



Designing Supplementary Materials Entitled “Learning Recount Texts Through Local Photograph” for Reading Recount Text

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ABSTRACT

The purpose of this study was to create supplementary material to assist teachers in teaching recount text to tenth-grade students. This study used development research with the ADDIE instructional model. Due to time constraints, only three stages were carried out: analysis, design, and development. According to the findings of the needs analysis phase, teachers had difficulty finding appropriate supplementary material about recount text. The design phase focused on how the researcher designed the product's draft by focusing on six factors: learning objectives, topic, language skill, text genre, grammar, and task. During the development phase, the researcher used Microsoft Word and Adobe Photoshop software to develop materials. Microsoft Word was used to create the content, and Adobe Photoshop was used to create the illustration. Internal validation was also performed in this study to determine whether or not the supplementary materials met the standard. The researcher received a percentage score of 95.8 percent for the content of supplementary material (very good criteria), while the illustration received a score of 100 percent (very good criteria). This implied that the materials were appropriate and capable of supporting recount text teaching and learning.

Keywords: Development Study, Local Photograph, Recount TextText



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1. INTRODUCTION

1.1. Introduction

Reading skills provided an eminent part of language learning as it involved almost all features that a foreign language demanded (Khan et al., 2022). Kondrashova (2020) also explained that reading was a means of language acquisition, communication and of sharing information and ideas. This was supported by Hung and Ngan (2015) who stated that reading was a basic skill that could improve students' vocabulary skills, fluency, speaking and writing, and finally could help them to master their target language. This concluded that the students would not be able to master English without reading frequently.

In the context of secondary school, particularly the senior high school, teaching recount text is necessarily done by the English teachers. According to the Curriculum 2013 for English subject in Indonesia, the senior high students should achieve the following basic competence: "4.13. Menangkap makna teks recount lisan dan tulis". The basic competence indicates that the teachers should develop students' reading and listening skill in recount text. In this study, the researcher focused on the reading skill in recount text.

The pre-liminary research conducted by observing and interviewing the year-10 students and teachers of SMAN 1 Ambawang revealed some problems regarding the English teaching materials. It was found that the students were demotivated in reading recount text. The main reason for this was that they felt the story written in the teaching material was unreal. For instance, one of the recount texts learned by the students is about an Acehnese woman's response to the death of her family member in a war. This was somehow irrelevant to students' daily life.

The pre-observation also found that the school used the English textbook published by Ministry of Education and Culture revised edition of grade ten. Nastiti (2020) in her research on English textbook analysis found that some chapters in the book titled "Bahasa Inggris" did not fulfill the indicators and basic competence stated in Curriculum 2013. The irrelevant content and the textbook which was not aligned with the indicators and basic competence have led to students' low performance in reading. The interview findings revealed that 90% of grade 10 students in SMAN 1 Ambawang faced the challenges in comprehending the recount text.

The problems stated above have inspired the researcher to propose supplementary material to support the teaching and learning process of recount text. The researcher created more authentic teaching material which made use of local photographs. Recount text is mainly used to retell past events so the researcher assumed that photograph which was related to students' daily life motivated students to learn and read recount text. In this study, the researcher developed supplementary material entitled "Learning Recount Texts through Local Photograph".

There were some previous relevant studies in relation to the use of local photograph for teaching recount text. First of all, Wahyuni (2015) found that the photograph is a useful tool to help students in expressing themselves both in writing and speaking. Furthermore, Maharani and Saun (2019) in their research on the use of photograph to teach recount text revealed that photograph could motivate students to learn recount text and increased their understanding about the elements of recount text.

The previous studies above have shown the benefits of using photograph in teaching recount text. The first research focused on the development of writing skill while the second one focused on students' motivation and the elements of recount text. Therefore, the gap of this research was focusing on different language skills, particularly reading skill. Moreover, different research design was used in this research. The researcher developed a supplementary material for teaching reading recount text using local photograph. The material was also created based on students' daily life.

The ADDIE (Analyze, Design, Develop, Implement, and Evaluate) approach proposed by Branch (2009) was adapted in this study. This research also worked with tenth grade students and teachers from SMAN 1 Ambawang in which they communicated their needs for the teaching material of recount text. The techniques used for collecting data were direct and indirect communication techniques. Simultaneously, questionnaire and interview questions were implemented as the tools for collecting data. The data obtained was analyzed and concluded. Finally, the internal evaluation of product was also done to ensure the quality of the supplementary material.

1.2. Research questions

This research was conducted to answer the following question.

