

**THE EFFECT OF ASSEMBLR EDU-BASED AUGMENTED REALITY ON
READING COMPREHENSION OF EIGHT-GRADE STUDENTS AT SMPN 3
BANJARMASIN**

SARJANA'S THESIS

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REG. NUMBER: 2210117220025**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

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READING COMPREHENSION OF EIGHT-GRADE STUDENTS AT SMPN 3
BANJARMASIN**

***SARJANA'S* THESIS**

**Presented to Faculty of Teachers' Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan* Degree
in English Language Education Department**

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2026

LETTER OF APROVAL

This is to certify the *Sarjana's* Thesis Proposal of Soraya Istiqamah. Reg. Number 2210117220025 entitled "The Effect of Assemblr Edu-Based Aigmented Reality on Reading Comprehension of Eight-Grade Students at SMPN 3 Banjarmasin" has been approved by the advisors for oral examination.

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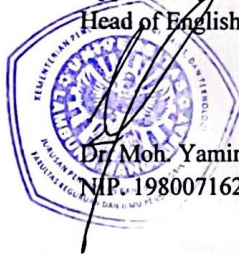


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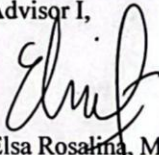
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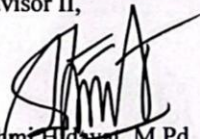
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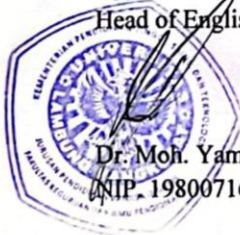


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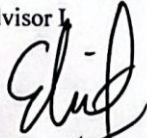
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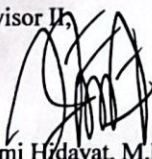
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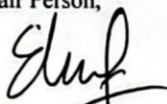
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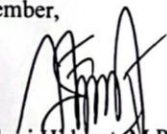
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ABSTRACT

Istiqamah, Soraya. 2026. *The Effect of Assemblr Edu-Based Augmented Reality on Reading Comprehension of Eighth-Grade Students at SMPN 3 Banjarmasin*. SARJANA'S THESIS, English Language Education Department, Faculty of Teacher Training and Education, University of Lambung Mangkurat. The first advisors: Elsa Rosalina, M.Pd., the second advisor: Fahmi Hidayat, M.Pd.

Keywords: Assemblr Edu, Augmented Reality, Narrative Text, Reading Comprehension.

Reading comprehension is regarded as an essential skill in English learning; however, many students continue to experience difficulties in understanding narrative texts, particularly in identifying main ideas, locating specific information, understanding vocabulary, and making conclusion or drawing moral of the story. This study examined the effect of Assemblr Edu-based Augmented Reality on the reading comprehension of eighth-grade students at SMPN 3 Banjarmasin using a quantitative approach with a quasi-experimental design. A sample of 78 students was selected through cluster random sampling and divided into an experimental class and a control class. The experimental class received instruction using Assemblr Edu-based Augmented Reality, while the control class was taught using digital flipbooks. Data were collected through reading pre-tests and post-tests, supported by interviews with selected students, and analyzed using descriptive statistics and an Independent Samples *t*-test in SPSS. The hypothesis testing indicated a statistically significant difference between the experimental and control groups ($p < 0.05$), demonstrating that the use of Assemblr Edu-based Augmented Reality had a significant positive effect on students' reading comprehension. During the implementation, several challenges were encountered, including unstable internet connections and device compatibility issues, which occasionally affected students' access to the learning media. Furthermore, this study was limited to one school and a five-meeting treatment period; therefore, the findings should not be generalized beyond similar educational contexts. It is recommended that English teachers consider integrating Assemblr Edu-based Augmented Reality as an alternative instructional medium for teaching narrative text comprehension while ensuring adequate technological infrastructure to support its effective implementation.

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The writer also expresses sincere appreciation to everyone who has contributed, directly or indirectly, to the completion of this undergraduate thesis. May all the kindness, support, and assistance given be rewarded by Allah Subhanahu Wa Ta'ala. The writer hopes that this research can give a positive contribution to the development of English language teaching, especially in the teaching of reading comprehension.

Banjarmasin, July 2026

Writer

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