THE EFFECTIVENESS OF USING REAL OBJECT MEDIA TO IMPROVE ENGLISH VOCABULARY AT THE SECOND GRADE IN SMP NEGERI 1 TINAMBUNG

NUR HALIS RAHMAN

H0118301

This Undergraduate Thesis was written and submitted in a part-fulfilment of the requirements for the Undergraduate Degree Education

ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION
SULAWESI BARAT UNIVERSITY
2025

APPROVAL SHEET

THE EFFECTIVENESS OF USING REAL OBJECT MEDIA TO IMPROVE ENGLISH VOCABULARY AT THE SECOND GRADE IN SMP NEGERI 1 TINAMBUNG

NUR HALIS RAHMAN
H0118301

Has successfully defended the thesis in front
Of the Examiner Team of Faculty of Teacher
Training and Education on: June 19th, 2025

EXAMINATION

Chair of the Examiner	: Prof. Dr. H. Ruslan, M.Pd.	(..........................)
Secretary of Exam Committee	: Rahmatullah Syaripuddin, S.Pd., M.Pd.	(..........................)
Supervisor I	: Fajriani, S.S., M.A.	(..........................)
Supervisor II	: Dwi Adi Nugroho, S.S., M.Hum.	(..........................)
Examiner I	: Hustiana, S.Pd, M.Pd.	(..........................)
Examiner II	: Nur Husnil Khatimah, S.Pd., M.Pd.	(..........................)

Majene, June 19th, 2025

FACULTY OF TEACHER TRAINING AND EDUCATION,
SULAWESI BARAT UNIVERSITY

Dean,

Prof. Dr. H. Ruslan, M.Pd.
NIP. 196312311990031028

i

STATEMENT OF WORK ORIGINALITY

The one who is filed below:

Student's Name   : Nur Halis Rahman

NIM   : H0118301

Study Program   : English Education Study Program

Hereby states that the thesis is my original work and has never been submitted for an undergraduate degree in a higher school, and as far I am concerned in this thesis no work or opinion has been written or published by others except has been referred explicitly in this document and listed in the bibliography.

If in the future, it is proven that this thesis is a copy, I am willing to accept the sanction for my act.

Majene,May 30, 2025

Signed by,

Nur Halis Rahman

H0118301

ABSTRAK

NUR HALIS RAHMAN: Keefektifan Menggunakan Media Objek Nyata Untuk Meningkatkan Kosakata Bahasa Inggris (Studi Quasi Experimental Design di SMP Negeri 1 Tinambung). **Skripsi. Majene : Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat, 2025**.

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan media objek nyata dalam meningkatkan penguasaan kosakata bahasa Inggris siswa di SMP Negeri 1 Tinambung. Dengan menggunakan desain kuasi-eksperimental yang membandingkan kelompok eksperimen yang diajar dengan objek nyata dan kelompok kontrol yang menggunakan metode konvensional, penelitian ini ingin mengidentifikasi peningkatan yang signifikan dalam skor kosakata siswa. Hasil penelitian menunjukkan bahwa rata-rata skor pre-test untuk kelompok eksperimen meningkat dari 30,00 menjadi 70,00 setelah intervensi, sementara kelompok kontrol hanya menunjukkan peningkatan dari 25,00 menjadi 45,40. Selain itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana siswa memandang efektivitas penggunaan objek nyata dalam meningkatkan keterlibatan mereka selama pembelajaran kosakata. Melalui kuesioner yang diberikan setelah proses pembelajaran, penelitian ini mengumpulkan persepsi siswa terkait seberapa jauh penggunaan objek nyata dapat meningkatkan motivasi dan partisipasi mereka dalam proses belajar. Hasil kuesioner menunjukkan bahwa sekitar 89% siswa merasa lebih aktif dan terlibat, serta 84% menganggap penggunaan objek nyata membuat proses belajar menjadi lebih menarik dan menyenangkan. Analisis statistik mengkonfirmasi bahwa media objek nyata berdampak positif pada akuisisi kosakata, meningkatkan keterlibatan dan motivasi siswa. Selain itu, siswa memberikan respons yang sangat setuju mengenai efektivitas objek nyata dalam memfasilitasi pembelajaran, menunjukkan bahwa pendekatan ini tidak hanya membuat proses pembelajaran lebih interaktif tetapi juga membantu siswa menghubungkan kosakata dengan pengalaman nyata. Penelitian ini menyimpulkan bahwa integrasi media objek nyata dalam pengajaran kosakata sangat bermanfaat dan merekomendasikan penerapannya yang lebih luas dalam pengajaran bahasa Inggris untuk meningkatkan hasil belajar. Penelitian lebih lanjut disarankan untuk mengeksplorasi efek jangka panjang dan integrasi realia dalam konteks pendidikan yang beragam, memastikan pemahaman yang komprehensif mengenai dampaknya terhadap akuisisi bahasa.