1. What are the student needs in learning recount text?
2. How is the design of the supplementary material "Learning Recount Texts through Local Photograph"?
3. How is the validation of the supplementary material "Learning Recount Texts through Local Photograph"?

1.3. Significance of the study

In accordance with the purpose of this research, there are several expectations from the researcher at the end of this research. The product of this research was expected to be a supplementary material for the students in the target school. Besides, it was also expected that the final product of this research would be useful for the students in other schools.

The researcher expected that the final product of this research would be a helping material design that could be used to support the teaching and learning of recount texts in the classroom. For parents, it is expected that the supplementary materials can extend students' English learning at home.

2. METHOD

2.1. Research Design

This research implemented development research design. The purpose of development research was to develop new or improved interventions or strategies to achieve a well-specified goal or objectives (Miller, 2017). In this research, the ADDIE approach proposed by Branch

(2009) was adopted. ADDIE consisted of five phases: Analyze, Design, Develop, Implement, and Evaluate (Branch, 2009). These five phases were commonly used as a process of developing educational product and other learning resources. In this study, the concept of ADDIE was used to develop the local photograph reading materials for teaching recount text. However, the researcher focused on doing merely the first three phases: Analyze, Design, Develop (ADD). The reason for only doing three stages was due to time limitation on conducting the research.

1. Analyze

Analyzing was the very first phase of ADDIE approach. Branch (2009) emphasized the importance of this stage as it recognized the possibility of the causes of the performance gap in the learning process. In this stage, the researcher interviewed the teachers and spread the questionnaire to the students in English class virtually.

In this process, the researcher conducted the semi-structured interview in which the interviewee was asked the good sequence of questions that have been pre-determined in advance (Cohen, Manion, & Morrison, 2007). The process of interviewing was useful in finding the information about students' behavior and their needs regarding the teaching materials for recount text. In the analyzing phase, the researcher analyzed the textbook used by the teachers and students together with the syllabus to ensure the materials develop could achieve the learning objectives.

2. Design

Designing is the second phase of ADDIE concept. Branch (2009) states that the objective of designing is to verify the desired performances and appropriate testing methods. This phase is crucial in answering the questions of whether the product designed can overcome the problem of performance gaps occurred on the students (Branch, 2009). In the designing phase, the researcher selected and collected the recount text as well as the local photograph. The researcher designed the recount text and found the suitable photograph to be inserted in the reading materials.

Thus, the design of the product focused on both recount text and local photograph. In the process of designing the materials, the researcher could either create the text or adopt the text from LKS, internet, and other sources with consideration to the students' and teachers' needs. The researcher also took or created some local photographs which were appropriate for the text. Moreover, the appropriate tasks for assessing students' progress were also designed in this stage.

3. Develop

The third phase of ADDIE approach was the developing phase. Branch (2009) stated that the developing phase was conducted to generate and validate the selected learning resources. In

this phase, the researcher should have determined the reading activities and tasks designed for achieving the learning objectives. Branch (2009) further explained that there were two important goals in doing the developing phase. First, the researcher needed to develop or revise the instructional materials used to achieve the learning objectives. This meant that the researcher should finalize the recount texts created or adopted in the previous phase.

The second goal was that the researcher should choose the appropriate media to achieve the learning objectives. This meant that the researcher should finalize the local photograph chosen for each text so it was suitable for the recount text and effective for pursuing the learning goals. In conclusion, the researcher would have finished creating the reading materials in the developing phase.

1.2 Samples/Participants

In this research, the researcher chose the tenth-grade students and the English teacher from SMAN 1 Ambawang as the research participants. The reason was that the recount text was taught to grade 10 students. SMAN 1 Ambawang is located at Sui Ambawang Kuala, Kec. Sungai Ambawang, Kabupaten Kubu Raya, Kalimantan Barat. There was only one class of grade 10 students at SMAN 1 Ambawang. There were 35 students in the class and all of them were considered as the research participants in this study. The English teacher was interviewed and the students' responses in the questionnaire was analyzed for the purpose of identifying and analyzing the needs of teachers and students.

2.3 Instruments

The first technique used was direct communication technique. The researcher conducted a semi-structured interview to gain information about the English teacher's and students' needs on the reading materials. The English teacher was the interviewee and the researcher acted as the interviewer. Whiting (2008) defined semi-structured interview as a method of data collection in which one person (an interviewer) asks questions to another person (a respondent): interviews were conducted either face-to-face or by telephone.

