



Realia-Mediated Instruction: An Effective Tool for Improving Young Learners' Vocabulary Skills

Muhammad Safdar Bhatti (*Corresponding Author*)

safdarbhatti2001@gmail.com

The Islamia University of Bahawalpur, Pakistan

Alvons Habibie

habibievons@iaingorontalo.ac.id

IAIN Sultan Amai Gorontalo, Indonesia

Shaista Noreen

noreenshaista2@gmail.com

The Islamia University of Bahawalpur, Pakistan

Sabir Hussain

sabirhussainrana@gmail.com

Badar Din-Pakistan, Pakistan

Shahla Bajwa

shahla.bajwa8@gmail.com

SAQE, Bahawalpur, Pakistan

Abstract: A foreign language teacher often employs realia to strengthen pupils' association between words and objects. The current study investigates real-life activities that improve vocabulary learning in the English language and the impact of realia on improving students' vocabulary learning performance. It was an experimental study with only post-test design. Forty students participated in the study. The data were collected and analyzed statistically. The results revealed that vital activities used for vocabulary development were menu selection, game recognition, picture identification, activity identification, magazine adds understanding, and identification of cities and map reading, respectively. It was evident that the experimental group performed better when compared with the control group. The study suggested that students may focus their attention, stimulate their interest, give them real impact, make them aware, and modernize their language learning through vocabulary improvement.

Keywords: *Realia media; vocabulary learning; learning objects; tactile; innovative.*

A. INTRODUCTION

Vocabulary is the primary thing that should be taught to the learners because they will adapt nothing without enough jargon (Dan Suastika Yulia Riska, 2018; Ghalebi et al., 2021). The learners need to have a broad scope of jargon to acquire English

language abilities. Learning vocabulary is a prime language aspect for students to learn with the best listening, reading, speaking, and writing abilities. Learning vocabulary is not meant to memorize only words (Chen, Chen, et al., 2019) but to understand their meaning (Chen, Liu, et al., 2019) and use in the language. When students have mastered vocabulary, they may express their concepts in writing, speaking, and other forms (Sari, 2018). The English Language has two types of skills. They are receptive and productive skills. Receptive skills include reading and listening skills, and productive skills contain writing and speaking (Mundhe, 2015).

Language learning is a dynamic and living cycle. There is no restriction in the field of language learning exercises. As language is a vital piece of our social and ordinary relations, it is better if the exercises and activities of the language homeroom are not restricted to the reading material just, somewhat taken from our everyday encounters. In this way, alongside regular writings, realia can encourage learning in enormous ways since it associates the homeroom exercises to genuine encounters (Harmawan et al., 2019). It assists with making a language class more extensive, more extravagant, and that is only the tip of the iceberg utilitarian (Aiman et al., 2020). It can fill in as a valuable academic apparatus as it may be taken from different sources and pertinent in a huge number of exercises. Utilizing realia can make the learning cycle significant and more vital for the students as they can interface it with their reality; consequently, adding another measurement in the language learning measure (Lalian et al., 2019). They feel persuaded and engage with the learning cycle as they can apply their insight in ordinary circumstances. Nonetheless, picking fitting materials can be trying for the educators as they need to think about the multifaceted nature and nature of the materials, remembering the students' capability level and social foundation. In any case, above all, instructors need to pick materials that serve their educating destinations and the students' functional requirements (Bably & Nusrat, 2017).

In English language teaching, vocabulary is a vital thing to learn (Ghalebi et al., 2021; Zhang & Graham, 2020). With decent vocabulary, learners can see well what the instructor says during the learning cycle. Subsequently, learners can get the material better. Next to this, great vocabulary makes it conceivable to the understudy to make discussion. Be that as it may, truth be told, it is troublesome to instruct English to youthful students. The youthful students nearly have no concentration in the exercise.

They are hard to control. It is because of their excessively young ages. In the learning cycle, they ordinarily talk with one another and joke with their companions without concentrating on their educator. This issue must be addressed quickly to make the learning better (Argawati, 2009).

