

**THE EFFECT OF AUGMENTED REALITY BASED LEARNING
STRATEGY ON EFL STUDENTS'
VOCABULARY MASTERY**

ARTICLE

*Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

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Menjadi:

**The Effect of Augmented Reality Based Learning Strategy on EFL Students'
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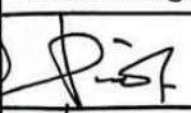
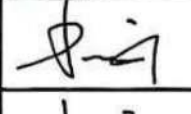
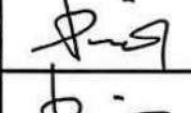
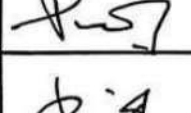
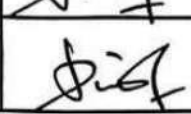
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The Effect of Augmented Reality Based Learning Strategy on EFL Students' Vocabulary Mastery

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ABSTRACT

This study aims to examine the effect of an Augmented Reality (AR)-based learning strategy on EFL students' vocabulary mastery. Conducted at Thammasat Wittaya School, Thailand, the research involved 25 eighth-grade students in the 2024/2025 academic year, divided into experimental and control groups using a quasi-experimental design. The experimental group received vocabulary instruction through AR visuals and collaborative discussions, while the control group was taught using conventional methods. Data were collected using pre-tests and post-tests and analyzed using paired and independent t-tests. The findings revealed a significant improvement in vocabulary scores and student motivation in the experimental group compared to the control group ($p < 0.001$). These results suggest that integrating AR-based strategies in EFL classrooms can effectively enhance vocabulary acquisition and learner engagement.

Keywords: *Augmented Reality (AR), EFL learners, vocabulary mastery, digital learning strategy.*

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INTRODUCTION

The rapid advancement of technology has significantly influenced the field of education, especially in improving teaching methods and learning experiences. Digital innovations such as interactive platforms and personalized learning tools enable students to engage with content more effectively. As noted by Susilo et al. (2023), technology supports flexible and adaptive learning that can enhance student motivation and outcomes.

One of the most promising technological advancements in education is Augmented Reality (AR). AR overlays digital content onto the physical environment, allowing users to interact with three-dimensional objects in real time (Mukhtar & Fachrie, 2024 and Riar et al., 2021). This creates immersive learning experiences, enabling students to visualize complex concepts and engage in contextual learning. In language education, especially in vocabulary learning, AR has the potential to bridge the gap between abstract words and real-world application through interactive visualizations and simulations (Aslam & Davis, 2024 and Hung & Yeh, 2023).

Vocabulary mastery is a critical component in English as a Foreign Language (EFL) learning. Without sufficient vocabulary knowledge, students struggle to express ideas, understand content, and participate in meaningful communication (Josafat et al., 2021). However, traditional vocabulary instruction, often limited to memorization and textbook-based tasks tends to be monotonous and fails to support long-term retention (Chen & Liu, 2020). Learners frequently forget newly introduced words, especially when they lack contextual exposure and reinforcement.

AR-based learning offers a solution to this challenge by providing multisensory, contextual, and interactive environments. Through AR, learners can visualize 3D objects,



simulate real-life settings, and associate words with actions or items in their surroundings. This active engagement supports stronger memory encoding and retrieval (Sahin & Yilmaz,

2020). Furthermore, the integration of gamification elements in AR can increase motivation and reduce anxiety, which are often barriers to effective language learning (M. Al Zahrani & Chaudhary, 2022).

As English continues to serve as a lingua franca in global communication (Barbara, 2020), the need for effective and engaging language learning methods becomes increasingly important. The use of AR in EFL learning represents an innovative approach that aligns with 21st-century educational demands. However, challenges remain, including the availability of infrastructure, teacher readiness, and the risk of overemphasizing entertainment over pedagogy (Wahyunto & Hastuti, 2024).

Given these considerations, this study aims to investigate the effect of Augmented Reality-based learning strategy on EFL students' vocabulary mastery. The research seeks to determine whether AR can significantly improve vocabulary acquisition compared to traditional learning methods. The findings are expected to contribute to the body of knowledge in educational technology and provide practical recommendations for implementing AR in language classrooms.