There was be an interview guide prepared in advance which mostly asked about teacher's expectation regarding the media, the recount text, and assignments designed in the product. The researcher believed that the interview guide was very helpful to let the interview run smoothly. The indirect communication technique was also implemented in this study. Indirect communication technique referred to a technique which helped the researcher obtained data indirectly through questionnaire or surveys (Chaudhuri & Christofides, 2007). They further explained that this technique could enhance the participants' willingness to participate in a

survey and provide honest answers (Chaudhuri & Christofides, 2007). The researcher spread the questionnaire to the students to gain information about students' needs regarding the reading materials. Furthermore, the findings obtained from the questionnaire were also used to support and verify the findings of the interview.

There were two tools used for collecting data: interview guide and questionnaire. Those were specifically discussed in this section. Questionnaire as one of the tools for data collection was spread to the students to verify and support the findings obtained from the interview. According to Creswell (2012, p.626), "questionnaires are forms used in a survey design that participants in a study completed and returned to the researcher. Participants marked answers to questions and supplied basic, personal, or demographic information about themselves".

There were six questions in the questionnaire asking about students' expectation, the current teaching materials' condition, the reading text, and the way of assessing students' progress. The second tool was the interview guide. The interview guide was prepared before the interview was conducted to ensure that the process of interview run smoothly and simultaneously to avoid the rigidity of the interview. McNamara (2009) stated that the strength of interview guide is to ensure that the same general areas of information were collected from the interviewee by still allowing a degree of freedom and adaptability in getting information from the interviewee.

3. FINDINGS AND DISCUSSION

3.1. Findings

The researcher presented the findings obtained from the data collection process. The findings are divided into three parts: analyze phase, design phase, and develop phase. In accordance, the researcher also provide the description of the findings, they are attached in the following sections:

Table 1 The Analyze Phase Result

1. Analyze Phase

No.	Aspect	Result
1	Students' needs analysis from the English teacher's perception (interview)	<ul style="list-style-type: none"> - The students' ability to understand the recount text was still below average. - The students' difficulty in finding main idea might partly be caused by the limitation of vocabulary.

		-The recount texts in the current teaching materials were monotonous.
		-The recount text presented in the current teaching material was not relevant with students' cultural background.
2	Administering questionnaire to the tenth-grade students as the target students. (observation)	-The types of recount text that the students wished to learn. (Personal Recount was the highest rank chosen, Factual Recount was as the second rank and the last one was procedural recount) -The students' most favorite type of reading tasks. (Multiple choice task was the most favorite one while the short answer and the gap filling tasks were the lowest ones by 17% and 15.60 %.)
3	Analyzing of the applied syllabus in SMAN 1 Ambawang. (observation)	-Based on the syllabus, the researcher found of that the basic competence in 2013 curriculum, specifically point 4.13.1, "Capture the meaning contextually related to social functions, the text structure, and the linguistic element of the recount text."
4	Checking the availability of related resources used by the schools (interview)	-The researcher found two related books; First it was students' workbook entitled " <i>Bahasa dan Sastra Inggris</i> " while the second one was the course book with the same title. It was published by Zamrud and written by R. Widjaja.

Table 1 tells the results of the research's preliminary process that included interview and observation. In the interview, the researcher conducted semi-structured interview, in which the interviewer used the interview guide as the tools for asking questions to the interviewee. Thus, the researcher could also obtain more information regarding students' needs.

In addition to the interview data, the researcher also collected the second set of data from the students. The second set of data was collected through the questionnaire spread to the tenth-grade students. There were some similar findings such as the students confirmed that their reading ability still needs further development. In addition, they also hoped that there were various types of recount text in their learning materials.

In interpreting the finding of Analyze Phase in this study, the researcher formulated the result of the criteria and description in the following table.

Table 2 Criteria and Description of Analyze Phase

No.	Criteria	Description
1.	There should be various types of recount text that are relevant in the teaching materials. The purpose of text and the language features used in the recount text should also be explained in an interesting manner.	The researcher inserted various type of recount text in every chapter. The materials of recount text are related to students' cultural background. Those materials are collected from different sources.
2.	The illustration of the recount text should be interesting and relevant so it can motivate students to read the text.	The researcher took some photographs for the illustration. These photographs were relevant to students' cultural background.
3.	The reading tasks assigned to students fits students' ability, teachers' needs, and the learning objectives from English syllabus.	The researcher designed some reading tasks in the form of short answer tasks, multiple choice, picture cued tasks, gap filling tasks, ordering tasks and matching tasks. There will be also some vocabulary and grammar tasks in each chapter to improve students' vocabulary and grammar. Those tasks are then created based on 5W+1H formula to achieve the learning objectives of English syllabus.

