# THE IMPLEMENTATION OF AUGMENTED REALITY (AR) TO IMPROVE STUDENTS' PRONUNCIATION SKILL AT ARRAHMAH ISLAMIC JUNIOR HIGH SCHOOL

**THESIS**

UNIVERSITAS ISLAM NEGERI
**KIAI HAJI ACHMAD SIDDIQ**
J E M B E R

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ENGLISH EDUCATION PROGRAM
JUNE 2025**

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Submitted to State Islamic University of Kiai Haji Achmad
Siddiq Jember in partial Fulfilment of the Requirements
For a Bachelor Degree (S. Pd)
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## THESIS

Has been examined and approved in partial
fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
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# MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِۦ عِلْمٌۚ إِنَّ ٱلسَّمْعَ وَٱلْبَصَرَ وَٱلْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْـُٔولًا

"And do not pursue that of which you have no knowledge. Indeed, the ear, the eye
and the heart—each of them will be questioned."

*(Q.S Al Isra': 36)\**

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\* Ministry of Religious Affairs. (2019). *Qur'an Kemenag*. Retrieved on May 12, 2025, from
https://quran.kemenag.go.id/

# DEDICATION

I dedicate this thesis to:

1. My beloved parents, who give me unconditional love, sacrifices, and prayers throughtout every step of this journey. Thank you for being my unwavering support

2. My dear siblings, Zidni, Habibi and Nana who fill my days with laughter, chaos and love. Their innocent jokes, endless question and simple presence have kept me grounded and reminded me of the beauty in small, everyday moments

3. My family, my siblings, aunts, uncles, cousins, nieces and nephews who have kept the warmth, encouragment, and prayers that have always accompanied me

4. Everyone around me, especially my friends who have stood by me with a constant support,sincere help, and kind understanding. Also my friends who always support the progress of this thesis until it can get to this point now.

5. Last but not least, i want to thank me , i want to thank me for believing in me, for doing all this hard work , for having no days off, for never qiutting. Thank you for always getting back up even though you often feel hopeless. Thank you for always being myself all the time.

# ACKNOWLEDGEMENT

First of all, let's say thanks to Allah SWT. Because of his mercy and blessings, we are always in a good condition. Secondly may peace and solution to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the Islamiyah namely Islamic religion.

This thesis entitled "The Implementation of Augmented Reality (AR) to improve students' pronunciation Skill at Arrahmah Islamic Junior High School" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.

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8. The English teacher at Arrahmah Islamic Junior High School who helped me conduct my research at school.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, June 17th 2025

Author,

Mardliatul Laily MZ
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# ABSTRACT

**Mardliatul Laily MZ ,2025:** *The Implementation of Augmented Reality (AR) to Improve Students' Pronunciation Skill at Arrahmah Islamic Junior High School*

**Keyword :** Augmented Reality (AR), Media, Pronunciation Skill

The research was about improving student' pronunciation skill by using Augmented Reality (AR) at Arrahmah Islamic Junior High School. Students have problems in learning English because the teacher still used conventional method in English class. Another problem is that teachers rarely use media so that learning becomes monotonous and does not attract students' interest in learning English especially in pronunciation. The researcher decided to implement the Augmented Reality (AR) to improve students' pronunciation skill.

The objectives of this research are as follows; To know how Augmented Reality (AR) implemented to improve students` pronunciation at eight grade of Arrahmah Islamic Junior High School. The significance of this research is to provide insight into the effectiveness of AR as a supportive media in English learning, especially pronunciation. This research was formulate as an answers from the question: "How is the implementation of Augmented Reality (AR) to improve students' pronunciation skill at Arrahmah Islamic Junior High School?".

This research used the CAR (Classroom Action Research) approach as the research design which was conducted in Arrahmah Islamic Junior High School. This research used the technique of Kemmis and MC Taggart which includes planning, action, observing, and reflecting. Data collection consisted of observation, test and interview. Meanwhile, the subjects of this research were 20 students of eight grade of Arrahmah Islamic Junior School consisting of 15 male and 5 female. This class was chosen using purposive sampling because the researcher considered that the students in this class were suitable for the research purpose.

The result of the implementation of Augmented Reality (AR) indicated that there were improvements in students' pronunciation. It was proven by the data showed that students gained improvement from 35% in pre-test to 80% in post-test 2. During the learning process, students were actively engaged in practicing pronunciation through AR by listening and repeating. They received feedback and guidance during practice sessions, which helped them become more aware of their pronunciation mistakes. AR supported students in recognizing difficult words and correcting their pronunciation in real-time. After being treated using AR across several meetings, students showed better confidence and accuracy when pronunce the words. Thus, this research was suitable to improve students' pronunciation.

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# CHAPTER I

# INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were research background, the research problem, the research objective, the significance of the research, and the definition of key terms.

## A. Research Background

Teaching English as a foreign language has been a focus of educational development in numerous non-English speaking countries, including Indonesia. According to Jeremy Harmer, successful language learning is highly dependent on interactive and engaging teaching methods, particularly those that foster motivation and allow students to use language in communicative contexts. Harmer emphasizes the importance of meaningful interaction and encourages students to apply language skills in real-life situations, which can make learning more effective and enjoyable. Harmer also highlights that student-centered activities, where learners are actively involved, are crucial for sustaining motivation and achieving better learning outcomes.[2]

Therefore, teaching english requires the implementation of various appropriate methods and approaches so that students can overcome these difficulties well and more easily understand and master english. This english language teaching aims to equip students with good and effective

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[2] Jeremy Harmer, "The Practice of English Language Teaching" 17, no. 3 (2007): 293–318, https://doi.org/10.1080/03626784.1987.11075294.

communication skills both orally and in writing.[3] According to Permendiknas No. 22-23/2006 about Content Standards and Graduate Competency Standards, The development of reading, writing, speaking, and listening abilities is the main goal of English language study. This is done to ensure that graduates can converse and write in English.[4]

One of the key skills in learning english is speaking, which enables students to express thoughts, opinions, and information effectively in various contexts. Harmer explains that developing speaking skills requires activities that not only encourage real-time responses but also focus on both fluency and accuracy, helping learners use correct grammar, vocabulary, and pronunciation.[5] However, many learners struggle with speaking skills due to a lack of opportunities to practice in realistic settings.

Among the critical components of speaking, pronunciation plays a vital role as it affects the clarity and comprehensibility of spoken English. Pronunciation involves mastering elements such as consonants, vowels, word stress, and intonation. Proper pronunciation helps to minimize misunderstandings and enables speakers to communicate more naturally and confidently.

Pronunciation is the way a word or language is spoken. pronunciation could be a reference to commonly accepted phonemic patterns for a certain word or language when spoken in a particular dialect, or it could just be the way a certain person pronounces a word or language. Morley in Tri Rahayu

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[3] Jeremy Harmer, 'The Practice of English Language Teaching' (2007).
[4] Permendiknas, "Peraturan Menteri Pendidikan Nasional RI" 13, no. Ii (2006): 166–73.
[5] Jeremy Harmer, 'The Practice of English Language Teaching' (2007).

Mulyaningsih, explains that an essential part of effective communication is having a good pronunciation.[6] Pronunciation skill in english pedagogy needs to be carefully thought out in order to help students become aware of the variations in english sounds and their characteristics. As students develop spoken english interactions, this might open the door for english pedagogy to expertly enhance their pronunciation and help them understand and comprehend more clearly.

According to Yates, in Zahra Medina, students who have good english pronunciation are easier to understand, even the students make mistakes in other areas, such as grammar. On the other hand, students who have poor pronunciation find it difficult to understand, even if the grammar is perfect.[7] This implies that english pronunciation is crucial. Proper pronunciation involves more than merely articulating words or sounds correctly; teachers need to consider pronunciation a vital component of communication that is incorporated into lesson plans. Pronunciation is therefore a crucial component of oral communication when learning a second language. Due to their mispronounced words, many students find it difficult to communicate in english. Therefore, using media to practice pronunciation can help students become more proficient in the language.

According to Harmer, teaching pronunciation not only helps students become more aware of various sounds and their qualities, but it also

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[6] Tri Rahayu Mulyaningsih, *An a Analysis of Factors Influencing Students' English Pronunciation Ability ( A Descriptive Study of English Tadris Study Program Third Semester at IAIN Curup In Academic Years)*, 2019, 1–79.

[7] Zahra Medina, *Improving Students' Pronunciation Ability Through Microphone Google Translate*, *Nucl. Phys.*, vol. 13, 2023.

significantly enhances their speaking abilities.[8] Teachers should focus on microskills while teaching speaking. Pronunciation skill is one of the microskills. Vowels and consonants, stress and intonations, and related words are among the pronunciation elements that may be taught.[9] Since many english words have identical spellings and sounds, pronunciation is a crucial component of speaking the language. It is believed that misunderstanding would happen since a single mispronounced letter alters the meaning of the entire word. As stated in Surah Al-Qasas verse 34 :

وَاَخِيْ هٰرُوْنُ هُوَ اَفْصَحُ مِنِّيْ لِسَانًا فَاَرْسِلْهُ مَعِيَ رِدْءًا يُّصَدِّقُنِيْٓ اِنِّيْٓ اَخَافُ اَنْ يُّكَذِّبُوْنِ ٣٤

Meaning : *"And my brother Haron is more fluent than me in tongue, so send him with me as support, verifying me, indeed, i fear that they will deny me".*[10]

Based on the verse above, accurate and fluent English speaking requires that students have a strong command of pronunciation skill. The students feel comfortable speaking English if they can accurately and fluently pronounce English words and phrase.[11] Students who struggle to communicate well, on the other hand, may become less confident. Understanding the significance of pronunciation, the teacher should be able to convince students and encourage them to work on their English pronunciation skill.

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[8] Jeremy Harmer, 'The Practice of English Language Teaching' (2007)

[9] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 2009, https://archive.org/download/42512460F2fIntermediate_201901/45343607-PETER-ROACH-English-Phonetics-and-Phonology-A-practical-course-Fourth-edition.pdf.

[10] Al-Qur'an Kementrian Agama, "Al-Qur'an Juz 11-20," *Al-Qur'an Dan Terjemahannya Edisi Penyempurnaan 2019*, 2019, 277.

[11] Ulfa Nadila, Hengki, and Ratna, "Self Confidence Factors of Students in Speaking English in Banjarmasin," *Proceeding of SHEPO 2020 (International Conference On Social Sciences & Humanity, Economics, And Politics)* 2020 (2020): 143–46, https://ojs.uniska-bjm.ac.id/index.php/PIUOK/article/download/3997/2616.

However, pronunciation skill is a skill that is difficult to teach in a classroom setting because it requires a lot of practice to become comfortable. Frequently observed is the fear of being laughed at by other students when they make blunders. Additionally, students' mother tongues may have an impact on how well they pronounce words in english when speaking.[12] For teachers, this presents another difficulty. Teachers and academics have grown more creative as a result of it. Utilizing a media to support teaching and learning activities is one of the creative approaches.

In the learning process, the use of learning media is very important to improve students' understanding. Richard Mayer explained in his theory, that students learn more effectively when they receive information through various channels, such as visual and audio. Along with the rapid development of technology, various innovative media can be incorporated into learning to make the learning process more interesting and effective. One of the media that can be used is technology-based media such as Augmented Reality (AR).

Augmented reality (AR) refers to a visualization technique that uses a camera to overlay digital data onto a real-world setting, producing a mixed reality that is intended to add relevant information.[13] The goal of augmented reality is to create real-time merging technology that enables users to view 3D

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[12] Leffi Noviyenty and Mesi Irene Putri, "Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup," *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)* 532, no. 532 (2021): 283–90, https://doi.org/10.2991/assehr.k.210227.049.

[13] T.P. Caudell and D.W. Mizell, "Augmented Reality: An Application of Heads-up Display Technology to Manual Manufacturing Processes," 2003, 659–69 vol.2, https://doi.org/10.1109/hicss.1992.183317.

items in real life on smartphones.[14] AR allows students to learn interactively through visuals and audio presented in real-time, so that complex material can be delivered in a way that is easier to understand. In this research, the researcher used augmented reality as a media to improve students' skill, especially in the pronunciation.

The implementation of AR in this context follows a structured approach. First, AR content is developed or selected, which particularly focuses on English pronunciation skill, such as 3D and audio visualizations that can be accessed by students through their smartphones. As students use their devices, they can interact with the visual and audio information that appears on the screen, receiving live pronunciation guidance. This immersive learning experience allows students to know the correct pronunciation and hear accurate sounds, which helps them practice pronunciation.

Several previous studies have discussed the implementation of Augmented Reality (AR) in teaching and learning process, especially for teaching pronunciation. Research by Wenhe Min and Zhonggen Yu focuses on the implementation of AR in language learning, the results of which show that the use of AR has a positive effect in enhancing an interactive learning experience. This study also shows that AR can improve vocabulary understanding and pronunciation which are important aspects in speaking

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[14] Mohammad Fitra Mokodompit, Sary D.E. Paturusi, and Virginia Tulenan, 'Aplikasi Augmented Reality Untuk Pembelajaran Bahasa Inggris Pada Anak Sekolah Dasar', Jurnal Teknik Informatika, 16.2 (2021), pp. 121–28 https://ejournal.unsrat.ac.id/v3/index.php/informatika/article/view/33197/32388.

skills.[15] And also in a study by Mohammad Wedyan and others showed that the implementation of AR can reduce anxiety, improve creativity, and collaborative abilities of students, all of which have a positive impact on the language learning experience, especially in the aspects of speaking and pronunciation.[16]

Based on the background described above, researcher is interested in conducting further research on the use of AR in language learning, especially in improving pronunciation. The researcher tries on conducting the research entitled "The implementation of Augmented Reality (AR) to Improve Students' Pronunciation Skill at Arrahmah Islamic Junior High" to find out how the implementation of Augmented Reality (AR) to improve students' pronunciation skill.

B. **Research Question**

Based on the research of Backgroud above, the reseacher presents the research focus as follow :

1. How is the implementation of Augmented Reality (AR) to improve students' pronunciation skill at Arrahmah Islamic Junior High School?.

C. **Research Objective**

Based on the reseach focus above, the following are the research's objectives :

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[15] Wenhe Min and Zhonggen Yu, "A Bibliometric Analysis of Augmented Reality in Higher Education," *Journal of Engineering Science and Technology* 18, no. 3 (2023): 1599–1613.

[16] Mohammad Wedyan et al., "Augmented Reality-Based English Language Learning: Importance and State of the Art," *Electronics (Switzerland)* 11, no. 17 (2022): 1–17, https://doi.org/10.3390/electronics11172692.

1. To know how Augmented Reality (AR) implemented to improve students`

   pronunciation skill at Arrahmah Islamic Junior High School.

## D. Research Significance

1. Theoritical significance

   The results of this research are expected to contribute to the theory

   of language learning by examining the implementation of augmented

   reality (AR) as an innovative media in improving students' pronunciation

   skill. By focusing on pronunciation aspects such as consonants, vowels,

   word stress, and intonation, this research expands the understanding of

   how interactive technology can facilitate the process of language

   learning.[17]

2. Practical Significance

   a. For teacher

      This research provides a new and interesting teaching media,

      namely Augmented reality , which can be used to improve students'

      English language skills. By understanding how AR works and

      effectiveness, teachers can create a more engaging and effective

      learning experience, which is expected to improve students'

      pronunciation skill in a more in-depth and through manner, including

      in terms of consonants, vowels, word stress, and intonation.

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[17] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 2009.

b. For other researcher

For other researchers, this study offers an empirical and methodological basis that can be a reference for further studies in the field of technology-based language teaching. The findings regarding the implementation of AR in teaching pronunciation can inspire further research that explores various aspects of AR technology, both from the technical and pedagogical sides, in the context of language teaching.

**E. Definition of Key Terms**

1. Augmented Reality (AR)

Augmented Reality (AR) is a technology that combines real-world environments with virtual components, creating an interactive user experience. Using devices like smartphones or tablets, AR presents 3D virtual objects or extra information as though they were in the user's real environment.

2. Media

Media refers to tools or resources used by teachers to deliver learning materials effectively. In this research, media specifically refers to Augmented Reality, which provides interactive visual and audio support to help students practice pronunciation.

3. Pronunciation skill

Pronunciation skill is the ability to produce the sounds of language clearly and accurately, including aspects like consonant, vowel, word

stress and intonation. This research focuses on improving students' prounciation using AR as the media

**CHAPTER II**

**LITERATURE REVIEW**

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

**A. Previous study**

In this section the researcher lists various results of previous research related to the research to be carried out, then makes a summary, both research that has been published (thesis, dissertation, articles started in scientific journals and so on).

