

**THE EFFECT OF AUGMENTED REALITY (AR)
ON NINTH-GRADE STUDENTS' SPEAKING SKILLS
AT INSAN QUR'ANI JUNIOR HIGH SCHOOL**

SKRIPSI

Presented as Partial Fulfillment of the Requirement to Obtain the Sarjana Degree
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University of Nusantara PGRI Kediri



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MOTTO AND DEDICATION

MOTTO:

إِنَّمَا الْأَعْمَالُ بِالنِّيَّةِ

“Sesungguhnya segala perbuatan itu tergantung pada niatnya ”

DEDICATION:

This skripsi is dedicated to my beloved family, who have always been my home, my source of comfort, and the place where I feel safe; To my future husband, thank you for patiently waiting for the day I would finally graduate; and, I dedicate to Allah SWT, who has always guided my steps, even when the path was steep and challenging. May this skripsi be not merely the completion of my academic journey, but the beginning of a life filled with blessings, purpose, and positive energy in the years to come.

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Declare truthfully, that in this skripsi there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, July 14th 2026



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7. My beloved fiance, Raikhan, Thank you for giving me the opportunity to achieve my dream and for helping me in any way.
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10. To myself, thank you for persevering and making it to this point. Thank you for successfully completing this thesis in a year full of unexpected challenges. Thank you for staying strong and continuing the journey, even when thoughts of giving up crossed my mind during the lowest moments of my life.

It is acknowledged that this thesis still has many shortcomings. Therefore, constructive feedback, criticism, and suggestions from various parties are sincerely welcomed and greatly appreciated.

Finally, it is hoped that this thesis will be beneficial to all readers, especially in the field of education, even if its contribution is no more than a drop in the ocean.

Kediri, July 14th 2026

A handwritten signature in black ink, appearing to be 'Lutfiatul Indana Zulfa', written in a cursive style.

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ABSTRACT

Lutfiatul Indana Zulfa: The Effect of Augmented Reality (AR) on Ninth Grade Students' Speaking Skills at Insan Qur'ani Junior High School, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Augmented Reality, Speaking Skills.

Many ninth-grade students at Insan Qur'ani Junior High School experienced difficulties in speaking English, particularly in pronunciation, vocabulary, grammar, and fluency. These problems were caused by limited opportunities to practice speaking, lack of confidence, and the use of less interactive learning media. Therefore, this study aimed to investigate whether Augmented Reality (AR) had a significant effect on students' speaking skills or not significant effect on students' speaking skills

This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants consisted of ten ninth-grade students selected through total sampling. Data were collected through three stages: a pre-test to measure students' initial speaking skills, three treatment sessions implementing marker-based Augmented Reality using the Assemblr Edu application, and a post-test to assess students' speaking skills after the treatment. During the treatment, students performed descriptive speaking activities by scanning printed markers with their smartphones to visualize three-dimensional animal objects and describe them in English. Students' speaking performances were assessed based on pronunciation, vocabulary, grammar, and fluency using a speaking rubric adapted from Brown. The data were analyzed using descriptive statistics and a paired sample *t*-test using IBM SPSS Statistics Version 32.

The results of the data analysis showed that the mean score increased from 61.00 in the pre-test to 81.50 in the post-test. The paired sample *t*-test revealed a statistically significant difference between the pre-test and post-test scores ($t(9) = -14.807$, $p < .001$), indicating that the use of Augmented Reality significantly improved students' speaking skills. Improvements were found in all speaking aspects, with grammar showing the highest improvement, followed by pronunciation, vocabulary, and fluency. Based on these findings, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted.

In conclusion, marker-based Augmented Reality through the Assemblr Edu application had a significant positive effect on the speaking skills of ninth-grade students at Insan Qur'ani Junior High School by improving their pronunciation, vocabulary, grammar, fluency, and confidence. These findings contribute to the growing body of literature on Technology-Enhanced Language Learning (TELL) by providing empirical evidence of the effectiveness of Augmented Reality in improving speaking skills in an Indonesian Islamic junior high school EFL context. Practically, the study suggests that English teachers can integrate Augmented Reality into speaking instruction to create more interactive, contextualized, and student-centered learning experiences. Future researchers are encouraged to employ larger samples, longer treatment periods, and more rigorous experimental designs to further validate and extend these findings.

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CHAPTER I INTRODUCTION

This chapter explains about background of the research, formulation of the research, objective of the research, and significance of the research.