In conclusion, the findings of interview and questionnaire revealed that the supplementary materials are needed by the English teachers and tenth-grade students of SMAN 1 Ambawang to improve reading recount text ability. The materials would comprise of different

types of recount text such as personal recount, factual recount, and procedural recount. These texts should be related to students' cultural background.

Moreover, the reading tasks would also include different types of questions such as multiple-choice task, gap filling task, short answer task, matching task, ordering task, and picture cued tasks. These tasks would be designed by using 5W + 1H formula to improve students' critical thinking while reading the recount text. From these findings, the researcher believed that the teaching materials in this study would be beneficial in improving students' reading ability in recount text.

Table 3 The Design Phase Result

2. Design Phase

No.	Aspect	Result
1	Learning objectives	To comprehend the meaning of recount text in the written form
2	Language skill	Reading
3	The text genre	Recount text
4	Topic	Personal Recount (<i>Have you visited Laet Lake?</i>) Factual Recount (<i>Learning history at Aliyang monument</i>) Procedural Recount (<i>Do you know how to make Chaikue?</i>)
5	Grammar	Simple Past Tense
6	Task	<p>Readiness Activity</p> <p>Open question for brainstorming</p> <p>Experimental Activity</p> <p>Identifying text structure and language features through short answer questions</p> <p>Intake Response Activity</p> <p>Find out detailed information from</p>

the text through short answer questions

Acquire new vocabulary through the matching tasks

Development Activity 1

Comprehend the meaning of vocabulary through matching tasks

Find out detailed information from the text through multiple choice questions

Input Response Activity

Apply the correct verb form of simple past tense through short answer questions

Development Activity 2

Find the main ideas of text through reordering tasks

Find out detailed information from the text through multiple choice questions

Table 3 gives information on the results of design phase where the first element was learning objectives. It was taken from the English syllabus used in the school. The second element was reading skill. This teaching material was designed to improve students' reading comprehension skill. The third element was the genre of text. Three chapters of reading materials were designed for teaching recount text. Fourth, it was about the topic of each chapter. The chapter in the teaching materials was divided based on the types of recount text. Next, the fifth element was grammar. According to the English syllabus implemented in the school, the recount text focuses on the simple past tense. This is because the recount text is mostly used to retell events happening in the past.

The final element was about the task that guides the teaching and learning process. According to Tomlinson and Masuhara (2018), there are six types of activities designed to guide reading activity: readiness activity, experimental activity, intake response activity, development

activity 1, input response activity, and development activity 2. For each activity, there would be tasks designed based on teacher and students' needs.

After considering some crucial aspects of teaching materials, the role of teachers, students, and the teaching materials should also be taken into account. First, there were three roles of teachers related to the “Learning Recount Texts through Local Photograph” teaching materials. The first teacher’s role was as a facilitator in which he helped or provided suggestion for the students in comprehending the recount text. The second role of teacher as an encourager. This implied that the teacher had to motivate and monitor learners during the process of teaching and learning recount text. Finally, instructor was the final role of the teacher. It meant that teacher had to develop students’ theoretical knowledge about recount text during the teaching and learning process.

After considering the role of the teacher, the researcher moved to the consideration of students’ role. There were also three roles of students related to the “Learning Recount Texts through Local Photograph” teaching materials. First, students were explorers that explore new ideas or information in learning recount text. Second, learners were also users that used the teaching materials as the learning media for improving their ability in comprehending recount text. Finally, students were builders that engage in the learning activity and reading task designed in the teaching materials.

The final consideration was given to the role of teaching materials. The role of materials was to provide students with various types of recount text. This was also beneficial for the English teachers since they did not have to spend extra time for preparing various types of recount text and reading tasks.

