

# DEVELOPING A SUPPLEMENTARY BOOK ON RECOUNT TEXT MATERIAL FOR XI GRADE STUDENTS MAJORING IN MULTIMEDIA AT SMK DARUL HUDA

Widad Azhaar Annafi<sup>1</sup>, Tyas Alhim Mubarok<sup>2</sup>, Siti Rofi'ah<sup>3</sup>

Universitas Nahdlatul Ulama Blitar, Indonesia

<sup>1</sup> widadazhar86@gmail.com, <sup>2</sup> tyasalhim@gmail.com, <sup>3</sup> siti\_rofiah@unublitar.ac.id

## Abstract

In 2022, The media in the English learning process is critical. This is evidenced by need analysis with 20 students and English teacher XI Grade in Multimedia students majoring. This paper aims to investigate the needs of students and also find out the result of development supplementary book on recount text materials. This study used Borg&Gall Research and Development model (R&D) to obtain results by using questionnaire and unstructured interview instrument. It is used some steps including (1)Research&Information collection,(2)Develop preliminary form of product,(3)Product revision, (4)Product testing,(5)Final product revision. The research subject is 20 students of XI Grade in Multimedia students majoring at Darul Huda vocational high school. The limitation of this study is developing a supplementary book on recount text material for XI Grade in Multimedia students majoring. This research finds that the supplementary book is valid in two aspects of content (84,8%) and media (76,4%) and feasible to use as supplementary book on recount text material. It is appropriate from satisfaction questionnaire about this product that percentage about 45% agree and 55% very agree. The last, this supplementary book is valid feasible to use as supplement about recount text material for XI Grade in Multimedia students majoring.

**Keywords:** Recount Text; Supplementary Book; Vocational High School

## INTRODUCTION

Vocational high schools or vocational schools that focus on one field are often an alternative for students who when they graduate from school can immediately work. Many vocational schools open certain fields such as light vehicle engineering, nursing, pharmacy, civil engineering, computer network engineering, welding engineering, robotic mechatronics, multimedia, cosmetology, and many more. Of the many majors offered at vocational schools, there are still many schools that do not implement vocational English learning or ESP. In fact, learning English that focuses on majors is needed by students in the world of work.(Setyan et al., 2020) Similar to what is going on in a vocational high school in a community in the East Java region, namely in Blitar Regency. This institution continues to not use ESP or English learning majors. This is so because the curriculum in SMK and SMA is still the same. (Utami et al., 2016) Based on the findings of multiple students' unstructured interviews with researchers. The study discovered that ESP or vocational English learning had not yet been adopted at the institution. In addition, it was discovered that many students did not enjoy the English-learning methods used in their class based on the findings of a questionnaire given to class XI multimedia majors."National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life," according to the Law No. 20 of 2003, with the goal of maximizing students' potential to become morally upright, healthy, knowledgeable, capable, creative, independent, believe in and fear the Almighty, and develop into democratic and responsible citizens. Quality education must be