Several previous studies had showed the benefits of Augmented reality to improve skills in language learning, the author took some reviews of related literature:

1. The first previous research has been conducted by Nihaya Rizki Pahlevi, Made D.K Degeng, and Saida Ulfa. This research focuses on a combination of digital media and student literacy, using augmented reality (AR)-based storybooks as media. This research using quantitative methods with quasi-experimental research by dividing into two groups, the control and experimental groups. The results obtained in the experimental group test showed a sig. (2-tailed) value of 0.032 <0.05 which means there is a difference or influence in the use of AR-based storybooks. While from the results of the N-gain value, the percentage produced for the use of AR-based storybook media is 60% which is categorized if the media is quite

effective in improving student learning outcomes than the use of conventional storybook media.[18]

2. The second previous research has been conducted by Agus Riyanto, Yudi Efendi, Widyasari, Ni Putu Meri Dewi Pendit. This study emphasizes the difficulties students encounter in correctly learning English sounds as a result of their restricted options for verbal practice and lack of face-to-face interaction with lecturers. The development of phonetic skills, which are necessary for clear communication, is made more difficult by this circumstance. The first step in the development process is determining the lesson's goal and the extent to which the application is intended to be used. the research methodology used is research development and the result is a self-learning applications that takes the shape of a moving 3D model and is anticipated to assist students in acquiring English sounds more accurately.[19]

3. The third previous research has been conducted by Rizal Fadli. Many English as a Foreign Language (EFL) students experience difficulties in pronunciation, especially at the University of Muhammadiyah Yogyakarta due to the fact that English is not their mother tongue and the use of monotonous teaching methods. The aim of this research is to assess the effectiveness of Augmented Reality (AR) application works as a teaching

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[18] Nihaya Rizki Pahlevi, Made D. K. Degeng, and Saida Ulfa, "Storybook Berbasis Augmented Reality (AR) Meningkatkan Hasil Belajar Bahasa Inggris Siswa," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 7, no. 1 (2024): 1–8, https://doi.org/10.30872/diglosia.v7i1.880.

[19] Agus Riyanto, Ni Putu, and Meri Dewi, "Developing Augmented Reality on English Phonetics Model," *2022 International Conference on Innovation in Open and Distance Learning (2022 INNODEL)* 3 (2022): 121–29.

tool to help students with their pronunciation.The study utilizes a quasi-experimental design, which is suitable for establishing probable cause and effect relationships. The data was analyzed using the Statistical Package for Social Science (SPSS) software version 25. The significance of the differences between pre-test and post-test scores was determined using a t-test. A p-value of 0.05 was set as the threshold for significance. The students scores increased from an average of 672.25 to 912.25. The result is AR application significantly improved students' pronunciation of vowel sounds, particularly in back vowel sounds.[20]

4. The fourth previous research has been conducted by Mohammad Fitra Mokodompit, Sary D.E. Paturusi, Virginia Tulenan. This research emphasizes the importance of teaching English from an early age, especially in today's advanced era. Which uses AR as a tool that can help children absorb information more effectively by making learning interactive and interesting. The application is built using the Multimedia Development Life Cycle (MDLC) methodology, which consists of six stages: Concept, Design, Material Collection, Assembly, Testing, and Distribution. This structured approach ensures that the app is developed systematically and meets educational objectives. The results of the study show that AR applications are a promising tool for teaching English to

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[20] Rizal Fadli, "Using Augmented Reality Application toward University Students to Improve Pronunciation on Vowel Sounds," *Indonesian Journal of Research and Service Studies* 1, no. 1 (2024): 1–19.

elementary school children, utilizing technology to create an interesting and effective learning environment .[21]

5. The fifth previous research has been conducted by Wenhe Min and Zhonggen Yu. This research discusses augmented reality (AR) is a new technology that is increasingly integrated into the field of education. The purpose of this research is to analyze the use of AR tools specifically in the context of language learning. The researcher used bibliometric tools, namely VOSViewer and CitnetExplorer, to conduct this analysis. It demonstrates a methodological approach that combines qualitative and quantitative research methods to provide a comprehensive overview of the topic. The results of this study show that teachers and students show a positive attitude towards the use of AR tools in language learning. Emphasizing that AR tools can significantly enhance language learning by creating an immersive learning environment. These tools are proven to increase motivation, facilitate interaction, and reduce anxiety among learners, which are important factors for effective language acquisition.[22]

**Table 2.1**
**The Similarities and Differences Between Previous Research**

| No | Research Title | Similarities | Differences |
|----|----------------|--------------|-------------|
| 1 | 2 | 3 | 4 |
| 1 | Research by Nihaya Rizki Pahlevi, Made D.K Degeng, and Saida Ulfa with the title "Augmented | • The similarity between this research and the studies conducted by previous researcher is | • The previous study used quantitative experimental approach as research design while the |

[21] Mokodompit, Paturusi, and Tulenan, "Aplikasi Augmented Reality Untuk Pembelajaran Bahasa Inggris Pada Anak Sekolah Dasar."

[22] Wenhe Min and Zhonggen Yu, 'A Bibliometric Analysis of Augmented Reality in Higher Education' 2023.

| No | Research Title | Similarities | Differences |
|----|----------------|--------------|-------------|
| 1 | 2 | 3 | 4 |
| | Reality based Storybook Enhances Students' English Learning Outcomes" | that both studies using AR as learning media | present study used classroom action research as research design. <br> • Previous research used AR in the form of a storybook, while this study used AR in the form of video and audio visual. |
| 2 | Agus Riyanto, Yudi Efendi, Widyasari, Ni Putu Meri Dewi Pendit with the title Developing Augmented Reality on English Phonetic model | • The similarity between this research and the studies conducted by previous researcher is that both studies using AR as learning media | • The previous study focused on vocals and consonants only, while the present study focused on both consonants, vowels, word stress and intonation <br> • The previous study used research development as research design while the present study used classroom action research as research design. |
| 3 | Rizal Fadli entitled Using Augmented Reality Application toward University Students to Improve Pronunciation on Vowel Sounds | • The similarity between this research and the studies conducted by previous researcher is that both studies using AR as learning media <br> • This research both uses pre-test and post-test to evaluate the effectiveness of AR applications | • This previous study used quasi-experimental design while the present study used classroom action research as research design <br> • The previous study focused on vowels only, while the present study focused on consonants, vocals, word stress and intonation |

| No | Research Title | Similarities | Differences |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 4 | Mohammad Fitra Mokodompit, Sary D.E. Paturusi, Virginia Tulenan with the title Augmented Reality Applications for learning English in Elementary School Children | • The similarity between this research and the studies conducted by previous researcher is that both studies using AR as learning media | • This research focuses on the use of Augmented Reality technology to enhance the learning experience, while the present study focuses on the students' pronunciation.<br>• The method used in this study is Multimedia Development Life Cycle (MDLC), while the present study used classroom action research |
| 5 | Wenhe Min and Zhonggen Yu with the title A bibliometric analysis of augmented reality in language learning | • The similarity between this research and the studies conducted by previous researcher is that both research using AR as a learning media | • This research demonstrates a methodological approach that combines qualitative and quantitative research methods while the present study used classroom action research<br>• This research focuses on the analysis of the implementation of AR tools specifically in the context of language learning while the present research focuses on the implemetation of AR to improve students' pronunciation |

Several previous studies have similarities and differences with research conducted by researcher. In previous research, no one had researched pronunciation skill with complete indicators by Peter Roach, namely Consonants, vowels, word stress and intonation, and also no one had the same research methodology, so the researcher continued the previous research with those different elements and research design that aimed to see the results of improving pronunciation in students after the implementation of Augmented Reality as a learning media.

**B. Theoritical Framework**

1. Teaching English

   a. Definition of teaching

   Harmer explained that basically, teaching is creating an environment conducive to learning through a student-centered approach and meaningful interactions.[23] In the teaching process, the teacher acts as a facilitator because the teacher is in charge of assisting student activities in class. Sometimes teachers also act as an enabler, where they encourage students to think creatively and become more independent in learning. Teaching is also defined by Douglas Brown, which is teaching as demonstrating or assisting someone in learning, and facilitating learning allows the students to learn how to do something, provide guidance, guide the study of something, and

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[23] Jeremy Harmer, 'The Practice of English Language Teaching' (2007).

provide knowledge that causes the students to know or understand.[24] Teaching means several activities that help students to understand the material that teachers must do to students in the class. Teaching is the process of transferring and capturing knowledge from teachers to students.

Teachers also act as participants, especially in discussions, to encourage students to be more confident in conveying ideas without fear of making mistakes. Teachers are also considered a resource that students can refer to if they encounter problems in the learning process. They also act as tutors to teach and guide their students during assignments. Teachers are often considered performers, as they have to perform in front of an audience to make the teaching and learning process entertaining and interesting. Teachers must know how to move between their various roles depending on the situation and conditions.

b.  Teaching English

Teaching English as a foreign language involves strategies and methodologies designed to enable learners to effectively acquire the skills necessary to understand, speak, read, and write in English. According to Jeremy Harmer, teaching English requires a balance of both engagement and methodology to encourage students to actively participate in the learning process.[25]

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[24] James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 2001, https://doi.org/10.2307/415773.
[25] Jeremy Harmer, 'The Practice of English Language Teaching' (2007).

According to Harmer, effective English teaching encompasses four essential skills - listening, speaking, reading, and writing - which should be integrated in everyday contexts to help students understand the language's relevance and function comprehensively. This approach involves student-centered activities where learners actively participate and collaborate with peers, building confidence and practical language skills. As Machfudi suggests, teachers need to be equipped with communicative and contextual pedagogical approaches that meet students' needs to achieve sustainable changes in English teaching practices.[26]

2. Speaking

   a. Definition of speaking

      Speaking is the most fundamental form of communication. Through speaking human being exchange most of their ideas and express their desires and emotions.[27] Speaking is one of four skills that students should have when studying English. Speaking also conveys a language through the mouth. Therefore our interlocutor must understand what we are talking about and we convey the topic well. The ability of speak fluently followed naturally by grammar and vocabulary.[28] Speaking English in a course is challenging as it requires

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[26] Machfudi, The long-Term Impact of an English Language Teacher Training Program on Teachers' Practices in Madrasah Tsanawiyah in Indonesia (PhD diss., University of Southern Queensland, 2017)

[27] Rofiq Alhariri, "Implementation Of Mind Mapping Technique To Improve Students Speaking Skill At The Eight Class Of SMPN 2 Jenggawah In Academic Year 2021/2022," 2022, i–89; Permendiknas, "Peraturan Menteri Pendidikan Nasional RI."

[28] Aidil Syah Putra, "The Correlation Between Motivation and Speaking Ability," *Journal of English Language Education and Literature* II, no. 1 (2017): 36–57.

confidence. Mastering speaking helps students interact and communicate better. Speaking is essential in daily life and often assessed through fluency and accuracy in expressing ideas.[29]

According to Ladouse in Atik and Agung speaking is an activity to describe something in a particular situation or activity to report something. Meanwhile, Tarigan defines speaking is a way to communicate that influences our daily lives.[30] Based on the explanation above, the researcher concludes that speaking is the process of expressing what the speaker feels in the form of spoken language between two or more people. Speaking is the most important element for students when they want to learn English.

b. Aspects of speaking

According to Brown in Rian, there are 5 aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar.[31] Those aspects should be mastered in order to be able to speak well. As a complex activity, in this research speaking has 4 main aspects as follows:

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[29] Zahratul Maujudatul Mufidah & Nurul Khoiriyah, *Students' Strategies to Overcome the Level of Language Anxiety in Speaking Performance at UPT SMP Negeri 13 Gresik*, Critical Review of English-Arabic World Journal, Vol. 1 No. 1 (2022), pp. 1–14.

[30] Agung Dwi Nur Cahyo Atik Rokhayani, "Peningkatan Keterampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate" 151 (2015): 10–17.

[31] Rian Wulandari, *Improving Students' Speaking Ability Through Communicative Language Games at SMPN 1 Prambanan Grade VIII A in The Academic Year of 2013/2014*, 2014.

1) Pronunciation

Pronunciation is an essential part of effective speaking that requires consistent practice. The primary goal of pronunciation is to enable the speaker to communicate clearly and be understood by others. Clear pronunciation enhances the impact of spoken communication. Brown emphasizes that clear and accurate pronunciation is essential in language teaching because it affects listeners' comprehension.[32] Good pronunciation includes not only the pronunciation of individual words, but also the proper intonation and stress of the word in a sentence. Key aspects of pronunciation include vowel, consonany, word stress, intonation of individual sounds in a language.[33] A useful method for improving pronunciation is to listen to a proficient speaker and carefully imitate their pronunciation as accurately as possible.

2) Vocabulary

Vocabulary refers to the set of words and phrases that a person knows and uses in speaking, listening, reading, and writing. It is essential for effective communication as it enables individuals to express ideas clearly and understand others. A strong vocabulary helps students to convey meaning more precisely and enhances their ability to engage with different types of texts and contexts. According to Nation, vocabulary acquisition involves both

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[32] H. Douglas Brown, *Principles of Language Learning and Teaching*, *The Ultimate FE Lecturer's Handbook*, 2007, https://doi.org/10.1017/cbo9781139062398.015.
[33] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 2009.

receptive (understanding) and productive (using) knowledge, and students should focus on not just learning individual words, but also understanding how they function in various contexts.[34]

3) Fluency

Fluency in language refers to the ability to speak or write smoothly and effortlessly, without frequent pauses or hesitation. It involves not just the speed of speech but also the ease with which a speaker can produce language in a way that feels natural and coherent. Fluency is developed through practice and familiarity with the language, including its vocabulary, grammar, and rhythm. According to Harmer, fluency in speaking is particularly important for real-life communication, as it enables individuals to express themselves more confidently and effectively, allowing for better interaction in social and academic settings.[35]

4) Confident

According to Schunk, learners with high confidence are more likely to persist through challenges and engage actively in communication, which leads to greater language development. Confidence encourages learners to take risks, make mistakes, and learn from them, all of which are key factors in improving fluency and language proficiency.[36] Confidence in language learning refers

[34] I. S.P. Nation, "Learning Vocabulary in Another Language," *Learning Vocabulary in Another Language*, 2001, 1–624, https://doi.org/10.1016/s0889-4906(02)00014-5.
[35] Jeremy Harmer, 'The Practice of English Language Teaching' (2007).
[36] Schunk, D. H., *Self-efficacy and academic motivation*. Educational Psychologist,2003, 73-92.

to the belief in one's ability to effectively use a language in various communication situations. It plays a crucial role in overcoming language barriers and improving performance in speaking, listening, reading, and writing.

3.  Pronunciation skill

    a.  Definition of Pronunciation skill

    Pronunciation skill is the ability to articulate the sounds of a language accurately and naturally so that the message conveyed can be understood by the listener. Peter Roach defines pronunciation skill as the production of speech sounds, which includes various components such as consonants, vowels, stress, and intonation.[37] Effective pronunciation is crucial for intelligibility, meaning that speakers must articulate sounds clearly to ensure they are understood by listeners.