Table 4 The Develop Phase Result

3. Develop Phase

No.	Aspect	Result
1	Deciding and making the recount texts	- Vacation at Laet Lake, My Shopping Experience in Indomaret, and Experience in Drama Performance (Personal Recount) - Learning History at Aliyang

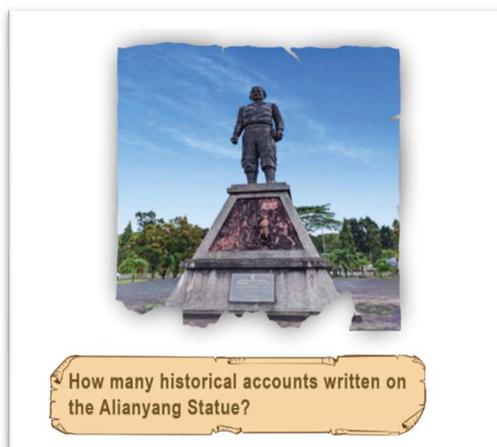
	Monument, The Opening of Borneo Park, Kubu Raya's Ambawang River International Terminal (Factual Recount)
2	Organizing of teaching materials and tasks by following Text-Driven Approach by (Tomlinson & Masuhara, 2018)
	- Readiness Activity
	- Experimental Activity
	- Intake Response Activity
	- Development Task
	- Input Response
	- Development Task
3	Validating the product
	- Internal Evaluation

Table 4 gives information on the results of develop phase where the researcher worked on several aspects in order to complete the product. The first step was taken to work on generating the recount text both for personal and factual. The second was organizing all the designs of the book by following a text-driven approach in which the researcher started to conceptualize, create, affirm, give colors, and text the illustrations. The last was to validate the product based on internal evaluation.

2. Description of the product

The organization of teaching materials and tasks was structured based on the Tomlinson and Masuhara's (2018) framework for reading activity. The first activity was readiness activity. This activity is developed by asking open questions about the learning topic. It aims to activate students' background knowledge and to give students' opportunities to tell their previous experience. For instance, in the second chapter, the readiness activity asked students: "How many historical accounts written on the Aliyang Statue?" It gives students time to brainstorm, to guess, and to enter the first text in the second chapter. For teachers, this activity can be a pre-task before introducing the teaching materials such as the generic structure of text.

Figure 1. Designing a readiness activity



The second activity was experimental activity. This has brought teachers and students to the first recount text in each chapter. The students will be given time to read before they fill the table about the generic structure of the text.

Figure 2. Designing an experimental activity 1

Learning History at Ali Anyang Monument

Ali Anyang Monument is located in Ambawang, Kubu Raya Regency. The visitor to his memorial will receive a glimpse of the West Kalimantan warrior, Mohammad Ali Anyang, from his early life through his achievements.

Mohammad Ali Anyang was born in **Sintang**, West Kalimantan, on October 20, 1920. **Anjang** was named by his parents, Lakak and Liang. Ali Anyang was the youngest of seven siblings in this Dayak household. Ali Anyang became the adoptive son of Raden Mas Suardi **Djovambato**, a **Sintang** school principal, when he was eight years old. Ali Anyang's true name, **Anjang**, was then changed to Muhammad Ali Anyang. His adoptive parents taught him Islamic principles. Ali Anyang received his schooling at Holland Inlandsche School (HIS) in Pontianak.

Ali Anyang was inspired to serve and fight for freedom as a young man with a strong nationalist attitude. The entry of NICA, which seeks to re-colonize West Kalimantan, was met with opposition from the locals. Ali Anyang and other teenage independence fighters attempted to hinder the Dutch plan. On August 31, 1945, Ali Anyang and BPIKB fighters prepared to assault Dutch troops in **Bengkayang** who were participating in a military parade marking Queen Wilhelmina's birthday. The attack, however, failed because the Dutch maintained a strong guard.

Ali Anyang and other fighters seized the Dutch barracks and munitions dump in Pontianak on November 12, 1945. Several warriors were critically hurt and several were killed as a consequence of the attack. Ali Anyang was subsequently arrested and jailed at Pontianak's **Sei Jayi** prison. Ali Anyang was released a few months later, in February 1946.

Ali Anyang's troops were not discouraged by the defeat of the initial onslaught. Ali Anyang and his troops assaulted the Dutch military installations in **Bengkayang** again a year later, on October 8, 1946. The warriors took possession of **Bengkayang** and hoisted the red and white flag, supported by the Indonesia Raya song. Ali Anyang and fellow fighters' possession over **Bengkayang** City did not endure long, as Dutch soldiers from **Singkawang** arrived to battle Ali Anyang's soldiers. The city of **Bengkayang** was retaken by Dutch soldiers on October 9, 1946.

The conflicts between Ali Anyang and his soldiers and the Dutch came to an end in December 27, 1949, when the Dutch acknowledged the Republic of Indonesia's authority. Ali Anyang ordered all his soldiers to return to their separate villages after receiving the news. Following the independence struggle, Ali Anyang married Siti Hajir, a Sambas girl, in 1950.

