


## Why and How Non-English Department Students Learn Vocabulary in Using Realia

Asna Usman Dilo<sup>1</sup>  IAIN Sultan Amai Gorontalo, Indonesia  
[asnadilo77@iaingorontalo.ac.id](mailto:asnadilo77@iaingorontalo.ac.id)

 <https://doi.org/10.58194/eloquence.v1i3.382>

---

### Article History

Received:  
06 Oktober 2022  
Accepted:  
01 November 2022  
Published:  
30 December 2022

---

### Abstract

**Background:** Vocabulary is the most basic thing to be mastered in learning English; learning vocabulary should start with real things.

**Purpose:** Research to interpret and provide an in-depth understanding of why and how non-English department students learn vocabulary using realia and why they learn the way they do.

**Method:** This research is a classroom action research that aims to improve students' communicative competence in English.

**Results and Discussion:** The results showed that lecturers could motivate students in communicative competence by using realia teaching materials. This can be seen in the results of research that has experienced a significant increase. This can be evidenced by the increased ability of students to describe things and communicate well and smoothly during the teaching and learning process. Students easily draw what is happening around them due to acquired or events in their area.

**Conclusions and Implications:** By using realia teaching materials, lecturers can motivate students in communicative competence, which can be seen from the research results that have experienced a significant increase. This can be evidenced by the increasing ability of students to describe things and communicate well and smoothly during the teaching and learning process. The implication of this research is to motivate students to communicate, and it must start with what exists and happens in the environment where they live so that they can easily find difficult words.

---

### Keywords:

*Learn Vocabulary; Realia; Non-English Students*

---

Corresponding Author:  
**Asna Usman Dilo**  
[asnadilo77@iaingorontalo.ac.id](mailto:asnadilo77@iaingorontalo.ac.id)

---

### Abstrak

**Background:** Kosakata merupakan hal paling dasar yang harus dikuasai dalam Belajar bahasa Inggris, pembelajaran kosata semestinya dimulai dari hal-hal nyata.

**Purpose:** Penelitian untuk menginterpretasi dan memberikan pemahaman mendalam tentang mengapa dan bagaimana siswa departemen non-Inggris belajar kosa kata dengan menggunakan realia dan mengapa mereka belajar seperti yang mereka lakukan.

**Method:** Penelitian ini merupakan penelitian tindakan kelas yang umumnya bertujuan untuk meningkatkan kompetensi komunikatif siswa dalam bahasa Inggris.

**Results and Discussion:** Hasil penelitian menunjukkan bahwa dengan menggunakan bahan ajar realia, dosen dapat memotivasi mahasiswa dalam kompetensi komunikatif dan hal tersebut dapat dilihat pada hasil penelitian yang mengalami peningkatan yang signifikan. Hal ini dapat dibuktikan dengan meningkatnya kemampuan siswa dalam mendeskripsikan

---

---

sesuatu dan berkomunikasi dengan baik dan lancar selama proses belajar mengajar dan siswa dengan mudah menggambar apa yang terjadi di sekitarnya karena diperoleh atau peristiwa yang terjadi di daerahnya.

**Conclusions and Implications:** Dengan menggunakan bahan ajar realia, dosen dapat memotivasi mahasiswa dalam kompetensi komunikatif, yang dapat dilihat dari hasil penelitian yang mengalami peningkatan yang signifikan. Hal ini dapat dibuktikan dengan meningkatnya kemampuan siswa dalam mendeskripsikan sesuatu dan berkomunikasi dengan baik dan lancar selama proses belajar mengajar dan Implikasi penelitian ini adalah dalam memotivasi siswa dalam berkomunikasi, harus dimulai dari apa yang ada dan terjadi di lingkungan tempat tinggalnya sehingga dapat dengan mudah menemukan kata-kata yang sulit.

---

**Kata Kunci:**

*Belajar Kosakata; Realia; Mahasiswa Non-Inggris*

---



This is open access article under the

[Creative Commons Attribution-ShareAlike 4.0 International License.](https://creativecommons.org/licenses/by-sa/4.0/)

---

## INTRODUCTION

English as an international language is experiencing rapid development in terms of its use and the quantity of the speaking community. This widespread use of English is not due to the movement of native speakers to other regions but tends to be due to individuals learning it. In Indonesia, English feels increasingly important to be known by both people living in cities and rural areas for several reasons. First, according to the national curriculum, English is the first foreign language students learn. Second, English is the primary language in international relations. Therefore, the ability to speak English is the primary key to being able to open everything related to the global world.[1]

Although English is significant, there are still many people who are not able to use it to communicate. Based on the experience of researchers as lecturers in the Sharia Banking department at each level which contains more than 32 students, only 10 or 11 people scored 3.5 in English II courses; even many still got a score of 2. This shows that students' ability to communicate in English is still lacking.

