

**USING REALIA TO TEACH COMPARISON
TO JUNIOR HIGH SCHOOL STUDENTS**

**Presented to the Department of English Language Education as Partial Fulfillment
of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language
Education**



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APPROVAL SHEET
USING REALIA TO TEACH COMPARISON
TO JUNIOR HIGH SCHOOL STUDENTS

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20322097



Approved by

Supervisor

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that I wrote this thesis entitled Using Realia to Teach Comparison in Junior High School by myself and there is no other work except cited in quotations and references as a scientific paper should.

Yogyakarta, 7 October 2024

The Writer,



Fitriati Zaida
20322097

MOTTO

“Fly your helicopter to your wonderfully fulfilling job, where you spend your days doing incredibly meaningful work that’s likely to save the planet one day.” –Mark Manson.

DEDICATION

This thesis is dedicated to my parents, Mr. Huzairi and Mrs. Marhenida, who always support me in everything, praying and giving all their love for me. And my thesis supervisor Ms. Ista Maharsi who also always provided guidance, patiently to always remind me to finish my thesis, and supported me during the process of compiling and finishing this thesis. In addition, this thesis is also dedicated to me. Thank you for always being strong, thank you for surviving this far, thank you for never giving up, and thank you for always trying to be patient all the time.

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ABSTRACT

This paper explores the use of realia at one of the boarding schools in Yogyakarta, specifically plastic animal figures, snack and fruits, to teach English comparative structures to EFL students. Based on the learning project by incorporating real-world objects for 8th grade junior high school students, realia offers variety, encourages active participation, and provides cultural insights, enriching the learning process. Despite the lack of modern facilities at the school, which limits access to digital resources, realia proves to be an effective, low-cost solution that compensates for this limitation. Through the use of realia, students' curiosity about comparative degrees in English is actively cultivated, making the lesson more interactive and effective. This creative approach enhances students' overall learning experience, demonstrating that hands-on materials can be a valuable tool in language acquisition.

keywords : *Best Practice, Comparative Degree, Real Life Object Materials*

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

1.1 Teaching Context

During my internship program, I am implementing real-life object materials to teach English, specifically on the topic of comparative degrees, at one of private junior secondary madrasah in Cangkringan, Sleman, Yogyakarta. The school follows the K-13 curriculum and faces several facility challenges, including a shortage of English books for each student, limited internet access, and a lack of equipment such as projectors and speakers.

During my internship program in Grade VIII junior secondary madrasah or Madrasah Tsanawiyah (MTsn) at one of the private schools in Yogyakarta, Students in the 8th grade, aged 12, are still considered as young learners according to the classification of Smith (1995) statement characterizes young learners as individuals who are continuously evolving. I taught several lessons, one of which was comparative degrees. Therefore, there is a need for innovation and improvement in teaching comparative degrees, considering the minimal understanding of English among the students at the school where I interned. In the learning process, there is a need for innovation or a learning model adapted to the characteristics of learners. The use of realia can enhance students' understanding of the comparative degree material.

It has long been known that realia can be used as an extra teaching resource in language classrooms (Bawa & Imam, 2020). It is used in lessons to improve students' conception to real-world situations. Teaching English to young learners requires some extra control or engaging activities. One thing that can be implemented in the classroom to improve the quality of English language materials is by using realia. Realia comprises materials such as leaflets, music, pictures, flashcard, menu or maps or any print materials (Gobert, 2018).

Why use realia for the students who have a low motivation in the English language? Not only do junior high school students lack motivation, but teachers also have to make do with a limited toolkit that includes things like whiteboards, books, paper, and real objects instead of more modern technology like projectors. To initiate the learning material in the class, an ice-breaking session with realia objects is employed to assess students' understanding of the comparative material.

Subsequently, the realia learning materials are utilized at the beginning of the class, featuring different-sized apples to acquaint students with the upcoming material. I then distribute small sheets of paper containing several questions related to the differences in those apples (realia objects), which are worked on in pairs. I proceed to define the problem and provide a set of questions for discussion in pairs, outlining the objectives and goals. In essence, the use of realia in teaching serves to imbue the learning experience with greater meaning for students in mastering a concept and

solving problems through creative ideas. This approach aims to foster the creation of outcomes and creativity among the students.

