

**ENRICHING STUDENTS' VOCABULARY BY USING
AUGMENTED REALITY MEDIA AT RA PERWANIDA 1
LIPU**



A Thesis

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of
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Tarbiyah And Teaching Training Department
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Demikian persetujuan ini diberikan untuk diproses lebih lanjut.

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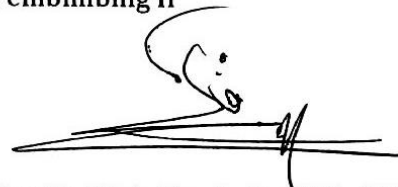
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ABSTRACT

Nursabra. *Enriching Students' Vocabulary by Using Augmented Reality Flashcard at RA Perwanida I Lipu.* (Supervised by Syamsinar, S.Pd., M.Pd and Nur Fadillah Nurchalis, S.Pd., M.Pd.).

The learning process in the classroom does not take place optimally due to the lack of attention of students in learning English and the use of media or aids in the learning process. Based on this identification, the researcher concludes the formulation of the problem in this research is "Can the Application of Augmented Reality flashcard the vocabulary of young learners in R.A. Perwanida 1 Lipu?". This research applies augmented reality flashcard technology learning media on animal 4d+ applications in English subjects which aims to enrich students' English vocabulary. This research was conducted at RA Perwanida I Lipu. The type of research method was the pre-experimental design. The population of the research was class B of RA Perwanida I Lipu. The number of students was 22 students. The data collection technique was obtained from the results of the pretest, posttest and through treatment for 4 meetings. Based on the results of pretest, the students get an average score of 3.02 with a very poor category while in the posttest, the students get an average score of 6.02 in a fair category. Based on the results of the research, it can be concluded that there was an enrichment in the students' English vocabulary of RA Perwanida I Lipu by using augmented reality flashcard learning media especially for the animal 4d + application.

Keywords: Vocabulary Enrichment, Flashcard, Augmented Reality, Learning Media, and animal 4d+ application.

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CHAPTER 1

INTRODUCTION

This chapter deals with background, problem statement, objectives, significance, and scope of the research.

A. Background

Education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts (Kamus Besar Bahasa Indonesia, 2003). Meanwhile, according to Anwar (2014) education is an important part of life which at the same time differentiates humans from other creatures. human learning means a series of activities towards maturity to lead a more meaningful life. So, education is a human effort to improve the knowledge obtained from both formal and informal institutions in helping the transformation process so that it can achieve the expected quality.

In a broad sense, education includes all the actions and efforts of the older generation to transfer their knowledge, experience, and skills to the younger generation to prepare them so that they can fulfill their life functions both physically and spiritually. That is, education is a deliberate attempt by adults to (with its influence) increase the child to maturity which is always interpreted as being able to create moral responsibility for all his actions Putu (2020)

According to Dewi and Yadi, (2017) English is the official language of many Commonwealth countries and is widely understood and used. English is spoken in more countries in the world than any other language and compared to other languages except Chinese. This language is the language of the

world that has the most speakers. Thus, if you can speak English, it will increase future opportunities to compete for a better life.

When we learn the language, especially English, we have to know and understand some important things, they are language skills and components. There are 4 skills in English namely speaking, reading, writing, and listening.

speaking and writing as productive skills while reading and listening as Receptive skills. Not only skills, in English there are also 3 (three) language components that should be known grammar, vocabulary, and pronunciation

In this research, the researcher focusses to vocabulary. Vocabulary is a collection of words that are owned by a language and gives meaning when we use that language. In general, the distribution of vocabulary is divided into 4 major groups, namely the Noun Group, the Verb Group, the Adjective Group, and the Adverb Group. Besides that, other word groups are known, namely Pronouns, Articles, Prepositions and Conjunctions.

The researcher conducted a preliminary research on April, 10th 2021. The researcher found that students lack of vocabulary. It proved by the result of the teacher interview. It is because the teacher had no English competencies. The teacher also had no idea and creativity for media that use in teaching.

From the results of preliminary research in the teaching and learning process, the teacher currently uses text book or the thing around the classroom and school. The use of provided picture in text books makes students tend to be passive and less interactive because the picture as media is unable to provide a reciprocal response, less tangible and less attractive. Supporting the subject matter requires learning media that is more interactive and attractive to students.

In overcome the problem, the researcher tends to use an innovative, attractive and interesting media. One of the media that can be used to make the students interested to study is Augmented Reality media. The use of the Augmented reality application can be used as a teaching aid in learning. The use of augmented reality technology-based teaching aids is very

useful in improving the teaching and learning process because augmented reality technology has entertainment aspects that can arouse students' interest in a concrete understanding of the material conveyed through three-dimensional visual representations by involving user interaction in an augmented reality frame

The researcher used Augmented reality flash card that presents a virtual picture with 3D animal objects, so that 3D animal objects will be able to appear on Android smartphones. The ANIMAL 4D application can be more informative because it provides a menu display and guides in using it, as well as conveying animal names, animal sounds and explaining information about these animals to young learners in English.

Based on the description above, the researcher is enrichment to conduct a research entitle "Enriching English Vocabulary by using Augmented Reality Media at R.A. Perwanida Lipu "

B. Problem Statement

Based on the background above, the researcher formulates problem in the following statement:

"Can the Application of Augmented Reality media enrich the vocabulary of young learners in R.A. Perwanida 1 Lipu?"

C. Objective of the research

Based on the formulation of the problem above, this research aims to find out whether or not the Augmented Reality Media Can Enrich young learner's vocabulary. in RA. Perwanida 1 Lipu.

D. Significances of the research

This research will provide benefits for:

1. Educator

- a) Increase the creativity of educators to create learning aids that are attractive to students.
 - b) Improve the skills and abilities of educators in concocting teaching and learning process activities
2. Students
- a) Increase students' willingness and understanding of vocabulary
 - b) Increase students' improving vocabulary in the learning process.
 - c)

E. Scope of the research

This research has 4 scope

1. The research was limited to teaching augmented reality technology media on the Animal 4d+ app to enrich students' English vocabulary.
2. Animals 4d+ alphabet cards are on Octagon Studio Augmented Reality creation.
3. The subjects of this research will be limited to class A group 1 young learners in RA. Perwanida 1 Lipu.
4. Vocabulary in this research is the animals.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous studies and some pertinent ideas

A. Previous related studies

1. Eka Fitriyani 2018 in her thesis "The effectiveness of flash card media in improving English vocabulary" concludes that English language skills are important because this ability has an academic impact. English skills can be seen from the number of vocabulary that someone has. One creative effort to make learning fun is to use a flash card. This study aims to determine whether a flash memory card can increase the English vocabulary of elementary school students. This study adopted the quasi-experimental method and adopted the design of the Pre-Test-Post-Test non-equivalent control group. The subjects of this study were 35 class II students, which consisted of experimental groups and control groups. The hypothesis of this study is that there are vocabulary differences between experimental groups and control groups before and after flashcards are issued. Independent sample test analysis of the experimental group data collection score (11.7895) was higher than the control group (3.2500) with at count of 8.998 and sig. 0.000

From the previous research above, it is clear that there are differences with the research that will be carried out by researchers. Previous research used research (quasi-experimental) using a "nonequivalent control group design" design. Meanwhile, in the research I will be doing, I will use a pre-experimental design using the "One group pretest-posttest design" design. It can also be seen that previous studies also did not use other media supporters, only using

flash cards. Meanwhile, in this study, researchers used flash cards based on augmented reality.

2. Empit Hotimah in her thesis "Use of Flash Card Media in Improving Students' Ability in Learning English Vocabulary Class II MI Ar-Rochman Samarang Garut" The results show that English at the elementary school level aims to enable students to develop communication competence and have an awareness of the nature of and the importance of English to improve the nation's competitiveness in a global society. To achieve this goal, students need basic skills that must be mastered in the form of vocabulary skills, the more vocabulary a person has, the higher his language skills will be. Given the importance of the role of vocabulary in language, vocabulary learning becomes an important concern in learning English. Learning English vocabulary is not easy because students often have difficulty in acquiring the new vocabulary. Therefore, the authors are interested in conducting research by trying to use flashcard media in learning English vocabulary in the hope of increasing students' vocabulary skills. The purpose of carrying out this research is to determine the learning process and increase students' vocabulary skills in learning English using flashcard media in Class IIMI Ar-rochman Samarang Garut. The research method used is classroom action research (CAR) with the following stages: planning (planning), action (acting), observation (observing) and reflection (reflecting).

From the previous research above, it is clear that there are differences with the research that will be carried out by researchers. Previous research used qualitative research methods. Meanwhile, in the research that I will do, I will use quantitative research methods. It can also be seen that previous studies also did not use other media supporters,

only using flash cards. Meanwhile, in this study, researchers used flash cards based on augmented reality.

3. A. Riskawati Hajis in their thesis "Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar" This study aims to This research was "Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar". It consisted of two problem statements. They were (1) How was the implementation of Visual Media in improving the students' vocabulary of first year students' at SMPN 10 Makassar? (2) How was the improvement of students' vocabulary through Visual Media of first year students' at SMPN 10 Makassar? The objective of this research was to find out improvement of the students' vocabulary by visual media of VIIB at SMPN 10 Makassar. This research was a classroom action research. It consisted of two cycles. The procedure of the research in every cycle consisted of four stages. They were planning, acting, observing, and reflecting. The subject of the research consisted of 43 students of VIIB at SMPN 10 Makassar. The instruments of this research were test which was analyzed by quantitative analysis and observation sheet which was analyzed by qualitative analysis. The result of the research showed that there was a significant improvement of the students' vocabulary after using visual media. This statement could prove by the students' mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 at the second cycle. It means that the students' vocabulary from the first cycle to second cycle was classified successful. Visual media could improve the students' vocabulary.