The lack of ability to communicate in English can be caused because students come from different home schools. English courses are general courses. The materials used and the examples given are too far from their lives, so what is taught and what they experience is very far away. Gardner in Holt suggests that the interrelated factors in the mastery of the second language are: the social and cultural milieu, individual learner differences, the place and context of the language (the setting or context in which the speech takes place), and linguistic outcomes. Students may master grammar quickly, but they may not necessarily be able to communicate actively.[2]

One of the essential priorities in learning English is teaching materials. What is meant by teaching material is the crucial input language learners receive in the classroom. This teaching material is in the form of printed materials such as textbooks, workbooks, worksheets, teaching materials that are not printed, such as tapes or audio materials, videos, and materials that include both published or not printed fabric on the internet.[3] In addition, materials not designed for teaching, such as magazines and newspapers, play a role in the curriculum. Teaching materials like this are being favoured nowadays, especially in English teaching. Teaching materials like this by Freeman are called realia. The word realia comes from the word accurate word, which means teaching material from the real world.[4]

Realia are ready-made knowledge because it is in a student environment. The teacher's task is to present the realia in the classroom by provoking this knowledge to stimulate students to communicate. A good teacher or teacher must be able to act as a motivator, informant, diagnoser, and corrector. That's why researchers are interested in making realia teaching materials that can improve students' communicative competence in English and apply to students majoring in Islamic Banking.

This study explains the study's results and interprets them comprehensively by providing an in-depth understanding of why and how students of non-English majors learn vocabulary by describing techniques using realia materials and why they know the way they do.

## LITERATURE REVIEW

### Communicative Competence

The process of communication is essentially the process of conveying thoughts or feelings by a communicator to another person (communicant). Thoughts can be ideas, information, and opinions that emerge from the speaker's mind.[5] Emotions can be in the form of confidence, assurance, indecision, worry, anger, courage, excitement, and so on that arise from the bottom of one's heart. Communication that occurs between humans is very complex and is a changing phenomenon, but specific characteristics are the cause of transmission.

Ineffective communication can mean a desire to make communication effective, both in terms of the speaker's and listener's perspectives; at the time of communication, communicators and communicants process language variations. The listener may have an idea of what the speaker will say. Still, they must usually prepare themselves to process a variety of grammar and vocabulary so they can understand precisely what the speaker is saying.[6]–[8]

So, communication is not only limited to giving information so that others understand but also giving persuasion, that is, making others understand, and giving influence, that is, making others willing to accept an understanding or belief, to make a change or activity. The problem is how to make the thoughts and feelings conveyed by the communicator understandable, taken, and even done by the communicant. To achieve this, a communicator must have the competence to convince the communicant to be willing to hear and believe something he says. The competence used in such situations is communicative competence.

Communicative competence refers to a person's ability to use language correctly in communicating. Celce Murcia et al. state that Del Hymes first introduced communicative competence in 1967 and 1972 as an opponent of Chomsky's opinion positing linguistic competence, which later became the basis for teaching language communicative.[9]

As quoted by Murcia, Canale and Swain propose a communicative competency theory framework consisting of three kinds of competencies: grammatical competence, linguistic competence (sociolinguistic competence), and strategic competence (strategic competence). By Canale, this model was developed by adding one competence, discourse competence.[10]

Communicative competence is a combination of abilities teachers must understand in teaching foreign languages, especially English. However, many still think that if there is a question and answer, the lecturer asks, and the student answers, it means that communicative competence has been achieved because student students are already considered to be able to communicate. Communicative competence is not just able to answer questions asked by

others but a system of knowledge and skills required in communication that includes at least four competencies.[11]–[16]

In communicating, the speaker has a choice about what to say and how to say it. Actual communication must have a purpose so that the speaker can judge whether or not the goal is achieved based on the information he receives from his listeners. If the listener does not answer, communication is not performed, and the conversation cannot yet be categorized as communicative.

### **Realia Teaching Materials**

Realia is a form of authentic material or "authentic material." From natural life", which are things that can be directly felt and experienced by students because they are in the environment of their daily life or natural phenomena that occur in the surrounding environment.

By using authentic materials, students can apply directly or use English in their daily activities. The material in question may be articles, newspapers, magazines; student reports that he heard from the radio, or his travels during the holidays. Using realia teaching materials in the classroom can bring several advantages, including:

**Table 1.** Advantages of Using Realia Teaching Materials

1	Students can be brought to honest discourse, such as videos featuring interviews with influential people.
	Students can get information about things that happen in the surrounding world.
3	Textbooks usually do not cover the use of English corresponding to actual events or events that occurred at a particular moment in society. Using realia, students can know the correct language according to the events that occur.
4	Students can find out their achievements.
5	The same material can be used in several meetings with different tasks.
6	The forms of language change can be demonstrated in that material so that they can practice the forms.
7	Students can develop a love of reading if they are given a pleasant reading according to their interests, especially if they are allowed to comment on the topic being discussed or regarding authentic material used in class. [17]

From the description above, it can be concluded that using the realia referred to in this study is to carry out the learning process by using authentic material either as teaching material or as teaching aids to make it easier for learners to learn vocabulary or the second grammar they are learning.

