

## References

- Adji Reno Muhammad. (2018). *Pengembangan Aplikasi Mobile Augmented Reality sebagai media belajar pengenalan dasar huruf hijaiyah*.
- Alsowat, H. H. (2016). Breaking down the Classroom Walls: Augmented Reality Effect on EFL Reading Comprehension, Self-Efficacy, Autonomy and Attitudes. *Studies in English Language Teaching*, 5(1), 1. <https://doi.org/10.22158/selt.v5n1p1>
- Bening Savita. (2019). *Definition Reading*.
- Billinghurst, M. (2002). *Augmented Reality in Education*.
- Bork, F., Lehner, A., Eck, U., Navab, N., Waschke, J., & Kugelmann, D. (2021). The Effectiveness of Collaborative Augmented Reality in Gross Anatomy Teaching: A Quantitative and Qualitative Pilot Study. *Anatomical Sciences Education*, 14(5), 590–604. <https://doi.org/10.1002/ase.2016>
- Brown, H. D. (2018). *Language Assesment: Principle and Classroom Practices*, 3<sup>rd</sup> Edition. USA: Pearson Education ESL.
- Carmigniani, J., Furht, B., Anisetti, M., Ceravolo, P., Damiani, E., & Ivkovic, M. (2011). Augmented reality technologies, systems and applications. *Multimedia Tools and Applications*, 51(1), 341–377. <https://doi.org/10.1007/s11042-010-0660-6>
- Carroll, L. S. L. (2017). A comprehensive definition of technology from an ethological perspective. *Social Sciences*, 6(4). <https://doi.org/10.3390/socsci6040126>
- Cetinkaya Ozdemir, E., & Akyol, H. (2021). Effect of Augmented Reality-Based Reading Activities on Some Reading Variables and Participation in Class. *International Journal of Progressive Education*, 17(4), 135–154. <https://doi.org/10.29329/ijpe.2021.366.9>
- Cheng, K.-H. (2017). Reading an augmented reality book: An exploration of learners' cognitive load, motivation, and attitudes. In *Australasian Journal of Educational Technology* (Issue 4).
- Daniel Iordache, D., & Pribeanu, C. (2009). *A Comparison of Quantitative and Qualitative Data from a Formative Usa-bility Evaluation of an Augmented Reality Learning Scenario*.
- Frankel, B. R. & P. (2016). *From “what is reading?” to what is literacy?*
- Frankel, K. K., Becker, B. L. C., Rowe, M. W., & Pearson, P. D. (2016). From “What is Reading?” to What is Literacy? *Journal of Education*, 196(3), 7–17. <https://doi.org/10.1177/002205741619600303>
- Ganesh Mukayah and Rosseni Din. (2021). *Improving Reading skills of Tamil Words for students year 4 with the use of Augmented Reality (AR)*.
- Garzon, J., Pavon, J., & Baldiris, S. (2019). Systematic review and meta-analysis of augmented reality in educational setting. *Virtual Reality*, 23(4), 447-459

- Harianto, E. (2020). Reading Skills in Language Learning. In *DIDAKTIKA* (Vol. 9, Issue 1). <https://jurnaldidaktika.org/>
- Jamrus, M. H. M., & Razali, A. B. (2019). Augmented Reality in Teaching and Learning English Reading: Realities, Possibilities, and Limitations. *International Journal of Academic Research in Progressive Education and Development*, 8(4). <https://doi.org/10.6007/ijarped/v8-i4/6696>
- Julie Carmigniani and Borko Furht. (2011). Augmented Reality: An Overview. In *Handbook of Augmented Reality*. Springer New York. <https://doi.org/10.1007/978-1-4614-0064-6>
- Kesim, M., & Ozarslan, Y. (2012). Augmented Reality in Education: Current Technologies and the Potential for Education. *Procedia - Social and Behavioral Sciences*, 47, 297–302. <https://doi.org/10.1016/j.sbspro.2012.06.654>
- Kurniaman, O., Firdaus, L. N., Hadriana, H., & Sumarno, S. (2022). Technology use in learning to read: A Literature Review. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(5), 1407. <https://doi.org/10.33578/jpkip.v11i5.9047>
- Limbong, A. M., Putri, D. A., Casmat, M., & Soko, I. P. (2023). Student Response to the Use of Augmented Reality Media in the Circulatory Systems in Humans.
- Majeed, Z. H., & Ali, H. A. (2020). A review of augmented reality in educational applications. In *International Journal of Advanced Technology and Engineering Exploration* (Vol. 7, Issue 62, pp. 20–27). Accent Social and Welfare Society. <https://doi.org/10.19101/IJATEE.2019.650068>
- Nasir, & Sukmawati. (2023). *Analysis of Research Data Quantitative and Qualitative* (Vol. 7, Issue 1).
- Ozkubat, U., Sanir, H., Ozcakil, B., & Islim, Ö. F. (2022). Teaching Mathematics, Science and Reading Skills to Students with Special Needs: A Review of Augmented Reality Studies. *Journal of Learning and Teaching in Digital Age*, 7(2), 141–150. <https://doi.org/10.53850/joltida.1001800>
- Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. Kathmandu: Kathmandu School of Law, 5(1), 8-15.
- Rashid, M. H., Islam, J., & Hui, W. (2021). Discuss the different types of reading techniques and develop its skills *Veda's journal of English language and literature (JOELL) discuss the different types of reading techniques and develop its skills* (Vol. 8). <http://www.joell.in>
- Saidin, N. F., Halim, N. D. A., & Yahaya, N. (2015). A review of research on augmented reality in education: Advantages and applications. *International education studies*, 8(13), 1-8.
- Sadoski, M., & Paivio, A. (2007). Toward a unified theory of reading. *Scientific Studies of Reading*, 11(4), 337–356. <https://doi.org/10.1080/10888430701530714>
- Sangia, R. A. (2014). *The Process and Purpose of Reading*. <https://doi.org/10.17605/OSF.IO/ZQG6P>

- Sukmawati, Salmia, & Sudarmin. (2023). *Population, Sample (Quantitative) and Selection of Participants/Key Informants (Qualitative)* (Vol. 7, Issue 1).
- Tri Puji Utami, W., Trisnani, N., Studi Pendidikan Guru Sekolah Dasar, P., & PGRI Wates, I. (2021). *Pengembangan dongeng berbasis Augmented Reality sebagai bahan literasi dalam masa pandemi*.
- Wu, H. K., Lee, S. W. Y., Chang, H. Y., & Liang, J. C. (2013). Current status, opportunities and challenges of augmented reality in education. *Computers and Education*, 62, 41–49. <https://doi.org/10.1016/j.compedu.2012.10.024>

