

Using Beef Burger as a Media in Teaching Writing a Recount Text At Junior High School

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ABSTRAK

Artikel ini membahas tentang penggunaan media Beef burger dalam pengajaran menulis bahasa Inggris. Beef Burger adalah sebuah media dimana pola penggunaannya merupakan komponen dari recount text. Media ini terdiri dari tiga tahap, yaitu: Top Bun (orientation), fillings (events), dan Bottom Bun (reorientation). Pengaplikasian media Beef Burger dalam proses pembelajaran di kelas bahasa Inggris, dapat membantu siswa untuk meningkatkan kemampuan menulis siswa terutama dalam menulis text recount. Selain itu, siswa juga lebih termotivasi dalam menulis dan berfikir kritis sebelum menulis.

Kata kunci: Beef Burger Media, Teaching Writing, Recount Text, Junior High School Students

A. Introduction

Writing is a very important skill that must be learned. In fact, this basic skill is not easy to be mastered well, especially for the English students in studying English as a foreign language. According to Saraswathi (2005) Writing is complex and difficult skill. In order to write well, the students have to realize an active command of vocabulary, sentence structure and one should be aware of the

conventions punctuation and spelling. Learning to write is important for the students. It can be done in many kinds of school activities, for example in teaching learning process or in extracurricular activity. The students are asked to write a short story, recount (unforgettable experience such as “my holiday”) and descriptive text. The students will think more to develop a topic and sentences (supporting details) into a good text. Through writing, they can express and develop their ideas and opinions. Writing is also as an instrument for communication and sharing with others.

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In junior high school, the students are asked to create some texts. One of them that should be learned by the students is a recount text. According to Stubbs (2000) states that recount text is a text which functions to retell and reconstructs events, experiences, and achievement from the past in logical sequence. The recount text has three generic structures. According to Gerot and Wignel (1994) a recount text consists of orientation, events, and reorientation. Orientation provides the setting and introduces the participants. Events tell what happened in sequence. Reorientation is an optional part which is the closure of events. There are several significant the language feature of recount text that proposed by expert. They are almost similar each other: (a) Use specific participants (b) Use simple past tense (c) Use action word (d) Use linking item to do with time (chronological connections)

The students usually get difficulties in writing. First, the students have not sufficient how to write. The students did not know the text that they would write. Second, the students have limited vocabulary. It was hard for students who had poor of vocabulary to express their ideas into written. Third, the students have low grammar activity. In writing, grammatical is very important. It really influences the students to produce a text. Fourth, the students have low motivation and less attention. The students felt teaching and learning writing is uninteresting activity, because there is no variety of media that teacher used. Interesting media will help students to improve their writing skill and change their assumption of how the writing is really difficult. If the students find that writing is interesting they will have good motivation and attention to create a good recount text.

There are so many media in learning process to improve the students writing ability. They are power point, beef burger, picture, etc. Each of media has their own characteristic and features. By using media, the students will be more interested and the teacher will also get students attention about what the teacher explain in front of the class.

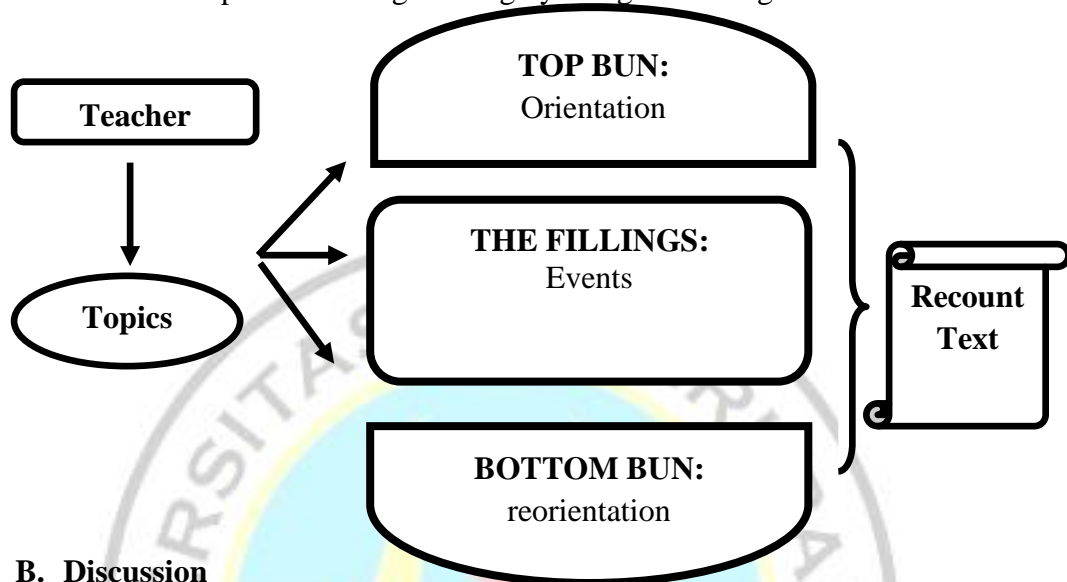
Therefore, the teacher should motivate the students to practice writing continuously to create a good development in creating a good text. The teacher is expected to be more creative in facilitating the students with the interesting materials, topics, especially the media. The teacher should know their students interest and make an enjoyable learning.