### **Procedure for Using Realia Teaching Materials**

When they first used realia materials in the classroom, Kelly et al. gave handouts to each student and told them to do the assignments individually. However, experience shows that working in pairs is better because students tend to be more enthusiastic and can work harder. Each couple is given realia material and questions for handouts. The results are exciting, students get more information (bright), and many participate. Students with different abilities tend to help each other so that no one feels the most stupid. To students, it is said that their work will be collected, making them more focused on completing their tasks.[18]–[22]

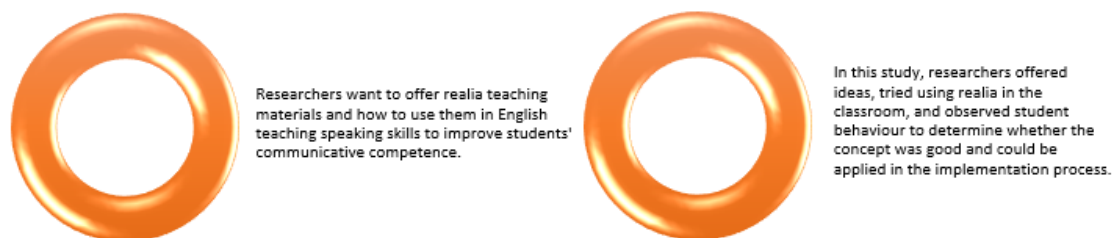
After the material is shared, it is explained about the things in the handout, for example, the importance of the table of contents in the pamphlet or the legend on the map.

This opportunity is also suitable for explaining abbreviations and difficult words or expressions. When students work on assignments, lecturers control and comment on their work, which can help them if they encounter obstacles to specific questions. After the time is up, the lecturers collect work and hand it out, then discuss in the classroom the difficulties they encounter in doing the assignment. In preparing printed teaching materials, you must pay attention to the following: 1) Display arrangement, 2) Easy language, 3) Testing understanding, 4) Stimulants, 5) Readability, and 6) Instructional material.

### Implementation of Realia Teaching Materials through Action Research

Action research is a type of research that can offer new ways and procedures to improve and improve the professionalism of teachers in the teaching and learning process in the classroom by looking at various indicators of the success of the learning process and outcomes that occur in students. Action research is a form of reflective research conducted by teachers/lecturers. Its results can be used as a tool for curriculum development, school / Institute development, and the development of teaching skills.[23], [24]

Hopkins states that action research can be in the form of actions by his teachers or colleagues to test assumptions from educational theory in practice or as a tool for assessing and implementing activities in schools or Colleges. This type of research is called Classroom Action Research, which has characteristics such as a social change design proposed for improvement, with a cyclical process based on systematics with reflective principles involving the potential participatory subjects.[25] The opinions of the above experts have made researchers feel confident that class action research is very suitable for use in this study for the following reasons:



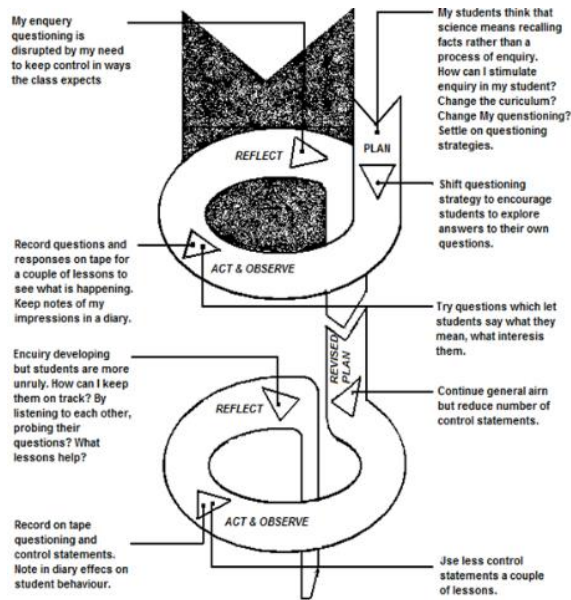
**Figure 1.** Compatibility of Classroom Action Research with Realia

After being tried, researchers and partner lecturers assess the successful application of researchers' ideas through reflection to the extent that realia can improve students' communicative competence. Thus, this research is collaborative with the principle of a win-win solution.

## METHOD

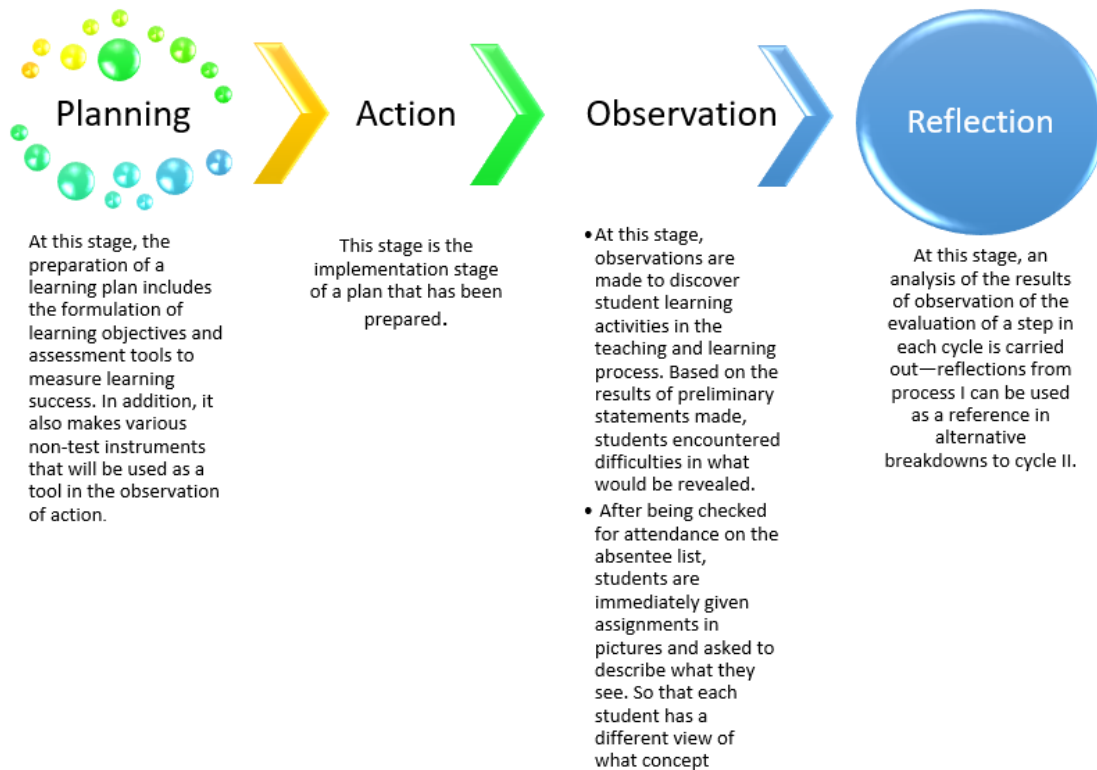
This research is classroom action research[26]–[29] that generally aims to improve students' communicative competence in English. As is typical of action research, researchers offer one way to address learning problems. In this case, researchers seek to improve students' communicative competence in English by using teaching materials very close to student life, which in this study is realia.

