

CHAPTER IV

RESULTS AND DISCUSSION

A. Description of Research Results

Pre-experimental designs is the research that is not true experiment yet because there is still external variables that come into effect on the formation of the dependent variable. This design is useful for obtaining preliminary information to the questions existing in the research. While one group - pretest posttest design is study model of pre experimental carried out on one group without comparison groups. This model is already using pretest, treatment and posttest so that the effects of the experiments can be known with certainty.

This research aims to know the effectiveness of Rosetta Stone in improving students' listening skills at intermediate listening classes of English education before learning through the media and after learning through the multimedia. In addition, this research would also like to know the response of the students against the Rosetta Stone as a media of learning to improve their listening skills.

To find out the effectiveness of Rosetta Stone, this research had two data, data skills of listening students obtained from first tests (*pretest*) and listening skills of students obtained from the last test (*posttest*). And to know the response of the students, this study used data from questionnaire and reinforced by the interview.

1. *Pre-test* Results

This class was given pretest as much as 120 test. Pre-test, followed by 20 people sample student class B and D were taken from the total population of

students of class B and D on April 02 and 03 April 2016 at 16.00 local 2.28. From the results of students' listening score calculation at the time of pretest obtained the lowest score 74,17 and the highest score 98,3 and mean 84,979. Look at the table :

No	Name	Class	L1	L2	L3	L4	All of true questions	Scores	Criteria
1	Student 1	B	25	18	29	29	101	84.17	Very Good
2	Student 2	B	27	21	27	21	96	80	Very Good
3	Student 3	B	25	27	32	29	113	94.17	Very Good
4	Student 4	B	26	28	30	28	112	93.3	Very Good
5	Student 5	B	20	27	20	22	89	74.17	Good
6	Student 6	B	26	28	31	30	115	95.83	Very Good
7	Student 7	B	25	27	26	24	102	85	Very Good
8	Student 8	B	29	29	31	29	118	98.3	Very Good
9	Student 9	B	22	23	23	21	89	74.17	Good
10	Student 10	B	26	28	30	28	112	93.3	Very Good
11.	Student 11	D	22	21	24	24	91	75.83	Good
12.	Student 12	D	27	26	29	28	110	92	Very Good
13.	Student 13	D	21	22	28	25	96	80	Very Good
14.	Student 14	D	21	22	21	28	92	77	Good
15.	Student 15	D	25	21	28	28	102	85	Very Good
16.	Student 16	D	23	25	29	27	104	87	Very Good
17.	Student 17	D	25	21	28	28	102	85	Very Good
18.	Student 18	D	24	18	28	25	95	79.17	Good
19.	Student 19	D	25	19	28	26	98	82	Very Good
20.	Student 20	D	25	20	29	27	101	84.17	Very Good

Table 4.1 Pre – Test Results

To know mean of pre – test results, the writer used formula as follow (Murdan, 2012 : 164) :

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

$$= \frac{1699.58}{20}$$

$$= 84.979$$

Pre test mean : 84.979

2. *Post-test Results*

Posttest research was held to 20 students from the same when done pretest. This research was carried out on May 11 and May 13 2016 at 16.00 local 2.28. Posttest was held after students had been doing treatment by studying through Rosetta Stone for 1 month from April-may at home respectively. Posttest aimed to find out students ' learning achievement after the given treatment by using media Rosetta Stone.

The number of tests as many as 120 and from the results of students ' listening skills score calculation at the time the lowest score obtained 85, the highest score was 100 and mean was 90,718. Look at the table :

Table 4.2. Post – Test Results

No	Name	Class	L1	L2	L3	L4	All of true questions	Scores	Criteria
1	Student 1	B	25	26	28	30	109	90.83	Very Good
2	Student 2	B	29	23	29	23	104	87	Very Good
3	Student 3	B	26	25	30	29	110	92	Very Good
4	Student 4	B	27	29	31	29	116	97	Very Good