A. Background of the Research

English is now the dominant language of international cooperation, research, technology, education and communication. English literacy has become a key skill for students everywhere including Indonesia as globalisation encourages contacts between people of different linguistic and cultural backgrounds. English is one of the required subjects at the junior high school level in the Indonesian educational system and is taught as a Foreign Language (EFL). English instruction aims to give students communicative competence which enables them to use the language successfully in academic and practical situations as well as to obtain linguistic knowledge. As a result, learning English places a heavy emphasis on the development of the four integrated language skills of speaking, writing, listening and reading.

Speaking is seen as one of the most important talents among the four skills since it allows learners to communicate ideas, exchange information, express opinions and participate actively in social interactions. Speaking, unlike receptive skills, demands learners to produce language spontaneously, integrating pronunciation, vocabulary, grammar and fluency at the same time. Islam et al. (2022) assumed that speaking is an interactive process of creating and communicating meaning through verbal communication. Speaking ability is considered one of the most important measures of successful English language acquisition since it represents students' linguistic understanding as well as the capacity to apply their knowledge in real communication. Therefore, the speaking skills' development is one of the main tasks of teaching English language, especially at junior high school level where students start to engage in more important communicative activities.

However, speaking is one of the most difficult skills for many EFL learners although it is very important. The previous studies have shown that students have problems such as the lack of vocabulary, wrong pronunciation, lack of grammar knowledge, lack of confidence, fear of making mistakes, and lack of opportunities to practice speaking in a meaningful way (Pratolo et al., 2019; Islam et al., 2022). Similar problems were also found among the ninth-grade students at Insan Qur'ani Junior High School. Based on preliminary classroom observations, most students were reluctant to speak English because they lacked confidence and were afraid of making mistakes in pronunciation and grammar. In addition, they had limited vocabulary, frequently hesitated when expressing their ideas, and found it difficult to construct sentences fluently. During speaking activities, only a few students actively participated, while the majority remained silent or responded with very short answers. Moreover, speaking instruction was still predominantly conducted through textbook-based activities and teacher-centered learning, providing students with limited opportunities to engage in meaningful oral communication. As a result, students' speaking performance in terms of pronunciation, vocabulary, grammar, and fluency had not yet reached the expected level. These findings reinforce the need for more interactive and engaging instructional media that can provide contextual learning experiences, increase students' confidence, facilitate idea generation, and encourage active participation in speaking activities.

Effective speaking instruction should provide learners with meaningful opportunities to communicate in authentic contexts rather than merely memorizing vocabulary or grammatical rules. According to Brown (2001), teaching speaking should create communicative learning environments in which students actively negotiate meaning, exchange information, solve problems, and express ideas through interaction. Similarly, Harmer (2007) argues that speaking instruction should engage learners in communicative activities that encourage spontaneous language use and meaningful interaction. Therefore, successful speaking instruction requires learner-centered activities

supported by appropriate instructional media that motivate students to participate actively and use English for real communication.

Despite these pedagogical principles, previous studies have reported that speaking instruction in many EFL classrooms remains dominated by teacher-centered practices, textbook-based learning, mechanical drills, and limited opportunities for authentic oral communication. As a result, students often become passive learners, receive insufficient speaking practice, and lack confidence to express their ideas in English (Pratolo et al., 2019; Islam et al., 2022). Similar conditions were also observed among the ninth-grade students at Insan Qur'ani Junior High School. Based on preliminary classroom observations, most students were reluctant to speak English because they lacked confidence and were afraid of making mistakes in pronunciation and grammar. In addition, they had limited vocabulary, frequently hesitated when expressing their ideas, and found it difficult to construct sentences fluently. During speaking activities, only a few students actively participated, while the majority remained silent or responded with very short answers. Moreover, speaking instruction was still predominantly conducted through textbook-based activities and teacher-centered learning, providing students with limited opportunities to engage in meaningful oral communication. Consequently, students' speaking performance in terms of pronunciation, vocabulary, grammar, and fluency had not yet reached the expected level. These findings indicate the need for more interactive and engaging instructional media that can provide contextual learning experiences, increase students' confidence, facilitate idea generation, and encourage active participation in speaking activities.

