Developing English Grammar Worksheet of Recount Text for Eighth Grade Students of SMP N 17 Jambi

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2018

ABSTRACT


Keywords: Grammar, Recount Text, Supplementary Material, Supplementary Media.

This study intends to develop English grammar materials of recount text in form of a worksheet that can be used for teaching and learning activity for eighth graders of SMP N 17 Jambi. It was conducted because grammar is the basic language component that students should understand. Moreover, grammar is taught explicitly for junior high school students. The subjects in this study were an English teacher of eighth grade and eight students of eighth grade of SMP N 17 Jambi. This study was conducted by using Research and Development (R&D) method with Borg and Gall model of development. The product development procedures consisted of five stages, (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) main product revision. The product was validated by material expert, media expert, and also students by means of questionnaire and try-out in a small group. Then, it was revised based on the results of the product validation and the try-out. Based on experts’ validation and students’ try-out, it was shown that the material and media were valid and applicable for teaching and learning activity for eighth graders of SMP N 17 Jambi. In conclusion, future researches are expected to conduct in large group trials related to the effectiveness of using the product.
Introduction

Mastering of the language for communicative purposes is an overall aim, and there are many different areas in which the language learners need to develop skills in order to achieve this aim. Grammar is one of the elements explicitly mentioned (Askeland, 2013: 10). Hendriwanto (2014) also stated that grammar is an important part in four language learning skills. To speak, to write, to read, and to listen accurately, the students need to comprehend the rule of the correct grammar; those skills require the mastering grammar.

People around the world speak their first language without studying grammatical rules. Small children begin to speak without being aware of grammar. However, if people want to use foreign language, grammar is necessary in a way of learning the language more quickly and efficiently. “Grammar is essential language skill and it is important for learning foreign language” (Zhang, J., 2009). Therefore, According to Musumeci (1997), language does not exist without grammar. If people know grammatical rules and structures, they are able to understand things themselves.

Based on the writer’s experience in 2016 as being a pre-service teacher in SMP N 17 Jambi, there were around eighteen effective weeks in a semester that is available in the academic calendar to nurture students’ language proficiency. There were four hours per week which divided into two meetings to learn English for eighth graders of SMP N 17 Jambi. However, there was no specific time to learn grammar while grammar is the important one skill that should foreign language learners understand to be able to communicate with others. It is because of CLT as the current language learning and teaching approach says that the goal of language education is the ability to communicate in the target language. Samad (2003) stated that grammar activities tend to focus on interaction and reflect a social dimension. Therefore, “grammar is taught explicitly” (Musumeci, 1997). Considering these reasons, it is necessary to have a compact, concise and practical set of grammar materials to meet students’ need.

Based on the explanation above, the researcher thinks it is very important for foreign language learners to understand the grammar. The researcher thinks that it is interesting to develop materials based on the students’ need. So the researcher conducted a study entitled "Developing English Grammar Worksheet of Recount Text for Eighth Grade Students of SMP N 17 Jambi".
Review of Related Literature

In the four skills of listening, speaking, reading, and writing, the knowledge of grammar is at the centre of language use. Brown & Abeywickrama, (2010) stated that it isn’t surprising that for many years we believed that knowing a language meant knowing the grammatical structures of that language. Grammar is the base of English language. According to Zhang (2009), grammar is not acquired naturally, but learning, it needs be instructed. If people want to use foreign language, grammar is necessary in a way of learning the language more quickly and efficiently. If people know grammatical rules and structures, they are able to understand things themselves.

Today, the goal of communicative language teaching is to enable the language learner communicate effectively in the real world. However, “most communicative approaches recognize that grammatical competence is integral to language use, and therefore some attention to teaching grammar is advocated” (Brown & Abeywickrama, 2010).

In grammar teaching, there are two approaches that can be applied: deductive and inductive. Dealing with the teaching of grammar, the deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners’ attention to the problem discussed. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

In the case of pedagogical grammar, inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. This approach involves learners’ participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

Foreign language teaching methods are just like fashions. They come into existence, used and replaced. Genre-based approach which designed based on constructivism, is a simple
model for developing complete lesson units (cycles) around text types/genres to be taught, and has as its ultimate aims of helping learners to gain literacy independently through mastery of text types and genres.