5	Student 5	B	23	30	23	26	102	85	Very Good
6	Student 6	B	28	29	32	31	120	100	Very Good
7	Student 7	B	26	28	27	25	106	88.3	Very Good
8	Student 8	B	27	25	29	29	110	91.7	Very Good
9	Student 9	B	26	27	27	25	105	87.5	Very Good
10	Student 10	B	28	27	25	29	109	90.83	Very Good
11.	Student 11	D	25	28	32	29	114	95	Very Good
12.	Student 12	D	28	27	29	28	112	93.3	Very Good
13.	Student 13	D	25	24	30	26	105	87.5	Very Good
14.	Student 14	D	25	23	29	28	105	87.5	Very Good
15.	Student 15	D	27	26	28	25	106	88.3	Very Good
16.	Student 16	D	28	27	30	30	115	96	Very Good
17.	Student 17	D	26	22	29	29	106	88.3	Very Good
18.	Student 18	D	24	24	30	25	103	85.83	Very Good
19.	Student 19	D	26	28	29	29	112	93.3	Very Good
20.	Student 20	D	27	25	30	25	107	89.17	Very Good




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


















$$= \frac{1814.36}{20}$$

$$= 90.718$$

Post test mean : 90.718

Table 4.3. Progress of Pre – test and Post Test

No	Name	Class	Scores (Pre _ Test)	Scores (Post _ Test)	
1	Student 1	B	84,17	90,83	
2	Student 2	B	80	87	
3	Student 3	B	94,17	92	

4	Student 4	B	93,3	97	
5	Student 5	B	74,17	85	
6	Student 6	B	95,83	100	
7	Student 7	B	85	88,3	
8	Student 8	B	98,3	91,7	
9	Student 9	B	74,17	87,5	
10	Student 10	B	93,3	90,83	
11.	Student 11	D	75,83	95	
12.	Student 12	D	92	93,3	
13.	Student 13	D	80	87,5	
14.	Student 14	D	77	87,5	
15.	Student 15	D	85	88,3	
16.	Student 16	D	87	96	
17.	Student 17	D	85	88,3	
18.	Student 18	D	79,17	85,83	
19.	Student 19	D	82	93,3	
20.	Student 20	D	84,17	89,17	

3. Calculation Results of Using *Gain Score*

To calculate the gain score uses formula as follows :

$$\begin{aligned}
 \text{Gain Score} & : <g> = \frac{x_{post} - x_{pre}}{G_{max} - x_{pre}} \\
 & = \frac{90.718 - 84.979}{100 - 84.979} \\
 & = \mathbf{0.39}
 \end{aligned}$$

Descriptions :

<g> : gain score

xpre : mean of pre-test

xpost : mean of post-test

Gmax : maximum scores

Tabel 4.4. The results of calculation of Gain Score

Class	Mean	Gain Score	Category
<i>Pre-test</i>	84.979	0.39	Fair
<i>Post-test</i>	90.718		

From the results obtained gain score 0.39, then it can be inferred that the effectiveness of Rosetta Stone to improve the student's listening is in fair category.

4. Students' Response Results to the Rosetta Stone

a. Questionnaire

In addition for implementing a pretest and posttest to know the effectiveness degree of the Rosetta Stone in the improving listening skills of students. Writer would also like to know how the students responses against the Rosetta Stone. For that student is given a question form with 10 questions and reinforced with the interview.

$$\text{The percentage of each option} = \frac{A}{B} \times 100 \%$$

Descriptions :

A = the number of students who answered a selection "yes or no"