Actually, there are several media like the writer talk before that can be used by the teacher to attract the students' attention to stimulate the students' ability in creating a good recount text. So the teacher has to use different ways or to choose appropriate media to get the students' motivation.

In this paper, the writer would like to explain how to help the students' in creating a recount text by using Beef Burger media. According to Wright, et al (2000) the beef burger paragraph 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.

Goodwyn (2002) also says that the beef burger with the introduction at the top of the burger, the main part of the essay as the filling and the conclusion at the bottom.

The Concept of Teaching Writing by using Beef Burger media:



B. Discussion

1. Teaching Preparation

In preparation, the teacher should do some steps before teaching learning process. Choosing the topic and materials are important parts in teaching writing in order to have successful teaching learning process. The teacher has to be really capable in choosing the topic which is suitable with the student's level. The teacher should choose the interesting topic (up to date). The topic should be in real life or happen in students' life. So, the teacher becomes aware of the preparation before teaching learning process. Besides choosing the topic and the material, one of important things that should be prepared by the teacher is the beef burger media itself.

2. The Implementation of Using Beef Burger Media in Teaching Writing a Recount Text at Junior High School Students.

In teaching writing, the students will be guided by the teacher in doing some activities. They are three stages of teaching namely opening activities, main activities and closing activities.

a. Opening Activities

In this activity, the teacher greets the students. After that, the teacher checks the students' attendance. Then, conditions in the classroom and students' readiness to study are also checked. It is really important, because students' readiness influence teaching learning process very much. Next, the teacher activates student's background knowledge to the lesson by asking some questions to the students. After that, the teacher tells the students about the goal of learning that has to be reached that is the students are required to compose a recount text.

b. Main Activities

There are three steps that have to be followed in this activity: exploration, elaboration and confirmation.

- Exploration

In exploration the students are showed some pictures that are related to the text in order to build the student's background knowledge and then the teacher asks the students about their knowledge while showing the pictures. The teacher asks some questions about the pictures and elicits the information from the students. The teacher writes the information or the student's opinion on the white board. The teacher tells the students what the students will learn.

- Elaboration

In elaboration, after the teacher gets all of the student's ideas about the pictures, the teacher gives the model of the text and explains the students to the purpose, generic structures and language features of recount text. The explanation is given in order to get the students comprehension about the recount text itself. The model of the text is presented as a whole text. Next, the students are asked to read and comprehend the text before they start to do writing assignment. It will help them to understand the text.

After reading the model of text, the teacher introduces Beef Burger and its parts to the students. The real mini yummy burger is showed in front of the class. The burger consists of a bun top, bun bottom, lettuce, cheese, and beef. Each part of the burger represents generic structures of recount text. Then the teacher draws the burger bubble on the whiteboard. Use colored marker to represent the different parts of the burger. Make sure the burger fillings are in between the buns. After that, the teacher asks the students again to see the model of the text. Next the students are asked to classify the model of text based on the burger and write it on the burger bubble.

After the students have known about beef burger and recount text, the students are asked to write a recount text. The teacher lists some topics that would be written by the students. The topics are related to the students' life. The students will choose one topic that they want to write. The students are ready to think about writing although they will not write alone.

Top Bun

The teacher reminds the students that the top bun is orientation. And tell again what the orientation is. They are when, who, where did happen. Guide the students to relate the answer of those questions into a good orientation. Reinforce to the students that the orientation is an introduction to their topic.

The Fillings

After creating the orientation about the topic that the students have chosen, they are asked to think what events happened based on the orientation. Compare

the burger fillings to the amount of details. Typically a burger consists of lettuce, cheese and meat but at times more fillings will be added. However, it is a rarity for a burger to have 12 fillings; explain the typical recount text is between 6-8 events. Connect the events by using time sequence, such as: after that, then, next, first/second/third.

Bottom Bun

In this stage, the teacher guides the students to conclude what they have told before. The teacher asks the students what the feeling about their experience is.

- **Confirmation**

In this stage, the teacher concludes the lesson with the students. The teacher makes sure that all students are participating in concluding the lesson through giving their own opinions. If the teacher finds students who still confuse or have problem, the teacher should give further explanation.

- c. **Closing Activities**

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C. Conclusion

Based on the previous discussion, it can be concluded that in teaching writing, a teacher has to find a good way or media to serve the students to attract students' motivation in creating a text especially a recount text. The teacher should be more creative to create the learning process more interested. One of them is by using Beef Burger Media. By using media, the students will be more interested and the teacher will also get students attention about what the teacher explain in front of the class.

Therefore, the teacher should motivate the students to practice writing continuously to create a good development in creating a good text. The teacher is expected to be more creative in facilitating the students with the interesting materials, topics, especially the media. The teacher should know their students interest and make an enjoyable learning. Such as, the topic that will be selected by the students (should be a topic which they are acknowledgeable, daily life and interested in). The appropriate topic will help the students to develop their ideas in creating a text because the students enjoy doing it without any pressure. Then, the teacher must prepare the materials in order to make the learning process becomes enjoyable and comfortable.

Note: This article is written based on the writer's paper with guidance from Yuli Tiarina, M.Pd

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