

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

This chapter describes what vocabulary is, the importance of vocabulary, and the role of vocabulary used for the students. Also, it describes what is Rosetta Stone, how to use the Rosetta Stone, and discusses the principles of teachers in teaching student vocabulary.

2.1.1 Vocabulary Mastery

Vocabulary is a list of words and their combination in a particular language (Joklova, 2009 as cited in Sitompul, 2013). According to Wilkins as cited in Thornbury's book (2002) "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" (p.13). Kashani and Shafiee (2016) stated "Vocabulary is the foundation of any language and the most important part of learning a language is to gain vocabulary. The more vocabulary you have, you will be able to understand more what you read and hear, and the more you will be able to convey your thoughts when you speak." It can also be defined as a sound that expresses meaning in a language and forms an independent unit. In addition, vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs, especially academic needs (Komachali & Khodareza, 2012; p.137).

Laufer (1997) as cited in Kashani and Shafiee (2016) argues for the fact that vocabulary learning is at the heart of any language learning and language use. There are many methods and strategies for vocabulary

learning, but based on the learners' levels, styles, and interests, teachers should choose the best ones. This is because mastering vocabulary is one of the most challenging tasks any learners face when learning another language and therefore learners have increasingly found it necessary to balance their limited vocabulary (Nyikos & Fan, 2007).

Vocabulary in the EFL classroom plays a very important role since it is crucial to conveying meaning and expressing one's ideas. Hence, students consider words to be important and are keen to learn them (Leki & Carson 1994; Sheorey & Mokhtari 1993; cited in Coady, 1997 as cited in Komachali and Khodareza, 2012).

Munir (2016) argues that vocabulary is unique, such as human's fingerprints. Teachers know they have to do something with the language in their content area, but they often have trouble with what they have to do. As a result, they reduce instruction to enduring routines and teacher-centered practices, leading students to search for, define, memorize and use content-specific words in sentences. Content area vocabulary must be taught well enough to remove potential barriers for students in understanding the text as well as to promote content area language acquisition in the long term.

In other words, vocabulary must be taught to students in a certain period in order for them to understand the text. Vocabulary is taught at the basic level; in fact, students master a simple vocabulary such as animals, clothes, objects in the classroom, etc. They only have a small amount of vocabulary, this is because they do not have the enthusiasm to learn new

vocabulary and teachers rarely use appropriate media to teach vocabulary (Munir, 2016).

According to Cameron (2001), as cited in Gushendra (2017), vocabulary skills included; Pronunciation is one of the most influential aspects of vocabulary. Spelling also needs to know the letters and syllables that makeup words. Grammar shows that if we give vocabulary high priority, we are not leaving grammar needing to be taught if this is not clearly covered by the rules of grammar. Meaning is a way to explain the meaning of new words in the class of young learners, namely by using an object, cutout images, gestures, performances and actions, photos, pictures or diagrams on a board, and pictures from storybooks. It can be concluded that pronunciation, spelling, grammar, and meaning are indicators of vocabulary mastery.

Porter (2001) stated that “mastery is learning or understanding something ability and having no difficulty in using it” (p.953). In figuring out students who are having difficulties and students who already comprehend the vocabulary greatly, pre-test and post-test is implemented. By having a good mastery of vocabulary the students are able to communicate well and clearly with each other. In the process of learning English in Junior High school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary-connected experiences that the students have and play a vital role in the development of their language (Syarifudin, Marbun, & Novita, 2014).

According to Syarifudin, Marbun, and Novita (2014), vocabulary mastery is one of the factors to master English as a foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills. By mastering vocabulary, they can mold their English and consider English as one of their course in school. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

2.1.2 Rosetta Stone

a. Description of Rosetta Stone

Rosetta Stone is an application that is used in learning English, especially in learning vocabulary with a picture, voice, multiple-choice method. According to Hanif (2016), Rosetta Stone software consists of a combination of image, text, and sound, with difficulty levels increasing as the student progresses, in order to teach various vocabulary terms and grammatical functions intuitively, without drills or translation. This program is a software that is easy to install and versatile to use on a smartphone.

According to Yurdean and Syafei (2016) “Rosetta Stone is a language-learning software that applies the “natural approach” method which teaches the learner naturally the same way the learner learned the first language. This software has many features and parts. In this software, vocabulary learning is based on pictures, voice, and correct

pronunciation of words (Shafiri, Azizifar, Jamalinesari & Gowhary, 2015, p.261). In 2016, Hanif noted about the Rosetta Stone application not only vocabulary learning but there are many learning such as pronunciation, grammar, listening, etc (p.26).

