on the use of rosetta stone in learning English pronunciation by Sri Yuliani UIR June 2023

[8] The Use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation Rani Syahda Hanifa Universitas Muhammadiyah Sidoarjo, Indonesia 31.12.2023

Fourth research from Mutiara Hanifa which title " The Influence Of Using Rosetta Stone Application Towards Students' Vocabulary Mastery At The Eighth Grade Of Smp Al-Azhar 3 Bandar Lampung"[9] The study reveals that using technology-based teaching that called CAI describes about the use of Rosetta Stone, one tool of CAI. Rosetta Stone is an interactive software for teaching foreign languages to beginners. This software can be used as a medium by teachers in teaching English to Junior High School students in enhancing the ability of listening. This program does not use the idea or concept to use a translation to remember a new language.

Fifth is research from Hanif which the title "Using Rosetta Stone Software As Media In Teaching English An Experimental Study At SDN No. 02 Lhoksukon". [10]The research findings indicated that Rosetta Stone software has numerous methods and features to ensure the best possible learning experience. For example, dynamic Immersion is the core feature of learning of a new language; this software is designed to teach the language the same way first language is learned. This method provides the learner with an interactive virtual environment that will help teach speaking, vocabulary terms and grammatical rules in context without translation.

According to some previous finding above it is shown that all of them using Rosetta Stone App but in a different way. This study proves that the use of Rosetta Stone Software can improve students'vocabulary and listenig skills, pronounciation in EFL, but it would be different from his research method, location,skill and the total

---

[9] 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 by: mutiara haliza

[10] Using Rosetta Stone Software As Media In Teaching English Vocabulary (An Experimental Study At Sdn No. 02 Lhoksukon) 31 2014

sample. Thus, in this case the research interests to impelemented rosetta stone app to reduce the english speaking skill.

B. Some Patient Idea

1. Concept of Rosetta Stone Application

a. Definition Of Rosetta Stone

Rosetta Stone Inc. is an American education technology software company that develops language, literacy and brain-fitness software. Best known for its language-learning products, in 2013, the company expanded beyond language into education-technology with its acquisitions of Livemocha, Lexia Learning, Fit Brains, and Tell Me More. In 2021, it became a subsidiary of IXL Learning.

Rosetta stone regarding speaking skills, and its founder is Allen Stoltzfus works on computer technology for language learning. Founded in 1992, Rosetta Stone uses cloud-based solutions to help all types of learners read, write, and speak more than 30 languages, including some that are endangered.

Rosetta Stone is undoubtedly one of the most famous language-learning programs. But is it any good? The answer is an emphatic yes, especially for who want to develop a strong base of vocabulary and grammar. It's well structured, clear, and moves at a deliberate pace. Use Rosetta Stone faithfully for a few months and students can learn to speak, read, write, and understand basic words and phrases. Rosetta Stone is the best full-featured language-learning software,

and it's Jill Duffy Editors' Choice for paid programs.[11]

Rosetta Stone's approach to language learning is unique. It is 100% focused on getting learners to speak well and interact successfully, helping with reading exercises, role-playing, and memory games. It's all philosophy that learning is most efficient when user speak the words out loud.

Instead,it use the voice of hundreds of native speakers and advanced speech recognition software to recreate the experience of being in a different country. It's a system that encourages intuitive understanding and learning by doing.

b. Purpose of Rosetta Stone App

There are some purposes of Rosetta Stone App, it carefully crafts sequences of words and images, so user can intuitively derive the meaning of each new phrase, without translations. The lessons recreate real-life scenarios, immersing you in the kind of situations user will encounter on holiday, at work or speaking with family. Rosetta Stone uses cloud-based solutions to help all types of learners read, write, and speak more than 30 languages, including several endangered languages[12].

Rosetta Stone Language Learning Software is presented as one of fascinating and possible media to be used to develop or enhance students' listening comprehension skill. This learning app is an exclusive computer-assisted language learning (CALL) program by Rosetta Stone Inc, the app uses pictures, sound, and

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[11] Measuring the Attitude and Motivation of Rosetta Stone® Users Department Queens College | City University of New York Roumen.Vesselinov@qc.cuny.edu (718) 997-5444 July 2009 M.

[12] Ahmad Shah Qasemi, Factors Affecting Students' Speaking Performance in English Department of Jawzjan University 2019 English Language and Literature Department, Jawzjan University, Sheberghan, Jawzjan, Afghanistan.

text to teach words, listening, and grammar through spaced repetition. With Dynamic Immersion, the students will be enclosed with words, images, and the voices of native speakers.

c. Procedure Rosetta Stone App

Rosetta Stone can be implemented in two phases:

a) Phase 1 : Reading aloud – and being corrected

Rosetta Stone has an updated Stories feature that corrects the user when read aloud. It's just like a parent teaching child. It reads the story and then listens as read it back, correcting when the user make a mistake and asking the user to try again.

b) Phase 2 : Memorise the Sound of Key Phrases

The feature Phrasebook teaches the sound of the language in the situations. Real life scenarios are recreated in the new tool. Every phrase is read out by the [13]. System and then the user are prompted to repeat it out loud or giving another answer by themself. This process ensures that every user can speak with real confidence.

Here are some things to note about the Rosetta Stone application:

a. How to register

1) Enter into https://www.rosettastone.com/

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[13] Serie Fitriadin. Fabricio C.P. Ravagnani. "Application of the Rosetta Stone to understand how much MVPA preschoolers accumulate: A systematic review." Jurnal Ilmiah Mahasiswa Keguruan, 2017. Journal of Science and Medicine in Sport

2) Click signup/Register (we can register using a Google account or by entering our email)
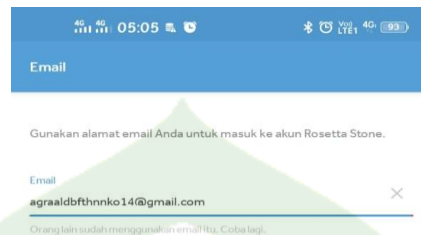
3) After successfully registering, choose the target of classified level class[14]

[14] Serie Fitriadin. Fabricio C.P. Ravagnani. "Application of the Rosetta Stone to understand how much MVPA preschoolers accumulate: A systematic review." Jurnal Ilmiah Mahasiswa Keguruan, 2017. Journal of Science and Medicine in Sport

4) Select Inggris(Amerika) or Inggris(British)
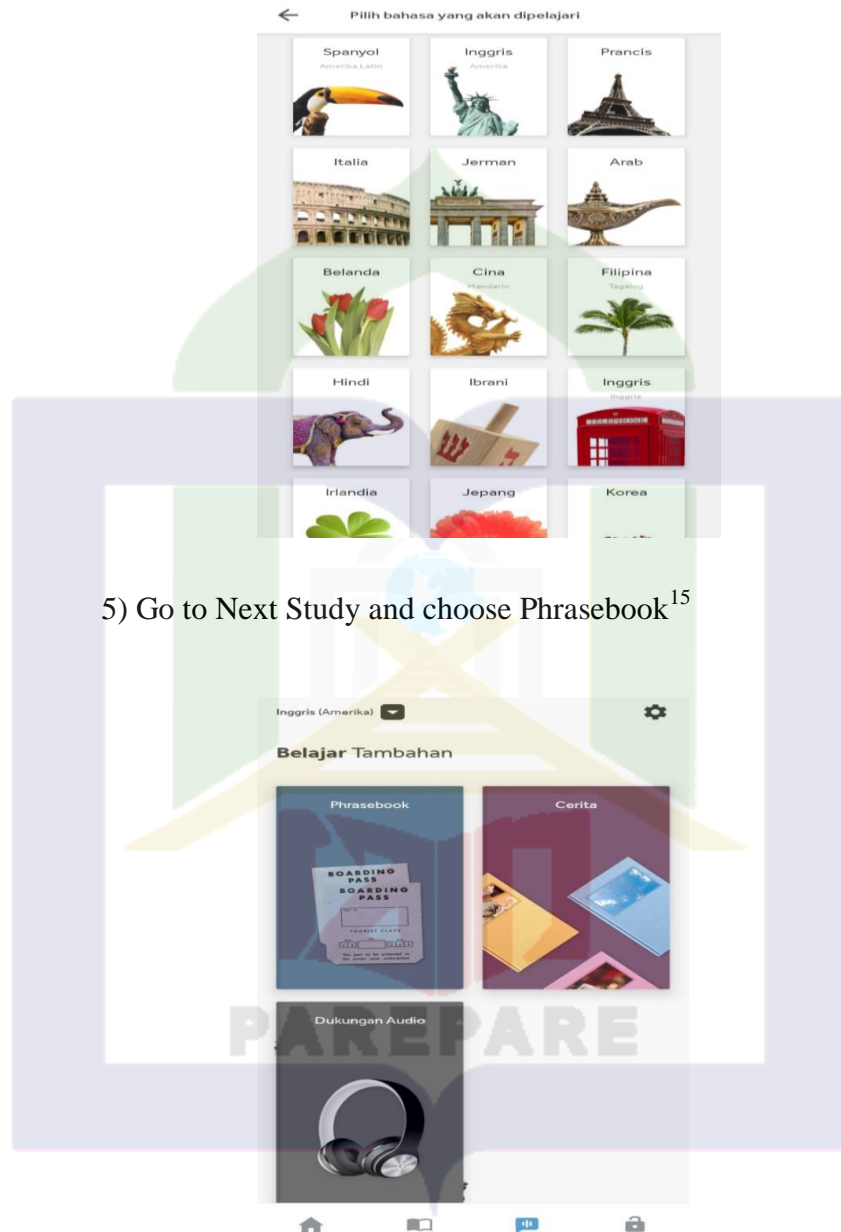
5) Go to Next Study and choose Phrasebook[15]

