

CHAPTER I

INTRODUCTION

1.1 Background

Teaching English for young learners is somewhat different from teaching adults, because young learners are often more positive, involved and easily adaptable than adults. Teaching English for young learner can be challenging, because they have limited period of attention (Anggraini, 2014). In order to get their attention and keep them engaged, learning process should include movement and involve the sense. The teacher needs to use supplement material like colored visual, toys, puppet, picture or object (Hashemi & Azizinezhad, 2011). On the other hand, the language development of each child can be varied. There are some children develop early and some later. Teacher need to be aware of student's characteristic to give the student enjoyable, interesting, and understandable learning experience (Scott & Ytreberg, 1990). In doing so, there should be appropriate method, learning material and media for them. One helpful idea that could incorporate in teaching English for young learners is using technology.

The use technology has positive impact for language learning. Technology could provide the students to learn English in their own pace, help them in self-understanding, increasing their motivation and participation in learning process (Ahmadi, 2018). Manurung (2016) stated that using video clip for English learning at 2nd Grade Elementary School is very effective based on enhancing students' achievement. Most of the students easily understand the meaning, pronunciation

and use of the word, also students positively active in learning process. According to Brian et al, (2017), audiovisual learning media had a significant influence on students' listening comprehension. Research by Puspitaloka et al (2017) showed that android educational game for elementary school improved student's competency in learning vocabulary. In addition, students feel happy, fun and did not feel forced into learning process. This statement also supported by Santosa et al, (2020) who stated that the smartphone application has a number of advantages that encourage students to learn English. Nowadays, mobile technology has become essential in daily life and a great potential for learning in both classroom and outdoor learning. Mobile phone is small, easy to carry, smart, compatible to use and become the main way for learning. Mobile phone software also provides interactive way in learning (He et al., 2014).

In recent years, Augmented Reality becomes one of advanced technology widely used in education area. Augmented Reality is a technology that combines two-dimensional and/or three-dimensional virtual objects into a real three-dimensional environment, and then projects these virtual objects in real time. Augmented Reality combines digital information with the real world where users can feel it as a whole. The main advantage of Augmented Reality compared to virtual reality is that it is easier and cheaper to develop (Kan & Kaufmann, 2012). In the education, AR-based learning can boost the hands-on capacity of learners and encourage their motivation as opposed to conventional learning environment (Campos & Pessanha, 2011). Augmented Reality also widely use in Teaching English for young Learner and show effective result. Augmented Reality could

enhance young learner's cognitive ability in vocabulary and pronunciation, increase participation, and interest provide a fun and enjoyable learning (Nugraha et al., 2019; Saurina, 2016). With all those benefits, Augmented Reality is a promising technology to use as learning media or learning material for English language learning.

Meanwhile, elementary school teachers have difficulties to find or teaching English learning material. The results of interviews from two elementary school teachers found that until now in learning activities in English subject, the teachers are only relying on teaching materials in the form of printed books/worksheets provided by the school. While the only media used is slide presentations. This condition is also explained by Ratminingsih et al, (2015), that most of the elementary teacher in Buleleng only use English textbook and worksheet provided by the government. Teachers also stated that the student's participation is low. Most of the students are passive in learning process and they need learning material that could increase student's participation. Listia (2008) stated that the lack of appropriate learning materials causes low student's motivation and participation. Therefore, efforts to develop learning materials need to be done based on using a contextual approach that can be applied in developing language competence in accordance with market demands. The reason, learning material has a strategic role in supporting the implementation of elementary school English learning.

Augmented Reality has great potential to be as English learning material for young learners because it is fun, enjoyable, and provides interactive activity

and has ability to engage students. He, et al (2014) conducted an empirical study to investigate the change in kindergarten students learning interest using Augmented Reality. It was found that Augmented Reality could help non-native speaker student in learning vocabularies. In addition, from teacher opinion, Augmented Reality make teacher easier to mobilize the student's enthusiasm and meet the cognitive development of kindergarten student. Atmajaya (2017) in his research also stated that Augmented Reality enhanced the student's enthusiasm and interaction between student-student also student-teacher. A similar study was conducted by Safar et al. (2017), found that Augmented Reality has increase student's score on the English test. Despite the advantages of using Augmented Reality in education, there are also limitation of this technology (K. Lee, 2012). The limitations of Augmented Reality include: (1) lack of expert in Augmented Reality field, (2) lack of confidence of schools to use this technology, they prefer to use traditional method, (3) this technology may not effective for some students and (4) there are limited resources of appropriate Augmented Reality learning materials.

