

The Use of Augmented Reality (Assemblr) to Learn English Idioms in Senior High School

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Abstract

This study aims to determine students' impressions of using new technological innovations, namely Augmented reality technology in the Assemblr application, in teaching English idioms at MAN 1 Kota Serang. The researcher took the 35 students of class XI IPA 3. The method used in this research is a case study approaches. The instruments used in collecting the data of this research are classroom observation, which is used as supporting data, tests also as supporting data by taking 6 students to take in-depth data by conducting an interview process as the main data in this research and documentation, which is used to strengthen the results of this research. The results of this study found 6 students related to the results of this discussion in this study, namely familiarity, process, challenge, understanding, experience, and belief. Based on this, the findings show that students are interested and enthusiastic about using Assemblr application during the idiom learning process. In addition, students found disadvantages in this application, namely that most students are constrained in accessing Assembly due to an unstable network, so logging in takes a long time, and some mobile devices do not support it. Consequently, the students cannot access it.

Keywords: *Augmented reality; Assemblr; Idiom*

INTRODUCTION

Nowdays, development of technology flow so rapidly in the world of education. Moreover, due to the impact of the Covid-19 pandemic, the use of technology in the learning process is massively used so that students cannot be separated from the role of the internet and technology. In this case, technology currently functions to support the learning process in all aspects of subjects, especially in language learning materials because learning a foreign language, especially English, is quite challenging for students. Additionally, 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, 2020) language is a system related to sound symbols with certain meanings so that language is productive, unique, conventional, arbitrary, varied, and dynamic. In this case, according to (Stanley, 2013) the potential of technology to be an interesting and interactive tool in the language learning process in the classroom can motivate students to learn languages. Besides that, artificial intelligence technology and augmented reality are developing and starting to be used in learning process. Hence, Augmented reality is one application that can support as a learning media on figurative language material because students find it difficult to understand the meaning of idioms and feel bored with monotonous learning strategies, so they are not interested in learning this material further.

In addition, According to Wright, Idiom is an expression that uses non-literal meaning. Based on that, idioms are one of the types that exist in figurative language where idioms are expressions or expressions in a language whose meaning is ambiguous and cannot be explained or predicted literally. In accordance with (Colston and Katz, 2004) the types of figurative language include metaphors, verbal irony, hyperbole, idioms and indirect requests. In this case, idioms are one type of figurative language. Thus, the Assemblr application becomes one of the strategies for delivering English idiom material because various interactive features can support the understanding of idioms from the visualization of images and videos displayed. Consequently, the influence of technology in a language learning process can make it easier for teachers to deliver material because many interesting and interactive service features can be used in classroom learning activities.

In this case, some previous studies are related to the use of augmented reality applications, namely Assemblr, which can support the idiom learning process. The first research from (Hasanah, 2022), revealed that Assemblr is an augmented reality application designed using two-dimensional and three-dimensional objects equipped with various interactive features. The second previous research from (Nur Amalia Atikah et al., 2021), "*Learn Idioms Using Augmented Reality*" The results of the study explain that using AR applications can develop students' interest and understanding in learning English idioms. Furthermore, research (Khoshnevisan, 2020) this research is to discuss the effect of using Augmented reality applications in learning VP idioms material on 50 Iranian students. The result is that flashcards equipped with Augmented reality can effectively increase student motivation in learning English VP Idioms.

In this instance, the previous study did not use augmented reality applications specifically; it used images from flashcards and books that could be scanned directly. However, this study uses a specific augmented application, Assemblr, and the images are

accessed using barcode scans from the application directly, not using books or cards. Based on this, researchers want to examine the use of one of the Augmented reality applications, namely Assemblr, as a medium for the learning process, especially in figurative language material. Meanwhile, the book's source of material as a learning process is limited in explaining each material, only focusing on exercises, so innovations are needed to define each material. Based on that, the researcher's goal is to determine the students' interest and level of understanding in utilizing the Assemblr application during the learning process of English idioms in class XI IPA 3 MAN 1 Kota Serang.

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

1. To find out the students' process in learning English idioms using Augmented Reality (Assemblr).
2. To find out students interest in learning English idioms using Augmented reality (Assemblr).