B = the number of students who joined in questionnaire

Table 4.5. Students' Response Questionnaire

NO.	RESPON MAHASISWA	YES		NO	
		Σ	%	Σ	%

1.	Apakah anda setuju jika pembelajaran berbasis multimedia tehnologi (software) diterapkan di kampus ?	20	100%		
2.	Apakah anda senang jika pembelajaran pada mata kuliah listening menggunakan Rosetta Stone ?	20	100%		
3.	Apakah penerapan pembelajaran melalui Rosetta Stone berguna bagi anda dalam mempelajari listening ?	20	100%		
4.	Apakah pembelajaran listening yang ada didalam Rosetta Stone menarik bagi anda ?	20	100%		
5.	Dengan Rosetta Stone membantu saya untuk lebih mudah meningkatkan kemampuan listening saya ?	20	100%		
6.	Apakah anda termotivasi untuk meningkatkan skill listening anda dengan menggunakan Rosetta Stone ?	20	100%		
7.	Apakah anda bersedia mengerjakan semua soal yang ada pada Rosetta Stone jika diberikan tugas ?	20	100%		
8.	Apakah setelah belajar melalui Rosetta Stone anda mulai dapat dengan mudah memahami orang asing berbicara bahasa inggris di kehidupan sehari – hari ?	17	85%	3	15%
9.	Apakah dengan pembelajaran melalui Rosetta Stone membuat waktu anda lebih efisien ?	18	90%	2	10%
10.	Adakah kesulitan dalam memahami pelajaran listening jika menggunakan Rosetta Stone ?	16	80%	4	20%
	Mean		95.5%		4.5%

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

$$= \frac{955\%}{10}$$

$$= 95,5 \% \text{ answed yes}$$

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

$$= \frac{45\%}{10}$$

$$= 4,5 \% \text{ answerd no}$$

By answering 10 questions, then got percentage of answers in each of question. After mean of each questionnaire calculated, then get score 95.5% answerd yes which are interpreted on "very good" category and 4.5% answerd no which are interpreted on "very bad" category.

b. Interview

To strengthen the results of student response questionnaire against the application of the Rosetta Stone. Writer held interviews with student 1, 6, 16, 8, and 14.

1) Student 6

Student 6 is one of student who got the highest scores on the posttest and have the ability to speak English.

P: "Kira-kira kamu suka gak, kalo belajar listening menggunakan Rosetta Stone kayak kemaren?"

I: "Iya kak, saya sangat senang kalo belajar listening menggunakan Rosetta Stone, biar saya tambah semangat aja kalo mengikuti pelajaran pada mata kuliah miss Dayah, bervariasi gitu loh kak? Gak monoton, jadi saya gak bosan gitu..."

P: "Kira -kira kalo pelajaranlain menggunakan Rosetta Stone juga (misalkan speaking, reading, writing), kamu setuju gak? Senang gak kamu?"

I: "Kalo pelajaran lain juga menggunakan Rosetta Stone,, saya sangat senang? Biar semangat belajar dan meningkatkan kemampuan dalam berbahasa inggris saya pada skill lain. Namun tidak dijadikan media utama dalam belajar, hanya sebagai media tambahan aja untuk belajar dirumah...."

P: "Bagaimana perasaanya jika belajar listening menggunakan Rosetta Stone?"

I: "Sangat menyenangkan dan tidak membosankan soalnya sudah ada gambar – gambarnya yang sesuai dengan pengucapan oleh penutur asli"

2) Student 1

Student 2 is a student who also got big changes at her scores in post test.

P: "Bagaimana perasaanya setelah belajar listening menggunakan Rosetta Stone?"

I: "Menarik dan rame. Karena tehnologinya baru."

P: "Terus kamu paham gak dengan materi yang ada di dalam nya?"

I: "Iya, saya faham dengan materinya. Kemudian yang menariknya yaitu saya juga belajar mengenai budaya orang lain disini?"

3) Student 16

He is a student who has a willingness in learning English and have a high level of confidence that has medium ability in his class.

P: "Bagaimana perasaanya setelah belajar menggunakan Rosetta Stone?"

I: "Meskipun agak kesulitan sedikit, namun saya senang sekali belajar menggunakan Rosetta Stone karena menambah pengetahuan – pengetahuan yang baru untuk saya. Meskipun saya agak sedikit kesulitan...."

P: "Merasa gak ada peningkatan terhadap skill listening kamu setelah menggunakan Rosetta Stone ini walupun sedikit?"

I: "Ya saya merasa ada peningkatan terhadap skill saya. Terkhusus cara pengucapannya...."

P: "Trus, ada gak masuka untuk penggunaan media ini"?

I: "Saya lihat Rosetta Stone ini hanya seputar Gambar. Kalau bisa untuk Rosetta Stone bisa ditambahkan cerita, video atau percakapan dari native speaker."

