# CHAPTER I

# INTRODUCTION

## A. Background of the Research

Literature is a technique to convey one's ideas and thoughts in spoken and written form, utilizing a range of language styles to make an exceptional and aesthetic impression in various facets of life. According to Carter and Simpson, language is a literary medium, so the more one understands language, especially in literary stylistics, the skills in the field of literature increase.[1] In this case, literature is inseparable from the concept of language itself because literature is closely related to linguistics. However, language is used to convey a person's idea, story, or expression so that literature and language are related. Thus, the foundation of literature is linguistics; understanding it properly will produce good literary results.

Therefore, literature and language will always influence each other so literature becomes an essential factor in linguistics. Language is the most important aspect of life and functions as a means of communication when conveying a message to someone. In addition, language is useful for expressing an expression or feeling of imaginative emotions orally or in writing, which aims to convey meaning because

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[1] Ronald Carter and Paul Simpson, *Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics* (Routledge, 1989), 7.

language is arbitrary. Based on that, the value of the benefits of learning a language is specifically that language is useful for communication tools. However, on the other hand, language is useful for producing a work of art, so this will open up one's insights and skills when learning and also teaching it. Furthermore, related to language, according to Saussure, linguistics is a scientific concept that examines the object of a language, so this science is related to language and speaking because language is arbitrary.[2] Moreover, according to George Yule, there are many different meanings in language.[3] Basically, the essence of language is a symbol of sound produced from each  utterance by utterance which produces a meaning. In addition, nowadays, along with the rapid progress of the times, language continues to develop; in terms of language use in communication, each student occasionally chooses their language in conversation by using a variety of language styles so that they use language as they like.

Therefore, the richness of the variety of language styles when communicating provides extensive knowledge in learning a language. Meanwhile, according to Rohbiah, language is a system related to sound symbols with certain meanings so that language is productive, unique,

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[2] Ferdinand de Saussure, *Course in General Linguistics* (New York: Columbia University Press, 2011).
[3] George Yule, *The Study of Language*, 3rd ed. (New York: Cambridge University Press, 2006).

conventional, arbitrary, varied, and dynamic.[4] The concept of the function of language itself is very broad because language is a means of communication and also the interaction between individuals so that it will produce spoken sound symbols or in a written form which will give the impression of its meaning to the speaker and interlocutor.

In this case, language is significantly varied because of the different sound symbols, so when understanding it, there are many differences in meaning in the communication process, especially in using multiple language styles in the conversation process. Therefore, the science of language itself begins with the science of Linguistics. According to Chaer, Linguistics is a general linguistic science that examines not only a language but also its ins and outs.[5] Based on that, linguistic science broadly discusses how language is formed from the meaning of language, language structure, and the function of language itself, especially as a means of communication. In this case, to understand language more deeply, especially learning about the meaning contained in one of the languages. Hence, Semantics is the science concerned with the research of meaning.

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[4] Tatu Siti Rohbiah, *Introduction To Micro Linguistic*, ed. Yuyun Wahyuni (Serang: Media Madani, 2020).
[5] Abdul Chaer, *Linguistik Umum* (Jakarta: Rineka Cipta, 2014).

According to Griffith's, semantics is a science that studies the meaning of sentences and words.[6] This science is to build language vocabulary and patterns to understand the meaning of words and the meaning of sentences. As a result, understanding this subject will make it easier for someone to grasp various types of human expression through language when talking because semantics deals with how meaning is uttered by the speaker so that listeners and readers can interpret it correctly. Thus, this is in line with the opinion of Hurford et al., that figurative language is one of the studies of semantics because figurative language itself is something related to the expression of the use of words whose meaning cannot be interpreted directly or is also called non-literal meaning and one type of figurative language, namely idiomatic expression is a phrase whose meaning cannot be predicted.[7]

In addition, according to Wright, Idiom is an expression that uses non-literal meaning.[8] Based on this, idioms are one of the types that exist in figurative language where idioms are expression in a language whose meaning is ambiguous and cannot be explained or predicted literally and can be used when communicating formally or informally

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[6] Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, ed. Heinz Giegerich (Edinburgh: Edinbrurgh University Press, 2006).

[7] Hurford R James et al., *Semantics A Coursebook*, Second Edition. (United States of America, New York: Cambridge University Press, 2007).

[8] John Wright, *Idioms Organizer. Organized by Metaphor, Topic and Key Word*, ed. Hill Jimmie and Lewis Morgan, First. (Ma, Usa: Christopher Wenger, 1999).

depending on the circumstances and situation when using it. Based on this, there is figurative language learning in class XI MAN 1 Kota Serang, which can be utilized to improve students' understanding during the language learning process, especially in the use of one type of figurative language, namely idioms.

