

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

**PAPER**

*Submitted as a Partial Fulfillment to Obtain the Strata One (S1) Degree at  
the English Department of FBS UNP Padang*



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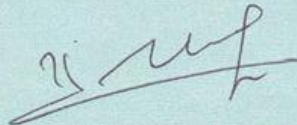
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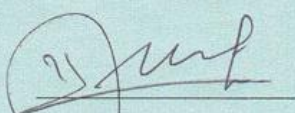

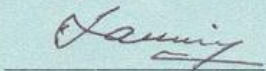
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## ABSTRAK

**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)

## ACKNOWLEDGEMENTS



In the name of Allah, the Lord of the Universe, that under his blessing and great guidance, I was able to complete this paper as one of the requirements of achieving the Strata One (S1) degree at the English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this paper, I had worked with a great number of people. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgements.

First, I would like to record my sincere gratitude to Yuli Tiarina, S.Pd, M.Pd as my advisor who has given his continuous guidance, valuable advice and help in completing this paper.

It is a pleasure to pay tribute also to my reviewers in my paper Dra. Yenni Rozimela, M.Ed., Ph.D., and Drs. Saunir, M.Pd. I would like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this paper. Moreover, my next sincere acknowledgement goes to Dr. Kurnia Ningsih, M.A., and Dra. An. Fauzia R. Syafei, M. A., as the head and the secretary of English Department.

A great thanks is also addressed to my beloved family, my father (Syaiful Imran), my mother (Medriyati, S.Pd), for their love and support mentally and financially, and for their patience, guidance, and understanding during the accomplishment of this paper. I would also like to thank my dearest sister and brother (Rahmayanti, Tika Anggraini, Yulia Ferina, and Alvin Kurniawan) for

their love and support. In addition, thank is also expressed to my love (Sigit Triatmaja) for helps and supports in many ways.

It is a pleasure to express my gratitude to my dear friends, who cannot be mentioned one by one, who have support me so much and encourage me to do my best during the accomplishment of this paper. I would also like to thank everybody who was give contribution to the successful realization of this paper such as English Department librarians and officers, for lending me the sources and materials. I would like to express my apology that I could not mention personally one by one. Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this paper.

Padang, September 2013

Nuri Handayani

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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 competence 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 thought 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 introduction 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 guidance and reference for their teacher in teaching writing to Junior High School students.