As explained above, Augmented Reality technology has many advantages to help students in learning, especially learning English for young learner. Based on elementary teacher interview, students in 2nd Grade have difficulties in learning new vocabulary and pronunciation. Tsai (2020) conducted an empirical study to investigate the effect of Augmented Reality on motivation and performance in EFL vocabulary learning. It was found that Augmented Reality has significantly increased the student's English vocabulary learning performances. A Similar study

was conducted by Chen and Chan (2019), also shown that using Augmented Reality technology in kindergartens can enhance student's vocabulary.

Therefore, it is important to develop Augmented Reality based-learning material. This study is a Design and Development Research (DDR) to develop Augmented Reality based-learning material for 2nd Grade Elementary School, which consist of physical book (picture book), Augmented Reality application and activities. By using Augmented Reality learning media, can help teacher to present the picture of animal and animation of animal movement, also the pronunciation of them that will resolve student's difficulties. This study conducted in six phases based on Hevner, et al (2004) namely: (1) identify the problem; (2) describe the objective; (3) design & develop the artifact; (4) test the artifact; (5) evaluate the testing and (6) communicate the result.

1.2 Identification of the Problem

Based on the background of the problem above, some problem identification can be defined as follows:

1. Teachers' learning strategies are less varied. Most teacher still use traditional learning method in teaching English. Traditional learning method, required student to memorize words by repetitive practice. This method reduces student's motivation and sense about learning English.
2. The learning media used are limited and do not attract students' interest. Teacher mostly rely on teaching materials provided by the school or government. The learning media commonly used by teacher are slide

presentation, worksheet and video. They almost never use interactive learning media.

3. Students' speaking skills in English are lacking.
4. Student activity in learning activities is still low. Because of the traditional learning method, most of students are passive in learning process. They are not motivated to actively participate in learning.

1.3 Scope of the Problem

Based on several issues that have been described in the identification of the above problems, the problem is limited to the development of instructional media using Augmented Reality technology for the Android platform on English subjects for young learners. Teaching materials are made in the form of media on Android mobile/Smartphone by utilizing Augmented Reality technology. Besides developing the software application, an AR Book or picture book was also developed which contained a Balinese folktale that supports the AR application.

1.4 Statement of the Problem

Based on the background shown above, the problems are stated as follows.

1. What materials are needed by the young learners of SD Negeri 3 Banjar Jawa?
2. How to design Augmented Reality-based learning materials for young learners of SD Negeri 3 Banjar Jawa?

3. What is the quality of the developed Augmented Reality-based learning materials for young learners of SD Negeri 3 Banjar Jawa?

1.5 Purpose of the Study

The general objective of this research is to develop teaching materials based on Augmented Reality for young learners. The specific objectives of this study are as follows:

1. Describe learning material needs for young learners of SD Negeri 3 Banjar Jawa.
2. Describe the product design of the Augmented Reality-based learning material for young learners of SD Negeri 3 Banjar Jawa.
3. Describe the quality of the developed Augmented Reality-based learning materials for young learners of SD Negeri 3 Banjar Jawa.

1.6 Significance of The Study

The result of this study is expected to be useful for the participants (the English teachers who involved in the study), the institution or the school, the educational policy maker and other researchers.

1. The participants

The result of this study is expected to be beneficial for the participants or the teachers who involved in the study. The benefit they get from this study is they get more knowledge about learning media especially

Augmented Reality for English teaching and learning. It could also help them to choose effective learning media to increase student's participation in the language learning process.

2. The school

The result from the study conducted is expected to benefit the schools. It is because schools get information about learning media especially Augmented Reality for English teaching and learning. After the schools get the information, the school can take appropriate steps, such as: managing the program properly, making a plan and executing it well.

3. The educational policy maker

The result if this study is expected to become an important source for the educational policy maker. So, they can take an appropriate act for the program, such as a good way for implementing Augmented Reality learning media in every school and level and improving or reviewing this program.

4. The other researcher

It is expected that the other researcher will have an alternative and guidance when conducting similar research. They are also expected to expand this study for better result.