

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 CONCLUSION

In order to obtain empirical evidence of the effectiveness augmented reality with Assembler Edu to improve students' reading comprehension in junior high school, this research was carried out, based on testing performed in the teaching practice reading comprehension descriptive text material using augmented reality with assembler Edu application for an experiment class, and no use of augmented reality during a controlled class.

The results of the achievement of students' reading comprehension using augmented reality at school can be seen from point 4.1.3, the pre-test variables' minimum value of 30 and maximum value of 75 in the experimental class data may be explained. The post-test variable from the data has a minimum value of 60 and a maximum value of 95 for the average value, with a standard deviation value of 13.08. Standard deviations are found in the control class pre-test was 9.29. Put another way, using assembler Edu with augmented reality to enhance junior high school reading comprehension was useful and effective.

The results of the achievement of reading comprehension by using a printed book on the variable pre-test Junior High School from these data can be explained that the minimum value is 60 and the maximum value is 95. Alternatively, the standard deviation of the control class has a post-test value of 8.31, a minimum value of 60, a maximum value of 95, and an average value of 51.09. The pre-test value of the standard control class is 12.87. With a minimum value of 30 and a maximum value of 75, the post-test value corresponds to the control class's standard deviation, which is 8.31. The average value of the post-test variable deviation, which is 77.03, is likewise standard. To put it another way, using this book is effective. However, its effectiveness is not comparable with the results achieved in experimental classes.

After that, the researcher continued to investigate the data experiment and concluded his class, based on the result and discussion of chapter IV. Can see from the mean post-test scores students in the experimental class are 77.2581 and the control class is 77.0313. The independent sample t-test data shows that the  $t(df=61) = 0.102$  and the p-value or sig (2-tailed) is 0.919. Researcher use  $\alpha = 0.05$  (5%) as the significant level, so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the p-value or sig (2-tailed) of

0.919 is greater than  $\alpha > 0.05$  (5%). It can be concluded that the use of augmented reality with assembler Edu application is effective for students' reading comprehension achievement.

It can be seen from the t-test results that there is a significant difference between the means value of the experimental class of 77.2581 and the control class is 77.0313. The standard deviation of the experimental class was 9.29504 and the control class was 8.31433. The mean standard error of the experimental class was 1.66944 and the control class was 1.46978. The independent sample t-test data shows that  $t (df=61) = 0.102$  and the p-value or sig (2-tailed) is 0.919. Researcher use  $\alpha = 0.05$  (5%) as a significant level, so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the p-value or sig (2-tailed) of 0.919 is greater than  $\alpha > 0.05$  (5%). It can be concluded that the use of augmented reality with assembler Edu application is effective for students' reading comprehension achievement in junior high school.

From the results of the research that has been carried out, it is proven that the implementation of integrating an Augmented Reality into the reading of students at SMPN 1 Plered can be carried out well and smoothly. Apart from that, it can also be seen from the research results that there is a significant effect from the implementation of augmented reality with assembler Edu application on students' reading abilities (Main idea, Inference, Grammatical features, excluding fact not written, detail, Supporting idea, Vocabulary in a descriptive text, Expression/idiom/phrase in context) during the English learning process at SMPN 1 Plered.

## 5.2 SUGGESTION

Based on the above conclusion, some suggestions can be made to:

### 1. Student

Students are expected to be more active and often practice reading comprehension in class using augmented reality with the assembler Edu application. Then, students can utilize Assembler Edu's AR capabilities to transform static reading materials into interactive experiences that enhance reading comprehension and make learning about computer assembly more engaging and effective.

### 2. Teacher

The teachers can choose an augmented reality use of Assembler Edu, as a method of teaching reading comprehension achievement, which has helped students to be more active in

class. In addition, it will motivate students in the form of encouragement to learn because the augmented reality user assembler Edu is designed to make the user feel interested. So, students feel happy and enjoy learning. In the end, being able to learn on your own, augmented reality can be used for learning together.

### 3. Further Researcher

The researcher hopes that because the Augmented Reality with Assembler Edu was introduced by the researcher, it will work. Other researcher followed him to apply this application to the next research.

