Exploring Teachers’ Perception About Rosetta Stone As A Reading Teaching Media for Young Learner

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Abstract
In the industrial revolution 4.0, education can no longer be separated from technology. Technology affects all aspects of education including students. Technology affects how they see, hear, speak and communicate. This study aims to find out how the teacher perceptions about Rosetta stone software as reading teaching media at elementary level. The subjects in this study were 2 English teachers and 12 students in grade 1 elementary level. This study used observation and open interviews, so that respondents can answer interview questions clearly and completely according to their portions. The results showed that the use of Rosetta stone software as reading teaching media gives positive responses: (1) increasing students’ attention in reading, (2) increasing students’ motivation in reading, and (3) increasing the effectiveness of learning.

Keywords
Rosetta stone
Reading teaching
Young learner
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Introduction

Young learner learning is suggested in teacher-centered learning. According to the age of the child through the development of curriculum programs in the form of a series of plans which contains various learning experiences based on specific games prepared by educators by preparing content (material) and the learning process. Then the initial stage of a child's life is the most important and fundamental for child development. The learning stimulus provided by the teacher uses more methods demonstration in class. The students listened to the teacher's explanation. However, the media that use of teachers during demonstrations is very unsupportive, making many children do not pay attention and prefers to play alone. Thus, means are needed new communications to address the issue. Through the learning process, it is expected that children are not only ready to enter further education levels, but preferably they receive appropriate cognitive, motor, physical, social and emotional stimulation with their age.

Learning media plays an important role in the learning process. The use of media in learning is intended to facilitate students in understanding material. You can also use media to make abstract things come true. The use of teaching materials in the classroom is able to make effective, maximize, and streamline the learning process. Learning media is able to describe the presentation information and messages, thus facilitating and developing learning processes and outcomes. Learning media can also direct and increase student concentration which can generate learning motivation (Setuju et al., 2020). In the learning process, the media is able to grow the learning process of students in the learning process, which will ultimately improve the learning outcomes achieved by Lembaho et al. (2022) found Learning is basically a process of communication. Educators need media as a communication tool because communication is carried out well if the learning message conveyed by the teacher can be received by children well.

The use of teaching media in elementary schools is very supportive of children's understanding because it makes them think concretely. That is, children are better able to understand and assimilate information and learning messages when dealing with the real world. According to the book "Les Giblin Skills with People", 83% of people learn in life everyday with sight, with hearing at 11%, with smell by 3.5%, with touch by 1.5%, and with taste by 1% (Giblin et al., 2013). Using this theory, it is the multiple senses of sight and hearing that determine learning to be effective, and teaching and learning activities require effective visual and auditory learning media. Thus, digital-based learning media is believed to be a very effective media for children's learning. Azmi & Widiaty (2021) found that 10% of information comes from reading activity, 20% from listening activity, 30% from visual activity, 50% from visual and listening activity, 70% from spoken word pronunciation, 90% from pronunciation and behavior. Referring to these results, it can be said that young learner learning when supported by visual or audiovisual media that absorb information through vision and hearing. On the other hand, with the media, children show more attention and interest in learning materials, so they can analyze information better.

The digital-based learning media that used in this study is Rosetta Stone software which provides an alternative for teachers to make learning material more fun.
Learning through digital media allows children to learn more freely and diversely (Chouthaiwale & Alkamel, 2018). What is offered by this media makes students to learn anytime, anywhere without restrictions of distance, time and space. Learning materials are also increasingly diverse, not only in terms of language, but also text, audio, visual, movement, and others. To support this, all frameworks, literacy, and models have been developed over the years to guide teachers in their efforts to realize the skills of their digital students (Harris Bonet, 2021). The use of digital-based learning media is also supported by research report shows that many preschoolers are skilled at using iPads without guidance or assistance (Zakirova et al., 2020). They can close, open, modify apps, take pictures/pictures, play educational games. Moreover, parents believe that the use of digital media can improve literacy, knowledge, numeracy, and other events that occur in the children's environment (Chouthaiwale & Alkamel, 2018). The colorful character of digital media and moving allows children to benefit from the use of media-based digital in many ways. These two situations can be seen as the main reasons why modern teachers choose digital media.

Previous research revealed that elementary school teachers are not really ready to maximize the use of media digitization in the classroom (Latha, 2014). They said that using digital media while learning is not enough. In addition, teachers face various obstacles in using technology in the classroom due to lack of hardware (laptops, notebooks, and computers), lack of teaching materials and content, and lack of attention and support (Sutama et al., 2022). Digital media is generally used by teachers for administrative issues such as making lesson plans, sharing materials with other teachers, carrying out assessments, and establishing communication with parents. In addition, digital media has various benefits for teachers. As a learning tool for daily life, games, and finding the latest learning methods and techniques to add variety to the classroom atmosphere.

Digital-based learning media is needed in the teaching and learning process because these media play an important role in encouraging student learning interest, especially in young learner, because young learner is not yet able to think abstractly. So, it must be visualized more realistically and concretely. Therefore, it is important to conduct research on teachers' perceptions of the use of digital media Rosetta stone software for young learner. While there is a lot of research on this topic, it hasn't specifically addressed teachers' perceptions of the use of Rosetta stones for young learner. The novelty of this study is the concrete effort and deepening of teachers in the development of technology-based learning media that shows statistics on children's progress in using digital-based media. This study intends to explore teachers' perceptions about Rosetta stone software as a reading teaching media for young learner.

