

THE EFFECT OF USING AUGMENTED REALITY (AR) MEDIA TO IMPROVE VOCABULARY AT SDIT AL AZHAR DARUL JANNAH IN BUKITINGGI

THESIS



*Submitted to Fulfill One of The Requirements
for Obtaining a Bachelor's Degree in English Language Education*

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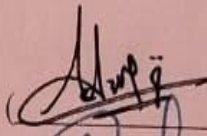
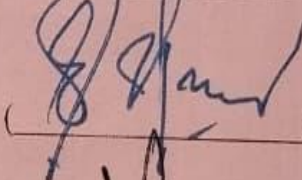
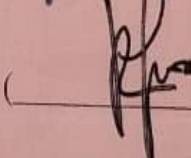
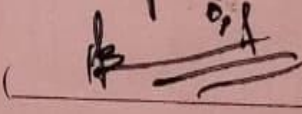
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DECLARATION

I hereby declare that this thesis has not been submitted yet, either in the same or different form. As the best of my knowledge, no other form or ideas have been written or published by others except those are different from this thesis and mentioned in the bibliography. I declare this submission is my own work and to the best of my knowledge and it contains no plagiarized material.

Padangpanjang, August 14th 2025



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ABSTRACT

Mulia Febrika Putri, (2025). *The Effect of Using Augmented Reality (AR) Media To Improve Vocabulary At Sdit Al Azhar Darul Jannah in Bukittinggi*

This study aims to examine the effect of using Augmented Reality media in improving students' vocabulary mastery at SDIT Al-Azhar Darul Jannah Bukittinggi, and identify students' responses to the use of Augmented Reality media to improve their vocabulary. The background of this study stems from the problem of low student interest and vocabulary learning due to the use of uninteresting learning media, where learning is still dominated by conventional textbook-based methods. Augmented Reality was chosen as a solution because it can provide an interactive, visual, and contextual learning experience. This study employs a quantitative approach with a pre-experimental design consisting of a one-group pre-test and post-test. The research sample comprises 17 fifth-grade B students. The research instruments included vocabulary tests (pre-test and post-test) to measure learning outcomes improvement, as well as a 1-5 Likert scale questionnaire to determine student responses. The treatment given was marker-based for vocabulary related to professions. Data analysis included Wilcoxon Signed-Rank test and descriptive statistical analysis. The results showed a significant improvement in students' vocabulary mastery, with the average pre-test score of 70.58 increasing to 91.17 on the post-test. The Wilcoxon Signed-Rank test yielded a significance value of 0.000 (< 0.05), proving the effect of Augmented Reality media in vocabulary learning. Survey results showed positive student responses with approval rates ranging from 79% (Agree) to 93% (Strongly Agree), reflecting increased motivation, engagement, and understanding. Thus, Augmented Reality media has proven to be effective in enhancing vocabulary mastery while making learning more interactive and meaningful for elementary school students.

Keywords: Augmented Reality, vocabulary, Young learners

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Padangpanjang, August 2025

Researcher

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CHAPTER I INTRODUCTION

A. Background of the Problem

English has become a global language that plays an important role in various aspects, especially in the field of education. In the digital and globalized era, English language proficiency is not considered an additional skill but a key necessity because it is the language of international communication and is often a requirement to access job opportunities around the world. Therefore, learning English should start from an early age so that the knowledge gained is easier to remember and apply. In the world of education, the age range of young learners is usually between 5-12 years old. Children at this age have several characteristics such as having a strong memory, a tendency to be active and involved in learning activities, and the ability to express themselves well. Supporting this, the Ministry of Education and Culture (2024), has implemented a new policy that mandates that English be taught as a core subject from elementary to junior high and high school levels. Thus, it is evident that English subjects are very important for students from a young age.

In learning English as a foreign language, especially for young students at the elementary school level, vocabulary is one of the most important components. According to Wibowo et al. (2021) that vocabulary is very important to help students master the four basic skills in the language, namely listening, speaking, reading, and writing. Without a good vocabulary mastery, students will have difficulty understanding and developing these skills. However, learning vocabulary is not an easy thing because each student has a different ability to understand and remember new words. In addition, students often experience various obstacles, such as challenges in pronunciation, writing, and understanding the context of words. Therefore, vocabulary is one of the main challenges in learning English, especially at the elementary school level.

To overcome difficulties in vocabulary, students can use methods that are considered effective. One of these methods is by utilizing interesting learning media. Therefore, engaging learning media can make it easier for students to



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learn while strengthening their ability to master vocabulary. However, in practice, there are still many schools that rely on less attractive learning media, as is the case at SDIT Al-Azhar Darul Jannah, Bukittinggi, it is known that english learning in the classroom still relies on handbooks. As a result, this manual vocabulary teaching technique is less interesting for students and less effective in improving their mastery of E`NGLISH vocabulary. Therefore, it is necessary to use interesting learning media such as the use of technology. This is in line with the opinion of Damayanti & Marufah (2022) which states that technology can support the teaching and learning process effectively. Similarly, (Mezia Kemala, Hadina et al., 2023) revealed that the integration of technology based applications in language learning can enhance students' motivation, provide enjoyable learning experiences, and help them expand their vocabulary more efficiently. By utilizing technology, the learning experience can be changed to be more accessible, fun, and support students to master vocabulary better.

