ENGLISH TEACHING MATERIALS FOR TEACHING RECOUNT TEXT: A DESIGN AND STUDENTS' REFLECTION

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Abstract

This study was aimed at designing the teaching materials for recount text as a genre of the text in the materials of senior high school students. This study used model design adapted from Thiagarajan (1974), namely four-D model (Define, Design, Development and Disseminate). Designing teaching material recount text based on the students' needs was developed using three-D model (Define, Design and Development). The results obtained that students need the teaching material recount text written in accordance with students understanding, an attractive packaging and helping independent study. The teaching material designed according to the students' needs such as the arrangement of the colors, the image, and inscription on the front cover of the module to be placed in the appropriate position to make it look attractive.

Introduction

There have been a lot of studies in teaching materials particularly English materials for English as foreign language learning (Cheng, 2013; Fenton-Smith, 2013; and Gilmore, 2007). However, there are few of studies which investigated into specific genre such as recount text. This is what the study is aimed at designing the materials development of teaching materials for recount text.

Masuhara (2016) McGrath (2013) Mishan (2005) described in more detail the way to design and construct teaching materials so that students are easy to master the teaching materials and don't be afraid to learn English. Good teaching materials must have passed the qualification and suitable for students in learning, for example English textbook. On the other hand, Scholey (2012) and Tomlinson, B. (2011) states that the textbook isn't so satisfactory and failed to become the students' needs, so make the students not interested in learning. Based on previous research, designing teaching materials specifically based on the students' needs and focused on the recount text has not been discussed.

Teaching Materials

According to Tomlinson (2003: 2) state that "teaching materials is anything that can be used to facilitate the activities of language acquisition. Material can be visual, audio or kinesthetic." That is, teaching materials is a set of materials that have a variety of examples and different characteristics.

The same thing also expressed Yaumi (2013: 244) "teaching materials is a set of materials that are arranged systematically for the needs of learning sourced from print materials, visual aids, video, multimedia, and animation and computers and networks." This means that the teaching materials according to the material is arranged systematically and sourced from the media supporting media to help the creativity of students in the classroom.

In the context of the national curriculum the teaching materials has been provided by the government, but iat would be better if the teacher is able to create designing teaching materials that can facilitate their students to learn independently, because after all the teachers understand the state of their students.

Characteristics of Teaching Materials

Good teaching materials should have characteristics that match the needs of students. According Daryanto, (2014: 187-188) "there are five characteristics of good teaching materials,namely 1) Self Instruction,2) Self contained, 3) Stand alone, 4) Adaptive, and 5) User friendly." 1) Self Instruction, the character of Self instruction in the teaching materials is very important, because this character allows one to learn independently and not depend on others, 2) Self contained. Self contained meaning is if all the required learning materials contained in the teaching materials. The purpose of this concept is to give learners the opportunity to learn the learning materials completely, because the learning meters packed into a unified whole. 3) Stand alone. Stand alone is a characteristic of teaching materials that does not depend on other teaching materials, should not be used together with other teaching materials, 4) Adaptive, Teaching materials are said to be adaptive if teaching materials are able to adapt to the development of science and technology 5) (User friendly) teaching materials should meet user friendly rules with the wearer. Exposure of information that appears to be helpful and friendly with the wearer. The use of the language he uses is simple, easy to understand, and uses the generic term used.

From some of the views of experts above, it is known that a teaching material must have five characteristics as has been proposed by Daryanto and Ministry of National Education. Good teaching materials should be cupped; (1) Self Instructional, (2) Self Contained, (3) Stand Alone, (4) Adaptive and, (5) User Friendly.

Method of the Research

The purpose of this research is to design the teaching material recount text based on the students' needs at eighth grade of Junior High School. In this research, the researcher will use Research and Development (R & D) method level one by researching without testing. The researcher use model design adapted from Thiagarajan (1974), namely four-D model (Define, Design, Development and Dissemination). However, in this research, dissemination stage is not done because the research does not spread or sell products.

Table 3.1 Three-D Model Adapted from Thiagarajan

1. Define ➡ 2. Design ➡ 3. Development

The first research was conducted by analyzing the students' needs and curriculum, studying the research data, books or literature related to the recount text, and the relevant research results that has been done. Secondly, the format selection which adapted to the module criteria, is adapted from Prastowo book (2015: 142) that the module contains 19 elements. Thirdly, the purpose of this stage is to produce the final shape of the developed product.

Results and Discussion

This chapter discusses the result of research. This chapter presents the data description, the result of research and the data analysis.