The Effect in Educational Contexts

In educational research, the term effect refers to measurable changes resulting from a specific intervention. (Hernán & Robins, 2016) highlight that the magnitude of an effect may vary depending on other influencing variables. In this study, the focus lies on how an Augmented Reality-based learning strategy affects EFL students' vocabulary mastery. For instance, (Özeren & Top, 2023) found that students using an AR-based science application (CellAR) performed significantly better in terms of academic achievement and motivation than those in traditional learning settings.

Learning Strategies in EFL Instruction

Learning English as a Foreign Language (EFL) requires strategic approaches to enhance student engagement and promote long-term retention. Effective teaching strategies serve not only to deliver content but also to activate students' cognitive and emotional involvement in the learning process.

One widely supported approach is active learning, which emphasizes student participation through activities such as cooperative learning, discussions, and role-plays. Freeman (2020) stated that active learning enhances student engagement and critical thinking skills. However, practical challenges such as time constraints and varying levels of enthusiasm among students must be considered.

The learning strategy implemented in this study combines both cognitive and social strategies. Through Augmented Reality, students engaged with 3D visual representations of animals, enabling them to observe and describe key physical characteristics such as body parts, size, and shape. Although the AR content was limited to visuals and did not include information on diet or habitat, these aspects were explored through group discussions guided by the teacher or supporting materials.

In each group, students were encouraged to collaborate by identifying and describing at least one feature of the animal they observed. For example, one student might describe the animal's appearance, while others discussed what it eats or where it lives, based on prior knowledge or textbook information. This combination of visual processing and peer interaction supports both cognitive and social language learning strategies, enhancing vocabulary comprehension in a contextualized and engaging way.

Technology Integration in EFL Learning

The integration of digital tools has significantly transformed EFL instruction. According to Fortuna et al., (2023) and Hillmayr et al., (2020), digital platforms and media not only facilitate access to learning materials but also enhance interactivity and engagement. Tools such as Duolingo or Moodle exemplify how technology supports personalized and collaborative learning experiences.

Nurhidayat et al., (2023) emphasized that technology can shift classroom dynamics from teacher-centered to student-centered. Teachers can use online platforms for collaborative

tasks, multimedia for visualization, and adaptive learning systems to tailor instruction to individual needs.

Among these innovations, Augmented Reality (AR) stands out for its immersive capabilities. AR overlays virtual objects onto real environments, allowing learners to interact with 3D models, hear pronunciations, and see words used in context (Mardoyo et al., 2022 and Rinaldi et al., 2024). AR not only bridges abstract language concepts with tangible experiences but also supports student creativity and reduces language learning anxiety.

Challenges in Vocabulary Acquisition

Despite its importance, vocabulary acquisition remains a major challenge for many EFL learners. Common difficulties include: (1) Limited vocabulary size, which affects reading comprehension and academic performance (Soto-Corominas et al., 2020). Students often have limited vocabulary, which not only hinders their understanding and effective use of English but also interferes with the process of achieving basic competencies and learning outcomes. (2) Pronunciation and intonation problems, often due to mother tongue interference (Handayani, 2024; Xue, 2023). The influence of the mother tongue often affects the way students understand and use English vocabulary, which can lead to errors in word usage and sentence structure. (3) Lack of practice in real-world contexts, and Monotonous, resource-limited teaching methods (Pateşan et al., 2019). Lack of opportunities to practice English in everyday contexts limits students' ability to master vocabulary effectively. Limited practice can hinder the vocabulary acquisition process.

These challenges underscore the need for engaging, context-rich, and interactive strategies such as AR-based learning, that can make vocabulary instruction more effective and enjoyable.

METHOD

This study employs a quantitative approach with a causal research design, aiming to determine the effect of Augmented Reality (AR)-based learning on improving EFL students' vocabulary mastery. The research focuses on identifying whether the use of AR as an independent variable significantly influences the dependent variable, which is students' vocabulary mastery. The study utilizes two data collection techniques: pre-test and Post-Test which together provide a comprehensive understanding of the effect of AR on students' learning outcomes.

Participants

The subjects of this research are eighth-grade students of Thammasat Wittaya School in the academic year 2024/2025. This study applies a quantitative method with a quasi-experimental design, involving two groups: an experimental class and a control class. The total number of students is 25, with both groups selected from the same grade level.