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[15] Serie Fitriadin. Fabricio C.P. Ravagnani. "Application of the Rosetta Stone to understand how much MVPA preschoolers accumulate: A systematic review." Jurnal Ilmiah Mahasiswa Keguruan, 2017. Journal of Science and Medicine in Sport.

6) Choose the topic of Phrasebook that you want
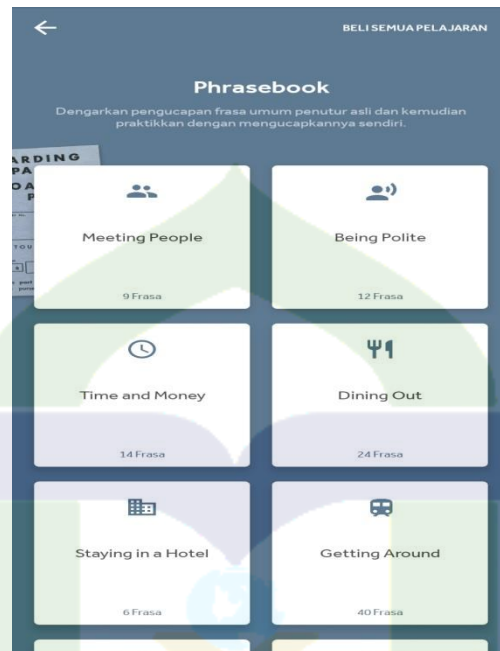
7) Listen the native speaker and then press the green button to speak answer the question[16]
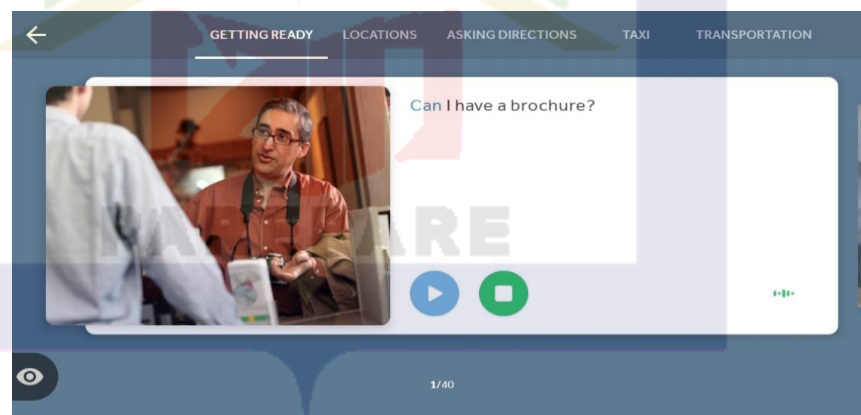
[16] Serie Fitriadin. Fabricio C.P. Ravagnani. "Application of the Rosetta Stone to understand how much MVPA preschoolers accumulate: A systematic review." Jurnal Ilmiah Mahasiswa Keguruan, 2017. Journal of Science and Medicine in Sport.

There are two ways for teaching using this software based on the facility that provide by school. Using the multimedia room is the easiest thing to do if each computer can provide each student. They can do self-learning activities while teacher can check their score at the end of activity. Besides, teacher also can use a projector in class and ask student to do activity together.This is the way atthe school which doesn't have or enough computers for each student. By project it to the front of the class, it will attract student attention and makes them focus to do the activities in Rosetta Stone. To complete speaking activities, microphone is needed.

Teacher should be as a well-prepared teacher who has good preparation before s/he enter class by considering the equipment such as teaching material and media. If those are well prepared, she can directly implement the Rosetta stone in his or her speaking class activities as s/he shows the software through the projector that has been prepared to the front of the class. Students can be asked several question related to the software such as "Have you ever seen about the software?", "Have you ever heard about Rosetta Stone?". Then, teacher explains the use of Rosetta stone to his or her students briefly.

As teacher start the Rosetta Stone, several Unitsare shown in the Home Screen.Each Unit has four Core Lessons, several Focus Activities and a Milestone.Clickthe "Explore All Activities" icon at the bottom of Home Screenand explore view will appear.At that screen choose Speaking activity.

Sound of native speaker will be heard in few moments. After students hear the sound of native speaker, there is a pause that called the record prompt. At the record prompt, teacher should ask the students to speak to the microphone. The border on the record icon indicates level or accuracy. Students can recognize in which portion of this utterance, stress account and intonation[17].

Mainly, there are two activities that can be done using Rosetta Stone. Drill and Practice leads by the teacher. While drilling, students have the free chance to explore Rosetta and in practice, teacher must facilitate and guide the students in forming question and response based on the topic taught. After drilling, students will try to make a new sentence or phrasesusing the expression they have learned[18]. For example: asking and giving direction. Students drills on this example. Following the Rosetta guide to say the sentences in a correct pronunciation and tone. After some drilling, students are expected able to create their own experience. For Example: Teacher: Excuse me, how do I get to principal room? Students: Go straight and turn left.

At the end of Activity, the Score screen will appear. The green check shows the number of prompt that answered correctly. The orange X shows the number of incorrect answer in this screen, there is also the number of screen that skipped or not to answer. The Score screen allows the opportunity to

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[17] R. A. Alonso, Speaking is a second language. Amsterdam: John Benjamin's publishing Company, 2018.

[18] N. H. Tuan and T. N. Mai, "Factors affecting students' speaking performance at Le Thanh Hien high school," Asian Journal of Educational Research, vol. 3, pp. 8-23, 2015.

continue next activity or return to Home screen. With this screen, teacher will know the ability of its student and what they need to improve.

2. Concept of Speaking

a. Definition of Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four language skills, which are: Listening. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves. In fact, some English learners practise speaking standing alone in front of a mirror.

Speaking can be formal or informal:

a) Informal speaking is typically used with family and friends, or people you know well.

b) Formal speaking occurs in business or academic situations, or when meeting people for the first time.[19]

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to

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[19] R. A. Alonso, Speaking is a second language. Amsterdam: John Benjamin's publishing Company, 2018.

practise online. This is no longer the case. English learners can practise speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information , Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

b. The Nature Of Speaking

Brown states that speaking is a productive skill that can be directly and observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as[20]written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

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[20] R. A. Alonso, Speaking is a second language. Amsterdam: John Benjamin's publishing Company, 2018.

Brown further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive.

Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.[21]

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[21] C. A. Hikmet, "The effects of English teaching methods course on the English Department of Kabul Education University on secondary school English teachers," Master's thesis), University of Massachusetts Amherst (2009.

4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5. Extensive (monologue).