4) Student 8

Student 8 is a student who has the normal ability in his class but very high willingness in learnin English. And he is one of students that got decrease score in post test about – 6,6.

P: "Bagaimana menurut kamu Rosetta Stone ini?"

I: "Menurut saya sangat bagus sekali karena menggunakan tehnik dasar dan menggunakan gambar sebagai visual itu membuat lebih ingat vocabulary...."

P: "Termotivasi gak untuk terus meningkatkan skill listening kamu dengan menggunakan Rosetta Stone ini?"

I: "Sangat termotivasi karena sangat menarik ..."

P: "Ada kesulitan gak dengan materi yang ada di Rosetta Stone ini?"

I: "Ada sih sedikit , khususnya di level 5 itu terlalu cepat sedikit hahaha...."

p: " pada saat pre –test kemarin kamu mendapatkan score 98,3 dan pada saat post test kamu mendapatkan nilai 91,7. Itu berarti ada penurunan sekitar 6,6. Kira – kira, kenapa hal itu bisa terjadi ?

I: "Itu loh kak, kadang kadang laptop saya itu bisa heng. Jadi pas mengerjakan soal itu suara native speakernya bisa hilang, sedangkan waktu terus jalan. Jadi mau gak mau saya acak aja menjawabnya haha. Terus juga Rosetta Stone ini kan sifatnya one click is your answer. Jadi kalau kepencet sedikit aja pada jawabanya, itu lah jawaban kita. Pas post test saya sering bangget mengalami itu, nah mungkin itu yg membuat nilai saya menurun pas di post test.

5) Student 14

Student 14 is a student who is active and energetic and has medium ability in English but has hard willingness in learning.

P: "Bagaimana menurut anda Rosetta Stone ini?"

I: "Rosetta Stone adalah software yang mudah digunakan, interaktif, mampu memotivasi mahasiswa untuk belajar dan menarik...."

P: "Apa kesulitan dalam belajar melalui Rosetta Stone ini?"

J: "Saya rasa ada pada media utama yaitu laptop. Jikalau laptop tidak bekerja dengan baik, maka itu akan membuat pembelajaran melalui media ini juga terganggu...."

P: "Apa masukan anda untuk Rosetta Stone ini ?"

J: "Kalau bisa, jika ingin di aplikasikan pada mata kuliah listening benar benar dengan persiapan yang matang karena media ini sangat bagus untuk dipelajari"

B. Discussion

1. The Effectiveness Of Rosetta Stone in Improving Students' Listening Skills

This research aims to know the effectiveness of Rosetta Stone in improve students' listening skills. Before the writer doing the study, the writer first did pre – interview (look appendices) to students where obtained the conclusion that some of students felt still difficult to find a way to improve their listening skills due to media used only about audio, video, and film. And it affected in their listening skills. Then next did a pretest and got mean score 84,979 which of 20 students there were still got less satisfying scores. 15 students got scores with very good category. And 5 students got score with good category (look at *table 4.1* : Student 5, 9, 11, 14.18). After a pretest, then students were given a treatment where they were for a month should practice for answering questions of listening in the Rosetta Stone with some level that they have to accomplish. Then after given treatment, then held back a posttest. From the results obtained posttest score and a good change with mean score 90,718, where now all of students got scores in the very good category. Based on the results of a pretest and posttest obtained, looked there is an improvement in the mean score after being given treatment about 5,739 (look at table 4.3. pretest and post test results).

However, although all of students have gained scores with very good category. If we see more details on their scores, there were some students who instead get a decrease in posttest scores 0 - 6.6 (look at *table 4.3* : student 3, 8, 10). Even so, still can be said it is safe because still in very good criteria according to

the scores they have got.

To give accurated data on the students' score improvement and to know the effectiveness of Rosetta Stone, then the results from pretest and posttest were calculated with gain score formula. And got scores 0.39 which is categorized as a fair category (look at *Table 4.4.*). It means that using Rosetta Stone in improving students' listening skills is fair effective.

