



RESEARCH PAPER

The Use of Pictures and Realia to Improve Students Vocabulary Mastery: A Classroom Action Research of Fourth Grade Students

¹Dr. Muhammad Akram* ²Dr. Samina Sarwat ³Tariq Mehmood

1. Assistant Professor, Institute of Humanities & Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan, Punjab, Pakistan
2. Director, Institute of Humanities and Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan, Punjab, Pakistan
3. M. Phil Scholar, Institute of Humanities & Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan, Punjab, Pakistan

***Corresponding Author** muhammadakramw@gmail.com

ABSTRACT

The research is about the use of pictures and realia to improve students' vocabulary Mastery of fourth grade students. This research is Classroom Action Research (CAR). It is performed in two groups. The researcher takes position as an observer who observes the whole thing that happens in the class while the teacher plays CAR for the students. The numbers of the participants in this study are 40. The writer makes use of test to accumulate the data. Realia is a word which tells us that use of real material or authentic material in the classroom action research to teach the students. It explains the actual situations in which learner are living. Realia gives life to the vocabulary of new words. It is helpful for the students in learning new vocabulary. It has variety of ways which support improving English vocabulary. There are a lot of things which we will use as a teaching aid to improve students' vocabulary mastery. Realia is a coaching aid in teaching vocabulary to the students. It motivates the students and will increase their interest of aid. Use of realia offers stimulation and learning the vocabulary of the student memorable and strong.

Keywords: Classroom Action Research, Control Group, Experimental Group, Picture, Realia, Vocabulary Mastery

Introduction

The study focuses on the use of images and realia to enhance fourth-grade student vocabulary proficiency. This study is known as Classroom Action Research (CAR). Two groups experimental and control are included in this research. Picture is a type of learning that may be used to teach a topic. According to Fathima Muzatha and Mohamed Riyath (2019), picture is a flat visual depiction of an object. Picture can be created using devices such as digital camera, scanner or work of art created on the computer. Realia is a term that refers to the use of genuine real-world materials in classroom action research to educate student. It is now our goal to discover realia and utilize it in our classrooms to help students improve their vocabulary.

Vocabulary is a collection of terms for a specific language or a list or group of words that individual language speakers could employ (Singh, 2009).

English is very important in people lives, particularly in the realms of communication and employment. Traditionally, children were taught English as a subject in primary school. According to Byrnes (2014), vocabulary is very important to acquire in English language classes. Furthermore, as the learning process progresses, student have to address the problem there, the instructor must use an additional technique and skill to get them to participate, since the fourth grade students' vocabulary mastery and learning process have been ineffective. There are many types of media, such as pictures, diagrams,

charts, realia, graphs, and so on. As a result, research seems that these pictures and realia are clearly appealing for use with primary school children who are still struggling with vocabulary acquisition.

Literature Review

The research is about the use of pictures and realia to improve students vocabulary mastery of fourth grade students. This research is Classroom Action Research (CAR). Realia is a word which tells us that the use of real material or authentic material in the classroom action research to teach the students. Venville and Treagust (1996), says that mostly realia is feasible to be used in the classroom. We can easily discover the real matters in all around us. To assist students with the development of vocabulary we must find realia and use it in the classroom. Vocabulary is the foundation of any language. Furthermore, students have a better chance of mastering vocabulary before acquiring other English abilities.

Vocabulary mastery aids comprehension in both written and spoken communication. Vocabulary, of course, is the foundation for learning other skills such as listening, speaking, reading, and writing. In the field of education, the term "realia" refers to particular real-life things. Presentation of vocabulary with the help of realia in vocabulary teaching actually means bringing real objects or something else from the classroom to illustrate vocabulary teaching, while in the case of difficulty in interpreting those objects that are not possible to use in classroom teaching, those objects can be replaced with maps, photographs of those materials or pictures.

Pictures

Picture is a flat visual representation of an object, person, or vista, the primary purpose of which is to draw attention to or emphasize a particular object. .

Role of pictures in ESL

According to Ruiz, Sarabia, Sánchez, and Ortiz (2021), images may serve various purposes in the classroom, including

- a. Motivating students to pay attention and participate.
- b. Illustrations add to the context in which the language is employed. They bring the rest of the world into the classroom with them.

