

Enhancing Students' Vocabulary Mastery through Assembler Edu Application Based on Augmented Reality of The Seventh Grade MTs Darul Mukhlisin

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ABSTRACT

This research aims at enhancing students' vocabulary mastery through Assembler Edu Application based on Augmented Reality. It was conducted by using Classroom Action Research that consisted in two cycles. Each cycle consisted of planning, action, observation and reflection. The subject of this research was the students of the seventh grade MTs. Darul Mukhlisin consisted of 30 students. The instruments of this research were observation, interview, test, documentation, and questionnaire. The technique of analyzing the data was done in two ways, namely descriptive technique and statistical technique. Descriptive technique was used to analyze qualitative data obtained from interview sheets, observation sheets, questionnaire sheets, and documentation. Meanwhile, statistical technique was used to analyze quantitative data obtained from students' test result, both orientation test and post-test. The findings of this research were the mean score of students on the orientation test was only 80,6, then increased in the post-test cycle I to 90.1 and continued to increase until it reached 91.4 in the post-test cycle II. Then through the questionnaire in the conclusion that the students at the first time using the assembler edu application as many as (43.3%) or around 13 students were able to answer English vocabulary questions and then increased to (90%) or 27 students at the time of giving the second questionnaire. The number of students achieved the KKM score also increased. In the orientation test, there were only 8 (26.6%) students achieved the KKM score. In the post-test cycle I increased to 29 (96.6%) students, and in the post-test cycle II all students (100%) increased to reach and even exceed the KKM score. From the results of the qualitative and quantitative data analysis, it can be concluded that the Assembler Edu Application based on Augmented Reality significantly enhanced students' vocabulary mastery.

Keywords: vocabulary mastery, Assembler Edu Application, Enhancement

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui Assembler Edu Application based on Augmented Reality. Penelitian ini dilaksanakan dengan menggunakan Penelitian Tindakan Kelas yang terdiri dari dua siklus. Tiap-tiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah siswa kelas tujuh MTs. Darul Mukhlisin yang berjumlah 30 siswa. Instrumen dalam penelitian ini adalah observasi, wawancara, tes, dokumentasi, dan angket. Teknik menganalisis data dilakukan dalam dua cara, yaitu teknik deskriptif dan teknik statistik. Teknik deskriptif digunakan untuk menganalisis data kualitatif yang diperoleh dari lembar wawancara, lembar observasi, lembar angket, dan dokumentasi. Sedangkan teknik statistik digunakan untuk menganalisis data kuantitatif yang diperoleh dari hasil tes siswa, baik tes orientasi maupun post-test. Temuan dari penelitian ini adalah nilai rata-rata siswa pada tes orientasi hanya 80,6, kemudian meningkat pada post-test siklus I menjadi 90.1 dan terus meningkat hingga mencapai 91.4 pada post-test siklus II. Kemudian melalui kuisioner di dapat Kesimpulan bahwa murid pada saat pertama

menggunakan aplikasi assembler edu sebanyak 43.3 % atau sekitar 13 siswa mampu menjawab pertanyaan kosakata Bahasa Inggris dan kemudian meningkat menjadi 90% atau 27 siswa pada saat pemberian kuisioner yang kedua. Jumlah siswa yang mencapai nilai KKM juga meningkat. Pada tes orientasi, hanya 8 (26.6%) siswa yang mencapai nilai KKM. Pada post-test siklus I meningkat menjadi 29 (96.6%) siswa, dan pada post-test siklus II semua siswa (100%) berhasil mencapai bahkan melebihi nilai KKM. Dari hasil data analisis kualitatif dan kuantitatif, dapat disimpulkan bahwa Aplikasi Assembler Edu Application based on Augmented Reality secara signifikan meningkatkan penguasaan kosakata siswa.

Kata Kunci: *penguasaan kosakata, Assembler Edu Application, peningkatan*

A. Introduction

English is learned by Indonesian students as a foreign language and according to the recent curriculum it was first taught at schools since junior high school. Like many other languages, there are also four main skills of English; namely listening, speaking, reading, and writing. In addition, there are also language components such as pronunciation, grammar and vocabulary that link the four main skills. Among all the language components, this study focuses on vocabulary.