Recount text is a text that retells past events (Anderson, 1997). Its purpose is to provide the reader or the audience with a description of what occurred. It has three main sections. The first paragraph gives background information about who, what, where, and when as it call as orientation. Then, it followed by series of paragraph that retells the events of how it occurred. Some recount texts have a concluding paragraph. However it is not always necessary. In short, the features of recount text are orientation, sequences of events, and conclusion (if it necessary). There are some features that usually includes in recount text as stated by Anderson (1997). The recount text uses proper nouns to identify those involved in the text. It uses descriptive words to give details about who, what, when, where, and how. Because it tells the past events, the recount text uses past tense to retell the events. Recount text usually uses words that show the order of the events such as for example, first, next, and then.

Worksheet is an instructional tool to students learning and grasping concepts taught by the teacher. It allows students to put concepts and ideas into practice. According to Kumar (2015), worksheets are a great tool for practising, and practice often helps students understand concepts better. In addition, “worksheet is an effective tool in ongoing efforts encouraging our students to engage their brains” (Wyels, 2016). Roken (2015) stated that worksheet is used to help learners engage more thoroughly with specific elements of a foreign language.

The development of material has to consider the principles in developing. It means that a developer needs to conduct need analysis. Then, the product of the learning material should appropriate with the learners’ needs and level. Here, the worksheet as the material is a definitely a source for teaching and learning for eight graders of junior high school.

There are some models of development; the first is ADDIE model. The model which was stated by Lee & Owens (2004) consisted of five development steps: analyze, design, development, implement, and evaluate. The second model is by Borg and Gall (1983) which proposed a series of steps to be taken in this model. Conceptually, development model includes 10 general steps: research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field
testing, operational product revision, operational field testing, final product revision, and the last is dissemination and implementation. The another is Dick and Carey (2005) model which includes steps starts from identify instructional goals, conduct instructional analysis, identify entry behaviors and learner characteristics, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, develop and conduct formative evaluation, develop and conduct summative evaluation. The steps are often only connected as far as what they do to help you figure out what to teach and how to teach it.

**Research Methodology**

This study employed the design of Research and Development (R&D). The selected development model in this research was an educational research development model developed by Borg and Gall (1983) with simplification. From ten steps of Borg and Gall’s development model, however, to save the time, this research took only five steps: research and information collecting, planning, develop preliminary form of product, preliminary field testing, and the last step is main product revision. The steps were chosen and considered by the researcher in developing the product based on the needs.

This study conducted at SMPN 17 Jambi with eighth grade students as the target. The data sources came from the eighth grade students and a teacher who teaches English for eighth graders.

**Procedures of Development**

1. **Research and Information Collecting**

   This step was done to search for information on how important the product to be developed. The sources of information in this research were:

   a. **Syllabus**

      The researcher used syllabus as the document to be analyzed. The researcher considered the materials in the syllabus in developing the worksheet. By analyzing the syllabus, the researcher found that students were expected to be able to analyze the structure of text and elements of language to perform the recount text. In addition, students were also expected to understand the content of the text. There are four skills that the students should be mastered. They are listening, speaking, reading and writing. There are three long functional text; descriptive text, recount text, and
narrative text, were studied by eight graders. Moreover, from analysis the syllabus which develops from KTPS that focuses in communicative competence, there is no explicitly mention about grammar point in it.

b. Teacher’s perspective

The researcher interviewed a teacher of English subject who taught the eighth graders by using interview protocol as the instrument to get the data. From interviewing the teacher, the researcher concludes that the teacher is an experienced teacher. She has been teaching English for twenty seven years therefore she has many experiences in teaching. Talking about grammar, the researcher concludes the teacher is teaching grammar in the class even though there is no available time to teach the grammar based on the syllabus.

