CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses and explains the study's background, research question, objectives, research scope, product specification, and key definitions.

A. Background of the Study

English has become a global language that holds a significant role in communication, education, technology, and international relations. In Indonesia, English is taught as a foreign language and is considered an essential subject at the secondary and tertiary levels. Porkar et al. (2025) revealed that among the four skills, speaking is one of the most challenging skills for students to master. Many students struggle to express their ideas orally because they have difficulty understanding abstract concepts. As a result, they find it challenging to organize and express their ideas clearly in English during speaking activities (Punar et al., 2022).

The explosive growth of technology has brought new opportunities to address these challenges in English language teaching. In recent years, the use of digital-based learning has gained significant attention, and one emerging technology is augmented reality. Augmented reality is an innovative technology that overlays digital objects such as images, text, or three-dimensional models onto

the real environment through the use of smartphones, tablets, or augmented reality glasses. Arslan et al. (2025) report that this technology provides interactive, immersive experiences that can transform traditional classroom activities into engaging learning environments.

Previous studies have shown that augmented reality can boost students' learning motivation, increase engagement, and enhance language acquisition (Nugraha, 2023). Through visual support and interactive tasks, augmented reality helps students overcome their fear of speaking and encourages them to use English more confidently and naturally. The first previous research from Thang and Suppasetseree (2025) entitled "Enhancing Vietnamese EFL Students' Speaking Skills Through Augmented Reality: A Mixed-Method Study in English for Tourism and Hospitality" examined how augmented reality could be used to boost undergraduate students' speaking performance over the course of two academic semesters of eighty Vietnamese undergraduate EFL students at the University of Economics, Ho Chi Minh City. It demonstrated a significant improvement in students' speaking abilities following the use of augmented reality. In the previous research by Anggraini (2025), augmented reality was combined with the classroom, with the title "Integration of Augmented Reality (AR) Technology in English Speaking Learning," which comprised sixty eleventh-grade students from SMA Negeri 3 Pagaralam who were split into two groups: an experimental group and a control group. The experimental group achieved a larger mean score, indicating considerable progress in speaking skills. The third previous study is Alcocer and

Medina (2025), titled “Augmented Reality’s Impact on English Vocabulary and Content Acquisition in the CLIL Classroom,” which involved 52 secondary education students from a high school in Spain. The research indicated that the use of augmented reality in a Content and Language Integrated Learning (CLIL) environment enhanced students’ acquisition of content and language. Additionally, the fourth previous study is by Nabil et al. (2024), titled “Immersive Language Learning: Evaluating Augmented Reality Filter for ESL Speaking Fluency Teaching,” which included six ESL teachers from different public secondary schools as the research participants. The data analysis revealed that the ESL teachers perceived augmented reality filters as an effective method for boosting ESL speaking fluency. The fifth previous study is Fitayanti (2024), entitled “Transforming and Evaluating EFL Speaking Skills with Augmented Reality: an AR-Based Module Approach,” which involved EFL students at IAIN Fattahul Muluk Papua as the research participants. The study showed a significant increase in post-test scores compared to pre-test scores, demonstrating that the augmented reality module is effective in enhancing students' speaking skills. However, in the Indonesian EFL context, the integration of augmented reality into speaking classes remains limited, especially at the secondary level. Most classrooms still rely on conventional teaching methods such as textbook-based activities, which may not be sufficient to stimulate active participation in speaking.

In line with this situation, this study aims to bridge the gap by developing and integrating Augmented Reality as a learning medium for speaking activities at

the Madrasah Tsanawiyah level, especially for eighth-grade students at MTsN 1 Kota Kediri.

Based on preliminary observations, students at MTsN 1 Kota Kediri find several obstacles in their English-speaking skills. These obstacles include a lack of authentic English communication activities, which creates uncertainty about how to begin speaking; a tendency to rely on memorization rather than spontaneous speaking; and a limited range of engaging learning materials to stimulate active participation. Many students also feel anxious when asked to speak in front of their friends, which ultimately decreases their motivation.

To address these issues, augmented reality was introduced as an innovative learning medium (Qatrunada et al., 2022, and Anisyah et al., 2024). Augmented reality can present contextual scenarios that mimic real communication, allowing students to practice speaking in a more interactive, enjoyable, and meaningful environment. Thus, the media of augmented reality is designed to increase students' confidence, reduce anxiety, and help them develop their communication skills more effectively by allowing them to experience it as if in an actual situation, so that they can speak without long pauses and naturally.

Therefore, this study aims to explore the integration of augmented reality in language learning to enhance students' English-speaking ability, specifically among eighth-grade students of MTsN 1 Kota Kediri. By introducing augmented reality as an innovative learning medium, this research seeks to provide an alternative pedagogical approach that motivates students, increases their

engagement, and creates authentic opportunities to practice speaking (Hsu & Liu, 2021; Saeed, 2023; Arslan et al., 2025).

B. Research Question

Based on the research background above, the researcher states the research problem as follows:

1. How to design Augmented Reality (AR) integrated into flashcards for enhancing students' speaking skills?
2. How to design Augmented Reality (AR) flashcards for teaching speaking skills in eighth-grade students?
3. How is *iSpeak* implemented to support speaking activities for eighth-grade students?