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

c. The Components Of Speaking Skill

According to Vanderkevent there are three components in speaking:

1. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Content For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it[22].

b) Grammar It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form[23].

c) Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher 6 concluded that without mastering vocabulary sufficiently is English learners will not be able

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[22] C. A. Hikmet, "The effects of English teaching methods course on the English Department of Kabul Education University on secondary school English teachers," Master's thesis), University of

[23] Massachusetts Amherst (2009) R. A. Alonso, Speaking is a second language. Amsterdam: John Benjamin's publishing Company, 2018.

to speak English or write English properly[24].

c) Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

d) Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers"[25].

Based on the explanation above, the researcher given definition that Speaking is key to communication. By considering what good speakers do,

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[24] S. Zhang, "The eole of input, interaction and output in the development of oral fluency," English Language Teaching, vol. 2, pp. 91-100, 2009.

[25] R. A. Alonso, Speaking is a second language. Amsterdam: John Benjamin's publishing Company, 2018.

what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. social contact in interactive language functions is a key importance and in which is body language, gestures, eye contact, physical distance and other nonverbal messages. From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer information from other people[26].

d. The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Base on Brown and Yule (1983) as cited by Richards, the function of speaking are classified into three types; talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in term of form and function and requires different teaching approaches.[27] Bellow are some the explanations of the function of speaking:

1. Talk as Interaction

   Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When a

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[26] S. Zhang, "The eole of input, interaction and output in the development of oral fluency," English Language Teaching, vol. 2, pp. 91-100, 2009.

[27] Jack C. Richard, Teaching Listening and Speaking from Theory to Practice(Cambridge University, 2008), p.21

person meet with others, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to build a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the massage.

Talk as interaction has several main features as follows:

    a) Has a primarily social function

    b) Reflects role relationships

    c) Reflects speaker"s identity

    d) May be formal or casual

    e) Uses conversational conventions

    f) Reflects degrees of politeness

    g) Employs many generic words Uses conversational register

    h) Is jointly constructed[28]

Some of the skills involved in using teaching as interaction are the following things:

    a) Open and close conversation

    b) Choose topic

    c) Make small talk

    d) Joke

    e) Recount personal incidents and experiences"

    f) Turn talking

    g) Using adjacency pairs

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[28] A.Kaharuddin Bahar, S.IP, M.Hum, Interactional Speaking a Guide to Enhance Natural Communication Skills in Englsh (Yogyakarta: TrustMedia Publishing, 2014), p.3-4

Mastering the art of talk as relation s difficult and may not be a priority for all students.

2. Talk as transaction

Talk as transaction refers to situation that focus is on what is said or done. The main features of talk as transaction are:

a) The main focus is on the massage and not the participants
b) Participants employ communications strategies to make themselvesunderstood
c) There may be frequent questions, repetitions and comprehension checks,as in the example from the preceding classroom lesson
d) There may be negotiation and digression
e) Linguistic accuracy is not always important

3. Talk as Performance

This refer to public that transmits information before audience, such as classroom presentation, public announcement, and speeches. The main feature of talk as performance are:

a) Explaining a need or interaction

b) Describing something

c) Asking for clarification

d) Confirming information

e) Making suggestion[29]

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[29] Jack C. Richard, Teaching Listening and Speaking from Theory to Practice (Cambridge University, 2008), p.30

C. Conceptual Framework

There are many software or applications to help students in learning Speaking and pronunciation, for example: Duolingo, Cake, Memrise, Hello English and so on but this research the researcher decided to use Rosetta Stone application to overcome this problem. The main focus of this research is using Rosetta Stone Application to Improve Students' Speaking Skill at tenth grade students of SMAN 4 PAREPARE. In this research, the researcher was analyze the confidence of the students' in speaking skill by improve their pronounciation through Rosetta Stone application. Before the treatment using Rosetta Stone application the researcher gave pre-test, after the test use treatment of Rosetta Stone application in the class, after the pre-test and treatment, researcher gave the final test or post-test to know the data that Rosetta Stone application can reduce english students'speaking skill. The conceptual framework underlying in this research is given in the following :

```
                        ┌─────────────────────────┐
                        │      Rosetta Stone       │
                        └─────────────────────────┘
```

| Download | → | Regist | → | Choosing | → | Learn | → | Practice |

```
                    ┌─────────────────────────────┐
                    │   Students' Speaking Skill    │
                    └─────────────────────────────┘
```