Kata Kunci: Media Objek Nyata, Kosakata Bahasa Inggris

ABSTRACT

NUR HALIS RAHMAN: The Effectiveness of Using Real Object Media to Improve English Vocabulary (Quasi-Experimental Design Study at SMP Negeri 1 Tinambung). **Thesis. Majene: English Education Department, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to evaluate the effectiveness of using real object media in improving students' English vocabulary acquisition at SMP Negeri 1 Tinambung. Using a quasi-experimental design comparing an experimental group taught with real objects and a control group using conventional methods, the study sought to identify significant improvements in students' vocabulary scores. The results showed that the average pre-test score for the experimental group increased from 30.00 to 70.00 after the intervention, while the control group only showed an increase from 25.00 to 45.40. In addition, this study aims to explore how students perceive the effectiveness of using real objects in increasing their engagement during vocabulary learning. Through a questionnaire administered after the learning process, the study collected students' perceptions regarding how far the use of real objects can increase their motivation and participation in the learning process. The questionnaire results showed that about 89% of students felt more active and engaged, and 84% considered the use of real objects made the learning process more interesting and fun. Statistical analysis confirmed that real object media had a positive impact on vocabulary acquisition, increasing student engagement and motivation. In addition, students gave highly agreeable responses regarding the effectiveness of real objects in facilitating learning, indicating that this approach not only makes the learning process more interactive but also helps students connect vocabulary with real experiences. The study concludes that the integration of real object media in vocabulary teaching is highly beneficial and recommends its wider application in English language teaching to improve learning outcomes. Further research is recommended to explore the long-term effects and integration of realia in diverse educational contexts, ensuring a comprehensive understanding of their impact on language acquisition.

Keywords: Real Object Media, English Vocabulary.

CHAPTER I
INTRODUCTION

A. Background

In the era of globalization, English has become an international language used in almost all aspects of life, connecting individuals and conveying information globally. A rich and varied vocabulary greatly affects one's communication skills. In the context of language education, the problem that often arises is the lack of contextualized and applicable vocabulary teaching. Many students have difficulty in remembering new vocabulary because the teaching does not provide the real context of the use of the words (Collen, 2023). One of the causes is the ineffective use of learning media in the learning process. This suggests the need for a more innovative and effective approach to vocabulary learning to support a thorough mastery of English. The use of real objects allows students to see, touch and interact directly with the objects they are learning (Na'imah, 2022). Teaching strategies involving real media can increase student engagement and facilitate more effective vocabulary learning (Na'imah, 2022). This not only makes learning more interesting, but also helps students connect words to real-life experiences.

Learning media serves as an essential resource for students to receive messages and information from teachers, thereby enhancing their understanding and knowledge. According to Nurrita (2018), the use of media in education can help educators overcome limitations in conveying information and effectively manage class hours (Sura Menda Ginting et al., 2022).

The use of realia, or real objects, in English language learning in schools has proven to have a significant positive impact on students' vocabulary acquisition. In a study conducted by Wulandari and Marzuki (2024), it was found that many students struggled to understand new vocabulary due to a lack of appropriate teaching methods and effective

media usage. By implementing realia, such as writing tools, food item and toys, students can see and directly interact with objects related to the words they are learning. This not only makes the learning process more engaging and interactive but also helps students connect vocabulary with their real-life experiences, thereby facilitating understanding and retention. The study indicates that through the use of realia, students become more active participants in the learning process, which in turn enhances their overall learning outcomes. Thus, realia serve as a highly effective alternative for increasing student motivation and learning results, as well as helping them communicate more effectively in English.