matched with professional educators or teachers, who are crucial to the field of education. The role of the teacher is to plan lessons and maximize each student's abilities in order to create results, such as graduates who are well-equipped with resources. The teacher's duties during the learning process include informing, instructing, directing, assessing, and, finally, evaluating the students. The learning process can run well by paying attention to two things, namely learning methods and learning media (Rohman & Susilo, 2019). Learning media is a equipment for teachers to convey various materials and subject matter to students in order to make the stuff presented more understandable. The media in the English learning process is critical. In light of the issues that have arisen thus far in XI Grade in Multimedia students majoring in SMK Darul Huda Wonodadi is the outcomes of learning English are still deemed insufficient. Because teachers in this grade pay less attention to other factors that can aid learning, such as the teaching methods utilized, which are still monotonous and lack media that can create a more distinct picture of the subject taught, learning objectives are frequently not realized to their full potential (RASMAN, 2021). Therefore, it is important for a teacher to prepare a supplementary book as an addition to teaching English. Less active in XI Grade Multimedia students majoring in the teaching and learning process, influenced by many factors, one of the learning strategies that are less attractive to students. The problem of the low grades of students is due to the lack of active students in the teaching and learning process, besides that the english learning process is still teacher centered, so that students interest in learning and mastery of biological concepts is still low (Anggoro et al., 2018). Student who tend to come sit down, be quiet, listen and then be given a task doing evaluations has an impact on students so that they the mindset of students cannot progress and develop. Choosing learning media is an important stage to deliver quality learning (Sari, 2019). Quality learning is learning that involves all the main components of the teaching and learning process, namely teachers, students Multimedia majoring in XI Grade in SMK Darul Huda Wonodadi and interaction between the two, and is supported by various elements learning, which includes learning objectives, material selection lessons, supporting infrastructure, learning situations and conditions that conducive, learning environment that supports teaching and learning activities, as well as evaluation. Learning achievement can be optimized through improving the quality of learning. According to the writer's learning observation in class and unstructured interview with the teacher especially in the learning of English by students at SMK Darul Huda of Wonodadi and also questionnaire for ten students in XI Grade in Multimedia students majoring at SMK Darul Huda of Wonodadi , there are some problem related English teaching process in XI Grade in Multimedia students majoring at SMK Darul Huda of Wonodadi. First, English learning in this class is still using the teacher center method which should have implemented a student center to find out the interests also talents in the English language students majoring in their class. The next problem is the second, in teaching English the teacher only uses textbooks as a learning guide and does not use any media or learning tools so that learning feels very boring and there is no interest and enthusiasm for student learning. Learning that still relies on the teacher center method creates a boring teaching and learning activities atmosphere. So that the students of XI Grade in Multimedia students majoring of SMK Darul Huda feel bored and not enthusiastic to take lessons, as a result the learning objectives are not achieved. Therefore, in learning the teacher should prefer various approaches, strategies, methods according to the situation so that students can be active in following the lesson. For vocational students, especially XI Grade in Multimedia students majoring in Darul Huda Wonodadi vocational high school, supplementary books that suit the needs of English learning students there is not any yet. This is a problem which must be resolved soon. In response, books containing supplementary for XI grade English learning in students should be improved. This research is focused on supporting English teachers in finding ideal supplementary material for reading skills is aligned with the 2013 curriculum. As in the

sentence excerpt of a research on the development of supplementary speaking material, namely, "Teachers can use additional books as additional resources in English teaching. In addition, students can be more improve and enhance their english skills by using this supplementary book." (Yulfi & Syaprizal, 2020). Developing a supplementary book in english teaching is an interesting topic to be discuss. Findings from this study, it may be inferred that a product must be developed to address this issue. In addition, the researcher did this research with a focus on additional books on the topic "Recount Text" using data gathered from an English teaching teacher and several pupils. The researcher chose the topic "Recount Text" because this material is in accordance with the 2013 curriculum on KI and KD English lessons in class XI Grade in Multimedia students majoring. Furthermore, in XI Grade in Multimedia students majoring students in Darul Huda of Wonodadi Vocational High School used their reading and grammar skills to read this supplemental book. The Supplementary books are learning books created to support the learning process so that there are more sources and reading references. This book only focuses on certain materials in a curriculum. School textbooks are one of the main sources for teaching and learning in an education system (Seddighi et al., 2021). The difference between a textbook and a supplementary book is the content. Actually there are many problems in vocational high school especially in English material. The lack of innovation and the difficulty of facilities and infrastructure have hampered the creativity of teachers (Rachmijati, 2018). Because of this problem, the XI Grade in Multimedia students majoring did not get a through exposure to English learning. No consideration is made to the target environment or the demands of the target student. This research is very important because of the many problems found by researchers when conducting a need analysis in the form of questionnaire and unstructured interviews with English teacher and XI grade Multimedia students majoring. The objectives of this research are as follows : (1) To describe the process of development supplementary book media of recount text material for XI Grade in Multimedia students majoring at SMK Darul Huda Wonodadi. (2) To find out the result of development supplementary book media of recount text material for XI Grade in Multimedia students majoring at SMK Darul Huda Wonodadi. In SMK Darul Huda, the Curriculum 2013 was implemented. In fact, SMK Darul Huda continues to struggle with providing sufficient English teaching resources to its students. In order to study English, students just rely solely on textbooks. English teaching resources are insufficient to properly help pupils learning English in vocational high schools. Because the English in the government-provided course book is insufficient, vocational school pupils require a supplementary English book. Students of multimedia, particularly grade XI, in SMK Darul Huda, do not have access to English supplementary books or other media to aid in their English learning. Therefore, the needs analysis is the first step in this research. This would be accomplished through the distribution of questionnaires to students and the conduct of unstructured interviews with teachers. The data is then examined to determine the pupils' target needs and learning. Both of these requirements can be met to complete the needs assessment. After conducting a needs analysis, it would be possible to establish the media and topics that students would need to improve their English skills. Based on the needs analysis that has been stated in background of the research, learning media in the form of supplementary books are needed for students of XI Grade in Multimedia students majoring. Considering this problem, this research would focus on developing a supplementary book of recount text material for class XI Grade in Multimedia students majoring at SMK Darul Huda Wonodadi. The development of this book is focused on the topic of "Recount Text" because this material is one of the topics of English lessons taught in XI grade. This supplementary book is expected to be a learning media that is suitable for the needs of XI Grade in Multimedia students majoring students for learning English. In addition, this supplementary book is expected to be able to present an atmosphere of learning English that is not boring and increases interest for students. Additional book refer to Supplemental materials