| Content | fluency | Grammar | Vocabulary |

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            ┌──────────────────────────────────────┐
            │ Students' Speaking AnxietySkill        │
            └──────────────────────────────────────┘
```

| Pre Test | | Post Test |

| Treatment |
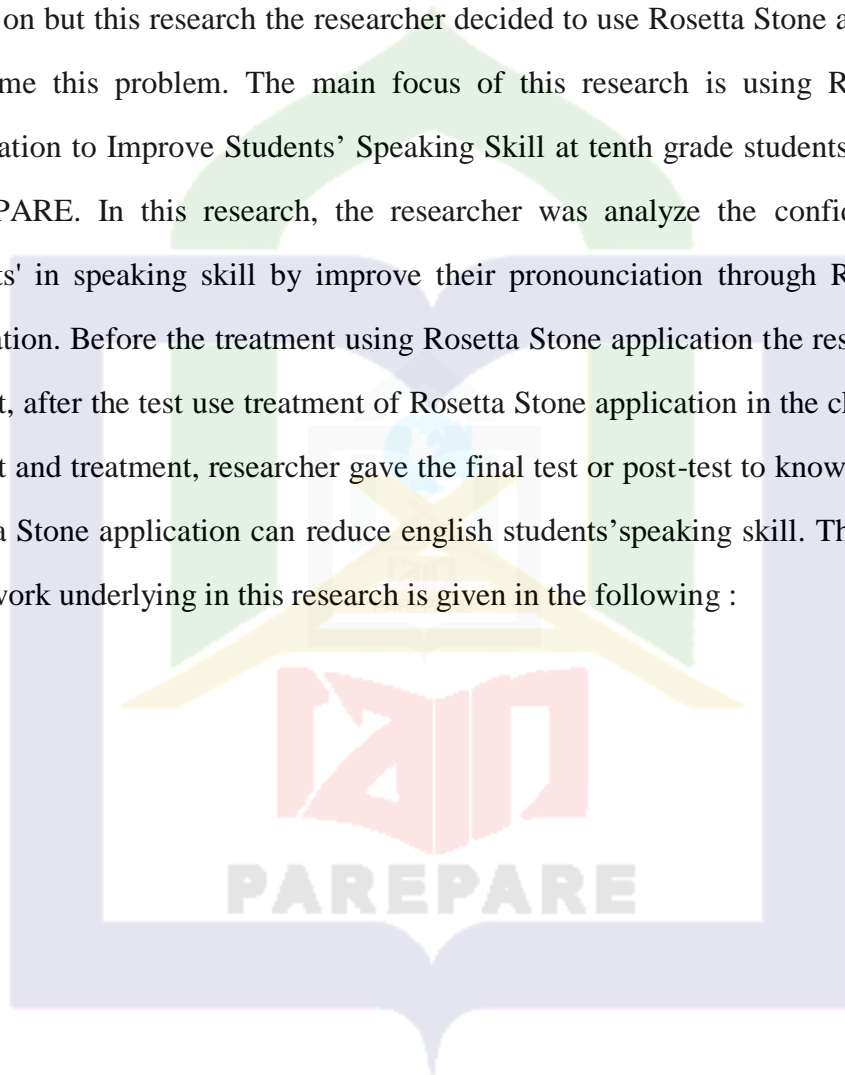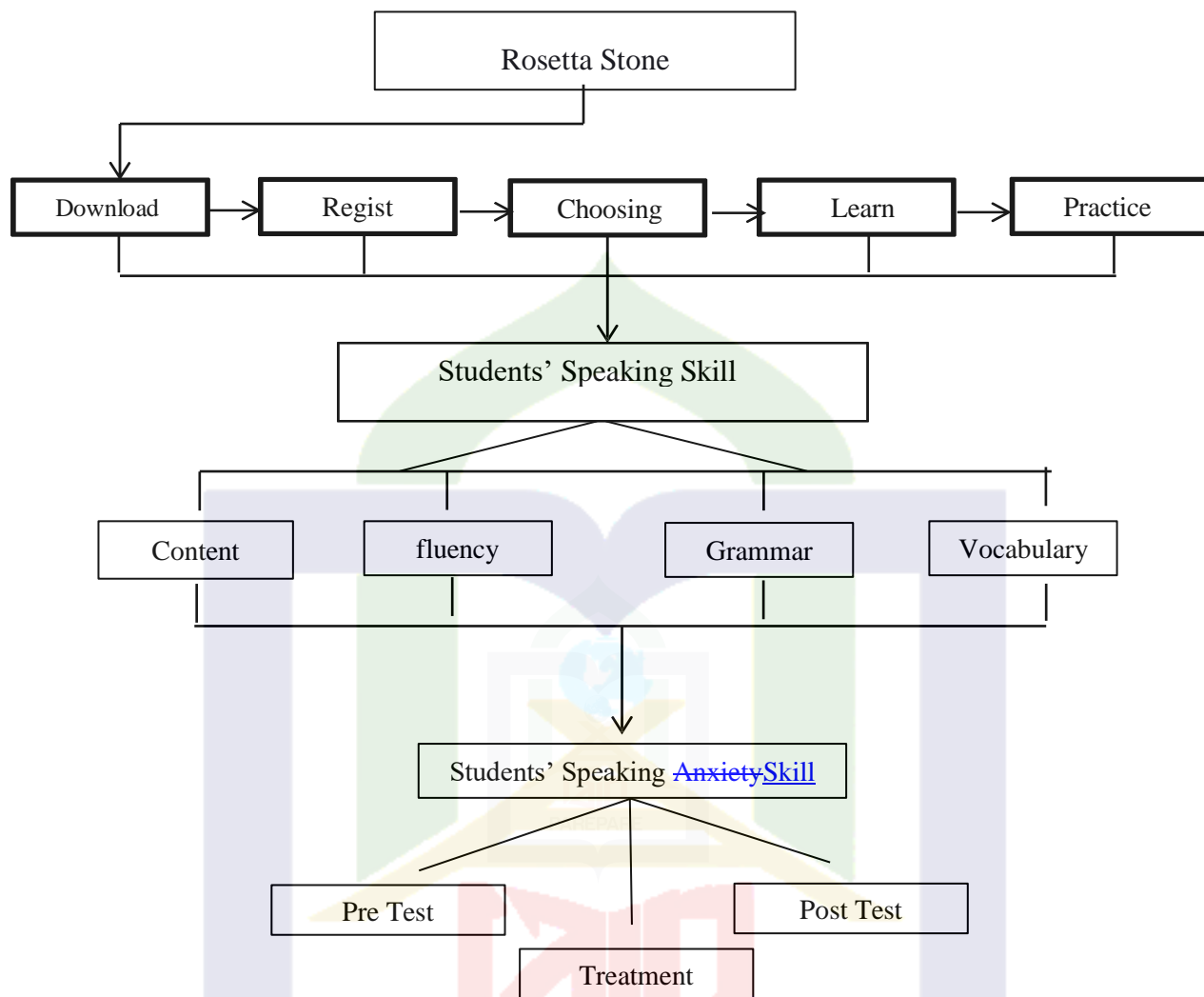
Figure 2.1: Conceptual Framework

The explanation :

1. Pretest

    The pretest for the experimental are conducted to measure the speaking ability of the sample. First, the researcher came to the class and explained what they were going to do. Then, the researcher asked the students to perform in front of the class to speak orally one by one.

2. Treatment

    The researcher using rosetta stone app "cerita" fiture as the media of teaching for the first treatment and answering native speaker question by "phrasebook" fiture. Before asked the students to perform, the researcher given example how the rosetta stone used to speaking skill.

3. Posttest

    Post-test was conducted after treatments. Here, researcher asked the students did the same activities with the pre-test. The students were given the activity based on the topic. The post-test was conducted to know if there was the different score that achieved after giving the treatments

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted in an experimental design with one- group pretest-posttest design using quantitative approach. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables.[30] Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research was done in the class with taking students as population

Experimental research is unique in two very important respects. An experimental usually involves two groups of subject, an experimental group and a control group, although it is possible to conduct an experiment with one group. In pre-test and post-test group the observation was done twice, before giving treatment called pre-test and after giving treatment called post-test.[31]

This study was classifyied as pre- experimental design because it was little or no control of extraneous variables. This study used pre-experimental research design because it did not have random assigment of subject to group or other strategy to control extraneous variable and there was no pre treatment. That is why,

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[30] The Use of Experimental Methods by IS Scholars: An Illustrated Typology Marta Ballatore, Lise Arena, Agnès Festré 2020

[31] Experiential learning theory (ELT), dasar model pembelajaran experiential learning, dikembangkan oleh David Kolb sekitar awal 1980

in this sudy the researcher just took one group and used pre-test and post-test to see the result of the treatment. In pre-test and post-test group the observation do two times, before giving treatment called pre-test and after giving treatment called post-test. This related to the objectives of the study to found out did the Rosetta Stone application can improve student speaking skill at Tenth Grade Students of SMAN 4 PAREPARE.

Table 3.1 Pretest-Posttest Design

O1 X O2

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Population and Sample

1. Population

Population is the group to which a researcher would like the results of a study to be generalizable. The population of this study are the students at tenth grade of senior high school 4 parepare which total of the students are 88. There are four classes in the tenth grade which each class called MACCA class the population can be seen below :

Table 3.1 The Population Of This Study

CLASS	NUMBER OF THE STUDENT
X MACCA 1	24 students
X MACCA 2	20 students
X MACCA 3	23 students
X MACCA 4	21 students
Total	**88 students**

2. Sample

Azwar state that sample is a part of the population. Sample is a group selected from population for observation In this study, the researcher used purposive sampling. Purposive sampling was technique to determine sample with a particular consideration. the researcher was choose X MACCA 2 class as a sample of this research because the students had homogeneity than other classes. The meaning of homogeneity in this study is the students have similar score when they get examination especially in speaking test. The researcher proved it when she conducted a teaching practice there. This class consisted of 20 students of first grade at Senior High School 4 Parepare. The sample consisted of 11 boys and 9 girls.

C. Instrument of The Research

In order to the research data have high enough quality, therefore the instruments that was used must meet requirements as good instruments.

Instrument was used to collect data in research and it was one of the significant steps in conducting the research. Therefore, the researcher must choose some instruments in data collecting process.

The instrument that was used in this research was speaking test by using Rosetta Stone app. The researcher applied pretest and posttest. Pretest was taken before doing an experimental study or before teaching by using Rosetta Stone.

These kinds of test was oral test. The second was Post test, it was taken after doing an experimental study or after teaching by using Rosetta Stone as media. These kinds of tests was oral test by asking the students to speak orally based on the topic in "cerita" text.

D. Procedure of Data Collection

Test is as an instrument or procedure designed to elicit performance from the learners with the purpose of measuring their attainment of specified criteria. In getting the data, class X MACCA 2 was become an experimental group. The researchers as teacher in this study teaches the students. In teaching learning process for the first meeting, the teacher gave pretest in speaking ability .In the second and third meeting, the teacher taught speaking by using Rosetta Stone as media. In the last meeting, the teacher gave posttest in speaking ability to the students.

In collecting the data, two kinds of test were administered, they were Pre-test and Post-test.

a. Pre-test

Pre-test refers to a measure or test given to the subject prior to the experimental treatment. Pre-test was given to the 20 students of experimental group to measure their ability before being given a treatment. The test was given to know basic competence and to know their earlier knowledge before they got treatment. Pre-test was given by asking the students to speak orally. The score of pre-test then were gotten. The pre- test was conduct in the first meeting and one meeting before they were getting treatment. The pre-test was conducted on Monday, July 01th 2024.

b. Treatment

The researcher gave the treatment to students'and gave some materials about speaking material. This treatment conducted for four meetings. The procedure of the treatment as followed:

1) The research greeting to the students' to open the class.

2) The research gave direction to pray before learning.

3) The researcher introduced herself to all the students'.

4) The researcher gave motivation to the students' before teaching the materials.

5) The research checked the attendance list

6) The research explained the material and the activity will be used.

7) The researcher used Rosetta Stone Aplication at Class.

c. Post-test

Post-test was used to measure students' ability after giving treatment process to know their knowledge after they got the treatment. In elaborating the topic, the students were suggested to make improvement (imagining the content of the topic). In other word, the students were directed to elaborate artificial content of the topic. Before having post-test, the students get treatment. In the process of treatment, the researcher applied Rosetta Stone as a media in teaching speaking. The kind of Rosetta Stone is about "cerita".

The post-test were in the form of speaking orally about mix topic in Rosetta Stone app. The test was used to measure the students' ability after they were given treatment. The post-test was conduct in the last meeting and only one meeting. The pos-test was held on Wednesday, July 10^{th} 2024.

E. Technique of Data Analysis

Data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data used statistical methods that have been available.[32]

1. Descriptive Analysis

Method that serves to described an overview of the object under study