    Roach suggests that pronunciation is not just about producing individual sounds correctly, but also about understanding how these elements work together in natural speech. Word stress and intonation are particularly important, as they can alter the meaning of sentences and convey subtle nuances like emotions, questions, or statements. Mastery of pronunciation improves communication, helping speakers sound more natural and fluent in English. In addition, Machfudi emphasized that pronunciation is closely related to phonology, which studies how sounds function in particular languages. He explains that

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    [37] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 2009.

understanding phonemes and their variations is essential for learners in order to achieve clearer articulation and intelligibility.[38] Therefore, pronunciation teaching should not only focus on repetition but also on learners' awareness of how sounds work in connected speech, which will help them sound more natural and fluent in communication.

b. Elements of Pronunciation skill

Roach focuses on several key aspects:

1) Consonant

Consonants are the sounds made when airflow is blocked or restricted in some way. Roach explains that consonants are classified the place of articulation (such as the lips, teeth, or alveolar ridge), the manner of articulation (such as whether the airflow is stopped, narrowed, or allowed through the nose). For example, both lips can come together to produce the sound **'b'** as in the word **"bat"**. This example represents one type of closure that characterizes consonant sounds. Accurate pronunciation of consonants is crucial, as incorrect articulation can lead to misunderstandings and reduce speech intelligibility.

a) Place of Articulation

**Table 2.2**
**Place of Articulation**

| Labio-dental | A sound produced when the lower lip touches the upper teeth. Examples in English: /f/ in the word *"fan"* and /v/ in the word *"van"*. |
|---|---|

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[38] .Machfudi, *Introduction to Linguistics* (Jember: UIN KHAS Press, 2022), 37.

| Dental | A sound produced when the tip of the tongue almost touches the upper teeth. Example: /θ/ in the word *"think"* and /ð/ in the word *"this"*. |
|---|---|
| Bilabial | A sound produced by the closing movement of both lips, occurring when the lips touch or come close to each other, such as /p/, /b/, /m/, and /w/. |
| Alveolar | A sound produced when the tip of the tongue touches or approaches the alveolar ridge, such as /t/, /s/, /n/, /z/, /l/, and /d/. |
| Palato-alveolar | A sound produced when the tip of the tongue touches the alveolar ridge and the hard palate. Example: /ʧ/ in the word *"church"* and /dʒ/ in the word *"judge"*. |
| Palatal | The middle of the tongue is raised to touch or approach the palate, such as /j/. |
| Velar | The back of the tongue touches or approaches the soft palate (velum), such as /k/ and /ŋ/. |
| Glottal | Friction produced when airflow passes through the gap between the vocal cords, such as /h/. |
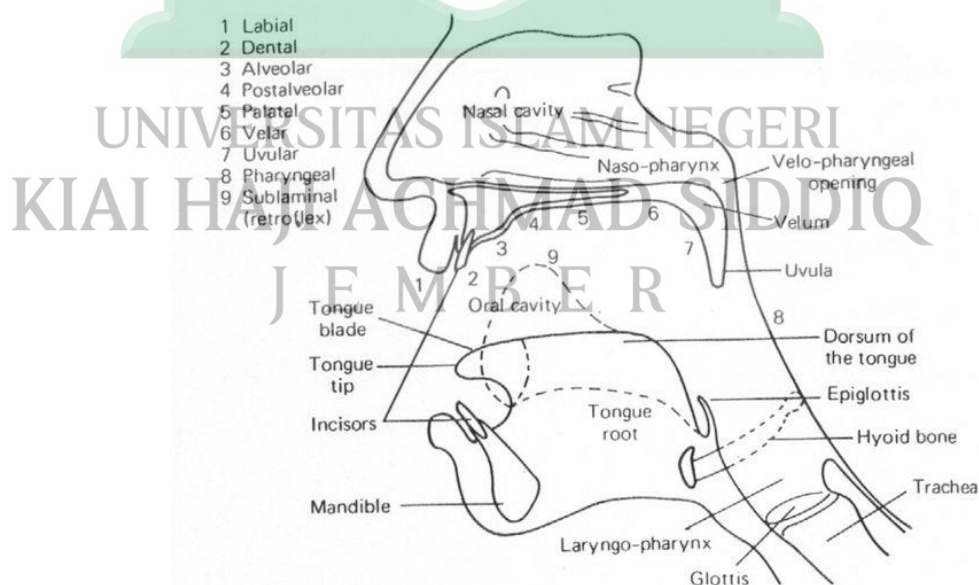


Figure 2.1
Areas of Articulation

b) Manner of Articulation

Manner of articulation refers to how the airstream is manipulated or modified by the speech organs during the production of consonant sounds. According to Roach, the manner of articulation describes how the speech organs interact to shape the airflow, determining whether it is stopped, forced through a narrow opening, or allowed to pass through the nose.[39] Supporting this, Machfudi, states that we can conclude manner of articulation concerns with how the airstream flows in the mouth during articulation.[40] These patterns of airflow are essential in distinguishing various consonant types, such as plosives, fricatives, nasals, affricates, laterals, and approximants.

**Table 2.3**
**Manner of Articulation**

| | |
|---|---|
| Fricatives | Blocking the airstream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced. In other words, this manner of articulation involves two organs coming close together so that the airstream is allowed to escape with friction (Richards and Schmidt, 2002:319). This includes several sounds: false [f], vein [v], theory [θ], therefore [ð], sin [s], zone [z], shock [ʃ], and treasure [ʒ]. |
| stops | Producing sounds by some form of "stopping" the airstream very briefly and letting it go abruptly. In other words, the airstream is stopped and released suddenly. The set [p], [b], |

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[39] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 2009.
[40] Machfudi, *Introduction to Linguistics* (Jember: UIN KHAS Press, 2022), 45.

| | [t], [d], [k], [g] are all produced in this manner of articulation. |
|---|---|
| Affricative | Combining a brief stopping of the airstream with an obstructed release which causes some friction, you will be able to produce the sounds [tʃ] and [dʒ] as in church and judge. |
| Nasals | The velum is raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the airstream is allowed to flow out through the nose to produce [m], [n], and [ŋ]. It refers to sounds produced while the soft palate is lowered to allow an audible escape of air through the nose. |
| Liquids | This manner of articulation includes the sound [l] and [r]. For the first sound [l] as in "led" is called a lateral liquids formed by letting the airstream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. For the first sound [r] as in "red" is formed with the tongue tip raised and curled back near the alveolar ridge. |
| Glides | These sounds are typically produced with the tongue in motion (or „gliding") to or from the position of a vowel and are sometimes called semi-vowels or approximants. It includes the sound [w] as in "we" and [j] as in "yet". |

2) Vowel

Vowels are sounds made when the airflow is not blocked in the mouth. Roach explains that English vowels are divided into single vowels (monophthongs) and complex ones (diphthongs) Proper vowel production is essential for clear communication, as incorrect articulation can lead to confusion or misinterpretation of words. In English phonetics, there are 20 vowel sounds, divided into 12 Single vowel and 8 diphthongs.

Here are 12 Single vowel:

**Table 2. 4**
**Single vowel**

| Short | Long |
|---|---|
| ɪ - sit | i: - free |
| e - bed | ɑ:- star |
| æ - cat | ɔ: - more |
| ʌ - sun | u: moon |
| ɒ - hot | ɜ: - turn |
| ʊ - look | |
| ə – about | |

Here are 8 diphthongs:

**Table 2. 5**
**8 diphthongs**

| |
|---|
| eɪ - day |
| aɪ - sky |
| ɔɪ - joy |
| əʊ - go |
| aʊ - now |
| ɪ ə - fear |
| eə - care |
| ʊə - pure |

3) Word stress

Word stress refers to the emphasis placed on a particular syllable within a word. In English, some syllables in words are stressed more than others, meaning they are pronounced louder, longer, or at a higher pitch. Roach points out that the stress on certain syllables is important because it can change the meaning of words. For the example, the word "present" can be pronounced as PRE-sent, which means a noun, "a gift," while with emphasis on the second syllable as pre-SENT, it becomes a verb meaning "to show or offer something". It can be concluded that words with different stress patterns can change their meaning depending on where the emphasis is placed.

4) Intonation

Intonation is the rise and fall of your voice while speaking. Roach highlights its importance in helping to express feelings, indicate whether a sentence is a question or a statement, or emphasize something important.

4. Augmented Reality

a. Definition of Augmented Reality

Ronald Azuma defines Augmented Reality (AR) as a technology that enhances the real-world environment by adding digital elements in real time.[41] Azuma emphasizes that AR is distinct in its ability to blend digital and physical realities, allowing users to interact

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[41] Ronald Azuma, "A Survey of Augmented Reality," *Foundations and Trends in Human-Computer Interaction* 8, no. 2–3 (1997): 73–272, https://doi.org/10.1561/1100000049.

with both through devices such as smartphones, tablets, and specialized AR glasses.

In his survey, Azuma outlines that AR systems require three key components to function that are real-time interaction, registration in 3D space, and the combination of real and virtual elements. For AR to be effective, the digital content must be properly aligned with the user's physical surroundings, often using sophisticated tracking systems and sensors. By merging digital visuals with the physical world, AR not only enhances the user experience but also provides opportunities for immersive and interactive learning, entertainment, and practical tool across various industries like education, gaming, healthcare, and more.

According to Azuma, the real-time interaction and visual immersion AR provides allow students to engage with learning materials in a more contextual and meaningful way. This interactive and immersive feature makes AR suitable for educational settings, including language learning. With such features, students are encouraged to actively engage in learning, improving their pronunciation through meaningful and context-rich experiences.

b. The advantages of Augmented Reality

According to Azuma, one of the main advantages of Augmented Reality is its ability to enhance the user's perception of reality by overlaying useful information onto the physical environment

in real time.[42] This combination of virtual and real-world elements can significantly improve interaction and engagement in various fields. For instance, in education, AR can bring abstract concepts to life by creating immersive learning experiences, allowing students to interact with 3D models and visualize complex processes.

Bower also explained the advantages of AR. According to Bower, AR's advantage in education lies in its ability to provide interactive, hands-on experiences that traditional textbooks cannot offer, thus boosting student motivation and engagement.[43] Bower also explained that the implementation of AR in the classroom has repeatedly been shown to improve students motivation.

c.  The steps to use Augmented Reality

Here are the steps to use AR:

1) After greetings, the teacher gives a brief explanation of descriptive text.

2) The teacher introduces AR to the students and explains how to use it with the following steps:

   a) The teacher makes sure a device such as a smartphone or tablet is available for each student or group and has made sure it is connected to the internet.

   b) Students are asked to use the mobile phone to scan the QR code that gave by the teacher.

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[42] Ronald Azuma, 'A Survey of Augmented Reality', (1997).
[43] Matt Bower, "Augmented Reality in Education - Cases, Places and Potentials," 2014.

c) The 3D object then appear on the screen of the device which students can rotate, zoom in, or zoom out of the object to see it more clearly.

3) Students start using AR to bring up 3D objects, such as pictures of animals, places, or things. The teacher introduces new vocabulary relevant to the object, complete with correct pronunciation.

4) Students listen to the explanation of the descriptive text and imitate the pronunciation of the introduced vocabulary, both from the teacher and the audio feature in the AR.

5) Students are asked to compose simple sentences based on the objects that appear from the AR as an exercise.

6) Students work in small groups to describe other AR objects. Each group discusses and presents the results in front of the class. The teacher gives feedback for each presentation, especially on the pronunciation aspect.

d.  Types of Augmented Reality

According to Azuma, the primary types of AR are as follows:[44] Depending on how virtual elements are intergrated into the real-world environment, augmented reality (AR) can be divided into a number of categories Determining how AR can be used in an educational context effectively requires an understanding of these types.

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[44] Ronald Azuma, 'A Survey of Augmented Reality', (1997).

1) Marker-based AR

Marker-based Augmented Reality is AR that uses visual markers such as QR codes, or specific printed images to trigger digital content when scanned by a device's camera. This type of AR is widely used in education due to its ease of setup and compatibility with printed materials such as textbooks or flashcards. It allows students to access additional learning resources simply by scanning an image using a mobile device or tablet. In the context of language learning, marker-based AR can be used to support pronunciation practice. For instance, when students scan a printed image or word using the AR, they hear the correct pronunciation through embedded native speaker audio. This strengthens listening comprehension and allows students to practice their pronunciation based on accurate sounds. Bower show that this type of AR helps in explaining complex concepts and offers deeper interaction with learning material.[45] In this research, the researcher used marker-based AR which the researcher gave a QR code to the students to access AR as learning media for pronunciation.

2) Markerless AR

Markerless Augmented Reality works without the need for special markers or printed images; instead, it allows users to

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[45] Bower, M., Howe, C., McCredie, N., Robinson, A., & Grover, D. (2014). *Augmented Reality in Education – Cases, Places and Spaces*. Educational Media International, 51(1), 1-15. https://doi.org/10.1080/09523987.2014.881835

interact with digital content freely in their environment. For example, students can use a mobile AR app to explore objects, vocabulary, or concepts in a real-world environment without the need for fixed images or code. This encourages contextual learning and supports students who benefit from visual and experiential engagement. However, this type of AR was not used in this study because students would have to download an app, which would not be practical to use in the classroom. Azuma discusses the use of this type of AR for a wide range of immersive applications.[46]

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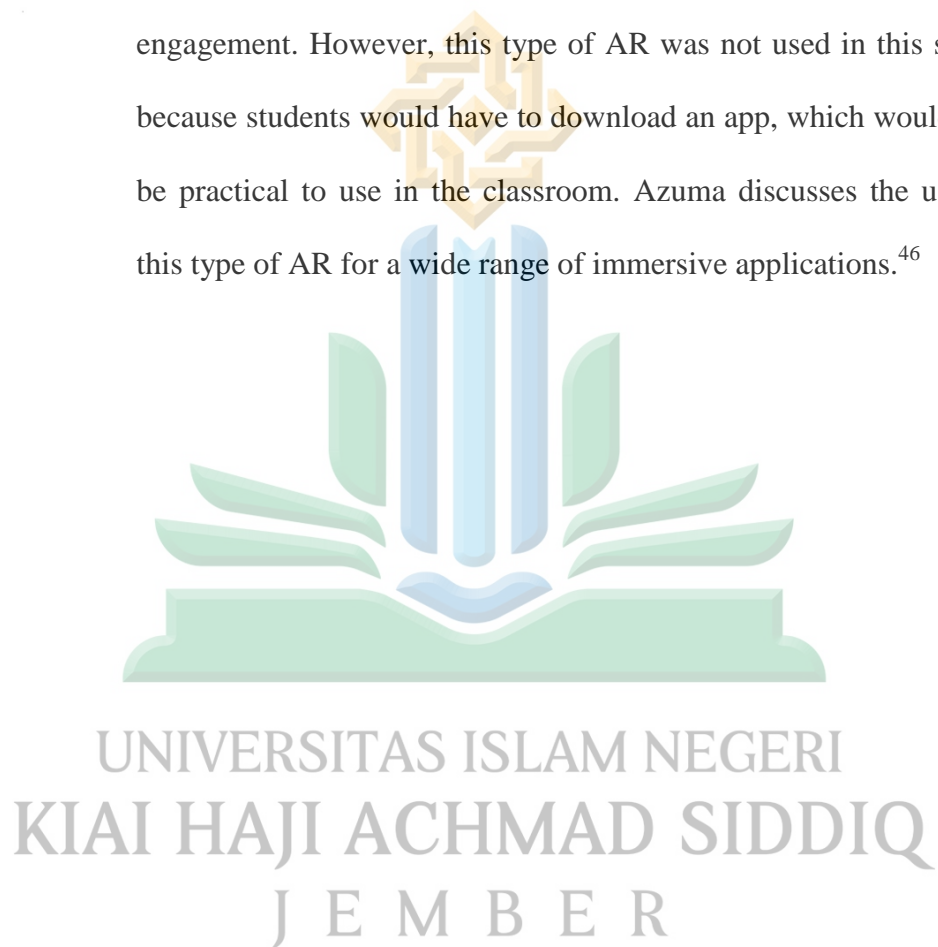
[46] Ronald Azuma, 'A Survey of Augmented Reality', (1997).

# CHAPTER III

## RESEARCH METHOD

This chapter presented about research method. It consisted of research design and procedure, research settings, data collection technique, data achievement indicator (criteria of success).

### A. Research Design

This research used Classroom Action Research (CAR). According to Anne, Classroom Action Research (CAR) is a reflective, critical, and systematic approach in which teachers explore their own teaching contexts to improve those practices. In this context, being critical does not mean being negative, but being open to improvement. CAR encourages teachers to identify areas that may be improved, ask questions about them, and develop better alternatives. In other words, teachers act as "investigators" in the context of their own teaching and find solutions in a participatory manner to issues or gaps that need to be examined more deeply.[47]

According to Kemmis and McTaggart in Anne Burns, Classroom Action Research (CAR) is a form of classroom-based research carried out by teachers to address challenges or seek answers to specific concerns. CAR focuses on issues faced by students and aims to develop solutions to resolve those issues. This Classroom Action Research (CAR) aims to improve students' pronunciation skill through Augmented Reality as media.

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[47] Anne Burns, "Doing Action Research in English Language Teaching," *Doing Action Research in English Language Teaching*, 2009, https://doi.org/10.4324/9780203863466.

Therefore, a preliminary study must be conduct by researcher to determine the issues that students are facing through observation and interviews with an English teacher. In this research, the researcher collaborate with an English teacher. Based on the explanation above, this research has decided to use augmented reality as a media to improve students' pronunciation skill. The teacher implemented the augmented reality in the teaching process while conducting the research.