The rapid growth of Information and Communication Technology (ICT) has led to a revolution in the teaching of English language through the implementation of Technology-Enhanced Language Learning (TELL) that provides more interactive, student-centered and relevant learning experiences. Augmented Reality (AR) is one of the educational technologies that have developed as an effective instructional medium. This is because AR overlays virtual items onto the actual world, allowing learners to interact with physical and digital content simultaneously (Azuma, 1997). Compared with traditional

learning media, which are mostly text-based and static, AR delivers three-dimensional visualisation that allows learners to view, explore, and engage with contextualised learning objects. These properties make AR especially ideal for speaking education since it provides real-world visual accompaniment to help learners generate ideas, describe objects and situations, express opinions and communicate with more confidence. In this project, AR is deployed through Assemblr Edu platform employing marker-based technology. Assemblr Edu is just the instructional platform to provide the AR-based learning activities. Therefore, the independent variable in this study is Augmented Reality (AR) and Assemblr Edu is just the medium for implementing the treatment.

In the last few years, the use of Augmented Reality (AR) for learning English has been widely accepted as an effective way. AR combines digital and physical information to deliver dynamic and contextual learning experiences that increase student motivation, engagement and involvement. AR provides valuable visual support for speaking teaching that assists learners in generating ideas, structuring their thoughts, and speaking with increased confidence. Authentic visual settings are used to elicit students' description of things, explanation of circumstances, expression of ideas and active engagement in communication activities. Thus, AR has been more and more recognised as an innovative teaching medium that helps strengthen students' spoken communication skills.

There have been many empirical studies that have found positive results when applying AR to English language acquisition. Nofrianti et al. (2024) found that AR greatly enhanced students' speaking skills and simultaneously helped the development of other English language skills. Similarly, Nanning et al. (2018) found that AR-based 4D flashcards improved students' speaking achievement through relevant visual cues that promoted oral communication. Most recently, Ling et al. (2025) found that students who learnt through AR-assisted instruction performed much better in speaking than students who received conventional training. The introduction of Assemblr Edu boosted students' classroom engagement, motivation, interaction, and speaking fluency through interactive three-dimensional learning activities, which is consistent

with the findings of Sagita et al., (2024) and Fitrah et al., (2025). The results of the study show that AR has great potential to improve speaking training but its success is also determined by instructional design, teacher's competence, student's readiness and classroom context.

Although previous studies have shown the educational benefits of AR, there are still a number of study gaps. Most of the studies have been done in higher education, senior high schools or English as Second Language (ESL) settings. However, empirical information related to Indonesian junior high school students learning English as Foreign Language (EFL) is still sparse. Furthermore, there are few studies on the application of AR in Islamic-based junior high schools. The previous studies have investigated general speaking achievement, not the specific speaking components such as pronunciation, vocabulary, grammar, and fluency. Connecting such gaps is crucial to present an overall view of the usefulness of AR in boosting students' speaking skills in different learning environments.

Therefore, the present study aims at investigating the effect of Augmented Reality (AR) on the ninth grade students' speaking skills at Insan Qur'ani Junior High School to fill the gap. Previous research have focused on the overall effectiveness of AR, whereas this study aims to measure the effect of AR on four key features of speaking performance, namely pronunciation, vocabulary, grammar, and fluency. The AR treatment is delivered using the Assemblr Edu platform, however, this study focuses on Augmented Reality as the independent variable and not the application. Therefore, this study is expected to contribute theoretically by enriching the literature on Technology-Enhanced Language Learning (TELL) and practically by providing empirical evidence that can help English teachers in integrating AR into speaking instruction, particularly in the context of Indonesian Islamic junior high schools.

The greater emphasis on developing students' speaking skills, the more crucial is the integration of modern technologies into the teaching of English language. Augmented Reality (AR) has significant potential in language learning, but its adoption in Indonesian junior high schools, especially those based on Islam, is still limited. Therefore, additional empirical evaluation of its

usefulness in this educational context is needed. The preliminary observation in the classroom at Insan Qur'ani Junior High School showed that many ninth grade students had difficulties in speaking English. Most students were inactive and were shy to express their opinions due to limited vocabulary, incorrect pronunciation, low confidence, fear of making mistakes and difficulty in creating ideas. Moreover, speaking training was still characterized by textbook-based exercises, dialogue memorization and teacher-centered activities which offered little chance for real communicative practice.

The ninth-grade students were chosen because they had been learning English since elementary school and they had almost three years of English instruction at the junior high school level, so they may have good vocabulary and grammar skills for communicative speaking exercises. As final year students they are also expected to show good communicative ability as they prepare for senior high school. Therefore, it is crucial to investigate the usefulness of AR at this stage to improve their speaking abilities and to facilitate their transition to higher levels of English learning.