Therefore, this study prioritizes vocabulary because vocabulary is the basis of every language and the most important part of learning a language. The more vocabulary has, the easier it is to deliver what is thinking in speaking so that the Rosetta Stone application can make it easier for students to learn. By using it, learning vocabulary is an easy way and can be accessed by anyone.

Rockman (2009) argues that Rosetta Stone software has a very specific function to teach a foreign language. In authentic contexts and real-life situations, Rosetta Stone software steps in teaching vocabulary words are presented visually (Jones & Roberts-Godwin, 2007).

Rosetta Stone is an application that taught millions of people in new languages. In the application, many different languages can be chosen. They have 24 languages, i.e. Arabic, Chinese (Mandarin), Dutch, English (American or British), Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Persian (Farsi), Polish, Portuguese (Brazil), Russian, Spanish (Latin American or Spain), Swedish, Turkish, or Vietnamese (Rosetta Stone, 2013). As Lexia said in the application, Lexia helps students build fundamental reading skills through its rigorously researched, independently evaluated, and widely respected instruction and assessment programs.

b. Operation of the Rosetta Stone application

The way to operate the Rosetta Stone application is very easy. Starting from opening the application then selecting the "login" menu if already have an account, then select your personal account or school account and enter an email account and password. If entered, the menu display on the Rosetta Stone application will appear and can use it according to which course choice will use. (See enclosure 3)

2.1.3 Young Learners and Vocabulary Learning

EFL vocabulary learning is of great importance at an early age. Upon the issue of learning a word in terms of children, Tomasello (2014) defines 'word learning' as a kind of mini-linguistic lesson in which objects are pointed for children. The child has to associate the word with what s/he hears and what s/he sees. Another form of learning a word is that children map words onto concrete entities.

As a cited in Kimsesiz, Dolgunsoz, and Konca (2017), both first language (L1) experience (Cameron, 2001) and the features of the new linguistic input of the second language (L2) are important (Cook, 2008). Children build up their first language vocabulary that is intimately tied up with conceptual development. For L1 and L2 relationship, children may link new words with the existing equivalent words in their L1. During this process, their verbal behaviours should be encouraged and supported with opportunities engaging them in language activities such as storytelling, singing songs, drama and reciting poetry. When their short attention span (Scott & Ytreberg, 1990) is considered, children also desire to be involved

in physical activities, enjoy working on projects and experimenting both collaboratively and individually (Diffily & Sassman, 2002) which can be provided by PBL instruction.

2.1.4 Teacher's Principle to Teach Vocabulary by Rosetta Stone

Vocabulary learning requires an effective strategy for students to learn vocabulary as easily as applying Rosetta stone on a mobile device. And the students can select the categories about vocabulary and start from the initial level, in the application, there are levels in practice.

This research uses two principles of vocabulary teaching using Rosetta stone, the meaningful presentation principle and selects appropriate words principle. In 1984, Wallace noted “the learner must have a clear and specific understanding of what it denotes or refers to, i.e. it is meaning. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task” (p.29).

Ismail, Zaid, Mohamed and Rouyan (2017) stated “Selecting appropriate words is the most important principle in teaching and learning vocabulary. Words that are considered appropriate are words that are comprehensible by learners and are coherent to their proficiency level. In the case of vocabulary acquisition, the input needs to convey meaning and be comprehensible so that learners are able to attach the form to meaning” (p.121).

The provision of treatment is done in a manner; the first thing to do is introducing what Rosetta Stone is to students. The second is how to use

it for vocabulary by doing joint exercises. In the Rosetta Stone application, in 1 unit there are 4 lessons and each lesson consists of 7 until 11 questions. The researcher explained each question in accordance with the meaning presentation principle in order to explain every word. One unit of exercise is done in one treatment for one day, in 1 x 30 minutes for each meeting. The same treatment is conducted for the whole six meetings. The technique of using Rosetta Stone in this research is facilitated by the teacher and supported by the media that helped, namely laptops and projectors in using treatment together in the classroom that is arranged in a U-shaped position and groups.