Method

The research design of this study conducted by using descriptive qualitative research. The research belongs to descriptive qualitative design because it intended to find out the teachers’ perceptions about Rosetta stone software as reading teaching media for young learner. The selection of informants used purposive sampling technique, and the selection of teacher based on certain criteria. Informants who are considered to have accurate and complete information about the problems are selected. Participants in this study were 2 English teachers and 12 students.
In this study, data was collected from interviews with English teachers related to the teacher's perception of the Rosetta stone learning media in the learning process, which is guided by a list of interviewees, then observation, the researcher carried out observations in class when the learning process was in progress, the object in this study is to observe how students pay attention to Rosetta Stone, how student motivation during learning and attention to how effective when using Rosetta Stone learning media is implemented.

The data collected in this study analyzed by using interactive data analysis proposed by Miles and Huberman with the following steps; (1) interview data is typed in field notes, each finding is reflected and interpreted by the researcher, (2) data reduction, namely the process of analyzing, selecting, focusing and discarding things that are irrelevant to what is the research topic, finally given a code (coding), (3) presenting data, compiling information descriptively or narratively related to the formulation of this research problem, namely to find out the use of Instagram in learning English courses, (4) Draw conclusions and verification (Miles & Huberman, 2014). Then, data triangulation, and member check supported the reliability and validity of the research data.

Results

The Finding of the First Meeting

![Learning media utilization diagram](image)

**Figure 1. Learning media utilization diagram**

From figure 1. It can be explained that the requirements for the stage of development of elements that use video-based learning media at the first meeting are: (MB) begins to develop. 2) Actions that motivate students in the backward position (BB) are more dominant than in early development (MB). 3) the effect of increased learning in the backward position (BB) is more dominant than in early development (MB).
The Finding of the Second Meeting

From figure 2 above, the development status of elements using Rosetta Stone Software learning media can be explained more in the first session than in the second session, evidenced by: The fraction of developmental stages (MB) dominates over expected development (BSH), showing improvement. 2) The motivational behavior of students in a growing position (MB) is more dominant than growing as expected (BSH) and growing very well (BSB), revealing improvement. 3) Efforts to increase the effectiveness of learning (MB) in a position to start development beyond Expected Development (BSH) and Excellent Development (BSB), show improvement.

The Finding of the Third Meeting

From figure 3, it can be explained that the state of the level of development stages of several elements of the use of Rosetta stone software learning media increased at the third meeting, it was proven that: 1) The action of increasing student attention increased in the position of the BSH stage (developing as expected) and BSB (developing very well). 2) Actions to increase student motivation increase in the position of BSH (developing as expected) and BSB (developing very well). 3) Actions to increase the effectiveness of learning there is an increase in the position of BSH.
Based on the results of meetings I, II, and III, conclusions can be drawn as presented in figure 4.

From figure 4 above, this can explain the increase in the use of learning media after digital-based learning using Rosetta stone software in elementary school children's learning sessions I, II, and III. This is evidenced by children's behavior that the use of Rosetta stone learning media increases student attention, fosters student motivation and increases student learning effectiveness. Researchers can detail, among others: 2) Student learning motivation increased from 16.7% at the first meeting to 75% at the third meeting, an increase of 8.3%. 3) Children increased helping behavior from 25% to 66.7% at the first visit, an increase of 8.3% at the third visit.

Discussion

The use of Rosetta stone software media in children's learning is one of the learning strategies that can be applied during learning. This is because the learning carried out not only prioritizes improving school skills, but also improving all aspects of child growth and development and training for children's independence. Aspects of child development based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2013 are moral and religious values, physical movements, cognitive, social, language, art and emotional values. This aspect must be developed as optimally as possible so that children can advance to the next stage of growth and development without shortcomings. Remember that every child's grip strength is different, parents should improve the intensity of stimulation they give their child. This is in agreement with the research of Puspitasari (2020) that the presence of learning media can be an efficient vehicle in improving aspects of children's growth and development.

The influence of digital-based media reaches the public faster than other media. Because it looks like a focal light, it can affect human thinking and emotions. Focusing and influencing students' psycho-emotions is very important when learning takes place. This makes it easier for students to understand the lesson. Of course, Rosetta stone software media used for students must be relevant to their learning objectives (Nur & Annisa, 2021). Implementing Rosetta stone software as a learning medium has various advantages for children, making it easier for children to understand the lesson and children become interested in the teacher. Rosetta stone
software contains in detail and clearly so that children or parents are able to understand the material explained by the teacher.

