

A Thesis

**THE EXPLORATION OF JUNIOR HIGH SCHOOL STUDENTS' EXPERIENCES
WITH AUGMENTED REALITY (AR) FOR ENGLISH LEARNING
(A CASE STUDY AT SMP IT WAHDAH ISLAMIYAH MAKASSAR)**

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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other university and, to the best of the candidate's knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

If the above-mentioned materials are found in this thesis, I agree that the university can take legal action to cancel the conferment of my degree.



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ABSTRACT

Name : Nurul Izzah
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Title : The Exploration Of Junior High School Students' Experiences
With Augmented Reality (Ar) For English Learning (A Case
Study At SMP IT Wahdah Islamiyah Makassar)

This study investigates the effectiveness of Augmented Reality (AR) in enhancing English learning outcomes among junior high school students and explores their experiences and perceptions regarding AR-based instruction. Using a mixed-methods approach, this research combines quantitative and qualitative methodologies to provide a comprehensive analysis of AR's pedagogical impact. The quasi-experimental design involved a pretest-posttest control group setup, where the experimental group utilized AR-enhanced lessons, while the control group followed traditional teaching methods. Statistical analyses, including normality tests, homogeneity tests, and an independent t-test, were employed to measure the significance of learning improvements. Additionally, qualitative data were collected through structured interviews and open-ended questionnaires, analyzed thematically to capture students' experiences and attitudes toward AR in English learning.

The findings reveal that the use of AR significantly improved students' English proficiency. The mean post-test score of the experimental group increased from 71.38 (SD = 10.95) to 85.66 (SD = 4.80), while the control group showed only a slight improvement from 67.91 (SD = 11.24) to 71.47 (SD = 9.33). The independent t-test results indicate a statistically significant difference ($p < 0.05$), confirming the positive effect of AR on learning outcomes. Furthermore, qualitative data suggests that students found AR highly engaging and motivating, as it provided interactive and immersive learning experiences. However, some challenges were identified, including technical difficulties and the need for better integration into the curriculum. Despite these challenges, students overwhelmingly expressed enthusiasm for AR-enhanced learning, citing improved vocabulary retention, pronunciation, and comprehension.

The study concludes that AR serves as an effective tool in modern English language instruction by fostering higher engagement and improving learning outcomes. The combination of visual, auditory, and interactive elements in AR enhances students' comprehension and retention of English concepts. These findings provide valuable insights for educators and curriculum designers seeking to integrate AR into English language teaching, particularly in secondary education. Future research is recommended to explore long-term effects and scalability across diverse educational settings.

Keywords: *Augmented Reality, English Language Learning, Mixed-Methods, Student Perception, Learning Outcomes*

ABSTRAK

Nama : Nurul Izzah
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Judul : The Exploration Of Junior High School Students' Experiences
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Study At SMP IT Wahdah Islamiyah Makassar)

Studi ini menyelidiki efektivitas Augmented Reality (AR) dalam meningkatkan hasil belajar bahasa Inggris di kalangan siswa SMP dan mengeksplorasi pengalaman dan persepsi mereka mengenai pengajaran berbasis AR. Dengan menggunakan pendekatan metode campuran, penelitian ini menggabungkan metodologi kuantitatif dan kualitatif untuk memberikan analisis komprehensif tentang dampak pedagogis AR. Desain kuasi-eksperimental melibatkan pengaturan kelompok kontrol pretest-posttest, di mana kelompok eksperimental menggunakan pelajaran yang ditingkatkan AR, sedangkan kelompok kontrol mengikuti metode pengajaran tradisional. Analisis statistik, termasuk tes normalitas, tes homogenitas, dan uji-t independen, digunakan untuk mengukur signifikansi peningkatan pembelajaran. Selain itu, data kualitatif dikumpulkan melalui wawancara terstruktur dan kuesioner terbuka, dianalisis secara tematik untuk menangkap pengalaman dan sikap siswa terhadap AR dalam pembelajaran bahasa Inggris.

Temuan mengungkapkan bahwa penggunaan AR secara signifikan meningkatkan kemahiran bahasa Inggris siswa. Skor rata-rata pasca-tes kelompok eksperimen meningkat dari 71,38 (SD = 10,95) menjadi 85,66 (SD = 4,80), sedangkan kelompok kontrol hanya menunjukkan sedikit peningkatan dari 67,91 (SD = 11,24) menjadi 71,47 (SD = 9,33). Hasil uji-t independen menunjukkan perbedaan yang signifikan secara statistik ($p < 0,05$), mengkonfirmasi efek positif AR pada hasil pembelajaran. Selain itu, data kualitatif menunjukkan bahwa siswa menemukan AR sangat menarik dan memotivasi, karena memberikan pengalaman belajar yang interaktif dan imersif. Namun, beberapa tantangan diidentifikasi, termasuk kesulitan teknis dan kebutuhan untuk integrasi yang lebih baik ke dalam kurikulum. Terlepas dari tantangan ini, siswa sangat mengungkapkan antusiasme untuk pembelajaran yang ditingkatkan AR, mengutip peningkatan retensi kosakata, pengucapan, dan pemahaman.

Studi ini menyimpulkan bahwa AR berfungsi sebagai alat yang efektif dalam pengajaran bahasa Inggris modern dengan mendorong keterlibatan yang lebih tinggi dan meningkatkan hasil pembelajaran. Kombinasi elemen visual, pendengaran, dan interaktif dalam AR meningkatkan pemahaman dan retensi siswa terhadap konsep bahasa Inggris. Temuan ini memberikan wawasan berharga bagi pendidik dan perancang kurikulum yang ingin mengintegrasikan AR ke dalam pengajaran bahasa Inggris, terutama di pendidikan menengah. Penelitian di masa depan direkomendasikan untuk mengeksplorasi efek jangka panjang dan skalabilitas di berbagai pengaturan pendidikan.

Keywords: *Augmented Reality, English Language Learning, Mixed-Methods, Student Perception, Learning Outcome*