The experimental group receives vocabulary instruction through augmented reality-based learning strategies, while the control group is taught using conventional learning methods. The classes are selected using purposive sampling, considering that the students have relatively similar levels of English proficiency and are taught by the same English teacher.

Instruments

Pre-Test

The pre-test was designed to measure students' initial mastery of animal vocabulary before the application of Augmented Reality (AR)-based learning. It consisted of 10 multiple-choice questions that assessed students' knowledge of animal names, physical characteristics, and habitats. The test was administered at the beginning of the study to determine the students' baseline understanding of the target vocabulary.

Augmented Reality (AR)-Based Learning

Following the pre-test, students were invited to access the AR content, which contained 3D models and interactive animations related to the animals studied. The AR content was

accessed through barcodes or links provided by the researcher. During the AR learning sessions, students observed various images and English names of animals and paid attention to their characteristics as displayed in the visual content to enhance vocabulary

comprehension. The researcher randomly asked each student to say one word that described the animal they observed.

Post-Test

After completing the AR-based learning sessions, students took a post-test to measure their improvement in vocabulary mastery related to animals. The post-test was administered in the same format as the pre-test to allow for a direct comparison of vocabulary mastery before and after the intervention.

Procedures

This research employed quantitative data to examine the effect of augmented reality-based learning strategies on EFL students' vocabulary mastery. The procedures were conducted in the following stages:

Preparation Stage

The researcher designed learning materials integrated with Augmented Reality (AR) and prepared pre-test and post-test instruments to measure students' vocabulary mastery.

Pre-Test Administration

Prior to the implementation of the treatment, a pre-test was administered to both the experimental and control groups to assess their initial vocabulary mastery.

Treatment (Implementation of AR-Based and Conventional Learning)

The experimental group received instruction using Augmented Reality-based materials, which included interactive and visual elements to enhance vocabulary acquisition. The treatment was conducted over four weeks, with AR sessions held three times per week. Meanwhile, the control group was taught using conventional learning methods without the integration of AR. Both groups received instruction on the same vocabulary topics to ensure content equivalency throughout the study.

Post-Test Administration

After the treatment period, a post-test was administered to both groups to evaluate the improvement in vocabulary mastery. The data collected from the pre-test and post-test were analyzed to determine the effectiveness of the AR-based learning strategy compared to conventional methods.

Data Analysis

The analysis includes both descriptive and inferential statistical methods. Descriptive statistics are used to summarize and describe the characteristics of the data collected, including the average scores, standard deviations, and frequency distributions of both the pre-test and post-test results. Inferential statistics are employed to test hypotheses and determine the significance of the differences between the two sets of scores. A paired sample t-test is applied, as it compares the pre-test and post-test results from the same group of students to evaluate whether the use of AR led to a significant improvement in vocabulary mastery. Data processing was conducted using Microsoft Excel for data organization and SPSS version 29.00 for Windows for statistical analysis. This methodological approach ensures the reliability and validity of the findings in assessing the impact of Augmented Reality on enhancing EFL students' vocabulary learning outcomes.

FINDINGS AND DISCUSSION

To examine the effect of augmented reality (AR)-based learning strategy on EFL students' vocabulary mastery, a pretest and posttest were administered to two groups: the experimental group and the control group. Below is the descriptive data of students' scores:

No	Name	Group	Pre Test	Post Test
1	PZ	Eksperimental	40	100
2	NK	Esperimental	50	100
3	MM	Eksperimental	80	100
4	AH	Eksperimental	70	100

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5	SA	Eksperimental	30	90
6	SIA	Eksperimental	50	100
7	YN	Eksperimental	40	90
8	AM	Eksperimental	60	100
9	NN	Eksperimental	50	100
10	NO	Eksperimental	60	100
11	UA	Eksperimental	40	100
12	NH	Eksperimental	70	100
13	HA	Eksperimental	40	90
14	SR	Control	30	80
15	NA	Control	40	90
16	HH	Control	50	100
17	SH	Control	30	70
18	ME	Control	40	100
19	NA	Control	30	90
20	NE	Control	70	100
21	MH	Control	20	80
22	LA	Control	40	90
23	KN	Control	30	100
24	MH	Control	40	70
25	NB	Control	50	90