METHODS

This research uses a qualitative method with a case study approach. In this research, the researcher used qualitative based on a change in perspective on a phenomenon.. According to (Zuchri, 2021), case studies are in-depth research on individuals or groups that aim to obtain a complete and in-depth description so as to produce data that can be analyzed to produce a theory. Thus, the qualitative approach chosen in this research is a concept to understand the phenomena that occur so that reality can research the research more deeply. Furthermore, according to (Creswell, 2018) in qualitative research analysis, a concept related to interview transcripts, observations, other steps, and supporting documents will be analyzed. In this instance, the researcher conducted interviews as primary data, while tests, observations, and documentation were secondary data.

Descriptive research data is taken from the use of tests and interviews, which are used to determine students' ability to answer questions related to the idioms they have learned and students' interest in using the Assemblr application when learning English idioms in class. In addition, this research used purposive sampling. According to Patton, purposive sampling is a central essential or objective of research. Therefore, researchers only took six students to be interviewed in collecting interview data, researchers used semi-structured interviews, and researchers only chose 1 class, namely class XI IPA 3 semester 2, based on several criteria for respondents in the assessment, namely including excellent, adequate, and poor levels. In addition to assessing the results of the test scores, the researcher sees the active participation and responsiveness of students during the learning process. Even though they get the same score, researchers will choose students from their participation for determination in taking data as informants in this study. The data analysis technique in this research is based on (Miles et al., 2014) is as follows:

Data reduction is the initial stage in analyzing data, which is selecting the data needed for research from the results of interviews, observations, tests, and documentation. In this case, data reduction is carried out to categorize data and make it easier for researchers to present various findings in the research.

1. Data reduction

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2. Data Display

Data display in this research is intended to find a meaning for the data that has been obtained, then arranged systematically from complex information into simple but selective. According to Sugiyono, data can be presented in brief descriptions, charts, flow charts, connections between categories, and so on in qualitative research.

3. Verification and Conclusion

From the beginning of data collection, researchers used qualitative analysis to interpret what was meant. In this case, the conclusion is the last step in describing the data collected so that the data gets clear data evidence. On the other hand, qualitative findings are generally temporary, so they need to be resolved after obtaining data. The data is analyzed continuously to verify its validity. Based on that, this research uses qualitative research where the conclusions can be temporary.

RESULTS AND DISCUSSION

This research is to determine students' impressions of using new technological innovations, namely Augmented reality technology in the Assemblr application in senior high school to learn English idioms. Data was collected through observation, tests, and documentation, with interviews as the main data source. The results aim to answer the review on learning figurative language using the Assemblr application. In this case, the data analysis techniques include data reduction, display, and verification based on the rules Miles and Huberman.

A. Data Description

This research used interviews with six students grouped into excellent, adequate, and poor levels based on test scores. Data was collected from 35 students in class XI IPA 3 at Man 1 Kota Serang on April 23, 2024. Students were given multiple choice, matching word, and essay tests related to idioms in daily conversations. Miles and Huberman analysis was used for data reduction, display, verification, and conclusion.

B. Data Display

In this chapter, a stage where the research will explain the data that has been reduced so that the data displayed is only the data needed to support the factuality of

the research. Based on that, the arrangement in the data presentation stage will start with observation data and test data, then be supported by the main data, namely interviews, and the last is documentation data as supporting data.

1. Data Observation

The research data from July 2023 and April 2024 shows positive results in student learning during class for figurative language material using the Assemblr application. When students get instructions to follow when starting the learning process using the Assemblr application in the classroom. Then, students are also given time to discuss idiom material in groups and try each group representative to make examples of conversations related to the examples of idioms that have been explained. During the last discussion session, students could ask the teacher questions related to the idiom learning material. In this case, students look very enthusiastic about learning English idioms, where they actively communicate and develop ideas using idioms for conversations with their friends.

In addition, students have a good impression of learning English idioms using the Assemblr application. The application provides easy understanding of idiom meanings through interactive videos and two- and three-dimensional images. Students are interested in various types of visual images related to idiom learning material and continue to be enthusiastic about using idioms after learning. The Assemblr application has a positive influence on students, making it an effective tool for enhancing their English language skills.