This is done to support the effectiveness of students in the use of Rosetta Stone when treatment because when each student uses a smartphone while the treatment is taking place it is feared that it is not effective and the treatment process not work fluently with other disturbances from the smartphone that are not known directly by the teacher. Treatment that does not work well can occur due to students' natural behaviour, and therefore there need to have management skills in the classroom conducted by the teacher to manage students' behaviours in the classroom. In addition, the teacher's recruitment process can also influence student's learning motivation in the classroom, as a cited in Sieber (2016), Bulger et al. (2002, p.3) say that "teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using students' names, reinforcing students' participation during class, and being active in moving among the students".

The advantage of other skills and strategies that can be used to keep students engaged is that students are not always able to like the subjects they are learning, but students also need to accept some realistic expectations about their life at school. This may be an uncomfortable reality for students, but in understanding, this fact is very positive for students. Management in the classroom is certainly not free from rules, where obvious rules are essential for students' academic and social behaviour. Students work much better in their well-defined environment in terms of what students need to do with what students don't need to do (Sieber, 2016).

2.2 Relevant Research

In previous research conducted by Shafiri, Azizifar, Jamalinesari and Gowhary (2014), it was found that using Rosetta Stone software had a positive effect on the vocabulary learning of English students in the experimental group compared to the control group. A comparison of the two group scores revealed that students in the experimental group could learn and retain more vocabulary than the control group. This shows that, particularly in teaching vocabulary, multimedia is an excellent teaching tool. It also provides major advantages to language learners.

This statement proves that Rosetta Stone's media can provide great benefits in students' vocabulary learning. A statement regarding the influence of Rosetta Stone's media was also stated by Hanif (2016), "It can be said that applying Rosetta Stone was effective in improving students' vocabulary. In addition, the large effect of size score also supported the

statement above that where applying Rosetta Stone Software as media gave some effects to the student in increasing vocabulary higher than the direct method.”

By contributing Rosetta Stone's media to the classroom, it can be used as direct media while still using Rosetta Stone. In addition, Lord (2016) “displays the learning outcomes of the Rosetta Stone program among early Spanish students to assess the effects of one semester of care where participants use Rosetta Stone for their class textbooks or themselves (prove attending class), compared to the control group. In the discussion above, it is proven that Rosetta Stone is used as a class textbook”.

With the Rosetta Stone, its benefits can inevitably affect student learning outcomes. As research conducted by Rybakova (2020), traditional learning can get benefit from using Rosetta Stone software in developing receptive skills of students. However, this software can not completely replace traditional classroom jobs due to the lack of "hands-on" interaction. That is why we are able to announce the profitable trend of the online Rosetta Stone platform on writing and reading comprehension skills.

2.3 Framework

Junior high school students are the initial stages of learning English, they need appropriate vocabulary learning strategies to support their communication needs in a language that is the use of vocabulary. Good communication based on good vocabulary can be arranged into a

language that can be understood. Vocabulary is important as a tool for communication. Therefore, it is very helpful for communication. This research is conducted to determine the effect of using Rosetta Stone in vocabulary learning.

To overcome this limitation and to provide better opportunities for learners and teachers, computers and the internet have been put into use in the foreign language instruction (Kilickaya & Krajka, 2010 as cited in Shafiri, Azizifar, Jamalinesari & Gowhary, 2015). Thus, the researchers use computer and internet media, namely the Rosetta Stone application. The focus of this study is to find out the effect of the applications on students' vocabulary.

In this study, the data collection is carried out by a treatment using an application. Before giving treatment students is given a vocabulary test to find out students' vocabulary knowledge in an assessment. After that, the students are given treatment using the Rosetta Stone application media to find out the effect, namely by learning vocabulary. In the final stage, students are given a test, which is the post-test. Post-test is used to proving the effectiveness of using Rosetta Stone. The results of this data collection is analyzed using the SPSS 16 application.

2.4 Hypothesis

This research can be predicted in a hypothesis about whether there is an effect or not of the use of Rosetta Stone on students' vocabulary. According to Creswell (2014) "Quantitative hypotheses, on the other hand, are predictions the researcher makes about the expected outcomes of

relationships among variables. They are numeric estimates of population values based on the data collected from samples” (p.188). In this research there are two hypotheses:

- a. H_0 : There is no effect of the use of Rosetta Stone application on students’ vocabulary mastery.
- b. H_a : There is an effect of the use of Rosetta Stone application on students’ vocabulary mastery.