From the previous research above, it is clear that there are differences with the research that will be carried out by

researchers. Previous research used a quasi-experimental research (quasi-experimental) using a "nonequivalent control group design" design. Meanwhile, in the research that I will be doing, the researcher will use a pre-experimental design using the design, "One group pretest and posttest design". It can also be seen that the focus of research from previous researchers is also different. In this research, the researcher focused on the wealth of students' vocabulary, regarding the names of animals

B. Some Pertinent Ideas

1. The concept of vocabulary
 - a. Definition of vocabulary

Ur (2012) The simplest definition of vocabulary is the words the language': but this is an oversimplification First, vocabulary does not just mean single words, but includes also lexical chunks or chunks for short. These are groups of two or more words that convey a meaning in the same way a word does, and are learnt and retained in the memory as a single lexical unit. Second, the term as it is used in this book excludes words that are grammatical items: word like the, is, that, what, something; pronouns, prepositions, numbers, basic, auxiliary verbs like do, and so on.

According to Putri (2017) vocabulary is a basic element of a language used to label things such as objects, properties and verbs to explain the meaning of what is being conveyed. Khasanah et al (2014) state that in the process of learning English, vocabulary is an important part, but is often neglected in learning activities. Without knowing vocabulary, students will experience obstacles in learning English. Learning

English for elementary school students is not yet based on clear references and proper teacher preparation.

According to Khodareza in Putri (2017) to be able to teach vocabulary effectively, teachers should be able to decide and determine methods and approaches that are appropriate to the age of the students being taught because teaching English is not the same as teaching Indonesian. , show or tell in an appropriate way according to the age and level of the student's ability to receive a teaching, so that the student understands and knows what is being taught

b. Types of vocabulary

According to Judy (2007) There are 4 types of vocabulary, they are:

1) Listening Vocabulary

The words we hear and understand. Starting from the womb, our fete's can detect sounds as early as 16 weeks of age. In addition, babies will hear sounds when they wake up. We have been learning new vocabulary this way all our lives. By adulthood, most of us will know and understand nearly 50,000 words. Stars (1999). according to Tompkins (2005) Children who are truly deaf cannot master listening vocabulary. On the other hand, if they have a typical model at home or school, they will be exposed to a "visual" listening vocabulary. The number of modelling words is far less than the listening vocabulary that accompanies the child's listening.

2) Speaking Vocabulary

The words we use when we speak. Our spoken vocabulary is relatively limited: most adults use only 5,000 to 10,000 words in all conversations and

instructions. This number is probably much less than our listening vocabulary, which may be due to convenience.

3) Reading Vocabulary

The words we understand while reading the text. We can read and understand many unused words in our vocabulary. If you are a reader, this is the second most popular vocabulary. If you are not a reader, you cannot "add" to your vocabulary.

4) Writing Vocabulary

The words we can use words to express ourselves when we write. It is usually easier for us to explain ourselves verbally, using facial expressions and intonation to help convey our thoughts, and then finding the right words to convey those same thoughts in writing. Our written vocabulary is largely influenced by the words we can spell.

c. Principle in learning and teaching vocabulary

According to Nobert (2000) surveys explicit vocabulary teaching is clear and emphasizes several key principles:

- 1) Develop. Visual vocabulary
- 2) Merging new words and old words
- 3) Give multiple encounters in one word
- 4) Increase deep processing rate
- 5) Convenient imaging
- 6) Make new words "real" by relating them to the student world in some way
- 7) Use a variety of technologies
- 8) Encourage independent learning strategies Technique in vocabulary mastery

Penny (2012) suggest some ideas for quick vocabulary review

- 1) Write the items on the blackboard; ask students if there is anything they don't remember, and then they will be given an explanation of what they don't understand.
- 2) Give students five minutes. During this time students are welcome to look through their notebooks and vocabulary cards and review the items they are about to learn.
- 3) Dictate items in L1, and invite students to say their English equivalents; or vice versa.
- 4) Ask each student to say a word or phrase that they have just learned, which is around the class. (This is essential for students to be able to demand meaning: the fact that they have memorized it is a good indication that they also know what it means we rarely remember meaningless sounds)
- 5) See 2 vocabulary review for some more ideas, many of which can be got through fairly quickly

2. Concept of learning media

a. Definition of learning media

Putri (2017) stated that the media is a tool that is arguably very important for learning languages, especially for young learners. the teaching and learning process of the main language of English for young students should be followed by the use of learning media, especially visual ones. Media is everything that can be used to transmit messages from the sender to the recipient so that it can more easily stimulate the thoughts, feelings and interests and attention of students in such a way that the teaching and learning process goes well and

is also active Robinson and Kiewra in McDermott (2010) that using infographics such as tables, charts, and other visual elements is an effective way to convey new information to students.

Aini and Istiqomah (2017) Explained the results of the agreement and the problems faced by the teacher, increasing vocabulary mastery is carried out with the media. The media is a tool used to deliver material to students Munadi (2013). Learning media functions to change or duplicate actual objects and make abstract concepts into concrete concepts so as to achieve learning objectives Snaky (2013).

b. Type of learning Media

The media used in the learning process can be divided into several types. According to Arief S. Sadiman (2003), the types of media commonly used in teaching and learning activities are:

- 1) Media visual, media included in visual media and used to send messages from the source of the message to the recipient of the message. Channels use visual attention. Pour the information you want to deliver into the symbols of visual communication. Some types of graphic media are:

a) Pictures / Photos

Pictures are a medium that can promote educators and students to achieve their learning objectives in the teaching process. With the existence of image media, it can make it easier for educators to convey information or information (course materials), and it also makes it easier for students to understand the topics conveyed by educators. To achieve the learning objective

b) Sketch

A concept map is an image that presents or conveys the important relationships between the concepts of the learning topic and is summarized. A statement generally connects the main points of the material with conjunctions to form a proposition, which can describe the material more comprehensively.

c) Diagrams

A chart is a visual medium used to describe or explain data that will be presented in the form of images, as shown above. Therefore, presenting the material in the form of a diagram helps to understand the content of the presented material. Because diagrams are used to simplify complex issues to simple and clear, so that you can clarify the message delivery (subject material). Let learning not be boring, because students do not need to read a lot of written texts or subjects, so they are very tired. Students only need to observe and understand the content of the diagrams and images to understand the material.

d) Posters

Poster is a visual medium in the form of a picture with text. The text emphasizes one or two main ideas so that readers can understand them at a glance. In addition, by conveying information through posters, it will be easier for viewers to understand and understand why posters can attract attention, and can also influence and motivate viewers' behavior.

e) Globe

map or globe is a visual medium in the form of images or objects used to present location data. The role of maps or globes in learning media is to make it easier for educators to use these objects or images to show the location of a region, a province, or even a country.

Advantages and disadvantages of visual media

Advantages:

- a) It can be analyzed more easily. In addition to visual media, students can understand materials more easily, and students can think more critically, and use visually presented materials to help students remember more easily.
- b) Able to overcome the limitations of the students' knowledge.
- c) May generate new learning desires and interests
- d) Increase student appeal to materials presented using visual media.
- e) Easy to apply.
- f) Durable, so students can read or watch over and over again.

Disadvantages:

- a) Poor practicality.
- b) Only in the form of images and text, so this medium cannot be applied to students with special needs, one of which is the visually impaired. This kind of media has no sound, so it is not very interesting.
- c) The production cost is quite expensive, because before using this medium, it must be printed or manufactured and transported before it can be enjoyed by the public.

2) Audio media, audio media related to hearing. Information that will be transmitted is injected into verbal and non-verbal hearing symbols. There are several types of audio media, including:

a) Radio,

Radio is a visual media in the form of objects or tools that can be used to facilitate the teaching and learning process and through auditory applications. The function of radio as a learning tool is to provide the information it contains.

b) Tape Recorder

Tape recorder is an audio-based learning media that is used by hearing. The role or function of a tape recorder in learning media is that it can be used to record sounds or data (topics) so that educators can copy them upon delivery. But this tool is rarely discovered because it has been replaced by newer and more sophisticated technologies.

c) Laboratory.

Language Lab is an audio medium used to support the teaching of Indonesian, Arabic, and English. With this tool, educators and students can achieve the teaching objectives more easily.

Advantages and Disadvantages of Audio Media

Advantages:

a) Low Cost (Low Price)

b) The media is easy to transport, move and use.

c) The material is playable

d) It can stimulate students' listening activities and develop their imagination, such as writing and painting.

Disadvantages:

- a) This medium is abstract because it only exists in the form of sound, so visual aids are needed in some cases.
 - b) Since this audio medium is abstract, its understanding can only be controlled by words or language and sentence structure.
 - c) If this medium is applied to those who already have the ability to think abstractly, it will be successful.
 - d) This means that it cannot be used by students with special needs, more precisely those students who cannot hear (deaf)
- 3) Projection Media, Projection Media is silent similar to graphic media in the sense of presenting visual stimulation. Some types of still projection media include:

a) Film

Movies are very useful audiovisual media in the teaching process. Because the film can meet the needs of students for the materials they learn. The old film format is usually silent. Then, with the passage of time and the advancement of technology, sound and thousands of images have been available in separate recordings. And both show expressions. 6 Through the use of sound movies, students can stimulate their interest in learning and development.

b) Opaque Projectors

Sound slides are a combination of slides or pictures and audio or audio tapes. Sound slideshows in the form of Powerpoint, adobe flash, adobe Premiere and windows movie maker. Sound

slides are very effective in the teaching and learning process, allowing students to be creative. Because if you make a good sound slideshow, it will improve the learning effect. The sound slideshow can be repeated as needed and can be speeded up or slowed down.

Advantages and disadvantages of audiovisual media

Advantages:

- a) The use is not limited by time
- b) Very practical and attractive
- c) The price is relatively cheap, you can use many times
- d) Save time, you can play videos or movies

Disadvantages:

- a) If the movie plays too fast, students Can't keep up with
- b) The sound frame film rack requires a darkroom.
- c) The TV rack cannot be carried with you because it is often located somewhere.
- d) Special skills and experience in the presentation or creation of audiovisual learning media are required, because these media exist in the form of sounds and images, including moving images and static images. Therefore, creating such media is often more complicated than using visual and audio media.

