

ABSTRACT

This study aims to explore how realia objects can improve students' vocabulary, focusing on the experiences and perspectives of teachers and students in using realia to teach vocabulary in EFL classrooms. Conducted in one of vocational high school in Ciamis using qualitative case study involved 1 English teacher and 5 students. Data was collected through observation and semi-structured interview, and analyzed using Miles and Huberman approach by transcribing and interpreting reduced data. The results indicate that realia can be a valuable tool for enhancing vocabulary learning and classroom interaction. Students are more likely to be interest and engaged in learning when realia objects are being used than only learning using textbooks, videos, audios or live-spoken by teacher. Vocabulary is a crucial component of the learning process in English, essential for effective communication. Realia, including tangible objects and materials, helps contextualize vocabulary, making it more understandable and easier to grasp. Additionally, classroom activities like role-playing are essential, allowing students to engage in realistic scenarios and prepare for real-life interactions. This research received information where students develop the skills to navigate social situations and communicate effectively. For example, using realia in the classroom, students can learn vocabulary related to specific objects, such as fruits or household items, which can then be applied in real-life contexts. The researcher suggests that future researchers who want to find out more about realia objects to enhance vocabularies for students in a classroom interaction should add more participants such as students when being engaged with realia to have broader insights about the effects of using realia to their social value and vocabulary retention.