[32] Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatifdan R&D*, (Bandung: Alfabeta, 2008), Cet.Ke-4. P. 243

through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any testbefore conducting infrential analysis.

a) Scoring the students' correct answer of pre-test and post-test by using formula. Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

In this research, to score the students' performance in speaking test, the researcher used analytical oral language scoring rubric. By using this scoring rubric, the students' speaking achievement completely and specifically could be judged.

Table 3.2 Analytic Oral Language Scoring Rubric

Focus/rating	4	3	2	1
Content	Contents of the topic are presented completely or in details	Contents of the topic are sufficiently presented in details	Contents of the topic are presented less complete or less details	Contents of the topic are not presented completely or in details
Fluency	The description of the topic is given by not pausing too often and not too long	The description of the topic is given by not pausing too often but too long	The description of the topic is given by pausing too often and not too long	The description of the topic is given by pausing too often and too long

| Grammar | The description of the topic is given in good grammar | The description of the topic is given by making a little mistakes in grammar but they do not influence the presentation of the Contents | The description of the topic is given by making a little mistakes in grammar and they influence the presentation of the contents | The description of the topic is given by making some mistakes in grammar and they influence the presentation of the contents |
| Vocabulary | The description of the topic is given by using various vocabularies | The description of the topic is given by using sufficient various vocabularies | The description of the topic is given by using less various vocabularies | The description of the topic is given by using monotone vocabulary |

b) Classifying the score students' classification as follow:

Table 3.3 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor[33]

(*Score: Shuharsimi Arikunto, 2013;281)*

c) Percentage of students' score using the following formula:

$$P = \frac{F}{N}$$

Where:

P: percentage

F: frequency

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[33] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

N: total sample

d) To find out the average score following formula :

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

Where :

M   : Mean Score

$\sum$X : The total number of the students score

N   : The number of student

e) Calculating standard deviation of students' score in

pre-test and post-test following formula:

$$SD = \frac{\sqrt{(\sum X)^2 - (\sum X)^2}}{n\,(n\text{-}1)}$$

f)) the formula used in finding out the difference between pre

test and post test score

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N\,(N-1)}}}$$

Notes:

Md = Mean of the different between pretest and posttest

Xd = Deviation of every subject (d- Md)

$\sum x^2 d$ = Total of quadrate deviation

N = Subject of sample

d.b = Decide by N-1

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter presents a brief description of the finding & discussion of the study in speaking skill. Subsequently, the forth chapter is followed by finding and discussion of the study.

A. FINDINGS

The purpose of the research was to know the Impact of using Rosetta Stone as media toward the students' english speaking skill for first Grade students at Senior High School 4 Parepare. As mentioned before, the researcher applied three steps; pre-test, treatment using Roseta Stone as media and post-test. Pre-test and post-test were done to get speaking score of the students. The score of the students' speaking skill before and after teaching English speaking by using Rosetta Stone as media can be seen below:

1. Score of Speaking

Table 4.1 Scores' of Speaking

No.	Category	Score			
		Pre Test		Post Test	
1	Maximal	58	Fair	85	Very Good
2	Minimal	45	Poor	60	Fair
3	Mean	50,9	Poor	63,25	Fair
4	Median	50	Poor	61	Fair
5	Mode	50	Poor	62	Fair

According to the data which identification through data evaluation, the data can be explained based on the test. Pre-test to students' to identify the students' speaking ability. The test consisted by pre test and post test.

The test result can be showed below:

a) Speaking score which is divided into four evaluation assessments

Table 4.2 Scores' of Content

No.	Kategori	Content			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	Maximal	80	Very Good	100	Very Good
2	Minimal	30	Very Poor	51	Poor
3	Mean	51,4	Poor	80,1	Very Good
4	Median	51	Poor	80	Very Good
5	Mode	51	Poor	80	Very Poor

Table 4.3 Scores' of Fluency

No.	Kategori	Content			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	Maximal	51	Poor	80	Very Good
2	Minimal	30	Very Poor	51	Poor
3	Mean	45,75	Poor	64,05	Fair
4	Median	51	Poor	51	Poor
5	Mode	51	Poor	51	Poor

Table 4.4 Scores' of Grammar

No.	Kategori	Content			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	Maximal	80	Veey Good	100	Very Good
2	Minimal	30	Very Poor	51	Poor
3	Mean	50,35	Poor	78,1	Fair
4	Median	51	Poor	80	Very Good
5	Mode	51	Poor	80	Very Good

Table 4.5 Scores' of Vocabulary

No.	Kategori	Content			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	Maximal	80	Veey Good	100	Very Good
2	Minimal	51	Poor	51	Poor
3	Mean	59,7	Fairy	73,75	Good
4	Median	51	Poor	80	Very Good
5	Mode	51	Poor	80	Very Good

b) Speaking Classification

Table 4.6 Classification of Speaking

No.	Student	Pre Test		Post Test	
		Frequency	Percentage	Frequency	Percentage
1	Very Good	0	0,00	2	10%
2	Good	0	0,00	7	35%
3	Fair	6	30%	11	55%
4	Poor	14	70%	0	0,00
5	Very Poor	0	0,00	0	0,00
	Total	20	100%	20	100%

According to the table showed that 6 students in pre test fell within the "*Fair*" category, corresponding to scores ranging from 56 to 65. These students' percent for 0,3 of the total students. While their performance was relatively better than those in the "Poor" category, The poor category comprising 14 students (0,7 of the total), scored within the "Poor" category, which covers a score range of 40-55. This shows that most students show lower levels in speaking.

In the table represented the results of the Post Test for a group of students, categorized based on their performance. The table consisted of five categories: Very Good, Good, Fair, Poor, and Very Poor, each representing a specific range of scores.

Students performed well in the Post Test. The category of "Very Good" category includes scores between 80 - 100, has the highest frequency, with 2 students falling within this range. This category percent for 0,1% of the total. This shows that the majority of students achieved very good grades, demonstrating high levels of confidence and proficiency in speaking skill. The "Good" category follows with 7 students scoring between 66 -79. This category represents 0,35% of the total. Also the table showed that 11 students fell within the "*Fair*" category, corresponding to scores ranging from 56 to 65. These students' percent for 0,55% of the total students.

Speaking Classification which is divided into four evaluation assessments The test result can be showed below:

Table 4.7 Classification of Content

No.	Student	Pre Test		Post Test	
		Frequency	Percentage	Frequency	Percentage
1	Very Good	0	0,00	3	15%
2	Good	1	5%	15	75%
3	Fair	0	0,00	0	0,00
4	Poor	18	90%	2	10%
5	Very Poor	1	5%	0	0,00
	Total	20	100%	20	100%

Table 4.8 Classification of Fluency

No.	Student	Pre Test		Post Test	
		Frequency	Percentage	Frequency	Percentage
1	Very Good	0	0,00	0	0,00
2	Good	0	0,00	9	45%
3	Fair	0	0,00	0	0,00
4	Poor	15	75%	11	55%
5	Very Poor	5	25%	0	0,00
	Total	20	100%	20	100%

Table 4.9 Classification of Grammar

No.	Student	Pre Test		Post Test	
		Frequency	Percentage	Frequency	Percentage
1	Very Good	0	0,00	1	5%
2	Good	1	5%	17	85%
3	Fair	0	0,00	0	0,00
4	Poor	17	85%	2	10%
5	Very Poor	2	10%	0	0,00
	Total	20	100%	20	100%

Table 4.10 Classification of Vocabulary

No.	Student	Pre Test		Post Test	
		Frequency	**Percentage**	**Frequency**	**Percentage**
1	Very Good	0	0,00	1	5%
2	Good	6	30%	14	70%
3	Fair	0	0,00	0	0,00
4	Poor	14	70%	5	25%
5	Very Poor	0	0,00	0	0,00
Total		**20**	**100%**	**20**	**100%**

c) Descriptive of pre test and post test

Table 4.11 Descriptive Statistics Pre Test

		Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	45.00	58.00	50,9	5,22
Valid N (listwise)	20				

Sources: Data of SPSS 25

The table presents descriptive statistics for the post test scores of the students. It provided information about the sample size (N), minimum and maximum scores, mean, and standard deviation. It can be explained that:

1. Sample Size (N): The sample size represent the number of students included in the analysis. In this case, there were 20 students whose pre test scores were considered for the descriptive statistics.

2. Minimum Score: The minimum score indicated the lowest score obtained by any student in the pre test. In this dataset, the minimum score was 45,00.

3. Maximum Score: The maximum score represent the highest score

achieved by any student in the pre test. In this case, the maximum score was 58.00.

4. Mean: The mean (also known as the average) is the sum of all the scores divided by the number of scores. It provided an estimate of the central tendency of the data. In this dataset, the mean pre test score was 50.9.

5. Standard Deviation: The standard deviation measures the spread or variability of the scores around the mean. It indicated how much the scores deviate from the mean score. In this dataset, the standard deviation for the pre test scores was 5,22.

Table 4.12 Descriptive Statistics Post Test

		Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	60.00	85.00	63.25	7,55
Valid N (listwise)	20				

Sources: Data of SPSS 25

The table present descriptive statistics for the post test scores of a sample group of students. The statistics provided information about the distribution, central tendency, and variability of the scores.

1. This represents the total number of observations or participants in the sample. In this case, there were 20 students included in the analysis.

2. This value represents the lowest score recorded in the post test. In this sample, the minimum score was 60.00.

3. This value represents the highest score recorded in the post-test. In this sample, the maximum score was 85.00.

4. The mean (average) represents the central tendency of the data. It was calculated by summing all the scores and dividing by the total number of scores. In this sample, the mean score was 63,25. This indicated the average performance of the students in the post test.

5. Std. Deviation: The standard deviation measures the dispersion or variability of the scores around the mean. It provided information about how spread out the scores are from the mean. In this sample, the standard deviation was 7,55. A higher standard deviation suggests a greater degree of variability in the scores.

These findings provide insights into the performance and distribution of scores among the students in the post test, demonstrating both the average level of achievement and the range of individual differences in their scores.

d) T-test Independent

The t-test Independent, also known as the independent samples t-test, is a statistical test used to determine if there is a significant difference between the means of two independent groups. It is commonly used when comparing the means of two different samples or groups to assess whether there is a statistically significant difference between them.

This assess the using of the Rosetta Stone application in improving students speakin skill, the t-test Independent can be employed as a statistical tool. The t-test Independent allows for a comparison between two groups: one

group that utilizes the Rosetta Stone application in improving students speakin skill before use the application and another group which after use Rosetta Stone application.

The pre test represent the Pre scored 50.9 on this test, which the "Poor" category. And Post Test represent a score of 63.25, which the "Fair" category. Based on the result that pretest categorized as poor which identified has no treatment, and posttest categorized as Fair.

e) T-test Independent

The t-test Independent, also known as the independent samples t-test, is a statistical test used to determine if there is a significant difference between the means of two independent groups. It is commonly used when comparing the means of two different samples or groups to assess whether there is a statistically significant difference between them.

This assess the using of the Rosetta Stone application in improving students speakin skill, the t-test Independent can be employed as a statistical tool. The t-test Independent allows for a comparison between two groups: one group that utilizes the Rosetta Stone application in improving students' speaking skill before use the application and another group which after use Rosetta Stone application.

Paired Samples Test								
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	F	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_test Post_test	50,9	5,22	1,18	19,29	5,41	2.093	19	,000

Based on the results of the analysis, it is obtained that the thitung value is 2.093 where to find out whether the thitung value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the ttable. And to see the ttable it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 20-1 = 19. It refer to the ttable value of 1.729.

If the calculated t_{hitung} was 2.093 and the t value from t_{table} (t distribution table) was 1.729., then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

Because the t_{count} was bigger than t_{table} the null hyphotesis (Ho) saying that there is no significant difference of the students' speaking skill score after they are taught by using rosetta stone as media was rejected and the alternative hyphotesis (Ha) saying that there is significant difference of the students' speaking skill score before they are taught by using rosetta stone as

media was accepted. It meant that there was significance different score of the students speaking skill of the first grade students of first Grade students at Senior High School 4 Parepare before and after being taught by using rosetta stone as media.

B. Discussion

The objective of this study is to know if there was an effect of using rosetta stone toward students' english speaking skill of the first grade students of Senior High School 4 Parepare.

Based on research method in chapter III in this research, teaching and learning process is divided into three steps. First step is the researcher administrated pre test by giving speaking test. It is used to know the students' earlier speaking before they get treatment.

The second is given treatment to the students. The treatment here is teaching speaking by using rosetta stone as media. The material is about asking the students to describing something. At the treatment, the researcher asks the students to speak orally by using rosetta stone as media. After the students got treatment, the students are more active and enthusiastic to speak because they enjoy speaking. The last step is giving post test to the students after they got treatment.

From the research finding, it is known that the t_{count} is bigger than t_{table} and the alternative hyphotesis (Ha) is accepted, while the Null hyphotesis (Ho) is rejected. It means that there is significance different score in speaking skill of the first grade students of first Grade students at Senior High School 4 Parepare before and after

being taught using rosetta stone as media.

Based on the result, it can be concluded that using rosetta stone as media is effective in teaching speaking at senior high school especially for the first grade students of first Grade students at Senior High School 4 Parepare. It can be seen in the treatment process, the students are more interested and enthusiatic in learning speaking. Those facts are in line with Cortney Bradley, the use of a rosetta stone can provide help with public speaking, especially for the shy or apprehensive student.

Rosetta stone also give them fun activities in speaking and they stimulated the students to speak. They become more active to speak up and to ask questions in the classroom. They are also interested to learn and practice speaking using rosetta stone. By fun learning, information can be understood and it maintains the students' motivation to learn.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of findings presented the previous chapter, a conclusion and suggestion are presented in this chapter. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes all discussion of the research finding. Meanwhile, the suggestions is a reflecting of the presentation of the research finding, the discussion and the conclusion. The formulation of the suggestion must be in accordance to the significance of the research.