In the case of teaching grammar, the teacher teaches grammar by explaining the topic first. She presents the grammatical rules and then examples are presented. Therefore, the teaching strategy used by the teacher refers to deductive approach which is the rules and concepts are presented first.

c. Students’ Interview

The researcher had interviewed eight students of eighth grade in SMP N 17 Jambi who selected by recommendation by the teacher to identify their needs and problems by determining what their difficulties and their needs in learning recount text. Based on interviewing either the teacher or the students, they stated about vocabulary as their common problems. Students don’t know much the English vocabulary especially past verb. The students have already known what recount text is. Therefore, not all of them understand the structure and the language features of recount text. The students have difficulty with that. Meanwhile, in finding the interesting learning strategy used by the students, they stated that they more understand the topic by explanation first. Moreover, they cannot finish the exercises without the explanations and examples before. The researcher concludes both, the teacher and the students; they want to have an appropriate media to learn recount text which explains clearly. The students cannot understand the topic if they don’t learn more and practice more. The students want to have a source of learning which won’t make them boring to study. Hence, this supplementary material provides the explanations and exercises for students in order to improve their knowledge in understanding the topic.
2. Planning

This step was the first stage to develop and story board of the worksheet based on guidelines from analysis stage. The phases of designing the students’ worksheet are explained as follows: 1) Designing cover of the worksheet involved background with several texts; designer’s name, title, specification, target students’ grade, and year. The designer’s name of worksheet resides center side of cover. Then, the title resides below of the designer’s name and also followed by the specification of the worksheet below of the title. After the specification, there is text of target students’ grade in left down the corner and followed by year of product developed in centre down of the worksheet. 2) Designing content of the worksheet consisted of several points; table of contents, review of materials, learning material, example, exercise, competency test and glossary. In designing the table of contents, it used white background which is contained stamp with the word “contents”. Table of contents means list of content that stated in the worksheet. It was designed as usual list of content. In the next page, the worksheet also provided review of material. It is description of core competence and basic competence found in the syllabus.

For learning materials, this worksheet consists of two units. Each unit belongs to one semester, therefore it means that these two units are made for semester one and semester two. These two units talk about recount text in detail with theme “Last Weekend” for the first unit, and “Unforgettable moments” for the second unit. For the first unit, students are expected to receive all information regarding recount text (social function, generic structure, generic structure: simple past tense, adverb of time, and conjunction). Meanwhile for the second unit, students are expected to be able to produce recount texts.

The exercises are designed based on the consideration of the suggestion from the teacher and students’ interest which is stated in analysis step. For the first unit, there is exercise in the form of structure arraingment, vocabulary enrichment, and fill in the blank. Meanwhile, for the second units, the exercises are in the form of arranging jumble words, arranging sentences, practicing conversation and writing a recount text.

In addition, to help the students to comprehend the texts of the materials or exercises, the worksheet also provided glossary in the last page. The glossary consists of a list of irregular verb as the need of the students. Briefly, the content of this
students’ worksheet had been designed appropriate with syllabus, suggestion from the teacher and students’ interest.

3. Developing Preliminary Form of Product

The next step is development. It is the production step where everything that has been made in the design step becomes real. In this step, the worksheet considered components of learning media performance such as stylistic, selecting words, pictures, and colors. Then, the researcher arranged the worksheet which consisted of cover, table of contents, competence page, materials, practices, competency test, and the glossary.

In developing material, for first unit, the worksheet provides four topics; recount text (definition, social function, generic structure, and language features), simple past tense and adverb of time used in past tense, regular and irregular verbs, and connector of sequence. For the second unit, the worksheet provides the highlight of the topic in the first unit. It included all the explanation regarding to recount text.

In developing the practices, the worksheet provides four practices for the first unit. First practice refers to reading skill. The students are asked to match random paragraphs with the name of the paragraph in the available box by lining. There are ten questions for second practice which relates to vocabulary item which are asked the students to choose a correct verb in the bracket by considering the grammar used in the sentence. For the third practice, it also relates to vocabulary item. There are twenty five blanks and the students are asked to fill in each blank using their dictionary. The last practice for the first unit is refers to reading skill. The students are asked to choose the correct from the given connector in the text.

The second unit is created for even semester. Based on the syllabus, in even semester of eight grades, the students just review the materials related to recount text which have been learned in odd semester. In even semester, the students more focus on the other text type which is narrative. Therefore, the researcher doesn’t put any kind of practice in second unit. The students just finish the task in competency test for better understanding the recount text.