Descriptive Statistics

Based on SPSS analysis, the overall pretest scores from both groups (n = 25) had:

Statistics

PRETEST

N	Valid	25
	Missing	0
Mean		46.00
Median		40.00
Std. Deviation		15.275
Minimum		20
Maximum		80

These statistics indicate that students' initial vocabulary mastery was relatively low and varied widely. The mean score of 46.00 shows the average performance, while the median (40.00) being lower than the mean suggests a slight skew towards higher scores by a few participants. The high standard deviation (15.275) indicates a wide dispersion in scores, meaning students had differing levels of vocabulary mastery at the start. The posttest scores, meanwhile, revealed:

Statistics

POSTEST

N	Valid	25
	Missing	0
Mean		93.20
Median		100.00
Std. Deviation		9.452
Minimum		70
Maximum		100

The post-test results show a substantial improvement. The mean increased from 46.00 to 93.20, reflecting an average improvement of 47.2 points. The median score reaching 100.00 also shows that more than half of the students scored perfectly or nearly perfectly. Moreover, the standard deviation decreased to 9.452, suggesting that students' scores became more consistent after the treatment. These results suggest a substantial improvement in vocabulary mastery after the treatment was applied.

Paired Sample T-Test Result**Paired Samples Test**

		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p
					Lower	Upper			Two-Sided p
Pair 1	PRETEST - POSTEST	-47.200	12.423	2.485	-52.328	-42.072	-18.997	24	<0.001

The paired samples t-test showed a p-value (Sig. 2-tailed) = 0.001, which is significantly lower than 0.05. This indicates that the difference in scores between pretest and posttest is

statistically significant. Thus, the AR-based learning strategy contributed meaningfully to the students' vocabulary improvement.

The experimental group that received vocabulary instruction through AR tools consistently showed significant improvement. Almost all students in the experimental group scored 90 or above in the posttest. In contrast, while the control group also showed some improvement, the increase was not as uniform or as high. This suggests that AR-based learning provided interactive and immersive experiences that facilitated better vocabulary acquisition.

The findings are consistent with previous studies that highlight the effectiveness of AR in language learning contexts. It promotes student engagement and supports memory retention by offering contextual learning environments.

CONCLUSIONS

The findings of this study demonstrate that the use of augmented reality-based learning strategy has a positive and significant effect on EFL students' vocabulary mastery in . The experimental group, which was exposed to AR-based instruction, showed remarkable improvements in their posttest scores compared to the control group. The paired t-test confirmed the significance of this difference. Thus, AR technology proves to be a valuable pedagogical tool in vocabulary learning, offering an innovative and effective approach to language education.

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Hasil Pre-Test Dan Post-Test Thammasat Vittaya School

No	Nama	Kelompok	Pre Test	Post Test
1	PZ	Eksperimental	40	100
2	NK	Esperimental	50	100
3	MM	Eksperimental	80	100
4	AH	Eksperimental	70	100
5	SA	Esperimental	30	90
6	SIA	Eksperimental	50	100
7	YN	Eksperimental	40	90
8	AM	Eksperimental	60	100
9	NN	Eksperimental	50	100
10	NO	Eksperimental	60	100
11	UA	Eksperimental	40	100
12	NH	Eksperimental	70	100
13	HA	Eksperimental	40	90
14	SR	Control	30	80
15	NA	Control	40	90
16	HH	Control	50	100
17	SH	Control	30	70
18	ME	Control	40	100
19	NA	Control	30	90
20	NE	Control	70	100
21	MH	Control	20	80
22	LA	Control	40	90
23	KN	Control	30	100
24	MH	Control	40	70
25	NB	Control	50	90



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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dinda Salsabilah Siregar
NPM : 2102050003
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Dra. Diani Syahputri, M.Hum.