The results of this research are also in accordance with the results of previous research by Yudi Yudhisthira (2015:74) stating that the use of Rosetta Stone is more effective in learning listening (compréhension orale) class XII students of SMK N 1 Bantul than using conventional methods. The statement can be proved by the scores of the gain score 0.47. In addition winarti (2009:101) also stated in her research that the learning patterns of sentences – Te imasu using multimedia of Rosetta Stone is quite good because there is a growing test results before and after learning through Rosetta Stone. This indicates that Rosetta Stone is effective and able to give improvement to students' skills.

Indeed, learning listening using conventional techniques (such as the media audio) is good by playing audio and ask students to listen to the audio that is played and imitate. But if only use that way without use other it will make the students quickly bored and capture the materials described. According to harmer (2001:201 – 202) there are six types of listening skills that must be mastered by learners they are identifying topics, predicting and guessing, listening for general understanding, listening for specific information, listening for detailed information, and interpreting texts. And Penny also said that the main goal of teaching listening is to

enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life (2012 : 102).

For that, to improve the skills of listening needed a good learning media that not only makes students have high enthusiasm to study but also able to bring students to practice the skill of listening as natural as possible, can be used to invite students' attention and to arouse their curiosity by presenting various images and sounds, and can be used to present information that is needed to deliver the message to the students (Reiser and Dick , 1996:70). According to Savage and Vogel (1996) one of the advantages of using multimedia is to convey information quickly and effectively to all students – and keep them interested in learning. And as a multimedia of learning software by using dynamic immersion method and using images, text, sound and video in it. Rosetta Stone is able to represent this, able to deliver the message to the students by teaching language the way we learned at first: naturally, by connecting words to objects and events around us. Although still in the category of fair, but Rosetta Stone a little or many have been able to provide increased listening skills against students.

2. Students' Response to the Rosetta Stone

From the results of the data analysis of questionnaire and interview gained mean score 95.5% answered yes which is categorized as very good category and 4.5 % answered no which is categorized as a very bad category. It means most of students give positive response to this multimedia. To know in detail how the students' responses towards multimedia Rosetta Stone we can see in the discussion below :

a. Happy Feeling

A. Victor Devadoss, et.al (2013) stated that when we find problems, there are two results obtained that is both good and bad, when we get good results then we will get happiness. Good results were also influenced by a sense of happy students toward learning done. Andrew j. Oswald et.al (2014) pleasure makes people be more productive.

By looking at the results of students responses questionnaire by seeing question number 2, the conclusion that there is a sense of happy students in learning listening through the Rosetta Stone. There is a positive response of 100% against a sense of happy students to improve the skills of listening using Rosetta Stone. It is also supported by some of the interview that was done against some informers. One of them was student 6 (look at page 69) she is one of the student who got the highest scores on the posttest and have the ability in English. Although she is the person who has ability in English, sometimes bored also in attendance on her. With Rosetta Stone will add spirit to enhance her listening skills as a result it made her happy.

b. Enthusiasm

Enthusiasm is the desire to do a thing that is considered important for a person. Salvina's opinion corroborated by research Wesson in Dwi Junianto and Wagiran (2013) and the attitude of the teacher's effect on student learning enthusiasm.

In this study, researchers get results that there is positive response towards aspects of students ' enthusiasm in the use of Rosetta Stone as a multimedia of learning to improve their listening skills. From the question number 1, 2 and 6

retrieved data respectively amounting to 100% of the students enthusiasm and motivated to want to continue to learn listening using the Rosetta Stone as a media of learning. From the results of the interview against student 8 also got the data, Rosetta Stone very motivated him to study English more and motivated him to keep improving his skills because the Rosetta Stone was very attractive multimedia of learning based on his opinion.

c. Willingness of Study

Student learning willingness or desire of the student learning is one important aspect in the achievement process of quality education. Joseph m. Furner and Carol a. Marinas (2013) stated that a teacher or lecturer will need to pay attention to learning willingness of students to the tasks. The learning desire of students can be seen on the interest and enthusiasm of the students in paying attention to something. The previous discussion proved that with the use of the Rosetta Stone as a multimedia of learning in listening, there is positive response against aspects of the interest and enthusiasm of the students.