The researcher used a design from Kemmis and MC Taggart which has 4 four phases: Planning, Action, Observation, and Reflection.
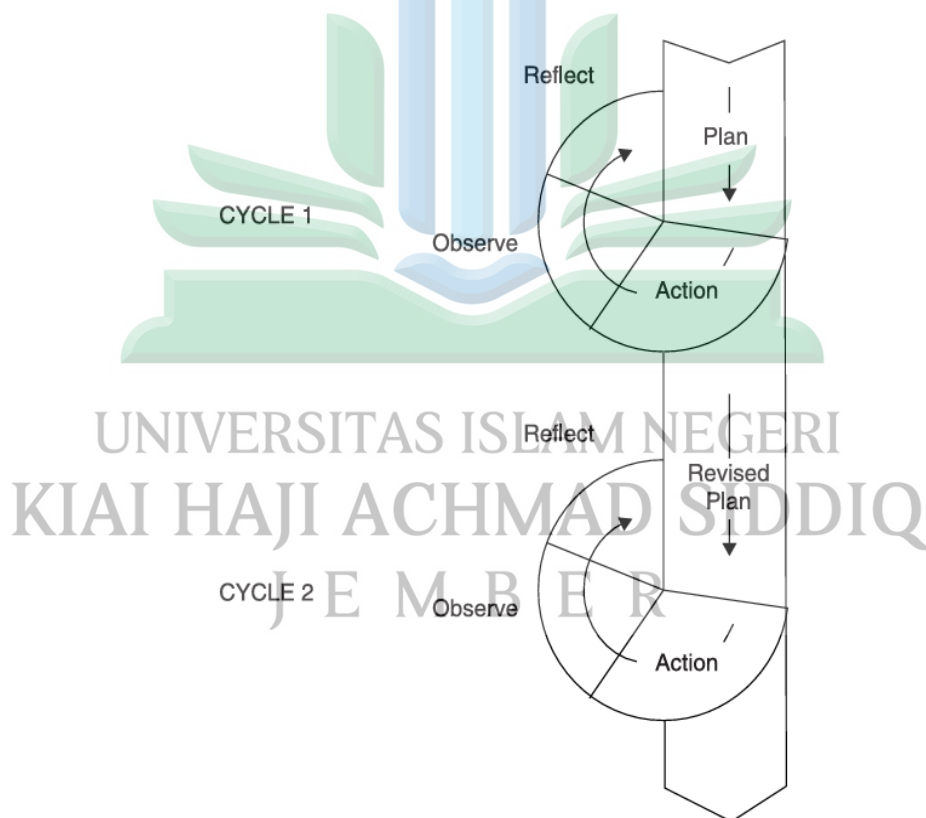


Figure 3.1

CAR Model by Kemmis and McTaggart in Anne Burns (2009)

1. Planning

   In this phase, the researcher identified problems related to students' pronunciation skills, such as difficulty in pronouncing certain consonants or vowels, word stress and intonation. Then, the researcher prepared the material to be taught and prepares Augmented Reality as a media, such as audio visual elements designed to train students' pronunciation.

2. Acting

   In this phase, the researcher implemented the plan that previously made to use AR in the pronunciation learning process. Each student in a group uses augmented reality media to listen to and imitate the pronunciation of a given word or sentence. Students are asked to observe, listen, and rephrase words or phrases presented through augmented reality. In addition, the students practice correct pronunciation by focusing on the aspects. The researcher also carry out the lesson plan that has been prepared by providing instructions and examples of how to use the augmented reality while guiding students to follow each step well.

3. Observing

   In this phase, the researcher observed students' pronunciation activities during the implementation of AR, noting how students listened, repeated, and tried to understand the correct pronunciation. The researcher also recorded student participation, pronunciation error rates,

enthusiasm for the implementation of Augmented Reality in the observation checklist. The aspects evaluated included consonants, vowels, word stress, and intonation.

4. Reflecting

In this phase, after the implementation of the cycle, the researcher analyzed the observation results to assess the effectiveness of the implementation of Augmented Reality in improving students' pronunciation skill. Based on these reflections, the researcher evaluated whether there are any deficiencies in the methods or media used, as well as plans for adjustments that need to be made for the next cycle.

## B. Research Setting

The researcher conducted Classroom Action Research at the eight grade students of Arrahmah Islamic Junior High School for the 2024-2025 academic year. It was located at Jl. Masjid Nurul Huda Gunung Geni Banyuanyar Probolinggo, East Java. The reason of researcher to do the research at Arrahmah Islamic Junior High School because based on the result of the observation and interview with the English tearcher. The data showed that the teacher was rarely using a media and always used a conventional media, so the learning is less then optimal. Then the researcher also interested to conduct the research to test the eficiency of Augmented Reality in Pronunciation skill.

**C. Research Subject**

The subject of this study was 20 students of eight grade at Arrahmah Islamic Junior High School consisting in the academic year 2024/2025 of 15 males and 5 females. The reason because of purpossive sampling. This class was chosen using purposive sampling because the researcher considered that the students in this class were suitable for the research purpose. They had difficulties in pronunciation and showed a lack of motivation in learning English, particularly in speaking and pronouncing English words correctly. Moreover, the English teacher also recommended this class because of their openness to trying new learning media such as Augmented Reality. Therefore, this class was considered appropriate to observe the implementation of AR in improving students' pronunciation skills.

**D. Technique of collecting data**

1. Observation

Observation serves to enrich primary data. The observation format is designed to monitor the entire teaching and learning process during the implementation of the action. Observation sheets allow researcher to gather information by analyzing students' conditions, activities, and responses to the implementation of Classroom Action Research (CAR). These sheets are filled out by the researcher.

There are two types of observation sheets used, one by the researcher and one by the teacher. The researcher's sheet aimed to record students' reactions, participation, and ability to follow pronunciation

activities using Augmented Reality. It also evaluated how effective the media was and guided improvements for the next cycle. Meanwhile, the teacher's sheet focused on the teaching process, ensuring it followed the planned method and offering insights or suggestions for improvement in the next learning session.

2. Test

Test is data collection instruments that are used to measure students ability. Afandi described a test is one of the data collection techniques that serves as a measure of the cognitive aspects of mastery of student learning material.[48] The test included reading descriptive texts aloud, and students' pronunciation was assessed based on specific aspects such as consonants, vowels, word stress, and intonation. To ensure consistency and accuracy in evaluation, the researcher referred to phonetic symbols as the pronunciation standard. These phonetic symbols served as a reference for both the researcher and students in recognizing correct articulation. The complete phonetic transcriptions used in this study are provided in the appendix.

a. Pre-test

The pre-test is the first assessment used to test the delivery of material with the aim of knowing the extent of the prounciation ability of the students, the material that taught by the teacher and whether the material has been mastered. In this pre-test, students got a test in the

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[48] Muhammad Afandi, "Cara Efektif Menulis Karya Imiah Seting Penelitian Tindakan Kelas Pendidikan Dasar Dan Umum," 2011.

form of text using a descriptive text theme and read it to find out students' abilities in pronunciation.

b. Post-test

Post-test is a test after the action of research. This test was conducted after giving the material to determine students' pronunciation abilities after the implementation of AR. In this test, students present the results of the description of the theme contained in the AR so that researchers can assess students' pronunciation skill according to the scoring rubric. This research focused on assessing four aspects of speaking, namely consonant, vowel, word stress, and intonation. The result of a the test of 20 students of Arrahmah Islamic Junior High School showed students' ability in pronunciation

3. Interview

This research also used interviews as a data collection method to support the observation and test results. The interviews were semi-structured, which were conducted in two stages, before and after the implementation of Augmented Reality (AR). Before treatment, the interview aims to explore students' initial understanding of pronunciation and their expectations of learning media. After the treatment, the interview was used to explore students' experiences in using AR, including the effectiveness of the media in improving their pronunciation, as well as the challenges faced during the learning process.

E.  **Technique of Analyzing data**

In this research, the researcher adopts American English pronunciation style as the standard reference for evaluating students' pronunciation. This decision aligns with the actual classroom practice at Arrahmah Islamic Junior High School, where the English teacher consistently applies American pronunciation when introducing new vocabulary and modeling how words should be spoken. As a result, students are already familiar with American accents, sounds, and vocabulary usage. Therefore, using the American style ensures consistency between the learning environment and the research assessment.

To assess students' pronunciation skills, the researcher used a scoring rubric consisting of 5 aspect, each of which represents one pronunciation indicator and is given a rating scale of 1 to 5. The highest score obtained is 20, which is obtained by multiplying the maximum points for each indicator (4) by the number of aspects (5). The points obtained are added up based on students' responses to points 1, 2, 3, 4 and 5 for each pronunciation aspect. The researcher use the formula as follows: **Score** = $\frac{total\ of\ Students'point}{20}$ **x 100**

The following table is the scoring rubric of student pronunciation score which adapted from Djiwandono;[49]

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[49] M. S. Djiwandono, 'Tes Bahasa: Pegangan Bagu Pengajar Bahasa', 2008, p.83 & 123.

**Table 3.1**
**Scoring Rubric**

| Indicator | Score | Aspect |
|---|---|---|
| Consonant | 5 | Pronounces all consonants accurately in the whole text |
| | 4 | Mispronounces 1-2 consonants in the text |
| | 3 | Mispronounces a few consonants in the text |
| | 2 | Mispronounces many consonants in the text |
| | 1 | Almost all consonants in the text are mispronounced |
| Vowel | 5 | Pronounces all vowels accurately in the whole text |
| | 4 | Mispronounces 1-2 vowels in the text |
| | 3 | Mispronounces a few vowels in the text |
| | 2 | Mispronounces many vowels in the text |
| | 1 | Almost all vowels in the text are mispronounced |
| Word Stress | 5 | Uses good stress in each word and no error |
| | 4 | Uses good stress in almost all words, with 1–2 minor mistakes that do not affect understanding. |
| | 3 | Uses good stress but misuses a few words that cause few errors |
| | 2 | Uses much incorrect stress that causes some errors |
| | 1 | Uses stress incorrectly in most of the words causes definitely much error |
| Intonation | 5 | Produces correct intonation tune in the whole sentences of the text |
| | 4 | Produces correct intonation tune in most sentences of the text, with only a few errors. |
| | 3 | Produces incorrect intonation tune in a few sentences of the text |
| | 2 | Produces much incorrect intonation tune in the sentences of the text |
| | 1 | Almost all of the sentences in the text are said with incorrect intonation tune |

To calculate the percentage, the following formuling formula is used to determine the proportion of students who passed the KKM (75), which was obtained from the school agreement at Arrahmah Junior High School:

$$P = \frac{F}{N} \text{ x } 100\%$$

P: The class percentage

F: Number of Students

N: Total number of Students

To avoid misscoring during the assessment process, the researcher used phonetic symbols as a reference in evaluating students' pronunciation. The use of phonetic transcription helped ensure consistency and accuracy in scoring, especially when analyzing specific aspects such as consonants, vowels, word stress, and intonation. By referring to standardized phonetic representations, the researcher was able to clearly identify the differences between correct and incorrect pronunciations.

## F. Validity of Data

This research used content validity, which refers to the extent to which the research instrument covers all aspects relevant to the variable being studied, in this case pronunciation. The instruments used to assess students' pronunciation skills, such as the assessment rubric which includes intonation, consonant, and vowel indicators, are arranged based on relevant theories, namely Peter Roach for pronunciation skill. To ensure their accuracy and relevance, the instruments were validated by English language education experts. The experts asked to evaluate whether the instruments used cover all relevant aspects in the assessment of student pronunciation.

## G. Criteria of Succes

Classroom Action Research is said to be successful if it can exceed predetermined criteria and there are changes marked by an increase in student pronunciation in english subjects. This research considered successful if 75%

of students can pass the test with a score of 75 based on the minimum mastery

criteria (KKM).

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. Research Findings

In this chapter, the researcher presents the results of research data that was conducted for ±30 days at SMP Islam Arrahmah, starting from 2$^{nd}$ January 2025 to 1$^{st}$ February 2025. The research was conducted in eight grade of SMP Islam Arrahmah which consists of 2 cycles which each cycle contains 4 phases, planning, action, observing and reflecting.

Before conducted the research, the researcher conducted observations and interviews with students to find out what is the problem in english learning class. This was conveyed by students of class 8$^{th}$ Grade as interviewees in the interviews that the researcher did are as follows:

> "Actually, we have the opportunity to get better at English. For example, we can ask teacher to translate everything so that we can learn more even though we are still learning the language a little. For example, I'm sorry, sir, but I don't understand. That way, the teacher can translate, and we can respond to the question".

Then, student with the initial A.H. added his opinion that the teacher rarely uses media in English learning class.

> "Usually it's monotonous, there's no new variation. The teacher only gives questions and explanations. That makes me or maybe other students bored in class."

Student with the initial I.A. also added her opinion that another big challenge faced by students is pronunciation.

> "we have difficulty pronouncing words, if to translate words we have been taught to look up words in the dictionary by teacher, but we are still hesitant and embarrassed to pronounce words because we are afraid of making mistakes"

Based on the interview above, there are several problems in the English Conversation Class. First, the teacher rarely use media in the learnig process, which could reduce students' participation and the range of learning experiences. Second, student participation tends to be low, which suggests that they are not motivated or confident enough to use English actively. Lastly, many students have dificulty in pronuncing vocabulary correctly, which affects their speaking performance and overall communication skills.

To overcome these problems, researcher used Augmented Reality because it is something new for students and served as a motivating tool in learning English, especially pronunciation skill. After conducted the interview, the researcher continued by conducting a study consisting of several phases, starting from planning, action, observation and reflection so that students' pronunciation in English can improve.

Before implement the augmented reality, researcher conducted the pre-test. This test conducted on january, 4th 2025 consisting of 20 students. This test is given as preliminary measure to assess the students' pronunciation skill before doing the action. The table below is the accumulated results from pre-test. Here is the result:

**Table 4.1**
**The score of students' prounciation pre-test**

| No | Name | Indicator | | | | Total Score | FAIL/PASS |
|----|------|---|---|----|---|-------------|-----------|
| | | C | V | WS | I | | |
| 1 | S01 | 4 | 4 | 4 | 4 | 80 | Pass |
| 2 | S02 | 4 | 4 | 4 | 3 | 75 | Pass |
| 3 | S03 | 3 | 3 | 3 | 3 | 60 | Fail |
| 4 | S04 | 3 | 3 | 2 | 2 | 50 | Fail |
| 5 | S05 | 4 | 4 | 4 | 3 | 75 | Pass |
| 6 | S06 | 4 | 4 | 4 | 3 | 75 | Pass |
| 7 | S07 | 3 | 4 | 3 | 2 | 60 | Fail |
| 8 | S08 | 3 | 4 | 3 | 2 | 60 | Fail |
| 9 | S09 | 3 | 3 | 2 | 2 | 50 | Fail |
| 10 | S10 | 3 | 2 | 2 | 2 | 45 | Fail |
| 11 | S11 | 4 | 4 | 4 | 3 | 75 | Pass |
| 12 | S12 | 3 | 3 | 2 | 2 | 50 | Fail |
| 13 | S13 | 3 | 4 | 3 | 3 | 65 | Fail |
| 14 | S14 | 3 | 3 | 3 | 2 | 55 | Fail |
| 15 | S15 | 3 | 3 | 3 | 2 | 55 | Fail |
| 16 | S16 | 3 | 3 | 2 | 2 | 50 | Fail |
| 17 | S17 | 4 | 4 | 3 | 3 | 70 | Fail |
| 18 | S18 | 4 | 4 | 4 | 3 | 75 | pass |
| 19 | S19 | 3 | 3 | 3 | 2 | 55 | Fail |
| 20 | S20 | 4 | 4 | 4 | 4 | 80 | Pass |

Notes:     C: consonant          V: vowel
           WS: Word Stress      I: Intonation

From the table above, researchers calculate the score used to determine

the proportion of students who passed the KKM (75), which was obtained

from the school agreement at Arrahmah Junior High School. Here is the

formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{20} \times 100\% = 35\%$$

From the data above, it can be seen that the students still could not pronounce words correctly and have not meet the the criteria of success. The criteria of success were 75%. Therefore, researcher can start implementing the augmented reality.

1. First Cycle

   a. Planning

      After identifying the problem, the researcher proceeded to develop an action plan aimed at utilizing media to support students in their english learning class. The main goal of this action was to enhance students' pronunciation skills.

      This cycle was completed in 3 meetings included pre-test. It has started on Saturday, 4th January 2025 until Saturday, 18th January 2025. The researcher has prepared material on descriptive texts, especially on environmental topics, the researcher has also prepared a lesson plan as a guide for classroom activities, assessment sheet for students, Augmented Reality as a learning media, and QR barcodes to access the AR as a media.

   b. Action

      The researcher has conducted the teaching and learning process using Augmented Reality as a learning media. The researcher has conducted the action by teaching 20 stundents of 8th grade at Islamic Junior High School Arrahmah. The activities in class consisted of three activities. They were pre-activity, main activity, and post-

activity. In the pre-activity, the researcher did greetings, praying, checking attendance, giving motivation and brainstorming. In the main activity, the researcher provided an explanation of the material about descriptive text and used augmented reality as a learning media. In the post-activity, the researcher summarized the material that had been studied and then prayed together. Here is the description of the activities that have been implemented.

1) **First Meeting**

Based on the schedule of English subjects in class, the first meeting was conducted on Sunday, 4th January 2025 which was conducted at 11.30 a.m -13.00 p.m. At the first meeting, the researcher as a teacher conducted greetings, checked students' attendance list and explained the purpose of the research to the students. This aims to make students understand the learning process they followed as well as build a good relationship between teacher and students. After that, the researcher introduced the material to be studied, namely descriptive text. Which the researcher used the topic of the school environment. Explaining a little about descriptive text and providing descriptive examples by pointing to one object in the classroom. This aims to have more interaction between students and teachers, the teacher asks questions to students verbally related to the material. Then, the

teacher gives students the opportunity to answer the questions actively.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The researcher closed the meeting by saying hamdalah together and salam.