Moreover, students using this Assemblr application are interested in various kinds of 2-dimensional and 3-dimensional visual images related to idiom learning material. In addition, students seem to really enjoy learning idioms using the Assemblr application because when the learning is over, students are still very enthusiastic about talking to each other using idioms. Therefore, the Assemblr application has a positive influence on students. Based on that, the following table below is from the observation data of students in class XI IPA 3.

Table 1
Observation Guidance (Check-List)

No.	Observation Category	Observation Results	
		YES	NO
1.	Students get instructions before the start of the learning process through the Assemblr application	√	
2.	Students listen to the teacher's explanation about the figurative language material	√	
3.	Students answer the teacher's questions related to the material	√	
4.	Students make a pair and discuss actively with each other	√	
5.	Students active to respond the other pair	√	
6.	Students look enthusiastic in learning English idioms	√	
7.	Students have a big interest in learning English idioms through Assemblr application	√	
8.	Students can understand easily when using Assemblr in the learning process of English idioms	√	
9.	Students are interested in 2D and 3D visual pictures in Assemblr application related to Idioms material.	√	
10.	Students look to enjoy the material of idiom English using the application Assemblr	√	

1. Test

The first step in conducting the test is that the researcher explains the idiom material related to the test data and the researcher conducts an objective test using multiple choice questions, matching words, and essays to analyze students' understanding of idiom material. 35 students taking the test out of 40. Brown's language assessment theory was used to assess students' answers, with a predetermined formula. Thus, the test data in this section aims to take some student criteria so that students will be further analyzed as informants in this study where there are 6 students categorized in excellent, adequate, and poor levels based on their test results.

Table 2
Students Score Test Idiom

No.	Students	Correct Answer	Incorrect Answer	Score	Students Level
1.	IPE	23	2	92	Excellent
2.	CNK	24	1	98	Excellent
3.	MFN	23	2	92	Excellent
4.	MNA	23	2	92	Excellent
5.	SK	23	2	92	Excellent
6.	AFMB	21	4	84	Good
7.	WSI	21	4	84	Good
8.	DRG	21	4	84	Good
9.	FZA	21	4	84	Good
10.	S	22	3	88	Good
11.	RAI	22	3	88	Good
12.	PZR	21	4	84	Good
13.	NRA	22	3	88	Good
14.	MM	21	4	88	Good
15.	KR	22	3	88	Good
16.	LK	21	4	84	Good
17.	ANA	20	5	80	Adequate
18.	MR	20	5	80	Adequate
19.	AZL	19	6	76	Adequate
20.	DAS	19	6	76	Adequate
21.	NAA	19	6	76	Adequate
22.	DRN	19	6	76	Adequate
23.	NAAP	20	5	80	Adequate
24.	NF	20	5	80	Adequate
25.	FAA	18	7	72	Adequate
26.	GTA	18	7	72	Adequate
27.	HY	19	6	76	Adequate
28.	SM	20	5	80	Adequate
29.	SSP	20	5	80	Adequate
30.	AM	14	11	56	Poor
31.	FA	16	9	64	Poor
32.	SAA	17	8	68	Poor
33.	VAJ	17	8	68	Poor
34.	RAP	14	11	56	Poor
35.	Z	12	13	48	Poor

Therefore, the following are the results of the idiom test score data in the table above 35 students have answered the English idiom test questions with various score

results obtained, namely 5 students are in the Excellent score category, 11 students are in a Good category, 13 students are in the Adequate category, and 6 students are in the poor category. The test was conducted on 6 students, and the results showed that the majority of students exceeded the school minimum compliance criteria, with a score of 71. However, 6 students scored below the standard, resulting in a low score. The remaining 29% of the students reached the standard target assessment. The students were divided into three groups: excellent, adequate, and poor. Further analysis will be provided on the next page.

Table 3
Student's Grade Score Classification

Range of Minimum Completion Criteria (KKM)	Grade	Total Students
91-100	Excellent	5
81-90	Good	11
71-80	Adequate	13
0-70	Poor	6

According to the table above, the research reveals that 5 students scored above the minimum completion criteria, 11 scored above the criteria, 13 scored above the criteria, and 6 scored below the criteria. The scoring system is based on school provisions and Brown's theory, with excellent, good, and adequate, poor scores indicating completion. Thus, researchers only take data from 3-grade levels, namely Excellent, Adequate, and Poor, as informant data in this research.