The Result of Research and the Data Analysis

The design teaching material recount text based on the students' needs is in the form of module. The researcher use model design adapted from Thiagarajan (1974) that is four-D model (Define, Design, Development and Dissemination). The teaching mat[53] recount text developed this has been through three-D stage, namely Define, Design and Development without Dissemination. As for the stages of the described as follow:

Define

Stage define aims to collect information related to the product developed and identify problems in learning underlying the importance of designing teaching material recount text based on the students' needs at eighth grade of Junior High School.
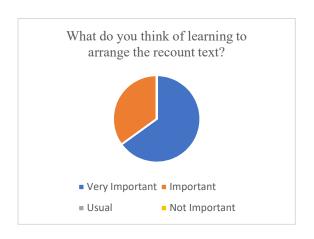
Analysis Students' Needs

Analysis students' needs of teaching material recount text for students at eighth grade of Junior High School, include: (1) the understanding and students' needs of the teaching material recount text, (2) the understanding and students' needs to arrange the recount text, (3) students' needs of the physical teaching material recount text, (4) students' needs of the content teaching material recount text, (5) Students' expectations. The students' who become the sources of research data are 20 students at eighth grade of Junior High School. The following is the exposure of the students' needs results.

The understanding and Students' Needs of the Teaching Material Recount text

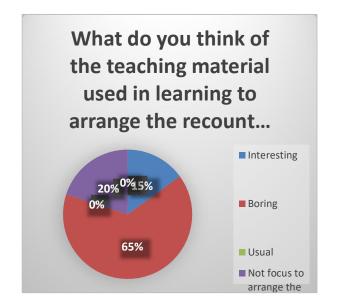There are four indicators of the aspects understanding and the students' needs of the teaching material recount text, namely: (1) students' understanding of learning recount text, (2) students' understanding of teaching material, (3) agree or disagree with the existence of teaching material that can help to arrange the recount text, (4) students' needs of the teaching material to arrange the recount text for students at eighth grade of Junior High School. Each indicator has one or more questions. On each question, every student chooses the answer. To obtain the description of students opinions about the understanding and students' needs of the teaching material recount text can be seen in the table 4.2.

Table 1

The Uunderstanding and Students' Needs of the Teaching Material Recount text

What do you think of learning to arrange the recount text?

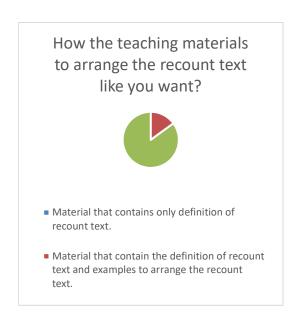- Very Important ■ Important
- Usual ■ Not Important

Based on the table 4.2 can be described that from 20 students 13 answers the learning to arrange the recount text is very important and seven students answers important. The total number of students stated that most of the students answers, the learning to arrange the recount text is very important. Therefore, the teaching material that will be produced by the researcher are expected can be helped students in learning the recount text.

During this time 20 students learn from the student worksheet. Students answers proved that the learning resources of the students has been limited. Meanwhile, three students from 20 students answers the teaching material used during this time interesting, 13 students answers the teaching material used during this time boring and four students answers the teaching material used so far not focus to arrange the recount text.

Table 2

Arranging recount text

Table 3

Recount Text Students want

Eighteen students agree to have special teaching material to arrange the recount text which can be used as a guide, while two other students disagree. The total number of students proved that most of students, answers agree with the existence of special teaching material to arrange the recount text that can be used as a guide. Therefore, the researcher will develop the teaching material recount text to assist students in learning.

The teaching material recount text that will be developed by the researcher is the teaching material that contain the essence to arrange the recount text, example to arrange the recount text, and exercise. This is in accordance with the wishes of 17 students from 20 students. Meanwhile, three students want the teaching material that contains the definition of recount text and examples to arrange the recount text.

Design

There are two steps performed on the stage of the design such as the selection of format and initial module design. The design of teaching material in the form of module that researcher has made based on the students' needs. In the preparation of module, part by part consists of a module framework adapted to the module criteria format adapted from Prastowo (2015: 142).

Task 1

In this section, students are drawn to get into the topic of discussion to be studied. In this case, the author presents an image that can connect directly with youtube associated with recount text. With the help of two alternatives, students will more easily get into youtube. The two alternatives are the URL address below the image and the barcode at the bottom right. After the students listen to the video, students are given 10 kinds of questions with the arrangement that according to the generic structure on recount text, questions are made related to the school vacation experience. That way, indirectly the students independently have compiled sentence by sentence into a story about the experience of the holidays that have been passed or called the recount text.