2) **Second Meeting**

The second meeting has been held on Saturday, 11th January 2025 at 11.30 am -13.00 pm. At this meeting, researcher used augmented reality as a learning media to improve students' pronunciation. The researcher conducted several intructional activities during this phase. First, the teacher began the class by checking the students' attendance. Then, the teacher introduced the aim of the learning activity to provide students with a clear understanding of the lesson objectives. After that, the teacher distributed the QR code for the Augmented Reality (AR) media and instructed the students to listen carefully to the directions. Then researcher reviewed the material that have been taught previously, which focused on understanding the meaning of descriptive texts. The teacher also used the Augmented Reality (AR) to demonstrate correct pronunciation, providing examples and guiding the students with prompts such as, "Repeat after me." As a closing activity, the researcher summarized the lesson to

strengthen the students' understanding of the material that has been delivered.
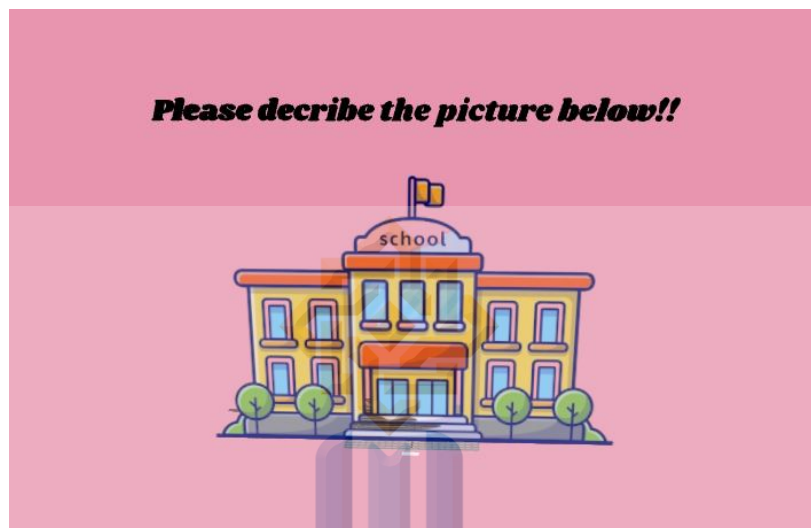


Figure 4.1
Augmented Reality (AR) for students' practice in cycle 1

3) **Third Meeting**

The third meeting was held on Saturday, January 18th, 2025, from 11.30 a.m - 13.0 p.m. During this session, the researcher conducted a post-test assessment to evaluate the students' pronunciation development. The sequence of activities carried out by the researcher in this phase included several steps. First, the teacher began the class by checking student attendance. Next, the teacher explained the purpose of the learning meeting that day and reviewed the material from the previous session. Then, the teacher provided the students with a QR code to access Augmented Reality (AR) images and gave instructions to create descriptive texts based on those images. The teacher ask students to made the

descriptive text. Then, the teacher asked the students to read aloud

their descriptive texts and assessed their pronunciation.

c. Observation

Researcher conducted observations during the research process,

such as the learning and teaching process, student participation,

student enthusiasm during the learning process, and student courage in

pronunciation learning. The researcher wrote a filed notes of the

classroom observation and interviews to collect the data.

**Table 4.2**
**Researcher observation list cycle 1**

| Field note 1 |
|---|
| Observation class<br>Day : Saturday, 4th January 2025<br>Time : 11.30 a.m -13.00 p.m<br>Location : Arrahmah Islamic Junior High School |
| Class description :<br>Students follow the learning well even though there are still some students who do not pay attention. Some students are good at describing and can pronounce words, but only about 35% of students are able and some cannot do both. |
| Researcher note :<br>The researcher successful introduced augmented reality and students seemed interested and enthusiastic in following the learning. The researcher hopes that with augmented reality students can describe and help students to improve their pronunciation ability. |

d. Reflecting

In this phase, the researcher and the teacher evaluated and

reflected on the actions in cycle 1. The researcher interviews students

about the classroom situation after implementing augmented reality.

The students stated that learning was fun because they used media,

especially since the media used was relatively new, making them

more interested and motivated to learn. The students also admitted
that they understood the material presented quite well, but still had a
little difficulty due to the lack of examples given during the learning
process. In addition, the sound from the media was not loud enough,
so that the pronunciation that should have been clearly captured
became somewhat difficult to understand.

Based on the results of the interview presented, the researcher
must revise the media that has been used. The researcher must create
media so that students can understand the material and can learn the
pronunciation through augmented reality. This has been provided in
the table below:

**Table 4.3**
**Teacher observation list cycle 1**

| Successful action | Unsuccesful action |
|---|---|
| The implemetation of media in the classroom | The volume on the media is too low and not clear. |
| | Many students have difficulty following the pronunciation presented in the media. |

The researcher conducted a post-test on January 18, 2025, which
consisted of 20 students. The table below is the accumulated results
from pre-test. Here is the result:

**Table 4.4**
**The score of students' prounciation post-test**

| No | Name | Indicator | | | | Total Score | FAIL/PASS |
|---|---|---|---|---|---|---|---|
| | | C | V | WS | I | | |
| 1 | S01 | 4 | 5 | 4 | 4 | 85 | Pass |

| 2 | S02 | 4 | 4 | 4 | 4 | 80 | Pass |
|---|-----|---|---|---|---|-----|------|
| 3 | S03 | 4 | 4 | 4 | 3 | 75 | Pass |
| 4 | S04 | 3 | 3 | 3 | 3 | 60 | Fail |
| 5 | S05 | 4 | 5 | 4 | 3 | 80 | Pass |
| 6 | S06 | 4 | 5 | 4 | 4 | 85 | Pass |
| 7 | S07 | 4 | 4 | 3 | 3 | 70 | Fail |
| 8 | S08 | 4 | 4 | 4 | 3 | 75 | Pass |
| 9 | S09 | 3 | 4 | 3 | 3 | 65 | Fail |
| 10 | S10 | 3 | 3 | 3 | 3 | 60 | Fail |
| 11 | S11 | 4 | 4 | 4 | 3 | 75 | Pass |
| 12 | S12 | 4 | 4 | 3 | 3 | 70 | Fail |
| 13 | S13 | 4 | 4 | 4 | 4 | 80 | Pass |
| 14 | S14 | 4 | 4 | 3 | 3 | 70 | Fail |
| 15 | S15 | 3 | 4 | 3 | 3 | 65 | Fail |
| 16 | S16 | 3 | 3 | 3 | 3 | 60 | Fail |
| 17 | S17 | 4 | 4 | 3 | 4 | 75 | Pass |
| 18 | S18 | 4 | 5 | 3 | 4 | 80 | pass |
| 19 | S19 | 3 | 4 | 3 | 3 | 65 | Fail |
| 20 | S20 | 4 | 5 | 4 | 3 | 80 | Pass |

Notes:   C: consonant        V: vowel
        WS: Word Stress     I: Intonation

The formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{20} \times 100\% = 55\%$$

From the data above, it can be seen that students have not yet met the success criteria in the research. The success criteria is 75%. Therefore, the research proceeded to cycle 2.

2.  Second Cycle

    a.  Planning

    The results of the reflection require researchers to be better in improving students' pronunciation skills. In cycle 1, students still have low speaking skills, so, researchers redesigned the meeting to teach descriptive text using augmented reality in two meetings includes the post-test.

    In cycle 1, the researcher used augmented reality with the topic of school environment without examples showing how to pronounce vocabulary related to the topic of school environment which was considered less effective because it was difficult for students to pronounce words without examples first. The researcher revised the media in the second cycle. The researcher used a different topic, namely favorite fruits, and revised the augmented reality by adding vocabulary with pronunciation related to the topic.

    b.  Action

    The second cycle was conducted on January 25th, 2025. In this stage, the researcher continued teaching the students using the same media augmented reality but with a new topic and improved version of the media. The researcher aimed to observe better pronunciation scores from the students than in the previous cycle. The activities in class consisted of three activities. They were pre-activity, main activity, and post-activity. In the pre-activity, the researcher did

greetings, praying, checking attendance, giving motivation and brainstorming. In the main activity, the researcher provided an explanation of the material about descriptive text and used augmented reality as a learning media. In the post-activity, the researcher summarized the material that had been studied and then prayed together. Here is the description of the activities that have been implemented.

1) **First meeting**

The first meeting was conducted on Saturday, 25th January 2025 which was conducted at 11.30 am-13.00 pm. The researcher started the class by greeting the students, leading a prayer, checking attendance, giving motivation, and reviewing the previous material that is related with the next material.

In the main activity, the researcher used augmented reality to improve students' pronunciation, which has been modified and revised to focus more on pronunciation. The researcher used augmented reality with a different topic from cycle 1. The topic in cycle 2 is Favorite fruit. Here, the researcher added more vocabulary with their pronunciations so that students become more familiar with the pronunciations.
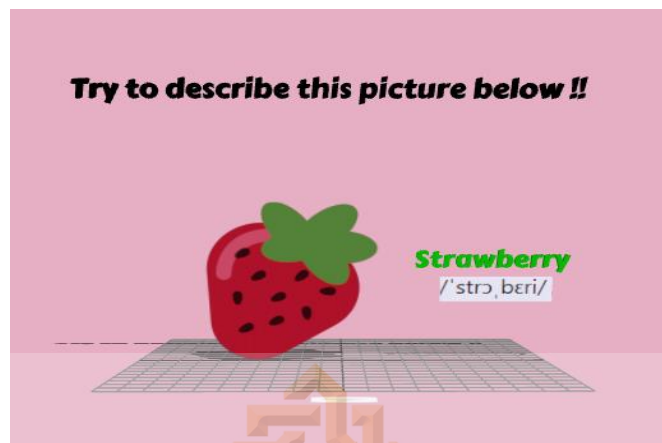
Figure 4.2
Augmented Reality (AR) for students' practice in cycle 2

Before closed the meeting, the researcher and students concluded and reviewed the material in that day. The researcher closed the meeting by saying hamdalah together then salam.

2) **Second meeting**

The second meeting was held on Saturday, February 1st, 2025, from 11.30 - 13.00 a.m. In this session, the teacher conducted a post-test assessment to evaluate the students' pronunciation development. The sequence of activities carried out by the researcher in this phase included several steps. First, the teacher began the class by checking student attendance. Next, the teacher explained the purpose of the learning meeting that day and reviewed the material from the previous session. Same as the previous test activities, the teacher provided the students with a QR code to access Augmented Reality (AR) images that has been revised by researcher. Then researcher gave instructions to create descriptive texts based on AR. Before starting to write, the teacher

also introduced some vocabulary related to the post-test topic, including guidance on how to pronounce the words correctly. Finally, the teacher asked the students to read aloud their descriptive texts and assessed their pronunciation.



Figure 4. 3
The students present the results of their descriptions

c. Observing

During the research, the researcher observed various aspects of the teaching and learning process, including student participation, enthusiasm, and confidence in learning pronunciation. To collect the data, the researcher documented classroom observations and interviews through field notes.

**Table 4.5**
**Researcher observation list cycle 2**

| Field note 2 |
|---|
| Observation class<br>Day: Saturday, 25th january 2025<br>Time: 11.30 – 13.00<br>Location: SMP Islam Arrahmah |
| Class description:<br>The students followed the lesson well. Several students showed improvement in describing the media and pronunciation |
| Researcher note:<br>Some students showed improvement and some students still does not have improvement |

d. Reflecting

In this phase, the researcher and the teacher evaluated and reflected on the actions in cycle 2. The researcher conducted interviews with students about the overall classroom situation after implementing augmented reality. A student with the initials H said:

> "I think this is more fun than last week, Ma'am, because we already know how to use the AR, so it feels easier, it's also exciting because we use our phones to learn".

Then a student with the initials U also added his opinion about the augmented reality:

> "I think this is better than last week. With the existence of vocabulary examples and their pronunciation, we can more easily create texts and read them with the correct pronunciation. The sound on the AR is also clearer".

Based on the interview results, the researcher concluded that the media was successfully used. The supporting data is presented in the table below:

**Table 4.6**
**Teacher observation list cycle 2**

| Successful action | Unsuccessful action |
|---|---|
| The implementation os revision media in the classroom | |
| The media is considered quite well and easy to use for student to learn pronunciation dan describe a thing | |

The researcher conducted cycle 2 post-test on january, 26th 2025 consist of 20 students. The table below is the accumulated results from pre-test. Here is the result:

**Table 4.7**
**The Student's Cycle-2 Pronunciation Test Score**

| No | Name | Indicator | | | | Total Score | FAIL/PASS |
|---|---|---|---|---|---|---|---|
| | | C | V | WS | I | | |
| 1 | S01 | 5 | 5 | 4 | 4 | 90 | Pass |
| 2 | S02 | 4 | 5 | 4 | 4 | 85 | Pass |
| 3 | S03 | 4 | 4 | 4 | 4 | 80 | Pass |
| 4 | S04 | 4 | 4 | 3 | 3 | 70 | Fail |
| 5 | S05 | 4 | 5 | 4 | 4 | 85 | Pass |
| 6 | S06 | 5 | 5 | 4 | 4 | 90 | Pass |
| 7 | S07 | 4 | 4 | 4 | 4 | 80 | Pass |
| 8 | S08 | 4 | 4 | 4 | 4 | 80 | Pass |
| 9 | S09 | 4 | 5 | 3 | 3 | 75 | Pass |
| 10 | S10 | 4 | 4 | 3 | 3 | 70 | Fail |
| 11 | S11 | 4 | 4 | 4 | 4 | 80 | Pass |
| 12 | S12 | 4 | 4 | 4 | 3 | 75 | Pass |
| 13 | S13 | 4 | 4 | 4 | 4 | 80 | Pass |
| 14 | S14 | 4 | 5 | 3 | 4 | 80 | Pass |
| 15 | S15 | 4 | 5 | 3 | 3 | 75 | Pass |
| 16 | S16 | 3 | 4 | 3 | 3 | 65 | Fail |
| 17 | S17 | 4 | 4 | 4 | 4 | 80 | Pass |
| 18 | S18 | 5 | 5 | 3 | 4 | 85 | pass |
| 19 | S19 | 4 | 4 | 3 | 3 | 70 | Fail |
| 20 | S20 | 4 | 5 | 4 | 4 | 85 | Pass |

Notes:     C: consonant     V: vowel

            WS: Word Stress     I: Intonation

The formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{16}{20} \text{ x } 100\% = 80 \%$$

Based on the results of the post-test 2, the researcher found that the students' pronunciation had improved. In this cycle, the researcher successfully met the success criterion of 75%. The percentage score of the second post-test reached 80%, therefore the researcher decided to conclude the action. The students' improvement in scores is presented in the table below:

**Table 4.8**
**The improvement of students' pronunciation**

| No | Students | Score | | |
|----|----------|---------|-------------|-------------|
|    |          | Pretest | Post-test 1 | Post-test 2 |
| 1  | S01 | 80 | 85 | 90 |
| 2  | S02 | 75 | 80 | 85 |
| 3  | S03 | 60 | 75 | 80 |
| 4  | S04 | 50 | 60 | 70 |
| 5  | S05 | 75 | 80 | 85 |
| 6  | S06 | 75 | 85 | 90 |
| 7  | S07 | 60 | 70 | 80 |
| 8  | S08 | 60 | 75 | 80 |
| 9  | S09 | 50 | 65 | 75 |
| 10 | S10 | 45 | 60 | 70 |
| 11 | S11 | 75 | 75 | 80 |
| 12 | S12 | 50 | 70 | 75 |
| 13 | S13 | 65 | 80 | 80 |
| 14 | S14 | 55 | 70 | 80 |
| 15 | S15 | 55 | 65 | 75 |
| 16 | S16 | 50 | 60 | 65 |
| 17 | S17 | 70 | 75 | 80 |

| 18 | S18 | 75 | 80 | 85 |
|---|---|---|---|---|
| 19 | S19 | 55 | 65 | 70 |
| 20 | S20 | 80 | 80 | 85 |
| Total | | 1.260 | 1.455 | 1.580 |
| Percentage | | 35% | 55% | 80% |

Based on all the calculations, the researcher concluded that the use of augmented reality led to improvements in students' pronunciation. The scores improved from 35% in the pre-test, to 55% in cycle 1, and reached 80% in cycle 2. These results indicate progress in various aspects of pronunciation, including consonants, vowels, word stress, intonation, and fluency.

## B. Discussion

The implementation of Augmented Reality (AR) to improve the pronunciation skill of 8th grade students at Arrahmah Islamic Junior High School consists of 3 activities, namely pre-activities, whils-activities, and post-activities. In the pre-activity, the researcher greeted the students, checked their attendance, provided motivation and explained the learning objectives. The whils-activity was carried out using augmented reality. Then the researcher provided an explanation of the descriptive material. After that, the researcher asked the students to read the results of the description in front of the class with preparation so that they were better prepared to present it. While working on the assignment, the researcher observed each student to find out the problems they were facing. After the preparation was complete and the student were ready to present it in front of the class, while the researcher checked the students' pronunciation skill. Student assessments

included vowels, consonants, word stress, and intonation. In the post-activity, the researcher and students reviewed or concluded the material on that day. The researcher also explained the material that would be discussed at the next meeting.