This class action research uses work procedures from Kemmis and Mc. Taggart, a spiral cycle including planning, action, observation, and reflection, includes an explanation of the success or failure of the implementation of the step and Revision of action planning in the next cycle, if still necessary for UK improvement. Here's an image of the class action research steps.



**Figure 2.** Work Procedures from Kemmis and Mc. Taggart

This class action research consists of 2 cycles, with each process composed of 4 stages, namely:



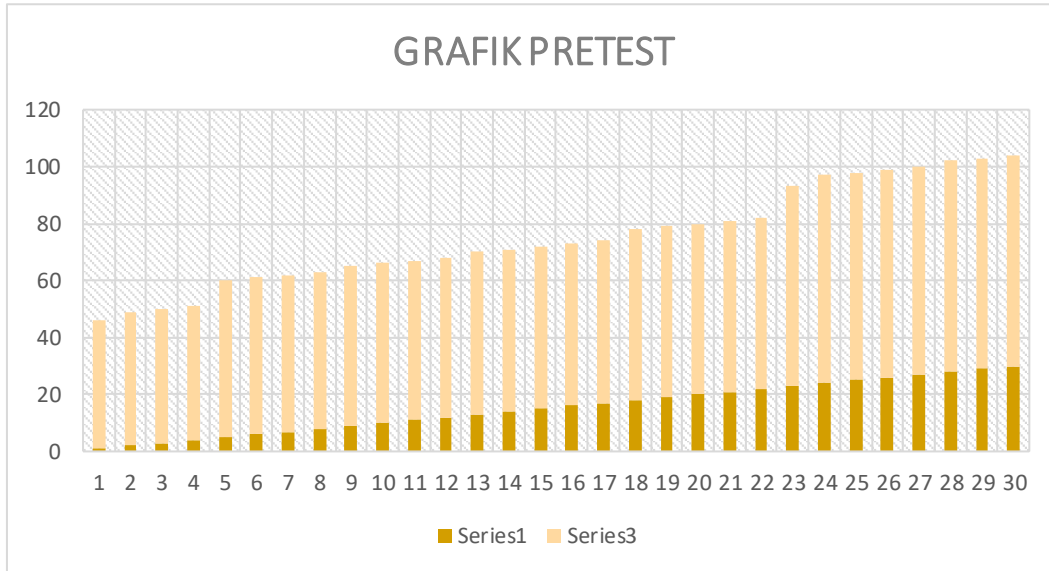
**Figure 3.** The Four Stages of Classroom Action Research

## RESULT AND DISCUSSION

### Preliminary Test Results (Pretest)

From the calculation results, the average value of pretests is 14.53%. This shows that of the 30 people who took the initial test, there were 4, or 0.13% of people who scored 40-54 (including category D) and 18 people, or 0.60%, who scored 55-69 (included in criterion C) and eight people or 0.27% who scored 70-84 (included in criterion B).

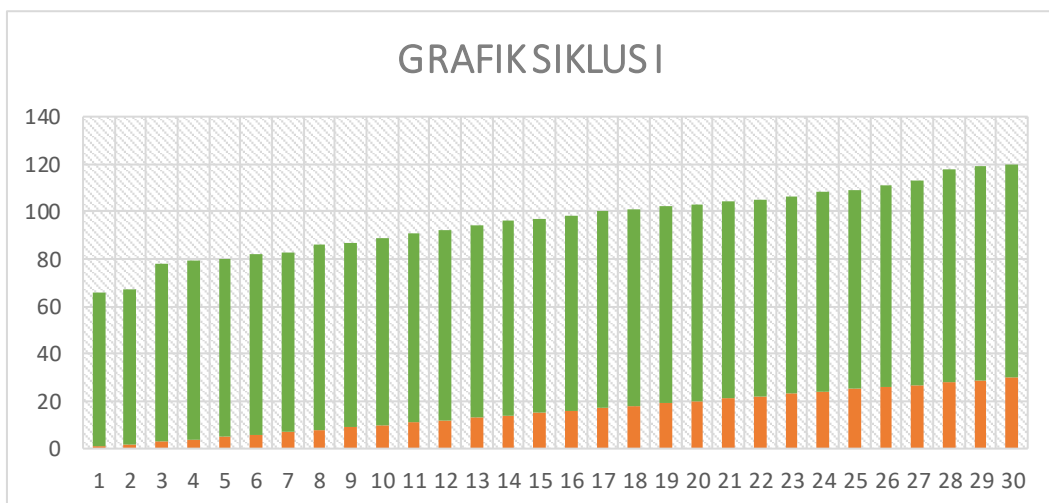
**Pretest Results Graph (Initial Test)**



