ABSTRACT

Mar'ah, Wafa Al-faza K. (2025). ***Learning English Vocabulary through Assemblr Edu as an Augmented Reality (AR) Online Media: Students' Perception and Challenges.***

This research aimed to explore students' perceptions and challenges in using the AR Assemblr Edu application in Class 10 Social at MAS YUPI Cianjur. The study focused on three objectives: examining students' perceptions of vocabulary learning, exploring their perceptions of Assemblr Edu as an Augmented Reality (AR) platform for vocabulary learning, and identifying the challenges they encounter when using the application.

A qualitative case study design was employed, involving thirty-five tenth-grade students at MAS YUPI Cianjur. Data were collected through a Likert-scale questionnaire administered to all 35 students and semi-structured interviews conducted with six selected participants. The six interviewees were chosen based on their questionnaire results and represented high, middle, and low achievement levels.

The findings show that students recognize vocabulary as a fundamental part of English learning that supports the four language skills and complements grammar. However, students still face various difficulties in vocabulary learning, including problems with pronunciation, remembering and understanding word meanings, using vocabulary in context, low self-confidence, high anxiety in speaking activities, and reliance on simple learning strategies. These conditions indicate the need for more engaging learning media. In response, Assemblr Edu, as an Augmented Reality (AR) learning medium, was generally perceived positively. Although students were initially unfamiliar with AR, Assemblr Edu was considered effective in improving vocabulary comprehension, retention, and pronunciation through its interactive visual and audio features, while also increasing students' motivation, engagement, and enjoyment. However, limitations were found in supporting grammar, spelling, and deeper vocabulary use due to limited content, as well as technical challenges such as internet dependence, device limitations, environmental conditions, the need for adaptation time, and paid features. Overall, this study concludes that Assemblr Edu can help address students' fundamental vocabulary learning difficulties and enhance engagement. These findings highlight the importance of combining the use of this application with other instructional strategies, effective teacher guidance, and adequate facilities to achieve effective vocabulary learning.

Keywords: *Student perception, Vocabulary learning, Augmented Reality (AR), Assemblr Edu, Learning challenges.*