

## Teaching English Based-Realia for Young Learners in MBS (Muhammadiyah Boarding School) Mataram NTB

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### ABSTRACT

Essentially, language professionals have offered a plenty of fascinating and enjoyable language education approaches and ideas. Media realia is one of the alternative strategies presented in this study. The purpose of this research is to investigate the impact of using realia media to teach English to young children. The study was conducted at the Sang Surya Muhammadiyah Boarding School Kindergarten in Mataram with 11 children as the sample. The pre-experimental approach, namely *pre-test and post-test group design* was applied in this research. The instruments to gather the data were observation, a vocabulary test and recording, while the data collection procedure was done through pre-test, treatment and post test. Finally, the data were analyzed using a pre-experimental formula in the form of statistical computation. The result shows that the comparison of the t-test and t-table is  $3.21 \geq 2.60$ , or the test results exceed the minimal accomplishment levels. It revealed that the use of the "realia" technique has a significant impact on the development of children's vocabulary learning. In another words, the use of "Realia" technique in teaching English to young children at MBS Batu Ringgit is "effective" when used in the teaching and learning process.

## I. Introduction

Studying English in early infancy is still controversial, which is unsurprising given the enormous number of subjects that children must learn at each level of education. As a result, the addition of English topics for young learners parks its own debate in the educational sector. First language acquisition second language acquisition experts continue to debate the benefits and drawbacks of each instance. Several experts believe that learning a language at a young age benefits speech accuracy and fluency. Meanwhile, other experts argue that studying languages after maturity will improve the pace of capturing learning and comprehension related to effective methods of learning in language acquisition [1].

Additionally, Harmer (2003) states that children who begin learning a language at a young age will be able to pronounce words in the target language with pinpoint accuracy and fluency, which can be difficult for adult learners to emulate.[3] L. Cameron (2001) also underlined that learning a language at a young age has more benefits in terms of having good listening skills as well as good speaking abilities.[4] Furthermore, learning a language opens a child's awareness of cultural and linguistic distinctions.

Whatever the merits and cons of foreign and second language experts, foreign languages today have their own place and position in society's social life. The need for communication, knowledge, and openness in all sectors, as well as across cultures and religions, necessitates the mastery of foreign languages, particularly English. The demand for foreign language knowledge is not only tied to the need for communication and information, but also to the contemporary requirement for global competition. The competition in question is not only for job and business prospects, but also for social status in the public realm. Therefore it's no surprise that parents in practically every region, particularly Indonesia, are fighting to enroll their children in private lessons to study foreign languages. It is a source of particular satisfaction for the parents concerned

if their children are fluent in English from an early age. This tendency is not exaggerated when, on the other hand, the government issued a resolution about the removal of English subjects in schools, particularly elementary and junior high schools [5].

This phenomenon is obviously concerning for all parties, not just Indonesian academics, but all members of society who are aware that advances in technology and information also affect the growth of global access, which is inextricably linked to language knowledge (culture). In this regard, the author feels that subject matter in whatever form will not become a burden if it is tailored to students' competencies and capabilities. Similarly, the learning burden that many parties anticipate with English lessons for early childhood (young learners) will not be apparent if the teaching content is packaged in light and enjoyable activities based on the features of early life. A learning approach that is enjoyable, light, and full of games can be created to maximize learning success. Yet, this is difficult when teachers lack the desire and experience in administering classes, particularly English classes for young children.

Essentially, language professionals have offered a plethora of fascinating and enjoyable language education approaches and ideas. These alternate strategies must be used in order to improve student learning outcomes. Media realia is one of the alternative strategies presented in this study. Realia media are actual objects that are used in the classroom as learning media. Realia are tangible objects that are used to aid in the practice of a new language by offering instances from the actual world.

Realia has several benefits for early childhood, including: a) young children comprehend the true situation and exercise their skills by employing as many sense organs as feasible; b) Children can easily grasp the meaning because media realia are generally taken from the surrounding environment, and c) Can provide clear and accurate information, bearing in mind that media realia are real objects; explanations or information related to these objects are clear and accurate. Based on the description above, the author will attempt to use this learning method to pique children's interest in learning English, in the hope that they will be more motivated and enthusiastic about learning foreign languages, in this case, English. Realia is a common learning method in language instruction, particularly for improving vocabulary. Realia manifests itself in a variety of physical manifestations. S. Anita (2010) defines realia as a container/object known as "an object" namely full-form or real-world items. Realia media come in a variety of forms, including specimen and manipulative models (in the form of maps and dolls).[6]

Realia is an excellent medium for teaching other languages, particularly to children in their early years. This is due to the fact that realia stresses the introduction of new vocabulary through the use of real or replica things that are highly similar to the original objects. The object in question can be something unfamiliar to the child or something known to the child, making the connection between the child's understanding and the material supplied easier.