Based on the findings of the research, the students of Arrahmah Islamic Junior High School demonstrated improved pronunciation when Augmented Reality was implemented. Students' scores improved from the pre-test (35%), to the post-test in cycle 1 (55%), and ultimately to (80%) in the post-test in cycle 2. The implementation of Augmented Reality (AR) can improve students' pronunciation skills. with the use of AR, students become interested and enthusiastic when participating in learning. This result was related the same finding conducted by Rizal Fadli which mentioned student scores improved from an average of 672.25 to 912.25, while in research conducted by researcher, student scores improved by 45%.[50]

Based on the Interview results with the students showed that the implementation of AR made the learning process more enjoyable and can create an immersive learning environment. The students are enthusiastic in participating in the learning process. This is related with the same findings as research conducted by Wenhe Min and Zhonggen Yu. In the research, it was proven that AR can increase motivation, facilitate interaction, and reduce

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[50] Rizal Fadli, 'Using Augmented Reality Application toward University Students to Improve Pronunciation on Vowel Sounds', 2024.

anxiety among learners, which are important factors for effective language acquisition.[51]

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

This research used augmented reality to teach pronunciation in grade 8 of SMP Islam Arrahmah in the 2024/2025 academic year. The researcher concluded based on the research findings and discussions that the application of augmented reality has an effective impact on pronunciation learning in the classroom. This can be seen from the results of the pre-test, post-test 1, post-test 2, and supported by the results of observation sheets of student participation assisted by the English teacher in classroom learning. From the pre-test data, it can be seen that only 35% or 7 students met the assessment criteria (75). The students' assessment results increased to 11 students meeting the assessment criteria with a percentage of 55%. This cycle was then continued to the second cycle, as it still did not meet the success criteria of 75%. In cycle 2, the results obtained were 16 students who met the assessment criteria with a percentage of 80% and for students who did not pass the assessment criteria, there were 4 students.

## B. Suggestion

After conducting this study, the researcher offers some recommendations that can be suggested to English teachers and future researchers.

1. For English Teacher

     English teachers can provide various media that can be used to make learning interactive. with the use of media can really help students to better understand and convey their ideas. English teachers must create a fun situation in the teaching and learning process so that students can be actively involved in class.

2. For the next research

     The researcher hopes this research can serve as a helpful reference for future researchers and English teachers facing similar challenges in teaching pronunciation. The use of Augmented Reality (AR) in descriptive text lessons proved effective in improving students' pronunciation skills. Therefore, AR is recommended as an alternative media to support a more interactive and engaging English learning process.

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**APPENDIX 1**

**MATRIX OF RESEARCH**

| Tittle | Variables | indicators | Data Resources | Research Methods | Research Question |
|---|---|---|---|---|---|
| The implementation of Augmented Reality (AR) to Improve students' Pronunciation at Eight Grade of Arrahmah Islamic Junior High School | Augmented Reality | - Definition of Augmented Reality<br><br>- The Advantage of Augmented Reality<br><br>- Steps to use Augmented reality<br><br>- Types of Augmented Reality | Students pronunciation score (pre-test and post-test) of Arrahmah Islamic Junior High School | 1) Research Design: Classroom Action Research (CAR)<br>The stages of CAR:<br>a. Planning<br>b. Acting<br>c. Observation<br>d. Reflection<br>2) Data Collection:<br>a. Observation<br>b. Test<br>c. Interview | How is the implementation of Augmented Reality (AR) to improve students` Pronunciation at eight grade of Arrahmah Islamic Junior High School? |
| | Pronunciation of Peter Roach | - Consonants, vowels, word stress and intonation | | 3) Data Analysis<br>a. Students score:<br>**Score** = $\frac{total\ of\ Students'point}{20}$ **x 100**<br>b. Pass score:<br>$P = \frac{F}{N}$ x 100%<br>P: The class percentage<br>F: Number of Students<br>N: Total number of Students | |

**APPENDIX 2**
## RENCANA PELAKSANAAN PEMBELAJARAN
### (RPP)
**RPP 1**

Nama sekolah　　　: SMP ISLAM ARRAHMAH

Kelas/Semester　　: VIII / Genap

Mata Pelajaran　　: Bahasa Inggris

Materi Pokok　　　: Deskriptif teks

Alokasi Waktu　　: 2 x 45 Menit

### A. KOMPETENSI INTI

(K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

### B. KOMPETENSI DASAR

3.7　　membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta

informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek, dan sederhana, sesuai dengan kenteks penggunann.

    4.7   Teks deskriptif

        4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

## C. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik mampu:

1. Siswa dapat mengetahui tingkat kemampuan pengucapan (pronunciation) mereka sebelum materi pembelajaran dimulai.

2. Siswa dapat mengidentifikasi kata-kata dengan pelafalan yang tepat berdasarkan teks deskriptif.

## D. METODE PEMBELAJARAN

- Pendekatan   : Saintifik
- Metode       : Drill (latihan), ceramah

## E. SUMBER BELAJAR

- Media          : Worksheet
- Sumber belajar  : LKS Bahasa Inggris kelas VIII, Internet

## F. KEGIATAN PEMBELAJARAN

| |
|---|
| 1. Kegiatan Pendahuluan |
| • Guru membuka pertemuan dengan salam dan berdoa bersama<br>• Guru menyapa peserta didik dan mengecek kehadiran siswa<br>• Guru menyampaikan tujuan pembelajaran untuk melakukan pre-test pronunciation kepada siswa |
| 2. Kegiatan Inti |

| | • Guru memberikan gambaran umum tentang pengucapan dengan menggunakan deskriptif teks sebagai contoh |
|---|---|
| | • Siswa membaca teks tersebut satu persatu didepan kelas. Setiap siswa diberikan kesempatan untuk membaca teks, dan guru memberikan umpan balik langsung mengenai pelafalan mereka |
| | • Guru fokus pada pengucapan kata-kata yang sulit dan memberikan contoh pelafalan yang benar |
| | • Guru mengajak siswa berdiskusi mengenai pengucapan yang sulit |
| | • Guru menanyakan pengalaman siswa dalam mengucapkan kata-kata tertentu dan memberikan tips agar pengucapan mereka lebih baik |
| 3. Kegiatan Penutup | |
| | • Guru memberikan refleksi singkat mengenai kegiatan pre-test pronunciation dan menyarankan siswa untuk berlatih lebih banyak |
| | • Guru meminta siswa untuk menutup kelas dengan berdoa bersama |

## G. ASESMEN

| Indicator | Score | Aspect |
|---|---|---|
| Consonant | 5 | Pronounces all consonants accurately in the whole text |
| | 4 | Mispronounces 1-2 consonants in the text |
| | 3 | Mispronounces a few consonants in the text |
| | 2 | Mispronounces many consonants in the text |
| | 1 | Almost all consonants in the text are mispronounced |
| Vowel | 5 | Pronounces all vowels accurately in the whole text |
| | 4 | Mispronounces 1-2 vowels in the text |
| | 3 | Mispronounces a few vowels in the text |
| | 2 | Mispronounces many vowels in the text |
| | 1 | Almost all vowels in the text are mispronounced |
| Word Stress | 5 | Uses good stress in each word and no error |
| | 4 | Uses good stress in almost all words, with 1–2 minor mistakes that do not affect understanding. |
| | 3 | Uses good stress but misuses a few words that cause few errors |
| | 2 | Uses much incorrect stress that causes some errors |
| | 1 | Uses stress incorrectly in most of the words causes definitely much error |
| Intonation | 5 | Produces correct intonation tune in the whole sentences of the text |
| | 4 | Produces correct intonation tune in most sentences of |

| Indicator | Score | Aspect |
|---|---|---|
| | | the text, with only a few errors. |
| | 3 | Produces incorrect intonation tune in a few sentences of the text |
| | 2 | Produces much incorrect intonation tune in the sentences of the text |
| | 1 | Almost all of the sentences in the text are said with incorrect intonation tune |

$$P = \frac{F}{N} \text{ x } 100\%$$
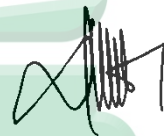
P: The class percentage

F: Number of Students

N: Total number of Students

Mengetahui,
Guru Mata Pelajaran Bahasa
Inggris SMP Islam Arrahmah

Jember, 4 Januari 2025
Mahasiswa,

**Achmad Sidiq, S.Pd**
NIP.

**Mardliatul Laily MZ**
NIM. 214101060038

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**

**RPP 2**

Nama sekolah     : SMP ISLAM ARRAHMAH

Kelas/Semester   : VIII / Genap

Mata Pelajaran   : Bahasa Inggris

Materi Pokok     : Deskriptif teks

Alokasi Waktu    : 2 x 45 Menit

## A. KOMPETENSI INTI

(K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR

3.7    membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta

informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek, dan sederhana, sesuai dengan kenteks penggunann.

4.7 Teks deskriptif

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

**C. TUJUAN PEMBELAJARAN**

Setelah mengikuti pembelajaran, peserta didik mampu:

1. Siswa dapat menggunakan Augmented Reality (AR) untuk meningkatkan kemampuan pengucapan (pronunciation) mereka sebelum materi pembelajaran dimulai.

2. Siswa dapat melakukan latihan dengan AR dengan pelafalan yang tepat berdasarkan teks deskriptif.

**D. METODE PEMBELAJARAN**

- Pendekatan : Saintifik
- Metode : Drill (latihan), ceramah

**E. SUMBER BELAJAR**

- Media : Augmented Reality, Handphone
- Sumber belajar : LKS Bahasa Inggris kelas VIII, Internet

**F. KEGIATAN PEMBELAJARAN**

| Kegiatan Pendahuluan |
| --- |
| <ul><li>Guru membuka pertemuan dengan salam dan berdoa bersama</li><li>Guru menyapa peserta didik dan mengecek kehadiran siswa</li><li>Guru menyampaikan tujuan pembelajaran</li></ul> |
| Kegiatan Inti |

| | |
|---|---|
| • Guru memberikan penjelasan tentang **descriptive text**, termasuk fungsi sosial, struktur teks, dan unsur kebahasaan.<br>• Guru memperkenalkan media **AR** yang akan digunakan dalam pembelajaran.<br>• Siswa menggunakan perangkat (HP/tablet) untuk melihat gambar objek melalui aplikasi AR.<br>• Siswa diminta menyebutkan apa yang mereka lihat secara lisan (secara spontan).<br>• Guru membantu siswa mendeskripsikan objek yang ditampilkan oleh AR menggunakan kalimat sederhana.<br>• Guru membimbing siswa dalam pelafalan kata-kata dari deskripsi tersebut, fokus pada **consonant, vowel, word stress, dan intonation.**<br>• Guru memberikan contoh pengucapan dan latihan bersama dengan siswa.<br>• Siswa berlatih membaca contoh descriptive text pendek berdasarkan objek AR. | |
| Kegiatan Penutup | |
| • Guru memberikan refleksi singkat mengenai kegiatan pre-test pronunciation dan menyarankan siswa untuk berlatih lebih banyak<br>• Guru meminta siswa untuk menutup kelas dengan berdoa bersama | |

## G. ASESMEN

| Indicator | Score | Aspect |
|---|---|---|
| Consonant | 5 | Pronounces all consonants accurately in the whole text |
| | 4 | Mispronounces 1-2 consonants in the text |
| | 3 | Mispronounces a few consonants in the text |
| | 2 | Mispronounces many consonants in the text |
| | 1 | Almost all consonants in the text are mispronounced |
| Vowel | 5 | Pronounces all vowels accurately in the whole text |
| | 4 | Mispronounces 1-2 vowels in the text |
| | 3 | Mispronounces a few vowels in the text |
| | 2 | Mispronounces many vowels in the text |
| | 1 | Almost all vowels in the text are mispronounced |
| Word Stress | 5 | Uses good stress in each word and no error |
| | 4 | Uses good stress in almost all words, with 1–2 minor mistakes that do not affect understanding. |
| | 3 | Uses good stress but misuses a few words that cause few errors |
| | 2 | Uses much incorrect stress that causes some errors |
| | 1 | Uses stress incorrectly in most of the words causes |

| Indicator | Score | Aspect |
|---|---|---|
| | | definitely much error |
| Intonation | 5 | Produces correct intonation tune in the whole sentences of the text |
| | 4 | Produces correct intonation tune in most sentences of the text, with only a few errors. |
| | 3 | Produces incorrect intonation tune in a few sentences of the text |
| | 2 | Produces much incorrect intonation tune in the sentences of the text |
| | 1 | Almost all of the sentences in the text are said with incorrect intonation tune |

$P = \frac{F}{N}$ x 100%
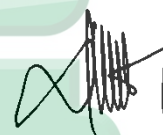
P: The class percentage

F: Number of Students

N: Total number of Students

Mengetahui,
Guru Mata Pelajaran Bahasa
Inggris SMP Islam Arrahmah

Jember,11 Januari 2025
Mahasiswa,

**Achmad Sidiq, S.Pd**
NIP.

**Mardliatul Laily MZ**
NIM. 214101060038

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**

**RPP 3**

Nama sekolah    : SMP ISLAM ARRAHMAH

Kelas/Semester   : VIII / Genap

Mata Pelajaran   : Bahasa Inggris

Materi Pokok    : Deskriptif teks

Alokasi Waktu   : 2 x 45 Menit

## A. KOMPETENSI INTI

(K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR

3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta

informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek, dan sederhana, sesuai dengan kenteks penggunann.

4.7 Teks deskriptif

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

## C. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik mampu:

1. Siswa dapat membuat tekd deskriptif berdasarkan topik yang dipilih
2. Siswa dapat menguji kemampuan pronunciation mereka dengan lebih percaya diri setelah menggunakan Augmented Reality.

## D. METODE PEMBELAJARAN

- Pendekatan   : Saintifik
- Metode        : Drill (latihan), ceramah

## E. SUMBER BELAJAR

- Media               : Augmented Reality, Handphone, Asesmen sheet
- Sumber belajar  : LKS Bahasa Inggris kelas VIII, Internet

## F. KEGIATAN PEMBELAJARAN

| Kegiatan Pendahuluan |
| --- |
| <ul><li>Guru membuka pertemuan dengan salam dan berdoa bersama</li><li>Guru menyapa peserta didik dan mengecek kehadiran siswa</li><li>Guru menyampaikan tujuan pembelajaran</li></ul> |
| Kegiatan Inti |
| <ul><li>siswa dibagi menjadi beberapa kelompok kecil (3–4 siswa per kelompok).</li><li>Setiap kelompok diberikan objek gambar dari AR</li><li>Siswa mengamati objek dari AR dan bersama-sama menyusun **descriptive text tertulis.**</li><li>Setelah menyusun teks, masing-masing anggota kelompok diminta untuk **membaca hasil deskripsinya secara bergiliran** di depan kelas.</li><li>Guru memberikan **penilaian pronunciation** berdasarkan aspek: consonant, vowel, word stress, dan intonation.</li><li>Guru memberikan umpan balik secara langsung setelah presentasi.</li></ul> |

| Kegiatan Penutup |
|---|
| • Guru memberikan refleksi singkat mengenai kegiatan post-test pronunciation dan menyarankan siswa untuk berlatih lebih banyak <br> • Guru meminta siswa untuk menutup kelas dengan berdoa bersama |

## G. ASESMEN

| Indicator | Score | Aspect |
|---|---|---|
| Consonant | 5 | Pronounces all consonants accurately in the whole text |
| | 4 | Mispronounces 1-2 consonants in the text |
| | 3 | Mispronounces a few consonants in the text |
| | 2 | Mispronounces many consonants in the text |
| | 1 | Almost all consonants in the text are mispronounced |
| Vowel | 5 | Pronounces all vowels accurately in the whole text |
| | 4 | Mispronounces 1-2 vowels in the text |
| | 3 | Mispronounces a few vowels in the text |
| | 2 | Mispronounces many vowels in the text |
| | 1 | Almost all vowels in the text are mispronounced |
| Word Stress | 5 | Uses good stress in each word and no error |
| | 4 | Uses good stress in almost all words, with 1–2 minor mistakes that do not affect understanding. |
| | 3 | Uses good stress but misuses a few words that cause few errors |
| | 2 | Uses much incorrect stress that causes some errors |
| | 1 | Uses stress incorrectly in most of the words causes definitely much error |
| Intonation | 5 | Produces correct intonation tune in the whole sentences of the text |
| | 4 | Produces correct intonation tune in most sentences of the text, with only a few errors. |
| | 3 | Produces incorrect intonation tune in a few sentences of the text |
| | 2 | Produces much incorrect intonation tune in the sentences of the text |
| | 1 | Almost all of the sentences in the text are said with incorrect intonation tune |

$P = \frac{F}{N} \times 100\%$

P: The class percentage

F: Number of Students

N: Total number of Students

83

Mengetahui,                                          Jember,18 Januari 2025
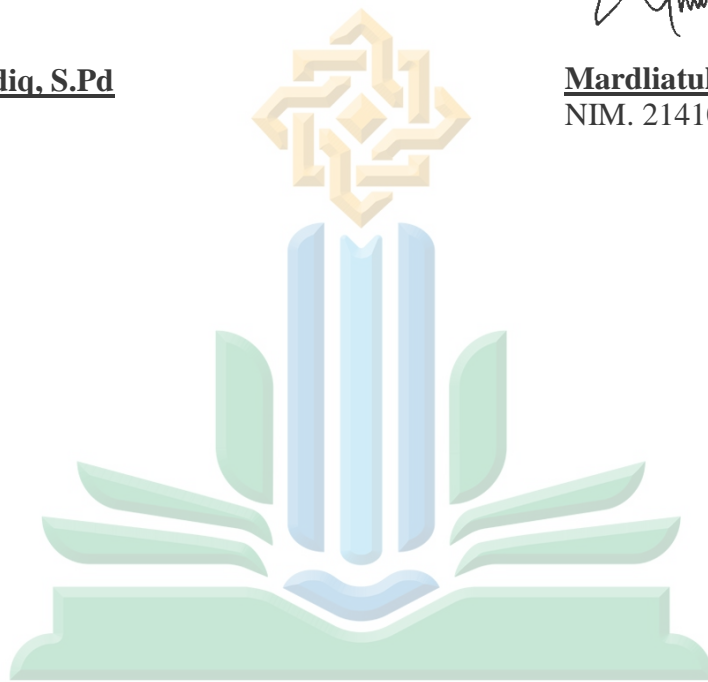Guru Mata Pelajaran Bahasa                           Mahasiswa,
Inggris SMP Islam Arrahmah

**Achmad Sidiq, S.Pd**                               **Mardliatul Laily MZ**
NIP.                                                 NIM. 214101060038

**APPENDIX 3**

## DOCUMENTATION

### PRE-TEST

**Read the text below in front of the class !!**

MY FAVORITE ANIMAL

I have a cat named Bella. She has white fur with gray spots. Bella has bright green eyes and a small pink nose. She is very playful and likes to chase balls around the house. Every morning, she sits near the window and watches the birds outside. Bella also enjoys playing with ribbons and climbing on furniture.