4) Multisensory

In this era of globalization, learning is demanded to follow the times and demands of the times, learning must be carried out to prepare students to be able to be accepted by the community. Learning is no longer ancient with the same method

and only involves one five senses, for example, hearing, because students have the right to stimulate from various sources.

Learning must be authentic; students have the right to receive learning as happened in his life. There must be a concrete simulation with the help of many things including media and various learning models. (Trilling and Fadel, 2009).

Multisensory learning is the learning carried out by involving various sensory stimulation including hearing, vision, touch, and sometimes also smell and tasting Abidin (2014). Learning is said to be multisensory learning when the learning can involve 5 Panca Indra.

Glaser (1976) in Abidin (2014) states that there are several learning principles that students have, namely: we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear And see, 70% of what we discussed with others, 80% of what we experienced themselves and 95% of what we teach others.

3. Flash Cards

a. Definition of Flash Cards

Flash card is a card that contains images, text, or symbols that can remind or guide students on something related to images that can be used to practice spelling and enrich vocabulary Arsyad (2011).

According to Hotimah in Putri (2017). Flash card is a media in the form of a card that has an image made of photos or images, where on the back of the flashcard there is a description of the image. The pictures loaded on this flash card will help improve children's memory, because

visual media have a greater influence and make it easier for children to remember and understand things than through verbal/audio media Hudson et al (2011).

According to Putri (2017) with flash cards students can learn questions and answers about vocabulary, historical days, formulas and other subjects. This can be done repeatedly so that making flash cards helps students remember what they have learned.

Based on the explanation above, it can be said that flashcards are visual media in the form of cards that contain interesting pictures, words, or symbols.

b. The advantages of Flash cards

Media flash cards have several advantages, as expressed by Putri, (2017), among others

- 1) easy to carry anywhere; This means that with a relatively small flash card size, it can be stored in an easily accessible place such as in a bag or even in a shirt or pants pocket, so it does not require a large space, so this flashcard can be used anywhere, both inside and outside the classroom.
- 2) Practical; that is seen from the way of manufacture and use, this flash card media is very practical, in using this flashcard the teacher no longer needs to have more special skills, because this media also does not require electricity. when we are going to use it, we just need to arrange the order of the images we want without the hassle of being regulated by the system, in using them, make sure the position of the image is correct, not upside down, and if it is not in use, just save it by binding or using a special box so that the flashcard is not scattered.

- 3) Easy to remember; The combination of images and text makes it very easy for students to recognize the concept of an object, even to know the name of an object students can be assisted with pictures, and vice versa to find out the name of an object or concept students can see with the letters or text
- 4) Fun; flash card media in its use can be through educational games. For example, students compete to find certain objects or names from randomly stored flash cards, by running students competing to find flashcards that have been scrambled.

4. Augmented Reality (AR)

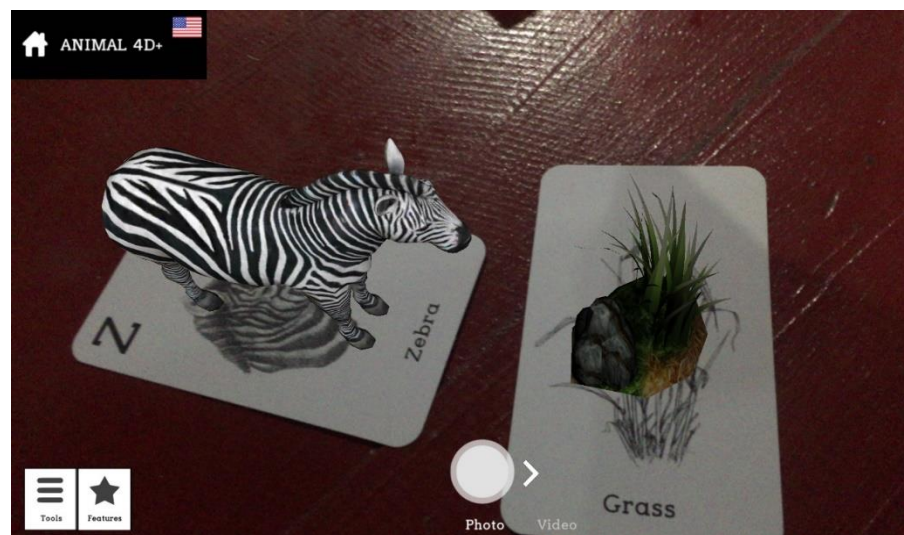
a. Definition of Augmented Reality (AR)

According to Dian (2017) Augmented Reality (AR) is one of the potential multimedia-based computer technologies and is receiving great attention in today's education world. The urgency of Augmented reality in the world of education has just begun. The Augmented Reality interface offers rich interaction and collaboration between the real world and the virtual world. According to Carminignaniani and Furht Augmented Reality or often abbreviated as AR is a technology that combines virtual objects into a real environment in real-time. Augmented Reality allows users to see the real world with virtual objects generated by computers shed on the real world by utilizing the Augmented Reality system. By using this augmented reality system, students can interact with 3D and 4D-based information, along with natural and real objects and events. This means that Augmented Reality can create a learning environment where learning

objects are presented virtually in a real environment around students.

Then Azuma et al (2011) stated that Augmented Reality allows the smooth and perfect amalgamation of virtual and real-world content. Radu et al (2016) explained Augmented reality is a technology that has great potential to mix virtual content in the physical context of the real world, it will allow students to see virtual content in the real world.

Animal 4D+ is an animal recognition application using AR technology. This application uses a marker in the form of an animal card as an intermediary to display a 4D animation to the user based on the animal card highlighted by the user's camera. Other functions include an animal information display function and an interactive chain function. This function works when we highlight two cards at the same time, such as a zebra card and a grass card. If they shot a zebra and a grass at the same time, the zebra would eat the grass. The following is an example of an image display from the Animal 4D+ application, as shown in the picture.



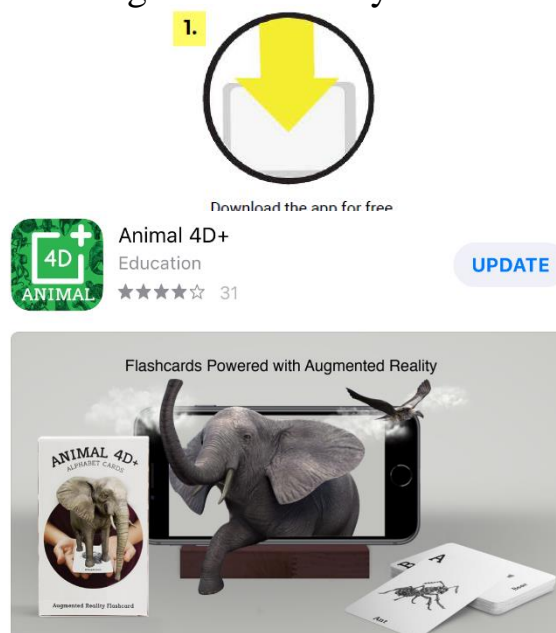
Picture 1. Augmented Reality Media

b. Step to use Augmented Reality (AR)

According to Dian (2017) explains how Augmented reality works divided into 4 stages, namely:

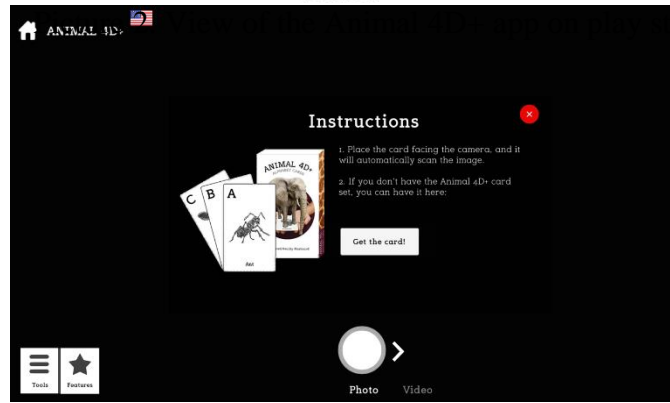
- 1) Capture, in this section, an image is taken (Video Capturing) using a smartphone or iPad camera media which will then be directed to the object being targeted.
- 2) Introduction, this section will identify the alignment between the objects captured in the shooting process with object markers that have been configured with an augmented reality system.
- 3) Processing In this section, an experimental process will be carried out from the results of the marker detection process. before that to find out where the virtual content is stored. The location of virtual content can be identified by tagging or tracking on the GPS depending on how the system is integrated.
- 4) Visualization At the end of this section, virtual content will appear. This content can be in the form of text, images, videos, and 3D objects.

c. Step to use Augmented Reality 4D+

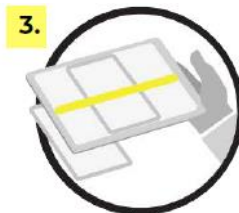




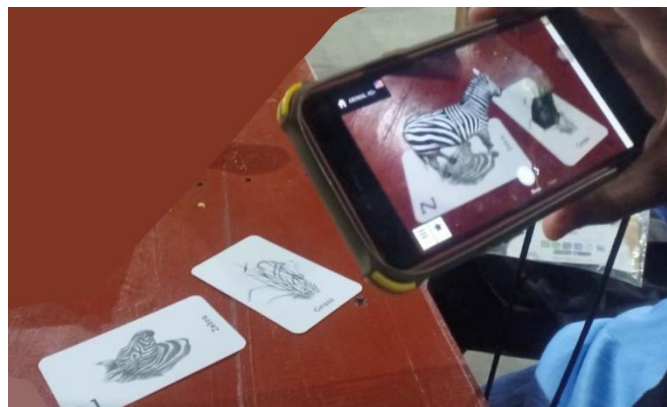
Launch the app and register the serial number to unlock all features.