The teachers should utilize realia when training jargon to youthful students if they invest the more significant part of their energy contemplating language. Their English will not improve without a doubt. You will see the most improvement on the off chance that you learn more words and articulations. You can say next to no with language structure, yet you can say nearly anything with words (Thornbury, 2002). Instructing jargon to the youthful student is totally different from educating jargon to grown-up. It is anything but simple work since it is the first run-through to get language learning, and they are not used to previously. Consequently, the educator is recommended that he make an intriguing learning movement to the understudy that they can see well and the learning cycle can run well.

As per Turner (2020), realia alludes to valid items from genuine that one uses in the homeroom to show a particular idea. Realia can be both physical and virtual, as long as it is a pre-owned thing in reality (instead of made explicitly for an ESL class). Chris Soames (2010) proposes that, in the TEFL homeroom, the word realia signifies "utilizing real things found in regular day-to-day existence as a guide to instructing English. Utilizing realia assists with making English exercises significant by connecting the items and the word or expressions they address.

According to Afdiyani (2013), in her exploration, there are five favorable circumstances of realia in showing jargon: (a) Realia can be utilized at any phase of exercises to help the students introduce another language. (b) Realia, no need to bother with any exceptional readiness. It is reasonable since it is accessible in our environment. (c) A great reality is not utilized just a single time but again and again. (d) Realia will raise the learners' interest. (e) The learners can utilize their five human senses. (f) The students can learn such that they can be in contact with the stable climate. Utilizing realia animates the brain, and it supports inventiveness by including the faculties in the learning cycle. Realia saves time, as students can perceive an item promptly. In this manner, extensive clarifications are not, at this point, fundamental. Realia can be an

essential asset that encourages innovative and dynamic learning and advances inspiration (Bably & Majid, 2011).

Realia for ESL can make the learning experience more critical and associations among items and jargon words or other language ideas. This can make it simpler to review data. For in-person classes, it adds a sensation component for individuals who learn better with active exercises. For online classes, it gives a visual guide to connect with learners. Moreover, realia is unique than a composed word or cheat sheet used to show an idea (Turner, 2020). Realia is an object in the class since it adds interest and relates language to the genuine world. The utilization of realia falls into three fundamental zones, first, for depictions, and second, as props in the show and another sort of movement is an inventive reasoning activity, finding various utilizations for the object; for example, a ruler could be a weapon, instrument, and image of power. Realia is a term that refers to photographs of objects from a country where the target language is spoken, but it has a broader definition that includes photographs of objects from any country. A close relationship exists between the two meanings as a result of the support that many different types of libraries provide to educational endeavors.

An educator of an unknown dialect regularly utilizes realia to reinforce learners' affiliations between words for ordinary articles and the actual item. In unfamiliar Language guidance, the realia has more extensive importance, which incorporates photographs of articles from a country where the objective language is spoken. The two implications are firmly related due to the help numerous kinds of libraries provide for instructive undertakings. It is important to teach English with correct and improved vocabulary at all levels, but it is mandatory for primary level students (Akbari, 2018).

The current study was based on exploring the adequate tools for improving young learners' vocabulary skills. It will determine the indicators of actual life activities that improve the English vocabulary learning strategies. In addition, to investigate the impact of realia in improving students' vocabulary learning performance in English when they are taught with traditional method in comparison with using realia. The study answered the following questions: (1) What indicators of real-life activities improve vocabulary learning in the English language? (2) What is the impact of realia on improving students' vocabulary learning performance in English when they are taught with the traditional method and using realia in the post-test?

B. RESEARCH METHOD

Research Design

The study was experimental in nature with a post-test-only experimental research design. The respondents were randomly assigned groups based on their prior class results. First of all, they have introduced the understanding of the realia concept and the process of working and conducted the test keeping in view the importance of realia. Then a syllabus outline was shared with students, and the experiment started that continued for three weeks (Four days a week with a two-hour class). The post-test was conducted, and their result was compiled.

Population, Sample, and Sampling Technique

The study was conducted among all the elementary level students belong to Govt. Girls Alpina School, Bahawalpur. The participants were selected based on random sampling techniques from four classes. A sample of 40 participants was selected and divided into Experimental and Control groups.

Research Tools

Lesson Plans with each test were used as tools. After teaching each lesson to students, the test was conducted based on the same lesson and recorded results. In this way, the students were tested 24 times in the entire experiment. Their collected results were compiled, and finally, the mean achievement score was recorded and compared with the control group result. The test consisted of pictorial activities, and the students have identified those activities by seeing pictures like the teacher is (standing) in the classroom. The teacher is (cleaning) the whiteboard. The teacher is (asking) the questions. The students identify the picture and select the correct word in the brackets.