As the information above, the perception of teachers using Rosetta stone software-based learning media shows a positive response. Teachers say that the use of Rosetta stone software learning media can improve student reading, motivate students to read, increase learning effectiveness, and achieve learning goals. This finding is supported by previous findings by Lord (2016), the results of the study found that Rosetta stone software media was able to improve enthusiasm in carrying out the student reading process, allow learning to be carried out efficiently and effectively, and arouse students' enthusiasm for reading. Thus, new learning is carried out efficiently and effectively so that students have an interest in learning and facilitate understanding of the content of the material to achieve learning objectives. By increasing students' interest in reading, teachers say using Rosetta stone learning software can help students understand the material clearly. Rosetta stone software also fosters students' interest in reading when participating in the learning process. Consistent with what Kurniawan et al. (2021) said that learning media can do more than can be implemented, such as arousing students' curiosity or interest in reading. Rosetta stone software media applied in elementary schools can stimulate curiosity to acquire new knowledge. Only then will students be interested in learning to read. Rosetta stone learning software is also able to prevent boredom in the process of learning to read. The delivery is structured, the language is easy to understand and the selection of animations and images in Rosetta stone software has a positive effect on student learning motivation. Student learning interest can be influenced by internal factors, namely interest in participating when learning and listening during learning. This finding is supported by previous findings carried out by Meri Aryani (2022) stating that using Rosetta stone software media makes the learning process more fun and interesting. Sometimes the material communicated by the lecture method is not fully understood by students, moreover the teacher is also less able to interpret the material, so the media acts as an instrument to emphasize the material given during the learning process.

As a power to increase student motivation to read, teachers say that using Rosetta stone learning software media can encourage student motivation during the learning process. Rosetta stone learning software is a learning medium that is useful as a means to increase student motivation, understanding, and interest when exploring learning material provided by teachers during the learning process (Puspitasari, 2020). The existence of animation or Rosetta stone software images, children will immediately concentrate on the material informed by the teacher without feeling bored with the learning provided. Learning using Rosetta stone software media is made by teachers so that learning is communicated in a way that is easy to understand, understand, and fun, because students like to learn in an exciting way so they stay motivated during the learning process. This finding is supported by previous findings carried out by Diaz et al. (2015) that the use of Rosetta stone software media encourages students to be more motivated, more eager to participate in learning and stimulate students' curiosity, to achieve learning goals. The use of media encourages teachers to concretize the material received by students rather than not using media, and students will quickly absorb the message from the material given by the teacher. Teachers believe that the use of media can facilitate teacher-led learning. Learning materials have an important role and function when the learning process takes place, the selection of appropriate learning materials will create conditions to achieve learning targets. In these learning activities, teachers must determine the appropriate learning materials and topics to
be taught (Lord, 2016). The development of the world of education also affects teaching materials, because teachers must be creative in choosing teaching materials to teach students, in other words teachers have the freedom to choose and use teaching materials to facilitate the learning process. Thus, Rosetta stone software can be said to be a very effective learning medium for teaching reading in the early stages of children. According to Basri & Paramma (2019), the effectiveness of learning can be assessed from student activities and reactions in the learning process and understanding concepts to students. On the other hand, Azmi & Widiaty (2021) suggest that the function of learning media is very significant, namely overcoming the constraints of the learning process, conveying information and messages effectively and efficiently, while increasing the effectiveness of learning and achieving learning objectives. Thus, effective communication results in fostering student attention, learning motivation, learning effectiveness and achievement of learning goals.

The final result of observing teacher perceptions of the use of Rosetta stone software learning media shows a positive response seen from the development of children's behavior after utilizing Rosetta stone software media during learning. This is evidenced by the existence of behavior that occurs in children, where with the use of Rosetta stone software learning media student attention to reading is increasing, student motivation to learn to read is increasing, and the effectiveness of learning is also increasing. The detailed explanation is: a) Student reading attention increased from 25% in meeting I there was an increase of 58.3%, in meeting III there was an increase of 16.7%. 2) Student reading motivation increased from 16.7% in meeting I there was an increase of 75% in meeting III there was an increase of 8.3%. 3) Children have helpful behavior from 25% at meeting I there was an increase of 66.7% at meeting III there was an increase of 8.3%.

Based on the data from the observations of meeting I, meeting II, meeting III, it can be concluded that, teachers' perceptions of the use of Rosetta stone software learning media in early childhood received a positive response. Thus, it concludes that the use of Rosetta stone software-based learning media can increase student reading attention, increase student motivation, and increase learning effectiveness in students. According to the conservation results, different data were obtained in the pretest and posttest abilities in children after learning that applied Rosetta stone software. By applying Rosetta stone software media when learning to read makes students motivated, more excited when participating in learning, and useful for stimulating student curiosity, thereby being able to achieve learning goals (Nur & Annisa, 2021).

Conclusion

As the results of the research that have been described earlier, it can be concluded from meetings I, II, and III that the use of Rosetta stone as reading teaching media is very positive. The results show that all criteria for selecting media as learning media have been met. There is an increase in attention, motivation and effectiveness of students towards the material taught by the teacher through Rosetta stone. The teachers also said that the use of Rosetta stone is very simple and easy to use. The implications of the results of the research carried out include: the use of Rosetta stone as a teaching media for reading can increase students' attention and help them understand the material clearly. Learning videos are also able to foster student interest when contributing to the learning process, thus digital-based learning materials can be used as alternative learning materials.
References