Picture 3. Display the App Animal 4D+



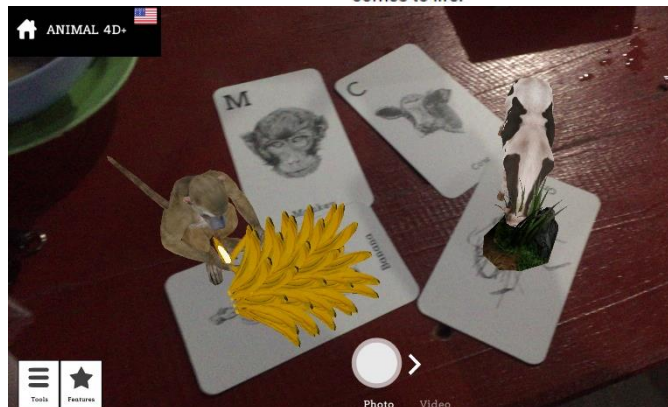
Place the cards facing the camera and it will automatically scan the image.



Picture 4. Camera view on App Animal 4D+



See and enjoy the experience as the image on the card comes to life!



Picture 5. The display after the teaching materials are scanned

According to Octagon Studio (2019) explains about steps to use Augmented Reality:

- 1) The educator introduces the students to various animals' habitats or the workplaces of various occupations.
- 2) The students are split into groups of 2 to 5.
- 3) By utilizing the 'Image Capture' or 'Video Recording' feature in the apps, each group are asked to take picture(s) or make a short clip of one or more animals/ Octaland character(s) in their natural habitat(s) or workplace(s) as the background.

- 4) Students are free to use pictures or real locations as the background, and they can even add narration or a little story to it to show their creativities

5. Young Learners

Zubaidah (2004) says that younger learners will have a greater chance of succeeding in language learning. This is because the young learners are in the golden age. In learning language, children are advised not to directly learn heavy language, but can start from things that are around the child, such as animals, plants and objects around the child, such as things that children like will make it easier for them to learn. remember it, because it is often seen by children. Khairani (2016) said that there are many methods and skills to learn English, such as storytelling, role playing, arts and crafts, games and music. Children learn while playing and children do not distinguish between learning and playing. Mayesty continued in Mursid (2015), playing is an activity that children do throughout the day, because for children playing is life and life is a game.

a. Characteristics of Young Learners

According to Brendon (2012) mention some young learners have their own characteristic. There are some of their generally characteristic that teachers and parents should know:

- 1) Young learners have fairly short attention spans. So, the teacher must have the technique or ability to eliminate children's boredom. They should also provide varied activities such as handwriting, songs, games etc., which can make children more active.
- 2) They are classified as very active. the teacher can try to invite them to play either in the form of educational games or role play dialogues and also involve them in competitions.

- 3) They will respond very well to compliments. teachers also really need to always encourage them to be creative and innovate and then praise the results of their work.
- 4) They range differently in their language experience process. their behavior as a unit in treating them. Never support those who have only a minimal vocabulary in English at the expense of those who don't know anything at all.
- 5) They are less shy than older students. invite them to follow and keep repeating the words, in order to train their memory.
- 6) They are more imaginative, if they use pictorial media to introduce new vocabulary related to more concrete meanings, but most likely this will make it difficult for young learners to distinguish between imagination and the real world.
- 7) They like to learn while playing. Young students assume that the best teaching and learning process is when they learn while playing. Teachers are expected to let games become an important part of the ongoing teaching and learning process.
- 8) They are less shy than older students.
- 9) They love to imitate and are skilled at listening carefully and then imitating what they hear.
- 10) They will be relatively more responsive when receiving praise from the teacher.
- 11) They have a little limited creativity in writing and reading even in their first language.
- 12) Generally, they do not really care about their friends but will be more concerned with themselves.

- 13) They have relatively minimal knowledge of the world's knowledge.
- 14) They are connoisseurs of a world of fantasy, imagination and movement.

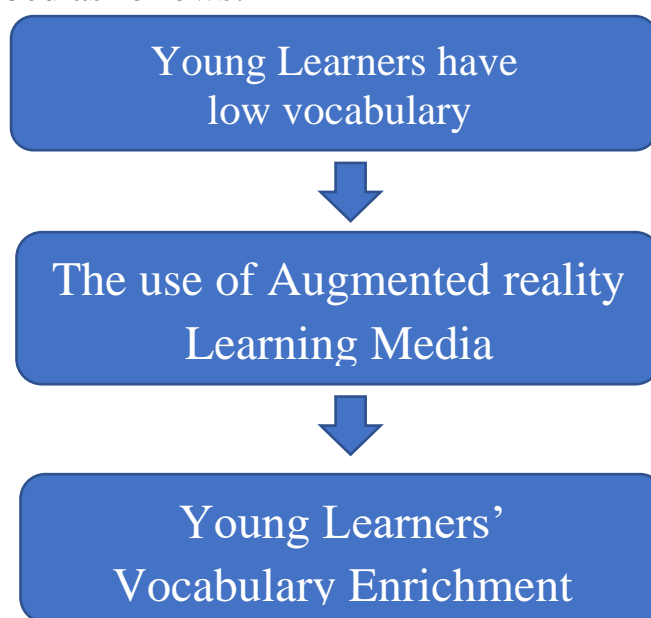
There are some special characteristics that children have in learning language. They are as follows:

- 1) Children will respond to the language they receive well through concrete things (visual things) compared to abstract things.
- 2) Children need more physical movement (real) and more tangible activities to stimulate and provoke their thinking to be more active.
- 3) Children will be more enthusiastic if they learn by using activities that are more fun and more active if they are included in activities that make children not feel bored.
- 4) Children relatively prefer to play, and learn best when they feel comfortable.
- 5) Learn best when using things that are closer and more familiar to their culture.
- 6) Children like to collaborate in solving a puzzle which makes them more active and feel happy in doing it.

C. Conceptual Framework

Based on the observations that have been done, the vocabulary in English learners are still very lacking. This is due to the lack of media provided and refers only to textbooks. Therefore, there needs to be a use of learning media that can not only be learned in school but can also be used and learned at home because this media is android-based, this is to improve vocabulary in the types of animals that use English that is presented with a clear virtual.

The use of this learning media will help teacher and young learners in learning process. This media that researcher use is able to combine text, images, audio, animate images or videos in a single unit, so that this media can provide more interesting learning and make it easier for children to capture what they are learning. The use of interesting learning media will indirectly enrich the vocabulary and the ability to increase students' vocabulary for learning. In addition, by using media, the meaning will be clearer and easier for children to understand and allow children to achieve better learning goals. For more details, the framework of thought in this research can be described as follows:



Picture 6. The Framework for Using Augmented Reality Learning Media to enrich the vocabulary to young learners.

D. Research Hypothesis

The researcher formulates the hypothesis as follow:

- a. Alternative hypothesis (H1): The use of Augmented Reality media can significantly enrichment student's vocabulary
- b. Null hypothesis (H0): The use of Augmented reality media cannot significantly enrichment student's vocabulary

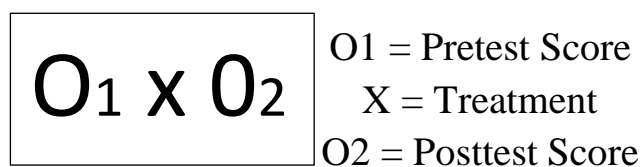
CHAPTER III RESEARCH METHOD

This Chapter deals with the research design, variable of the research, Operational definition, Population and sample, Instrument of the research, Procedures of collecting data, and Technique of data analysis

A. Design of the Research

This research used pre-experimental design which is a one-group pretest-posttest. The design research design conducted twice, namely before treatment and after treatment, then given treatment using flashcards media based on augmented reality.

In this Research, the design used a one-group pretest-posttest design. The design in this research can be described as follows:



Picture 7. Design one-group pretest-posttest

B. Variable of the research

Research variables are everything in any form determined by the researcher which will then be studied so that information about the subject is obtained, which ultimately draws conclusions. The variables in this research were distinguished into 2 kinds, namely:

- a. Independent Variables or also variable predictors in this research is a learning media based Augmented Reality.
- b. Dependent Variables criteria variables, which are the main concern and at the same time become the main target in a study. The variable tied to this research is the enrichment of young learner's vocabulary

C. Operational definition

Based on the variables of this research, the operational definition has two definitions as follows:

1. Flashcards based on Augmented reality is a link between cards and also electronic devices such as mobile phones and tablets using animals 4D application.
2. Improving vocabulary young learner's is an activity to enrichment vocabulary that aims to allow young learners to have more vocabulary.

D. Population and sample

1. Population

The population of this research is class B of RA. Perwanida 1 Lipu in Academic Year 2020/2021 which consists of 3 groups. Group 1 consists of 22 students, group 2 consists of 21 students, and group 3 consists of 21 students, so the total population in this study is 64 young learners in RA. Perwanida 1 Lipu.

2. Sample

The sample in this research used cluster random sampling technique, that is group 1 consisting of 22 young learners.

E. Instrument of the research

The research used a vocabulary test, which given as pre-test and post-test. The test used to indicate the young learner's enrichment in vocabulary.

The test that used in this research is a test that aims to measure young learners' enrichment in vocabulary. The type of test used in this research is an objective test in the form of multiple choice with a total of 30 questions. This question is in the form of an image that has 4 answer choices which will then be chosen by young learners.

F. Procedures of collecting data

The researcher collected the data by covering administration of pre-test and post-test in the following procedure: The researcher given a multiple-choice test which consists of 30 items in the form of pictures to each young learner. Because the samples are young learners who have lack of ability in reading, the researcher was help young learners by reading the questions. After the researcher shows the picture and then the young learners are able to mention the vocabulary contains in the picture then the correct answer will be given 1 point while the wrong one will be given 0 point.

After that the researcher summed how many correct answers from each young learners' answer then multiply it 10% so as to get the final score.