This research intends to analyze The Effect of Augmented Reality (AR) on Ninth Grade Students' Speaking Skills at Insan Qur'ani Junior High School considering the existing challenges, the research gaps in previous studies, and the prospective use of AR as an innovative instructional medium. Specifically, the study examines whether the use of AR significantly enhances students' speaking ability in terms of pronunciation, vocabulary, grammar, and fluency. This research is intended to overcome the gap of previous research on the use of marker-based AR for speaking teaching in Indonesian Islamic junior high schools and anticipate to provide empirical evidence for the integration of developing educational technologies in English language teaching.

This study mainly focuses on the effect of Augmented Reality (AR) on students' speaking skills to keep the research scope clear, excluding other skills of English language such as listening, reading and writing. The participants are only ninth grade students of Insan Qur'ani Junior High School and the speaking performance will be rated based on pronunciation, vocabulary, grammar, and fluency. The AR therapy was provided using the marker-based Assemblr Edu

platform, so the results should be evaluated in the context of this specific instructional environment. Not with standing these constraints the study is expected to make a contribution conceptually and practically.

This study contributes to the literature in TELL by giving empirical evidence on the effectiveness of AR in developing the speaking skills of Indonesian EFL learners in the context of an Islamic junior high school, theoretically. In practice, the findings are intended to assist English teachers in designing more engaging speaking activities and to offer schools evidence-based suggestions for integrating AR into English teaching. Moreover, the study provides avenues for future investigation of the long-term impacts of AR, diverse platforms and instructional designs of AR and its deployment in different school levels and methods to language learning. Generally, this study is expected to contribute to the development of technology-enhanced English language instruction and the improvement of students' speaking skills

Based on the background discussed above, it can be concluded that students' speaking skills remain a major challenge in EFL classrooms due to difficulties in pronunciation, vocabulary, grammar, fluency, and confidence, as well as the limited use of interactive instructional media that support meaningful speaking practice. Considering these issues and the potential of Augmented Reality (AR) to provide contextualized and engaging learning experiences, the researcher is interested in investigating the effectiveness of AR in improving students' speaking skills. Therefore, this study is entitled "The Effect of Augmented Reality (AR) on Ninth-Grade Students' Speaking Skills at Insan Qur'ani Junior High School." It is expected that the findings of this study will contribute to the development of English language teaching, particularly in the integration of innovative technology to enhance students' speaking performance in EFL classrooms.

B. Formulation of the Research

Based on the background of the study presented above, this research focuses on investigating the effect of Augmented Reality (AR) on the speaking skills of ninth-grade students at Insan Qur'ani Junior High School. To provide a clear

direction for the study, the research problems are formulated into the following questions:

1. How are the students' speaking skills before being taught using Augmented Reality (AR) on ninth grade at Insan Qur'ani Junior High School?
2. How are the students' speaking skills after being taught using Augmented Reality (AR) on ninth grade at Insan Qur'ani Junior High School?
3. How far is the significant effect of using Augmented Reality (AR) on ninth grade students' speaking skills at Insan Qur'ani Junior High School?

C. Purpose of the Research

Based on the research problems formulated above, this study aims to investigate the effect of Augmented Reality (AR) on the speaking skills of ninth-grade students at Insan Qur'ani Junior High School. Specifically, the objectives of this study are presented as follows:

1. To find out the students' speaking skills before being taught using Augmented Reality (AR) on ninth grade at Insan Qur'ani Junior High School.
2. To find out the students' speaking skills after being taught using Augmented Reality (AR) on ninth grade at Insan Qur'ani Junior High School.
3. To find out whether there is significant effect of using Augmented Reality (AR) on ninth grade students' speaking skills of Insan Qur'ani Junior High School.

D. Significance of the Research

The reserachers hope this research can contribute to teaching and learning. It has two significance, those are theoretical significance and practical significance.

1. Theoretical significance

This study is expected to enrich the literature on Technology-Enhanced Language Learning (TELL) by providing empirical evidence on the effect of Augmented Reality (AR) in improving students' speaking skills, particularly in the context of Indonesian Islamic Junior High Schools.

2. Practical significance

a. For teachers

This study is expected to provide English teachers with an alternative instructional medium for creating more interactive and meaningful speaking activities through the integration of Augmented Reality.

b. For students

This study is expected to help students improve their speaking skills, especially pronunciation, vocabulary, grammar, and fluency and also to increase their confidence in speaking English.

c. For other researchers

This study is expected to serve as a reference for future studies on the application of Augmented Reality (AR) and other emerging technologies in the field of English language teaching

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