Table 4
Classification Grading of Informants

No.	Students	Correct Answer	Incorrect Answer	Score	Students Level
1.	CNK	24	1	98	Excellent
2.	SK	23	2	92	Excellent
3.	ANA	20	5	80	Adequate
4.	FAA	18	7	72	Adequate
5.	AM	14	11	56	Poor
6.	Z	12	13	48	Poor

The data results in the table above display 6 students who fall into several categories in this research, namely from the Excellent, Adequate, and Poor scores. The research reveals that out of 35 students who answered questions about English idiom

material, 29 students had a maximum score above the school's minimum completeness criteria. In this case, the first student in blue is CNK with a score of 98 and SK with a score of 92, which is included in the category of test results with a high level where this score has reached the minimum completeness criteria.

The second, students ANA with a score of 80 and FAA with a score of 72 which is included in the medium score category because it has reached the school's minimum completeness criteria of 71, so the score of FAA students is only one more than the minimum completeness criteria in the assessment. Hence, it is still in the classification of the medium score range. The third is AM, with a score of 56, and Z, with a score of 48, included among students who get low scores.

2. The Result Interview

In this research, researchers took 6 students as informants based on the test results that had been carried out and will be interviewed using handphone recordings. Researchers interviewed in order from students who got Excellent, Adequate, and Poor scores. In addition, to answer the questions in this research, researchers used interviews using codes in analyzing them so that each code can make it easier to answer each of the questions in the research, which are related to students' interest in Assemblr applications in the idiom learning process so that this code starts from familiarity, process, challenge, understanding, experience, and belief.

Table 5
Result Interview

Code	Findings
Familiarity with Technology	Only use technology during tests.
	Only use applications in the form of quizzes.
	Delivery of material in class has never used technology.
	Using only quizzes
	Only use it during exams; for the learning process, it has never been used.
	I've used Pokemon Go as a game in the past.
	I've used Pokemon Go as a game in the past.
	I have never used this app before
	I've never known it, but I've used

Familiarity with Assemblr	quizzes.
	I've never heard of this assemblr app before.
	Have never known about it at all.
	Have never used this application.
The Process	I admire seeing this application like magic. There is a 3-dimensional image.
	Makes it easy for me to learn idioms.
	This app helps me in my learning process.
	This app is great.
	This app is interesting for the learning process.
	This app is interesting and awesome.
The Challenge	The challenge is that it takes a long time to load.
	Logging into the app takes a long time.
	The signal is not smooth, and some students do not have a package.
	The obstacle when QR code.
	The first obstacle is the network, the second is the hp device that does not support it.
	The problem is that logging in is slow.
The Understanding	This app is significantly helpful for understanding idioms.
	The app is helpful and easy to understand.
	This app helps because it shows the visual of the idiom.
	Visualization is good so that it is easier to understand
	It makes it easier for me to understand idioms because there are pictures and videos.
	This app is very helpful.

The Experience	Assemblr helps in understanding the meaning of idioms.
	This Assemblr app is easy to understand.
	This app is fun and exciting for me.
	This app is great.
	This app is cool.
The Belief	The app is easy to understand during the learning process.
	Assemblr is very helpful and is well worth using.
	Assemblr is worth using in the future to make it easier to learn.
	Assemblr app makes a positive impact worth using.
	Assemblr is worth using this application.
	Assemblr makes a positive impact and is worth using.
	Assemblr is suitable for use in school learning.

Discussion

a. The Student's Familiarity in Using Technology when Learning in The Classroom

Based on the results of the answers of each student who has been taken in the interview process, all answers state that using technology during the learning process in class has never been used, so the process of delivering English material is only conventional, namely explaining on the blackboard and after that doing questions in the book. However, technology is only used when the test uses quizzes. In this case, the fact is that students need to become more familiar with technology in the learning process in the classroom. In the 21st century, technology is essential in education, particularly in learning English.

