A Thesis

ASSEMBLR EDU APP FOR STUDENTS' LEARNING OUTCOMES AND ACTIVENESS AT 12th GRADE OF UPT SMA NEGERI 2 PAREPARE

Compiled and Submitted by

NUR SRI SAKTI
NIM. 223300008

Has been defended before the thesis examination committee
on August 30th, 2025
and has fulfilled the requirements

Approved by

Committee of Supervisors

Chairman

Dr. Hj. Salasiah A, S.Pd., M.Ed., TESOL-Int

Member

Dr. Siti Hajar Larekeng, SS, S.Pd., M.Hum.

Dean
Faculty of Teacher Training and Education

Dr. Hj. Hernay Setiawati, S.Pd., M.Pd.
NBM. 858 103

Head of English Language
Education Department

Dr. Khadijah Maming, S.Pd., M.Pd.
NBM. 986 844

LEMBAR PERSETUJUAN TIM PENGUJI UJIAN TUTUP TESIS

Nama Mahasiswa	:	Nur Sri Sakti
NIM	:	223300008
Program studi	:	Pendidikan Bahasa Inggris
Jenjang Studi	:	Program Magister / Strata Dua (S.2)
Judul Tesis	:	Assemblr Edu App for Students' Learning Outcomes and Students' Activeness at 12th Grade of UPT SMA Negeri 2 Parepare

Telah disetujui pada Ujian Tutup Tesis Program Studi S.2 Pendidikan Bahasa Inggris Program Pascasarjana Universitas Muhammadiyah Parepare
Tahun Akademik 2024/2025

Parepare, 30 Agustus 2025

Tim Penguji	**Tanda Tangan**
1. Prof. Dr. Rafi'ah Nur, M.Hum.	(.....)
2. Prof. Dr. H. Ammang Latifa, M.Hum	(.....)
3. Dr. Salasiah A, S.Pd., M.Ed.TESOL-Int	(.....)
4. Dr. Siti Hajar Larekeng, SS., S.Pd., M.Hum	(.....)

Mengetahui,

Dekan
Fakultas Keguruan dan Ilmu Pendidikan

Dr. Hj. Henny Setiawati, S.Pd., M.Pd.
NBM. 858 103

Ketua Program Studi S.2
Pendidikan Bahasa Inggris

Dr. Khadijah Maming, S.Pd., M.Pd.
NBM. 986 844

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 material is found in this thesis, I agree that the university can take legal action to cancel the conferment of my degree.

Parepare, August 29th,2025



Nur Sri Sakti
NIM.223300008

ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘alamin, all praises are to Allah Subhanahu wa Ta’ala for the blessings, health, opportunity, and guidance that enabled the researcher to complete this thesis. Salawat and salam are addressed to the final chosen messenger, the Prophet Muhammad Shallallahu ‘alaihi wa sallam, for his guidance and exemplary life.

This thesis is presented as a requirement to obtain a Master's degree at the Postgraduate Program of English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Parepare. The researcher realizes that the completion of this thesis would not have been possible without the support, guidance, and encouragement of many individuals. Therefore, the researcher would like to express sincere gratitude and appreciation to:

1. Special thanks, deepest love, and endless gratitude to Siaman and Alm. Herman, her beloved parents. Their unconditional love, tireless prayers, and sacrifices have been the foundation of her strength. Their patience, guidance, and faith in her have made every step of this journey possible. This thesis is lovingly dedicated to them as a small reflection of her deepest respect, love, and everlasting gratitude.
2. Her big family, siblings, and grandparents who always surround her with love, prayers, and encouragement that have strengthened her until the completion of this thesis..
3. Dr. Salasiah A, S.Pd., M.Ed.TESOL-Int., as the first supervisor, and Dr. Siti Hajar L., S.S., S.Pd., M.Hum., as the second supervisor, for their valuable

advice, supervision, guidance, and patience from the early stages of this research until its completion. Their extraordinary support has been truly invaluable.