Types of Pictures

According to Rugg and Mc George (1997), there are several sorts of pictures:

- Look at the chart for a picture.
- Photographs of locations
- Historical photographs
- Photographs from the news
- Maps and symbols in pictures
- Texts and images

Realia

According to Marfil (2018), Realia as an actual thing or items brought into a classroom as an example or as aids to be discussed or written about. Realia is also used in the classroom by the teacher to help the student better understand the things that are being taught. Realia is an associative bridge between the school and language (Smith, 1997).

Use of Realia

The use of realia in vocabulary presentations allows students to connect content from the textbook to real-life situations (Kuśnierek, 2012). As a result, utilizing realia to increase students' vocabulary mastery would be helpful, and it is anticipated that using realia can improve students' vocabulary mastery (Andini, Sutarsyah, & Sudirman, 2019).

Characteristics of Realia

Wantini (2010) enumerated some features of realia they are:

They are grounded in reality.

They are generally more transportable, touchable, manipulable, observable and accessible than the entire environment in which they are found.

They are nearly endlessly diverse.

Vocabulary

According to Pettman (2013), vocabulary is a collection of terms for a specific language or a list or group of words that individual language speakers could employ.

Types of vocabulary

There are two types of vocabulary : receptive vocabulary and expressive vocabulary.

Receptive vocabulary

Vocabulary for receiving information Receptive vocabulary refers to the words that recognize when we are listening or reading, as well as the words that recognize when we are receiving thoughts from others.

Expressive vocabulary

Vocabulary for expressing oneself the words that we use when we talk or write, as well as the words that we use when we convey our thoughts to others, are referred to as expressive vocabulary (DeThorne, Petrill, Hayiou-Thomas, & Plomin, 2005).

Vocabulary mastery

The ultimate goal of the learning process is for the student to demonstrate mastery of the subject matter under consideration. Initially, students will be expected to acquire foundational understanding of the subject in order to establish the groundwork for mastering the subject's other higher level skills later on in the course. To earn the title of English master, students must first pass through a series of stages that are comparable to those found in other courses, such as grammar and vocabulary (Leki & Carson, 1994).

Material and Methods

Population

Researcher selected students of grade four studying at Govt. Primary schools of District Rahim Yar Khan as population of this study.

Sampling

Researcher selected 40 students for the experimentation procedure. Students were divided into two groups, the experimental group and control group. The sample was from

collected two different schools of Markaz Latki District Rahim Yar Khan using simple random sampling technique.

Time and place of the research study

The study was conducted during academic session 2021-2022. For eight weeks, the researcher will teach students to the experimental group using images and realia. The researcher will educate a controlled group without the use of realia. The researcher used two groups.

Research Framework

It was an experimental study having two groups namely:

1. Experimental Group
2. Control Group

Experimental group comprised of the participants that were exposed to treatment of the researcher whereas the Control group was a group of participants who did not receive any kind of treatment by the researcher during the course of this study. The EG with picture and realia, CG with traditional method were given to determine the students.

Variables

The study addresses two variables independent and dependent;

- Independent variables: using pictures and realia for teaching purpose were independent variables
- Dependent variables : On the other hand, the effectiveness of this course on students' English learning skills is dependent variable.

Data Collection tools

For data collection, the total numbers of participants of the class were 40 that were taken as representative sample. These participants came from Government schools, from rural areas as well as from surrounding villages.

- The researcher employed test for data collection from sample students.
- Researcher arranged two different types of tests are administered and assigned as pre-tests and post-tests in both groups.

Procedure

Pre-test and post-test designs were used in the current investigation. The exam was given to two groups, one CG and the other EG in that order. Two groups were formed via a simple random selection of freely available volunteers in the experiment. Both the pre-test and the post-test were identical. The EG received a unique treatment based on various activities and learning materials linked to the phonic approach. A picture and Realia-related flashcard set was provided by their teacher. During listening time, all the students listened to the phonemic word cards played on the phonemic tape. Two groups are included in this research. As the instructor plays CAR for the students, the researcher becomes an observer and watches everything that occurs in class. Total number of 40 students are involved in this study. The researcher collected data using a test. After a four weeks treatment period, both groups were re-examined by administering a post-test. The researcher obtained information from the pre-test and post-test findings. This concept was offered as a way to manage all

internal validity sources. T-test should be used to compare or evaluate the data. The current research study's variables include learning tools and learner performance. In this research study, the independent variable was phonemic activities, such as A/V aids, and the dependent variable was learner performance, which varied with the capacity to teach English phonemes using the phonic approach. The impact or effect of picture and realia was evaluated using dependent variables, such as the learners' outcomes or marks in the pre-test and post-test. The results of statistical computations using SPSS 20 software for revealed that the Phonic approach was practical in teaching speaking skills to primary school children in an ESL classroom. The results of the pre-test and post-test score computations are shown in the subheadings below for further explanation. the difference between pre-and post-test values was calculated. The proportion of the total number of participants is shown in the tables in this report. The experimental group's mean score is greater than the control groups' mean score. As a result, it may be inferred that the EG's therapy was effective.