From the observations that the researchers made during the campus activities, namely Asistensi Mengajar at SMP Negeri 1 Tinambung, the researchers observed several difficulties experienced by students in learning English vocabulary. One of the main difficulties that researchers observed was the lack of understanding in learning vocabulary. Many students have difficulty in learning vocabulary, even when they are taught vocabulary, many of them cannot remember it after some time. This may be due to uninteresting learning media and lack of repetition and practice in using vocabulary in various contexts. In addition, the teaching approach which is often monotonous and does not involve interactive activities also contributes to students' low recall of the learned vocabulary. The researcher also noted that students tend to feel bored and unmotivated when the methods used are not varied, which hinders their overall learning process. Therefore, it is necessary to utilize more innovative and interesting methods, including the use of more relevant and contextual real object media, to help students overcome these difficulties and improve their understanding and mastery of English vocabulary

From the background above, the researcher decided to conduct a study with the title: "The Effectiveness of Using Real Object Media to Improve English Vocabulary".

B. Problem Identification

As stated in the background above, the problem identification in this study includes:

1. Lack of English vocabulary
2. Lack of effectiveness of learning methods that can improve vocabulary.

C. Problem Limitation and Formulation

Problem limitation:

This study focuses on the effectiveness of using real object media in teaching English vocabulary. This research will be conducted by comparing the learning outcomes of students taught using real object media with students taught with conventional methods.

Problem formulation:

The problem formulation based on the limitation of the problem above is as follows:

1. Does the use of real objects in English learning increase students' vocabulary?
2. What does the students perceive about their engagement in vocabulary learning by wins real objects?

D. Research Objective

This research is intended to fulfil the following objectives:

1. To find out the effect of using real object media on improving students' mastery of English vocabulary.
2. To find out how students perceive the effectiveness of real objects in increasing their engagement during vocabulary learning.

E. Research Benefits

The results of this study are important for the following purposes:

1. For students to help them improve their mastery of vocabulary
2. For teachers, this research will provide new insights into more effective teaching methods by using real object media to improve students' vocabulary

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

Kulmamatova, A. (2024). "Teaching Vocabulary by Using Realia". Teaching vocabulary is a critical aspect of foreign language education, particularly in English language learning. Vocabulary serves as the foundation for mastering other language skills, such as listening, speaking, reading, and writing. Kulmamatova (2024) emphasizes that the goal of teaching today extends beyond merely understanding and using vocabulary; it also involves connecting learning to everyday life. The use of realia—real objects that can be utilized in the learning process—has proven effective in helping students grasp vocabulary more effectively. Realia allows students to associate words with real-life experiences, enhancing their memory and understanding of new vocabulary. For instance, when teaching vocabulary related to food, a teacher might bring actual fruits or vegetables into the classroom. This hands-on experience not only makes the learning process more engaging but also helps students visualize and physically interact with the words they are learning (pp. 79-80). Additionally, integrating multimedia resources such as videos or interactive presentations that showcase real-life applications of vocabulary can further enrich the learning experience, making it more dynamic and memorable.

Khaidir Harahap (2024) "The Effect of Realia (Real Object) Media on Students' Vocabulary Skill". The application of realia media in vocabulary instruction has been shown to positively impact students' mastery of English vocabulary. Khaidir and Harahap (2024) assert that incorporating realia into the classroom can significantly enhance student motivation and engagement, leading to more active participation in the learning process. Research indicates that students who learn using realia demonstrate a notable improvement in vocabulary acquisition compared to

those who do not utilize such media. For example, in an experimental study, students in the experimental group who were taught using real objects scored higher on vocabulary tests than those in the control group who received traditional instruction (pp. 12-13). This suggests that realia not only aids in understanding word meanings but also facilitates retention and contextual usage of vocabulary. Furthermore, the integration of digital media, such as interactive apps or online platforms that allow students to explore vocabulary through games and quizzes, can complement the use of realia, making the learning experience more comprehensive and enjoyable.

Dao Thi, L. (2021). A study on the benefits of using illustrations (pictures, real object, etc.) in learning English vocabulary of non-English major students at HUFI. The use of illustrations in vocabulary teaching plays a significant role in enhancing students' understanding. Dao Thi (2021) emphasizes that illustrations can help students connect new vocabulary with existing knowledge, making it easier for them to comprehend and remember the meanings of words. Illustrations serve as visual aids that capture students' attention and increase their motivation to learn. The study found that students who learn using images can more easily recall vocabulary and relate it to appropriate contexts, which in turn improves their communication skills in English (pp. 5-6). Moreover, integrating digital media, such as interactive slideshows or online quizzes that incorporate illustrations, can further enhance the learning experience. For example, using a digital platform where students can match images with corresponding vocabulary words can make the learning process more interactive and enjoyable, thereby reinforcing their understanding of the material.