are those that are used specifically to supplement a course text. Often, the abilities that are taught or discussed in the course book are covered in greater detail in the supplemental materials. One frequent activity among teachers is creating extracurricular resources. The purpose of the supplemental materials provided by teachers is to expose kids to extended listening and/or reading, not to develop productive abilities (Tomlinson, 2014). Supplemental resources, on the other hand, can be utilized to teach all the skills that aren't thoroughly covered in the main course book as well as to be used for learning in regular classes, enrichment activities, or remedial activities. There is a gap between what pupils need to know or be able to do and what is provided in their textbook, thus supplementation is implemented. (McGrath et al., 2013). The book recounts an experience or a series of events in straightforward fashion, free of historical drama or hostilities. "The recount is a text which informs about events occurring in the past in a sequence of time," Anderson (Hutagalung et al., 2021) suggests. The text's objective is to inform the reader about historical events and their dates. Texts that describe past events are known as recount texts (Husna & Multazim, 2019). Recount text is the main topic of this study. Recount texts are a particular kind of text that describe an occasion in our lives. This study creates a companion book on recount text with an emphasis on reading ability. One way to get information from a text source is through reading (Abd. Syakur et al., 2020). As a result, as readers, we are able to learn a lot about various topics via written material. Reading is a form of written communication. As a reader, you are in dialogue with the author regarding the books you are reading. The contents and other stuff in this supplementary book would be divided into sections. The first section is an introduction to the learning subjects, expressions, texts, and knowledge that students would study in the book. The main activity is in the second part. The meaning, goal, kinds, general structures, linguistic aspects, and examples of "Recount Text" would all be explained in this section. The conclusion is found in the third section. There are also some new vocabulary that may find in that chapter. After materials are developed, there would be an expert who evaluates the materials. Through this process, it would be known whether the teaching materials are appropriate or not.

## METHOD

This study used a research and development model to obtain results that were relevant to the objectives (R&D) by (Borg & Gall, 1983). The steps were (1) Research & Information collection (Need Analysis process with using questionnaire and unstructured interview), (2) Develop preliminary form of product, (3) Product Revision, (4) Product Testing, (5) Final Product Revision. The data was collect from started by doing need analysis which consists of Questionnaire and Unstructured Interview. The result from the need analysis was being the reference to develop the product. The data collected by the researcher from (1)The Twenty students consist of 3 boys and 17 girls in XI grade Multimedia students majoring, (2)The English teacher, (3)The 2 Validators are lecturer who's Experts in learning media and also English teacher who's experts in learning material. The data was analyzed and displayed into descriptive quantitative analysis. The purpose of the instrument validity test is to establish whether or not the instrument can be used in research (Putu et al., 2021). In this research the product validation process was described as follows content validation and media validation. This research use formula by Arikunto to measure the product feasible or not (Arik unto, 2010). Suharmini arikunto (Arikunto, 2010) describes how to measure the validity of the instrument, as follows :