In line with (Altun & Ahmad, 2021) using technology in learning English in school is very important, which makes it easier for teachers to explain learning topics. Furthermore, according to (Tarihoran, 2020) technology today is inevitable in the classroom because it benefits students and teachers who can practice productive skills in the learning process. Thus using technology can make it easier for teachers to deliver learning materials and students to absorb learning materials, especially developing students' thinking creativity because there are sounds and images

available in technology features so that students are interested in understanding English language material. Therefore, teachers and students must become more familiar with technology to make learning more interactive and interesting.

b. The Familiarity Student's with Assemblr

Based on the results of the answers of all the data that have been taken in the interviews, all answers are relatively the same; namely, the students state that they have never heard of and also used this application before, but there is one student named SK2 who played Pokemon Go at that time by scanning cards. The current technological developments in Indonesia are massively developing well, one of which is Augmented Reality technology, which can be an option because its various features are the same as those found in social media today.

However, many students still need to learn this technology amid the massive development of augmented reality technology, which has generally developed in every aspect of life today. However, they have never heard of it in the learning process and use it only as a game. The current technological developments in Indonesia are massively developing well, one of which is Augmented Reality technology, which can be an option because its various features are the same as those found in social media today. In this case, the culture of student literacy towards technology in Indonesia is still lacking, especially in the world of education and hopefully in the future it can be even better.

c. The Process of Use Assemblr in Learning English Idioms

In this case, based on the data from the interview results, students stated that they were positive overall in using Assemblr in the learning process of figurative language material, especially English Idioms. In the previous learning process, they were only limited to learning song lyrics about figurative language in books, so they felt monotonous and uninterested in learning it. However, in reality, they realize that learning one type of figurative language, especially about idioms, is easy because this language is, in fact, often used in everyday conversation.

According to (Wachid et al., 2023) research about the Assemblr application as a modern learning media with 2D and 3D features that make learning situations more interesting and interactive by making it easier for students to immediately understand learning so that it attracts students' interest in the learning process and can develop students' creative thinking because they see visual images.

Moreover, according to (Fitria, 2023) the images contained in augmented reality technology, namely 2 dimensions and 3 dimensions, can combine the real world, and also the virtual world has its impression on the learning process where students are more interactive and can increase understanding of the ideas of each student. Based on the students' statements, it can be concluded that Assemblr can be used in the learning process of figurative language material, especially about idioms, because it

makes it easier for students to understand them, and from visual images and videos that area 2 dimensional dan 3 dimensional creating an authentic impression in the learning process.

d. The Challenge of Students When Using Assemblr In Learning English Idioms

Based on student exposure, using Assemblr as an English idiom learning process positively impacts students. However, students face several obstacles, including unstable networks, handphone that do not support the Assemblr application is that students cannot access it, and slow loading times for accessing images and videos. Some students report that their network signal is unstable and lacks internet packages, hindering their use. Based on that, the conclusion is that the challenge is the network signal, which causes them to be slow in entering the application or not having an internet quota.

The second is the handphone device, which does not support it because there is no Assemblr feature related to augmented reality, so students cannot access it. The last is when the entry is long after the QR code is long enough. However, Assemblr can still be used by students despite these obstacles. Nevertheless, if students have a stable signal and a supporting device, Assemblr will generally remain normal.

e. The Students Understanding in the Learning English Idioms Using Assemblr

This section discusses students' understanding of learning English idioms using Assemblr in this case, based on the results of each student's statement, which refers to things that positively impact their level of knowledge in understanding idioms using the Assemblr application. The application's features support the four aspects of language learning: listening, reading, speaking, and writing. Students found the application particularly helpful in understanding English idioms, which are challenging to understand due to their unpredictable meanings.

In line with (Anjarini & Hatmanto, 2022) understanding English idioms is difficult because the difficulty is in understanding their meaning because if interpreted it is very different from their meaning so it is difficult to understand them. In this case, according to the explanation of the results of the interview above, Assemblr is one of the strategies in the learning process that can have a significant influence on the ease of students in understanding English idioms as we know that learning English idioms is quite difficult to understand because of its unpredictable meaning.