G. Techniques of data analysis

This research used descriptive statistics to analyze the data. Descriptive statistics used in this research include summation, average, standard deviation, and frequency table. the following are the techniques used to analyze the data that has been collected:

1. Tabulation of student test scores after treatment in the pre-experimental class. The researcher used the following simple formula to convert the score obtained into a set of maximum scores of 10:

$$\text{A Students' score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 10$$

2. Calculating the mean score

Calculating the mean score of the students' test by using SPSS.

3. Classifying the score of the students into five levels as follows:

Table 1. Scoring classification of vocabulary

No.	Range of Score	Classification
1.	9.6-10	Excellent
2.	8.6-9.5	Very good
3.	7.6-8.5	Good
4.	6.6-7.5	Fairly good
5.	5.6-7.5	Fair
6.	3.6-5.5	Poor
7.	0.0-3.5	Very poor

(Depdiknas, 2004)

4. Calculating the value of test. Calculating the value of test to find out the significant difference between pre-test and post-test by using SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of each activity started from pre-test up to post-test.

A. Findings

This section deals with the presentation of data taken from the pre-test and post-test. Before treatment, students were given a pre-test to determine the level of students' vocabulary. In addition, the purpose of the test is to find out whether before and after treatment students have progress in enriching vocabulary. Then the same test was conducted to measure whether students made progress in vocabulary achievement through the use of the augmented reality flashcard. To analyze the data obtained from the test, the researcher applied the t-test analysis in SPSS version 15.

To assess the students' vocabulary enrichment, the researcher used the evaluation criteria issued by the Ministry of Education and Culture of the Ministry of Education and Culture (2010) that a student can be said to be successful if they reach a score of 65%.

As mentioned above, the researcher used pre-test, treatment, and post-test in collecting the data. The following is a description of each activity.

1. The data analysis of Pre-Test

Before giving the pre-test, the researcher gave little explanation of vocabulary about the various animals and showed some examples. Before teaching and learning activities are carried out, the researcher conducted pre-tests which were attended by 22 students. The researcher provided 30 multiple-choice items as their pre-test.

After examining the results of the students' pre-tests, the researcher concluded that the students' vocabulary was severely lacking. The results of the pre-test can be seen in Table 2 below.

*Classification of frequency and percentage score of students' vocabulary
Table 2. pre-experimental class (pre-test)*

No	Classification	Score	Frequency	Percentage
1.	Excellent	9.6-10	0	0%
2.	Very good	8.6-9.5	0	0%
3.	Good	7.6-8.5	0	0%
4.	Fairly good	6.6-7.5	1	5%
5.	Fair	5.6-7.5	0	0%
6.	Poor	3.6-5.5	4	18%
7.	Very poor	0.0-3.5	17	77%
Total			22	100%
Mean Score			3,02	

The table above shows that, students' scores in vocabulary tests are very poor. 22 students who took the test, 1 student (5%) scored fairly good, 4 students (18%) scored poor, and 17 students (77%) scored very poor.

The average test score is 3.02. It means that the students' vocabulary enrichment is still very low. Therefore, the researcher is trying to apply augmented reality flashcard animal 4D+ in teaching vocabulary as a media to enrich students' vocabulary.

2. Treatment

After the researcher obtained the pre-test score, students proceeded to the next step. This step was divided into 4 meetings.

a) First Meeting



Picture 8. First Meeting

The first meeting held on August 19, 2021, from 08:30 to 09:30 a.m. This meeting focused on getting to know the alphabet and then the various animals contained on the flashcard.

The steps in the teaching and learning process are: First, the teacher greets and then warms the students to burn their spirits and then check their presence. Indirectly, it makes them feel enjoyable, fun, and confident in following the learning. Second, the teacher began the study by first asking students about the names of animals they knew. Third, teacher gave a few minutes to remember the names of animals they knew, Fourth, teacher showed some names of animals through the augmented reality media contained in the Animal 4D+ application. Fifth, teacher invite students to identify animal traits with the Animal 4D+ app. Sixth, the teacher invited students to

pronounce the name of the animal. The teacher repeated to show the animal's name up to three times.

b) Second Meeting



Picture 10. Second Meeting

The second meeting was held on August 20, 2021, from 08:45 to 09:45 a.m. The second meeting was the same as the first, but it focused on students' memories of animal names that had been studied yesterday.

In the second meeting, teacher discussed the names of animals that had been given yesterday, ranging from the prefix letter of the animal's name to the animals around. Then teacher displayed several animals through the Augmented Reality media Animal 4D+.

The teacher invites students to identify animals through Augmented Reality media Animal 4D+, by providing one flashcard for one student who will then be called to the front of the class and the teacher invites students to say the vocabulary of the animal that the

student is using and also listen to the sounds released by the animal being shown. teacher ordered students in front of the class to repeat and show animal vocabulary up to three times to their friends.

c) Third Meeting



Picture 11. Third Meeting

The third meeting was held on August 23, 2021, from 08:30 to 09:30 am. This meeting is focused on recalling the kinds of animals they have learned in the past.

The steps in the teaching and learning process are: First, the teacher greets and then warms the students to burn their spirits and then check their presence. Indirectly, it makes them feel enjoyable, fun, and confident. Second, teacher began the study by asking students about the names of animals they knew. Third, teacher named the students and then asked for the name of one animal per student, then other students were given a few minutes to remember the names of the animals they knew, Fourth, teacher showed some names of animals through visual

media contained in Augmented Reality media Animal 4D+. Fifth, the teacher invited students to use a flashcard and point the phone camera to the flashcard and then identify the characteristics of animals that appear in the media Augmented Reality media Animal 4D + and also mimic the sounds released by the animals being shown and the movement of the animal. Sixth, the teacher invited students to pronounce the name of the animal. The teacher repeated to show the animal's name up to three times.

d) Fourth Meeting



Picture 12. Fourth Meeting

The Fourth Meeting was held on August 24, 2021, from 08:30 to 09:30 am. This meeting is focused on recalling the various animals.

The steps in the teaching and learning process are: First, the teacher greeted and then warmed the students to burn their spirits then checked their presence followed by mentioning the names of the animals they knew. Indirectly, it makes them feel happy, fun, and confident. Second, the

teacher started the research by asking the students about the names of the animals they studied several meetings ago. Third, the teacher has given them a few minutes to remember and collect as many animal names as they know, Fourth, the teacher shows some animal names through the Animal 4D+ application by asking students to come to the front of the class and show the animals. the. Fifth, the teacher invited students to identify the characteristics of animals they knew with flash cards and the Animal 4D+ application and also imitated the sound of the animal being displayed. Sixth, the teacher asked students to name the animal. The teacher asked the students to repeat to show the name of the animal up to three times.

3. Analysis of Post-test

At the first to the fourth meeting in the treatment class, teacher observed the teaching and learning process in class. Teacher observed how they are active in the learning process to understand the material. The teacher also observed the conditions and situations in applying augmented reality flashcard media and to find out the richness of students' vocabulary and to see if augmented reality-based 4D+ media animals can enrich students' vocabulary. To measure the students' vocabulary achievement, the researcher used post-test by using the same questions given at the pre-test

Classification of frequency and percentage score of student's vocabulary

Table. 3 pre-experimental class (post-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	9.6-10	0	0%
2.	Very good	8.6-9.5	0	0%
3.	Good	7.6-8.5	2	9%
4.	Fairly good	6.6-7.5	3	14%
5.	Fair	5.6-7.5	11	50%
6.	Poor	3.6-5.5	6	27%
7.	Very poor	0.0-3.5	0	0%
Total			22	100%
Mean			6,02	

The table above shows that students' scores in vocabulary tests are fair. Of the 22 students who took the test, 2 students (9%) scored Good, 3 students (13,64%) scored Fairly Good, 11 students (50%) scored Fair, and 6 students (27,27%) scored Poor.

The table above shows that the mean score of posttests after treatment. The posttest average score is 6.02 which is categorized as fair, while the table.2 average pretest score before treatment is 3.02 which is case vocabulary prized as very poor. This shows that after being given treatment, the average score is higher. This proves that the treatment with augmented reality flashcards provides a significant increase in enriching students' vocabulary.

4. The data analysis of vocabulary test.

	Paired Differences	t	Df	Sig.
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a) The statistical summary of the students' pretest and posttest

After calculating the result of the students score pre-test and post-test

Table 4. The statistical summary of the students' pretest and posttest

Variables	Mean	Standard Deviation	Mode	Medium	Minimal Score	Maximal Score	N
Pretest	3,02	1,18580	2,33	2,49	1,66	6,66	22
Posttest	6,02	,95963	5,66	5,66	4,33	8	22

The statistical summary depicted in Table 4 above shows that the total number of subjects is 22 students. The scores achieved by the students in their posttest is increased compared with the pretest. As the result, the mean scores in pretest are classified as poor score, while in posttest the mean scores are classified as fair score.

Thus, the mean score in pretest was 3,02 and in posttest was 6,02. It indicated that the mean score of students' vocabulary achievement in posttest was higher than that of the pretest. It increased 3 points.

b) Uji t Pre-Test dan Post-Test

Table 5. Paired Samples Test

	Mean	Std.Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE & POST	- 2,99909	- 1,07404	- ,22899	- 3,47529	- 2,52289	- 13,097	21	,000

c) The comparison between the students' score of pretest and posttest.

Before comparing the students' score of pretest and posttest in both groups, the following table shows the achievement of the students' pretest and posttest before and after giving treatment, the result of P-value was calculated using inferential statistic through SPSS 15 Version. The following also meant testing hypotheses

Table 6. The P-value of the students' pretest and posttest

Variable	α	P-Value	Remarks
Pretest and posttest	.05	.000	Significantly different

Based on statistics test shown above, it is concluded that the probability value is smaller than the level of significance ($.000 < .05$). It means that H_1 was accepted

and H_0 was rejected. It is concluded that there is a significant difference before treatment in pretest and after treatment in posttest. In other words, there was significant enrichment in students' vocabulary between the pretest and posttest. Then, the key is that augmented reality Flashcards are able to make a significantly greater contribution to students' vocabulary.