In this case, new policies from the minister of education regarding the application of the use of technology during the learning process are currently very massive in every school because of the current modern changes that rely on the digitalization system in every aspect of life, especially aspects in the field of education. Thus, the use of technology as a learning medium can support students' learning process. This is line, with Graham Stanley, the potential of technology to be an interesting and interactive tool in the real language learning process in the classroom can motivate students to learn languages.[9] The influence of technology in the language learning process can make it easier for teachers to deliver material and students to accept material because many interesting and interactive service features can be used during classroom learning activities.

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[9] Graham Stanley, *Language Learning with Technology (Ideas for Integrating Technology In The Classroom)*, ed. Thornbury Scott, First. (Cambridge University Press, 2013).

The progress of today's times makes technological developments flow so rapidly in the world of education. Artificial intelligence and Augmented reality technologies are increasingly developing and are starting to be used in the learning process in some schools. In this case, students and teachers must begin to adjust to the accelerated flow of technology that has been applied in the classroom today. However, this is inversely proportional to the case where every English language learner in Man 1 Kota Serang in class XI semester 2 literacy towards using digital technology in students' learning process is still low because teachers only use conventional teaching strategies and only during exams. Thus, students feel bored with the strategies used during the learning process in the classroom because students need innovations in understanding learning materials. In the case of this research, students need something new in the strategy of utilizing learning media to support and facilitate the learning process of English, especially in figurative language material, which is quite challenging for students to learn.

Therefore, augmented reality is one of the innovations from technology that can help make it easier for students to understand the meanings of idioms from various visualizations of images and features available in this application. This is certainly in line with Mealy's

assertion that augmented reality is an interactive program that can be viewed directly in both three and two dimensions.[10] Based on this, this application is the way of choice for researcher to try to overcome the problems that exist in students during the figurative language learning process, namely by utilizing augmented reality-based media in this Assemblr application, which has advanced interesting features and lots of visualizations from images and videos so that it helps students understand the material.

As, according to Hasanah, one of the types of augmented reality applications is Assemblr because this media innovation is designed interactively using two-dimensional and three-dimensional objects which are equipped with various features.[11] In the results of Hasanah's research, the Assemblr application is interactive, which is by the objectives of a researcher who need deeper explanation using various visual 2-dimensional and 3-dimensional images related to understanding the meaning contained in multiple types of examples of idioms in the era of rapid learning using technology. In this case, researcher use today's technological innovations, namely Augmented reality, one of which is in the Assemblr application, as a medium in the learning process,

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[10] Paul Mealy, *Virtual & Augmented Reality For Dummies* (John Wiley & Sons, Inc, 2018).

[11] Aftinal Hasanah, "Assemblr Edu Analysis and Interpretation as an Interactive Media in Language Learning," *Proceeding International Conference on Islam and Education* 2 (2022): 1195–1202.

especially in figurative language material where, in general, the problems faced by students are difficult to understand one type of figurative language, namely idioms. In addition, students need strategies in the new learning process, one of which is utilizing technology.

However, in reality, in the learning process, the teacher only uses books in class and explains the discussion of figurative language material with conventional strategies, namely analyzing textbook song lyrics, so that students feel very monotonous in the learning process. In contrast, the source of book material as a learning process is limited in explaining each material, only focusing on exercises, so innovations are needed to support students' comfort in understanding every English material, especially in figurative language material, which is quite challenging. Based on this, the researcher objectively aims to discover the potential of augmented reality applications and students' impressions while understanding idiom material by utilizing the Assemblr application during the English idiom learning process in class.

## B. Identification of The Problems

Based on the research background above, the identification of the problem is:

1. The Students of Grade XI high school find it difficult to understand the material about one type of Figurative language, namely Idioms.

2. The Students feel bored in learning about idioms through songs only.

3. Teachers only use conventional strategies in delivering idiom learning materials

## C. Focus of The Research

In this research, the researcher will discuss using Augmented reality technology and learning English idioms using the Assemblr application in the classroom. Based on this, the scope of this research is that researcher will find out how students' impressions and potential in using the Augmented Reality (Assemblr) application when learning English, especially regarding the use of English idioms in daily conversation, both the difficulty and ease of access to the application and their interest in using this application as a medium in the learning process, especially in idiom learning. Therefore, this research uses the Assemblr application to learn English idioms used in daily conversations.

## D. Research Questions of The Research

Based on the problem background above, the research question can be identified as follow:

1. How can Assemblr be applied in teaching English Idioms?

2. How is students' impressions in learning English idioms using Augmented reality (Assemblr)?

## E.  Objectives of Research

Based on the problems to be discussed above, the objectives to be achieved by researcher in this research are :

1. To understand the application of Assemblr in teaching English idioms.

2. To find out students' impressions in learning English idioms using Augmented reality (Assemblr).

## F.  Significant of Research

The researcher hopes that this research will be useful in society at large, especially for the needs in the process of learning activities in the world of education, especially for learning languages regarding English idioms.The researcher divides the significance of this research when researching it, namely both theoretically and practically.