Medan, 18 Januari 2025
Hormat Pemohon,



Dinda Salsabilah Siregar



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

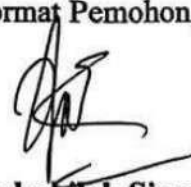
Nama Mahasiswa : Dinda Salsabilah Siregar
 NPM : 2102050003
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 139 SKS

IPK= 3,77

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary	
	The Effectiveness of Task-Based Learning in Enhancing Students' Speaking Skills in EFL Classrooms	
	Students' Perceptions of Using Podcasts as a Learning Tool in English Language Acquisition	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 17 Maret 2025
 Hormat Pemohon,



Dinda Salsabilah Siregar

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dinda Salsabilah Siregar
NPM : 2102050003
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dra. Hj. Diani Syahputri, M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 17 Maret 2025
Hormat Pemohon,


Dinda Salsabilah Siregar

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 681/IL.3-AU//UMSU-02/ F/2025
 Lamp : ---
 Hal : **Pengesahan Proyek Proposal**
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Dinda Salsabilah Siregar**
 N P M : 2102050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary**

Pembimbing : **Dra. Hj. Diani Syahputri, M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **17 Maret 2026**

Medan, 17 Ramadhan 1446 H
 17 Maret 2025 M



Dra. Hj Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR



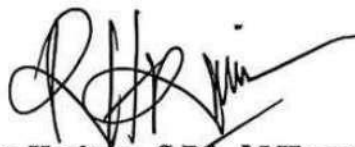
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 30 Bulan April Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Dinda Salsabilah Siregar
 N.P.M : 2102050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary

No	Masukan dan Saran
Judul	
Bab I	- mention / describe clearly the background of the research
Bab II	- Describe the gap of your research between relevant research - add / insert the conceptual framework
Bab III	- mention the level of subiect of your research - insert the text in your proposal - insert the questionnaire question in proposal
Lainnya	- check references again
Kesimpulan	[] Disetujui [] Ditolak ☒ Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing



(Dra. Diani Syahputri, M.Hum..)

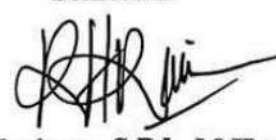
Panitia Pelaksana

Ketua



(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris



(Rita Harisma, S.Pd., M.Hum.)

T.



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Dinda Salsabilah Siregar
N.P.M : 2102050003
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Augmented Reality Based Learning Strategy to Increase EFL Students'
Vocabulary

benar telah melakukan seminar proposal skripsi pada hari Rabu Tanggal 30 Bulan April Tahun 2025

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, April 2025

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum.



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Dinda Salsabilah Siregar
N.P.M : 2102050003
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary

Pada hari Rabu Tanggal 30 Bulan April Tahun 2025 sudah layak menjadi proposal skripsi.

Medan, April 2025

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing



Rita Harisma, S.Pd., M.Hum.



Dra. Diani Syahputri, M.Hum.

Diketahui oleh
Ketua Program Studi,



Dr. Pirman Ginting, S.Pd., M.Hum.



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Dinda Salsabilah Siregar
 NPM : 2102050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Augmented Reality Based Learning Strategy to Increase EFL Students' Vocabulary

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10-2-2025	Acknowledgments, Table of contents, Background of the Study, Review of literature, Research Design	
28-2-2025	Cover, Acknowledgments, Table of contents, Background of the study, Significance of the study	
12-3-2025	Theoretical frame work, Research Design, References	
17-3-2025	Ace untuk di samakan	

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 17 Maret 2025

Dosen Pembimbing

(Dra. Hj. Diani Syahputri, M.Hum.)

ORIGINALITY REPORT

19%	16%	17%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	jele.or.id Internet Source	9%
2	Sheline Feranda Lumintang, Zainul Aminin. "The Effect of Video Blogging as Learning Media for Students' Speaking Skills", Journal of English Language and Education, 2024 Publication	2%
3	Niluh Yuni Kartika, Rofiqoh Rofiqoh, Desrin Lebagi, Mukrim Mukrim. "The Use of Scattergories Game to Develop Students' Vocabulary Mastery", Journal of English Language and Education, 2025 Publication	2%
4	Bunari Bunari, Isjoni Isjoni, Asyrul Fikri, Yuliska Yuliska. "Muara Takus Temple in the digital dimension: increasing historical understanding through augmented reality", Journal of Education and Learning (EduLearn), 2025 Publication	1%
5	Okumuş, Ayşegül. "Pre-Service efl Teachers' Perceptions and Self-Efficacy of Augmented Reality Technology: A Mixed-Method Study", Middle East Technical University (Turkey), 2024 Publication	1%
6	www.academypublication.com Internet Source	1%