Table 7. The T-test of the students' Enrichment Vocabulary

Variable	t-hitung	t-table	Decription
Pretest and posttest	13.215	2.0796	Significantly different

Based on statistics test shown above, it is concluded that the probability value is smaller than the level of significance ($13.215 > 2.0796$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there is a significant difference before treatment in pretest and after treatment in posttest. In other words, there was significant enrichment in students' vocabulary between the pretest and posttest. Then, the key is that augmented reality Flashcards are able to make a significantly greater contribution to students' vocabulary.

B. Discussion

In the discussion section, the researcher will discuss the findings from the data collection, some theories, and the interpretation of the test results. Next, the researcher introduced

a description of the data obtained from the pre-test and post-test after treatment using augmented reality media. which can make students enjoy the learning process, students can also open their minds to mention or pronounce the vocabulary given by using pictures. Students easily remember words using real pictures rather than just giving them a list of words.

English in Indonesia is designated as a foreign language. but has a very important influence on students. This is evidenced by the fact that English is set as a compulsory subject in schools and even tested in national exams. Teaching and learning English in educational institutions (especially formal education) is the most important factor that makes English the main foreign language in Indonesia. Most of the students have a lack of English vocabulary. Teachers need interesting media in introducing new English vocabulary to students. Therefore, in this study, the researcher used augmented reality media in teaching vocabulary.

In addition, several studies have shown that textbook visualization can be effective in enrich the students' conceptual understanding, then simply summarizing information in textbook chapters. Robinson and Kiewra in McDermott (2010) learning vocabulary means learning information or meanings that will just be known. The use of augmented reality in learning and teaching vocabulary facilitates the transmission of vocabulary information and is easy for students to understand. Robinson and Kiewra in McDermott (2010) stated that using infographics such as tables, charts, and other visual elements is an effective way to convey new information to students

The use of Augmented Reality in learning vocabulary can facilitate the students in learning English. In this research, the researcher used Augmented reality flashcard as visual aid aids that contained three basic features: a combination of real and

virtual worlds, real-time interaction, and accurate 3D registration of virtual and real objects derived from sensory images of flashcard animals. Visual aids are a better medium for teaching vocabulary to students. It is in line with Carminignaniani and Furht in Diah (2020) Augmented Reality is a technology that combines virtual objects or images into a real environment in real time.

Based on the opinions of the experts above, it can be concluded that picture media is a form of realization of two-dimensional visual media, which imitates objects and views through a combination of words and ideas that are fast, clear and strong but impractical, with reference to the above statement it can be said that picture media does not so influential on students to absorb what will be conveyed in the picture. Therefore, Putri (2017) supports this by explaining that media is a necessary tool for learning English, especially for young learners. Teaching and learning English activities for students should be accompanied by the use of media, especially visuals. Based on the results of the study after treatment, the student's English vocabulary showed good results.

It is reflected in the increase of students' post-test scores after treatment. Although there were some students got lower score, the average score of students categorized fair. Although there are still some students get scores that are classified as lower, the average score of students can be categorized as quite increasing by looking at the differences in the results of the students' pe-test and post-test. The difference in children's English vocabulary mastery before and after receiving the augmented reality media treatment shows that the enrichment of children's English vocabulary through this media is very influence.

It can be proved by the average pre-test before treatment was 3.02, while the students' scores after treatment showed an

increasing trend, with an average score was 6.02. These data indicate that students have different scores on the pre and posttest. It indicates that there is a significant difference between the average pre-test and post-test scores after treatment. It means that the use of augmented reality media can enrich students' vocabulary.

Learning media that used 2D media in the form of image also have objects and characters but do not have shadows and also colors in monotonous images so that students can see from one side only. While the media in the form of videos or objects that are 3D is an extension of 2D with excess volume and has a shadow that makes students more interactive in using it as a learning medium whose results look alive so that 3D media is certainly more attractive to students because it looks alive. But now 4D+ based media are more attractive by presenting visualizations and animations of models or object designs that describe the virtual world of a combination of 2D and 3D in the real world of 4D+ with the addition of mentioning the name of the animal which is then followed by the sound of the animal so that students can listen and then repeat the name of the animal that is mentioned from the application 4D+. this is in line with the opinion on of Syafitri and Dian (2017) who explain that 4D augmented reality is a combination of virtual worlds and reality created by technology. Virtual objects can be text, animation, 3D models, or videos that blend into the real environment so that users can feel that the virtual object is in their environment, which makes students feel easier in the learning process because students will feel more real and feel closer. With they are learning using augmented reality 4D+ which has a multisensory learning model. Multisensory learning is a learning process that involves all the senses so that students can understand learning easily. With that, Abidin (2014)

explains the nature of multisensory learning is learning that is carried out by involving various stimulations in line with hearing, sight, touch, and also smell and taste. Through this learning model, it is hoped that the process of acquiring information does not only come from sources but various sources, because this learning is different from learning that usually only uses one sense, for example, hearing.

Comparing the results of the pre-test and post-test, the researcher found that the use of augmented reality flashcards in teaching vocabulary was effective. It was proved by the mean score a of post-test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted at RA Perwanida 1 Lipu including pre-test, treatment, and post-test. It is clear that the use of augmented reality media can enrich students' vocabulary. The students' pre-test scores were low before doing the treatment. Contrary to the post test scores of students after treatment. This can be found in the students' post-test scores. The score is higher than the pre-test. Researchers can conclude that the used of augmented reality media in learning activities has positive results and contributes to the enrichment of students' vocabulary at RA Perwanida I Lipu

The application of augmented reality-based media in learning animal vocabulary has a positive impact on students in enriching animal vocabulary, making it easier to remember vocabulary, making it easier to pronounce vocabulary, and being able to focus students' attention in the teaching and learning process carried out in class.

Based on the treatment during 4 meetings conducted in class, the researcher assessed that most students feel happy and more interactive in using this media and can help them in enriching vocabulary, making it easier to pronounce English vocabulary, not feeling sleepy during the teaching and learning process, and increasing interaction with teachers and friends. another.

This is supported by significantly different results, namely the average score of students from the pretest results of 3.02 to 6.02 in the post-test. It can be categorized as a positive contribution from students.

Thus, augmented reality media media can enrich students' vocabulary by looking at the average results of the pretest and posttest. So, it can be concluded that the use of augmented reality media media is also effective in enriching students' vocabulary at RA Perwanida I Lipu Students.

B. Suggestion

Based on the previous conclusion, the researcher proposes the following suggestions:

1) For Teachers

Some teachers find some difficulties when they teach. For example, students do not pay attention, it is suggested to the teacher to use the media in the learning process. Because the media makes students focus, and interested in the lesson. The use of media should be selected depending on the characteristics of the class and age. English teachers should be more creative in choosing methods in teaching English specifically for vocabulary, inviting and equipping students with words that are easier to pronounce in class. So, it is suggested to the teacher to apply this method as a way to enrich the students' vocabulary.

2) For Schools

Researcher hope that every school provides better facilities for students to support the process of learning English.

3) For Readers

The researcher hopes that this thesis can be useful not only for English teachers and other researcher, but also for the readers of this thesis. The researcher reminds the readers of the importance of teaching English for young learners, because learners have the potential of human resources and it is our duty to guide them to a better quality of English. Readers can try to use media such as pictures in the teaching and learning process above.

4) Suggestions for Other Researcher

Because the researcher conducted this research in a limited time. He realizes that this thesis is not yet complete. Many aspects have not been covered in this research. Therefore,

the researcher hopes that other researcher will discuss the media by using other topics that can be trusted or different.

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APPENDIX

Appendix 1. Lesson plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : RA. PERWANIDA 1 LIPU
Mata Palajaran : Bahasa Inggris
Koleksi/ Semester : RA 1 / 1
Alokasi Waktu : 2 x 30 menit (Pertemuan 1)

A. Standar Kompetensi:

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan percakapan sederhana.

C. Tujuan Pembelajaran

Diakhiri pembelajaran

- Siswa dapat mengenal hewan dalam bahasa inggris
- Siswa mengenal alphabets dalam bahasa inggris

D. Materi Pembelajaran: Alphabets, Animals

E. Alat/Bahan: Flashcards, smartphone/tablet, paper

E. Model/Metode Pembelajaran: Group activity, 2-5 students/group

F. Langkah-langkah Kegiatan Pembelajaran

- Pertama-tama guru memberikan salam dan mengecek absensi murid
- Guru memperkenalkan alphabets dan hewan metode berbunyi
- Guru mencontohkan beberapa lagu dalam bahasa inggris
- Guru dan murid bernyanyi bersama tentang alphabets dan hewan
- Guru memperkenalkan macam hewan dalam bahasa inggris
- Guru mereview pelajaran yang sudah diajarkan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : RA. PERWANIDA 1 LIPU
Mata Palajaran : Bahasa Inggris
Koleksi/ Semester : RA 1 / 1
Alokasi Waktu : 2 x 30 menit (Pertemuan 2)

A. Standar Kompetensi:

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan percakapan sederhana.