My decision to utilize realia in teaching English, particularly in the context of comparative degree materials, is based on several important considerations. I have observed a significant phenomenon, namely a decrease in learning motivation, especially in English classes, among students in my internship environment. During the two-month internship and a two-week observation period in Madrasah Tsanawiyah, which is located in Kedung, Wukirsari, Kec. Cangkringan, Kabupaten Sleman, Yogyakarta. It became clear that students in middle school, particularly in 8th grade, demonstrated limited enthusiasm and interest in mastering English language skills. Evidently, they showed a lack of attention during classes, tended to engage in unrelated conversations, or even fall asleep, and experienced difficulty actively participating in the learning process, thereby reducing the overall conduciveness of the classroom environment.

In response to this real challenge, I have decided to implement a pedagogical strategy aimed at enhancing student engagement and interest, with one of the strategies being the integration of reality. According to Rokhmawati (2011), realia are actual or semi-concrete objects used as media to facilitate language learning. Realia are teaching materials that can be seen, touched, felt, and brought into the classroom to support the teaching and learning process. Incorporating real objects such as apples, classroom items,

and boxes into the learning approach for the comparative degree material, my goal is to foster a more engaging and interactive learning environment. The main objective is to cultivate students' curiosity about the subject matter related to comparative degrees in English, ultimately leading to increased motivation and active involvement in the learning process. Therefore, this strategic approach is expected to create a more effective learning environment, supporting the development of students' understanding and enthusiasm for the targeted material.

1.2 Consideration of Using Realia to To Teach Comparison in the Teaching Context.

Realia the use of real objects from life—are powerful facilitators of language learning. Realia appeals to more than one sense, and this makes the learning process more memorable, thus enhancing the ability to recall information. Realia comes in handy in illustrating vocabulary and clearly indicating its meaning, especially when teaching those whose mother tongue the teacher does not speak. For example, it helps a lot in learning the names of fruits to be actually shown rather than merely flashcards or written words

Furthermore, the use of realia in the classroom offers a new approach from conventional grammar lessons, particularly in the context of comparative subjects. By addressing topics that genuinely capture students' interest and incorporating elements from the real world, realism often results in higher levels of engagement compared to textbook content. The integration of reality in English as a Foreign Language (EFL) lessons enhances the appeal and enjoyment of the overall learning experience. By

incorporating the use of realia in teaching, it provides an authentic example to students. By bringing real objects into the learning materials in the classroom, teachers can create a dynamic and engaging environment for learners (Hedge, 2000; Widdowson, 2003). The use of realia can also stimulate learners' interest and curiosity, and deepen their understanding of the material being explained (Guariento & Morley, 2001; Benavent & Penamaria, 2011). During my internship program in Grade VIII Junior High School at one of the private schools in Yogyakarta, Students in the 8th grade, aged 12, are still considered as young learners children between the ages of 6 and 12 are in the midst of developing various cognitive abilities, their foundational language systems, hand-eye coordination, and other motor skills. During this phase, they are actively exploring the guidelines for social interaction, gaining an understanding of their own responses to others and to different situations.

Realia would immensely benefit young learners of a language. At this age, children acquire new vocabularies and need real experiences whereby they can assign a word to an object. Realia enhances engagement, making learning more enjoyable and effective (Soames, 2010). It develops a deeper understanding by giving many practical, tangible examples that students are able to see, feel, and manipulate. This is especially so for young learners who are developing their multi-sensory skills through seeing, hearing, touching, and manipulating items. Realia also helps in the development of critical thinking as it allows students to connect what is being taught in the classroom to the real world (Brown, 2001; Richards & Rodgers, 2001). It improves cultural awareness by exposing learners to various products and traditions of culture, further enriching the

learning skills of lively young learners (Wong, Kwok, & Choi, 1995; Hidayati, 2019). However, there are limitations to this. For instance, the schools available for internships may not have enough materials for teaching English, and some teachers may not have English as their primary subject, which can interfere with the use of realia (Linder, 1999/2000; Pujainda Mundarsari, 2023). Despite the challenges, incorporating realism in the process of learning makes the learning of young learners more memorable, interactive and enjoyable.