Recently, the use of interesting learning media has been growing, one of which is the application of Artificial Intelligence (AI) as an effective tool to improve vocabulary learning. AI-based platforms provide features such as instant feedback, progress monitoring, and self-learning, making the learning process more interactive and efficient (Yugandhar & Raghunatha Rao, 2024) In addition to AI, another innovative technology that has great potential in language learning is Augmented Reality media. The use of Augmented Reality media is a technology that combines 2D and 3D in real-time. Augmented Reality media has an image, text or sound feature that people can already see through smartphone camera devices. This technology functions to display 3D objects along with their information by utilizing marker scanning. The marker used as the object of scanning is then processed through the smartphone camera, which then produces a display of the object in 3D format. With the explanation above, it can be concluded that the use of Augmented Reality media technology in the English learning process, especially in the field of vocabulary, has the potential to change the way of learning is more interactive by displaying visible objects in real life.



Previous research has shown that Augmented Reality media significantly affects students' vocabulary mastery, as evidenced by research conducted by (Natalia, 2022) revealing that the use of Augmented Reality media Reality has proven to be effective in improving learning outcomes of vocabulary comprehension in describing animals in the seventh grade of SMP Negeri 7 Tarakan. Another study, (Yanuari, 2024) shows that the use of Augmented Reality media has a significant effect on increasing vocabulary acquisition among young students at SDN 1 Karangaren Purbalingga. In addition, a study conducted by (Rahmadani et al., 2024) revealed that the use of Augmented Reality not only significantly increases vocabulary values but also has a positive effect on students' perception of the learning process.

From the explanation above, it can be concluded that the application of Augmented Reality media among elementary school students not only improves vocabulary but also has a positive effect on the learning process. However, the effect of the application of AR as a learning medium at the elementary school level is still not widely used. In line with the teaching materials at SDIT Al Azhar Darul Jannah in Bukittinggi, this research applied Augmented Reality media to improve English vocabulary with material about the profession and its function. Therefore, this study examines **“The Effect Of Using Augmented Reality Media to Improve Vocabulary At SDIT Al Azhar Darul Jannah In Bukittinggi.”**

B. Identification of the problem

Vocabulary is a basic element in language skills that is very important, especially in learning a foreign language or a second language. Good vocabulary mastery allows students to more easily understand, speak, read, and write in the language. However, young learners often face various difficulties in expanding their vocabulary, such as boredom with monotonous learning methods, lack of motivation, and lack of interesting learning media. Early English learning, especially vocabulary, is very important because it is the foundation of four language skills, namely listening, speaking, reading, and writing, which according to research (Wibowo et al., 2021) cannot develop without adequate vocabulary mastery. One innovative solution is the use of



Augmented Reality media technology, which has been proven in previous research to improve vocabulary mastery, as well as student engagement in learning. However, the application of Augmented Reality media as a learning medium at the elementary school level is still limited, so it is necessary to examine the effectiveness of using Augmented Reality media to increase vocabulary.

C. Limitation of the problem

One of the three most crucial problems identified is the use of uninteresting media, therefore this study focuses on the use of Augmented Reality media to improve vocabulary as a solution in overcoming the problem of uninteresting learning media.

D. Research Question

Based on the limitations of the above problems, the research problem can be formulated as follows:

1. How does the use of Augmented Reality effect the vocabulary development of students' at SDIT Darul Jannah Bukittinggi?
2. How are the students' responses toward the use of Augmented Reality media in improving their vocabulary at SDIT Al-Azhar Darul Jannah Bukittinggi?

E. Purpose of the research

Based on the research question, the purpose of this study are:

1. To examine the effect of Augmented Reality media in improving students' vocabulary at SDIT Al-Azhar Darul Jannah Bukittinggi.
2. To identify the students' responses toward the use of Augmented Reality media to improve their vocabulary at SDIT Al-Azhar Darul Jannah Bukittinggi.

F. The Significance of the Research

The significance of this research is that the purpose of the research is to have benefits for the reader theoretically and practically

1. Theoretically

Next Researcher of this research is expected to add insight into the benefits of using Augmented Reality technology in learning. The use of AR



not only helps increase student engagement in the learning process, but also becomes an innovative solution in facing various challenges in the world of education. In addition, this technology can support the development of better visualization skills.

2. Practically

- For Teachers, this research provides insight into alternative learning media based on Augmented Reality that can be used to improve students' vocabulary mastery in a more interactive and interesting way.
- For Students, this research is expected to help improve understanding and mastery of vocabulary through a more fun and interactive learning experience. In addition, the use of Augmented Reality can make students more active, motivated, and easier to understand the material being taught.
- For the Instances, the results of this study can be a reference in providing technological facilities that support the learning process in the classroom. The use of Augmented Reality as learning media not only increases the effectiveness of learning, but also provides a more interesting experience and positive feedback for students in understanding the material.

G. Definition of The Key Term

1. Augmented Reality media

According to (Haryanto et al., 2019) The use of Augmented Reality media is a technology that combines 2D with 3D in real-time. This technology functions to display 3D objects along with their information by utilizing marker scanning. Meanwhile, according to (Puspitadewi Firda, 2021) Augmented Reality media is a media development process that uses the Android operating system and uses flashcards with pictures so that the learning process provides an interesting and different atmosphere. And according to (Natalia, 2022) Augmented Reality is the process of using technology to place images, text, or sounds that can already be seen by people. Technology to place images, text, or sounds that people can already see through devices such as Smartphone cameras. It can be concluded that



Augmented Reality media is a technology that combines digital information with the real world. This technology enhances the user experience by adding virtual elements that seem to blend in with the physical environment around them.

2. Vocabulary

According to Kamil & Hiebert in (Dewi et al., 2024) , vocabulary in general is the knowledge of words and their meanings. The ability to remember vocabulary is what students need to improve and develop their English language skills. Based on these definitions, vocabulary can be explained that vocabulary is a set of words needed to express ideas and meanings, so as to improve English language skills.

3. Young learners

According to Phillips in Cahyani et al. (2024) defines young learners as children who start formal school at the age of five or six and continue to attend school until the age of eleven or twelve.