A. Conclusion

Based on the research findings, the researcher draws correlation as follows:

1. The students' english speaking skill before being taught by using rosetta stone media is very poor because the mean of the total score of 20 students is (50,9).

2. The students' english speaking skill after being taught by using rosetta stone as media is very good because the mean of the total score of 20 students is (63,25).

3. Based on the statistical analysis using T – test with the significant level 0,05 and the d.f= 19 shows the value of table "t" = (1.729). While, t_{count}

is (2.093). Because the t_{count} is higher than $t_{table,}$ the alternative hypothesis (Ha) that states there is significant difference score of the students' speaking skill by using rosetta stone is accepted, while the null hypothesis (Ho) that states there is no significant difference score of the students' speaking skill by using rosetta stone is rejected. So, there is any significant difference score of the students speaking skill before and after taught by using rosetta stone as media.

From the result above implies that the rosetta stone as media to improve students' english speaking skill is effective in teaching speaking to the first grade students of Senior High School 4 Parepare. That is why, the media are suggested used in, especially teaching speaking.

B. Suggestion

The finding of the research score shows that there is significance difference on the students' score before and after they are taught by rosetta stone as media. Some suggestion are addressed to the students, teachers and future writer, as follows:

1. For the Students

By using rosetta stone as media, the students reduce their skill in speaking. The students are suggested to follow up the speaking by using the media in their study. The students would be active and independent in

classroom. The media help the students become active in learning English. It is hoped that the students can increase and improve their ability in speaking with confidence. So, the use of media in teaching learning process is important.

2. For the Teacher

In order to succeed in teaching English, teacher must more creative to create enjoy situation in the classroom. The teacher of English especially in speaking class should keep and hold condition and situation of class conducive in teaching learning speaking, so the students will get encouragement to practice the English. They can support the learner in speaking through the usage of media which can stimulate their learners.

3. For the Future Researcher

This research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area by improving the methodology or use it as reference to conduct a further research related to the use of rosetta stone as media in different area of teaching. This study is very important because it will give some knowledge to the researcher and to know the benefits of using this media in teaching English especially in teaching speaking.

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OUTLINE

COVER

COVER OF TITTLE

ENDORSEMENT OF CONSULTANT COMMISSIONS

CHAPTER I INTRODUCTION

    A. Background

    B. Research Question

    C. Objective of the Research

    D. Significance of the Research

CHAPTER II REVIEW OF RELATED LITERATURE

    A. Review of Previous Research

    B. Some Patient Idea

    C. Conceptual Framework

CHAPTER III METHODOLOGY OF THE RESEARCH

    A. Research Design

    B. Population and Sample

    C. The Instrument of The Research

    D. Procedure of Data Collection

    E. Technique of Data Analysis

CHAPTER IV FINDINGS AND DISCUSSION

    A. Findings

    B. Discussion

CHAPTER V FINDINGS AND DISCUSSION

    A. Conclusion

B. Suggestion

BIBLIOGRAPHY

After examining the drafting of the students' thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

Parepare, 18 July 2024

Mengetahui,-

Consultant,-   Co- Consultant,-

Dr. Zulfah, M.Pd   **Kalsum, M.Pd.**

NIP. 198304 20200801 2 101   NIP. 20260986101

INSTRUMENT OF THE RESEARCH

Appendix 1

1. **Task activity in Pre test**

   - Speak oraly based on the given topic in"cerita" fiture then answer the question from native speaker also describe the meaning of the picture.

2. **Task activity in Post test**

   - Speak orally based on the given topic in"cerita" fiture then answer question from the teacher also describe the meaning of the picture

Appendix 2

Rencana Pelaksanaan Pembelajaran(RPP)

Education unit   : **SMAN 4 PAREPARE**

Subject   : **Bahasa Inggris**

English Class/Semester   : **X/ Eleven**

Time Allocation   : **4 X 40 minutes (2 X Meetings)**

Standards Competency :

Speaking

Expressing the meaning in short, very simple functional

texts to interact with the immediate environment..

Basic competence:

Speaking

Expressing the meaning of very simple functional speech

acts accurately, fluently and acceptable to interact with the

immediate environment.

Indikator:

- Give instructions reliably (trustworthiness)
- Describe something bravely and believably (courage)
- Describe clearly and responsibly (responsibility))

A. Objective Learning:

- Students are able to provide instructions reliably (trustworthiness)
- Students are able to describe the flow of something boldly and reliably (courage)
- Students are able to speak clearly and responsibly (responsibility)

B. Expected student character:

a. Religious
b. Curiosity
c. Communicative
d. Hard work
e. Responsible

C. Material:

Cerita and phrasebook

Is the feature of rosetta stone software to improve pronounciation and increase confidence in speakung

The generic structure:
1. Identification
2. Description

D. Method and technik

- Q&A, Student Creativity in Class
- PPP (Presentation, production and Practice)

E. Learning Activity

Tahap (sintaks)	Kegiatan (Skenario Pembelajaran)	Strategi/Pendekatan/Metode	Nilai Karakter Budaya Bangsa	Alokasi Waktu
Kegiatan Pendahuluan	○ Guru mengucap salam. ○ Guru mengajak siswa untuk membaca basmalah bersama-sama sebelum memulai pelajaran. ○ Guru mengecek absensi siswa. ○ Guru menjelaskan tujuan pembelajaran kepada siswa.	Siswa aktif ceramah	Religius Religius Rasa ingin tahu	5 menit

Kegiatan Inti Fase 1 Eksplorasi	o Guru melibatkan siswa mencari informasi tentang topic/tema yang akan dipelajari dalam aplikasi o Guru memberikan penjelaan tentang grammar practice dan mengaplikasikan secara oral o Guru memberikan kesemapatan siswa untuk bertanya jawab o Guru menggunakan beragam pendekatan pembelajaran,media, dan sumber belajar lain o Guru mengajak siswa untuk	siswa aktif Tanya jawab Diskusi	Komunikatif Rasa ingin tahu komunikatif	15 menit
	Aktif dalam kegiatan Pembelajaan			
Fase 2 Elaborasi	o Guru memberikan kesempatan kepada siswa untuk berfikir kreatif dalam mendiskripsikan apa yang ada dalam aplikasi o Guru menyuruh siswa maju satu persatu untuk mendiskripsikan sesuaidenganteman menggunakan aplikasi rosetta stone 'phrasebook" fiture o Guru memfasilitasi siswa unutk berkompetisi secara sehat untuk meningkatkan prestasi	Siswa aktif Tanya jawab	Rasa ingin tahu	45menit

X

Fase 3 Konfirmasi	o Guru memberikan umpan balik positif dan penguatan dalm bentuk lisan, tulisan atau isyarat terhadap keberhasilan siswa o Guru memberikan konfirmasi terhadap hasil ekspolorsi dan elaborasi siswa	Diskusi Tanya jawab ceramah	Komunikatif Rasa ingin tahu	10 menit
Kegiatan Penutup	o Guru dan siswa bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari hari itu. o Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya. o Guru menutup pembelajaran dengan mengucap salam.	Siswa aktif Diskusi	Kerja keras Tanggung jawab religius	5 menit

F. Source of Study

1. Rosetta stone application "cerita" fiture
2. Rosetta stone application "phrasebook" fiture
3. Erlangga Book for SMA

XI

G. Evaluation

Rubrik penilaian speaking

Focus/rating	4	3	2	1
Content	Contents of the topic are presented completely or in details	Contents of the topic are sufficiently presented in Details	Contents of the topic are presented less complete or less Details	Contents of the topic are not presented completely or in details