Improvement in comparative degrees teaching, especially in a school where understanding of English still lacks, is very much necessary to innovate and adapt learning models to characteristics of students. Realia can, therefore, enrich the degree comparison materials understood by students with much more concrete and tangible examples by linking abstract concepts to real objects (Linder, 1999/2000; Pujainda Mundarsari, 2023) . It is helpful not only in teaching information relating to lesson materials but also in teaching sociocultural concepts. Realia increases cultural awareness in that, from the situational presentation, students can construct knowledge that is peculiar to their culture (Wong, Kwok & Choi, 1995; Lyster & Ranta, 1997). For instance, a qualitative descriptive study by Nirmala in 2019 revealed that realia promoted vocabulary learning among young fishermen. I make use of realia, like maps and real objects such as fruit, in my teaching practice to increase the interest of students actively and effectively in comparison material of a low degree, especially in students with low motivation.

CHAPTER II

CONSTRUCT

The current research that conceptualized those reviews that were carried out to synthesize and summarize the state and trend of best practices for putting project-based learning into practice is systematically described in this part.

2.1 Definition of Real-life materials

Realia refers to real-life objects used in the classroom to teach language. Richards and Schmidt (2013) describe realia as "objects brought into the lesson as examples or teaching aids." Realia can be defined as any object that has a purpose outside of an ESL classroom, which can be brought into the classroom for teaching. Soames (2010) defines realia in TEFL as everyday items that aid in the teaching of English. Realia helps students remember lessons by associating an object with its corresponding word or phrase. Teachers can utilize real materials such as newspaper articles , advertisements, pop songs, cartoons, or even bus tickets. This version maintains the original meaning while correcting grammatical errors and improving clarity.

Authentic materials keep students abreast of what is taking place at the moment in the world and in language change. Books, articles, newspapers, and other resources offer a wide range of text types and languages, which vary the input beyond what can normally be found in classroom materials (Peacock, 1997; Rao, 2019).

Language teaching does not have to be limited only to textbooks and worksheets (Peacock,1997;Rao, 2019). Realia and authentic materials diversify the class and offer a glimpse into the culture, making learning more interesting and relevant. This makes the learning experience much better because it bridges the gap between the class content and use in the real world.

Realia, as defined by Richards and Schmidt (1985), are tangible objects brought into the classroom for teaching purposes. They establish a connection between everyday items and language learning, making English lessons easier to remember. Cook (1981) defines authentic materials as language crafted by native speakers for authentic purposes, such as newspaper articles or pop songs. Realia engages students in learning and bridges the gap between classroom learning and real-life application. They expose students to actual discourses, inspire language use in various settings, and keep them updated on global events. Additionally, realia promote reading for enjoyment and offer insights into language evolution. Incorporating real-life objects in language instruction provides diversity, engages learners, and offers a glimpse into the culture of the language being studied.

2.2 The Techniques of using realia to teach

comparison

The effectiveness of using realia can vary, with certain words being more conducive to this method than others. Additionally, the author suggests that realia can be utilized indirectly as a valuable tool for teaching grammar. For instance, items related to

foods and drinks are well-suited for imparting the concepts of uncountable and countable nouns.

Following are some ideas to use realia when teaching, like play games with toys like plastic animals and toy cars to get the interest of children (Kurniati, 2016). To enhance practical language skills, timetables, tickets, and pedestrian maps can be used to create role-play scenarios such as asking for directions or purchasing tickets. Additionally, leveraging mobile phones as a tool can help simulate telephone conversations, practice numerical expressions, scheduling meetings, or discussing new products.

