USING *ROSETTA STONE* AS LEARNING MEDIA TO INCREASE SPEAKING SKILL FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

English teaching is increasingly growing as time advances. Using new technologies are already widely used in teaching, but there are still some obstacles often encountered. Using the same method or media in learning English is still used by teachers because of the limited knowledge of other methods or media. This makes learning look stiff and unattractive, students became bored in the learning process, especially in the teaching of speaking. To resolve this issue, teachers need to require alternative solutions to overcome those difficulties. One of them is uses technology-based teaching that called CAI. This paper 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 Speaking. This program does not use the idea or concept to use a translation to remember a new language. Instead itcombine words, sounds and images from real life to provide information about the new language without translation.

Key words: teaching Speaking, Junior High School students, CAI, Rosetta Stone

A. INTRODUCTION

Speaking is one of the most important and essential skills that must be mastered in learning foreign language. Speaking is the ability to communicate. Nunan (2003:43) states that speaking is oral skill which consists of producing system verbal sentences to convey meaningHe also adds that speaking is someone's ability to express ideas, feelings, thoughts, emotions, and to respond what other say. Speaking skill is a productive oral skill which involves three processes; they are producing, transferring and processing information. As for learning English, Speaking is a crucial basic skill that plays the major role in attracting the students' interest to learn English. Since being able to speak in

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English fluently and clearly, boost their self-confidence and somehow motivate them to communicate in English.

English has been taught for quite a long time in Indonesia. Even though the problems found in teaching English as second or foreign language is almost similar from old times to the current period, many approaches and methods have been developed to teach English efficiently.More approaches have been created to fulfill the students' need and solve their problem in learning English.

The rapid development of science and technology, the emergin g and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects also play major role. In other word, the new sources of technology, such as education software and tools, can be used and applied to teaching and learning process. As the result, teachers must find a way to update and maintain their knowledge to create an interesting, enjoyable, fun classroom atmosphere that match the students' need while at the same time utilizing the potential of software, media and tools in teaching English.

The current issue spread on young teachers is teachers in Junior High School tend to use old media in teaching and learning process such as: blackboard, text books and printouts in teaching speaking. Students mostly be the passive learner, since what they have to do is listening to the teacher, then finish the tasks given.

The problems in speaking English as foreign languages not only come from the teacher but student also. Yet, people are judging one side to blame. The teachers blame the students for not paying attention or having no motivation to study while the students blame the teachers for having old-school teaching method. Meanwhile successful teaching and learning progress can be only achieved when both teachers and students are giving their best into it.

The most common complaints with the students so far is the teachers failed at being the role-model for them. Well, it's known that second speaker can't reach the same level of the native speaker in the term of speaking, but atleast the role-model must have the appropriate average skills in second/foreign language. Speaking foreign language as good as the native speaker puts awe in student's eyes. Even though most of them are not able to pronounce the word correctly, they do have strong-will to learn. Yet, the hope was ruined by the teachers who mostly ask them to read alone without teaching them how to read the sentence properly because English written words are different when pronounced.

Based on those facts listed and considering mostly Junior High Schools have the appropriate equipments. Lazaraton (2001:110) expresses that when teaching speaking skills, EFL teachers need to organize class activities that are authentic, motivating and varied. Teachers have to build interactive activities and materials such as watching movie, role play, playing game and others.

It's time for teacher to integrate their teaching method and technology based-learning. Using technology-based learning as media isa way to increase teachers' capability in teaching thatattract students' interest in the classroom. Technology-based learning is teaching and learning process that proposes the involvement of computer and any technological matters in its activity.

In general, there are two technology-based learning that using computer, they are CAI and E-Learning. This paper is going to discuss one of CAI tool. CAI (Computer-Assisted Instruction) itself is almost synonymous conceptually with E-learning that refers to the use of computers, electronic media, networked-digital devices and interactive exercises that facilitate learning. Actually, both of them are not really the same. CAI often refers to drill-and-practice tutorial or simulation activities.Ward (2012) divides the benefits of CAI into three; 1) Self-paced learning, where the learners can repeat some task and review some materials that they can do so as many time as they want, 2) Self-directed learning, where learners can decide what they want to learn in a way that suits them, 3) The exercising the various senses and the ability to represent content in a variety of media, It means that computers can exercise various senses and present information in a variety of a media that can enhance learning process. CAI with its interactive activities can increase students' motivation in educational process. It also gives opportunities to both student and teacher in learn and teach more quickly and to combine active learning with computer technology. There were some studies which had been conducted related to the CAI in teaching speaking. One of them was the study conducted by Yona and Marlina (2012) that focused on the use of Voki website i teaching speaking an oral descriptive text.

One kind of CAI tool that can be used as media in learning English is Rosetta Stone. It is a software that teach language without translation or the idea using native language to recall a word in English. Instead, Rosetta Stone using spoken dialogue and text with photographic images from real life to achieve language-learning goals.

As teacher or learner start the program, they can choose the course based on on learning goals by select a full range activities or focus on skills. Each unit concludes with a Milestone to let learner practice key skills they learned in the Unit and apply new language knowledge in real-life situation. With the advanced technology that combine picture, sounds and speech recognition, Rosetta Stone can be used in teaching Speaking to Junior High School students.

B. DISCUSSION
1. Teaching Implementation

There are two ways for teaching using this software based on the facility that provide by school. Using the multimediaroom 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 at the 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 enters the class by considering the equipment such as teaching material and media (Laptop, Microphone and Projector). If those are well prepared, s/he 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 Units are shown in the Home Screen. Each Unit has four Core Lessons, several Focus Activities and a Milestone.Click the "Explore All Activities" icon at the bottom of Home Screenand explore view will appear.At that screen choose Speaking activity.

Asspeech activity screen appear. Learner is presented with innovative activity. Teachers ask the student to look at the screen in the front of class. At first, student will face four or more images that have phrase whichnative speakersounded. Student will know the meaning of the phrase as they see the context in image.

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 tospeak to the microphone. Students will compare their pronunciation with that of native speaker as they talk to it. If students pronounce the phrase incorrectly, they will be prompted to repeat the phrase.The border on the record icon indicates level or accuracy.Students can recognize in which portion of this utterance difference in articulation, stress account and intonation.

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. 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 similar sentence based on their own experience. For Example:

Teacher: E*xcuse 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 also allows the opportunity to continue to the next activity or return to Home screen. With this screen, teacher will know the ability of its student and what they need to improve.

C. CONCLUSIONS

CAI is the process of teaching and learning using technology as media that most often refers to drill-and-practice tutorial or simulation activities. CAI is a new form in education not only to make learning process easier but also the need of applying technology in learning process for teachers and learners to face globalization era. The suggested software that teacher can use is Rosetta Stone.

Rosetta Stone is a language-learning software thatapplies the "natural approach" methodwhich teaches the learner naturally the same way the learner learned first language. By using multimedia room or project it to the front of the class, students are expected will be more focus and feel confidence in speaking. While students do speaking activities, they also absorb the sounds of the new language while observing the images for appropriate context. By using this software, teacher can produce interactive learning with its interesting features to deliver it to the students. This combination helps teacher to make teaching and learning process more interesting for learners.

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