

## ABSTRACT

Soeparno, Pranata Lulus (2020). *Using Blippar to Foster Students' Motivation in Learning English Vocabulary*. Yogyakarta: English Language Education Study Program, Department of Language Arts and Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Vocabulary is central to language teaching and learning as the basis to learn other language skills. Based on the teaching practice experiences in SMK N 1 Cangkringan, the researcher found that the tenth grades of X APHP 2 had a problem in vocabulary mastery that led to mistyping and misspelling. Thus, this research is aimed to give more exposures by implementing mobile AR technology, namely Blippar to foster X APHP 2 students' motivation in learning English vocabulary.

There were two research questions in this research. The first question was about how Blippar was implemented in the classroom. Descriptive research was used to elaborate planning, production, and evaluation (PPE) process by Richey and Klein on implementing Blippar. The second research question was about the students' motivation in learning English vocabulary using Blippar. It was answered by distributing students' questionnaire based on Maehr and Meyer's motivational theory and conducting an interview to strengthen the findings. The students' questionnaire was distributed through Google Form to thirty-six students and the interview was held with six students that were sorted with a purposive sampling method.

The results on the planning stage show the students' needs and their interests in English vocabulary learning. The media implementation process on X APHP 2 classroom was described systematically on the production stage. The discussion elaborates that the learning process with Blippar corresponded with the learning flow on the lesson plan. The researcher also ensured the media matched with the ongoing materials, matched with the students' needs and interests, and related to the students' knowledge. Two media experts who evaluated the media agreed that the media was proper and could be implemented on other learning environments.

The implementation of Blippar in X APHP 2 class affected the students on some motivation indicators: (1) the students had the right direction to be engaged in the learning process, (2) the students had a spirit to do the learning activities, (3) the students focused to follow the learning process without getting annoyed, (4) the students were considered as high-quality students both for their attitude towards challenging task and for their ability to operate Blippar, and (5) the students felt proud of their hard work. Moreover, English vocabulary learning with Blippar was appealing, enjoying, fun, and it became easier and more understandable. Blippar motivated the students to learn with students' motivation level about 82,4%.

**Keywords:** students' motivation, Blippar, descriptive research

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Kosa kata adalah aspek dasar dalam pembelajaran bahasa sebelum keterampilan berbahasa yang lain dipelajari. Berdasarkan pengalaman mengajar di SMK N 1 Cangkringan, peneliti menemukan siswa kelas X APHP 2 menghadapi permasalahan dalam penguasaan kosa kata yang menimbulkan kesalahan penulisan dan pengucapan. Penelitian ini memaparkan siswa dengan penerapan teknologi *Augmented Reality*, yaitu aplikasi Blippar untuk membantu mengembangkan motivasi belajar siswa dalam pembelajaran kosa kata Bahasa Inggris.

Penelitian ini memiliki dua rumusan masalah. Permasalahan pertama yaitu bagaimana aplikasi Blippar diterapkan kedalam situasi kelas. Penelitian deskripsi digunakan untuk menguraikan proses penerapan aplikasi Blippar dengan langkah-langkah *planning, production, dan evaluation (PPE)*. Permasalahan kedua yaitu bagaimana kondisi motivasi belajar siswa dalam pembelajaran kosa kata Bahasa Inggris dengan menggunakan Blippar. Rumusan masalah kedua dijawab dengan menyebarkan kuesioner berdasarkan teori motivasi oleh Maehr dan Meyer dan wawancara untuk memperkuat temuan yang ada. Kuesioner yang ditujukan kepada 36 siswa disebar melalui Google Form sedangkan kegiatan wawancara ditujukan kepada enam siswa yang dipilih melalui metode *purposive sampling*.

Hasil deskripsi pada tahap *planning* menemukan kebutuhan dan ketertarikan siswa dalam pembelajaran kosa kata Bahasa Inggris. Proses penerapan media di kelas X APHP 2 dijabarkan secara sistematis pada tahap *production*. Hasil deskripsi menyajikan pembelajaran dengan menggunakan Blippar yang sesuai dengan langkah-langkah pembelajaran pada RPP. Peneliti juga memastikan media yang digunakan sesuai dengan materi, sesuai dengan kebutuhan dan minat siswa, serta relevan dengan pengetahuan siswa. Dua ahli media yang mengevaluasi media ini setuju bahwa media layak digunakan dan dapat diterapkan kedalam situasi pembelajaran lainnya.

Penerapan aplikasi Blippar di kelas X APHP 2 mempengaruhi siswa pada beberapa indikator motivasi: (1) siswa memiliki arah yang benar untuk terlibat dalam proses belajar, (2) siswa bersemangat dalam melaksanakan semua kegiatan belajar, (3) siswa fokus mengikuti proses belajar, (4) siswa dikategorikan sebagai siswa yang berkualitas, dilihat dari sikap mereka dalam menghadapi tantangan dan dari kemampuan mereka mengoperasikan aplikasi Blippar, dan (5) siswa merasa bangga atas kerja keras mereka. Selain itu, pembelajaran kosa kata Bahasa Inggris dengan menerapkan aplikasi Blippar menarik perhatian siswa, menyenangkan, dan lebih mudah dipahami. Pembelajaran dengan menerapkan aplikasi Blippar memotivasi siswa untuk belajar dengan tingkat motivasi sebesar 82,4%.

**Kata kunci:** *students' motivation, Blippar, descriptive research*