7	open.metu.edu.tr Internet Source	1 %
8	ejurnal.poltekkes-tjk.ac.id Internet Source	1 %
9	Arab World English Journal, Abdulrahman M. Alshabeb. "Learning Vocabulary via Video Games: A Case Study of Saudi University Students", SocArXiv, 2024 Publication	1 %
10	www.cambridge.org Internet Source	1 %
11	journal.unpas.ac.id Internet Source	<1 %
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14	link.springer.com Internet Source	<1 %
15	Rahmayana Rahmayana, Adib Jasni Kharisma, Bambang Nur Alamsyah. "Investigating Motivational Factors and Strategies for Learning English as a Foreign Language (EFL) among Adult Learners: A Case Study of Indonesian EFL Learners", Journal of English Language and Education, 2024 Publication	<1 %
16	Ifah Khadijah, Nunung Nurhamidah, Lina Mulyani, Siti Nur Amanah, Nina Sukmanawati. "Improving Learning Outcomes through Innovative Pedagogical Approaches in Modern Education", Journal of English Language and Education, 2025	<1 %



Dinda Salsabilah Siregar

English Teacher

- ☎ 0882016229302
- ✉ dinda.salsabilah96@gmail.com
- 📌 linkedin.com/in/dinda-salsabilah-siregar
- 📍 Jl. Sederhana, Kec. Percut Sei Tuan, Deli Serdang, Indonesia

SUMMARY

Motivated fresh graduate in English Education with skills in communication, Microsoft Office, and classroom management. Experienced through internships, workshops, and student associations, with the ability to work well in a team and adapt quickly.

EXPERIENCE

- Apprentice** 08/2024 - 08/2024
Thammasat Vittaya School, Thailand
 - Taught English speaking and vocabulary lessons for junior and senior high school students.
 - Conducted research for an academic article on the use of augmented reality as a medium in vocabulary learning.
- Secretary Cadre** 08/2023 - 10/2024
HMJ Pendidikan Bahasa Inggris UMSU
 - Coordinated the recruitment and organization of new student association members.
 - Assisted in planning and managing leadership training, administrative workshops, and social service activities.
- Apprentice** 02/2023 - 06/2023
Kampus Mengajar
 - Organized literacy and numeracy activities to support elementary students.
 - Taught English lessons at the primary school level.
 - Developed creative teaching materials to enhance student engagement.
- English Teacher** 02/2021 - 08/2021
LKP Matra Tebing Tinggi
 - Provided English lessons for playgroup and elementary students.

EDUCATION

- English Education** 11/2021 - 11/2025
Universitas Muhammadiyah Sumatera Utara - Bachelor degree
GPA : 3.77/4.00

CERTIFICATES

- Certificate of Internship – Asistensi Mengajar Internasional FKIP UMSU** 08/2024 - 08/2024
Thammarat Vittaya School, Thailand & Universitas Muhammadiyah Sumatera Utara
Completed international teaching internship program in Thailand.

Certificate of Award – Secretary of Cadre Formation English Language Education Department Student Association (2023–2024)

10/2023 - 10/2024

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara (UMSU)

Awarded for dedication and service as Secretary in the Student Association of English Language Education Department.

Certificate of Appreciation – 1st International Conference on English Teaching and Linguistics (ICo-ETLin)

09/2023 - 09/2023

Universitas Muhammadiyah Sumatera Utara (UMSU)

Participant in international academic conference on English teaching and linguistics.

Certificate of Participation – Kampus Mengajar Angkatan 5 Tahun 2023

02/2023 - 06/2023

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi – Kampus Merdeka

Participation as a teaching assistant in the Kampus Mengajar program.

Sertifikat Peserta – Lokakarya Penerjemahan “Kiat Praktis dan Peluang Kerja”

06/2022 - 06/2022

Pusat Bahasa, Universitas Muhammadiyah Sumatera Utara (UMSU)

Participant in translation workshop with theme “Practical Tips and Job Opportunities.”

SKILLS

Public Speaking & Presentation	Advanced	Microsoft PowerPoint	Advanced
Classroom Management	Intermediate	Microsoft Excel	Intermediate
Microsoft Word	Advanced	Teamwork & Collaboration	Intermediate

LANGUAGES

English	Fluent	Indonesian	Native
---------	--------	------------	--------