In developing the competency test, each unit has a competency test. Therefore, there are two competency tests in the worksheet. First competency test comprises four parts; part A is multiple-choice task which included a recount text, four questions refer to the text, a question refers to grammar and four questions refer to vocabulary item. Part B is gap-filling task. There is a recount text followed by ten questions in this part. The
students are asked to complete available box by determining the vocabulary in the text. Part C i is also gap-filling task. There is a recount text which has ten blanks and the students are asked to complete the text with the suitable word in the given box. The last part, part D consists of five jumble sentences with jumble words. This task refers to writing skill which the students are asked to arrange the jumble words into a good past sentence.

For second competency test, there are five parts. The first part of second competency test refers to speaking skill. The students are asked to perform the dialogue in pairs. Part B refers to reading skill. The students are asked to identify the name of each paragraph, and then answer six questions related to the text. Part C refers to writing skill. There are 5 pictures and students are asked to make a simple sentence with past tense based on the situation in the picture. Part D relates to grammar task which are asked the students to change past sentences into negatives and interrogative sentences of simple past tense. Part E relates to writing skill. The students are asked to arrange the random sentence into a recount text.

There are three last pages in the worksheet which attach list of irregular verbs related to vocabularies in daily activities. That is as a glossary in the worksheet.

At this stage, a series of product creation process from beginning to end have done. The next stage is validation of the product by giving the media and assessment questionnaires to media expert and material expert.

A. Material Validation

Material validation is conducted in order to see the feasibility of material contents. The content of the material is validated by one subject matter expert. The expert is an English teacher who teaches the eighth graders in SMP N 17 Kota Jambi. She has taught English more than five years. The material questionnaires provided assessment “yes/no” through the questionnaire and provided comments and suggestions on the validation sheets. The material questionnaire provided four indicators: 1) the presented material, 2) the language used, 3) the presentation, and 4) the overall display, which were developed into some description that was assessed by the material expert. Data in the form of suggestions and comments used to determine the criteria of whether the product is worthy of use or not. Description of the result of the material validation was explained as follows:
First indicator is about the presented material in the worksheet. This indicator consisted of eight descriptions. There are two “no” points for item number 1 and number 7. There are three comments and suggestions for item:

Number 1: “material untuk KD listening tidak ditemukan di worksheet” (There is no material to improve listening skill in the worksheet), number 4: “Sudah pas, tetapi ada yang perlu ditambah latihan (practice diperbanyak)” (The material has composed systematic, but it needs additional practices), and number 7: “Beberapa latihan belum sesuai dengan tujuan pembelajaran di worksheet” (Some practices has not been in accordance with the learning objectives in worksheet).

Second indicator is about the language used in the worksheet. This indicator consisted of two descriptions. The third indicator is about the presentation of the worksheet. This indicator consisted of three descriptions. And the last indicator is about the overall display of the worksheet. This indicator consisted of two descriptions. There is no comment in each description for these three indicators. She gave “yes” point for all the descriptions in these three indicators. She also concluded her comment and suggestion:

“Secara keseluruhan sudah bagus, hanya perlu diperbanyak di praktis. Latihan-latihan yang ada dikompetensi tes dijadikan ke praktis. Untuk kompetensi tes cukup dengan pilihan ganda dan isian singkat” (Overall is good. It just needs additional practices. The tasks in competency test can be separate into practice part which located out of the competency test. For competency test, it just includes multiple-choice task and short-answer task).

She concluded that the worksheet is feasible to use under revisions.

B. Media Validation

Media validation was done in order to see aspects of display media, technical quality and usefulness of the media. Worksheet designed further validated by a media expert. She is one of the lecturers at Jambi University. Media validation sheet provides an assessment through a questionnaire which had three indicators about: 1) the presentation of the worksheet, 2) the effect of worksheet as the media developed through learning strategy, and 3) the overall display of the worksheet, which were developed into some description that was assessed by the media expert. Data in the form of suggestions and comments used to determine the criteria of whether the product is worthy of use or not. Description of the result of the media validation was explained as follows:

First indicator is about the presentation of the worksheet. This indicator consisted of three descriptions. There is “no” point for item number 3. The comments and
suggestions for item number 3 is “Put some pictures to support the materials. It should be matched to the topic”

Second indicator is about the effect of worksheet as media developed through learning strategy. This indicator consisted of four descriptions. There is no comment in each description. She gave “yes” point for all the descriptions in this indicator.