Bella is not just a pet; she is part of my family. She loves being cuddled and enjoys sleeping on my lap. Whenever I feel sad, Bella makes me happy with her funny actions. She is the cutest and most loving pet I could ever have. I feel lucky to have her in my life.

Pre-test Assesment Sheet
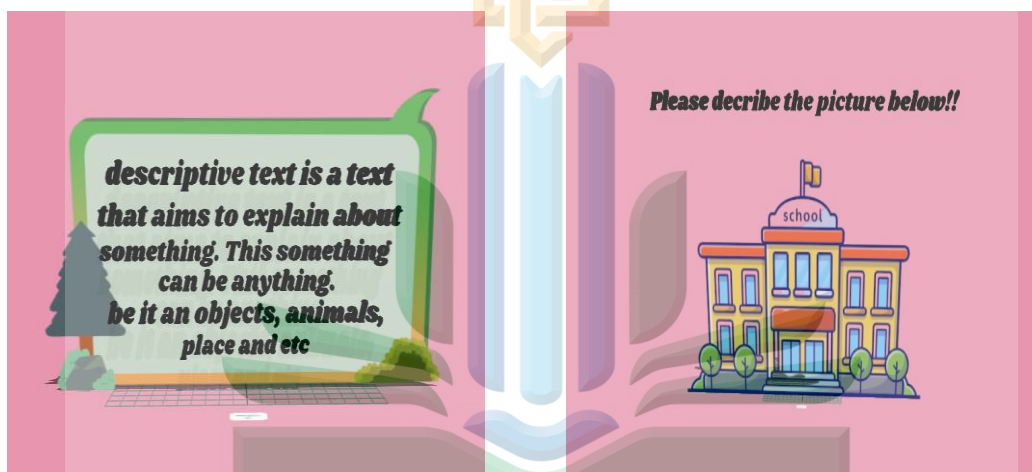
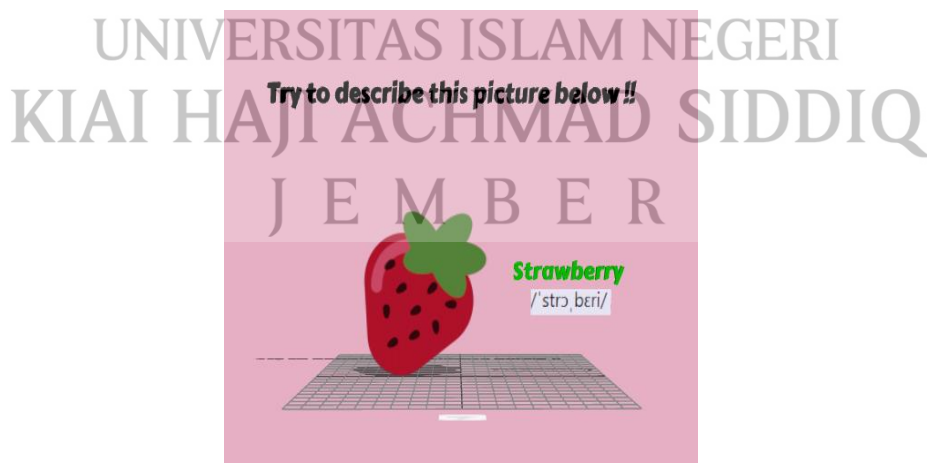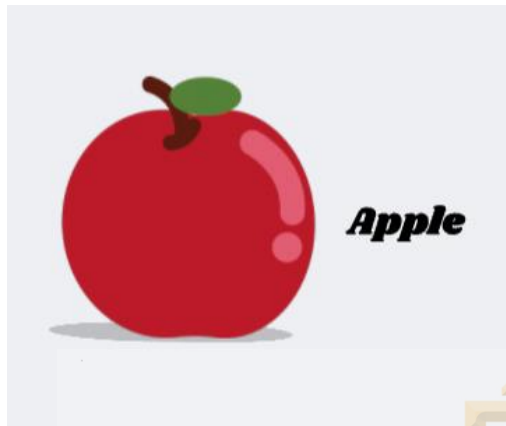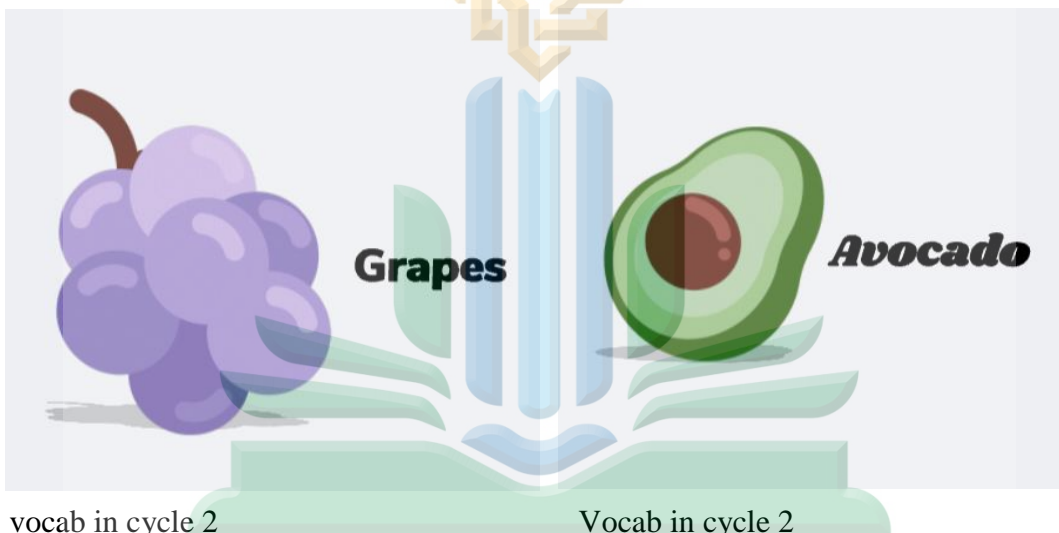Descriptive text material                    Figure for students practice in cycle 1

Figure for students practice in cycle 2

vocab in cycle 2                    Vocab in cycle



vocab in cycle 2                    Vocab in cycle 2



vocab in cycle 2                    Vocab in cycle 2

Anggota kelompok :

1) anis
2) ulum
3) subyan
4) ~~first~~ ica
5) Rizki

My Favorite Fruit is APPLE. Apples are sweet, Juicy, and very ~~healthy~~ healthy. In the picture, there are several apple ~~trees~~ trees full of red apples. Some trees have a lot of apples. While others have only a few. I like how fresh the apples look when they fall to the ground. There is even a cute rabbit eating a fallen apple under one of the ~~trees~~ trees, ~~which~~ which shows that even animals enjoy this delicious fruit.

Students worksheet

anggota kelompok :

1. Habibi
2. Adit
3. Reza
4. Rifqi
5. Sulaiman

Apple is my favorite fruit because it is crunchy, refreshing, and ~~~~ easy to eat. ~~~~ in the ~~~~ picture, I can see some apple trees with ripe fruits hanging from the branches. one tree has many apples, ~~~~ and the others have just a few. I like seeing apples on the three because it makes me imagine picking and eating them right away. There is a rabbit under the tree eating a fallen apple, and it looks so peaceful and happy.

Students worksheet

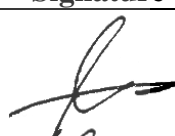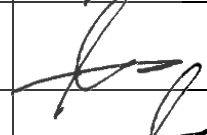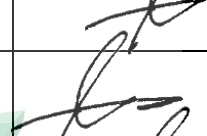Post-test QR-code

Post-test 2 QR-code

**APPENDIX 4**
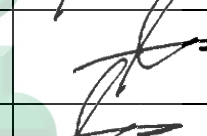
## RESEARCH JOURNAL ACTIVITIES

Name    : MARDLIATUL LAILY MZ

NIM     : 214101060038

Title    : THE IMPLEMENTATION OF AUGMENTED REALITY (AR) TO IMPROVE STUDENTS' PRONUNCIATION AT ARRAHMAH ISLAMIC JUNIOR HIGH SCHOOL

Location   : SMP ISLAM ARRAHMAH

| No | Day/date | Activity | Signature |
|----|----------|----------|-----------|
| 1 | Thursday, 2$^{nd}$ January 2025 | The reasearcher give "surat permohonan penelitian" to the school | |
| 2 | Saturday, 4$^{th}$ January 2025 | The researcher did pre-test | |
| 3 | Saturday, 11$^{th}$ January 2025 | The researcher implement the media (cycle 1) | |
| 4 | Saturday, 18$^{th}$ January 2025 | The researcher did post-test 1 | |
| 5 | Saturday, 25$^{th}$ January 2025 | The researcher implement the media (cycle 2) | |
| 6 | Saturday, 1$^{st}$ February 2025 | The researcher did post-test 2 | |
| 7 | Tuesday, 4$^{th}$ February 2025 | The researcher ask for a letter of research finishing | |

Probolinggo, 04 Februari 2025

Kepala Sekolah SMP Islam Arrahmah

**Syaiful Arif, S.Pd.**

**APPENDIX 5**

**VALIDITY OF MEDIA**

**LEMBAR VALIDASI AHLI MEDIA**

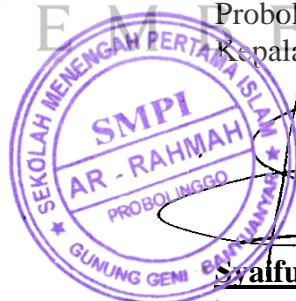| | |
|---|---|
| Judul Peneliatian | : The implementation of Augmented Reality (AR) to improve students' pronunciation at eight grade of Arrahmah Islamic Junior High School |
| Peneliti | : Mardliatul Laily MZ |
| Validator | : Moh. Rofid Fikroni, M.Pd. |

**Petunjuk Penilaian:**

1. Mohon bapak/ibu kesediannya untuk memberikan penilaian terhadap media yang telah disusun oleh peneliti.
2. Mohon bapak/ibu untuk memberikan tanda checklist (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai skor penilaian angka 1,2,3 dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih maka semakin baik/sesuai dengan aspek yang diebutkan.
3. Mohon bapak/ibu memberikan saran.

**Keterangan Skala Penilaian:**

1 = Sangat tidak valid

2 = Tidak valid

3 = Valid

4 = Sangat valid

**Instrument Angket Validasi**

| No | Instrument | Skala Penelitian | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | **A. Media augmented reality** | | | | |
| 1 | Penggunan media pembelajaran efektif untuk proses pembelajaran | | | ✓ | |
| 2 | Media pembelajaran dapat digunakan berulang kali | | | ✓ | |
| 3 | Media pembelajaran dapat digunakan dengan mudah | | | ✓ | |
| 4 | Media pembelajaran fleksibel dan mudah dibawa kemana-mana | | | ✓ | |
| 5 | Media pembelajaran ini dapat membantu siswa belajar secara mandiri maupun berkelompok | | | | ✓ |
| | **B. Tampilan** | | | | |
| 6 | Gambar yang digunakan sesuai dengan tulisan | | | ✓ | |
| 7 | Gambar yang ditampilkan mendukung materi yang | | | ✓ | |

| | | | | | |
|---|---|---|---|---|---|
| | disampaikan | | | | |
| 8 | Gambar yang disajikan dengan objek 3D menarik | | | ✓ | |
| 9 | Tata letak komponen pada media sudah tepat sehingga nyaman untuk dilihat | | | ✓ | |
| 10 | Intonasi suara pada media pembelajaran terdengar jelas | | ✓ | | |
| **C. Pemograman** | | | | | |
| 11 | Kamera dapat menampilkan gambar 3D saat *scan marker* | | | ✓ | |
| 12 | Kamera dapat menampilkan gambar 3D dengan mudah saat *scan marker* | | | ✓ | |
| 13 | Media pembelajaran digunakan dengan lancar tanpa adanya hang, crash atau lag | | | ✓ | |
| 14 | Kualitas video yang ditampilkan dalam media baik | | | ✓ | ✓ |
| 15 | Media pembelajaran disajikan interaktif | | | | |

Kesimpulan media pembelajaran dinyatakan:

1. Layak diuji coba dilapangan tanpa revisi
2. Layak diuji coba lapangan dengan revisi
3. Tidak layak digunakan dilapangan

A. SARAN & PERBAIKAN

Untuk intonasi, bisa di edit agar lebih menarik, dan practice / exercise, sibahkan di perbaiki untuk direehonrea agar be lebih potens pada pronounciaman exercise

Jember, 26 November 2024

Validator

Moh. Rofid Fikroni, M.Pd.

# VALIDITY OF TEST

### LEMBAR VALIDASI AHLI TEST

Judul Peneliatian  : The implementation of Augmented Reality (AR) to improve students' pronunciation at eight grade of Arrahmah Islamic Junior High School

Peneliti  : Mardliatul Laily MZ

Validator  : Dr. Ninuk Indriyani, S.Pd,. M.Pd.

**Petunjuk Penilaian:**

1. Mohon bapak/ibu kesediannya untuk memberikan penilaian terhadap test yang telah disusun oleh peneliti.
2. Mohon bapak/ibu untuk memberikan tanda checklist (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai skor penilaian angka 1,2,3 dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih maka semakin baik/sesuai dengan aspek yang diebutkan.
3. Mohon bapak/ibu memberikan saran.

**Keterangan Skala Penilaian:**

1 = Sangat tidak valid

2 = Tidak valid

3 = Valid

4 = Sangat valid

**Instrument Angket Validasi**

| No | Instrument | Skala Penelitian | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| **A. Kualitas Konten (Isi Test)** | | | | | |
| 1 | Instrument test relevan dengan materi yang diajarkan | | | | ✓ |
| 2 | Soal dan tugas mampu mengukur keterampilan pronunciation siswa secara spesifik | | | | ✓ |
| 3 | Teks dan gambar yang digunakan dalam test sesuai dengan tingkat pemahaman siswa | | | | ✓ |
| 4 | lembar test memberikan instruksi yang jelas dan mudah dipahami siswa | | | | ✓ |
| 5 | Pembagian bagian dalam lembar test (contoh soal, tugas siswa, bagian jawaban) jelas dan terstruktur | | | | ✓ |
| **B. Kepraktisan dan Kejelasan Test** | | | | | |
| 6 | Test dapat diselesaikan dalam waktu yang sesuai dengan | | | ✓ | |

| | | | | | |
|---|---|---|---|---|---|
| | jadwal pembelajaran | | | | |
| 7 | Konten test menarik sehingga memotivasi siswa untuk berpartisipasi | | | | ✓ |
| 8 | Bahasa yang digunakan dalam lembar test sesuai dengan tingkat pemahaman siswa | | | | ✓ |
| 9 | Kosakata dalam instrumen bebas dari istilah yang sulit dipahami atau ambigu | | | ✓ | |
| 10 | Kalimat instruksi dalam lembar test menggunakan tata bahasa yang benar | | | | ✓ |

Kesimpulan media pembelajaran dinyatakan:

1. Layak diuji coba dilapangan tanpa revisi
2. Layak diuji coba lapangan dengan revisi
3. Tidak layak digunakan dilapangan

A. SARAN & PERBAIKAN

Very Good
......................................................................................
......................................................................................
......................................................................................
......................................................................................
......................................................................................