Based on the conclusion from the statements students in interview result, the level of student understanding when using Assemblr in learning English idioms, all students enjoy it because the features contained in Assemblr are diverse both from the images and videos themselves so that the learning process has the potential to be more interactive to increase student understanding of English idiom material.

f. The Student's Experience in Using Assemblr When Learning English Idioms

Based on the results of student interviews, overall, students feel an extraordinary impression when using this Assemblr application during the learning process. From the results of student interview answers regarding their experience with the Assemblr application in the English idiom learning process. From some of the interviews above, using Assemblr in the learning process of English idioms provides many experiences and impressions for each student, which makes it easier for students to understand the meaning of English idioms from visualized images.

Therefore, students are significantly comfortable using it because the application is interactive and does not make them bored. In line with the statement from the research conducted by Fernando et al., (Carrión-Robles et al., 2023) the Assemblr application is effective to be used in the learning process of words, phrases and terms, which will add to students' knowledge in strengthening their English vocabulary.

Thus, the learning strategy in the classroom before using the Assemblr application, according to the results of the above statements, is still conventional based on the explanation above. However, after using the Assemblr application during the learning process of figurative language material, students are interested because this application can help them understand the meanings of each idiom. Therefore, the Assemblr application has a positive influence; namely, students become a sense of pleasure, actively participate, and increase students interest and attention in the learning process.

g. The Student's Belief in Using Assemblr as a Process For Learning English Idioms

Based on student interviews, researchers obtained various information related to the Assemblr application used in the learning process of figurative language material, especially about idioms, making it easier for students to understand and be interested in using this application as an interactive learning media. Based on the results of several interviews above, the Assemblr application is very helpful in learning a figurative language, especially idioms, because students easily understand the learning material. Eventually, it is supported by images that refer to understanding the true meaning of the idiom itself because this application is easy for students to remember because they learn to see the visual images of the idiom examples themselves directly so that this can stimulate the brain's workings to understand them.

Students have expressed their opinions on the app's advantages and disadvantages. While the app is easy to remember and understand, it also has its limitations. The main disadvantages is the long time required to access the web application due to unstable network signals or unsupported smartphone devices. According to (Rizki, 2023) the research related to one of the disadvantages of the Assemblr application, namely, the use of Assemblr depends on a stable network signal connection so that the Assemblr application can be easily accessed. As a result, the Assemblr application benefits make it easier for students to understand figurative language material, particularly idioms and the uniqueness of each image, which can be seen in two and three dimensions. However,

the disadvantages of Assemblr are students' unreliable network signals and unsupportive smartphone devices, which lack augmented reality functionalities.

CONCLUSION

This chapter discusses the massive development of technology in various aspects of life, especially in education. Researchers chose the Assemblr application as one of the developments in augmented reality technology. This application combines the role of social media that is developing with the world of education so that this becomes an innovation in the learning process in class. Thus, this research aims to determine students' impressions of using the Assemblr application in learning English idioms in class XI IPA 3 MAN 1 Kota Serang as many as 35 students who took the test on idioms. In this case, the research results show that the Assemblr application is a modern learning media using QR code scans to access the material. Therefore, this augmented reality technology is interesting and interactive because everyone has started recognising virtual scans in various aspects. However, in education, only a few agencies have started implementing it. In this case, the Assemblr application can make it easier for students to understand idiom material through various examples of idiom images that can be visualized in 2-dimensional and 3-dimensional form, which makes learning more interesting because students can see it directly so that in the learning process the students are very enthusiastic because it has its uniqueness which in addition to images students can see videos so that they can understand it clearly because they can directly practice conversations using examples of various idioms they have learned.

Thus, visualizing images and videos in the Assemblr feature will improve students' understanding of English idiom learning material. As a result, using this Assemblr application can motivate and increase students' interest in learning and understanding the process of learning English idioms. In this case, they are based on the results of the data researchers have analyzed. Researchers concluded that using Assemblr as a figurative language learning media, especially idioms can facilitate the transfer of knowledge to students because there are features of interactive images and videos which make students not easily bored in the learning process. Based on students expouure, However, students face several obstacles, including unstable networks, handphone that do not support the Assemblr application is that students cannot access it, and slow loading times for accessing images and videos.

From this result, to explores the use of augmented reality technology, specifically Assemblr, in teaching English idioms in class XI IPA 3 MAN 1 Kota Serang. The application uses QR code scans to provide interactive and engaging material, allowing students to practice conversations and practice idioms. However, challenges like unstable networks and slow loading times persist.

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