CHAPTER I

INTRODUCTION

1.1 Background

In the global era, English plays an important as a medium of communication in many fields of life, such as education, trade, international relationships, politics, research, technology, and many others. In the education field around the world, students are introduced to English as one of the compulsory lessons to be learned. However, English is yet classified as difficult to be mastered.

As a matter of fact, to master English is not easy especially mastering vocabulary. According to Thornbury (2002), states that the main obstacle in learning another language is a limited vocabulary. For example in Thornbury (2002) that during learning activities, students are allowed to express opinions or present their work in front of the class and they mostly repeat the same words when speaking in class. This, of course, must be the teacher's concern in teaching vocabulary by using appropriate strategy for students. It can be seen during the learning activities when the students are allowed to express their opinions or to present their work in front of the class. They mostly repeat the same words at the time of speaking in class. This certainly should be noted by the teacher in teaching vocabulary.

The teacher should be able to find an appropriate strategy, either a method or a tool for teaching vocabulary. Rosetta Stone application can be one of the tools to help because this software has many features and parts to support vocabulary learning. This explanation is supported by the result

of a research conducted by Shafiri, Azizifar, Jamalinesari, and Gowhary (2015) it was found that using Rosetta Stone educational software had a positive impact on vocabulary learning of English learners in the experimental group in comparison with the control group. Moreover, it offers language learners major advantages. Additionally, Rosetta Stone educational software has tutorial modes, which help the students explore the correct answers and learn from the errors they make.

Based on the research conducted by Sinaga, Safitri, and Efransyah (2018) which utilized one group pre-test and post-test design at MTs. Negeri Sukasari Cimahi among seventh-grade students, it was found that the mean of the post-test was greater than the mean of the pre-test. The number of positive ratings was greater than the number of negative ratings. Ho was rejected because of Asymp.Sig. (2 tailed = 0.000) was less than 0.05, and the hypothesis was supported. In other words, learning vocabulary using the direct method was effective. Therefore, learning vocabulary using the direct method could improve the vocabulary mastery of seventh-grade students in MTs. Negeri Cimahi.

In previous research, it was mentioned that there were significant changes regarding the effect of Rosetta Stone on elementary Iranian EFL learners'. Based on the mean value which is interpreted using the Independent-Sample T-Test. The T-test analysis showed that the P value (0.000) which is lower than 0.05 thus revealing that the experimental group performed better than the control group. This shows that the

experimental group learns and remembers more vocabulary than the control group.

Although the previous research was focused on EFL, however, the context is not a boarding school. It is different from the research that is conducted in that school have boarding schools every day by learning and speaking in English. Therefore, the researcher is interested in knowing whether there is the same influence or not on the school system that applies everyday English and the school system that does not apply everyday English to Indonesian students of grade VII SMP in Tasikmalaya.

1.2   Formulation of The Problem

In line with the background of the research, the researchers formulate the research questions as follows: "Is there an effect of Rosetta Stone application on students' vocabulary mastery in the seventh-grade boarding school in Tasikmalaya?"

1.3   Operational Definition

To avoid misunderstanding about the terms set out in this research, the researcher provides some definitions related to this study, as follow:

1.3.1 Vocabulary Mastery:

It is ability to understand the English words' meaning and have no difficulty in using it shown by the pre-test and post-test.

1.3.2 Rosetta Stone:

It is a smartphone application used in teaching English, especially in learning vocabulary consisting of pictures, words and voices in multiple-choice methods.

1.4 Aim of The Research

This research aims to know the effect of Rosetta Stone application on students' vocabulary mastery on seventh-grade junior high school in Tasikmalaya.

1.5 The Uses of The Research

1.5.1 Theoretical

Theoretically, this research is expected to contribute to the learning strategy of the effect of Rosetta Stone application on vocabulary mastery.

1.5.2 Empirical Use

This research will provide empirical insight into what are the advantages of Rosetta Stone application on vocabulary mastery.

1.5.3 Practical Use

This research can provide insight and knowledge for readers about the effects of Rosetta Stone application on vocabulary mastery.