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Notes:

P = Eligibility

$\sum x$  = Number of assessment answer  
 $\sum xi$  = Highest number of answer

**Table 1.** Reliability category

Percentage (%)	Validity Category	Explanation Eligibility Category
85% - 100%	Very valid	Very good
70% - 84%	Valid	Good
55% - 69%	Less valid	Less good
40% - 54%	Invalid	Invalid

In addition, in analyzing the percentage of satisfaction questionnaire, the researcher used questionnaire percentage formula, as follows (Sugiyono, 2011) :

$$P = \frac{f}{n} \times 100$$

Notes:

P = Percentage

f = Frequency

n = Total of respondent

## RESULTS AND DISCUSSION

### Results

The results from objectives of the research are to develop supplementary materials media of recount text material for XI Grade in Multimedia students majoring at SMK Darul Huda is hopefully would be useful or not to give some contributions to English language teaching and learning. So the result were (1) For Teachers this product develop is expected to be alternative or even new coming learning media in teaching English to students, (2) For Students the product is expected to give the students experience about learning by using supplementary materials and give them easy way to learn about English, (3) For Readers can inform about supplementary teaching materials for XI Grade in Multimedia students majoring that suit the needs of readers, (4) For researchers it can be a reference for further research on the development of English supplementary materials for XI Grade in Multimedia students majoring. From all of that need to present the result from need analysis first.

Need analysis is used in this develop to investigation the problem and find the solution. In this research use questionnaire and unstructured interview to find the need analysis. Questionnaire used in preliminary study was "open" questionnaire for teacher of XI grade in multimedia students majoring and students of XI grade in multimedia students majoring. The questionnaire for the final result was "closed", it means the respondents are only choosing the best one on the items and making checklist on the given answers. Unstructured interview was given to the english teacher of XI grade in multimedia students majoring of SMK Darul Huda and five students of XI grade in multimedia students majoring of SMK Darul Huda (using random sampling technique) in order to get the data from questionnaire result.

Based from the questionnaire and unstructured interview the students response 90% dislike English learning process because in this class still using the teacher center method which should have implemented a student center to find out the interests and talents of the English language

students in the class. The students need some interest media for English learning so the student not feels booring and enthusiasm for students learning, because in teaching English the teacher only uses textbooks as a learning guide and does not use any media or learning tools, beside that in that class the students do not use cellphones for learning or just look for some interest material about English lesson.

Finally, based on the need analysis in questionnaire found that 100% students aggred that necessary to develop supplementary book for complete their English learning. Because in this English learning not use ESP for multimedia and the teacher still use 2013 curricullum on KI and KD English lesson in XI Grade so the researcher chose the topic “Recount Text”. This Supplementary materials are learning books created to support the learning process so that there are more sources and reading references. Furthermore, the product supplementary materials arrangement started by creating material, it is mentioned the sub materials, main sub materials and many examples with questions. The materials arrangement are taken from many sources. Such articles journals and also website.

This product was consulted to the media validation and content validation to get product validity. There are two validation product, media validation and content validation. The supplementary book materials is having valid in the two aspects that mentioned above, it is means that the product is feasible to use by the students. A valid instrument has high validity to get feasibility of product so the product can be distributed to the XI Grade of Multimedia students majoring. The validity in this process was using questionnaire and analysed by formula from Arikunto.

**Table 2.** Content expert validation results point 1

<b>Indicator</b>	<b>Assessment Points</b>	<b>Percent</b>	<b>Validity Criteria</b>
Content Eligibility	The suitability of the material with the indicator	100%	Very valid
	Mate depth	75%	Valid
	Concept accuracy by definition	100%	Very valid
	Accuracy of principles, facts and data	75%	Valid
	Accuracy of examples	75%	Valid
	Accuracy od drawings, diagrams and illustration	50%	Less valid
	Accuracy, notation, symbols and icons	75%	Valid
	Reference accuracy library	50%	Less valid
	Relevant	100%	Very valid
	Reasoning	100%	Very valid
	Application	100%	Very valid
	Encouraging to seek information further	75%	Valid
	The suitability of the material with the development of science	100%	Very valid
	Presenting library	100%	Very valid
Update phenomena	75%	Valid	
<b>Mean</b>		<b>83%</b>	<b>Good</b>

Table 2 is content expert validation results with the first indicator, which is about the feasibility of the content. This table shows that the average score is 83% with the validity criteria being

''good''. So it can be concluded in accordance with the table above that the validation results at this point are ''valid''.