4. Prof. Dr. Jamaluddin Ahmad, S.Sos., M,Si., as the rector of Universitas Muhammadiyah Parepare, for the opportunity given to the researcher to complete her studies at Universitas Muhammadiyah Parepare.
5. Dr. Hj. Henny Setiawati, M.Pd., as the Dean of the Faculty of Education, Dr. Khadijah Maming, S.Pd., M.Pd., as the Head of the ELE Program, and Dr. Syawal, M.Pd, as First Vice Dean of the Faculty of Education, for their support and guidance during her study.
6. Prof. Dr. Rafi'ah Nur, M.Hum., Prof. Dr. Ammang Latifa, M.Hum., Dr. Hj. Salasiah A, S. Pd., M. Ed.TESOL-Int., and Dr. Siti Hajar L, S.S., S.Pd, M.Hum., who have guided her during the proposal, seminar, and thesis examination process.
7. All lecturers and staff of the Postgraduate Program, who have shared not only knowledge but also kindness and encouragement throughout her academic journey at the Universitas Muhammadiyah Parepare.
8. Mardiah, S.Pd., M.Pd., as the headmaster of UPT SMA Negeri 2 Parepare, for allowing the researcher to conduct her research in the school.
9. All students of class XII Smart C3, who willingly shared their time, attention, and participation. Their enthusiasm and cooperation have given life to this research.

10. All friends, colleagues, and everyone who has supported her in one way or another throughout this academic journey. Your encouragement, insightful discussions, and moral support have been deeply meaningful. This thesis reflects not only her efforts but also the collective support of all who have stood beside her.
11. Beasiswa Unggulan Kemendikbud for the generous support that significantly contributed to the successful completion of this research. The opportunity provided by this scholarship has been invaluable for her academic and professional growth.
12. Herself, for holding on through every challenge, staying strong in the midst of struggles, and believing that every hardship brings growth.

Finally, the researcher expresses her deepest gratitude to everyone who has been part of the successful realization of this thesis. May this thesis bring benefit not only to the researcher but also to others who read it. Constructive suggestions and criticisms are sincerely welcomed for the betterment of this work. May Allah Subhanahu wa Ta'ala, the Almighty God, bless and guide us all.

Parepare, August 29th, 2025

Nur Sri Sakti

LIST OF CONTENTS

Page

COVER ..... **i**

TITLE PAGE ..... **ii**

APPROVAL PAGE ..... **iii**

EXAMINER'S APPROVAL PAGE ..... **iv**

DECLARATION ..... **v**

MOTTO ..... **vi**

ACKNOWLEDGEMENT ..... **vii**

LIST OF CONTENTS ..... **x**

LIST OF FIGURES ..... **xii**

LIST OF TABLES ..... **xiii**

LIST OF APPENDICES ..... **xiv**

ABSTRACT ..... **xv**

CHAPTER I INTRODUCTION **1**

A. Background 1

B. Problem statement 11

C. Objective of the research 12

D. Significance of the research 12

E. Scope of the research 13

CHAPTER II REVIEW OF RELATED LITERATURE **14**

A. The previous research-related findings 14

B. Some pertinent ideas 18

1. The concept of Assemblr Edu App 18

2. The concept of Students' Activeness 26

3. The concept of Learning outcomes 32

C. Conceptual framework 42

D. Hypothesis 44

CHAPTER III RESEARCH METHOD **45**

A. Research design 45

B. Research variable 47
C. Population and Sample 48
D. Instrument of the research 49
E. Technique of collecting data 50
F. Technique of data analysis 51

CHAPTER IV FINDINGS AND DISCUSSIONS 60
A. Research Findings 60
B. Discussion 73
CHAPTER V CONCLUSION AND SUGGESTION 92
A. Conclusion 92
B. Suggestion 95
BIBLIOGRAPHY 98
APPENDICES 105
CURRICULUM VITAE 121

LIST OF FIGURES

Figure 1 Conceptual Framework 43
Figure 2 Convergent parallel mixed method 47

LIST OF TABLES

Table 1 Students' Pre-test Result 60
Table 2 Students' Post-test Result..... 61
Table 3 The Mean Score of Students' Test 62
Table 4 Hypothesis Testing..... 63
Table 5 Students' Activeness Category..... 64
Table 6 Students' Activeness Per Indicator and Teacher Note..... 65
Table 7 Merging Data Result..... 71

LIST OF APPENDICES

Appendices 1 Pre-test and Post-test Question 106
Appendices 2 Observation Checklist 109
Appendices 3 Explanation of Indicator Observation Checklist 110
Appendices 4 Students' Pre-test and Post-Test Result 112
Appendices 5 Observation Result 113
Appendices 6 Students' Test and Observation Result 114
Appendices 7 Teachers' Note 115
Appendices 8 Students' Activeness Indicators 116
Appendices 9 Assemblr Edu App 117
Appendices 10 Documentation 119

ABSTRACT

Nur Sri Sakti, 2025. The Use of the Assemblr Edu App to Improve Students' Learning Outcomes and Activeness at the 12th Grade of UPT SMA Negeri 2 Parepare. Supervised by Salasiah Ammade and Siti Hajar Larekeng.