(Juniarti, Triwardani, & Rinaepi, 2024). The Correlation Between the Use of Realia Media and Students' Vocabulary Mastery. Learning media serves as a tool used by teachers to convey information and increase students' interest in the learning process, thus making learning more interesting and effective (Juniarti, Triwardani, & Rinaepi, 2024, p. 84). One type of effective media is realia media, which includes real objects

that provide direct experience to students, helping them to remember and expand their vocabulary (Juniarti et al., 2024, pp. 84-85). Vocabulary is an important element in language learning because a good understanding of vocabulary affects students' ability to understand text and communicate (Juniarti et al., 2024, p. 86). This research uses quantitative methods, which involve numerical data processing to test hypotheses, with purposive sampling techniques and data analysis through validity and reliability tests (Juniarti et al., 2024, pp. 87-88). In this study, the media used is realia media, which consists of real objects relevant to the subject matter. The use of realia media allows students to see, touch, and hear the objects directly, so it can improve the understanding and retention of the vocabulary taught (Juniarti et al., 2024, p. 88). This media not only makes learning more interactive, but also helps students to associate new vocabulary with real experiences, which in turn can increase their motivation and interest in learning (Juniarti et al., 2024, p. 89). Correlation analysis was used to evaluate the relationship between the use of realia media and students' vocabulary acquisition, which showed a significant relationship with a strong correlation coefficient (Juniarti et al., 2024, pp. 92-93).

Mokalu, P. V. V. (2022). The Use of Realia to Improve Young Learners' Vocabulary. Teaching vocabulary to young learners requires an enjoyable and interactive approach. Mokalu (2022) demonstrates that the use of realia in teaching not only enhances vocabulary understanding but also makes the learning process more enjoyable. Students who learn using real objects tend to be more engaged and active in their learning, which contributes to increased motivation and interest in English. In this context, realia serve as an effective tool to connect the vocabulary being taught with students' real-life experiences, thereby enhancing the effectiveness of language learning (pp. 50-51). Additionally, incorporating multimedia resources such as educational games or interactive applications that utilize realia can further enrich the learning experience. For instance, using a mobile app that allows students to explore vocabulary through augmented

reality can provide a unique and immersive way to learn, making the process both fun and educational.

Previous research has shown that the use of real objects can improve students' English learning outcomes. However, there are still few studies that address the effectiveness of using tangible media in English language learning specifically. Most of the existing studies focus more on general teaching methods or the use of digital technology, while research exploring the specific impact of tangible media in the context of English language learning is scarce. This suggests an urgent need to conduct more focused and systematic research to explore how tangible media can be effectively integrated in English language teaching, as well as to measure their impact on students' learning outcomes. Investigating how the use of these media can affect students' vocabulary retention and their ability to apply vocabulary in everyday communication contexts is an important step in developing more effective and relevant teaching practices. The novelty of this study lies in the holistic approach that integrates the use of real object media with interactive learning methods and digital technology, creating a more dynamic and engaging learning environment. This is expected to not only improve vocabulary comprehension, but also facilitate students' communication skills in real contexts. Therefore, an in-depth study of this topic will make a valuable contribution to our understanding of how to maximize the potential of real object media in English vocabulary education.

B. Theoretical Framework

1. Learning Media

In the context of learning English vocabulary, various forms of media play a crucial role in assisting students in understanding and effectively remembering new words in a meaningful way, as these media not only serve as visual aids but also act as a bridge that connects abstract concepts with real-life experiences that students can relate to, thereby

creating a richer and deeper context for learning. The learning process is most successful when students are actively engaged with vocabulary through a comprehensive combination of speaking, writing, listening, and reading, which reinforces their understanding in various contexts, allowing them to internalize vocabulary in a more holistic and integrated manner. The theories developed by Jean Piaget and Lev Vygotsky underscore the importance of active engagement and social interaction in the construction of knowledge, where Piaget emphasizes that genuine learning occurs when students are fully involved and participate in challenging educational experiences, contributing to discussions and activities that stimulate their critical thinking, while Vygotsky highlights the significant role of the social context in which learning takes place, suggesting that collaboration and interaction with peers not only enhance understanding but also foster a sense of community and shared learning that can lead to deeper comprehension and retention of vocabulary.

