

# Investigating students' motivation on the use of rosetta stone in learning English pronunciation

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## Investigating Students' Motivation on the Use of Rosetta Stone in Learning English Pronunciation

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### ABSTRACT

English as a Foreign Language teaching and learning has made extensive use of the integration of multimedia language such as Rosetta Stone. Therefore, this research aims to find out Junior High school students' motivation in learning pronunciation by using the Rosetta Stone in three dimensions of self-determination theory in terms of autonomy, competence and relatedness. The quasi-experimental pretest-posttest design with 30 samples divided into two groups was used in this methodology. The experimental group received face-to-face instruction using Rosetta Stone, while the control group only received instruction using the drilling technique. Furthermore, the result of statistical analysis showed a significant difference between the groups in terms of total support for the experimental group. As a result, Rosetta Stone inspired students to participate in the pronunciation class, and they are enthusiastic and satisfied with the use of Rosetta Stone in the classroom.

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## 1. INTRODUCTION

Among the contributing factors of success in the learning process is motivation. It can be exceedingly challenging for students to study effectively if they are lack of motivation (Alizadeh, 2016). It might be stated that teachers need to understand their role in enhancing students' motivation and motivating them more. In terms of their driving forces, they fall into four categories. First, integration motivation is the state in which students want to study the language in order to better comprehend and interact with speakers of the language and their culture (Rehman et al., 2014). Second is instrumental motivation, in which students who wish to integrate into the culture of the second language group and engage in social interaction with that group are said to have integrative motivation (Alizadeh, 2016). Third, internal motivation in language acquisition refers to the desire to engage in a task because doing so is fun and fascinating. A student may be driven by their appreciation of the educational activity or their desire to feel better about themselves. The students in this situation are motivated by their intrinsic motivation to

learn English (Hayikaleng, Nair, and Krishnasamy: 2016). Fourth is external motivation as behaviour that a person engages in to obtain a reward, such as higher grades or a higher wage, or to avoid punishment. Here, the students' external motivation is a thing like finding a job and undertaking extracurricular activities encourages them to learn English.

Some experts have certain definitions of motivation. According to Hayikaleng, Nair, and Krishnasamy (2016), motivation is seen as a crucial element in helping students succeed in their English classes. Another definition of motivation is the direction of a person's behavior or the factors that influence how they behave to yearn for a behavior to be repeated, and vice versa (Alizadeh, 2016). Moreover, Tambunan and Siregar (2016) also note a favourable correlation between motivation and academic success as measured by grade point average at all stages of education from elementary to college.

Therefore, teachers should understand more about the harmonies and tensions that exist in current educational theory by researching learning theories and their historical evolution (Kusumawati, 2014). Unfortunately, students' motivation levels in Indonesia are still poor since they occasionally lack confidence. This occurs because instructors occasionally fail to understand how their students feel about English. Therefore, it is helpful to the teachers to learn about how much the students are motivated and to know the reasons for it. Because it is very difficult for students to study well without a desire to do so (Alizadeh, 2016). It might be claimed that teachers need to be conscious of their importance in igniting and maintaining students' motivation.

Another theory on motivation is the self-determination theory (Ryan, R. M., and Deci, E. L., 2017) which examines elements that support sustained motivation and well-being in a mature and empirically established manner. Self-determination theory is a complex theory that highlights a handful of fundamental psychological demands that are believed to be crucial for student's motivation (Ng, J. Y., et al., 2012). These fundamental wants are Autonomy (a sense of agency, acting in accordance with one's aims and values), Competence (a sense of ability and effectiveness), and Relatedness (a sense of connection to others, a sense of belonging).

Studying English as a foreign language requires motivation to correct pronunciation, which is a key condition for students' language proficiency (Gilakjani, 2020). This implies that students should be able to recognize words whose pronunciation frequently differs from that of the written word. Due to the fact that pronunciation needs students not only to have an understanding of the pertinent but also to learn how to pronounce certain sounds using a voice device while receiving constant practice and feedback (McCrocklin, 2022). In terms of the correctness or acceptance of an utterance, pronunciation is the process of producing a spoken sound that comprises intonation articulations, vowels, accent inflection, and construction (Ramasari, 2017, Graff, 2006). Since, it enables them to deal with phonetic and phonological competency, this intricate is frequently disregarded.