In this study, willingness students to learn can be seen from the results of the analysis of question number 7. The results of the analysis show that 100% of students willing to answer all of the questions in Rosetta Stone if given a task by the teacher or lecturer. Those results proved that by using the Rosetta Stone as a multimedia of learning in listening has positive response towards learning willingness of students listening. It is also due in the Rosetta Stone not only taught about listening skills but also knowledge of the culture of outsiders. Based on student 1, she could understand the material provided and able to understand the

material quickly because in the Rosetta Stone material is taught not only listening, but also material about the cultures of others. This is what makes Rosetta Stone is very interesting and make students want to learn through this multimedia.

d. Motivation of Study

Learning motivation is an important aspect in the process of teaching and learning in order to achieve success in the process of teaching and learning. Motivation refers to the reasons for directing behavior toward certain goals, engaging in certain activities, or enhance the energy and effort to achieve the goal (Eric Zhi Feng LIU and Chun Hung LIN, 2010). Feeling a person can support student learning motivation (Mihaly Csikszentmihalyi and Schiefele Ulrich, 2013). Agus Suprijono (2010:108) asserts that there are indicators of motivation in learning, including 1) presence of the passion and desire is successful, 2) existence of encouragement and needs in learning, 3) hope or ideals, 4) Learning Awards in existence, 5) interesting in learning activities, 6) the presence of a conducive learning environment, enabling students to learn well. From the statement can be inferred that the learning motivation of students can be seen when students have the pleasure of a learning process, enthusiasm to engage in the learning process and have the willingness or desire in learning.

The results of the analysis of the question number 1-10 shows that there is a positive response toward a sense of happy, enthusiastic student learning and willpower against the use of Rosetta Stone as a media of learning listening. From the results of the analysis of the answers to question form and interview can be concluded that there is a positive response toward the learning motivation of

students. And almost all the informers asserting that multimedia Rosetta Stone keeps them motivated to continue to improve their English listening skill.

e. The Effort Learning of Students

The effort learning is effort that done by student before completing a given problem. The effort can be either reading a book, ask the lecturer or peers who understand the material and looking for a solution of the question over the internet or other media. From the analysis of the answers question form number 7 show that there were 100% of students working on assignments given via the Rosetta Stone. The results show that most respondents perform learning activities before the task given through Rosetta Stone so businesses learn to resolve problems that are given.

The results of the analysis of the answers to question form number 7 is also reinforced by the results of the interview against the respondent. Interview results indicate that students are becoming more active in learning after implementing Rosetta Stone as a media of learning listening. The reason of students are becoming more active in learning are: 1) the material more easily understood; 2) Access and learning can take place for 24 hours; 3) Interactive; 4) Can conduct discussions with friends despite being homeschooled; and 5) can directly learn from native speaker sound in the Rosetta Stone.

f. Lacks of Rosetta Stone based on Respondents Opinions

Although multimedia Rosetta Stone has many advantages, but nonetheless there are still lacks. It can be seen from the results interview that was done against some informers. From student 8, stated that Although attractive and looks easy, but

on a level 5 he getting in trouble a little because of intonation quickly than before. Beside that, the capability of the hardware (laptops, headsets, speakers) also must be good because it can affect scores. And that is the reason why he got low scores on post test because of his hardware capability is not good. Then added again by student 14 that the main difficulties on the Rosetta Stone was the capability of the laptop itself. If the laptop was able to work properly then learning through Rosetta Stone will also go smoothly. Therefore, she added, if this software wanted to be applied to the subjects, it must be concerned with good and perfect preparation so that Rosetta Stone was able to provide many benefits not only to students, but also guests. So it can be inferred that although multimedia Rosetta Stone is quite effective in improving students ' listening skills, but needs to be more very good preparation again if this multimedia really want to be implemented in the program of learning. Need good facilities such as hardware and software and skilled teachers or lecturers to use this multimedia as a media of learning.

From discussions presented by the writer above, the writer tries to make it simple. Although the effectiveness of Rosetta Stone hasn't been able to reach high category degree, but Rosetta Stone is able to provide something new in learning listening to students. Technology and features therein are able to give a positive response from students. If students continue to be trained to use this multimedia, writer believes the effectiveness obtained will be high.