### First Cycle Test Results

Of students who scored 85-100 (criterion A), four people, or 0.13%, and 21, or 0.7% of people who scored 70-84 (including category B), while those who scored 55-69 (included in criterion C) 5 people or 0.17%. This indicates an increase in competence compared to the achievement of the initial test.

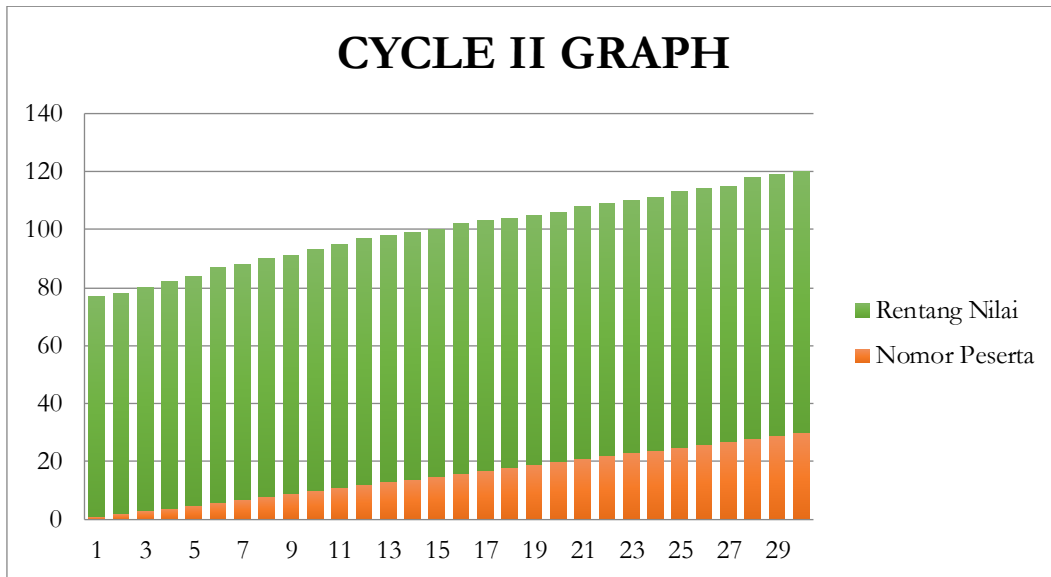
**Graph 1.** The Following Results of The Cycle I



## Second Cycle Test Results

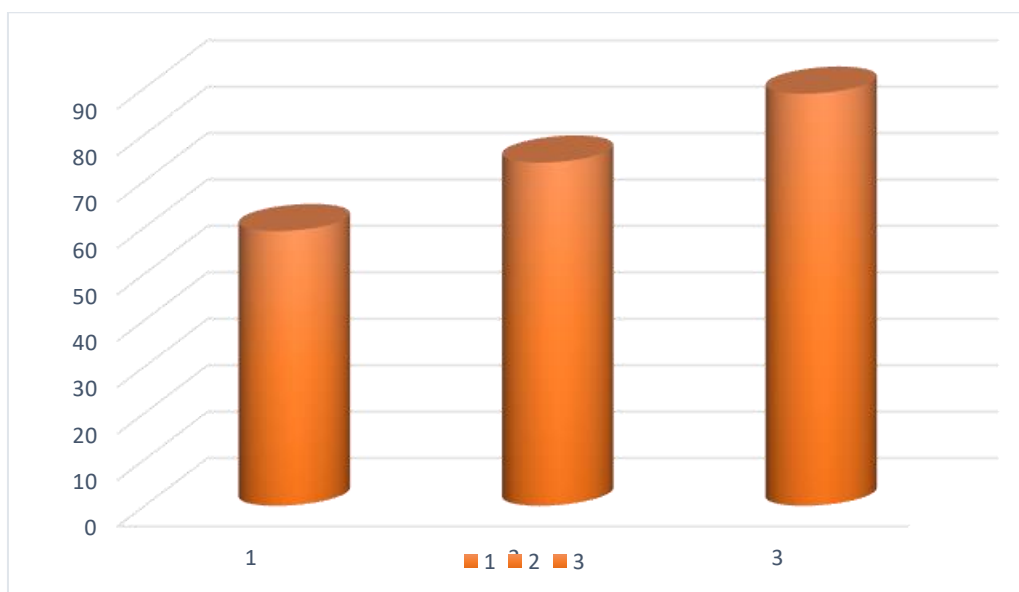
Indicates that students who scored 85-100 (criterion A) were 19 people and 11 people who scored 70-84 (including category B), while those who scored 65-75 (included in criterion C) were absent or 0%. This shows an increase in competence when compared to the achievement of the cycle 1 test.