**Table 3.** Content expert validation results point 2

<b>Indicator</b>	<b>Assessment Points</b>	<b>Percent</b>	<b>Validity Criteria</b>
Feasibility presentation	Presentation of the material logically and systematic	75%	Valid
	Presentation of examles in each sub chapter	100%	Very valid
	Introductory presentation	75%	Valid
	Presentation definition	100%	Very valid
	Presentation of additional information	100%	Very valid
	Bibliography presentation	50%	Less valid
	Presentation provides additional academic insight	100%	Very valid
	Reference accuracy library	50%	Less valid
	Efficient <i>Supplementary materials</i> presentation	75%	Valid
	Presentation of reading examples and questions	100%	Very valid
<b>Mean</b>		<b>82%</b>	<b>Good</b>

Table 3 is content expert validation results with the second indicator, which is about the feasibility of the serving. This table shows that the average score is 82% with the validity criteria being ''good''. So it can be concluded in accordance with the table above that the validation results at this point are ''valid''.

**Table 4.** Content expert validation results point 3

<b>Indicator</b>	<b>Assessment Points</b>	<b>Percent</b>	<b>Validity Criteria</b>
Conformity with language rules	Accuracy and effectiveness of the sentence	100%	Very valid
	Ability to motivate messages or information	75%	Valid
	Confirmity to the intellectual level of students	75%	Valid
	Coherence and cohesiveness between reason	100%	Very valid
	Consistency of using terms	100%	Very valid
	Consistency of using symbols or power	75%	Valid
<b>Mean</b>		<b>87%</b>	<b>Very Good</b>

Table 4 is content expert validation results with the third indicator, which is about the conformity with language rules. This table shows that the average score is 8% with the validity criteria being ''very good''. So it can be concluded in accordance with the table above that the validation results at this point are ''valid''.

**Table 5.** Content expert validation results point 4

Indicator	Assessment Points	Percent	Validity Criteria
Fenomena	<i>Supplementary materials</i> employer phenomena examples	100%	Very valid
	The phenomenon presented is appropriate with material	100%	Very valid
<b>Mean</b>		<b>100%</b>	<b>Very Good</b>

Table 5 is content expert validation results with the fourth indicator, which is about the phenomenon. This table shows that the average score is 100% with the validity criteria being "very good". So it can be concluded in accordance with the table above that the validation results at this point are "valid".

**Table 6.** Media expert validation results

Indicator	Assessment Points	Percent	Validity Criteria
Consistency of graphic	Size suitability with pocket book content	75%	Valid
	Appearance of layout elements on the cover, back, and back harmoniously have rhythm and unity as well as consistently	75%	Valid
	Displays the ( <i>center point</i> ) are good	50%	Less valid
	Composition and size of layout elements (title of author, logo illustration, etc.) proportional, balanced and in tune with the layout content location (according to the pattern)	100%	Very valid
	Colour layout elements are harmonious and clarify function	50%	Less valid
	The font size of the book title is more dominant and proportional to the size of the book name the author	75%	Valid
	The colour of the book title contrasts with the background back colour	100%	Very valid
	The cover illustration of the model depicts content/teaching materials and reveal character object	50%	Less valid
	Consistent placement of layout elements based on pattern	75%	Valid
	The separation between paragraphs is clear	75%	Valid
	The space between the text and the illustration is appropriate	75%	Valid
	Placement of chapter titles, subtitles, and numbers page does not interfere with understanding	75%	Valid
	Use of letter variations ( <i>bold, italic, all capital, small capital</i> )	100%	Very valid
	Typography of book content is clear and consistent	100%	Very valid
	Content illustration able to reveal meaning/atti of object	75%	Valid

Overall presentation, harmonious illustrations	75%	Valid
Creative and dynamic content illustration	75%	Valid
<b>Mean</b>	<b>76,4%</b>	<b>Good</b>

Table 6 is media expert validation results with the indicator, which is about the graphic eligibility. This table shows that the average score is 76,4% with the validity criteria being "good". So it can be concluded in accordance with the table above that the validation results at this point are "valid".