This is consistent with D. Nunan (1999) definition of realia as "objects and teaching props from the world outside the classroom that are used for teaching and learning." [7] Realia is things and props that come from outside the child's environment and are employed in the learning and teaching process. Realia are tangible objects that are used to aid in the practice of a new language by offering instances from the actual world. As a result, realia is extensively utilized as a technique to introduce new concepts in the teaching and learning process. Realia can offer genuine significance to things that were previously only portrayed in the abstract, that is, in words or just visually. As a tool or medium, realia also has advantages and disadvantages in its use. The advantages include, because realia are real objects, children are given the opportunity to be able to touch, see and build new experiences with objects they are introduced to. However, a weakness that cannot be denied is that the original object that will become media realia cannot always be there. Nonetheless, the use of realia is an important medium in introducing new and foreign vocabulary to early childhood.

The entire amount of words in a language, as well as words owned, known, and utilized by someone in speaking, listening, reading, or writing, is referred to as vocabulary. Kasihani (2007) argues in his book *English for Young Learners* that vocabulary is a collection of words that belong to a language and provide meaning when we use that language.[8] Sufficient vocabulary mastery is required for advanced language development. As a result, teaching vocabulary should be prioritized in the early stages of language learning.

Decarrio as stated in Fauziati (2010) that "Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign".[9] In other words, language skills will be easier to learn if the learner first understands the vocabulary. Vocabulary development is also a focus for young students. As stated by Fauziati (2010), "children in primary or elementary school are in the concrete operational stage of cognitive development, and classroom activities should produce and offer learners opportunities for learning." [10] The developmental stage of children is an excellent time to introduce them to new terminology. Of course, the appropriate strategy will greatly aid children's learning.

Early childhood is defined and classified differently depending on age. Philips & Duchesne (2009), stated that young learners are children aged six or older who learn languages.[11] According to the two specialists, involvement and conversation with the environment or other people can only help children's language development. Kasihani (2007) provides another definition of EYL, stating that early childhood is defined as elementary school kids aged 6 to 12 years. They are divided into two groups: the Young Group (ages 6-8 years) and the Elderly Group (ages 9-12 years) (ages 9-12 years).[8]

The children were also divided into two groups based on their grade level. Grades 1, 2, and 3 are classified as Lower Class, while grades 4, 5, and 6 are classified as Upper Class. Meanwhile, Young Learners are separated into two levels, according to Scott and Ytreberg: 15), namely Level One (age 5-7 years) and Level Two (age 8-12 years) (age 8-10 years). If kids begin learning English at the age of two, they are considered Level Two.[8]

There are major conflicts of opinion regarding language learning in early infancy. Scholars are still discussing whether learning a language at a young age is better "or "adult learning is preferable." Linguists conduct whatever study is necessary to show evidence that their opinions are right. Some academics who discover that English is better learned earlier propose the "critical period theory." "who believes in a golden age in which pupils efficiently learn about everything around them. Singleton (2003), explains what is meant by the critical period hypothesis.[12] He assumes that the critical period is understood in biology, and provides a definition of the critical period in biology, on this basis, can be characterized as follows;

*"(1) They relate to very specific activities or behaviors, (2) Their duration is limited in well-defined and predictable terms, (3) Beyond the period boundaries, relevant behaviors are not obtained."*

Many experts believe the critical period hypothesis begins around the age of two. This is regarded to be a stage when youngsters learn more effectively and successfully, and older learners and puberty signal the start of a fall in SLA capacity. Elementary-level students require engaging instructional activities in their classes. Kids arrive at school with the ability to comprehend everything that piques their curiosity. Students comprehend something through their teacher's intonation, gestures, facial expressions, actions, and situations.