**Graph 2.** The Following Cycle II Results



For more details on the improvement of test results obtained from the initial test, the cycle 1 test and the cycle 2 test are illustrated through the graph below:

**Graph 3.** Improvement of Initial Test Results, Cycle One and Cycle II.





## Item validity

To find out the validity of the question item, the product-moment correlation formula is used as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

- $r_{xy}$  = item correlation coefficient
  - $N$  = number of students
  - $\sum X$  = score of a specific number of an item
  - $\sum Y$  = total score
- (Arikunto, 1996 : 162)

Criterion:

If  $r_{xy} > r$  (table), it says the item is invalid.

The total number of questions is 35 items. In the test instrument trial, the results of 5 invalid items obtained were numbers 4, 8, 10, and 11,14, where these invalid questions were not corrected and discarded to avoid existing biases. And valid numbers are numbers 1, 2, 3, 5, 6, 7, 9, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.

That means 5 question items have a biserial coefficient ( $r_{bis}$ )  $>$  of the value ( $r_{critical}$ )  $<$  of  $r_{critical} = 0.33$ .

## Reliability Item

A test is said to be reliable if the test is trustworthy and consistent (leg). To find out the reliability of the test, the Kuder and Richardson formula (K-R20) is used as listed in Arikunto (1990: 96) as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum Si^2}{St^2} \right)$$

(James Dean Brown 2005: 181)

information:

- $r_{11}$  = Internal reliability coefficient of the entire item
- $k$  = The number of items
- $S_i^2$  = item Variance
- $S_t^2$  = Variance of test scores

The obtained  $r_{11}$  value is consulted with  $r$  table with a significant degree of 5 %. If the value of  $r_{11} > r_{tabel}$ , then the instrument is reliable. After testing the agency, an  $r_{11} >$  of 0.81 was obtained, and the tool was reliable. Where 0.81 is in the high category.

## Hypothesis Testing

### Data Normality Test Results

Based on the calculation of normality data using the excel windows 2000 program, the data value in cycle 1 obtained the deal of Lilliefors ( $L_o$ ) = 0.1053 less than the table value of Lilliefors ( $L_t$ ) = 0.1498. The data value in process II got the weight of Lilliefors ( $L_o$ ) = 0.1133 less than the table value of Lilliefors ( $L_t$ ) = 0.1498. So it can be concluded that the data is usually distributed, and statistical analysis can be used in this study.

## Homogeneity Test

This homogeneity test uses the Barlet method with a significant level ( $\alpha$ ) = 0.05. Based on the results of the calculation, it is known that the value of  $\chi^2 < \chi^2$  tables, or  $0.005474 < 3.84$ , so  $H_0$  is accepted. It can be said that there is no difference in Variance. So, it can be said that the test results are homogeneous data.

## Variance Analysis (ANAVA)

To test the validity of data on improving students' communicative competence, the ANAVA Test was carried out. The hypotheses proposed are:

$H_0$ : no difference between the cycle 1 test score and cycle two score

$H_1$ : there is a difference between the test scores of cycles one score cycle 2

Testing: Reject  $H_0$  if  $F_{\text{calculate}} \geq F_{\text{table}}$

Based on the Analysis of Variance (ANAVA), shown in the table, the result  $F$  count = 16.3058 was obtained. With DK numerator 1. Because the calculated  $F$  value is greater than the  $F_{\text{table}}$  value or  $16.3058 < 3.985$ ,  $H_0$  is rejected, meaning there is an average difference between cycle I and cycle II.

The discussion in this study is a language that leads to the results of observations during the study, where this class action research is carried out to reflect as a whole on each cycle. The learning process will take place well if there is good interaction between lecturers and students. In the learning process, lecturers must be able to determine the methods used in learning, which are adjusted to the characteristics of the material to be delivered so that learning objectives can be optimally achieved. The learning process can be optimal if there is an activeness of students and lecturers in the learning process, which will have an impact on high student learning outcomes so that the learning process can be of high quality, both in terms of cognitive, affective, and psychomotor.

With the achievement of teaching goals, it can be said that lecturers have succeeded in teaching. The success of teaching and learning activities is known after an evaluation with a set of question items. Before this research, preliminary observations are first carried out to identify the problem.

Based on the results of preliminary observations made, students encountered difficulties in what would be revealed. After being checked for attendance on the absentee list, students are immediately given assignments in pictures and asked to describe what they see. So that each student has a different view of what concept they see in the picture, but what happens is that they have difficulty describing the existing image because the image is not familiar to them. In addition, their lack of vocabulary adds to their inability to teach and learn. So their speaking scores or speaking skills are not satisfactory.

The observation of cycle I, the initial cycle in class action research, revealed that there are still many students when the learning process is not optimal. Pretty proud developments have not been seen, but student activity in learning has increased. Still, the increase in results has not been maximum, so there is a need for improvements that lead to significant development.

From the results of observations, students still have difficulty in grammatical competency indicators, namely being able to make sentences with the correct sentence structure and mastering vocabulary (vocabulary) under the level of knowledge of group III students.

Furthermore, on the indicators of sociolinguistics competence, students have not been able to use appropriate sentences to describe something. Still, at least they can use word equations (synonyms) with other words.

Thus, the researcher continues the research on the second cycle by revising the action.

The Revision of the action plan is established based on the results of observations at the end of the first cycle. The results of the final process are carried out by looking at the effects of statements during the activities in the first cycle and are also based on the analysis of the results of the cycle 1 test.

