

# CHAPTER I

## INTRODUCTION

### A. Background

In this era of globalization, the English language is now extensively spoken throughout the world. With 1.3 billion speakers, English has emerged as the most widely spoken language in the world (Crystal, 2003; Nazaruddin, 2017) (Rao, 2019). English is rarely used in daily conversation in Indonesia and is largely seen as a foreign language. Students who are less proficient in English also have a tendency to view studying English negatively. Therefore, it is challenging for English language teachers to instruct pupils in English in the contexts of English as a foreign language (EFL) and English as a second language (ESL) (Jalaluddin & Jazadi, 2020; Mollaei & Riasati, 2013). When teaching English in ESL or EFL situations, English language teachers must take into account a variety of challenges in addition to the ones listed above.

As technology advances, educational media become more and more important in aiding students' comprehension (Kristanto, 2016). The utilization of suitable learning resources can improve learning efficacy, make the content easier to absorb, and make the learning process more dynamic. educational encounter. Juhás Martin, Juhásová Bohuslava, and Halenár Igor (2018) define augmented reality (AR) as a

technology that seamlessly blends the virtual and physical worlds. technology that blends the real world with a computer generated virtual environment. One of the technology based interactive learning tools is augmented reality (AR). According to Ismiyani (2020), augmented reality (AR) integrates real time and two dimensional artificial objects into the user's surroundings. surrounding the user. The goal of augmented reality is to blend real time computer generated digital content with the physical world.

Augmented reality (AR) based media is one that is currently growing quickly. In order to be utilized in the context of education, training, production, the military, games, and other forms of entertainment, augmented reality (AR) aims to create new interfaces that convey relevant messages and foster a knowledge of the surroundings. There has been prior study on the topic of creating AR-based learning materials, such as Nitrina (2021), Aditama et al. (2019), Mustaqim & Kurniawan (2017), and Nazilah & Ramdhan (2021). Nonetheless, the project focuses on creating story text media for junior high school pupils, an area that has never been examined before. Researchers are particularly interested in creating AR-based narrative text because of this; folk stories are included in educational materials for junior high school pupils.

In order to face the era of the Industrial Revolution 4.0 and Society 5.0, innovative learning materials are needed. One of the optional learning resources that can address the challenges posed by the current course of events is expanded reality (AR). According to Valino, augmented reality (AR) is a technology that integrates two or possibly three layered virtual objects into a real environment before gradually expanding these virtual objects. Increased reality essentially adds to or supplements reality, in contrast to computer created reality that completely replaces reality. Data that the client cannot see with his own senses is displayed by virtual things. Because of this, enhanced reality makes sense as a tool to aid in communication and judgment on its application with the current reality. Clients can complete exercises in real life with the use of data displayed in virtual articles (Hanum, 2013).

The use of AR in the classroom has the benefit of encouraging student interaction and facilitating language acquisition (Vate-U-Lan, 2012). This is so that students who utilize AR enabled applications have more possibilities than those who just use passive learning methods. Augmented Reality (AR) is a technology that can be used on both PCs and mobile devices, making it accessible from anywhere at any time. AR has been used to enhance language proficiency in a number of ways, including vocabulary study, English language

acquisition through three-dimensional pop-up books (Vate-Ulan, 2012).

However, Tom Caudell did not create the phrase "augmented reality" until the 1990s. Due to advancements in technology and the widespread usage of mobile devices, augmented reality (AR) technology has found its way into the educational system, namely being included into the English language teaching curriculum. AR technology has made it possible for students and in service teachers to engage in digital and interactive classes where the real world is combined with augmented digitally manufactured aspects, even if it has been used in other sectors previously.

The plan to use more engaging and interactive teaching strategies to help students learn in order to address this issue. Consider expanding vocabulary in English. The meanings of words with visuals and voices can be communicated more vividly and interestingly, and it will also make it easier for students to retain the vocabulary. In addition to the increase in students' English learning efficiency, increasing students' motivation and interest in their studies has also progressively gained traction in academic discourse. English instruction has received a lot of attention domestically in recent years from all sides. The most practical approach at the moment is "edutainment," which involves integrating English into our everyday life to help kids become acclimated to it. Many

resources and media support kids' learning activities throughout the process, boosting their engagement and overall learning efficiency (Mahadzir & Phung, 2013). The growth of digital technology has led to an increase in the variety of instructional media. They add fresh learning interactions in addition to improving the presenting style and content of the course as a whole. Since multisensory stimulation can improve learning outcomes, children can experience the learning content in more engaging and participatory ways, such games (Richardson, 2016).

Children learn English through the four main skills of speaking, listening, reading, and writing. However, during the learning process, children are initially drawn to bright and lively graphics, which piques their interest and helps them pick up the language instinctively. According to Kirova, Petkovska, and Koceva (2012) and Rose & Bhuvaneswari (2014), users can more easily increase their interest in learning English and improve their learning efficiency by using lively interaction flash cards with 3D images to recognize English vocabulary and reading vocabulary to intensify users' listening and pronunciation.

Considering that children should have been taught English learning or learning a second language other than their mother tongue in this highly advanced era, learning English is felt to be necessary and important for children. When learning

English, children may become disinterested with methods that rely solely on book media, even if they are only learning the fundamentals (Nuraini and Ratnawati, 2021). Youngsters who are beginning to approach the ages of 6 to 11 greatly enjoy unique, intriguing things that they have never seen before, especially when they are practical and have educational components (Verawati and Desprayoga, 2019).