Harmer (2007), emphasizes how early childhood learning foreign languages as follows; "(a) they respond to meaning even if they don't grasp particular words, (b) they often learn indirectly rather than directly, i.e.[2] they take in information from all sides, learning from everything around them rather than just focusing on the topic at hand,". They are taught appropriately, (c) their knowledge comes not only from explanations, but also from what they see and hear, and, most importantly, they have the opportunity to touch and engage with them, and (d) they struggle to understand abstract ideas such as grammatical rules, (e) they are generally enthusiastic about studying and curious about the world around them, and so on.....".

There are several previous studies that became references in designing this research. The first research was conducted by Widya et al., (2018) [13], entitled "Teaching English Vocabulary with Realia Media and Flash Cards". English Education Study Program, Faculty of Languages and Arts, Indraprasta University PGRI. The purpose of this study is to put English vocabulary teaching strategies to the test utilizing realia media and flash cards. The study used three stages of learning (three-period lessons) developed by Edouard Seguin: Name Period (Introduction), Recognition and Association Period (Identification), and Recall Period (Cognition). The study's findings indicate that integrating realia media and flashcards to teach vocabulary using the three-period lessons method is extremely helpful in enhancing students' vocabulary mastery abilities. Furthermore, it is

beneficial in increasing children's enthusiasm in learning because youngsters like the intricacies of learning and new experiences.

The second study is entitled, "Effectiveness of Using Realia Media in Learning Japanese Vocabulary". carried out by Aprilliana et al., (2016), [14], from the Department of Japanese Language Education, Indonesian University of Education. Vocabulary recognition is critical in learning a foreign language since it serves as the foundation for building sentences in a conversation. As a result, in order to improve children's learning motivation, the educational medium must be innovative and creative. Media reality is thought to be capable of improving Japanese vocabulary comprehension. In the 2015/2016 academic year, students of SMA Negeri 1 Lembang were studied using a quantitative experimental method.

The sample was drawn at random from a total of 84 people, with X MIA 2 serving as the experimental class and X MIA 3 serving as the control class. The first test (pretest), posttest, and questionnaires were employed for data analysis. The data analysis revealed that the average value of students before using realia media in the experimental class was 30.48, while it was 27.69 in the control class. The average value for the experimental class after using realia media was 78.02, while the control class had a value of 59.90. Comparative statistics are calculated before utilizing Realia Media, and the t count is less than the t table, specifically 1.222.64. The computed t value after using realia is bigger than the t table, particularly  $7.52 > 2.64$ . This indicated that after using realia media, there were substantial differences between the experimental and control classes.

Furthermore, another research which is also a reference in this paper is the application of Media Realia in introducing Group A Children's Vocabulary in Kembang Teratai Kindergarten, Lekobalo Village, Kota Barat District, Gorontalo City done by Puspaardini et al., (2019) [15]. The goal of this research is to describe how teachers use realia media to help students learn. The research method used in this study is descriptive qualitative. Data collection methods include observation, interviews, and documentation. The use of Realia Media in presenting Group A Children's Vocabulary at Kembang Teratai Kindergarten, Lekobalo Village, Kota Barat District, Gorontalo City, based on the study's findings, demonstrates that the teacher has used realia media in the learning process. This can be seen from the teacher's preparation of real media such as chickens and cats to be used as learning material and proven to be able to increase vocabulary in children, although there is still one child who is not fluent in speaking, there are also long pauses when the child tells a story, and the child's voice when speaking is still slow. For this reason, teachers must work even harder in equipping children with words related to certain fields and need to introduce vocabulary continuously and must go through it in various ways.

## II. Research Method

The study used a pre-experimental design where the sample is only one class with one pre-test and one post-test without a control class as a comparison. This design is one of the approaches in the pre-experimental, namely *the pre-test and post-test group design* which adopts the model offered by Borg & Gall, (1983) [16]. The design was applied due to the availability of the sample which only have one class. The study was carried out at the Muhammadiyah Boarding School (MBS). TK Sang Surya- Muhammadiyah Boarding School (MBS) Mataram is located on Jln. Merdeka Raya Batu Ringgit Selatan, Sekarbela, Mataram City. The total population of TK A was 11 children. Because this study employs a pre-experimental design, the sample selection technique was purposive sampling, which is a sampling technique based on specific reasons. The reasons are in the form of considerations of individual traits and population features, and the size of the population does not allow for random nor had two classes. That the main reason of the researcher to employ the above-mentioned design. The designs to be implemented are:

**Table 3.1 The Pre-Test and Post-Test Group Design**

Group/class	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>

Note: O<sub>1</sub> = Pre-test, V = Treatment, O<sub>2</sub> = Post-test

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## 2.1 The Instruments of Data Collection

### a. Observation

An observation is a detailed observation made by researchers from the commencement of the investigation until its conclusion. Observations were made in order to collect essential information concerning changes in students' attitudes, motivations, and actions during the experimental procedure.

