**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

English is an international language that is used to communicate among people all over the world. English is so widely spoken; it has often referred to as a world language, the lingua franca of modern era and while is not an official language in most countries, it is currently the language most often taught as a foreign language in Indonesia, English is considered as a first foreign language and compulsory subject to be taught in secondary schools.

In learning English there are four skills to be mastered namely listening, speaking, reading and writing. Listening is the first skill that must be mastered. Listening skill is one of the basic learning language and acquiring it is very important in language learning. Listening skills is an activity that we listen the sound by our ears. Listening is an interaction between speaker and listener. Listening is skill that is difficult to be master, because it needs more attention and concentration to comprehend the sound. Based on writer’s experience during PPLK in SMAN 1 Pandeglang and observation in SMKN 1 Cinangka, the students’ listening skill was low, the difficulty is caused by many factors varying from the difference of sound between the second language learners first language and the second language they are learning and their lack of vocabulary, teacher was still use conventional method that makes students get bored and lack of motivation in learning.Teacher should use varieties strategies in teaching listening. One of the strategies that can be used by teacher is using media to support the teaching learning process.

The use of media influences the students’ interest in learning English. Rosetta Stone Software is offered as one of interesting and one of alternative media to be used to improve student’s listening skill. Rosetta Stone software uses a combination of pictures, text, and sound techniques by continuously improving the difficulty level, compensating for student progress and this software has alot of features that can be used for Pronunciation, Listening, Reading, Writing, Vocabulary, or Grammar. Rosetta Stone calls it the "Dynamic Immersion method". The goal is to teach a language like the first language we learn.Using Systematic and Integrated Learning System.[[1]](#footnote-1) This media can be one of alternative way for students to learn english more fun and enhance their motivation in learning english .

1. **Identification of the Problem**

Based on the background description above, it can be identified variously the following problems:

1. Listening is difficult skill to be learned, their lack of vocabulary, they found that the speakers spoke too fast and also some new words.
2. Teacher was still use conventional method that makes students get bored and lack of motivation in learning
3. The Rosetta Stone media has never been used in teaching english , especially listening.
4. **Limitation of the Problem**

It is important to set the limitation of the problem to avoid misunderstanding and to clarify the problem. In this study the problem was focused on the effectiveness of using Rosetta Stone as media in teaching students’ listening skill at tenth grade of SMKN 1 Cinangka.

1. **Statement of the Problem**

The problem statement of the research are as follows:

1. How is the students’ listening skill at the tenth grade students of SMK N 1 Cinangka in the Academic Year of 2018/2019?
2. How is the effectiveness of rosetta stone software as media in teaching students’ listening skill at the tenth grade students of SMK N 1 Cinangka in the Academic Year of 2018/2019?
3. **The Objectives of the Research**

Based on the background of the research, there are three objectives which the writer wants to get, they are:

1. To find out the students’ listening skill at the tenth grade students of SMK N 1 Cinangka in the Academic Year of 2018/2019
2. To find out the effectiveness of rosetta stone software as media in teaching student’s listening skill at the tenth grade students of SMK N 1 Cinangka in the Academic Year of 2018/2019
3. **Significance of the Research**

This study expected can produce benefits to the writer, readers, and further researchers in giving wide information about the teaching of listening using rosetta stone and motivating them to do a better research about the use of rostta stone in language teaching and learning as well as encouraging them to design a better application for teaching and learning listening or other aspects of English.

1. **The Previous Research**

There are many researches that have been conducted to find out the use of Rosetta Stone as media in teaching english. However, there are only three related previous researches that are used as references for this study.

First, it is a research that is conducted by Nonye R. Ikonta and Nwannediuto C[[2]](#footnote-2). It’s about The effect of Rosetta Stone (computer-assisted language learning) software on English as second language students’ proficiency in English language.In this research,they found The use of rosetta stone software as media in learning English has become a consideration to improve the student’s english skills and the said not to emphasize the use of Rosetta stone in learning English so that the teacher can still use the traditional modes of teaching which teachers directly interact with students.

Another reference is a research that is conducted by Rocman Et Al, this research about Rosetta Stone Evaluation Report, this research showed that the use of rosetta stone in learning english gives a positive impact, they can communicate with confidence, rosetta stone is very effective to learn english or other foreign language because Rosetta stone provides languages. He said Rosetta Stone Software quickly builds vocabulary, language structures, and speaking skills.[[3]](#footnote-3)The result showed that conversational skill bulit and bolster students’ confidence in their ability to understand and produce new language. Teachers expand language skills and person-to-person conversational skills in the classroom. Increasingly, the classroom takes over the primary work of developing conversational language and providing conversational practice, while Rosetta Stone Software continues to build conversational skills and booster students’ confidence in their ability to understand and produce new language. Marzieh Sharifia found that using Rosetta Stone educational software had a positive impact on vocabulary learning of English learners in experimental group in comparison with control group. This study compared the effect of Rosetta Stone language learning educational Software on vocabulary learning with Teacher-led Instruction (TLI) in term of vocabulary achievement. The comparison of both group scores revealed that the students in the experimental group could learn and retain more vocabulary than the control group. This shows that multimedia makes excellent teaching tool, especially in teaching vocabularies.

Moreover, it offers language learners major advantages.

Thus Rosetta stone Language Learning educational software is an efficient learner-centered method. Additionally, Rosetta Stone educational software has tutorial modes, which help the students explore the correct answers and learn from the errors they make. Rosetta Stone educational software programs provide the information requested in a very short time, almost instantaneously. By using Rosetta Stone educational software method the students will not only learn more number of words, but also the usage of those words as well. The advantage of using Rosetta Stone educational software method is that they can do the entire study skill activity at their own pace and time using their own learning styles and strategies. The purpose was to investigate which of the methods would represent a better method of learning vocabulary by the elementary level EFL students.[[4]](#footnote-4)

1. https://www.rosettastone.com/ [↑](#footnote-ref-1)
2. Nonye & Nwannediuto. *(computer-assisted language learning) software on English as second language students’ proficiency in English language.*Journal 1-11 [↑](#footnote-ref-2)
3. Rockman.(2009). *Rosetta Ston Evaluation Report*.Journal [↑](#footnote-ref-3)
4. Marzieh Sharifia, Akbar Azizifar\*a, Ali Jamalinesarib, Habib Gowharya.(2014). *The Effect of Rosetta Stone Computer Software on Vocabulary Learning of Iranian Elementary EFL Learners.*Journal .p.265 [↑](#footnote-ref-4)