

ABSTRACT

Edi Purnomo. 2025. Enhancing Students' Speaking Skills in Descriptive Text through Augmented Reality: The Implementation of Assemblr EDU at the Seventh Grade of SMP Negeri 2 Purworejo in the Academic Year of 2024/2025. S2 Thesis. English Education Program, Postgraduate Program, Purworejo Muhammadiyah University. Advisors: Dr. Titi Rokhayati, M.Pd., and Dr. Puspa Dewi, M.Pd.

This study investigates the implementation of Augmented Reality (AR) using Assemblr EDU to enhance students' speaking skills in descriptive text. While previous studies have explored technology integration in language learning, limited attention has been given to AR-based applications in speaking classrooms. This research applies Classroom Action Research (CAR) with two cycles, each consisting of planning, acting, observing, and reflecting. The participants were 31 seventh-grade students at SMP Negeri 2 Purworejo.

Data were collected through speaking tests, observation sheets, questionnaires, and interviews, then analyzed using quantitative and qualitative approaches. The speaking test rubric measured five aspects: fluency, pronunciation, vocabulary, grammar, and comprehension. Quantitative findings showed continuous improvement across cycles, with the mean score rising from 70.13 in the pretest to 77.03 in Cycle I and 79.74 in Cycle II. The percentage of students achieving the Minimum Mastery Criterion ($KKM \geq 75$) also increased significantly, from 22.58% in the pretest to 70.97% in Cycle I, and finally to 100% in Cycle II. Qualitative results revealed that Assemblr EDU enhanced student motivation, confidence, and classroom engagement. Students reported that the 3D AR media helped them visualize objects of description, enrich vocabulary, and reduce speaking anxiety, while peer feedback and video-based self-assessment encouraged reflective learning.

The findings suggest that Assemblr EDU is effective in enhancing students' speaking performance in descriptive text. However, technical issues such as internet stability and students' initial unfamiliarity with AR technology were identified as challenges. This study recommends the integration of AR-based learning tools to foster interactive, engaging, and student-centered speaking activities. Future research may explore long-term applications of AR across different skills and educational contexts.

Keywords: Augmented Reality, Assemblr EDU, speaking skills, descriptive text, Classroom Action Research.