### b. Vocabulary Test

The Vocabulary test has been administered in two stages: pre-test and post-test. The pre-test is given to determine the child's vocabulary before the treatment begins, and the post-test is performed at the conclusion of the treatment to determine the importance of the changes that occur after the learning process using the Realia approach. The vocabulary test consisted of 8 numbers of graphical questions. If the answer is accurate, a score of 10 is assigned; otherwise, a score of 0 is assigned.

### c. Video Recorder

Researchers also employed a video recorder to capture the procedure to make it easier for them to analyze and provide full assessments during the teaching and learning process, as well as to achieve the best outcomes in class observations.

## 2.2 Data Collection Procedure

### a. Pre-Test Distribution

As previously explained, the pre-test is given with the aim of knowing students' initial abilities related to vocab. The test format is written and systematic, but does not contain difficult sentences. Questions are given in a simple form accompanied by colorful and interesting pictures;

### b. Treatment (action)

Treatment is also known as action or treatment, which signifies that the process of carrying out learning experiments employs Realia. The treatment was carried out in about four meetings (including pre-test and post-test) based on the child's lesson plan and syllabus. The treatment stages implemented in three stages, namely: 1) pre-activity: in this stage of the activity, the researcher opens the class as usual with greetings and provides motivation and an introduction to the subject, 2) primary activity: at this point, students have begun to study through utilizing realia to introduce vocabulary. They are assigned a topic based on the pupils' talents and circumstances, 3) Meeting conclusion: the teacher concludes the meeting.

### c. Post-test

Following the completion of the planned number of face-to-face meetings, the subject is given the post-test or final test. This seeks to determine the influence or effect of the previous realia approach. The type of test is the same as the pre-test; the level of difficulty and the content of the questions vary slightly. The total number of questions in the form of matching words is eight. The scoring is the same as it was for the pre-test. The steps taken in analyzing the data are:

- a. Samples or respondents were given a pre-test before treatment.
- b. Treatment or teaching had been carried out using media realia techniques, different from the techniques used before.
- c. Post-test was given at the end of the study to determine the level of effectiveness of the techniques that have been tested.

## 2.2 Data Analysis Technique

Finally, the results of the two tests will be computed through statistical analysis with the formula:



$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

Md : mean of deviation (d) between post-test and pre-test

xd : the difference between the deviation and the mean deviation

N : the number of subjects

df : or db is N-1

(Arikunto, 2010)[17]

### III. Finding and Discussion

#### 3.1 Finding

The research lasted approximately 6 meetings, with the first meeting consisting of observation as well as pre-testing students. The pre-test consisted of oral interaction as well as a written test consisting of matching words. The children are then invited to converse about simple topics such as "hello, how are you?" "what is this?" "what color is this?" and so on. Students were given multiple replicas/miniatures of various types of realia during the next meeting, which was the therapy implementation meeting. Animal miniatures, traffic signs, medical instruments, and other items are examples of realia. The teacher presents several forms of realia in front of the class, while the researcher simply watches the interactions that take place in the classroom while the students are studying. Researchers partnered with SBM instructors in this study because they believed that children would be more comfortable communicating with their own teachers than with other people, especially since these children are in the early childhood group and still in kindergarten.

The teaching and learning process is based on a game paradigm and is somewhat informal. Youngsters are not compelled to sit at a desk and write. They were allowed to stroll around with their own realia in their hands and inquire about the duplicates of their buddies. Following that, the new instructor directed and asked questions such as "what is the name of this animal in English?" to which the children responded using the replicas they had. When these copies were built in the shape of toys, they became quite excited and communicated information with other friends, despite the fact that the conversation was still in Indonesian. Nonetheless, the teacher's instructions and questions placed the students in the context of learning while playing. Similarly, at each meeting, children are given various realia that are tailored to the learning objectives. For example, if the subject is color, the youngster is asked what color replica he has.