C. Tujuan Pembelajaran

Diakhiri pembelajaran

- Siswa dapat mengenal hewan dalam bahasa inggris
- Siswa mengetahui tentang habitat setiap hewan
- Siswa mampu mengekspresikan kreativitasnya melalui gambar, video, dan pemilihan lokasi/objek
- Siswa mampu bekerja dalam tim

D. Materi Pembelajaran: Alphabets, Animals

E. Alat/Bahan: Flashcards, smartphone/tablet, paper

E. Model/Metode Pembelajaran: All Students

F. Langkah-langkah Kegiatan Pembelajaran

- Pertama-tama guru memberikan salam dan mengecek absensi murid
- Pendidik memperkenalkan siswa pada berbagai habitat hewan atau tempat kerja dari berbagai pekerjaan.
- Siswa dibagi menjadi beberapa kelompok yang terdiri dari 2 sampai 5 orang.
- Dengan memanfaatkan fitur 'Image Capture' atau 'Video Recording' di aplikasi, setiap kelompok diminta untuk mengambil gambar atau membuat klip pendek dari satu atau lebih hewan di habitat aslinya.
- Siswa bebas menggunakan gambar atau lokasi nyata sebagai latar belakang, bahkan mereka dapat menambahkan narasi atau sedikit cerita untuk menunjukkan kreativitas mereka.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : RA. PERWANIDA 1 LIPU

Mata Palajaran : Bahasa Inggris

Koleksi/ Semester : RA 1 / 1

Alokasi Waktu : 2 x 30 menit (Pertemuan 3)

A. Standar Kompetensi:

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan percakapan sederhana.

C. Tujuan Pembelajaran

Diakhiri pembelajaran

- Siswa dapat mengenal hewan dalam bahasa inggris
- Siswa mampu mengidentifikasi berbagai jenis hewan
- Siswa dapat mendeskripsikan berbagai jenis hewan
- Siswa dapat menikmati pembelajaran dengan teman sebayanya.

D. Materi Pembelajaran: Alphabets, Animals

E. Alat/Bahan: Flashcards, smartpone/tablet, paper

E. Model/Metode Pembelajaran: Group activity, 2-5 students/group

F. Langkah-langkah Kegiatan Pembelajaran

- Pertam-tama guru memberikan salam dan mengecek absensi murid
- Atur siswa untuk berdiri berdampingan, membentuk lingkaran besar. Setiap siswa diberikan 1 kartu (atau lebih; tergantung berapa banyak kartu yang digunakan dan tergantung pada jumlah siswa di kelas). Mereka perlu melihat kartu itu, menghafalnya, dan menyembunyikannya

(di antara telapak tangan atau di belakang .) punggung mereka), sehingga siswa lain tidak tahu kartu apa yang mereka dapatkan.

- Pilih 2-5 orang sebagai pemain, dan kumpulkan mereka secara terpisah.
- Guru kemudian akan membisikkan beberapa ciri hewan kepada para pemain. (Guru juga dapat membacakan karakteristik keras untuk didengar seluruh kelas). (Untuk meningkatkan tingkat kesulitan, guru juga dapat menunjukkan model 3D hewan dengan memindai kartu dengan smartphone/iPad dan biarkan pemain mengetahui karakteristiknya sendiri).
- Para pemain harus mencari tahu kartu mana yang diminta oleh guru dan untuk mendapatkan kartu tersebut, mereka harus masuk ke dalam lingkaran dan bertanya kepada teman-temannya satu per satu. satu sopan, misalnya "Apakah Anda memiliki kartu singa?" Ketika teman menjawab ya, siswa perlu bertanya, "Bolehkah saya meminjam kartu singa Anda?"
- Pemain yang memberikan jumlah kartu yang benar paling banyak kepada guru memenangkan permainan, dan kemudian pemain dapat bergiliran dengan siswa lain

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : RA. PERWANIDA 1 LIPU

Mata Palajaran : Bahasa Inggris

Koleksi/ Semester : RA 1 / 1

Alokasi Waktu : 2 x 30 menit (Pertemuan 4)

A. Standar Kompetensi:

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan percakapan sederhana.

C. Tujuan Pembelajaran

Diakhiri pembelajaran

- Siswa dapat mengidentifikasi abjad dari A-Z
- Peserta didik mampu melafalkan abjad dari A-Z serta nama dan pekerjaan hewan
- Memperluas kosakata pembelajar tentang hewan dan pekerjaan

D. Materi Pembelajaran: Alphabets, Animals

E. Model/Metode Pembelajaran: All Students

F. Langkah-langkah Kegiatan Pembelajaran

Apersepsi:

- Pertama-tama guru memberikan salam dan mengecek absensi murid
- Guru memperkenalkan alphabets dan hewan metode berbunyi
- Guru mencontohkan beberapa lagu dalam bahasa inggris
- Guru mereview pelajaran yang sudah diajarkan

Appendix 2. Flashcard

A



Ant

B



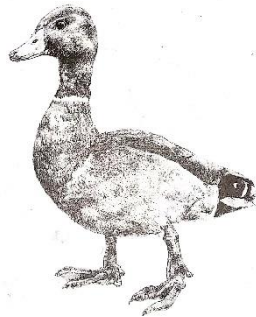
Bear

C



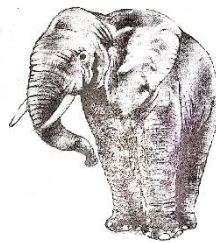
Cow

D



Duck

E



Elephant

F



Frog

G



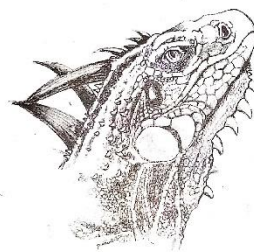
Giraffe

H



Horse

I



Iguana

J



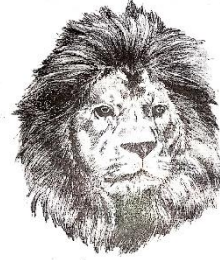
Jaguar

K



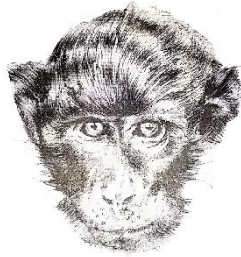
Kangaroo

L



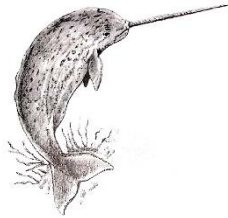
Lion

M



Monkey

N



Narwhal

O



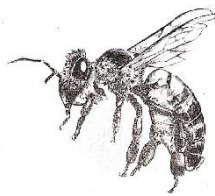
Ostrich

P



Penguin

Q



Queen Bee

R



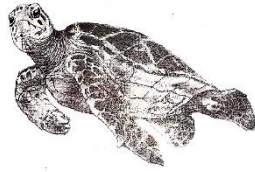
Raccoon

S



Squirrel

T



Turtle

U



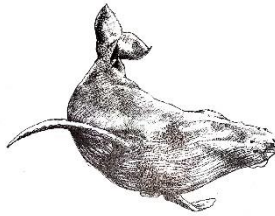
Urial

V



Vulture

W



Whale

X



X-Ray Fish

Y

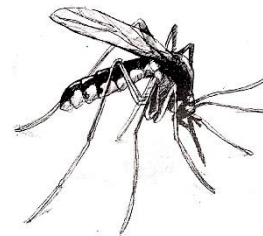


Yak

Z



Zebra



Mosquito

Appendix 3. Instrument

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C OR D!*Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada a, b, c atau d!*

1.
What animal is it? ...
- It is a fish
 - It is a giraffe
 - It is a dog
 - It is a cat



2.
What animal is it? ...
- It is a ant
 - It is a bee
 - It is a mosquito
 - It is a cow



3.
What animal is it? ...
- It is a rabbit
 - It is a chicken
 - It is a snake
 - It is a ant



4.
What animal is it? ...
- It is a turtle
 - It is a snake
 - It is a goat
 - It is a kangaroo



5.
What animal is it? ...
- It is a iguana
 - It is a dragonfly
 - It is a mouse
 - It is a dog



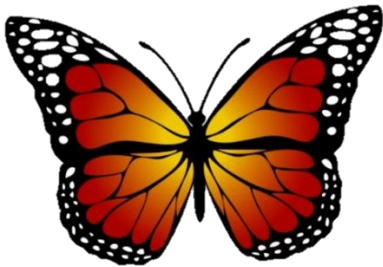
6.
What animal is it? ...
- It is a ant
 - It is a mosquito
 - It is a frog
 - It is a bee



7.
What animal is it? ...
- It is a fish
 - It is a goat
 - It is a cat
 - It is a cow



8.
What animal is it? ...
- It is a dog
 - It is a cat
 - It is a cow
 - It is a sheep



9.
What animal is it? ...
- It is a rabbit
 - It is a chicken
 - It is a butterfly
 - It is a bee



10.
What animal is it? ...
- It is a bear
 - It is a snake
 - It is a goat
 - It is a turtle



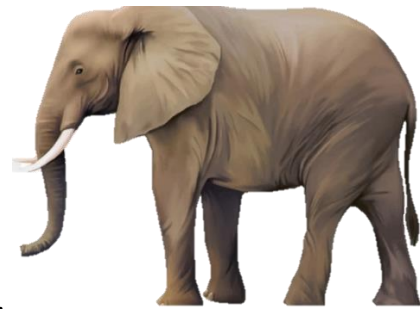
11.
What animal is it? ...
- It is a iguana
 - It is a dragonfly
 - It is a bird
 - It is a bee



12.
What animal is it? ...
- It is a jaguar
 - It is a bee
 - It is a bear
 - It is a lion



13.
What animal is it? ...
- a. It is a dog
 - b. It is a bear
 - c. It is a giraffe
 - d. It is a bee



14.
What animal is it? ...
- a. It is a ant
 - b. It is a elephant
 - c. It is a cow
 - d. It is a bear



15.
What animal is it? ...
- a. It is a duck
 - b. It is a chicken
 - c. It is a turtle
 - d. It is a mouse



16.
What animal is it? ...
- a. It is a giraffe
 - b. It is a sheep
 - c. It is a goat
 - d. It is a cat



17.
What animal is it? ...
- a. It is a horse
 - b. It is a dragonfly
 - c. It is a mouse
 - d. It is a ant



18.
What animal is it? ...
- a. It is a goat
 - b. It is a monkey
 - c. It is a mouse
 - d. It is a jaguar



19.
What animal is it? ...
- It is a mouse
 - It is a mosquito
 - It is a ant
 - It is a bee



20.
What animal is it? ...
- It is a dog
 - It is a lion
 - It is a tiger
 - It is a jaguar



21.
What animal is it? ...
- It is a bear
 - It is a snake
 - It is a butterfly
 - It is a lion



22.
What animal is it? ...
- It is a tiger
 - It is a lion
 - It is a elephant
 - It is a jaguar



23.
What animal is it? ...
- It is a iguana
 - It is a lion
 - It is a penguin
 - It is a bee



24.
What animal is it? ...
- It is a monkey
 - It is a kangaroo
 - It is a bear
 - It is a mouse



25.
What animal is it? ...
- It is a mouse
 - It is a duck
 - It is a fish
 - It is a chicken



- 24,
What animal is it? ...
- It is a penguin
 - It is a chicken
 - It is a rabbit
 - It is a cat