According to Afdiyani (2013), in her exploration, there are five favorable circumstances of realia in showing jargon:

- 1) Realia may be used in any activity, at any stage to help the learners present a new language.
- 2) No special preparation is needed, from using realia. Moreover, it is cost-effective since it is already available in the school setting.
- 3) The realia itself is not used once but several times in the classroom .
- 4) Realia will interest the motivation of the learners.
- 5) Using realia these learners can utilize their five human senses.
- 6) The learners can learn such that they can be in contact with the stable climate.

CHAPTER III

THE IMPLEMENTATION

This section describes the teaching and learning activities implemented in the learning process. Using Real life materials in comparative degree.

- Begin the class by incorporating real-life objects, such as boxes, snacks, and various fruits, to introduce the comparative degree material.
- Use these realia objects to create an engaging atmosphere for learners, encouraging them to participate actively in the learning process.
- Facilitate activities where learners can compare objects or texts, focusing on comparisons of quantity and characteristics among humans, animals, and objects.
- Ensure that the comparisons are made in the context of giving and requesting information, according to the context of their use.

**3.1 Ice breaking activity (pre-teaching):
materials on comparison subjects.**



Figure 3.1 Two apples (Real-life object materials) used during pre-teaching to teach the material on comparison degrees.

Using the real life of two apples for the objects in the 8th grade junior high school

Prior to the commencement of the instructional session, a preliminary inquiry is posed to the students regarding the upcoming subject matter to ensure their preparedness for the class. However, during the ice-breaking activity, it is observed that students in the class generally manifest a diminished level of interest in the impending lesson. This observation is derived from the assessment of 8th-grade students in this secondary school. Evidently, these students consistently exhibit diminished motivation to acquire proficiency in the English language, a phenomenon partially attributed to the inadequate provision of English language materials by the school.

In response to this discerned challenge, a strategic decision has been made to

introduce tangible examples of object comparison, aimed at enhancing the students' comprehension of the forthcoming instructional content. The utilization of apples at the initiation of the class is strategically employed to captivate the students' attention and

 Their focus toward the object comparison lesson right from the commencement of our inaugural meeting. This strategic choice is underpinned by the conviction that tangible, real-world objects carry greater pedagogical significance compared to mere visual representations, particularly when physically present within the classroom environment.

3.2 Filling out a worksheet about two apples to assess students' understanding before starting the main lesson. (Main Teaching)

Member:

ICE BREAKING



Comparative degree

Do you like apple? write one sentences that represent how much you like apple.

Happy apple	Sad apple
<ul style="list-style-type: none">	<ul style="list-style-type: none">

Figure 3.2 Ice breaking worksheet about comparative realia object

Worksheets are distributed to the students in pairs, role in facilitating students' comprehension. I selected two apples of different sizes to present to the students at the beginning of the lesson. The students were directly engaged in observing the differences between the two apples. I distributed worksheets containing questions related to these differences, which they then discussed with their partners. Through direct experience with real-world objects, students could apply the concept of the comparative degree when comparing the size, color, and other characteristics of the two apples. This

approach not only provides conceptual understanding but also allows students to actively engage in the learning process. By employing realia, the teaching process becomes more captivating, relevant, and provides a profound hands-on experience for the students after they have been asked to observe the differences between the two apples on the teacher's desk. I provide an initial explanation to the students regarding what information should be filled in and guide them on how to complete the worksheet.

Figure 3.3 The result of student's icebreaking worksheet

From the result of the student's icebreaking worksheet, Many students in the classroom expressed interest and posed questions regarding the realia object, the apple.

Although not all of them filled out the table accurately, the learners successfully demonstrated initial enthusiasm towards the realia object. Some of the questions they asked revolved around:

Miss, does the apple have a sweet taste?

How many apples do you have, Miss?

Is any of the apples spoiled, Miss?

These brief inquiries indicate that vocabulary learning using realia, particularly in comparative degree, can capture the attention and interest of students who have low motivation in learning English

3.3 Utilizing realia as objects for explaining the material on comparison degree. (post-teaching)



Figure 3.4 Two animal plastics are used during the post teaching as another example to explain the material comparison degree in the classroom.