C. Research Objective

Based on the research problem above, the researcher decides the objective of the study:

1. To know the appropriate design of *iSpeak* as a speaking medium for eighth-grade students.
2. To develop *iSpeak* flashcards for speaking skill materials for eighth-grade students.
3. To know the implementation of *iSpeak* in teaching speaking skills to eighth-grade students.

D. Assumption and Delimitation of the Study

This study assumes that augmented reality can be integrated into English language learning and used as an effective tool to enhance students' speaking skills. This study focuses on integrating augmented reality into speaking activities for English language learning. The subjects of this study are the eighth-grade students of MTsN 1 Kota Kediri.

E. Research Scope

Based on the identified problem, this research is limited to the design and development of *iSpeak*, an augmented reality flashcard as a learning medium to enhance students' speaking ability. The subjects of this research are the eighth-grade students of MTsN 1 Kota Kediri.

F. Product Specification

The result of this research is an augmented reality learning media that students and teachers can use for speaking activities. This media displays three-dimensional virtual objects in augmented reality, serving as visual prompts for speaking practice. Students are expected to give an opinion based on the objects shown in augmented reality media. Teachers will use this media as a supplementary tool to enhance students' speaking performance. The expected product is a learning media using augmented reality that can be used by eighth-grade students of MTsN 1 Kota Kediri and teachers in speaking activities with the following specifications:

1. *iSpeak*
    a. The product is developed in the form of a mobile web page compatible with iOS and Android-based learning.
    b. It uses the camera feature to scan markers or Quick Response (QR) codes, which will display three-dimensional virtual objects.
2. Augmented Reality Objects

    The page provides several categories of three-dimensional objects related to the material.
3. Interactive Function
    a. Students are guided to practice speaking by asking and giving opinions about the displayed augmented reality objects.
    b. The activity focuses on producing an opinion by using simple sentences, dialogues, or short descriptions based on the augmented reality images.
4. Teacher's Role
    a. Teachers act as facilitators and guide students to create an opinion about an issue.
    b. Teachers evaluate students' fluency and provide constructive feedback to improve students' speaking performance.
5. How to Use the Media
    a. Students scan the marker provided by the teacher.
    b. The three-dimensional object appears on the screen.

c. Students are asked to give an opinion by making sentences related to the object.

d. Teachers give feedback and encourage role-play activities based on the objects.

G. Significance of the Research

The significance of the research includes both theoretical and practical aspects.

1. Theoretical

   The study aims to provide theoretical insights into integrating augmented reality into English language learning, particularly to enhance students' speaking skills. It is expected to contribute to the literature on technology-enhanced learning, especially the role of augmented reality in English Language Teaching (ELT).

2. Practical

   The practical significance of this study is for the students, teachers, researchers, and government.

   a. For the Students

      This research produces an interesting and practical learning tool that helps students actively practice their speaking skills. Through augmented reality, students can experience more engaging, interactive learning, which can boost their English fluency.

b. For the Teachers

This study is expected to introduce innovative teaching strategies by integrating augmented reality into speaking activities. Teachers can use augmented reality as a supplementary tool to encourage student participation, increase motivation, and make the learning process more interactive and enjoyable.

c. For the Researchers

For researchers, this study serves as a valuable experience in developing technology-based learning media, particularly augmented reality for speaking activities. It also enhances their academic insight and provides a foundation for future studies on the use of augmented reality in language learning.

d. For the Government

The findings of this study can be considered a contribution to the government's efforts to support the integration of technology in education. It can serve as a reference in creating educational policies that encourage the use of innovative digital tools to improve students' learning outcomes.

H. Definition of Key Terms

This study uses several definitions of key terms. It will help readers to avoid misunderstandings.

1. Augmented Reality

   Augmented reality is a technology that combines real-world environments with digital objects, such as 3D images or animations, displayed on devices like smartphones or tablets. In this study, augmented reality is used as a learning instrument to display three-dimensional objects that serve as prompts for speaking activities.

2. Speaking Ability

   Speaking ability refers to the skill of expressing ideas, thoughts, and feelings orally in English. In this study, speaking ability is limited to fluency, pronunciation, and vocabulary use.

3. Language Learning

   Language learning is the process of acquiring and developing skills in a target language through both formal and informal education. In this research, language learning refers to the teaching and learning of English in the classroom using augmented reality as the media.

4. Integration

   Integration refers to the process of combining technology with the teaching and learning process. In this study, this means incorporating augmented reality into speaking activities to enhance students' English-speaking ability.

5. *iSpeak*

iSpeak is an augmented reality-based speaking flashcard designed to support students' speaking skill development, particularly in expressing opinions. This media, integrated with augmented reality technology, provides interactive, contextually relevant speaking activities that more effectively facilitate students' English practice (Radianti et al., 2020). The flashcards are visually designed in Canva and, with augmented reality features developed in Assemblr Edu, allow students to scan the cards and display them to create a more engaging experience, enabling them to practice speaking with greater confidence and fluency through real-life simulation and interactive media.