This study aims to investigate the effect of using the Assemblr Edu application on students' learning outcomes and activeness in English learning at UPT SMA Negeri 2 Parepare. The research focuses on determining the improvement of students' cognitive outcomes after using the AR-based media and observing their behavioral engagement during the learning process. This study addresses the common issues of low motivation and passive learning in English classrooms by offering an innovative technological solution.

This research employs a mixed-methods approach, specifically the Convergent Parallel Design. Quantitative data were collected through pre-test and post-test to measure students' understanding of analytical exposition text, while qualitative data were obtained through structured observation to assess students' activeness. The sample was selected using purposive sampling, consisting of 34 students from the 12th grade at UPT SMA Negeri 2 Parepare.

The findings indicate that the use of Assemblr Edu significantly improved students' learning outcomes. The mean score increased from 69.97 (pre-test) to 86.53 (post-test), with the percentage of students in the "Excellent" category rising from 41% to 76%. Moreover, the observation results showed that 79% of students were categorized as "Active" or "Very Active", with high participation in visual and motor activities such as paying attention (85%), completing tasks (85%), and using AR features (91%). However, verbal activities like expressing opinions (50%) and participating in discussions (59%) required further scaffolding. The study concludes that Assemblr Edu effectively enhances learning outcomes and promotes activeness, particularly in technology-assisted interactive learning, though teacher guidance remains essential for fostering critical communication skills.

Keywords: *Assemblr Edu, Augmented Reality, Learning Outcomes, Student Activeness, English Language Teaching*

ABSTRAK

Nur Sri Sakti, 2025. *Penggunaan Aplikasi Assemblr Edu untuk Meningkatkan Hasil Belajar dan Keaktifan Siswa Kelas 12 di UPT SMA Negeri 2 Parepare*. *Dibimbing oleh Salasiah Ammade and Siti Hajar Larekeng.*

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan aplikasi Assemblr Edu terhadap hasil belajar dan keaktifan siswa dalam pembelajaran Bahasa Inggris di UPT SMA Negeri 2 Parepare. Penelitian berfokus pada penentuan peningkatan hasil belajar kognitif siswa setelah menggunakan media berbasis Augmented Reality (AR) dan mengamati keterlibatan perilaku mereka selama proses pembelajaran. Studi ini dilakukan untuk mengatasi masalah umum rendahnya motivasi dan pembelajaran pasif di kelas Bahasa Inggris dengan menawarkan solusi teknologi inovatif.

Penelitian ini menggunakan pendekatan metode campuran, khususnya Desain Konvergen Paralel. Data kuantitatif dikumpulkan melalui pre-test dan post-test untuk mengukur pemahaman siswa terhadap teks eksposisi analitis, sementara data kualitatif diperoleh melalui observasi terstruktur untuk menilai keaktifan siswa. Sampel dipilih menggunakan purposive sampling, yang terdiri dari 34 siswa kelas 12 di UPT SMA Negeri 2 Parepare.

Temuan penelitian menunjukkan bahwa penggunaan Assemblr Edu secara signifikan meningkatkan hasil belajar siswa. Skor rata-rata meningkat dari 69,97 (pre-test) menjadi 86,53 (post-test), dengan persentase siswa dalam kategori "Sangat Baik" meningkat dari 41% menjadi 76%. Selain itu, hasil observasi menunjukkan bahwa 79% siswa dikategorikan sebagai "Aktif" atau "Sangat Aktif", dengan partisipasi tinggi dalam aktivitas visual dan motorik seperti memperhatikan penjelasan (85%), menyelesaikan tugas (85%), dan menggunakan fitur AR (91%). Namun, aktivitas verbal seperti mengungkapkan pendapat (50%) dan berpartisipasi dalam diskusi (59%) masih memerlukan pendampingan lebih lanjut. Studi ini menyimpulkan bahwa Assemblr Edu secara efektif meningkatkan hasil belajar dan mendorong keaktifan, khususnya dalam pembelajaran interaktif berbantuan teknologi, meskipun bimbingan guru tetap penting untuk menumbuhkan keterampilan komunikasi kritis.

Kata Kunci: *Assemblr Edu, Hasil Belajar, Keaktifan Siswa, Augmented Reality, Pengajaran Bahasa Inggris*