Data Analysis

This research study aims to see if utilizing the picture and realia to teach English learning vocabulary skills to primary school students is effective, as well as to see how learners react to using the picture and realia method to teach speaking skills in ESL classroom. The results of statistical computations using SPSS 20 software for revealed that the Phonic approach was practical in teaching speaking skills to primary school children in an ESL classroom. A group of 40 primary students were randomly separated into two groups, one controlled and the other experimental. The former group received traditional instruction, whereas the EG received picture and realia. Both groups underwent pre-and post-testing of their speaking abilities. The therapy lasted a total of four months. For statistical significance, the difference between pre-and post-test values was calculated. The proportion of the total number of participants is shown in the tables in this report.

Results and Discussion

Table 1
Data Analysis of EG and CG Pre-tests

	M	SEM	SD	Variance	N
Pre-E	23.55	0.23759	1.06252	1.129	20
Pre-C	23.325	0.20286	0.90721	0.823	20

The EG mean was 23.55 before the test, with a standard deviation of 1.06. With a value of 0.000, the results were statistically significant. The CG's mean pre-test score was 23.32, with a standard deviation of 0.90. The mean score of the marks obtained from the researcher's sample was not significantly different for the pre-test of the EG, which was 23.55, and the pre-test of the CG, which was 23.325, with the standard error of the mean for both groups being 0.2. A graphical representation of the values is shown below, along with the comparative mean and standard deviation.

Table 2
Experimental and Controlled group post-tests

	M	SEM	SD	Variance	N
Post-E	45.35	0.38916	1.74039	3.029	20
Post-C	33.755	0.23625	1.05655	1.116	20

The post-test results of the EG and CGs are presented in table 4.2. The EG's post-test mean was 45.35, with a standard deviation of 1.74, whereas the CG's post-test mean was 33.755, with a standard deviation of 1.05. The results were statistically significant, with a

value of 0.000. As a result, the data reveal that the EG's marks were more evenly distributed, but the average was higher.

Table 3
One Sample Statistics

	N	M	SD	SEM
Pre-E	20	23.5500	1.06252	0.23759
Pre-C	20	23.3250	0.90721	0.20286
Post-E	20	45.3500	1.74039	0.38916
Post-C	20	33.7550	1.05655	0.23625

The EG's mean score is 23.55; whereas the CG's mean score is 23.32. The standard deviation of the EG is 1.74, whereas the standard deviation of the CG is 1.05. The EG's standard error mean is 0.23, whereas the CG's standard error mean is 0.20. As a consequence, it may be stated that neither group's outcomes were substantially different or equal. The two-tailed significance is 0.515, which is more than 0.05. It may be assumed that there was no significant difference in their original abilities.

Table 4
One Sample T test

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-E	14.9	19	.000	23.55000	3.0527	4.0473
Pre-C	16.3	19	.000	23.32500	2.9004	3.7496
Post-E	13.7	19	.000	45.35000	4.5355	6.1645
Post-C	15.8	19	.000	33.75500	3.2605	4.2495

After examining the mean and other data from the previous table for all four tests, this table compares the P-value with the DF value. For all of the comparisons, the DF value is 19.

Table 5
Both results EG and CG

	EG	CG
Pre-Test	23.55	23.325
Post-Test	45.35	33.755
Percentage Increase	50.7%	12.49%

The EG and CGs were given the pre-test to evaluate the students' beginning ability and equality, as well as to verify that the two groups' initial skills were not significantly different. The researcher deduces from the statistics mentioned above that the post-test assessment has increased by 50.7 percent. There was a 12.95 percent rise in grades in the CG, which is nearly one-fourth of the increase in the other group. We may say that responders improved their learning capacities by 50%. This demonstrates the importance of using the picture and realia approach at the primary level since the students have profited.