To implement the teaching approach using real-life plastic animal objects to illustrate the animal objects to illustrate the comparison of two objects. Explaining the comparative degree using plastic animal figures can be a creative and engaging teaching approach. I used two plastic animal figures found in the classroom, a red and a yellow dinosaur, as an example. I introduced the plastic animal figures to the students, mentioning the types of animals and describing their characteristics, such as the luxurious color of the dinosaurs and the yellow color of the tyrannosaurus. I used the comparative degree to compare the size of the two animals. Example sentences could be, 'The red dinosaurs is larger than the yellow dinosaurs' During the material explanation, I made an effort to build interaction with the student. Snack also being used for another example to teach comparative degrees using real life object materials. After being assisted by using real-life objects like the toys above, the students showed interest saying things like: "mis, can I see the dino?", "Miss, can I hold the dino?", "Miss which dino do you think is the biggest?", "Miss, which snack is the most delicious?". The students' reactions, which showed curiosity towards the real-life materials, indicate that this method can be used to help increase students' curiosity, especially for those with low motivation in learning English in the classroom.

3.4 The results of the students' comparative degree worksheet using realia

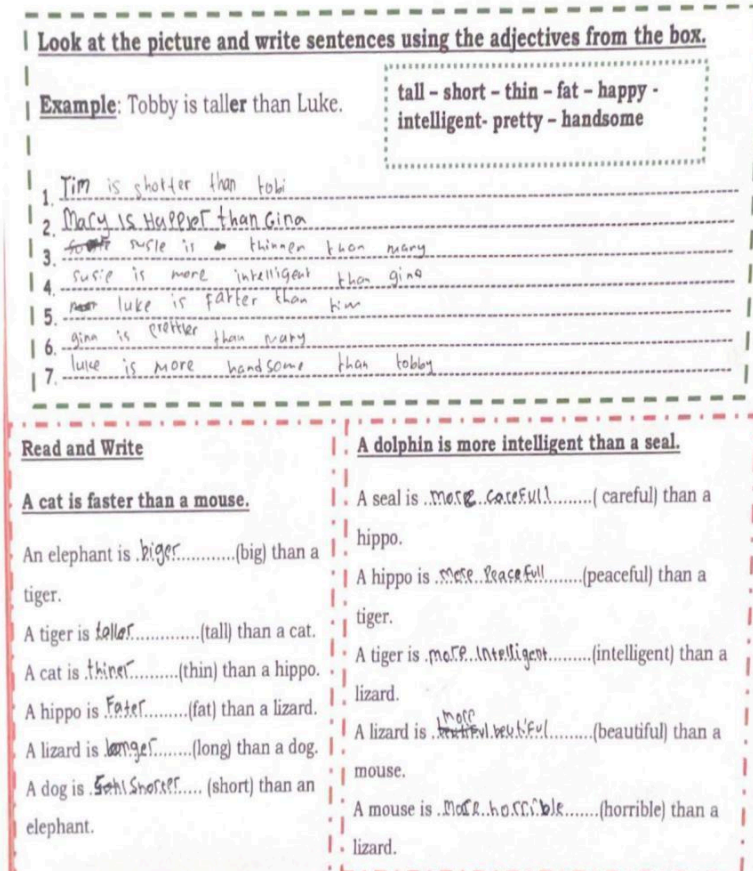


Figure 3.5 Results of students worksheet

After explaining the material using plastic animal realia, the students were then given a worksheet containing several questions related to the comparison degree. Upon reviewing their answers, they were able to correctly form sentences using adjectives provided in the table box.