In this second cycle, researchers emphasize the achievement of grammatical, sociolinguistic, and strategic competence indicators. Researchers pitch ideas to collaborators to enrich the material by providing more structured images so students can easily describe and find appropriate verbs.

In the second cycle, the interactive class gets smoother. Students have dared to come up with their ideas. They all scrambled to want to appear in front of the class to explain the results of their work. Students actively answer questions in English even though they are not entirely grammatically correct.

After being given a revision of the action in the second cycle, that is, learning to communicate by using realia teaching materials with structured images, their communicative competence increases. This can be proven by the final test results, which show that students who scored 85-100 (criterion A) 19 people and 11 people who scored 70-84 (including category B), while those who scored 65-75 (included in criterion C) are absent or 0%. This shows an increase in competence compared to the test achievement in the first cycle.

## CONCLUSION AND IMPLICATIONS

Based on the results of research and discussion, it can be concluded that several important things are as follows: Using realia teaching materials, lecturers can motivate students in communicative competence, which can be seen in the results of research that have increased significantly. This can be proven by the increasing ability of students to describe things and communicate well and smoothly during the teaching and learning process. With realia teaching materials, students quickly draw what is happening around them because they are obtained or events that occur in their area.

The implications of this research are; In motivating students to communicate, it is better to start with what is and happens in their living environment so that they quickly find difficult words. The results of this study become a learning reference to improve students' ability to communicate in English. And more importantly, it increases interest in communicating in English.

## BIBLIOGRAPHY

- [1] S. L. McKay, *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford: Oxford University Press, 2002.
- [2] G. dalam J. Norrish-Holt, "Motivation as a Contributing Factor in second language Acquisition," *internet TESL J*, vol. VII, no. 6, 2001, [Online]. Available: <http://iteslj.org/Articles/Norris-Motivation.html>
- [3] B. H. Manalu, "Students Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesia," *JET (Journal English Teaching)*, vol. 5, no. 3, p. 191, 2019, doi: [10.33541/jet.v5i3.1312](https://doi.org/10.33541/jet.v5i3.1312).
- [4] D. L. Freeman, *Technique and Principles in Language Teaching*. Hongkong: Oxford University Press, 1986.

- [5] E. Hutapea, U. Paramadina, and Y. Marlina, "Symbolic Communication in Soul Independent Motor Community of Jakarta ( The Phenomenological Study of Jakarta Independent Soul Fans ) International Journal of Social Science And Human Research Symbolic Communication in Soul Independent Motor Community of," no. November, 2022, doi: [10.47191/ijsshr/v5-i11-27](https://doi.org/10.47191/ijsshr/v5-i11-27).
- [6] S. Budiyo, E. Pranawa, and S. E. Yuwono, "Language as a communication tool, motivation, achievement, negotiation, and business professionals," *Pros. Semin. Nas. Ris. Bhs. Dan Pengajaran Bhs. (SENARILIP V)*, vol. 5, no. Senarilip V, pp. 73–78, 2021, [Online]. Available: <https://ojs2.pnb.ac.id/index.php/proceedings/article/view/219>
- [7] R. S. Sri Hardini, "The Use of Language As A Socialcultural Communication," *J. Littera*, vol. 2019, no. 2157, pp. 1–57, 2019.
- [8] L. Halimah and V. Sukmayadi, "The role of 'jigsaw' method in enhancing Indonesian perspective teachers' pedagogical knowledge and communication skill," *Int. J. Instr.*, vol. 12, no. 2, pp. 289–304, 2019, doi: [10.29333/iji.2019.12219a](https://doi.org/10.29333/iji.2019.12219a).
- [9] H. G. Kim, "Communicative Language Teaching and Second Language Acquisition : Are They Bedfellows?," *Socioling. J. Korea*, vol. 30, no. 2, pp. 39–77, 2022, doi: [10.14353/sjk.2022.30.2.02](https://doi.org/10.14353/sjk.2022.30.2.02).
- [10] et al Marianne Celce Murcia, *Communicative Competence: A Pedagogically Motivated Model with Content Specifications*. California: Regents of the University of California, 1995.
- [11] S. Damrongpanit, "European Journal of Educational Research," *Eur. J. Educ. Res.*, vol. 10, no. 3, pp. 1075–1088, 2022, [Online]. Available: [https://www.researchgate.net/profile/Suntonrapot-Damrongpanit/publication/356662582\\_Effects\\_of\\_Mindset\\_Democratic\\_Parenting\\_Teaching\\_and\\_School\\_Environment\\_on\\_Global\\_Citizenship\\_of\\_Ninth-grade\\_Students/links/61a6dda685c5ea51abc0f7b6/Effects-of-Mindset-Dem](https://www.researchgate.net/profile/Suntonrapot-Damrongpanit/publication/356662582_Effects_of_Mindset_Democratic_Parenting_Teaching_and_School_Environment_on_Global_Citizenship_of_Ninth-grade_Students/links/61a6dda685c5ea51abc0f7b6/Effects-of-Mindset-Dem)
- [12] V. Puzanov, G. Volynets, O. Lesiuk, D. Kharamurza, K. Vashyst, and M. Sadivnycha, "Social Media as a Development Tool English Communicative Competence," *J. Curric. Teach.*, vol. 11, no. 1, pp. 101–116, 2022, doi: [10.5430/jct.v11n1p101](https://doi.org/10.5430/jct.v11n1p101).
- [13] M. D. L. M. Cruz-Ramos and L. E. Herrera-Díaz, "Assessment of Students' Oral Communicative Competence in English Through a Web Conferencing Platform," *Profile Issues Teach. Prof. Dev.*, vol. 24, no. 1, pp. 143–156, 2022, doi: [10.15446/profile.v24n1.91282](https://doi.org/10.15446/profile.v24n1.91282).
- [14] P. Chaya, "Movie Exploratory Study for Appropriate Cultural Contents for Enhancing Thai EFL Students' English-Speaking Skills and Intercultural Communicative Competence," *Asian Soc. Sci. Humanit. Res. J.*, vol. 4, no. 1, pp. 1–14, 2022, doi: [10.37698/ashrej.v4i1.91](https://doi.org/10.37698/ashrej.v4i1.91).
- [15] A. F. Schukking and R. Kircher, "Professional intercultural communicative competence and labour market integration among highly-educated refugees in the Netherlands," *Eur. J. Appl. Linguist.*, vol. 10, no. 1, pp. 31–56, 2022, doi: [10.1515/eujal-2021-0001](https://doi.org/10.1515/eujal-2021-0001).
- [16] К. Преподавания and Р. Языка, "International Journal of Information and Communication Technologies, Vol.1, Issue 2, June 2020 150," vol. 1, no. 2, pp. 150–158, 2020.
- [17] P. Srinivas Rao, "The Effective use of Authentic Materials in the English Language Classrooms," *Shanlax Int. J. Arts, Sci. Humanit.*, vol. 7, no. 1, pp. 1–8, 2019, doi: [10.34293/sjash.v7i1.556](https://doi.org/10.34293/sjash.v7i1.556).
- [18] A. N. Annisa, N. Angraini, and B. Ulfah, "Enriching Students' s Vocabulary Using Realia of Seventh Grade Students of SMPN 38 Palembang," vol. 1, no. 12, pp. 4262–4269, 2022.
- [19] P. Mokal, "The Use of Realia to Improve Young Learners' Vocabulary," *J. English Lang. Teaching, Lit. Cult.*, vol. 1, no. 1, pp. 46–53, 2022, doi: [Artikel Siap Submit.docx](#)
- [20] F. Adel, 1," vol. 46, no. 2, pp. 229–239, 2022.

