ABSTRACT

Tri Fadilah (2021): Reading Narrative Text Using Augmented Reality Books: Teacher's Implementation Process, Students' Reading Comprehension and their Responses. A Paper. English Education Department, Faculty of Tarbiyah and Teaching Training, UIN Sunan Gunung Djati Bandung.

Reading is an essential skill in learning a language because it can give information, help learn other skills, and improve knowledge. However, reading seems complicated for some students since it involves their knowledge and ability to comprehend the text. The students are challenged to understand the text. This research aims to implement learning to read narrative text using Augmented Reality books, foster students' reading comprehension ability, and know the students' responses in learning to the use of the media.

This research used a qualitative approach with a case study design. This research was conducted in MTs Amal Sholeh Sukamaju Pangandaran. The participants of this research were students of 8th grade, with the total number of the participants was nine students. Purposeful sampling was used in this research to choose the participants. The data collecting technique in this research were observation, questionnaire, and interview.

In the findings of this research, the data showed that the procedure of using Augmented Reality books could be applied in the teaching reading. The data of the students' reading comprehension score showed an increase. In the first meeting, the average score is 77.8. It increased by 5 points in the second meeting. Then, the average scores increased by 5.5 points in the third meeting. So, the average scores reached 88.3. The questionnaire data showed nine types of students' responses to the use of Augmented Reality Book. There are seven types with 9 responses: easy to use, fun learning, understanding, motivating, aid information retention, enhancing reading comprehension, keep the attention. Then, the type of favorite book with 7 responses. The last, 2 students comments gave 2 positive comments about the book. Then, the interview data also showed that all the students from the three different achiever level (low achiever, mid achiever, and high achiever) confirmed that the data of the questionnaire with the different word choice and reason from every different level.

In conclusion, learning to read narrative text using Augmented Reality books positively impacts the students' reading comprehension. The students' responses to the learning narrative text using the Augmented Reality books are positive. This research recommends teacher to implement the Augmented Reality book in a language learning because it can give the positive effects to the students' reading comprehension.

Keywords: Reading using Augmented Reality book, Reading Comprehension, Respond.