In the context of vocabulary instruction, the use of real objects or realia has proven to be highly effective, as this strategy allows students to see, touch, and interact with physical objects that are directly related to the vocabulary being studied, thereby bridging the gap between abstract concepts and their real-world applications that they encounter in their daily lives. This approach not only transforms the learning experience into something more concrete and engaging but also significantly boosts students' motivation and their desire to actively participate in classroom activities designed to enrich their learning experiences. Furthermore, practical experiences such as games, role-playing scenarios, or collaborative discussions greatly enhance students' understanding of word meanings and their usage in relevant contexts, making the learning process more impactful and relevant, while helping students connect new vocabulary with real-life situations they experience. By directly engaging with tangible objects, students are more likely to remember vocabulary as they associate words with their physical counterparts, leading to improved retention and recall, as well as the ability to use that vocabulary in

everyday communication.

Utilizing various learning media, including visual aids such as vocabulary cards, word posters, and interactive digital games, not only makes vocabulary acquisition more enjoyable and memorable for students but also caters to the diverse preferences and learning styles among students, thereby creating an inclusive and adaptive learning environment. By carefully integrating these resources into lessons, the process of learning English vocabulary becomes more dynamic and multifaceted, encouraging students to remain motivated and committed to their language studies while providing them with opportunities to explore vocabulary in a variety of contexts. Additionally, the application of technology in vocabulary lessons can further enhance student engagement, as digital tools that incorporate gamification and interactive elements offer students innovative and creative ways to practice and reinforce their vocabulary skills, making learning feel more enjoyable and engaging for them. This approach not only accommodates various learning styles but also provides immediate feedback, which is crucial for effective language acquisition, as it allows students to recognize their progress and identify areas that need improvement in real-time, enabling them to take the necessary steps to enhance their language abilities. Ultimately, a diverse and well-structured approach to vocabulary instruction can significantly enrich students' experiences and learning outcomes, fostering a deeper understanding and mastery of English that extends beyond the classroom and into their everyday lives, while also preparing them to communicate more effectively in an increasingly interconnected global context.

Learning media refers to any form of tool, resource, or material used to facilitate the learning process. According to Arsyad (2011), learning media is defined as anything that can be used to convey educational messages, as well as stimulate students' thinking, feelings, attention, and skills. These media are not limited to technology but also include real objects, images, or other aids that facilitate students' understanding of the taught material. By using a variety of media, educators can create more

engaging and interactive learning experiences. This is important to accommodate the diverse learning styles of students, ensuring that each individual can understand the material in the most effective way for them.

In the context of English language learning, learning media serves to clarify material that is difficult to understand, enrich students' learning experience, and increase their involvement in the learning process (Mayer, 2009). One type of learning media that can be used is real object media, which are physical objects or objects that can be seen, touched, and used to introduce English vocabulary to students.

2. Real Object Media

Real object media refers to objects or physical objects that are used to represent or explain the concept being taught. The use of real objects in learning has the advantage of improving students' understanding because they can interact directly with the object, which makes the material more concrete and easier to understand. According to Arsyad (2011), the use of real object media provides direct experience to students to connect vocabulary with objects that exist in the real world.

In research on the use of realia, there are several shortcomings that need to be considered. First, sample limitations can be an issue, as research is often conducted on small or homogeneous groups of students, meaning that the results may not be generalizable to a wider population. For example, research by Irawan, D. (2017) showed positive results, but only involved students from one school, which may not reflect the variation in abilities and backgrounds of students elsewhere.

Second, although realia can increase student interest, not all students may respond in the same way. Some students may still have difficulty understanding vocabulary even when using this medium, depending on their learning style. This is in line with the findings reported by Sukrina, V. (2010), which show that the effectiveness of using realia can vary depending on the individual characteristics of students.

Finally, time and resource constraints in implementing realia in the

classroom can be challenging, especially in schools with limited facilities. Therefore, although the benefits of using realia are clear, it is important to consider these shortcomings so that future research can be more comprehensive and diverse.