Fluency	The description of the topic is given by not pausing too often and not too long	The description of the topic is given by not pausing too often but too long	The description of the topic is given by pausing too often and not too long	The description of the topic is given by pausing too often and too Long
Grammar	The description of the topic is given in	The description of the topic is given by making a little mistakes in	The description of the topic is given by making a little mistakes	The description of the topic is given by

	good grammar	grammar but they do not influence the presentation of the contents	in grammar and they influence the presentation of the contents	making some mistakes in grammar and they influence the presentation of the contents
Vocabulary	The description of the topic is given by using various Vocabularies	The description of the topic is given by using sufficient various vocabularies	The description of the topic is given by using less various vocabularies	The description of the topic is given by using monotone Vocabulary

Standard performance

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor

Parepare, 5 July 2024

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

BU Kamisna   **Nur Amalia**
                                                        NIM: 2020203888203057

Appendix 4

Descriptive Statistics Pre Test

		Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	45.00	58.00	50,9	5,22
Valid N (listwise)	20				

Sources: Data of SPSS 25

Descriptive Statistics Post Test

		Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	60.00	85.00	63.25	7,55
Valid N (listwise)	20				

Sources: Data of SPSS 25

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	F	Sig. (2-tailed)
Pair 1	Pre_test Post_test	50,9	5,22	1,18	19,29	5,41	2.093	19	,000

Appendix 5

The Students' Score's of Class X MACCA 2

Senior High School 4 Parepare

No.	Student	Content			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	WAH	2	Poor	3	Good
2	KEY	2	Poor	3	Good
3	KAS	2	Poor	4	Very Good
4	DAP	2	Poor	3	Good
5	ANN	2	Poor	2	Poor
6	RIQ	2	Poor	3	Good
7	FAR	2	Poor	3	Good
8	MUF	2	Poor	3	Good
9	OAP	2	Poor	3	Good
10	GER	2	Poor	3	Good
11	MHP	2	Poor	3	Good
12	MIW	2	Poor	3	Good
13	MUD	2	Poor	3	Good
14	EVN	2	Poor	3	Good
15	ADE	2	Poor	3	Good
16	MTK	1	Very Poor	3	Good
17	OCT	2	Poor	4	Very Good
18	AHR	2	Poor	2	Poor
19	SIS	3	Good	3	Good
20	AIH	2	Poor	4	Very Good

No.	Student	Fluency			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	WAH	2	Poor	2	Poor
2	KEY	2	Poor	2	Poor
3	KAS	2	Poor	3	Good
4	DAP	2	Poor	2	Poor
5	ANN	2	Poor	2	Poor
6	RIQ	1	Very Poor	2	Poor
7	FAR	1	Very Poor	3	Good
8	MUF	2	Poor	3	Good
9	OAP	2	Poor	3	Good
10	GER	2	Poor	2	Poor
11	MHP	2	Poor	3	Good
12	MIW	1	Very Poor	2	Poor
13	MUD	2	Poor	2	Poor
14	EVN	1	Very Poor	2	Poor
15	ADE	2	Poor	3	Good
16	MTK	2	Poor	2	Poor
17	OCT	2	Poor	3	Good
18	AHR	1	Very Poor	2	Poor
19	SIS	2	Poor	3	Good
20	AIH	2	Poor	3	Good

No.	Student	Grammar			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	WAH	2	Poor	3	Good
2	KEY	1	Very Poor	2	Poor
3	KAS	2	Poor	3	Good
4	DAP	2	Poor	3	Good
5	ANN	1	Very Poor	2	Poor
6	RIQ	2	Poor	3	Good
7	FAR	2	Poor	3	Good
8	MUF	2	Poor	3	Good
9	OAP	2	Poor	3	Good

No.	Student	Score	Classify	Score	Classify
10	GER	2	Poor	3	Good
11	MHP	2	Poor	3	Good
12	MIW	3	Good	3	Good
13	MUD	2	Poor	3	Good
14	EVN	2	Poor	3	Good
15	ADE	2	Poor	3	Good
16	MTK	2	Poor	3	Good
17	OCT	2	Poor	4	Very Good
18	AHR	2	Poor	3	Good
19	SIS	2	Poor	3	Good
20	AIH	2	Poor	3	Good

No.	Student	Vocabulary			
		Pre Test		Post Test	
		Score	Classify	Score	Classify
1	WAH	3	Good	3	Good
2	KEY	2	Poor	3	Good
3	KAS	3	Good	4	Very Good
4	DAP	2	Poor	3	Good
5	ANN	2	Poor	3	Good
6	RIQ	2	Poor	2	Poor
7	FAR	2	Poor	3	Good
8	MUF	2	Poor	3	Good
9	OAP	2	Poor	3	Good
10	GER	2	Poor	3	Good
11	MHP	2	Poor	3	Good
12	MIW	2	Poor	3	Good
13	MUD	2	Poor	2	Poor
14	EVN	3	Good	2	Poor
15	ADE	3	Good	3	Good
16	MTK	2	Poor	2	Poor
17	OCT	3	Good	3	Good
18	AHR	2	Poor	2	Poor
19	SIS	2	Poor	3	Good
20	AIH	3	Good	3	Good

Total Scores' of Pre-Test

No.	Student	Criteria of Analytic Scoring Rubric				Score
		Content	Fluency	Grammar	Vocabulary	
1	WAH	2	2	2	3	9
2	KEY	2	2	1	2	7
3	KAS	2	2	2	3	9
4	DAP	2	2	2	2	8
5	ANN	2	2	1	2	7
6	RIQ	2	1	2	2	7
7	FAR	2	1	2	2	7
8	MUF	2	2	2	2	8
9	OAP	2	2	2	2	8
10	GER	2	2	2	2	8
11	MHP	2	2	2	2	8
12	MIW	2	1	3	2	8
13	MUD	2	2	2	2	8
14	EVN	2	1	2	3	8
15	ADE	2	2	2	3	9
16	MTK	1	2	2	2	7
17	OCT	2	2	2	3	9
18	AHR	2	1	2	2	7
19	SIS	3	2	2	2	9
20	AIH	2	2	2	3	9

Total Scores' of Post-Test

No.	Student	Criteria of Analytic Scoring Rubric				Score
		Content	Fluency	Grammar	Vocabulary	
1	WAH	3	2	3	3	11
2	KEY	3	2	2	3	10
3	KAS	4	3	3	4	14
4	DAP	3	2	3	3	11
5	ANN	2	2	2	3	9
6	RIQ	3	2	3	2	10
7	FAR	3	3	3	3	12
8	MUF	3	3	3	3	12
9	OAP	3	3	3	3	12

10	GER	3	2	3	3	11
11	MHP	3	3	3	3	12
12	MIW	3	2	3	3	11
13	MUD	3	2	3	2	10
14	EVN	3	2	3	2	10
15	ADE	3	3	3	3	12
16	MTK	3	2	3	2	10
17	OCT	4	3	4	3	14
18	AHR	2	2	3	2	9
19	SIS	3	3	3	3	12
20	AIH	4	3	3	3	13

Total Score of Pre-test and Post-test

No.	Student	Pre-test	Post-test
1	WAH	9	11
2	KEY	7	10
3	KAS	9	14
4	DAP	8	11
5	ANN	7	9
6	RIQ	7	10
7	FAR	7	12
8	MUF	8	12
9	OAP	8	12
10	GER	8	11
11	MHP	8	12
12	MIW	8	11
13	MUD	8	10
14	EVN	8	10
15	ADE	9	12
16	MTK	7	10
17	OCT	9	14
18	AHR	7	9
19	SIS	9	12
20	AIH	9	13

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE
Website : sman4parepare.sch.id   E-mail : smanegeri4parepare@gmail.com
Jalan : Lasiming no. 22 Telp. /Fax (0421) 2918936, Kota Parepare 91113

SURAT TELAH MELAKSANAKAN PENELITIAN
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Universitas/Lembaga   : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Alamat   : BTN ARAWA INDAH F4 KAB. SIDENRENG RAPPANG

Telah melakukan penelitian di UPT SMA Negeri 4 Parepare dengan judul penelitian *"REDUCING STUDENTS ENGLISH SPEAKING ANXIETY THROUGH THE ROSETTA STONE APPLICATION AT SENIOR HIGH SCHOOL 4 PAREPARE"*. Dilaksanakan dari : Tgl. 14 Juni s.d 28 Juni 2024.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 19 Juli 2024
Kepala UPT SMA Negeri 4 Parepare

HAMZAH WAKKANG, S.Pd, M.Pd
NIP. 19680508 199512 1 006
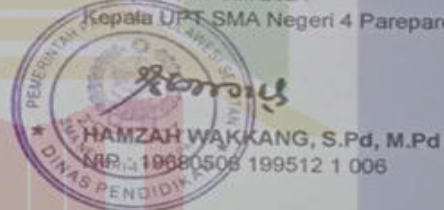
Tembusan :
1. Kepala Cabang Dinas Pendidikan Wil VIII
2. Arsip/File

BerAKHLAK Distik Sipakatau CERDASKI

Setulus Hari, Sepenuh Jiwa, Sekuat Raga, Mencerdaskan Sulawesi Selatan

XXI

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4623 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 10 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
		11.	Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
Kesatu	:	Menunjuk saudara; 1. Dr Zulfah, M.Pd
		2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nur Amalia
NIM	:	2020203888203057
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Reducing Student's Speaking Anxiety through the Rosetta Stone Application

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal 09 November 2023
Dekan,

Dr. Zulfah, M.Pd
NIP. 19830420 200801 2 010

CS Dipindai dengan CamScanner

XXII

SRN IP0000421

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 421/IP/DPM-PTSP/6/2024

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : **NUR AMALIA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **BTN ARAWA INDAH F4 KAB. SIDENRENG RAPPANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **REDUCING STUNDETS` ENGLISH SPEAKING ANXIETY THROUGH THE ROSETTA STONE APPLICATION AT SENIOR HIGH SCHOOL 4 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 4 KOTA PAREPARE)**

LAMA PENELITIAN : **14 Juni 2024 s.d 28 Juni 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **03 Juni 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

Appendix 6

Dokumentasi

Appendix 7

Nur Amalia, researcher is the daughter of the best couple, Alm. Abd. Salam Naim and Rusnaini, she was born on July 6, 2000 in Sidrap, BTN Arawa Jalan Nuri Block F4, South Sulawesi, Indonesia. She has 1 brothers and 3 sisters. She is the fifth and the last child of five in her family. She enrolled at SDN 6 Sidrap and graduated in 2013. After graduating from elementary school, she continued her studies at SMPN 3 Pangsid, then graduated in 2016. After graduating from junior high school, she continued to study in SMAN 6 Sidrap and graduated in 2019. In 2020, She was accepted in the English department at the Tarbiyah Faculty of IAIN Parepare and finish her study with the tittle of "*Using Rosetta Stone Application In Improving Students' Speaking Skill at Senior High School 4 Parepare*"