Furthermore, at the most recent meeting, the children were requested to complete a written post-test with the same questions as the matching words post-test. The teacher guided these students and assisted in understanding the problem instructions. This is done because some children are still unable to read fluently. As a result, the teacher must guide and ensure that the youngster knows what the problem desires. The researcher then calculated the difference between the children's pre-test and post-test results. The student scores for the pre-test and post-test can be seen in the table below.

**Table 3.1 Students' Score**

NO.	STUDENT'S NAME	PRE-TEST	POST-TEST	GAIN (D)	$x^2 d$
1.	AIRA	76	80	+4	16
2.	ANANDA	71	80	+9	81
3	SALADIN	80	80	0	0
4	ALYA	75	80	+5	25
5	HILBRAM	80	80	0	0
6	AUDI	80	80	0	0
7	KALLA	76	80	+4	16
8	FATIH	78	80	+2	4
9	ELKI	70	80	+10	100
10	RAISA	70	80	+10	100
11	NISA	74	80	+6	36

N=1 1		830 X1 = 75	880 X2 = 80	Σ = 50 MD = 4.5	378
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$$\begin{aligned}
 Md &= \frac{\sum d}{N} = \frac{72}{17} = 4.5 \\
 \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
 &= 378 - \frac{2260}{11} \\
 &= 378 - 205 = 173 \\
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} = \frac{4.235}{\sqrt{\frac{173}{11 \times 9}}} = \frac{4.235}{\sqrt{1.74}} \\
 &= \frac{4.235}{1.319} = 3.21
 \end{aligned}$$

(Sugiyono, 2010)[18]

The t-test value was calculated using the results of the pre-test and post-test computations, and it is 3.21. The number of degrees of freedom (df or db) is  $11 - 2 = 9$ . The t-table consultation at 99% points to the number 2.60, therefore the comparison of the t-test and t-table is  $3.21 \geq 2.60$ , or the test results pupils exceed the minimal accomplishment levels. This suggests that using the "realia" strategy has a major impact on children's vocabulary acquisition growth. The t-test t-table or the pupils' vocabulary skills are greater than the standard table might represent this comparison.

In this study, some key issues about the experimental process that operates while collecting, computing, and analyzing data must be discussed. The items presented include study findings that are related to the results of observations and child test results. The issues that must be addressed include vocabulary. Vocabulary is a crucial part of sentence construction; using the proper vocabulary will make sentences more accurate and on target. Vocabulary will also improve your speaking fluency and help you avoid dull and uninteresting conversations. Of course, we cannot expect much from Kindergarten students, because apart from this being periods of learning to read and write, children also tend to be at an age where they need to be given a lot of play.

Parents must be mindful of avoiding overburdening children with lengthy and intense study periods. As a result, realia is an excellent medium for guiding children to learn while playing, because children are often unaware that they are learning. Realia not only helps youngsters learn English words, but it also expands their awareness of an object's functions, colors, benefits, and so on. Consider the following scenario: a toddler is given a duplicate of an animal. By asking the teacher, the children will strive to learn as much as they can about these creatures. Where do animals dwell, what they consume, and other expressions are examples.

Furthermore, the most essential discussion, which is also the study's finding, is that the precision of vocabulary pronunciation for children who begin learning foreign languages at a young age appears to be quite accurate. This may be witnessed in several situations of youngsters studying English at home with their parents from the start, instead of frequently correcting their teacher whenever the teacher says a word incorrectly. This frequently occurs during the teaching and learning process. This supports Rod Ellis' idea that learning a foreign language at a young age benefits pronunciation accuracy and fluency. Adults who learn foreign languages, on the other hand, gain from the pace of language learning but lack fluency in vocabulary pronunciation.

Fluency in learning a foreign language is difficult to accomplish in general, not only because our tongues are stiff in pronouncing the foreign language, but also because we are unfamiliar with the use of the language device in issue. In truth, fluency is a measure of a foreign language learner's success in studying the language. The higher a person's level of accomplishment in studying a foreign language, the more fluent he or she is in using the target language. In relation to that, Kindergarten pupils who are still in the early-age student category are, of course, still far from the existing fluency criteria, especially because children do not learn English intensively on average. Sometimes only once a week, and even then with very little duration and adjusted to the level of concentration of early childhood, so that fluency is still rather difficult to assess objectively.