In English language learning, various types of media objects play an important role in facilitating understanding and mastery of the material, such as flashcards that display pictures and words to help remember vocabulary, storybooks that provide context through narration, physical props such as globes and maps to explain concepts, visual posters that display vocabulary and grammar, and interactive games that make learning fun. The novelty in the use of such media is seen in the digital transformation, such as flashcards and games available in interactive mobile apps like Quizlet, digital storybooks with audio and animation features, augmented reality-based teaching aids, interactive learning videos that are responsive to student choice, and English learning apps that adopt gamification to increase engagement and motivation. The advantages of using this learning media include increasing student engagement and motivation, accelerating understanding of vocabulary and language concepts, providing more varied and flexible learning, and facilitating independent learning that can be accessed anytime and anywhere. The development of this innovative learning media makes the English learning process more effective, interesting, and in line with the needs of the times, while encouraging students to actively participate and improve their overall learning outcomes.

3. English Vocabulary Learning

Vocabulary is one of the important components of language learning. Schmitt (2000) states that vocabulary mastery is the key to understanding and using language effectively. English vocabulary learning aims to introduce, remember, and apply words in various contexts. Good vocabulary mastery will improve students' communication skills, both orally and in writing (Nation, 2001).

Learning English vocabulary requires effective strategies to help

students remember and understand the meanings of words. One way to achieve this is by linking vocabulary to direct experiences or relevant physical objects. The use of real object media in the learning process allows students to see, touch, and interact directly with items related to the vocabulary being studied. This approach not only makes learning more engaging but also helps students connect words to real-life contexts, thereby reinforcing their understanding and retention of the vocabulary. Additionally, this method can enhance student involvement and motivation, as they feel more active in the learning process. By utilizing real object media, it is expected that students will find it easier to remember and use vocabulary in everyday communication, ultimately improving their overall English language skills.

4. Effectiveness of Using Real Object Media in Vocabulary Learning
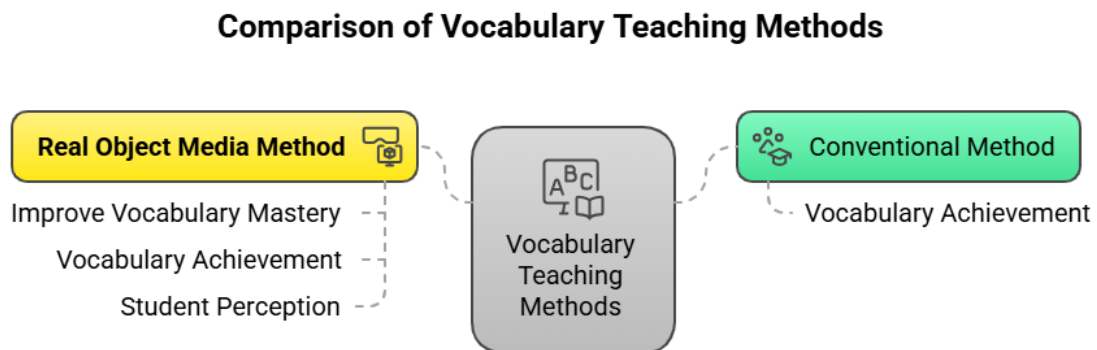
The use of real object media in English vocabulary learning has been proven effective in improving students' comprehension and recall. Research by Miller (2002) showed that students who were taught using real objects had better comprehension and remembered vocabulary more easily compared to students who only used traditional methods. Real object media helps students associate words with objects they can see, touch, and feel, which strengthens their memory.

In addition, the use of real objects also increases students' involvement in the learning process. When students work with real objects, they are actively involved in learning, which increases their motivation and attention (Fredricks et al., 2004).

C. Conceptual Framework

The chart below describes the teaching of English vocabulary, using two methods, namely using conventional methods and vocabulary teaching using real object media. where vocabulary teaching with real object media aims to increase students' vocabulary achievement and determine students' perceptions. While the conventional method only aims to determine students' vocabulary achievement

Figure 2.1 Conceptual Framework

Comparison of Vocabulary Teaching Methods

Real Object Media Method

Improve Vocabulary Mastery
Vocabulary Achievement
Student Perception

Vocabulary Teaching Methods

Conventional Method

Vocabulary Achievement

D. Hypothesis

A hypothesis is a statement or conjecture that can be tested and verified through research or experimentation. In the context of scientific, hypotheses serve as the basis for conducting analysis and testing. Hypotheses are usually formulated based on existing theories, initial observations, or research questions to be answered.