The use of realia, exemplified by the comparison of students' friends, allowed students to actively engage in the learning process. As students worked in pairs to

observe and analyze the real objects, they were prompted to apply the comparative degree in describing the variations between the two peoples. The review of the completed worksheets indicates a commendable grasp of the comparative degree concept among the students. The exercise not only enhanced their understanding of the grammatical structure but also encouraged critical thinking and collaboration. Moreover, the hands-on experience with real objects contributed to a more vivid and memorable learning experience. According (Bhatti *et al.*, 2021) statements that Realia is most suitable for English language learners. It is crucial to make the learning experiences better understandable, memorable and helps in creating links between natural objects and vocabulary words in the English language. This is suitable for making information easier.

The use of realia in teaching comparative adjectives makes lessons come alive and students easily become involved. From my experience, comprehension was enhanced with memory retention when real objects were used in the classroom. In further illustration of the application of comparative adjectives, I took two apples of different sizes to serve as an example for comparison. This was a good physical comparison in the parts that assisted in the comprehension of students since the terms "bigger" and "smaller" are made clear. This tangible method encouraged excellent conversation and really solidified the lesson so that all retained it.

When children compared two backpacks for concrete success, one being brand new and the other old, we asked them if there were any differences in comparative adjectives, such as "newer," "older," "heavier," and "lighter." They became very creative,

suggesting their own phrases and up to short dialogues according to what they found in the classroom. At least students strengthen their self-confidence and communication while achieving knowledge in adjectives through this activity.

However, there were also drawbacks. For one, it could be difficult to source appropriate realia on a frequent basis, and it could be time-consuming. Not all items have easy alternatives and can sometimes serve to confuse the students further. Other drawbacks include the fact that some students never really practice the verbal descriptions and become too reliant on clues.

While doing this, I would recommend integration of virtual reality and multimedia resources such as photographs and recordings in addition to a physical object. This means there will be more learning styles and many other options that can be made for comparisons. In addition, having students bring in their realia also helps in creating a more active and interactive class environment. Teachers can enrich their comparative adjectives lessons more by using both digital and physical realia.

CHAPTER IV

CONCLUSION

Based on the results of my program and the discussion that has been described in the previous chapter, the implementation of the use of these real objects shows how the teacher guides the students to make connections between the real objects in their classroom and the corresponding weaknesses and situations of the class at the time I taught comparative degree using the realia technique such as the students who tend to have low learning enthusiasm and are not focused in learning. This exercise not only improved their understanding of grammatical structures but also encouraged critical thinking and collaboration. In addition, hands-on experience with real objects contributes to a more vivid and memorable learning experience. Realia can be one of the techniques that teachers can use to help increase students' interest in learning English.

Realia involves incorporating tangible objects into the learning environment, allowing students to experience language in real-life contexts. In the case of teaching comparative degrees, realia can take the form of real objects related to the comparative degree being taught. which refers to authentic objects from real life, can make the learning more memorable and create the connection between objects and comparative or vocabulary words.

It reveals that the realia is very helpful for increasing English vocabulary among elementary school students. Using real materials help students feel more comfortable an

fruitful in group tasks and activities. Students are motivated and creative and teachers can motivate their lesson plan in learners' minds through realia. For the limitation of the using real life object materials there's a few things that have to really be considered. Some limitations when using real-life object materials in learning the comparative degree include paying attention to the availability of objects, ensuring that there are enough objects for each student or group. Additionally, the relevance of the objects to the lesson is important, especially for comparative degree material. The selected objects must be appropriate, and there should be more than one so that students can compare them. Another crucial factor is considering the students' ability and curiosity in understanding the use of real-life objects. Teachers must also take into students who may need more detailed explanations about the objects being used.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs. Negeri
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Genap
Materi Pokok : Comparative degree
Alokasi Waktu : 2 Jam Pelajaran @40 Menit
Tanggal : 1 november 2023

Kompetensi Inti
Melalui aktivitas pembelajaran Task Based Language Teaching , dengan responsif dan bertanggung jawab, siswa mampu: <ol style="list-style-type: none">1. Siswa dapat mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi dan unsur kebahasaan comparative degree terkait jumlah, sifat orang, binatang, sesuai dengan teks penggunaannya.2. Siswa dapat membandingkan jumlah dan struktur teks dalam sebuah kalimat dan unsur kebahasaan sesuai dengan konteks memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.3. Siswa dapat menyusun dan memutuskan kalimat sesuai dengan struktur teks dan unsur kebahasaan sesuai dengan konteks memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.