Ali Anyang died of sickness on April 7, 1970. To honor his service, the Ali Anyang Monument was created at the three-way junction of Trans Borneo Km-5 Kubu Raya,

Figure 3. Designing an experimental activity 1 (part 2)

a. Identify the generic structure of the text above by filling the table below!

Title	
Orientation	
Event	
Reorientation	

The third activity was intake response activity. In this activity, the students will be asked to read the first text again to find out the specific information. After reading the text once again, the students will do the tasks about the detailed information of the first text. The students will also learn some vocabulary from the first text and practice it in the vocabulary matching tasks.

Figure 4. Designing an intake response activity 1

The date	Events
20 October 1920	Mohammad Ali Anyang was born in _____.
1928	Ali Anyang became the adoptive son of _____. His true name, _____, was changed to Muhammad Ali Anyang.
31 August 1945	Ali Anyang and BPIKB fighters prepared to assault Dutch troops in Bengkayang who were participating in a military parade commemorating _____. However, the invasion was unsuccessful because _____.
12 November 1945	As a result of the attack, some warriors were _____ and _____. Ali Anyang was _____ and imprisoned in _____.
8 October 1945	The warriors grabbed control of Bengkayang and raised the _____ to the accompaniment of the _____ anthem.
_____	The conflicts between Ali Anyang and his forces and the Dutch were resolved because _____.
_____	Ali Anyang married Siti Hajir, a Sambas girl after the independence battle.
7 April 1970	Ali Anyang died of _____.

The fourth activity was the first development activity. This has brought students and teachers to the second recount text in a chapter. It begins with vocabulary task followed by reading task in helping students identifying the specific information of the text.

Figure 5. Designing a development activity 1

Words	Meaning
1. exhausting	(a) the place where a public event or meeting happens
2. gathered	(b) making you feel extremely tired
3. celebrated	(c) easily seen or understood
4. conducted	(d) to take part in special enjoyable activities to show that a particular occasion is important
5. venue	(e) the activity of fighting a war, often including the weapons and methods that are used
6. evident	(f) (of people or animals) to come together in a group
7. required	(g) Relating to the preparation and consumption of good food
8. passionate	(h) to organize and perform a particular activity
9. gastronomic	(i) to need something or make something necessary
10 warfare	(j) having very strong feelings or emotions

Figure 6. Designing an experimental activity 1 (part 2)

e. Read the text above once again, then answer the following questions.

1. What were the events held in Borneo Business Icon?

2. Where did the other members of YNCI come from?

3. Based on the text above, when was the second event held?

4. What were the benefits and drawbacks the second event?

5. Why was the Urban warfare training held?

6. How were the feelings of Urban warfare training participants?

The fifth activity developed was input response activity. This part aims to help students master the grammar of recount text. The task was in the form of short answer question in which students are expected to complete the paragraph using the correct verb form.

Figure 7. Designing an input response activity 2

Input response activity

f. Use the correct form of verbs to fill in the blank!

In August of 2017, Borneo Business Icon initially _____(open) its doors. Since its opening, a variety of events have taken place. The third anniversary of the Yamaha NMax Club Indonesia (YNCI) Pontianak Chapter _____(be) one of the events. Members of the celebration _____(come) from all around, including Balikpapan, Pangkalanbun, Batulicin, Tanah Laut, Sampit, and Lamandau.

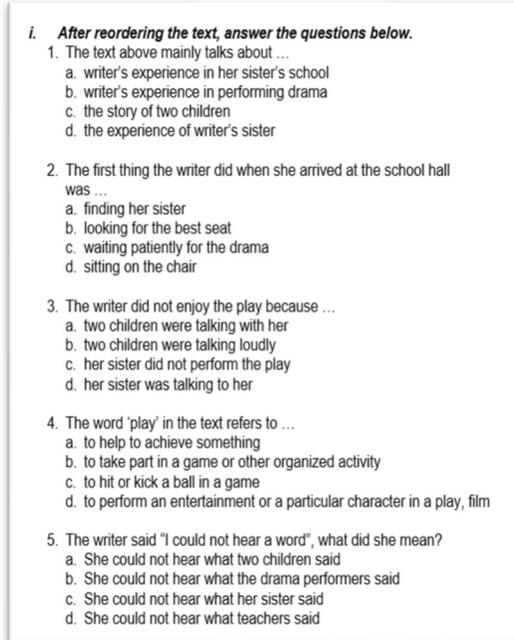
The sixth activity was the second development activity. This was also the last activity. This activity consists of the third recount text. It was usually used for assessing students' understanding after the whole teaching and learning process. It begins with finding the main idea of text, followed by identifying the specific information.