Hendraarti (2010:10) in Susilawaty (2021) states that the most basic reasons why it is important to increase vocabulary in language learning are: (1) the development and improvement of everyone's vocabulary takes place continuously, (2) one's knowledge of the meaning of a word which is closely related to the frequency the person is dealing with words, (3) words can also have associations with other words, and (4) knowledge of vocabulary is also related to teach sentence structure, (5) important thing that must be mastered by students to be skilled in language. Kasno (2014:1) explains that vocabulary mastery will affect students' way of thinking and creativity in the process of language learning so that mastery of vocabulary can determine the quality of students in

speaking. In addition, many researchers believe that vocabulary mastery is the most important stage of learning Second Language (SL) or Foreign Language (FL). According to Ahoor and Salamzadeh (2014), words are the basic building blocks of a language, units of meaning from which larger structures such as sentences, paragraphs and entire texts are formed. Which means that vocabulary is the basis of language and must be mastered first. It can be concluded that vocabulary is important in language learning; whether it is for native speakers or EFL students. Given the important role of vocabulary mastery, especially for EFL students, teachers must find methods, techniques, and media that can help students learn vocabulary.

Based on the observation at MTs. Darul Mukhlisin, because the researcher is one of the teachers at that school, it was found that learning English was still teacher-oriented. Most teachers still used the lecture method to explain material, so that the activities carried out by students were only listening and taking notes. With such circumstances, many students got difficulties in the process of learning English at school. Moreover, the researcher has interviewed random students of the seventh grade. From the interview, the researcher got that learning English was a difficult subject for students, because there were many

vocabularies that they were not familiar with and difficult to remember. As the result, they were low in mastery English vocabulary. The other is the lack of use of media to attract students' attention, so that students tend to be lazy to learn English. Apart from that, English books and dictionaries in schools for students' reference in learning are still limited, so that students' interest in learning English vocabulary is still very minimal.

In order to speak to these issues, it is advised that the teachers at MTs. Darul Mukhlisin employ a variety of teaching strategies and media to help the students enjoy learning English, especially when it comes to vocabulary mastery. in relation to Winkel (2007), teachers play a significant role in educational institutions and can substantially impact the attainment of high-quality learning. Teachers can use media to make vocabulary learning engaging and enjoyable, as media is typically used as an additional support in teacher-centered learning.

Educators as facilitators in learning must also be able to make the learning atmosphere more enjoyable so that students can be more active and motivated. According to Hamalik (1994) in Arsyad (2011) the usage of learning media in the teaching and learning process can produce new needs and interests, generate motivation, and even carry psychological affects on pupils. Learning materials can also help students learn more, present knowledge in an engaging and reliable way, make data interpretation easier, and condense information.

There are many media that teachers can choose whether it is in the form of text, audio, visual, or visual, or audio-visual form. The latest media is that computers and smartphones contain applications for teaching and learning English. Teachers can use many

educational smartphone and computer applications, websites, or both to take the advantages of the latest media.

Assembler Edu Application based on Augmented Reality Study is one application that can be used to teach vocabulary. It is an educational website and mobile app with a number of activities that cover the four skills of speaking, listening, reading, writing, and in particular, vocabulary mastery. It is very suitable for the needs of the students because it shows a 3D image. The advantages of 3D animation are the reality that it is more realistic, there are more reusable elements, and that the animation process is faster (MAAC, 2020).

The Assembler Edu application can be found for free download from the app store and play store. Ryza (2017) quotes Assembler CEO Asyadiq as saying, "This platform is a combination of Lego and Pokemon GO." The idea of Assembler is to assist users in producing 3D material that can be viewed with Augmented Reality. The results can be posted for public access in the actual world."

Moreover, said Ariatmanto (2016), education resources based on augmented reality offer a realistic, active display that is visible from all angles. Students can view more captivating images thanks to it. Further, based on Mustaqim (2017), Assembler Edu is an application that jointly project two-dimensional and three-dimensional models of the actual world and virtual world into a real setting. Making games is a typical use for this technology. Due of a lack of knowledge on this technology, this application is still not very popular.