Pronunciation is one of the most difficult aspects of the English language to learn and teach (Haghighi & Rahimy, 2017). No one has even tried to fathom the immense value of this tricky skill (Farhat & Dzakiria, 2017). Despite the fact that teaching proper pronunciation is one of the most difficult skills to acquire, it is often neglected in English language classrooms (Liu, 2016). However, when "native-like" pronunciation is used as the standard, the pronunciation of new English majors is judged to be inadequate. Given how difficult it is to achieve near-native pronunciation, the guidance of the instructor is essential during the training process. However, students often fail to pay attention to pronunciation. Furthermore, there may be a wide range of student requirements in terms of pronunciation instruction (Munro, 2016).

Some research examined the experiences of teachers and students during the teaching and learning process for pronunciation. Additionally, technology serves as a source of teaching and learning materials because it has traditionally been utilized to provide illustrations using native speakers (Em, 2022). The value of technology in promoting teacher student interaction is understudied (Pang, 2022). One effective method for enhancing pronunciation instruction and learning is the use of computer technologies. With the use of these technologies, English pronunciation can be improved in new ways and teachers also students can study and teach pronunciation in a productive setting (Hayati, 2010). The true purpose of using computer technology is to create fundamental changes in how language skills are taught and

acquired (Gilakjani, 2020; Hanifa, 2022). Teachers and students can access the target language in a variety of sectors by employing computer technology. Computer technology helps teachers direct their students' learning and connect lessons to activities in the real world (Gilakjani, Sabouri, & Zabihniaemran, 2019).

Using computer technologies to improve pronunciation instruction and learning is a successful strategy. By utilizing these technologies, English pronunciation can be enhanced in novel ways, and teachers and students can study and teach pronunciation in a useful environment (Aldarmaki, 2022; Yoshida, 2018). Significant advancements in the teaching and learning of language skills should be made using technology (Gilakjani, 2020). The use of computer technology makes the target language available to instructors and students across a range of fields. Computer technology aids educators in guiding students' learning and connecting various courses.

From several past studies, the gap in this study is the students' motivation in using Rosetta Stone in pronunciation class. Moreover, the focus of the study presented is different from the usage of pronunciation application, thus the usage of technology is purposely to be able to improve students' pronunciation skills (Hidayati & Niati, 2019; Dael et al., 2019). Therefore, this research was conducted because we are aware that motivation is regarded as success while learning a new language in a classroom setting. Teachers can identify their students' interests by understanding their motivation. In order to better understand why students use Rosetta Stone for pronunciation, the authors performed a study.

## 2. METHODS

One group pretest-posttest pre-experimental design was used for this research. This study aims to find out Rosetta Stone affected SMP one private SMP in Pekanbaru students' motivation in pronunciation. The sample was 30 students from the experimental group and the control group. The group under control was seated in a regular classroom, solely exposed to a whiteboard and textbooks. The experimental group was also in a conventional classroom but used Rosetta Stone as supplemental tools that might improve teaching and learning in pronunciation. The median age of the participants was 13 years old.

The questionnaire was used as the instrument in this study. It was presented to both groups following the four-week activity using the Rosetta Stone and the conventional technique to ascertain how much the Rosetta Stone affected students' motivation. Three factors were covered by the questionnaires: (a) autonomy, (b) competence, and (c) relatedness. There were a total of 15 statements, 5 items for each aspect. For each statement, we required the participants to mark whether they agreed or disagreed. Before and after the Rosetta Stone was implemented, we gave the sample with the same set of questionnaires. To make sure the samples understood the items and give accurate answers, we translated and explained the statements in the questionnaires orally into Bahasa Indonesia. By conducting a pilot research with 30 students who shared the same characteristics as the sample, the reliability and validity of the questionnaire were established.