**Table 7.** Product Satisfaction Questionnaire Point 1

Indicator	Statement	Satisfaction
Interest	The appearance of this English supplement book is interesting	95%
	This English supplement book makes me more enthusiastic in learning English especially with the topic of recount text	90%
	The material of this wnglish supplement book helped me in mastering english	90%
	This english supplement book makes me more active in digging for information and data	95%
	With the illustrations or pictures in this book facilitate save in understanding the content or material	95%
<b>Mean</b>		<b>95% (Very Good)</b>

Table 7 is product satisfaction questionnaire with the first indicator, which is about the interent. This table shows that the average score is 95% with the validity criteria being "very good". So it can be concluded in accordance with the table above that the validation results at this point are "valid".

**Table 8.** Product Satisfaction Questionnaire Point 2

Indicator	Statement	Satisfaction
Material	The material in this supplement book is in accordance with my needs as a student	90%
	Presentation of the content material with the question of making me become more active in searching for information	95%
	The material presented is coherent and easy understood	95%
	This supplement book encourages me to think creatively and responsively	90%
<b>Mean</b>		<b>93% (Very Good)</b>

Table 8 is product satisfaction questionnaire with the second indicator, which is about the content. This table shows that the average score is 93% with the validity criteria being "very good". So it can be concluded in accordance with the table above that the validation results at this point are "valid".

**Table 9.** Product Satisfaction Questionnaire Point 3

Indicator	Statement	Satisfaction
Language	The sentences in each paragraph in this English supplement book are easy to understand	95%
	The language used is simple and easy to understand without further	90%
	The selection of letters and pictures makes it easier for me to read and understand the contents of the book	95%
<b>Mean</b>		<b>95% (Very Good)</b>

Table 9 is product satisfaction questionnaire with the third indicator, which is about the language. This table shows that the average score is 95% with the validity criteria being "very good". So it can be concluded in accordance with the table above that the validation results at this point are "valid".

There are some comments or suggestions from the expert validation about the product. The comments about the book cover need to be added with pictures to make it more attractive, fonts and spacing must be adjusted to the size of the book, pages are made back and forth, adding more pictures and questions related to the material, and adding more bibliography. The comments and suggestions have been revised before the product is tested on students satisfaction responses through a questionnaire.

The researcher testing the product by giving presentation about the product to the XI Grade of Multimedia in Darul Huda Vocational High School. This presentation aimed to show them about how to use the supplementary materials to be emphasized to help students learn English based on their needs. The students also given 20 minutes to read and understand the supplementary materials. For the last, the students asked to fill the product satisfaction questionnaire in order to find out the product is feasible or not for them.

Final product revision was the last step of this product of development process. This revision should be referred from the product satisfaction questionnaire that is given to the students XI Grade in Multimedia students majoring at Darul Huda Vocational High School as the research subject. But from this research the result of the product satisfaction is feasible for XI Grade in Multimedia students majoring at Darul Huda Vocational High School. So there is no product revision needed or in the other words, the "Supplementary materials on Recount Text Material for XI Grade in Multimedia students majoring at Darul Huda Vocational High School" is complete and ready to use as supplement source in learning english.

**Discussion**

This research has several problems which according to the researchers learning in the class use need analysis with unstructured interview in the learning of English by students multimedia majoring in XI grade at SMK Darul Huda of Wonodadi and also questionnaire for ten students in XI Grade in Multimedia students majoring at SMK Darul Huda of Wonodadi. First, English learning in this class is still using the teacher center method which should have implemented a student center to find out the interests also talents in the English language students majoring in their class. The next problem is the second, in teaching English the teacher only uses textbooks as a learning guide and does not use any media or learning tools so that learning feels very

boring and there is no interest and enthusiasm for student learning. Learning that still relies on the teacher center method creates a boring KBM atmosphere. So that the students of XI Grade in Multimedia students majoring of SMK Darul Huda feel bored and not enthusiastic to take lessons, as a result the learning objectives are not achieved. Therefore, in learning the teacher should prefer various approaches, strategies, methods according to the situation so that students can be active in following the lesson.