- [21] R. Purnamasari, R. Regina, R. Prodi, P. Bahasa, I. Fkip, and U. Pontianak, "Improving Students' Vocabulary Using Realia," vol. 7, no. 8, pp. 1–8, 2018, doi: [Artikel Siap Submit.docx](#)
- [22] F. Irfan, T. H. Awan, T. Bashir, and H. R. Ahmed, "Using Realia to Improve English Vocabulary at Primary Level," *Multicult. Educ.*, vol. 7, no. 3, pp. 1–15, 2021, doi: [10.5281/zenodo.4647933](#).
- [23] T. Supriyadi and J. Julia, "The problem of students in reading the Quran: A reflective-critical treatment through action research," *Int. J. Instr.*, vol. 12, no. 1, pp. 311–326, 2019, doi: [10.29333/iji.2019.12121a](#).
- [24] C. C. Hyun *et al.*, "Implementation of contextual teaching and learning (CTL) to improve the concept and practice of love for faith-learning integration," *Int. J. Control Autom.*, vol. 13, no. 1, pp. 365–383, 2020.
- [25] D. Hopkins, *A Teacher's Guide to Classroom Research*. Philadelphia: Open University Press, 1993.
- [26] A. Damayanti, N. Priyanti, I. Iswan, and L. Rahmawati, "Increasing Social Skill Children Aged 4-5 With the Chaterpillar Game," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 3, pp. 2404–2410, 2022, doi: [10.31004/obsesi.v6i3.1855](#).
- [27] R. H. Barus and J. Tampubolon, "Improving Students' Vocabulary Achievement through Anagram," *J. Classr. Action Res.*, vol. 1, no. 1, pp. 8–15, 2022, doi: [10.52622/jcar.v1i1.50](#).
- [28] M. Misdi, N. Hartini, R. Destiana, and K. Komarudin, "Continuing classroom action research toward sustainable high school teachers in Indonesia," *J. Abdimas Indones.*, vol. 2, no. 1, pp. 54–59, 2022, doi: [10.53769/jai.v2i1.167](#).
- [29] J. Ferstephanie and T. Lady Pratiwi, "the Effect of Tiktok Platform To Develop Students' Motivation in Speaking Ability: a Classroom Action Research," *Wiralodra English J.*, vol. 6, no. 1, pp. 1–12, 2022, doi: [10.31943/wej.v6i1.147](#).
- [30] s Mufarroh, "Authentic Materials Of Choice Among English Lecturers - Penelusuran Google," vol. 5, pp. 162–174, 2022, doi: [doi.org/10.31539/leca.v5i2.1280](#).
- [31] L. A. S. Hidayati Pratiwi, "The use of authentic material in teaching vocabulary; an experimental study the first grader of SMAN 1 Batukliang in academic year 2015/2016 ( 1 )," vol. 2016, no. 2, pp. 71–79, 2016, doi: [doi.org/10.31764/leltj.v9i1.739](#).