The internal reliability of the pre-post questionnaire's items was evaluated by using Cronbach's Alpha. The result demonstrated that the questionnaire had a good internal consistency reliability of more than 0.6 for each instrument. In light of this, we used the identical questionnaire for the post activity.

## 3. FINDINGS AND DISCUSSION

The results of students' motivation that have been done shown that Rosetta Stone have an impact for students' English pronunciation with high motivation. The pre and post questionnaires were completed by 30 samples. We used descriptive statistics for analysis and presentation of the findings. The percentage of participants who chose "Agree" or "Disagree" for each questionnaire was displayed in the descriptive statistics. The data of students' motivation from the questionnaire display the increasing result that shown in the table 1.

**Table 1.** Analysis descriptive of Pre and Post Questionnaire

Aspect	Statement	Pre		Post	
		Agree N (%)	Disagree N (%)	Agree N (%)	Disagree N (%)
Autonomy	1. I enjoy operating the application	16 (53.33)	14 (46.66)	26 (86.67)	4 (13.33)
	2. I use the application for practicing pronunciation	12 (40)	18 (60)	22 (73.33)	8 (26.67)
	3. I love to use the application for pronunciation practice	18 (60)	12 (40)	28 (93.33)	2 (6.67)
	4. I get a lot practice using this application	17 (56.67)	13 (43.33)	27 (90)	3 (10)
	5. The topics in the application are easy to follow	15 (50)	15 (50)	25 (83.33)	5 (16.67)
Competence	6. I satisfied operate the application	19 (53.33)	11 (46.6)	27 (86.67)	3 (13.33)
	7. I did well in the pronunciation practice	20 (40)	10 (60)	27 (73.33)	3 (26.67)
	8. I think I did well in pronunciation practice by using this application	12 (60)	18 (40)	28 (93.33)	2 (6.67)
	9. I got many vocabularies while using this application	17 (56.67)	13 (43.33)	27 (90)	3 (10)
	10. I shared my idea with other students	19 (53.33)	11 (46.66)	27 (86.67)	3 (13.33)
Relatedness	11. I discussed with other students on how to pronunciation correctly	20 (40)	10 (60)	27 (73.33)	3 (26.67)
	12. I enjoyed practicing pronunciation by using this application	12 (60)	18 (40)	28 (93.33)	2 (6.67)
	13. There were many topics to be chosen in this application	17 (56.67)	13 (43.33)	27 (90)	3 (10)
	14. I enjoyed practicing pronunciation by using this application	12 (60)	18 (40)	28 (93.33)	2 (6.67)
	15. There were many topics to be chosen in this application	17 (56.67)	13 (43.33)	27 (90)	3 (10)

Table 1 shows 3 aspects of motivation in terms of autonomy, competence and relatedness in pre and post questionnaire data. The explanation of each indicator is stated in the following.

### 3.1 Autonomy

Items 1 to 5 to determine the interest of students in using Rosetta Stone application for pronunciation class. Item 1 to 5 shown the different result of percentages from pre to post-data. The result found that the students enjoyed the pronunciation learning with Rosetta Stone as average as 85.33% of them agreed with the statement. The average of the increasing items (1-5) from pre and post were 10%, therefore, the result found that there was a great increment of percentage from each statement in each indicators. The students enjoyed operating the application chose agree as 86.67%. It means that they



got fun while using the Rosetta Stone. Next, the statement 2, "I use the application for practicing pronunciation" showed the students purposely to practice pronunciation by using application as 73.33% chose agree. Particularly, 93.33% at statement "I love to use the application for pronunciation practice" showed that the students were excited with the application. Then, 90% students chose agree in the statement of "I get a lot practice using this application". Additionally, 83,33% students agreed that the topics in the application are easy to follow. In line the findings above, autonomy state (Murayama et al., 2015) as well as how autonomy and orientation are produced by needs-satisfying developmental circumstances. Martela & Ryan (2016) state that the persistent need stifling can lead to a variety of psychopathologies and the darker aspects of human nature, such as bigotry, selfishness, and aggressiveness. Wulf & Lewthwaite (2016) found that students acted in a certain way because it made you feel good, then when the students did it, they felt internally delighted.