Picture 1. Task 1 View in the Module

Task 2

In this section, the author presents four types of text along with the images that can be connected directly with youtube. After students listen to the video or the text, students are given two tasks are:

First, students are required independently to be able to distinguish between text one with the other text. In this context, there are four types of text: report text, descriptive text, recount text, and procedure text. Of the four texts, students must match the four types of texts correctly by writing them on the available columns of each text.

Second, students are required independently to show and clarify which text is the recount text, how mark text with a checklist (v) on the available column.

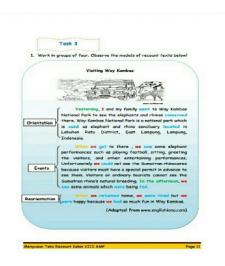**Picture 2. Task 2 View in the Module**

Task 3

In this section, the author presents two text recount. In this context, students are in groups to do it. Students are given two tasks:

First, students in groups to observe and know the characteristics that exist in the recount text. It aims to make students easy to do the second part and especially students can know the characteristics of recount text, such as generic structure, simple past tense, adverb of time, time connective and personal noun and pronoun.

Second, students are still in groups to observe and identify the characteristics of the recount text. This task is intended for

students when assigned to arrange text recount, students can know what things should be on recount text.

Task 4

In this section, the author presents one recount text. In this context, students individually arrange randomly generated paragraphs to become a recount text that is structured according to the recount text characteristics.

Picture 4. Task 4 View in the Module

Task 5

In this section, students independently write about their personal experiences during school vacation. The author presents some images relating to the topic as an inspiration and reference when composed. In order for students to be guided in writing, the authors also provide instructions on what things should be on the recount text.

Picture 5. Task 5 View in the Module

Development

Development stage aims to produce the form of the end the teaching material recount text based on the students' needs. Development stage consist of several stages of the validation test and revision.

Validation Test

The teaching material recount text based on the students' needs assessed using the questionnaire with four scales. Questionnaire given to lecturer and teacher has 22 indicators assessment in group into four aspects, namely: 1.) Aspect of material presentation, 2.) Content aspect / material, 3.) Aspect of language and grammar, 4.) Graphic aspect.

Results recapitulation assessment can be seen more in the appendix 2 and 3, while the average ratings are represented in the table 4.8 and 4.9.

1) **The Results of the Feasibility Assessment by the Lecturer**

Table 4.8

The Results of the Feasibility Assessment by the Lecturer

Aspect of Assessment	Average Score
Aspects of material presentation	100
Content aspects / material	95,8
Aspects of language and grammar	100
Graphic aspects	94,4

Based on the results of the assessment which contains the four aspects of the modules such as aspects of material presentation, content aspects/material, aspects of language and grammar and graphic aspects. It can be obtained in the overall value with the number 97,5 of the total maximum value of 100. Based on the obtained value of the summation that can be done is as follows.

The results of the assessment = $\underline{97,5}$ x 100 = 97,5%

100

The results of the assessment from the lecturer obtained percentage was 97,5 % with the criteria module is very valid and worth it to tested with the revision.

Conclusions and Suggestions

This chapter presents the conclusion and suggestions for the readers. Based on the results of research and discussion, it can be concluded several things as follows: Designing teaching material recount text based on the students' needs was developed using three-D model (Define, Design and Development) that is conducted through three stages, namely define, design and develop. At this stage, based on the analysis students' needs, the results obtained that students need the teaching material recount text written in accordance with students understanding, an attractive packaging and helping independent study. At this stage, based on the analysis students' needs, the results obtained that the teaching material designed according to the students' needs such as the arrangement of the colors, the image, and inscription on the front cover of the module to be placed in the appropriate position to make it look attractive. At this stage, the teaching material is validated by experts and revised based on experts' advice to determine the feasibility of the teaching material.

Suggestions

Based on the results of research and conclusion in this research, "Designing Teaching Material Recount Text Based on the Students' Needs at Eighth Grade of Junior High School" still has shortcomings that need to be fixed. Therefore, the researcher gives the following suggestions for further research:

Need to held a further development, namely the stage of disseminate. At this stage, the researcher is done to spread the product to test the effectiveness of the use of the module.

Need to be further research on teaching material recount text basedon the students' needs to complement the deficiencies in the teaching material.

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