Figure 8. Designing an experimental activity 2

h. Arrange the jumble paragraphs below into a good text!

.....	Firstly, I sought out the most advantageous seat in the school hall. After that, I sat and waited patiently for the drama to begin.
.....	Finally, I turned around and screamed furiously that I couldn't hear a word anybody was saying.
.....	As soon as the play began, I focused all of my attention on the performance. Although the drama was excellent, I did not enjoy it.
.....	As a result, I twisted my head and glared furiously at them. They didn't seem to be paying attention to me and just continued chatting.
.....	Two youngsters were seated behind me, and they were chatting quite loudly to one another. Because I couldn't hear the conversations of the drama, I became very enraged.
.....	They told me, much to my surprise, that it was none of my concern.
.....	I assumed they didn't understand what I was trying to convey. What I meant was that I couldn't hear the drama, not their discussion.
.....	Last week, I went to my sister's school to see her participate in a play she was involved in.

Figure 9. Designing an experimental activity 2 (part 2)

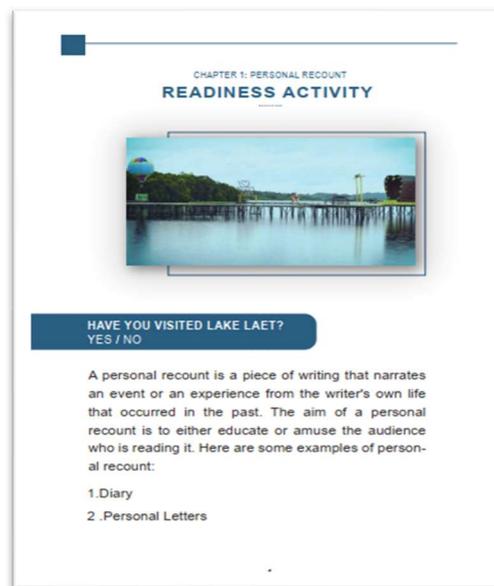


During the process of developing the products, the researcher used a standard image editor named Adobe Photoshop to edit both the layout and color of teaching materials. In this process, the researcher did the editing, and formatting tasks. It was all about put the developed draft into particular layout and combined each text with the local photograph. In terms of layout, the researcher came to the conclusion that it is critical to set up the document as a high-resolution document in order to acquire the best possible printing results. The researcher intended to produce a simple teaching material that would be easy for students to take about as an individual learning media. The researcher set the page to A5 size (210 mm wide by 148 mm long), 300 dpi resolution (the industry standard for printing), and RGB color mode.

Following the selection of a layout, the researcher opted to prepare the tools that would be most often utilized throughout the material development process. The pen tool/brush selection tools, color switcher, layers, and navigator were among the tools that the researcher had produced for use throughout the process of developing material using Adobe Photoshop. The pen tool was used to design the layout or the line art of the illustrations. Next, the pencil tool was used for sketching. The eraser tool was used when the researcher found out some coloring issues

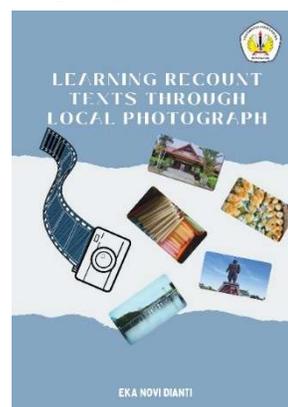
in the layout. Finally, it was bucket tool that was frequently used for coloring. As an illustration, the figure below indicated the layout of the first chapter.

Figure 10. Designing the first Chapter layout



After deciding the content, the researcher also believed that book cover is a very significant item for a book designer to pay attention to. A great cover design is essential in order to make a book seems more appealing since an interesting book cover is vital to catch the students' attention to pick up a book. When developing the book cover, the researcher attempted to make it as visually appealing and fascinating as possible. Due to the book's visually appealing and intriguing cover, it was highly anticipated that the students would be interested in reading the book. The researcher also attempted to convey the product's identity in the cover design by including the Tanjungpura University logo, the booklet title, and her own name as the designer of the book on the front. The book cover is illustrated in the figure below.

Figure 11. Designing the cover of the book



As part of putting together the booklet's table of contents, the researcher lists all of the materials, including three chapters of the books, the teaching and learning activities, and the answer key, as well as page numbers for each item to make it simpler for the students to locate the contents. The table of contents of book by clicking on the image below.