Third indicator is about the overall display of the worksheet. This indicator consisted of five descriptions. There is no comment in each descriptions but she gave “no” point for description number 4. She also concluded her comment and suggestion.

“All aspects are well-organized, but it’s better to put some interesting pictures to improve student's understanding of a text).

She concluded that the worksheet is feasible to use under revisions.

Based on the comments and suggestions from the material expert and the media expert, it can be summarized that following; (1) adding listening practice, (2), adding more practices, (3) reduce the type of task in competency test, and (4) adding more pictures.

4. Preliminary Field Testing

Next process was to implement the worksheet that has been developed before. Before the worksheet was implemented to the users, it had been validated by material expert and media expert. After the worksheet had been validated by the experts, it was implemented to small group testing as the users.

In small group testing, there were eight students of SMP N 17 Jambi who had interviewed before by the researcher. They were asked to learn the topic worksheet, and they were asked to fill in the questionnaire by giving the comments or suggestions about the worksheet. Then, their comments and suggestions were analyzed as the evaluation. The questionnaire consists of seven questions.

Table 4.2 Result of small group testing through questionnaire

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<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Responses</th>
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<tr>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td>1.</td>
<td>Is the design of worksheet interesting?</td>
<td>8</td>
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</tbody>
</table>
2. Is the material interesting to be studied? 8 -
3. Are you easy to understand content of this worksheet? 8 -
4. Do the materials which were provided relate to daily life? 8 -
5. Are there any difficult in doing exercises which provide in this worksheet? - 8
6. Does the material explanation which is provided facilitate you in doing exercises? 8 -
7. Does this worksheet at all have filled your needs? 8 -

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<tbody>
<tr>
<td>2.</td>
<td>Is the material interesting to be studied?</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Are you easy to understand content of this worksheet?</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Do the materials which were provided relate to daily life?</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>Are there any difficult in doing exercises which provide in this worksheet?</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Does the material explanation which is provided facilitate you in doing exercises?</td>
<td>8</td>
</tr>
<tr>
<td>7.</td>
<td>Does this worksheet at all have filled your needs?</td>
<td>8</td>
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Based on the try-out, the students responded that the worksheet is interesting and the content is easy to understand because the materials which were provided related to daily life. The students also gave comments that the worksheet is different with other worksheets because it is colorful and the language used is easy to understand. However, if there is difficult vocabulary, it can be seen on the glossary behind of the worksheet. Then, there was no difficult in doing exercises because the material explanation which provided were facilitated the students in doing the exercises. There are no some comments from the students:

“Tambah gambar yang menarik lagi lebih bagus lagi” (It's better to add more interesting picture). “Berbeda dari LKS yang biasa karena lebih berwarna dan lebih menarik” (The worksheet is different from the current worksheet. It's colorful and interesting). “Good. Contoh-contoh dan teks berkaitan dengan lingkungan sekitar” (It's good. The examples and texts are related to daily life). “Banyak gambar dan berwarna” (Many pictures and colorful). “Sudah bagus, Ms” (It's good, Ms). “Good”.

Based on the comment, the researcher assumed that the comments were not considered as suggestion for this product because there was no clear explanation about the detail. In conclusion, the worksheet is interesting to be used for students. It was concluded that the students accept the worksheet as supplementary media to support their learning process activity. Thus, there is no serious revision to the worksheet. The validation sheets by the students could be seen in Appendix 11.

5. **Main Product Revision**

The worksheet developed had been validated by experts. Based on their evaluation, comments and suggestions, the worksheet still has some weaknesses that must be revised. First, there is no material to improve the listening skill. Second, there are no
many pictures to improve students’ understanding. In addition, there were some revision based on their comments and suggestions. Those are: (1) adding listening practice, (2), adding more practices, (3) reduce the type of taks in competency test, and (4) adding more pictures. The results of the material validation and media validation as well as comments and suggestions from the expert are used as the basis for product development or revision of the product. The worksheet had been tested to eight students as the users. From the responses of the students, researcher concluded the students accept the worksheet as a supplementary medium to support their learning process activity.