Findings

The number of participants, mean score, standard deviation, and standard error are all parameters to take into account when calculating the pre-test and post-test result using group statistics. The EG's mean score is 45.35; whereas the CG's mean score is 33.75. The standard deviation of the EG is 1.74, whereas the standard deviation of the CG is 1.05. The EG has a standard error mean of 0.38, whereas the CG has a standard error mean of 0.23. The two-tailed significance is 0.002, which is less than 0.05. This measurement is made up

of the EG score from paired samples statistics, paired-samples correlation, and paired samples test. The experimental group's mean score is greater than the control groups' mean score. As a result, it may be inferred that the EG's therapy was effective. So, there is a significant improvement after using pictures and realia to improve students vocabulary mastery.

Discussion

In order to evaluate the efficacy of learning English as a second language, the researcher focused her research study on the application of the picture and realia. The tiredness of any kind harms the picture and realia learning process. This results in a lack of interest in learning the phonic approach. The ability to understand phonemes is dependent on the age of the learners. This contributes to the learner's shaky grasp of phonemic comprehension. Every student is unique in his or her personality. He or she has a wide range of interests. Any learner's particular interests play a significant influence in their comprehension of picture and realias. There will be no progress in the learning of phonemic ideas in such a situation. Picture and realias were seen as a hardship by the student. The emotional state of a student is thought to be directly related to the learning process. People who were emotionally satisfied and happy performed better in all areas of life. The students learn faster and have a better understanding of the material. A learner will make significant progress in his or her chosen field. In this approach, the picture and realias research study will be both long-lasting and straightforward. It can be memorized for a more extended amount of time by the student. Based on the result above, the writer concludes that pictures and realia to improve the students vocabulary mastery.

Recommendations

The researcher makes a few recommendations to instructors, students, educational institute officials and future researchers based on the conclusions and findings. The use of the picture and realia in the classroom by English language teachers and instructors might make their job easier since students comprehend concepts more rapidly. The teacher should be creative in using teaching media, for example by using pictures and realia. Really that both of them can interest the students especially in learning vocabulary. The teacher should motivate the students to be more active in expressing their ideas during the vocabulary learning process. The students should be active and creative to get the point of learning process. Using this technique, the instructor may make the learning experience enjoyable, simple, and memorable. It is also suggested to train the teachers of rural residential areas to motivate students and show a positive attitude. Teachers must have a strong command of the English language learning and maintain their sharp skills to develop compelling performers.

References

- Andini, U., Sutarsyah, C., & Sudirman, S. (2019). The Use Of Realia To Improve Students' vocabulary Mastery At First Grade. *U-JET*, 8(4).
- Fathima Muzatha, M. T., & Mohamed Riyath, M. I. (2019). The effectiveness of using Realia in teaching English vocabulary to elementary school students in Sammanthurai zone.
- Marfil, J. A. (2018). *Intercultural Communication Competence Acquisition through English as a Foreign Language. Finnish and Spanish Primary Education Classrooms. A Comparative Study*. Itä-Suomen yliopisto.
- Pettman, D. (2013). *Look at the bunny: Totem, taboo, technology*: John Hunt Publishing.
- Summers, D. (1988). The role of dictionaries in language learning. *Vocabulary and language teaching*, 111-125.
- Byrnes, W. (2014). *Management and the Arts*: Routledge.
- Cao, Z., Yu, Y., Wu, Y., Hao, P., Di, Z., He, Y., . . . He, X. (2013). The genome of *Mesobuthus martensii* reveals a unique adaptation model of arthropods. 4(1), 1-10.
- DeThorne, L. S., Petrill, S. A., Hayiou-Thomas, M. E., & Plomin, R. (2005). Low expressive vocabulary: higher heritability as a function of more severe cases. *Journal of Speech, Language & Hearing Research*, 48(4).
- Kuśnierek, K. (2012). Wyznaczanie zawartości węgla organicznego w wybranych glebach na podstawie odbicia spektralnego w zakresie optycznym.
- Leki, I., & Carson, J. G. (1994). Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL quarterly*, 28(1), 81-101.
- Rugg, G., & McGeorge, . (1997). The sorting techniques: a tutorial paper on card sorts, picture sorts and item sorts. 14(2), 80-93.
- Ruiz, S., Sarabia, L. A., Sánchez, M. S., & Ortiz, M. C. J. F. i. C. (2021). Handling variables, via inversion of Partial Least Squares Models for Class-Modelling, to bring defective items to non-defective ones. 9.
- Smith, B. (1997). Virtual realia. *The Internet TESL Journal*, 3(7), 1-5.