Findings from this problem, the problems can be formulated as follows : (1) How is the process of develop a supplementary book on recount text material for XI grade in multimedia at SMK Darul Huda, (2) How is the result of develop a supplementary book on recount text material for XI grade in multimedia at SMK Darul Huda. So the researchers use research and development model by Borg & Gall with some steps. R&D model by Borg & Gall is research method type that works in education for develop and validation products. (Sugiyono, 2011)

The product that has been produced by the researcher is a supplementary book that has been validated by 2 experts. These are content material experts namely English language teacher and media experts namely lecturer that experts in this media. The table 2,3 and also 4 in the result are the validity of product. Content validation, presentation validation and language validation that with 84,8% percentage. It means that the supplementary book can be said very VALID. And in the table 6 media validation, this supplementary book was get 76,4% percentage. It means that the supplementary book can be said as valid.

The next, to find out the use of this supplementary book the step is giving satisfaction questionnaire to the students as research subject. The percentage of the questionnaire result shown in Table 7,8 and 9. The first aspect that discussed in the satisfaction questionnaire was about the layout of the supplementary book. From that table, it can be seen that 95% students said that the supplementary book on Recount Text layout is attractive. It is supported by the next statement which the material in this supplementary book fits my needs as a students on 90% is very valid.

Not only that, the sentence language in each paragraph in this supplementary book is easy to understand with a number of satisfaction score is 95% very valid. In addition to this supplementary book focusing on Recount Text material, the contents of this book present many stories that can increase students reading skill with the support of pictures that match the topic of the story. There are several questions to encourage students to think creatively, and responsively so that students not only read but also understand the information that can be drawn from the reading. So it can be concluded that the interest of product, material and language used in this supplementary book product are feasible to use.

## CONCLUSION

The process development a supplementary book on recount text material for XI Grade in Multimedia students majoring at Darul Huda Vocational High School consists of some steps adapted from Borg and Gall theory, (Borg & Gall, 1983) that included (1) Research and information collection (Need analysis process by using questionnaire and unstructure interview to gather data), (2) Develop preliminary form of product until the product is a complete book, then validity process the product to 2 validation experts namely content validation and media validation, (3) Product revision from the questionnaire validity of content and media, (4) Product Testing to the research subject by giving classroom presentation product and satisfaction questionnaire, (5) Final product revision if it is necessary, but in this

research there was no revision after the product testing due to the result of the testing was feasible. This step was appropriate to be referenced in the developing recount text material in English learning.

The support of the result in this research, shows that the supplementary book is valid in two aspects of content (84,8%), media (76,4%) and feasible to use as supplementary book on recount text material for XI Grade in Multimedia students majoring at Darul Huda vocational high school. It's supported by the satisfaction questionnaire in this product is appropriate for the students XI Grade in Multimedia students majoring to learn about recount text material in English learning in percentage about 90% to 95%. For the last, this supplementary book is valid feasible to use as supplementary about recount text material for students XI Grade in Multimedia students majoring.

## ACKNOWLEDGMENTS

Finally, I am especially thankful to my mother and father for supported me in completing this article. Thank you also to my sister Fadhilla Shauma Ramadhani who always accompanied me to work on this article. I am thankful for Mrs. Tyas Alhim Mubarak, S.S., M.Hum and Mrs. Siti Rofi'ah, M.Pd for their constructive criticism and advice of my article. Special thanks to my bestfriend Ayu Hartina Sari for all of support and help me.

