

## ABSTRACT

**Rilla Syahida Yusup. (2025). The Influence of Augmented Reality (AR) in Learning English Vocabulary To Accelerate Students' Reading Skills in Biological Terms.** A paper. English Education Department, Postgraduate Program, State Islamic University of Sunan Gunung Djati Bandung.

The use of digital technology, particularly Augmented Reality (AR), has emerged as a prominent focus of research across multiple fields, revealing a wide range of possible advantages. Mastering vocabulary is a crucial foundation for enhancing students' reading skills, especially when it comes to comprehending academic readings related to biological topics. This research explores the impact of Augmented Reality (AR) in enhancing students' English vocabulary mastery to accelerate their reading skills, specifically within the context of biological terms at SMA PGRI 1 Bandung.

The study involved 36 eleventh-grade students and employed quantitative method with a pre-experimental design, which included a pre-test, treatment using AR-based learning media, and a post-test to measure students' progress. The analysis was carried out using the Shapiro–Wilk method using SPSS software version 25. The Shapiro–Wilk method was chosen because it has a good level of sensitivity for small to medium samples ( $n < 50$ ).

The findings revealed that the integration of AR significantly improved students' vocabulary acquisition and reading comprehension, as indicated by a gain score of 0.73, categorized as high improvement. At the beginning of the study, students had trouble understanding complex terms related to health, causing them to read slowly and become less involved in the reading process. However, the use of interactive AR technology helped visualize unfamiliar words and provided contextualized learning experiences, making abstract concepts more tangible and easier to understand. Students also showed increased motivation, curiosity, and confidence in reading English texts.

This study concludes that the use of AR in English language instruction, especially in vocabulary learning, can be a powerful tool to foster reading development in specific content areas such as biological education. It also highlights the need for language educators to adopt innovative and student-centered approaches to bridge the gap between abstract language content and learner comprehension. This study contributes to the growing body of research on immersive technology in language education and offers practical insights for educators seeking innovative tools to support vocabulary development and reading proficiency in EFL classrooms.

**Keywords:** *Augmented Reality (AR), English vocabulary learning, Reading skills, biological terms, Educational technology, EFL classroom innovation.*