1. Main Hypothesis (H1):

H1: The use of real object media in the English vocabulary learning process will have a significant effect on improving students' vocabulary acquisition so that students taught using real object media will show better results in the vocabulary test compared to students taught without using real object media. This is expected to be seen from the comparison of the mean scores of the pretest and posttest which show a greater increase in the group of students using real object media, as well as from the increase in students' motivation and engagement in the learning process.

2. Null Hypothesis (H0):

H0: There is no significant difference in English vocabulary acquisition between students taught using real object media and students taught without using real object media, which means that the use of real object media does not have a better impact on students' vocabulary learning outcomes. In this case, the mean scores of the pretest and posttest

of both groups of students will show similar results, without any significant improvement in the group using real object media.

The main hypothesis (H1) emphasizes that real object media can improve students' vocabulary mastery, which is measured through the comparison of test results before and after learning. Meanwhile, the null hypothesis (H0) serves as a comparison stating that there is no significant difference, thus providing the basis for statistical analysis in this study.

CHAPTER V
CONCLUTION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded as follows:

The use of real object media has an effect on increasing students' English vocabulary, in class VIII 4, by looking at the Paired Sample Statistics test with an average value in the experimental class pre-test 30.00, post-test 70.00. The control class pre-test 25.00, post-test 45.40. This shows that the experimental class and control class obtained quite different scores where the experimental class was superior. Based on the hypothesis test, the independent sample t-test test obtained a value of 0.000 <0.05 which indicates that there is a significant effect. And the hypothesis (H1) is accepted.

Learners' perceptions of the effectiveness of using real object media to improve English vocabulary in students at SMP Negeri 1 Tinambung, where the results of the perception questionnaire analysis show that the average learner has a strongly agree perception of the questionnaire statement. This is indicated from the analysis results where the indicator of participants' perceptions involving the use of real object media to improve English vocabulary obtained the highest score of 86% which is a strongly agree category. The indicator of participants' perceptions regarding real object media helps to acquire more vocabulary obtained the second highest score with the same value of 84% which is a strongly agree category. The indicators of participants' perceptions of whether the use of real object media makes them more interested in learning English vocabulary, whether real object media is useful or not and whether real object media helps improve vocabulary learning, both obtained the third highest score of 82% which is a strongly agree category.

B. Suggestion

1. For English teachers

Teachers must be creative in choosing or using learning methods both in terms of techniques and media so that the teaching and learning process in the classroom becomes more enjoyable and effective. After this research, the researcher suggests applying vocabulary teaching methods using real object media to improve the English vocabulary of SMPN 1 Tinambung students.

2. For students

One of the important aspects in the English learning process is English vocabulary. Students should be more active and enthusiastic in the learning process by using real object media, so that the ability to improve students' vocabulary can be more effective.

3. For further researchers

For further researchers who will examine the effectiveness of using real object media, it is recommended to adopt varied research designs, as well as focus on different contexts such as formal and non-formal education. In addition, it is important to identify variables that influence the results of the study, conduct trials with different types of real objects and collect feedback from participants, while replication of the study in different locations and populations can help test the consistency of the findings. Finally, widely publicizing the results of the study will enhance the application of real object media in educational practice.

As a researcher, the researcher recommends that future researchers explore the use of real objects in enhancing students' English vocabulary by considering several key strategies. First, conduct comparative studies to evaluate the effectiveness of various types of media, such as physical objects, images, and videos. Second, integrate active learning approaches, such as role-playing and simulations, that encourage direct interaction with the media. Involving students in the selection of media is also crucial for increasing their engagement. Additionally, ensure that teachers receive adequate training in implementing these media in the classroom. Finally,

utilize diverse evaluation methods, including both qualitative and quantitative assessments, to measure the impact of media use on vocabulary development and student motivation. With this evidence-based approach, the use of real objects is expected to significantly enhance students' English vocabulary.

As a researcher, the researcher suggests that future researchers consider some drawbacks associated with the use of real objects in English vocabulary teaching. First, the availability and accessibility of relevant objects is often a challenge, especially in schools with limited resources. In addition, there is a risk of inconsistency in the application of real objects across different educational contexts, which may lead to varying results. It is also important to note that not all vocabulary can be represented by physical objects, potentially causing students difficulty in understanding abstract concepts. Therefore, further research is needed to develop effective implementation guidelines and integration strategies that can link abstract vocabulary with the use of real objects, ensuring a more comprehensive and meaningful learning experience for students.

