USING *BEEF BURGER* AS A MEDIA IN TEACHING WRITING A RECOUNT TEXT AT JUNIOR HIGH SCHOOL

PAPER

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ABSTRAK

Handayani, Nuri.2013. Using Beef Burger as A Media in Teaching Writing a Recount Text at Junior High School. *Paper.* Jurusan Pendidikan Bahasa Inggris. Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan bagaimana mengaplikasikan media *Beef Burger* dalam pengajaran menulis dalam bahasa Inggris. Makalah ini diharapkan memberikan hal yang bermanfaat bagi para guru yang menganjarkan siswa untuk menulis. Beef Burger ini diharapkan mampu menjadi media alternatif untuk meningkatkan kemampuan siswa dalam menulis, terutama dalam menulis sebuah text recount. Dalam menggunakan media ini, siswa lebih termotivasi dalam menulis dan lebih berfikir kritis sebelum menulis. Keunggulan metode ini adalah bentuk rancangan sebuah *Beef Burger* persis sama dengan rancangan sebuah text recount. Media ini terdiri dari tiga bagian, yaitu: *Top Bun* (orientation), *Fillings* (evens), *Bottom Bun* (reorientation)

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Based on the School Based Curriculum (KTSP), teaching English emphasizes students to master written skills as well as oral skills. It means that not only oral skills should be mastered by the students but also written skills. Writing is a compulsory skills that must be taught in all levels of students.

Depdiknas (2006) notes that the basic compentence in teaching writing for Junior High School is to enable students to express the meaning of interpersonal, ideational, and textual. The texts are recount, narrative, procedure, descriptive, and report. It means that the students should have ability to understand and to express their thought, ideas, opinions, emotions, and feelings to the readers in the written form through writing. the success in learning te language is determined by how well thay can communicate and how well they can express their ideas in that language.

In the Junior High School, on of the text that should be learned is a recount text. A recount text is a kind of text that is taught at the second grade of Junior High School. Gerot and Wignell (1994) states that recount is a text which function to retell events for the purpose of informing or entertaining. The generic structures of the recount text are orientation, events, and

reorientation. And a recount text uses simple past tense as grammatical features.

However, writing a recount text is not easy for the students in Junior High School. The students have not sufficient to know writing recount text itself. The students seems not interested in writing a recount text. So, the students are hard to produce the text.

Based on writer's experience in teaching training practice in Junior High School, there are some reasons that make the students have not sufficient to know writing recount text. The problems that the students faced are given in following explanation.

First, the students have low motivation and less attention. The students felt teaching and learning writing is uninteresting activity. It is caused by limited ideas. They faced difficult to express their feelings or arguments and developed their ideas into a good written. Lack of vocabulary and low ability, in grammar also influences the students in developing their ideas. Having much vocabulary and ability in grammar are very important in writing. if the students have poor of vocabulary and low ability in grammar, the students will have low motivation and less attention in teaching writing process.

Second, the media that are used by the teachers were not interesting. Providing an interesting media is very important. Because an interesting media will help students to improve their writing skill and change their tought of how the writing is really difficult. An interesting media will be able attract the students in the class, they will not get bored while study. And if the

students do not feel bored, they will find that writing is interesting. So, they will be easy to produce a good recount text.

Based on the problems above, the writer chooses the Beef Burger as the media used in teaching writing recount text at Junior High School. According to Wright, et al (2000) the Beef Burger is the bun relates to the intoduction and conclusion, which are similar but not identical, but when we read together should form a summary and evaluation of the main arguments deployed in the essay. The layers are meat, salad, cheese, and onions represent the factual information. It is the same with the parts of recount text which have three parts. They are orientation and reorientation (buns) and events (layers).

B. Identification of the Problem

Based on the background of the problem above, there are some problems that make writing are difficult. The problems come from the students and the teacher. From the students, they have low motivation and less attention. And from the teacher, they do not apply the interesting media in teaching writing. there are so many media in teaching writing process. They are power point, beef burger, picture, main mapping, etc. Each of media has their own characteristic.

C. Limitation of the Problem

Based on the identification of the problem above, the problem of this paper is limited to the discussion about using the Beef Burger as a media in teaching writing a recount text at Junior High School.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem in this paper was formulated as follows: “how beef burger is be implemented in teaching writing a recount text?”

E. Purpose of the Paper

The purpose of the paper is to explain how the beef burger media is used in teaching writing. By using this media, the writer hopes that it can be a guidence and reference for their teacher in teaching writing to Junior High School studetns.