

TEACHING RECOUNT TEXT BY USING MOVIE QUIZ FOR JUNIOR

HIGH SCHOOL'S STUDENTS

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S₁)



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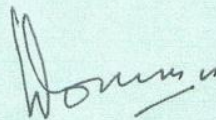
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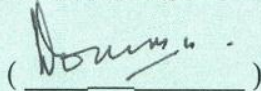
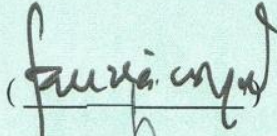

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ABSTRAK

Ayu wandira. 2015. *Teaching Recount Text by Using Movie Quiz at Junior High School*. Makalah. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan bagaimana cara meningkatkan motivasi siswa dengan menggunakan *Movie Quiz* dalam pengajaran teks recount. Langkah-langkah dalam pengajaran teks recount dengan menggunakan *Movie Quiz* ini adalah dimulai dengan memeriksa latar belakang pengetahuan siswa terhadap teks recount (*Pre teaching*). Guru membagi siswa kedalam beberapa kelompok dan menjelaskan aturan dari quiz. Setelah itu guru menampilkan film yang familiar dengan siswa dan guru memberikan pertanyaan-pertanyaan berdasarkan film tersebut. Kemudian guru meminta siswa untuk menceritakan kembali film tersebut berbentuk teks recount dengan menggunakan pertanyaan-pertanyaan yang telah diberikan (*Whilst Teaching*). Pada *Post Teaching*, guru memberikan umpan balik, nilai dan penghargaan kepada murid.

Keywords: *Recount text, movie quiz*

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The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Recount text is a text that categorized as “the story genre which functions to retell event for the purpose of informing or entertaining”. A recount text is a piece of text retelling past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred”. This text has a basic form of sequencing units of information that is orientation, series of event and reorientation.

The generic structures of a recount text consist of three parts, namely: a) orientation, it gives reader background information of the story. b) list/series of events, it tells a series of events in a chronological order and describes what happened; c) reorientation, it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story (Biber & Conrad, 2009).

Beside the generic structure or rhetorical features of a recount text, as Anderson (2003) states there are also the language features which are usually found in a recount text, they are: a) proper nouns to identify those involved in the text; b) descriptive words to give details about who, what, when, where, and how; c) the use of the past tense to retell the events, and 4) words that show the order of events or connectors (for example, first, next, then, etc).

Recount text is including in the English curriculum 2013 so students who learn English at school have to accomplish it well. In the curriculum, this text

must be learnt. But there are a lot of problems that found by the teacher and student in teaching and learning recount text.

The first problem is students have lack of vocabulary. Vocabulary is one of the important elements that support the communication well each other. Without vocabulary, people cannot understand what the others say. Vocabulary is very important in communication because vocabulary can avoid misunderstanding and makes the conversation well. The second problem that faced by the student is lack of motivation. Almost students were lack of motivation in learning recount text because the classroom atmosphere was not supported them to learn. In other word, the class did not stimulate and motivate students to face the lesson from teachers. As a result, they sleepy and less attention to the lesson. So, the students are not interested in learning recount text.

The last problem is come from teacher's side. Based on writer's experience when doing her practical teaching in SMPN 25 Padang, teaching recount text has lack of attention by teacher, it is because when the teacher comes to the class they only bring some printed material that consists of a text. In fact, a printed material is not very useful, because through the print out of the text student will not know how to make it correctly.

Based on the problems in teaching recount text that found above, teacher needs a technique to solve the problems in teaching recount text. In this paper, writer proposes a technique which can be used by the teacher in teaching recount text that is Movie Quiz. Through this technique there will be an interaction in the form of asking and answering of question about the movie. The teacher give to the

student question about the movie, the groups try to answer the question and the groups that can answer the question get score.

B. Limitation of the problem

Based on the problems state above, the problem is limited to use “movie quiz” in teaching recount text at junior high school. This kind of technique is expected to be able to promote students’ motivation in learning recount text.

C. Formulation of the Problem

The formulation of the problem is “How do English teachers use movie quiz technique in teaching recount text?”

D. Purpose of the Paper

This paper will explain about how English teacher uses movie quiz is also expected to be helpful for the teacher to improve their technique in teaching recount text and can improve student’s motivation in learning recount text.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Using movie quiz in teaching recount text can stimulate students learning motivation. In applying movie quiz for teaching recount text, teacher should do some steps below: First, teacher explains about what is the recount text, the structure of the text and the social function of the text. The second, teacher discusses the content of the text with the students. Discussing about the content of the text is for understanding and comprehends the content. The third, teacher uses movie quiz and explains about the rule of quiz and divided the students into the group to apply it, and then give the question related to the movie.

Based on the question in the quiz that has been asked by the teacher and also the answer that given by student, it can helps students to telling the story more easily, because the question can be guidance in finding the idea. Also it can helps the students to retell the story by using own way. Movie can be an attractive media in teaching recount text that used by the teacher in order to increase students interested and quiz can improve student's motivation in learning recount text.

B. Suggestion

Based on the conclusion that has been mentioned before, there are some suggestions in teaching recount text by using movie quiz. It is suggested to the teacher to use this technique for the students that are familiar with recount text or have already learned about it. Therefore, teacher can focus on helping the students finding, organizing and delivering the ideas into the text. Hence, teacher only needs to recall what the students have learned about recount text.

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