CHAPTER I
INTRODUCTION

A. Background of the Study

Pedaste et al. (2018) claim that AR combines the physical and digital worlds. This definition by Safar et al. "AR is an advanced technology used in classrooms and delivers genuine views as well as virtual views of realistic situations". With the aid of computer-generated, three-dimensional virtual objects, augmented reality (AR) technology allows users to interact with the actual environment on screens attached to smartphones and tablets. It is based on methods created for Virtual Reality (VR). Azuma (1997) determined that augmented reality mixes the real and the virtual, is interactive in real-time, and requires 3D registration. Since there are so many entertainment options that are more intriguing than learning, children find that learning in traditional ways is dull and monotonous (Parhizkar et al. 2011). Children are more interested in technology that is developing rapidly and are not interested in monotonous learning for that AR helps students avoid boring learning. According to Dede (2011), augmented reality (AR) can help facilitate ubiquitous skills in different contexts. The purpose of augmented reality (AR) in ubiquitous learning is to project knowledge onto the real world, improving the relationship between the virtual and physical worlds. Mobile devices like smartphones are likely used in ubiquitous learning (Uther and Joseph 2009).

Reading English texts may be tiring and challenging, especially for ESL/EFL students who lack sufficient English grammatical schema. Krashen (1997) noted that ESL/EFL students want to improve their reading, but this desire is frequently thwarted by their previous experiences. Reading experiences have been restricted to traditional reading resources like books and reading mostly for academic reasons.

This doesn't, however, suggest that ESL/EFL students are incapable of reading fluently compared to language natives, especially if there is a medium that can assist. As a result, they are able to engage with the material considerably more productively (Ariffin et al, 2019), for example the use of Augmented Reality (AR).

There are several studies about the implementation of application Augmented Reality in EFL classrooms. According to Billinghurst and Duenser(2012), this application already has handheld AR technology that is mature. Smartphones with quick CPUs, large display panels, data connections, built-in cameras, and other sensors can already run augmented reality applications. As a result, planning and assessing the educational benefits of AR can be done using the multimodal learning theory (Mayer, 2009). After the system was put into place, we evaluated its usability using both standard usability scales and a handheld AR-specific usability assessment. According to (Magalhaes et.al, 2000). AR fosters greater student engagement while reducing students' cognitive load. The use of augmented reality in teaching provides a number of advantages.

However, the application of Augmented Reality for reading English narrative text is still limited. Therefore, this study aims at investigating students' perceptions toward the application of augmented reality for reading English narrative text.

B. Limitation of the Study

In this research, the researcher focuses on investigating the students' perspectives toward the application of augmented reality for reading English narrative text in senior high school.

C. Research Questions

Based on the above background, the research question is as follows: What are the student's perceptions toward the application of Augmented Realityfor reading English narrative text?

D. Purpose of The Study

Based on the problem statement above, the purpose of this research is:

To investigate students' perceptions toward the application of AugmentedReality for reading English narrative text.

E. Significance of the Study

There are several benefits that are expected from this research:

1. Teacher

It is expected that the teachers get new insight regarding the implementation of Augmented Reality in teaching English narrative text from the students' perspective.

2. Students,

It is hoped that students will get benefits for reading English narrative text using Augmented Reality and improve their reading comprehension through fun learning activities.

3. Researchers

It is expected that in this research can be a reference for other researchers to conduct the further study in the same topic.

F. Definition of the Key Terms

4. Augmented Reality is AR is a technology in which virtual objects are mixed and interacted with the

real world. (Yildiz, 2021).

5. Reading is one of the English language abilities that must be mastered by students' in delivering meaning from and building it. Therefore, understanding the meaning of the text especially English texts requires effective comprehension (Klinger et al., 2007).

6. Narrative texts are texts written in the English language which consist are stories are more than just a list of words or simple concepts. Stories are narratives. Calfee and Drum (1986).

7. Students' perspective are how students respond to what they have done and learned.