

Augmented Reality Media in Teaching English for Young Learner

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Abstract

The development of technology is growing rapidly. This affects several sectors of life. One of them is in the education sector. Teachers are accustomed to use information and communication technology (ICT) tools such as computers and smartphones in learning. Especially in early childhood learning where the use of smartphones can motivate students in learning. Therefore, the researcher used smartphone in learning by using Augmented Reality as a Media. The Augmented reality media is in the form of books. The books are ABC fun with Mickey and 123 counting fun with Mickey. This research used qualitative research. The data were collected by using classroom observation and interview. The obtained data were analyzed in four major namely data collection, data display, data condensation and draw conclusion. Based on the result of observation, the students were active in learning English by using augmented reality media. They were very excited because it was a new experience for them in learning by using this media. Beside that, it was very helpful because the media was interactive and students were able to learn while playing which really supports student learning, especially for young learner. They highly recommend the use of this media because it is very interesting for students

Keywords: *Augmented Reality, Learning Media, Young Learner, Teaching English, ICT*

Introduction

Nowadays, Education can be carried out anywhere and anytime because it is easy to find sources information. Information today is closely related to digital media where learning activities in the world of education are inseparable from developing technology. During the COVID-19 pandemic, students have been accustomed to using smartphones in learning. It is because of some schools have implemented hybrid learning where students carry out learning offline and online. During online learning, students have introduced some interesting and innovative media of learning. It aims to attract students' interest in learning specifically in learning English for young learners.

The implementation of hybrid learning generally been carried out at the elementary school to high school level. However, this is different at the level of early childhood education. At the Kindergarten level, several schools are implementing a hybrid learning system where the students attend school 3 days a week, where before the pandemic they attended school from Monday to Saturday (for 6 days). It decreases the quality of learning. Based on the preliminary study at Raudhatul Athfal (RA) Samasundu, the number of teaching hours for teachers remains the same as before the COVID-19 pandemic, but the quality of learning is getting less due to limited time.

Students seem less active in learning and they become less enthusiastic. Students are accustomed to using smartphones at home during the pandemic so they become unmotivated and uninterested toward the media used by teachers in teaching (Wedyan et al., 2022). Based on the interview with the teachers, they said that students are less attractive in receiving lessons, especially in learning foreign languages. Therefore, the researcher tends to apply a media that attracts students' interest in learning.

Learning media is a teaching aid that can motivate students in learning. It is as intermediary that bridges between educators and students in learning, who are able to connect, provide information and distribute messages to create an effective and efficient learning process. Learning media is a tool that can be used to achieve learning objectives (Wati, 2019). Learning media is guidelines for teachers to achieve learning objectives so that they can explain learning material in a sequential order (Tulgar, 2019). It can help the teacher in presenting interesting material. In addition, learning media can increase students' motivation and interest in learning. They able to think and analyze the subject matter given by the teacher well with a pleasant learning situation and students can understand the subject matter easily (Agata et al., 2021).

In this study, Researcher used media that can attract students' interest in learning foreign languages, especially in learning English. Researcher used augmented reality media where this media is a technology that combines virtual objects with real objects so that 2D images can be projected into 3D or 4D images (Garzón et al., 2019). Especially in teaching English for young learner, the teacher should attract the students' attention by using interesting, effective and and suitable media. According to Saputri (2017), Augmented Reality can be applied as a learning media to improve English vocabulary mastery and learning outcomes.

Augmented Reality (AR) is a multimedia-based computer technology that combines virtual content and real-time environments. it is an experience that combines the real world and the digital world by placing 3D virtual objects so that users can experience an atmosphere similar to the real world (Azuma, 2017). User cannot directly see the virtual object in the real world. User requires object identification as intermediary using a set of computers equipped with a camera to be able to bring the virtual world into the real world. Researcher needs a smartphone in implementing the research that can support the workings of augmented reality. Smartphone as tool can display information into the real world by using applications that have been installed in the Android operating system.