Figure 12. Designing the table of contents

Page	Chapter/Section	Activities
01	CHAPTER I PERSONAL RECOUNT	01 Readiness Activity 04 Experimental Activity 06 Input Response Activity 08 Development Activity 1 12 Input Response Activity 13 Development Activity 2
17	CHAPTER II FACTUAL RECOUNT	17 Readiness Activity 18 Experimental Activity 21 Input Response Activity 23 Development Activity 1 26 Input Response Activity 27 Development Activity 2
30	CHAPTER III PROCEDURAL RECOUNT	30 Readiness Activity 31 Experimental Activity 33 Input Response Activity 36 Development Activity 1 40 Input Response Activity 41 Development Activity 2
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3.2. Discussion

Providing local photographs for teaching and learning recount text in the classroom can effectively the reading comprehension skill. The tenth-grade students and teachers of SMAN 1 Ambawang are expected to have benefits from this book. This is because the materials are designed based on the local cultures in Ambawang. Shabiralyani et al. (2015) in their study backs this up by stating that the visual aids based on local culture can promote students' class participation and reading comprehension skill.

However, during the process of analyzing phase conducted by the researcher in the targeted school, the researcher found out a gap performed by the students in the recount text learning. The gap was triggered by the unavailability of local photographs that could facilitate the students in learning various types of recount text. Therefore, in line with the primary cause of

the performance gap being found in the analyzing phase of this development study, the researcher decided to design the teaching material namely “Learning Recount Texts through Local Photograph”.

There were six aspects considered during the process of designing: learning objectives, topic, language skill, the text genre, the grammar, and the task. These aspects are proposed by Tomlinson and Masuhara (2018). Since the tenth-grade students of SMAN 1 Ambawang were above fifteen, local photographs could be used as visuals to initiate the process of learning (Cohen & Sloan, 2007). Moreover, teaching materials were developed with A5 size (210 mm wide by 148 mm long), 300 dpi resolution (the industry standard for printing), and RGB color mode. Additionally, teaching materials were completed with brief and clear instructions, and the learning activities that the students can engage easily with.

Managing an internal validation in a development research is somehow extremely important. In the evaluation phase, the researcher had several evaluations of teaching materials that have been generated from the assessment rubric done by the experts. In this case, the content and the illustrations were evaluated. In evaluating the content of product, the final score was determined as very good which means that the content was able to support senior high school English extensive reading activities as well as to be the supplementary extensive reading materials that can help the students in reaching the objectives of learning recount text based on syllabus, appropriate for the students’ level and in line with the syllabus.

The final score for the illustrations was also determined as very good which means the illustrations are able to support and promote local heritage, and thus attract the students.

4. CONCLUSIONS

4.1. Conclusion

One of the most difficult challenges in a teaching and learning recount text is a lack of reading materials that are appropriate for the students' level, are visually appealing, and are familiar to the students. Those issues can be resolved through the use of supplementary material “Learning Recount Texts through Local Photograph” that was created by the researcher.

The supplementary material was designed based on the English syllabus, students’ and teachers’ needs. Both teachers and students need the materials that comprise of different types of recount text such as personal recount, factual recount, and procedural recount. These texts should be related to students’ cultural background. This could add students’ familiarity towards teaching materials. Moreover, the reading tasks would also include different types of questions such as

multiple-choice task, gap filling task, short answer task, matching task, ordering task, and picture cued tasks. The English syllabus was also taken into account when doing the needs analysis.

After identifying students' and teacher's needs, the researcher started to design the materials based on some important aspects for the book design: learning objectives, topic, language skill, the text genre, the grammar, and the task. In the design stage, the researcher had also decided to add some local photographs that reflect the local culture into some parts of materials. After the product was designed and developed, the researcher conducted internal validation to guarantee the quality of the product.

After being assessed using the scoring rubric proposed by experts, the researcher could also conclude that the supplementary materials has very good quality in terms of content criteria and illustrations criteria. Therefore, it is expected that the supplementary materials will be able to support teachers of SMAN 1 Ambawang in improving the tenth grade students' reading skill in recount text.

4.2. Suggestions

As this study only conducted three stages of ADDIE model, it is expected that there will be a chance to conduct the last two stages (implementation and evaluation) in the future. Moreover, as the materials are only assessed internally, the researcher also hopes the materials can be assessed by experts in the field of material development. The researcher also suggests teachers who use the book can provide suggestion in terms of the flexibility of the book, particularly on the teaching and learning activities.

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