### 1.  Theoretically

The researcher hopes that this research can be used as a long study and as a reference to develop learning theories related to what is written in this study. The researcher hopes that this research can be useful for the wider community, especially for learning activities in the world of education, especially for language learning about

English idioms. The researcher divides the significance of this research when researching it, namely theoretically and practically.

2. **Pratically**

Practically, the results of this research are expected to provide new knowledge and innovations for teachers, students, and researcher.

a. **For students**

For students are expected to be able to understand figurative language learning, especially the meaning of English idioms, well by using the Assemblr application in the learning process.

b. **For Teachers**

The results of this research are expected to be a reference for teachers in developing media when the learning process takes place in the classroom in the 21st century. Hopefully, this research can improve the quality of learning, especially in language learning, especially about idioms and technological literacy in the learning process.

c. **For Researcher**

The results of this research are expected to help other researcher gain experience, insight and new understanding of the innovation of using Augmented Reality applications (Assemblr) to learn English idioms in high school students as part of the utilization of

technological advances in the current era of society 5.0, especially strategies in language learning media.

## G. Previous Research

In this case, the researcher found what is related to this research which can be explained as follows:

The first research is from *The Effects of Augmented Reality (AR)-infused Idiom Material on Iranian Students' Idiom Achievements, Motivation, and Perceptions, by* Khoshnevisan.[12] The purpose of this research is to discuss the effect of using Augmented reality applications in learning VP idioms material on 50 Iranian students.

The second previous research is about *Challenges and Strategies in Understanding English Idioms: English as a Foreign Language Students' Perception*.[13] This research aims to find out the challenges in understanding English idioms based on EFL perceptions and the strategies applied in understanding English idioms. The approach in this research is to use descriptive

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[12] Babak Khoshnevisan, "The Effects of Augmented Reality ( AR ) -Infused Idiom Material on Iranian Students ' Idiom Achievements , Motivation , and Perceptions" (University of South Florida, 2020).

[13] Renata Diah Anjarini and Endro Dwi Hatmanto, "Challenges and Strategies in Understanding English Idioms: English as a Foreign Language Students' Perception," *Proceedings of the International Conference on Sustainable Innovation Track Humanities Education and Social Sciences* 626, no. (2022): 241–247.

qualitative which is to investigate the participants' experiences. The subjects in this research were 8 students of English Education Department from an Islamic Private University in Yogyakarta. Interview as an instrument in this research.

The third previous research is about *Learn Idioms Using Augmented Reality by Nur Amalia Atikah et al., 2021*.[14] This research discusses about learning English idioms using Augmented Reality. The purpose of this research is to find ineractive tools that canbe used in learning English idioms. So, this research compares various other digital applications such as Instagram, Snapchat, and Augmented reality. This research method uses Rapid application development (RAD).

Based on the three previous studies described above, the following are the differences between the three studies which investigate different things:

1. In the first research, researcher discussed the effect of using Augmented reality which in using flashcard images of idiom examples manually and the research subjects amounted to 50 Iranian students.

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[14] Nur Amalia Atikah et al., "Learn Idioms Using Augmented Reality," *International Journal of Multimedia and Recent Innovation* 3, no. 1 (2021): 11–16.

2. In the second research, the researcher discussed his research to find out the perceptions of Foreign Language Students in strategies for understanding idioms and also challenges when learning idioms. With the subject, 8 students.

3. In the third research, researcher discussed learning English idioms using Augmented reality where the purpose of this research was to find interactive tools used in English language learning. The research subjects were elementary school children and evaluated by 10 teachers who taught English.

Thus, the three studies can be concluded that the three studies discuss the right strategy for learning English idioms for the first and third studies that have used augmented reality applications. However, the second research tried various strategies:

1. Understanding idioms with context.

2. Understanding the meaning of idioms by searching on the internet.

3. Connecting meaning with Indonesian.

4. Asking other friends about the meaning of idioms.

In addition, the first research used qualitative data analysis for interview data collection. The second research, which used qualitative descriptive methods in data collection, is the same as this next research. The third research uses the R&D method to analyze the data.

Based on that, the three studies are looking for teaching strategies using technology to learn English idioms, especially the first and second studies utilizing Augmented reality applications. In this case, this research will also analyze the use of Augmented reality applications, especially Assemblr, in learning English idioms in high schools using qualitative descriptive methods. Thus, this latest research is expected to provide more in-depth knowledge about English idiom teaching strategies that utilize one of the Augmented reality technologies, namely Assemblr.