C. RESULTS AND DISCUSSION

Results

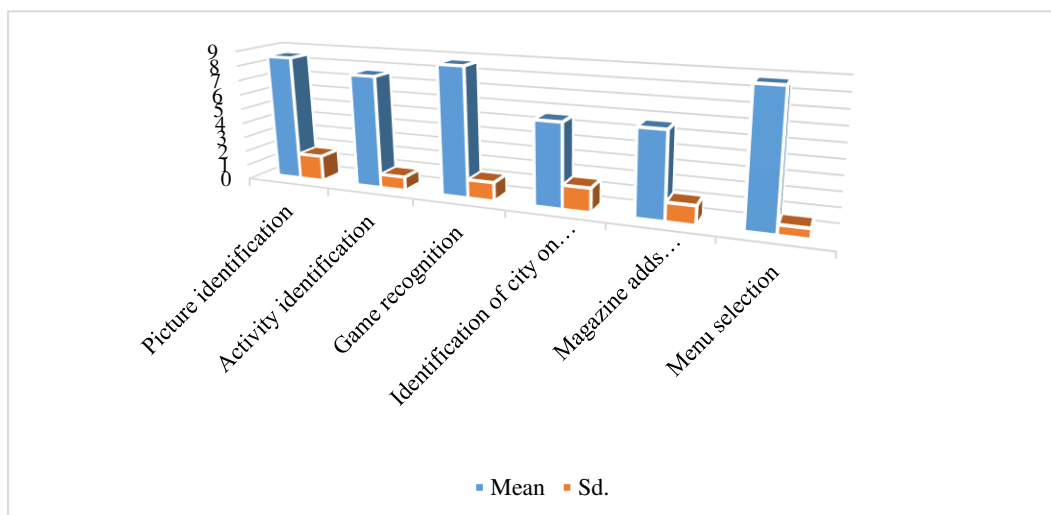
This section presents the findings of this study. The findings include two things, the first is an indicator that is considered to be a factor that improves students' English vocabulary skills. the second finding is about the differences in students' abilities who are taught with realia media and conventional methods.

RQ: 1. What are the indicators of real-life activities that improve vocabulary learning in the English language?

Table: 1. Results of Students' Performance when they use Real-Life Activities in Vocabulary Development

Indicators	Picture identification	Activity identification	Game recognition	Identification of city on Map	Magazine adds understanding	Menu selection
Mean	8.52	7.64	8.71	5.62	5.71	8.76
Sd.	1.74	.92	1.24	1.59	1.23	.65

Table 1 revealed that there were different activities that students rated when they developed vocabulary. The most vital activity used for vocabulary development was menu selection. The second indicator of vocabulary learning was game recognition. The third indicator was picture identification. The fourth indicator of vocabulary learning was activity identification. The fifth indicator of vocabulary learning was magazine adds understanding, and the last indicator was identifying cities and map reading. It was also evident from the data results that students were eager to learn vocabulary and select those activities most interested them, like menu selection. It was depicted from the graph below.



RQ: 2. What is the impact of realia on improving students' vocabulary learning performance in English when they are taught with the traditional method and using realia in post-test?

Table: 2. Posttest result of t-test for Control and Experimental Groups

Score	Control Group	Experimental Group n=20	df	t
Mean	56.48	70.56	38	-15.6**
SD	1.358	1.821		

**P<0.01

The result of the t-test in table 2 showed a statistically significant difference between control and experimental groups in post-test. It was evident that the experimental group performed better with mean = 70.54 and sd = 1.821 when compared with the control group mean = 56.48 and sd = 1.358. It was concluded that realia had improved much vocabulary in learning the English language. So, the research question about the impact of realia on improving students' vocabulary learning performance in English when they are taught with the traditional method and using realia in post-test answered in positive.

Discussion

Realia is most suitable for English language learners. It is crucial to make the learning experiences better understandable, memorable and helps in creating links between natural objects and vocabulary words in the English language. This is suitable for making information easier. Realia is also a kinesthetic element for learners to learn better with hands-on activities. In an online class, it helps in visual aids to engage pupils. The realia is more dynamic than written words used by teachers to teach the concepts (Turner, 2020).

