

THE IMPLEMENTATION OF ASSEMBLR AUGMENTED REALITY IN TEACHING ENGLISH VOCABULARY MASTERY TO DEAF STUDENTS IN INCLUSIVE CLASSROOM

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ABSTRACT

This study aims to examine the difference in English vocabulary mastery of Grade 5 students at SD N 2 Bengkulu before and after being taught using the Assemblr Augmented Reality (AR) platform in an inclusive classroom. A pre-experimental one-group pretest-posttest design was used, involving nine regular students and two deaf students selected through total sampling. Data were collected through vocabulary tests and observation sheets during six treatment sessions. The quantitative data were analyzed using the Wilcoxon Signed-Rank Test, while observation data were analyzed descriptively and qualitatively. The results showed that regular students' mean score increased from 49.78 to 85.89, with a significant difference ($p = .008$). Deaf students' mean score increased from 45.00 to 76.50, although the difference was not significant ($p = .180$) due to the small sample size. Observation results also showed improved engagement, participation, and vocabulary understanding among deaf students. These findings suggest that Assemblr AR is a promising medium for improving English vocabulary mastery in inclusive classrooms.

Keywords: Augmented Reality, Assemblr, vocabulary mastery, deaf students, inclusive classroom

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji perbedaan penguasaan kosakata bahasa Inggris siswa kelas V SD N 2 Bengkala sebelum dan sesudah diajar menggunakan platform Assemblr Augmented Reality (AR) dalam kelas inklusif. Penelitian ini menggunakan desain pra-eksperimental one-group pretest-posttest dengan melibatkan sembilan siswa reguler dan dua siswa tuli yang dipilih melalui total sampling. Data dikumpulkan melalui tes kosakata dan lembar observasi selama enam sesi perlakuan. Data kuantitatif dianalisis menggunakan Wilcoxon Signed-Rank Test, sedangkan data observasi dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa reguler meningkat dari 49,78 menjadi 85,89 dengan perbedaan yang signifikan ($p = 0,008$). Nilai rata-rata siswa tuli juga meningkat dari 45,00 menjadi 76,50, meskipun perbedaannya tidak signifikan ($p = 0,180$) karena jumlah sampel yang kecil. Hasil observasi juga menunjukkan adanya peningkatan keterlibatan, partisipasi, dan pemahaman kosakata pada siswa tuli. Temuan ini menunjukkan bahwa Assemblr AR merupakan media yang menjanjikan untuk meningkatkan penguasaan kosakata bahasa Inggris dalam kelas inklusif.

Kata kunci: Augmented Reality, Assemblr, penguasaan kosakata, siswa tuli, kelas inklusi