One of the factors that influence fun learning activities is the selection of media. Augmented reality media is a suitable choice for learning, especially in teaching young students (HSU, 2017). The use of augmented reality is highly recommended because it is able to attract interest and motivate students in learning. Artika (2022) stated that the use of augmented reality media can create fun learning activities because the media used is interactive and makes it easier for students to understand the lesson.

Based on description above, the researcher tried to conduct a research entitled "The use of Augmented Reality in Teaching English for Young Learner". The researcher did the research in Raudhatul Athfal (RA) Samasundu. It is one of kindergarten in Polewali mandar, which taught English to their students. This school used to teach the students by using realia or 2D picture. Therefore, the researcher want to know that how this media is implemented in teaching English for young learner. The researcher used Augmented Reality media books. There two topics that have been taught; they are alphabets and numbers.

Method

This research is qualitative research. “Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into particular phenomenon of interest” (Mills et al., 2018). The researcher used qualitative research method in order to explore the implementation of Augmented Reality media in teaching English for young learner. The researcher used two instruments namely classroom observation and interview. Classroom observation was used to survey directly the use of augmented reality while interview was done to gain detail information about the teacher problem in implementation of augmented reality.

In collecting the data, firstly, the researcher observed the classroom activity that was focused on the implementation of the Media. Secondly, the researcher interviewed the teachers about the use of Augmented Reality media. In analyzing data from classroom observation and interview, the researcher used qualitative data analysis based on Miles and Huberman’s theory (Miles et al., 2014) which consist of four stages: data collection, data display, data condensation and conclusion drawing/verification.

Results

Observation Result

This research used the qualitative method to describe the result of the research. The use of augmented reality in teaching English for young learner conducted in two meetings. The researcher used two kinds of augmented reality Media in form of books. The book’s themes are alphabet & number. The researcher asked the teachers to download and install the application before teaching. The teachers installed the Hippo Magic application to use the AR books. In the first meeting, the teacher taught English alphabet by using ABC Fun with Mickey Book. This book contains interactive reading and learning where the students can play games, finds hidden objects and more activities. The students were interactive and enthusiasm in learning because the 2D picture comes to life. The students learn and practice the alphabet directly by using the teacher’s gadget. They write and spell the alphabet with their friends.

The students looked curious in learning. It was the first time they learn English by using augmented reality media. The students took a part in using the media because they can learn and play in the same time. Most of the students have memorized the song of alphabet in English so the students were easy to learn the material. Beside that, they can practice to write the alphabet by drawing the dots that available in the media. In the second meeting, the students learn numbers in English. The teacher used 123 counting Fun with Mickey Book. The book is similar with the previous book where the students can have fun with it. The students were also known how to pronounce the word but most of them memorize the vocabulary of the numbers without comprehend it. Furthermore, the teacher taught the students how to write the numbers by drawing the dots. They practiced how to write the numbers by connecting the dots.

Interview Result

Besides observation, the researcher used interview as research instrument. The researcher asked some questions related to the use of augmented reality in teaching English for young learner. The first question was related to the use of augmented reality media in learning. The teachers replied that it was their first experience teaching using augmented reality. They have been teaching using pictures, hand puppets and video media.

The second question is related to school facilities that support the use of augmented reality media. The teachers replied that they used private facilities in teaching. They used their own smartphone that has the Hippo Magic application installed. They have downloaded the application before using augmented reality media in the classroom because of the inadequate network around the school. The third question is related to student responses to the media used by the teachers in the classroom. Students were very happy because during the pandemic, they are used to learning by using smartphones so that the use of augmented reality media really attracts students' interest in learning. Moreover, these media can turn two-dimensional objects into three- or four-dimensional objects where objects seem to be alive. Students become very enthusiastic in learning because this is a new thing for them.

The fourth question is related to the use of augmented reality media in supporting English learning in the classroom. The teachers replied that it was very helpful because the media was interactive and students were able to learn while playing which really supports student learning, especially early childhood. Students can learn while practicing letters and numbers. After the numbers and letters are introduced, students can immediately take turns practicing how to write the numbers or letters by connecting the available dots. The fifth question is related to whether by using augmented reality, the learning process becomes effective and efficient. The teachers answered that learning became more efficient because the material taught was complete in one book. Students can also practice at the same time after the letters or numbers are introduced. Students do not need to write on the whiteboard or in their writing practice books.