## REFERENCES

- Abd. Syakur, Rosidi Azis, & Sukarsih. (2020). Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>
- Anggoro, B. S., Handoko, A., & Andriyani, I. (2018). Pengaruh Metode Quantum Learning Terhadap Minat Belajar Siswa dan Penguasaan Konsep Biologi Kelas Viii SMP Negeri 11 Bandar Lampung. *Biosfer: Jurnal Tadris Biologi*, 8(2). <https://doi.org/10.24042/biosf.v8i2.2295>
- Borg, W. ., & Gall, M. . (1983). Educational Research an Introduction fourth edition. *Longman Inc*, 1(1).
- Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52. <https://doi.org/10.18592/let.v9i1.3077>
- Hutagalung, F. N. R., Hutagalung, D., Simanjuntak, D. V., & Yanti Tampubolon, P. D. (2021). An Analysis of Students Reading Comprehension on Recount Text at SMK Dharma Bakti 1 Medan. *Jurnal Ilmiah Mandala Education*, 7(1). <https://doi.org/10.36312/jime.v7i1.1762>
- McGrath, J. J., Savage, D. B., Nolan, J. V., Rodgers, N. J., & Elliott, R. (2013). Anionic salts and dietary 25-hydroxyvitamin D stimulate calcium availability in steers. *Animal*, 7(3). <https://doi.org/10.1017/S1751731112001887>
- Putu, N., Oktapiani, G., Asril, N. M., Gede, D., & Wirabrata, F. (2021). *Upaya Meningkatkan Kosakata Bahasa Inggris Pada Anak Usia Dini Dengan Media Wayang Melalui Video Pembelajaran*. 9, 285–293.
- Rachmijati, C. (2018). Penggunaan Internet Sebagai Optimalisasi Media Pembelajaran Bahasa Inggris (Program Pengabdian Pada Masyarakat di Desa Margaluyu Kecamatan Cipendeuy). *Abdimas Siliwangi*, 1(2). <https://doi.org/10.22460/as.v1i2p61-74.106>
- RASMAN, R. (2021). Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada

- Masa Pandemi Covid 19. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 1(2). <https://doi.org/10.51878/edutech.v1i2.442>
- Rohman, M. G., & Susilo, P. H. (2019). Peran Guru Dalam Penggunaan Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi (TIK) Studi Kasus Di Tk Muslimat Nu Maslakul Huda. *JURNAL REFORMA*, 8(1). <https://doi.org/10.30736/rfma.v8i1.140>
- Sari, P. (2019). Analisis terhadap kerucut pengalaman Edgar Dale dan keragaman gaya belajar untuk memilih media yang tepat dalam pembelajaran. *Mudir: Jurnal Manajemen Pendidikan*, 1(1).
- Seddighi, H., Sajjadi, H., Yousefzadeh, S., López López, M., Vameghi, M., Rafiey, H., & Khankeh, H. R. (2021). Representation of disasters in school textbooks for children with intellectual disabilities in Iran: A qualitative content analysis. *International Journal of Disaster Risk Reduction*, 53. <https://doi.org/10.1016/j.ijdr.2020.101987>
- Setyan, R. N., Widianingsih, S., Nisa, K., Rahmawati, N., & Subekti, N. (2020). Pengembangan Inovasi Bahan Ajar Berbasis English for Specific Purposes (Esp) Guna Meningkatkan Keahlian Kompetensi Komunikatif Siswa Kelas Xi Multimedia. *Buletin Literasi Budaya Sekolah*, 2(1), 52–60. <https://doi.org/10.23917/blbs.v2i1.11612>
- Sugiyono. (2011). Sugiyono. 2011. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta. *Bandung:Alfabeta*.
- Tomlinson, B. (2014). *Developing Materials for Language Teaching Chapters from the first edition Edited by*. Bloomsbury Publishing.
- Utami, S., Sakitri, W., & Br Sebayang, L. K. (2016). Peningkatan Kualitas Sumber Daya Guru dan Siswa Sekolah Menengah Kejuruan (SMK) Melalui Pengembangan Inovasi Bahan Ajar Berbasis English for Specific Purposes (ESP). In *Abdimas* (Vol. 20, Issue 2).
- Yulfi, Y., & Syaprizal, S. (2020). Developing Suplementary Speaking Material in Digital Media. *Linguistic, English Education and Art (LEEA) Journal*, 4(1). <https://doi.org/10.31539/leea.v4i1.1620>