Many previous studies support the current results in many ways. The knowledge of vocabulary skills is the fundamental aspect of literacy skills (Pulido & Hambrick, 2008; Sedau, 2004). The study revealed that there were different activities that students rated when they develop vocabulary. The most vital activity used for vocabulary development was menu selection. The second indicator of vocabulary learning was game recognition. The third indicator was picture identification. The fourth indicator of vocabulary learning was activity identification. The fifth indicator of vocabulary learning was magazine adds understanding, and the last indicator was identifying cities and map reading. The oral communication skills depend on vocabulary learning activities from conducting meetings, giving oral presentations, talking about different tasks, and participating in discussion (Kassim & Ali, 2010; Kaewpet, 2009; Reimer, 2007). It was also evident from the data results that students are eager to learn vocabulary and select

those activities most interested to them, like menu selection was one of them. Prior studies showed that vocabulary acquisition has a long debate among learners and teachers of EFL. Research has investigated students' levels of receptive and productive vocabulary. EFL students turned their receptive vocabulary into productive skills by practice (Faraj, 2015).

Realia strengthens skills of language and motivates both kinesthetic and visual learners. The teachers use realia to determine the meaning and vocabulary of words. Perceive the differences between teaching students using words for fruit versus the real things to tell the names. The strategy may be helpful when teaching to students whose native language is L1 (Turner, 2020).

The students love real-life activities to solidify the lessons. It will help vocabulary memorable and involve the students to apply what they have learned. According to Mongkol (2008), vocabulary learning seems easy in language learning but is the most challenging job to complete. In an artificial context, the students' vocabulary learning strategies are more complicated than students who learn in real-life situations. Language learning needs motivation, opportunities, and exposure to using a language. Task-based learning inspires and makes students use language with purpose in real-world situations (Ganta, 2015). It was evident that the experimental group performed better when compared with the control group. It was concluded that realia had improved much vocabulary in learning the English language. In the viewpoint of Zhang (2009), ESL learners are often equipped with limited chances to develop English vocabulary skills outside the classrooms. It should be the duty of teachers to provide ample opportunities and tasks for pupils to their skill. Different vocabulary learning activities and games are needed to practice words to improve English vocabulary (Mundhe, 2015). Other studies revealed significant improvements in oral proficiency among learners with better vocabulary (Shantha & Mekala, 2017).

D. CONCLUSION

The use of realia media in the classroom provides a powerful way to connect students with vocabulary by allowing them to directly see and feel the objects. The results revealed that vital activities used for vocabulary development were menu selection, game recognition, picture identification, activity identification, magazine adds

understanding, and identification of cities and map reading, respectively. It was evident that the experimental group performed better when compared with the control group. The study suggested that students may focus their attention, stimulate their interest, give them real impact, make them aware, and modernize their language learning through vocabulary improvement.

REFERENCES

- Aiman, U., Hasyda, S., & Usilan. (2020). The influence of process oriented guided inquiry learning (POGIL) model assisted by realia media to improve scientific literacy and critical thinking skill of primary school students. *European Journal of Educational Research*, 9(4). <https://doi.org/10.12973/EU-JER.9.4.1635>
- Afdiyani, A. (2013). *The effectiveness of realia as media in teaching English vocabulary at the first year of SMP Negeri 3 Bumiayu in academic year 2010-2011*. Unpublished Thesis. Universitas Muhammadiyah Purwokerto. Purwokerto.
- Akbari, Z. (2018). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. Retrieved on January 15, 2021 from <https://core.ac.uk/download/pdf/82125519.pdf>
- Argawati, N. O. (2009). *The effectiveness of using REALIA in teaching English vocabulary to the 3rd grade of elementary school student in SD Bentakan I Baki Sukoharjo*. Unpublished Thesis Sebelas Maret University.
- Bably, T., & Majid, N. (2011). Use of realia and ICT makes a language class dynamic and success. 16th International Conference of NELTA, 18th -20th February, 2011, Lalitpur, Nepal
- Bably, T., & Nusrat, D. (2017). Using realia as an effective pedagogical tool. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(11), 01-07.
- Chen, C. M., Chen, L. C., & Yang, S. M. (2019). An English vocabulary learning app with self-regulated learning mechanism to improve learning performance and motivation. *Computer Assisted Language Learning*, 32(3). <https://doi.org/10.1080/09588221.2018.1485708>
- Chen, C. M., Liu, H., & Huang, H. bin. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners. *ReCALL*, 31(2). <https://doi.org/10.1017/S0958344018000228>
- Chris, S. (2010). *Using realia in the classroom*. Retrieved on January 24, 2021 from <http://ezinearticles.com/?Using-Realia-in-the-Classroom&id=3937314>
- Dan Suastika Yulia Riska, W. A. R. (2018). Developing English vocabulary learning game. *Cakrawala Pendidikan*, 37(1). <https://doi.org/10.21831/cp.v37i1.15965>
- Faraj, A. K. A. (2015). Effective strategies for turning receptive vocabulary into productive vocabulary in EFL context. *Journal of Education and Practice*, 6(27), 10-21.
- Ganta, T. G. (2015). The strengths and weaknesses of Task-Based Learning (TBL) approach. *Scholarly Research Journal for Interdisciplinary Studies*, 3(16), 2760-2771.

- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2021). A study of vocabulary learning strategies among high and low Iranian English vocabulary learners. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2020.1834933>
- Harmawan, V., Pangesti, M. K., & Rokhyati, U. (2019). Students' speaking ability through realia in jhs: A literature review. *International Journal of Scientific and Technology Research*, 8(10).
- Kaewpet, C. (2009). Communication needs of Thai civil engineering students. *English for Specific Purposes*, 28(4), 266-278.
- Kassim, H., & Ali, F. (2010). English communicative events and skills needed at the workplace: Feedback from the industry. *English for Specific Purposes*, 29(3), 168-182.
- Lalian, O. N., Siregar, E., & Winarsih, M. (2019). The effects of using realia media on increasing science learning outcomes of elementary school students: A meta-analysis. *ACM International Conference Proceeding Series, Part F148391*. <https://doi.org/10.1145/3323771.3323775>
- Mongkol, N. (2008). A study of vocabulary learning strategies of the first and second year students from English. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1174&context=eachlear> facpub Retrieved Department. <http://www.lib.ku.ac.th/KUthesis/255>.
- Mundhe, G. B. (2015). Teaching receptive and productive language skills with the help of techniques. *Pune Research*, 1(2), 1-6.
- Pulido, D., & Hambrick, D. Z. (2008). The virtuous circle: Modeling individual differences in L2 reading and vocabulary development. *Reading in a Foreign Language*, 20(2), pp.164-190. Retrieved from <http://nflrc.hawaii.edu/rfl/>
- Reimer, M. J. (2007). Communication skills for the 21st Century Engineer. *Global Journal of Engineering Education*, 11(1), 89-100.
- Sari, N. I. (2018). *The use of realia media to increase the vocabulary mastery among the second year students at MIN 1 Metro*. State Institute for Islamic Studies of Metro. Unpublished thesis, Tarbiyah and Teacher Training Faculty English Education Department.
- Sedau, E. (2004). Exploring vocabulary difficulty in English literature classroom and solutions: An Action Research.
- Shantha, S., & Mekala, S. (2017). The role of oral communicative tasks (oct) in developing the spoken proficiency of Engineering students. *Advances in Language and Literary Studies*, 8(2), 161-170.
- Susanto, A., Ab Halim, F., & Nuwrun, S. (2019). Vocabulary learning strategies, vocabulary skills, and integrative motivation levels among university students. *International Journal of Engineering and Advanced Technology*, 8(5 C). <https://doi.org/10.35940/ijeat.E1046.0585C19>
- Thornbury, S. (2002). *How to teach vocabulary*. Essex: Pearson Education Limited.
- Turner, C. (2020). *10 Fun ways to use realia in your ESL classroom*. Retrieved on 20 August, 2021 from <https://bridge.edu/tefl/blog/use-real-ia-esl-classroom/>
- Zhang, P., & Graham, S. (2020). Learning vocabulary through listening: The role of vocabulary knowledge and listening proficiency. *Language Learning*, 70(4). <https://doi.org/10.1111/lang.12411>
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*.47, (1) 32-34.