The sixth question is related to the teachers' obstacles in using augmented reality in learning. The teachers answered that they had done a simulation before applying the media in learning to minimize the problems that occurred. The obstacles that occur in terms of limited availability of smartphone devices. Preferably, there are two or three smartphones that can be used in learning but other teachers must accompany them. The last question is whether you recommend using augmented reality in learning. The teachers replied that they highly recommend the use of this media because it is very interesting for students. Students should be introduced to various learning media specifically digital media. During the COVID-19 pandemic, students have become accustomed to using smartphones in learning. Therefore, it can motivate the students in learning.

Discussion

In observing the teachers, the researcher divided the implementation of Augmented Reality Media into two stages namely; Preparation stage and Execution stage. In preparation stage, the teachers have prepared the media before they entered to the class. They used their smartphone in using the media. They have installed the application they used before entering the class. They have simulated the use of augmented reality media so there is no need for additional time before starting the lesson. In addition, students do not need to write assignments in their practice books. It makes learning efficient and effective. It is in line with the opinion of Nurrita (2018), She stated that Learning media is a tool that can help the teaching and learning process where the meaning of the message conveyed to be clearer and educational goals or learning can be achieved effectively and efficiently.

The teachers have implemented augmented reality media with the correct procedures in execution stage. The teacher introduces the students to the augmented book first to the students. Students look interested because augmented reality books are full color books and

contain interesting pictures. According to Kasihani (2007), One of the characteristics of young learners is that they like activities and assignments that are accompanied by interesting and colorful pictures. In addition, they are active thinkers where they are learning by doing. In this case, students can immediately practice how to write the alphabets or numbers by connecting the dots that have been provided. Therefore, the teachers recommended the the use of augmented reality media in learning. Students become more active and enthusiastic in learning by using learning media. As stated by Rahmi (2014), she suggested that the English teacher use the media in teaching because the findings shows that 90% of students like to to study English by using the media. It will be the effective tools in English Teaching-learning process.

The teachers followed these instructions before using the media. Firstly, Download the Free Hippo Magic app. Secondly, open the application then press play. Thirdly, always point your smart device at the front cover of the book first to start your adventure. The last, Look for pages with the Hippo Magic symbol point your smart device to the page to make it come alive. There are several themes of augmented reality book by Hippo magic such as numbers, letters, fairy tales, fables, etc. However, the material for introducing the alphabet and numbers is suitable material for young learners. It is in line with Indriyani et al. (2015), learning media used to attract the attention of children in recognizing the letters, numbers and colors.

Conclusion

Based on the results of research on learning media at RA Samasundu, it was revealed that the use of augmented reality media is very important in supporting the learning of young learners, especially in learning English. Based on the results of observations, students showed activeness in learning by actively participating in using learning media. Students feel curious about the use of the media because this is a new experience for them. In addition, students' habits during the pandemic where they often use smartphones in their daily lives affect the use of augmented reality media that uses smartphones as learning tools. It is one of the factors that attract students' attention. Augmented Reality as a learning medium can increase children's interest in learning because of its nature Augmented Reality media that combines the virtual world that can increase children's imagination with the real world directly. In this study, researcher used augmented reality books as learning media. Two-dimensional images in books can be projected onto three- or four-dimensional images so that they seem to come alive. In addition, there are some interesting features or games, such as students being able to directly practice how to write the alphabet and numbers without having to write them on paper. Based on the results of teachers' interviews, students were very happy in learning English. It is because this is a new experience for them. They are very interested in learning because they use smartphones as a tool in learning. The teachers said that it was very helpful because the media was interactive and students were able to learn while playing which really supports student learning, especially early childhood. They highly recommend the use of this media because it is very interesting for students.

Acknowledgment

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