Kompetensi Dasar	Indikator
4.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Comparative degree)	Mengidentifikasi beberapa kejadian, kegiatan yang terjadi yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat, orang, binatang, benda, sesuai dengan konteks penggunaannya.

A. TUJUAN PEMBELAJARAN

Melalui aktivitas pembelajaran **Task Based Language Teaching**, dengan responsif dan bertanggung jawab, siswa mampu:

1. Siswa dapat **mengidentifikasi**, mengenalkan, memuji, mengkritik, mengagumi dan unsur kebahasaan comparative degree terkait jumlah, sifat orang, binatang, sesuai dengan teks penggunaannya.
2. Siswa dapat **membandingkan** jumlah dan struktur teks dalam sebuah kalimat dan unsur kebahasaan sesuai dengan konteks memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.
3. Siswa dapat **menyusun** kalimat sesuai dengan struktur teks dan unsur kebahasaan sesuai dengan konteks memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.

B. METODE PEMBELAJARAN DAN SUMBER BELAJAR

Metode : Task Based Language Teaching

Model pembelajaran : Luring

Sumber belajar :

C. KEGIATAN PEMBELAJARAN

Pendahuluan (15 menit, sinkron seluruh kelas)

1. Mempersiapkan kelas untuk memulai proses pembelajaran di kelas
2. Peserta didik memberi salam, dan berdoa.
3. Guru mengecek kehadiran peserta didik.
4. Siswa diberikan “ice breaking” berupa riddle atau guessing game (tebak tebakan) perbedaan dan perbandingan dari dua benda terkait materi.
5. Siswa menjawab leading questions terkait topik yang akan dibahas
 - a. Do you like apples ?
 - b. What do you think of these two things, which one is bigger ?
 - c. Which one is smaller?
6. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.

Kegiatan Inti

Task - Planning (35 menit, sinkron)

1. Siswa mengamati dua apel berbeda untuk diamati dan dibandingkan.
2. Guru menjelaskan materi tentang comparative degree dengan menggunakan barang barang yang terdapat di kelas (*realia object*) agar siswa dapat cepat memahami materi yang sedang disampaikan.
3. Siswa mengisi kalimat perbandingan yang rumpang dengan benar untuk kemudian dibahas bersama.
4. Siswa berkelompok diminta untuk membuat kalimat sederhana comparative sentence yang menyatakan perbandingan berdasarkan barang barang yang dipilih (*Realia object*) yang terdapat di dalam kelas
5. Siswa diminta untuk mengerjakan worksheet yang menyatakan perbandingan yang telah diberikan oleh guru.

Penutup

1. Guru mereview kembali materi pembelajaran tentang *comparative degree*
2. Guru memberikan feedback dan kesimpulan dari materi pembelajaran hari ini.
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

D. PENILAIAN
RUBRIK PENILAIAN

☛ Pengetahuan : Terlampir
 ☛
 ☛

Mengetahui
 Kepala Sekolah
 Inggris

Guru Bahasa

.....

NIP.

PENILAIAN PEMBELAJARAN	
Pengetahuan	: Siswa mampu memahami dan mengidentifikasi kalimat dan unsur kebahasaan pada sebuah teks membandingkan jumlah dan sifat orang, benda , binatang, dengan ucapan dan tekanan kata yang benar. .
Keterampilan	
Sikap	
	: Siswa mampu menyusun sebuah teks membandingkan jumlah dan sifat orang, benda, binatang dengan ucapan dan tekanan yang benar.
	: Aktif dalam pembelajaran (mengerjakan tugas individu), kejujuran, kedisiplinan, dan tanggung jawab.

Mengetahui,

Kepala Sekolah

Yogyakarta, 17,

Guru Mata Pelajaran

Appendix 2



Another example of using real life object materials; snack