### 3.2. Discussion

Research on learning English for early childhood is very massively carried out. Given the numerous theories that support the process of learning being absorbed very quickly when people are still children, this is undoubtedly very important. Research conducted by Tiarna Ika Yuliana and Yulia Sofiani, for example, raised the title "Teaching English Vocabulary with Realia Media and Flash Cards" (2018). This research is about testing English vocabulary teaching techniques using realia media and flash cards. The research was carried out by applying three stages of learning (three-period lessons), which were introduced by Edouard Seguin namely Naming Period (Introduction), Recognition and Association Period (Identification), Recall Period (Cognition). The results of the study show that the application of teaching vocabulary using realia media and flashcards by applying the three period lesson method can be concluded to be quite effective in increasing students' vocabulary mastery abilities. Additionally, it is successful in piquing children's interest in learning because children find learning's atmospheres and new experiences more enjoyable. This research is not much different from the results obtained in the experimental research that the researchers did. The results show positive progress in children's learning interest.

Similar results were obtained from the second study, "Effectiveness of Using Realia Media in Learning Japanese Vocabulary", conducted by Apriliana, et al. from the Department of Japanese Language Education, Indonesian University of Education in 2016. Because vocabulary serves as the building blocks for creating sentences in a conversation, even this research stresses its importance in learning a foreign language. For this reason, instructional media demand innovation and originality as an effort to boost children's learning motivation. Media realia is an option that is considered to be able to improve Japanese vocabulary mastery. After using realia, the calculated t value is greater than t table, namely  $7.52 > 2.64$ . This stated that there were significant differences in the experimental class and the control class after using realia media. The fundamental difference between this research and recent research lies in the method used. The newest study is only pre-experimental, whereas earlier studies used the true experimental method. Even if the same computing system was used to assess both sets of data, the pre-experimental bias may naturally differ more from the true experimental bias.

As a tool or medium, realia also has advantages and disadvantages in its use. The positives include, because realia are real objects, children are given the opportunity to be able to touch, observe and construct new experiences with objects they are introduced to. The original objects that become media realia cannot always be present, though, and this is a weakness that cannot be ignored. Nonetheless, the usage of realia is an important medium in introducing new and foreign words to early children. Many experts believe the critical period hypothesis begins around the age of two. Children are believed to learn more effectively and efficiently during this time, and that puberty and older learners signal the start of a decline in SLA capacity. Elementary level children need interesting teaching activities in their class. They are able to comprehend anything that interests them when they enter school. They pick up information from their teacher's intonation, gestures, facial expressions, actions, and situations.

## IV. Conclusion and Recommendations

### 4.1 Conclusion

Based on the preceding discussion, this study concludes that the employment of the "Realia" technique in teaching English to young children at MBS Batu Ringgit is "effective" when used in the teaching and learning process. This is demonstrated by the students' pre-test and post-test scores, specifically the t-test score of 3.21. The number of degrees of freedom (df or db) is  $11 - 2 = 9$ . The t-table consultation at 99% points to the number 2.60, therefore the comparison of the t-test and t-table is  $3.21 \geq 2.60$ , or the test results pupils exceed the minimal accomplishment levels. It indicates that the use of the "realia" technique has a significant impact on the development of children's vocabulary learning. This comparison can be symbolized by the t-test  $\geq$  t-table or the students' vocabulary skills are higher than the standard table. This study supports Rod Ellis' notion that learning a foreign language at a young age improves accuracy and fluency in pronouncing



words. Adults who learn foreign languages, on the other hand, profit from the pace of language learning but lack proficiency in vocabulary pronunciation. This means that the progress experienced by pupils as a result of learning using this technique appears to be positive. Yet, it is not in the very good category. The outcomes of the discussion in Part II demonstrate a visible growth in expression, not only in the addition of new vocabulary, but also in the precision of word pronunciation.

#### 4.2 Recommendation

From the conclusions drawn above, there are several suggestions and recommendations that the researcher wants to convey, including:

1. Teachers' and facilitators' creativity in teaching foreign languages is required; this is intended to promote students' excitement for learning and capture their attention to be enthusiastic in learning.
2. There are numerous ways for teachers to innovate, particularly in selecting the best method for certain content. Strive to understand that today's learning process is no longer centered on the instructor as the focus of learning, but rather on the students as the core of teaching and learning.

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