This study focuses on SMP ISLAM AL AZHAR 52 Kota Bengkulu. While the school has implemented modern teaching methods, the use of AR in the classroom has not yet been widely explored. Given the increasing accessibility of AR technology and its potential to enhance language learning, this study aims to investigate the effectiveness of using AR in teaching English to junior high school students. Specifically, it seeks to evaluate whether AR-based teaching can improve students' vocabulary acquisition, comprehension, and overall engagement compared to modern methods.

Thus, this study is to assess how well Augmented Reality (AR) technology may be used to teach English to seventh-grade students at SMP ISLAM AL AZHAR 52 Kota Bengkulu. This study is anticipated to enhance students' learning outcomes in line with the curriculum and relevant content standards.

## **B. Identification of the Problems**

The following problem identification are based on the problem's background as previously mentioned:

1. Limited English Proficiency and Negative Attitudes, many students at SMP Islam Al Azhar 52 Kota Bengkulu exhibit limited proficiency in English and often harbor negative attitudes toward learning the language, which complicates the teaching process in EFL and ESL contexts.
2. Underutilization of Augmented Reality (AR), the integration of technology, particularly Augmented Reality (AR), in the classroom is not widely explored, restricting opportunities for enhancing student engagement and comprehension in English language learning.
3. Need for Innovative Learning Materials, there is a pressing need for innovative learning resources that align with the demands of the Industrial Revolution 4.0 and Society 5.0, as traditional teaching methods may not effectively support vocabulary acquisition or maintain student interest.
4. Lack of Research on AR in Language Learning, existing research on the application of AR in language learning is limited, particularly regarding its effectiveness in teaching narrative texts and vocabulary to junior high school students, necessitating further investigation into its potential benefits for enhancing learning outcomes.

### **C. Limitation of the Research**

The limitation of this research concentrates on how Augmented Reality can improve vocabulary mastery to students, especially seventh grade students of SMP ISLAM AL AZHAR 52 Kota Bengkulu.

### **D. Research Question**

Based on the background above, the research question is proposed: Is there a significant Effectiveness of Using Augmented Reality (AR) on students vocabulary mastery to Junior High School?

### **E. The Objective of the Research**

To determine the impact of the Using Augmented Reality (AR) on Vocabulary mastery at Seventh Grade Students of SMP ISLAM AL AZHAR 52 Kota Bengkulu.

### **F. Benefits of The Research**

The research describes the effectiveness of using Augmented Reality (AR) on vocabulary mastery seventh grade level at SMP ISLAM AL AZHAR 52 Kota Bengkulu. The researcher hopes that after doing this research, there will be many benefits that can be obtained, such as the following:

#### **1. Theoretical Benefits**

- a. Contributions to Educational Theory: By investigating the use of cutting-edge technology, including augmented reality, into language instruction, this study will add to the corpus of knowledge in educational



theory. In particular, it will shed light on how immersive and interactive media might improve educational opportunities, particularly for younger students. It might act as a starting point for more research in the area of educational technology and change teachers' perspectives on the usefulness of digital technologies for language learning.

- b. Understanding the Integration of Skills: This research will improve knowledge of how AR helps integrate the four main language skills listening, speaking, reading, and writing by concentrating on how it can be used in English language instruction. The research will contribute to the understanding of how AR-based instructional tools might foster a more comprehensive and immersive learning environment, facilitating students' simultaneous engagement with and application of different language skills in relevant scenarios.

- b. Practical Benefits

- 1. For Teachers:

- It will bring educators new perspectives on cutting edge augmented reality teaching techniques that could boost student engagement and make learning more engaging and fun.

2. For Students:

By providing immersive and interactive experiences that enhance understanding and vocabulary retention, augmented reality (AR) can make learning English more successful, enjoyable, and engaging.

3. For Schools:

By using the study as a foundation, educational institutions can include technology driven resources and modernize their teaching strategies to enhance student learning.

4. For Future Researchers:

The results could benefit the academic community by providing useful information for investigations into technology assisted language acquisition, particularly in junior high schools.

## **G. Definition of Key Terms**

Here are the explanations of several terms used in this study to ensure that readers share the same understanding. These explanations also aim to prevent any misunderstandings between the readers and the researcher. The terms are described as follows:

1. Augmented Reality (AR)

Augmented Reality (AR) is a technology that superimposes digital information such as images, sounds, and other sensory enhancements onto the real world, thereby creating

an interactive experience that blends virtual elements with the physical environment. This technology allows users to engage with both real and virtual objects simultaneously, enhancing their understanding and interaction with educational content.

2. Teaching English:

Teaching English refers to the instructional practices and methodologies employed to facilitate the learning of the English language. This includes the development of skills in reading, writing, listening, and speaking, as well as the acquisition of vocabulary and grammar.

3. Junior High School:

Junior high school is an educational institution that typically serves students in grades 7 through 9, usually between the ages of 12 and 15. This stage of education focuses on bridging the gap between elementary education and high school, providing students with foundational knowledge and skills in various subjects, including English.

4. Seventh Grade Students:

Seventh grade students are typically 12 to 13 years old and are in their first year of junior high school. At this age, students are expected to develop more advanced language skills and critical thinking abilities, making it a crucial period for language acquisition.

5. Effectiveness:

Effectiveness refers to the degree to which a particular teaching method or educational intervention achieves its intended outcomes. In this context, it pertains to how well the use of AR on improves students' vocabulary acquisition, comprehension, and overall engagement compared to traditional teaching methods.