Jember, 28 November 2024

Validator

Dr. Ninuk Indriyani, S.Pd,. M.Pd.

**APPENDIX 6**

**INTERVIEW GIUDELINES**

THE IMPLEMENTATION OF AUGMENTED REALITY (AR) TO IMPROVE
STUDENTS' PRONUNCIATION SKILL AT ARRAHMAH ISLAMIC JUNIOR
HIGH SCHOOL

Question:

1. How is english learing in this class?
2. What's the main problems that students face in learning english?
3. How about the class every week?
4. How about the nuance of the class?
5. What do you think about today class?
6. What do you think about the media?

This form taken from a previous study conducted by Alfinda Dhaniar
Agustinningrum (2023)

**APPENDIX 7**

**INTERVIEW TRANSCRIPTS**

**Day/date:** *Saturday, 4ᵗʰ January 2025*

R: Researcher

S: Stundent

...

R    : Hello sorry to disturb your time. I wanna do an interview? May I ask a few questions? Is that okay?

S1    : it is okay miss

...

R    : How is English learning in this class?

S1    : Actually, we have the opportunity to get better at English. For example, we can ask teacher to translate everything so that we can learn more even though we are still learning the language a little. For example, I'm sorry, sir, but I don't understand. That way, the teacher can translate, and we can respond to the question.

R    : How about the class every week? Maybe you can tell me the nuance

S1    : Usually it's monotonous, there's no new variation. The teacher only gives questions and explanations. That makes me or maybe other students bored in class.

R    : What is the main problem you have when learning English?

S1    : we have difficulty pronouncing words, if to translate words we have been taught to look up words in the dictionary by teacher, but we are still hesitant and embarrassed to pronounce words because we are afraid of making mistakes.

**Day/date:** *Saturday, 18ᵗʰ January 2025*

R: Researcher

S: Stundent

...

R    : Hello  can i ask you few question again, Is that okay?

S1    : yes miss, it is okay miss

...

R     : How is your opinion about today class?

S1    : It's fun miss, because there is new media, but I still don't understand it.

S2    : For me, I'm happy because the media is new and it's more exciting, but I think the pronunciation is difficult to imitate because it's not clear. So, the media provided must be improved.

R     : the problem is in the volume, right?

S     : yes miss

**Day/date**   : *Saturday, 1ˢᵗ February 2025*

R: Researcher

S: Stundent

...

R     : Hello  i wanna ask you few question again, Is that okay?

S1    : yessss,  it is okay miss

...

R     : what do you think about today class?

S1    : I think this is more fun than last week, Ma'am, because we already know how to use the AR, so it feels easier, it's also exciting because we use our phones to learn

R     : So now you understand how to use it, right?

S     : yes miss.

R     : so, what do you think about the media?

S     : I think this is better than last week. With the existence of vocabulary examples and their pronunciation, we can more easily create texts and read them with the correct pronunciation. The sound on the AR is also clearer

R     : the volume is clear, right?

S     : yes miss

R   : okayy, thank you

**APPENDIX 8**

**PHONETIC SYMBOLS**

1. **My Favorite Animal**
   /ˌmaɪ ˈfeɪ.vɚ.ɪt ˈæn.ɪ.məl/

**I have a cat named Bella. She has white fur with gray spots. Bella has bright green eyes**

/aɪ ˈhæv ə kæt ˈneɪmd ˈbɛl.ə//ʃi ˈhæz ˈwaɪt ˈfɚ ˈwɪθ ˈgreɪ ˈspɑts//ˈbɛl.ə ˈhæz ˈbraɪt ˈgrin ˈaɪz

**And a small pink nose. She is very playful and likes to chase balls around the house. Every**

ənd ə ˈsmɔl ˈpɪŋk ˈnoʊz//ʃi ɪz ˈvɛr.i ˈpleɪ.fəl ənd ˈlaɪks tə ˈtʃeɪs ˈbɑlz əˈraʊnd ðə ˈhaʊs//ˈɛv.ri

**morning she sits near the window and watches the birds outside. Bella also enjoys playing**

ˈmɔr.nɪŋ ʃi ˈsɪts ˈnɪr ðə ˈwɪn.doʊ ənd ˈwatʃ.ɪz ðə ˈbɚdz ˌaʊtˈsaɪd/ /ˈbɛl.ə ˈɔl.soʊ ɪnˈdʒɔɪz ˈpleɪ.ɪŋ

**with ribbons and climbing on furniture.**

wɪθ ˈrɪb.ənz ənd ˈklaɪm.ɪŋ ɑn ˈfɚ.nɪ.tʃɚ/

**Bella is not just a pet; she is part of my family. She loves being cuddled and enjoys sleeping**

/ˈbɛl.ə ɪz ˈnɑt ˈdʒʌst ə ˈpɛt ʃi ɪz ˈpɑrt əv maɪ ˈfæm.ə.li/ /ʃi ˈlʌvz ˈbi:.ɪŋ ˈkʌd.əld ənd ˌɪnˈdʒɔɪz ˈsli:.pɪŋ

**on my lap. Whenever I feel sad, Bella makes me happy with her funny actions. She is the**

ɑn maɪ ˈlæp/ /wɛnˈɛv.ɚ aɪ ˈfi:l ˈsæd ˈbɛl.ə ˈmeɪks mi ˈhæp.i wɪθ hɚ ˈfʌn.i ˈæk.ʃənz/ /ʃi ɪz də

**cutest and most loving pet I could ever have. I feel lucky to have her in my life.**

ˈkju:.təst ənd ˈmoʊst ˈlʌv.ɪŋ ˈpɛt aɪ ˈkʊd ˈɛv.ɚ ˈhæv//aɪ ˈfi:l ˈlʌk.i tə ˈhæv hɚ ɪn maɪ ˈlaɪf/

**2. My Favorite Fruit**
/maɪ ˈfeɪ.vɚ.ɪt ˈfruːt/

**My favorite fruit is apple. Apples are sweet, juicy and very healthy.**
/maɪ ˈfeɪ.vɚ.ɪt ˈfruːt ɪz ˈæp.əl//ˈæp.əlz ɑːr swiːt ˈdʒuː.si ənd ˈver.i ˈhel.θi/

**In the picture, there are several apple trees full of red apples.**
/ɪn ðə ˈpɪk.tʃɚ ðɛr ɑːr ˈsɛv.rəl ˈæp.əl triːz fʊl əv rɛd ˈæp.əlz/

**Some trees have a lot of apples, while others have only a few.**
/sʌm triːz hæv ə ˈlɑːt əv ˈæp.əlz//waɪl ˈʌð.əz hæv ˈoʊn.li ə fjuː/

**I like how fresh the apples look when they fall to the ground.**
/aɪ laɪk haʊ frɛʃ ði ˈæp.əlz lʊk wen ðeɪ fɔːl tə ðə graʊnd/

**There is even a cute rabbit eating a fallen apple under of the trees,**
/ðɛr ɪz ˈiː.vən ə kjuːt ˈræb.ɪt ˈiː.tɪŋ ə ˈfɔː.lən ˈæp.əl ˈʌn.dɚ of ðə triːz/

**which shows that even animals enjoy this delicious fruit.**
/wɪtʃ ʃoʊz ðæt ˈiː.vən ˈæn.ɪ.məlz ɪnˈdʒɔɪ ðɪs dɪˈlɪʃ.əs ˈfruːt/

**3. My Favorite Fruit**
/maɪ ˈfeɪ.vɚ.ɪt ˈfruːt/

**Apple is my favorite fruit because it is crunchy, refreshing, and easy to eat.**
/ˈæp.əl ɪz maɪ ˈfeɪ.vɚ.ɪt ˈfruːt bɪˈkɔːz ɪt ɪz ˈkrʌn.tʃi rɪˈfreʃ.ɪŋ ənd ˈiː.zi tuː iːt/

**In the picture, I can see some apple trees with ripe fruits hanging from the branches.**
/ɪn ðə ˈpɪk.tʃɚ aɪ kæn siː sʌm ˈæp.əl triːz wɪθ raɪp ˈfruːts ˈhæŋ.ɪŋ frəm ðə ˈbræn.tʃɪz/

**One tree has many apples, and the others have just a few.**
/wʌn triː hæz ˈmɛ.ni ˈæp.əlz ənd ði ˈʌð.əz hæv dʒʌst ə fjuː/

**I like seeing apples on the tree because it makes me imagine picking and eating them right away**

/aɪ laɪk ˈsiː.ɪŋ ˈæp.əlz ɑn ðə triː bɪˈkɔːz ɪt meɪks mi ɪˈmæ.dʒɪn ˈpɪk.ɪŋ ənd ˈiː.tɪŋ ðɛm raɪt əˈweɪ/

**There is a rabbit under the tree eating a fallen apple, and it looks so peaceful and haapy.**

/ðɛr ɪz ə ˈræb.ɪt ˈʌn.dɚ ðə triː ˈiː.tɪŋ ə ˈfɔː.lən ˈæp.əl ənd ɪt lʊks soʊ ˈpiːs.fəl ənd ˈhæp.i/

APPENDIX 9

## TEST TRANSCRIPTS

**Student with score: 80**

Mai fevorit enimel

I hev e ket nemed Bella. Shi hes whait furr... with grey spots. Bella hes brig grin ais en e smoll pink nos. Shi is very pleyful and laiks to kes bolls eroun the haus. Every morning, shi sits ner the window en... wotchs the birds outsait. Bella olso enjoys... pleying with ribbons and cleimbing on furnicur.

Bella is not jest e pet, she is part of my femily. She loves being kadel... en enjoys sliping on mai lep. Whenever I fil sed, Bella meks mi heppy with her fenny eksyen. She is the kyutes en mos loving pet I kud ever hev. I fil laki to hev her in mai laif.

**Student with score: 45**

May fevorit enimal

ai hev....ai hev ei ket nem bel. Hes.....si hes wit fur wit grey spot. Bella hes brig grin eiys en e smol ping nos.... Si is veri pleyful en liks tu...... kes bols eron de hose. Everi morning, si sit ner de window an woces de bird outsit... outsit... bella olso enjoys pleying wit ribbons en klimbing on furnitur.

Bella not jus... e pet... she is part of... my femily. Shi love... being cudled end... enjoy sliping on... my lep. Whenever I feel... sad... Bella make me hapy with her funny... ekshens. She is... the cutes and most... lufing pet... I coud ever... have. I feel... luky to hev her... in my life.

**Student with score 70**

Mai fevorit fruit is epel. Eples.. ar swit joisy en....very helti. In de pikcer, der..... der ar several epel... tris ful of red eples.... sam tres hev e...lof.eee... lot of epel, whel..duhh.......whel e...ders hev only e....fiu. i lik haw fresde eples when dey foo... fol tu de gron. Der is iven kyut rebbit iting e... fellen epel ander wan of de.... tris, wes syo.....wes syo.. det even ani.... enimels enjoy dis delisios fruit.

**Student with score 85**

Mai fevorit frut is epel. Epels are swit, jeisy en very helti. In de pikcer, der ar several epels tri....tris full of tris...rid epels. Sam tris hev e lot epels. Whail ader hev anly a fiuw. I laik haw frish de epels luk when dey fol to de gran.......Der is even e kyut rebbit iting... e.. fellen... epel ander wan..of de tris, which saw.. dat even animals enjoy de....... enjoy dis diliciosos fruit.

**Student with score 90**

Epel is mai favorit fruit bicaus it is kranchy, refreshing en izi tu it. In de pikcer, i cen si sam epel tris with raip fruit henging from de brech. wan tri hes meny eples.... en de ader hev jest e fiu. I laik siying epels on de tri bicos it meks mi imejin piking en iting dem raigh ewey. Der is is rai.... der is e rebbit ander de tri iting e follen... epel, en it luks so pisful en heppy.

**APPENDIX 10**

<div align="center">DECLARATION OF AUTHORSHIP</div>

The undersigned below :

| | |
|---|---|
| Name | : Mardliatul Laily MZ |
| Place, date of birth | : Probolinggo, 23 March 2003 |
| Address | : Gunung Geni, Banyuanyar, Probolinggo |
| Faculty | : Tarbiyah and Teaching Training |
| Program | : English Education |

State that this entitled "The Implementation of Augmented Reality (AR) to Improve Students' Pronunciation Skill at Arrahmah Islamic Junior High School" is truly my original work. It does no incorporate any material previously written or published by another person excpect those indicated in quatation and bibliography do the fact I am the only person who is responsible for this thesis if there is any objection or claim for other.

Jember, 17 June 2025

Author,

**Mardliatul Laily MZ**
NIM. 214101060038

**APPENDIX 11**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor  : B-10300/In.20/3.a/PP.009/02/2025
Sifat     : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Islam
Arrahmah
Jl. Masjid Nurul Nuda Rt. 32 Rw. 02  Gunung Geni Banyuanyar Probolinggo

      Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

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| Nama | : | MARDLIATUL LAILY MZ |
| Semester | : | Semester delapan |
| Program Studi | : | TADRIS BAHASA INGGRIS |

untuk mengadakan Penelitian/Riset mengenai 'The Implementation of Augmented Reality (AR) To Improve Students' Pronunciation of eight grade at Arrahmah Islamic Junior High School' selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Syaiful Arif, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Januari 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

**KHOTIBUL UMAM**

**APPENDIX 12**
**STATEMENT LETTER COMPLECATED THE RESEARCH**



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**ARRAHMAH**
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Jl. Masjid Nurul Huda Rt 32 Rw 02
Desa Gununggeni Kec. Banyuanyar
Email : smp.arrahmah124@gmail.com
Hp : 081249678576

**SURAT KETERANGAN PENELITIAN**
Nomor : 028/SMP.AR/SK.P/V/2025

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Islam Arrahmah Desa Gununggeni Kecamatan Banyuanyar Kabupaten Probolinggo, menerangkan bahawa :

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| Nama | : | MARDLIATUL LAILY MZ |
| NIM | : | 24101060038 |
| Fakultas | : | FTIK |
| Program Studi | : | Tadris Bahasa Inggris |

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswa tersebut diatas **BENAR** telah melaksanakan penelitian di SMP Islam Arrahmah Desa Gununggeni Kecamatan Banyuanyar Kabupaten Probolinggo, mulai tanggal 02 Januari 2025 sampai tanggal 01 Februari 2025 dengan judul penelitian *"The Implementation of Augmented Reality (AR) To Improve Students' Pronunciation at Arrahmah Islamic Junior High School"*

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Probolinggo, 04 Februari 2025
Kepala Sekolah

**SYAIFUL ARIF, S.Pd.**

**APPENDIX 13**

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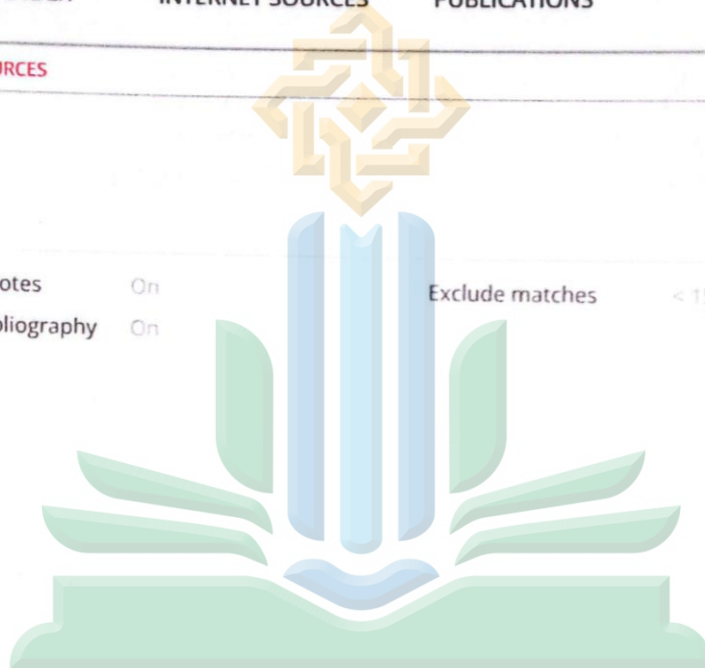
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**APPENDIX 14**

**BIODATA OF THE RESEARCHER**



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2. SMP ISLAM ARRAHMAH            (2014-2017)

3. MA TERPADU ALFAUZAN          (2017-2020)