BIBLIOGRAPHY

Anggraeni, N. (2021). Mastery of English vocabulary through crossword puzzle media for students of SMP Negeri 8 Penajam. *Journal of Education*, 1(8), 827-837.

Arsyad, A. (2011). *"Media pembelajaran"*.

Bhatti, M. S., Habibie, A., Noreen, S., Hussain, S., & Bajwa, S. (2021). Realia-Mediated Instruction: An Effective Tool for Improving Young Learners' Vocabulary Skills. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 6(2), 157-166.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *"How people learn: Brain, mind, experience, and school"*. National Academy Press.

Creswell, J. W. (2014). *"Research design: Qualitative, quantitative, and mixed methods approach"* (4th ed., pp. 166-167). SAGE Publications. https://books.google.co.id/books?id=4uB76IC_pOQC&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false

Collen, I. (2023). *Language trends 2023: Language teaching in primary and secondary schools in England.* London: British Council.

Dao Thi, L. (2021). A study on benefits of using illustrations (pictures, real object, etc.) in learning English vocabulary of non-English major students at Ho Chi Minh City University of Food Industry (HUFI). *"Journal of Language and Linguistic Studies"*, 17(3), 1-11.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *"Review of Educational Research"*, 74(1), 59-109. https://doi.org/10.3102/00346543074001059

Irawan, D. (2017). Teaching vocabulary by using realia (real-object) media. *English Community Journal*, 1(1), 41-45.

Juniarti, J., Triwardani, H. R., & Rinaepi. (2024). The Correlation Between the Use of Realia Media and Students' Vocabulary Mastery. "Jurnal Fakultas Kean & Ilmu Pendidikan", 5(2), 84-94.

Khaidir, N. A., & Harahap, Y. S. (2024). The Effect of Realia (Real Object) Media on Students' Vocabulary Skill at MIS Hikmatul Salridho. *"Journal of Educational Research and Humaniora (JERH)"*, 2(3), 10-15. https://pusdikra-publishing.com/index.php/jisc

Kolb, D. A. (1984). *"Experiential learning: Experience as the source of learning and development"*. Prentice Hall.

Kulmamatova, A. (2024). Teaching Vocabulary by Using Realia (Real Object) Media. *"Western European Journal of Linguistics and Education"*, 2(6), 79-81. https://westerneuropeanstudies.com/index.php/2/article/view/1115

Mayer, R. E. (2009). *"Multimedia learning" (2nd ed.)*. Cambridge University Press.

Miller, D. (2002). The effectiveness of real objects in vocabulary learning. *"Journal of Language Teaching and Research"*, 3(4), 789-795. https://doi.org/10.4304/jltr.3.4.789-795

Mokalu, P. V. V. (2022). The Use of Realia to Improve Young Learners' Vocabulary. *"JELTEC: Journal of English Language Teaching, Literature and Culture"*, 1(1), 46-55. https://doi.org/10.53682/jeltec.v1i1.3724

Na'imah, N. (2022). Urgensi Bahasa Inggris Dikembangkan Sejak Anak Usia Dini. *"Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini"*, 6(4), 2564–2572. https://doi.org/10.31004/obsesi.v6i4.1916

Nation, I. S. P. (2001). *"Learning vocabulary in another language"*. Cambridge University Press.

Nurrita, N. (2018). The use of learning media in improving student understanding. University of Education Indonesia.

Paivio, A. (1986). *"Mental representations: A dual coding approach"*. Oxford University Press.

Piaget, J. (1970). *Science of education and the psychology of the child. Trans. D. Coltman.* Orion.

Schmitt, N. (2000). *"Vocabulary in language teaching"*. Cambridge University Press.

Sugiyono. (2018). *"Metode penelitian kuantitatif, kualitatif, dan R&D"*. Bandung: Alfabeta.

Sugiyono. (2013). *"Metode Penelitian Kuantitatif Kualitatif dan R&D"*. Bandung: Alfabeta.

Sukrina, V. (2010). Improving students' vocabulary mastery by using realia. *Transform Journal of English language teaching and learning of FBS UNIMED*, *1*(2).

Vygotsky, L. S. (2012). *Thought and language* (Vol. 29). MIT press.