27.
What animal is it? ...
- It is a ant
 - It is a mosquito
 - It is a bee
 - It is a rabbit



26.
What animal is it? ...
- It is a horse
 - It is a cat
 - It is a dog
 - It is a fish



29.
What animal is it? ...
- It is a goat
 - It is a cow
 - It is a dog
 - It is a bear



30.
What animal is it? ...
- It is a horse
 - It is a lion
 - It is a zebra
 - It is a elephant

Appendix 4. Student's vocabulary in pretest

No	Nama	Nilai	Keterangan
1	A-1	3	Very Poor
2	A-2	2,33	Very Poor
3	A-3	2,66	Very Poor
4	A-4	3	Very Poor
5	A-5	3	Very Poor
6	A-6	2,33	Very Poor
7	A-7	6,66	Fairly Good
8	A-8	1,66	Very Poor
9	A-9	2	Very Poor
10	A-10	1,66	Very Poor
11	B-1	3,66	Poor
12	B-2	3,33	Very Poor
13	B-3	2,33	Very Poor
14	B-4	4,33	Poor
15	B-5	3,67	Poor
16	B-6	5,33	Poor
17	B-7	3	Very Poor
18	B-8	2,33	Very Poor
19	B-9	2,33	Very Poor
20	B-10	3,33	Very Poor
21	C-1	2,33	Very Poor
22	C-2	2,33	Very Poor
Total		66,6	
Rata-Rata		3,02727	Very Poor

Appendix 5. Student's vocabulary in posttests

No	Nama	Nilai	Keterangan
1	A-1	6	Fair
2	A-2	6,33	Fair
3	A-3	5,66	Fair
4	A-4	5,66	Fair
5	A-5	7,33	Fairly Good
6	A-6	5,33	Poor
7	A-7	8	Good
8	A-8	5,33	Poor
9	A-9	5,66	Fair
10	A-10	6,33	Fair
11	B-1	7,33	Fairly Good
12	B-2	5,66	Fair
13	B-3	4,33	Poor
14	B-4	7,66	Good
15	B-5	5,66	Fair
16	B-6	5,33	Poor
17	B-7	7,33	Fairly Good
18	B-8	5,66	Fair
19	B-9	6	Fair
20	B-10	6	Fair
21	C-1	5,33	Poor
22	C-2	4,66	Poor
Total		132,58	
Rata-Rata		6,02636	Fair

Appendix. 6 Data analysis of t-value post-test and pre-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	3,0273	22	1,18580	,25281
	POST	6,0264	22	,95963	,20459

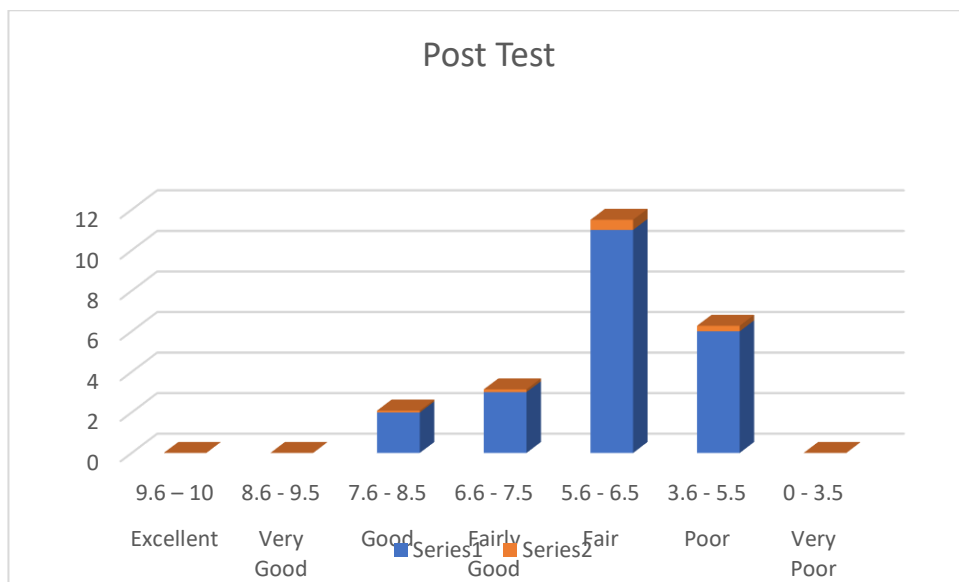
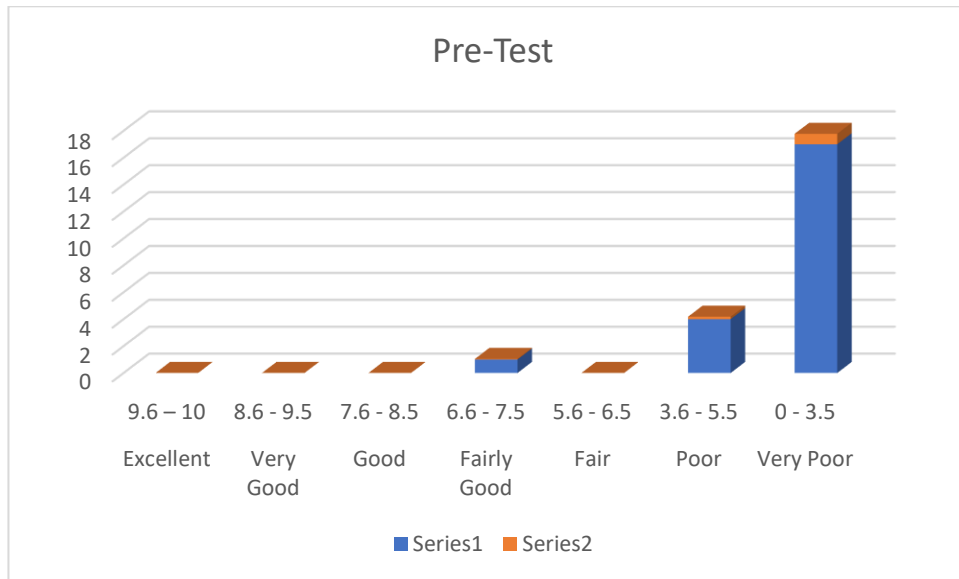
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE & POST	22	,516	,014

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Lower	Upper	Lower	Upper				
Pair 1	PRE - POST	-2,99909	1,07404	,22899	-3,47529	-2,52289	-13,097	21	,000

Appendix 7. Graphic Pre-test and Post-test



Appendix 8. Documenters





Appendix 9. Letter of permit



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

**IZIN PENELITIAN**

Nomor : 204/IP/DPM-PTSP/MM/VII/2021

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/226/VII/2021 Tanggal 02 Juli 2021 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : NURSABRA
 Pekerjaan : Mahasiswi
 N I M : 10256117019
 Program Study/Jurusan : S1. Tadris Bahasa Inggris
 Universitas : STAIN MAJENE
 Alamat : Jl. Teratai Desa Sidorejo
 Kec. Wonomulyo Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"ENRICHING STUDENTS' VOCABULARY BY USING AUGMENTED REALITY FLASHCARD AT RA PERWANIDA 1 LIPU"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) foto copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal : 06-07-2021
 Kepala Dinas



M. DJAZULI. M. SP. MH
 Pembina Utama Muda
 19690703 199803 1 007

Appendix 10. Letter of evidence



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 RAUDHATUL ATHFAL PERWANIDA 1 LIPU
 KECAMATAN BANGGAE TIMUR KAB. MAJENE
 Jl. Abdul Wahab Azasi Kel. Labuang Utara Kec. Banggae Timur Kab. Majene

SURAT KETERANGAN

No. 35/PA-1/DIV-AG/X/2021

Yang bertanda tangan dibawah ini:

Nama : IDAWATI, S.Pd
 NIP : 197905142007102003
 Jabatan : Kepala RA. Perwanida I Lipu

Menerangkan dengan sesungguhnya bahwa:

Nama : NURSABRA
 NIM : 10256117019
 Asal Perguruan Tinggi : STAIN Majene
 Prodi : Tadris Bahasa Inggris
 Jurusan : Tarbiyah Dan Keguruan

Telah melaksanakan penelitian di RA Perwanida I Lipu Mulai Juli sampai dengan Agustus 2021 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul *"Enriching Students' Vocabulary by Using Augmented Reality Flashcard at RA Perwanida 1 Lipu"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Majene, 30 Agustus 2021

Kepala Sekolah
 RA Perwanida I Lipu



IDAWATI, S.Pd

NIP: 197905142007102003

CURRICULUM VITAE



The writer, Nursabra was born in Sidorejo, 14 April 2000, West Sulawesi, Indonesia. She was the second children in her family of the couple Arifin. S and Hasmiah. She has One sister and one brother. The Writer started her education at Elementary School of SDN 007 Sidodadi then Junior High School was Started at SMPN 5 Wonomulyo and Senior High School in MAN 1 Polewali Mandar. After finishing her studying in Senior High School, she continued her study to State Islamic Collage of Majene.

In State Islamic Collage of Majene, the writer accepted in English Education Program, Tarbiyah and Teaching Science Department in this Green Campus the writer tried to develop and increase her knowledge. While active in her college, the writer joined also in organization, that was Racana Imam Lapeo and Andi Depu.