Thus, based on the description above, the researcher is interested in conducting the research entitle "Enhancing Students' Vocabulary

Mastery through Assembler Edu Application Based on Augmented Reality of the Seventh Grade at MTs. Darul Mukhlisin ".

B. Research Method

This research was conducted at MTs. Darul Mukhlisin located on Jl. Cempedak Lobang, Sei Rampah. This school was selected because the researcher is one of the English teachers there. This research referred to Classroom Action Research, so it required treatment in several cycles which require a thorough teaching and learning process effective in the class. Therefore, this research was carried out from June to August 2023.

Implementation of activities in the form of initial observations, interviews with teachers and distribution of questionnaires to students in class VII MTs. Darul Mukhlisin aims to observe the English learning process before taking action. Observations are carried out in the classroom on teachers, students, the teaching and learning process and the conditions during learn.

The interviews conducted by researchers with teachers were semi-structured interviews, a form of interview that had been prepared in advance, to extract data according to the situation and conditions of the teacher as a collaborator. The interview grid proposed by the researcher is as follows. (1) Teacher preparation before teaching. (2) The learning process implemented by the teacher. (3) Class situation and conditions. (4) Students' attitudes. (5) Facilities . (6) Obstacles

experienced during the learning process (7) Efforts that have been made to motivate students' learning. (8) Edu assembler application to improve mastery of English vocabulary.

The test is given in the form of multiple choice questions and matches the images according to the instructions in the information regarding the theme that has been studied using the EDU assembler application which aims to determine the level of understanding and enthusiasm of students regarding the process of teaching and learning English. This is carried out to determine the benchmark for students' understanding and their focus in the classroom according to what has been prepared in the identification and problem formulation so as to help researchers and teachers to find solutions to the problems that have been identified.

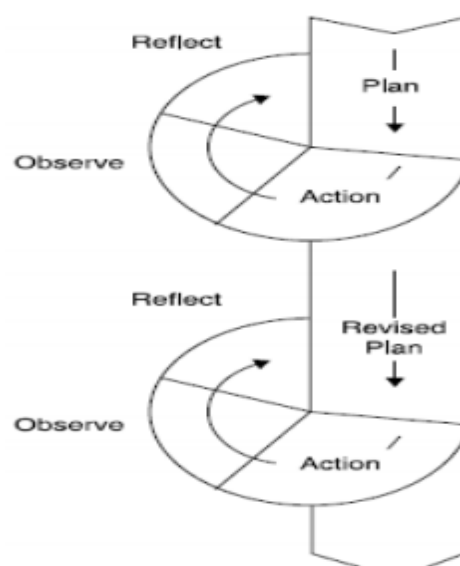


Figure 1 Action Research Spiral Model of Kemmis and Taggart (1988)

C. Result and Discussion

This classroom action research was carried out by researchers in "Enhancing Students' Vocabulary Mastery Through Assembler Edu Application Based on Augmented Reality of the Seventh Grade at MTs Darul Mukhlisin. This research was carried out from June 21 2023 to August 10 2023.

This research focuses on increasing students' vocabulary mastery by making it relevant to learning themes in class VI MTs. Darul Mukhlisin. This research was carried out in interrelated cycles. Every action in each cycle seeks to increase vocabulary mastery. Following are the results of the research and discussion.

D. Conclusion and Suggestion

The application of the EDU assembler application media has had a positive impact on the English vocabulary learning of class VII MTs students. Darul Mukhlisin and student activity. Based on the results of the discussion, the research that has been carried out can be concluded as follows:

- 1) The application of the EDU assembler application media can improve the English vocabulary mastery of VII MTs students. Darul Mukhlisin with a percentage increase during the implementation of the action of 13.4%.
- 2) The application of the EDU assembler application media can increase the activity of VII MTs students. Darul Mukhlisin with a percentage increase during the implementation of the action of 58%

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