### 3.2 Competence

Statement 6 to 10 determine students' competence in using Rosetta Stone application for pronunciation class. To determine the students' competence with Rosetta Stone and satisfaction with their performance, we analyzed item 6 to 10. The students acknowledged their ability to do well in the task and expressed satisfaction with their output. Particularly, 86.67% of the students reported being happy with how they performed when pronouncing words using Rosetta Stone. Additionally, 73.33% of students believed they could succeed when Rosetta Stone were incorporated into the learning process, but 6.67% believed they did not perform well when learning pronunciation using the traditional way. 93.33% of students believed that they performed better than the others for statement 8. Nearly 90% of students (n = 30) responded that they got many materials from the application which is high percentage. Some students (86.67%) expressed they felt that they might share many idea to classmates in helpful for learning. Gangaiamaran & Pasupathi (2017) found that students can effectively use new technology to learn how to pronounce words correctly. It created such a kind of competence for students to measure the achievement of students' pronunciation. According to existing studies, production practice increases retention shows good evidence for the effectiveness of Rosetta Stone in blended learning programs because students were randomly assigned by school to condition and performed equally in pronunciation activity (Boiteau et al., 2014; Wayman, 2017). The variation of materials provided in the application created a flexible moment of learning English pronunciation.

### 3.3 Relatedness

We provided 5 statements in the questionnaire related to relatedness. Based on the data gathered, we discovered that Rosetta Stone promoted student involvement. In particular, 73.33% of the students said they felt they could engage with other students when participating in pronunciation. Additionally, 93.33% of the students said they valued the opportunity to learn from the application. The use of Rosetta Stone was successful in promoting learning among the participants. Referring to statement 13, 90% of students believed that during the learning process, they might choose the topics inside the application freely based on their favorite one. It found that 93.33% students felt enjoying while practicing pronunciation by using this application while statement 15 students may choose a variety of themes could be selected in the application. We analyzed the information gathered from the questionnaire and presented it in a descriptive manner that the result after giving pre and post-questionnaire found that the big average increment percentage respond. Most students agreed with the positive impact of the Rosetta Stone that made the students enthusiast in learning pronunciation. Aulia and Zainil's (2020) studied the students' motivation that the main reasons when using technology were for conversation, academics, and interclass competitions.

The results of this study demonstrate that Rosetta Stone guided and permitted independent practice by students in increasing motivation. The software was created to guarantee that students were working independently to lead them in competence and relatedness in foreign languages was being introduced in a methodical order. According to Gillian Lord (2016), they examined the application and discovered that its goals were to lower anxiety and provide students with a variety of options to work

independently in order to succeed in learning a foreign language, especially in English pronunciation. Additional studies that support the notion from I. G. Riadil and R. Yosintha (2021) suggest that the CALL philosophy places an odd emphasis on student-centred courses that provide students the freedom and fun to study independently through interactive sessions that are either scheduled or unstructured (Pamela Mary Revell Rogerson, 2021). Additionally, studies by Harahap, et.al (2021) encouraged students to develop their knowledge and abilities in order to independently run the programs. Next, (Bilgili and Keklik, 2022; Hsu, 2019) found that there is a highly substantial correlation between academic self-regulation and academic motivation, moreover based on the research result that most students agreed that the application motivates them to acquire best pronunciation on these three indicators on autonomy, competence, and relatedness (Subakthiasih, 2020).

#### 4. CONCLUSION

The results of this study have a great contribution for both teachers and students. With characteristics that allowed for thorough practice and repetition practice in the application has shown that contributed a lot towards students' motivation from the system entirely in the Rosetta Stone. Rosetta Stone was determined to be a successful tool for students' pronunciation. The students' pronunciation and linguistic proficiency were also provided by the Rosetta Stone that enabling them simultaneous training. Since only a few students participated in this study, conclusions cannot be made in large-scale research with lots of participants at different locations was conducted to examine the outcome of students' pronunciation using the Rosetta Stone program for additional subsequent research. Thus, next researchers might continue with the usability of Rosetta Stone for other skills in English.

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**Conflicts of Interest:** The authors declare no conflict of interest

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