The final worksheet consists of two units. The first unit with “Last Weekend” as the theme explains about recount text (definition, social function, generic structure, and language features), simple past tense and adverb of time used in past tense, regular and irregular verbs, and connector of sequence. For the second unit with “Unforgettable moments” theme, the worksheet provides the highlight of the material in the first unit. It included all the explanation regarding to recount text.

The worksheet provides six exercises for the first unit. The Exercise 1 refers to listening and speaking skill and it relates to the given example text. The students are asked to listen to the teacher and repeat after him/her about simple dialogue which discuss about someone’s experience. After that the students perform the dialogue in pair in front of class. The part B task in first competency test revises to be Exercise 2. It refers to reading skill and now the questions relates to the example text. There are five questions relate to vocabulary in the text. The first practice becomes Exercise 3 which refers to reading skill which the students are asked to match each paragraph with the name of paragraph in the available box by lining. The second practice revised to be Exercise 4 which relates to vocabulary. The students are asked to change the verb in the bracket into the past verb. The third practice becomes Exercise 5, it relates to vocabulary item. There are twenty five blanks and the students ask to fill in each blank using their dictionary. The last practice for the first before becomes Exercise 6 which refers to reading skill. The students ask to choose the correct from the given connector in the text.

There are four exercises for the second unit. Exercise 1 is revision of task in part B in second competency test. It refers to reading skill. The text is totally changed. The students are asked to write down the name of each paragraph, then answer six questions relates to the text. Part D task of first competency test becomes Exercise 2 which relates to writing skill. The students ask to arrange the jumble words into a good sentence. Part D task of second competency test becomes Exercise 3 which relates to grammar point.
The students are asked to change the given sentence into negative and interrogative sentence in form of simple past tense. The last exercise in second unit, Exercise 4 is revision from task in part C of second competency test before. It refers to writing and speaking skill. The students ask to complete the dialogue by writing down a short sentence in past tense form for each bubble. Then the students ask to perform the dialogue in front of class.

There are two competency tests in the worksheet. Each competency test comprises two parts; part A is multiple-choice task consists of twenty questions for each and part B is gap-filling task for first unit and arranging task for second unit. In first unit, there are two recount texts in multiple-choice task, therefore there are nine questions related to the texts. One question related to the grammar item, and ten questions related to the vocabulary item. Task in part C of first competency before; becomes gap-filling task for part B. There is a text which has ten blanks and the students are asked to complete the text with the suitable word in the given box.

Multiple-choice task in second unit consists of five numbers relates to listening skill. The students are asked to choose best reply for each short sentence from the played recording. There are also two recount texts in this task. First text has five questions related to the text, and the second text has five blanks relates to vocabulary that should students fill in by choosing the best option. There are also five questions relate to vocabulary item in this task, and one question relates to reading skill by choosing the best option of the best arrangement of the sentences. The task in part E of second competency before, it becomes part B with arranging task. Students ask to write the best arrangement of the given sentences to be a recount text.

The researcher adds some pictures to improve students’ understanding of a text as suggest from media expert.

Conclusion

This research has produced supplementary material of recount text in form of worksheet for eighth grade students. First, the worksheet was developed based on the need of the teacher and the students which is considering to the syllabus. Second, the procedure of the development used Borg and Gall model, which only took five procedures; research and information collecting, planning, developing preliminary of product, preliminary field testing, and the last procedure is main product revision. All the five procedures were done step by
step. The third is the product was validated by two experts; material expert and media expert. The products have been validated and then it was tested for eight students of SMP N 17 Jambi. Then, it was revised based on the comments and suggestions. The result is the material and the media developed well, easy to use and greatly help student in learning. Finally, the worksheet is valid, applicable, and could help students and teacher easier in learning and teaching recount text especially simple past tense. It is a supplementary material included in an additional learning medium; worksheet, for the school.
REFERENCES


