THE EFFECT OF HAMBURGER STRATEGY ON STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT GRADE X SMK NEGERI 1 SETIA JANJI

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Abstract

The intended of this research was to find out the Effect of Hamburger Strategy on Students' Writing Ability of Recount Text at Grade X SMK Negeri 1 Setia Janji in 2023/2024 Academic Year.This research was quantitative research. The population of this research were all class X consisting of 6 classes. The sample in this research was students of X RPL-1 as experimental class using hamburger strategy and X RPL-2 as control class using conventional way taken by random sampling. The instrument for collecting data was a test. The data was analyzed by using t-test formula. From this analysis, the mean of pretest obtained with a mean of control class of 67,7 and the experimental class of 69,9. The post-test obtained with a mean of control class of 78,9 and the experimental class of 85,03. Hamburger Strategy was an effective way to help students'writing ability in recount text. The result of the analysis obtained that $t_{score} \geq t_{table}$ (5.426 ≥ 1,671). Then Ha was accepted thus it was obtained that using hamburger strategy has significant effect on students' ability to write recount text.
Keywords: *Effect, Hamburger Strategy, Writing Ability, Recount Text.*

INTRODUCTION

Language is important in people's live all across the world, and they used to communicate afffectively.According to Brown (2007: 6) stated by (Pamuji & Sartika, 2021), Language is a highly developed, specialized skill that a child develops on their own without instruction or intentional effort. It is applied without taking into account other people's underlying logic. People cannot communicate effectively without language, and they will be unable to comprehend what is going on.

English is a global language used a lot of individuals worldwide. English has an important role, namely as a communication tool in social processes. English can be used in a variety of spheres of human endeavor, including commerce, technology, media, entertainment, and academia. English is a common world language that widely use in the international world.Jin (2009:1) states that English as a global language is seen as a very important communication tool.

Writing is an activity for developing a chunk this is an idea primarily based on a belief expressed inscriptions. according to Harmer (2001:79) Writing is a written communication method used to express ideas and feelings.and Wardiman (2008:6) states that Recount text is a text that tells readers about a story, action or improves English Recount Text Writing Competence. When trying to write a

recount text one must be aware of the textual content structures of recount text content consist of: orientation, occasion and reorientation.

Understanding that such difficulties and problems occur in the writing of students' it could be said that writing recount text is difficult.this is hard, because there is a lot of things to figure out and step to revise the text becomes a good recount text.for the example:the researcher give the test to the students by asking them to choose one of the best topics they like to write.It was finding that they are many students' can't finish their composition on time. and there are several mistakes made by students' such as: some students' who just write four lines until six lines and there are several students' which paper is still blank. Generally, students' knowledge about components of writing (content, organization, vocabulary, language use, and mechanic) was still low.

To find out the competence of students' in writing recount texts for class X students' of SMK Negeri 1 Setia Janji, Based on the problems stated earlier, the researcher thinks one way or solution to overcome the problems students' faces in writing recount text. Many studies provide several strategies, media or resources that can improve students' writing skill. Therefore this research acquires one strategy that can guide students' with more writing abilities in recount text. It is a hamburger strategy. Choosing a right strategy is really important as it can help students' feel engaged and motivated in the learning process.

The use of the Hamburger strategy provides benefits for students. First, it can make students' more fun in learning and stimulate students' minds. Second, it can give demonstration in an enjoyable way of how information of a text is connected.the Hamburger strategy can also motivate students' to pay attention to develop writing ability, It has the potential to excite students' thoughts and interest resulting in improved recount text writing.

METHOD

Arikunto (2020:130), says that population is the set of all studies (or collection) of all elements that process one or more attractive attributes.The population of this research is all students' of grade X in SMK Negeri 1 Setia Janji in 2023/2024 Academic Year.which consist of 6 classes as follow: X RPL 1, X RPL 2, X RPL 3, X TKR 1, X TKR 2, X TSM, total 214 Student.

According Arikunto (2010: 109), the sample is part or representative of the population to be studied. Regarding the determination of the sample size Suharsimi Arikunto (2010: 112), suggests that in sampling if the subject is less than 100, then all are take so that the research is population research, meanwhile, if the number of subject is large, then between 15% can be taken.The technique or type used is random sampling technique.There are 64 students chosen in two class namely X RPL 1 (32 students) as the experimental class and namely X RPL 2 (32 students) as the control class.

This Research was conducted at SMK Negeri 1 Setia Janji, using a quantitative method.The data were collected by giving test. Where the test given is an essay .The purpose of this research is to know the effect of hamburger strategy

on student writing ability of recount text.this research was conducted at class X RPL-1 as the experimental class and X RPL-2 as the controll class.

Table 1. Research Design

Group	Types	Treatment	Types
Experimental class	Pre-test	X	Post-test
Control class	Pre-test	Y	Post-test

Where: X: Treatment with hamburger strategy

Y: Treatment without hamburger strategy (teachers'presentation)

In accordance with the ideas, the research follows several research variables.which are as follows:

1. Variable X: Using Hamburger Strategy, this strategy requires students to collaborate to create a writing product because students will arrange sentence by sentence until students reach a part in the writing process where the sentence arrangement is the same as the arrangement of the hamburger strategy.
2. Variable Y: Writing of recount text, texts that recount previous occurrences are texts that do just that.it is one of the texts that aids in the development of students'writing abilities.recount texts are employed tio describe prior occureences,such as vacation experiences,mishaps, and activity reports.

The data for this study will use tests. Arikunto (2006:223) defines test as an instrument to measure ability and achievement. There are two tests conducted in this study, namely pre-test and post-test. (Dwiyanti & Jati, 2019), describe as follows:

Pre-test will conduct to find out the students writing ability in recount text before having the experiment/Pre-test administer to see whether the sample prior knowledge pr baseline ability is typically homogeneous.This test perform prior to the start of treatment.follow that, this research team compiled and evaluate the answer sheets.

After the section of pre-test has been completed, the treatment turn out to be conducted in experimental institution fine. The students in experimental group are taught via manner of Hamburger method, in the meantime the students on top of things group had been taught by the usage of way of conventional coaching technique.

Students on every experimental group and manage group get post-tests following the instructional session.The post-test is used to determine how Hamburger strategy has affected things.

A test is said to be valid if it measures what it is intended to measure. First, measuring the test with validity and reliability tests according to the the above methods, and then measuring with a t-test is the maximum approach commonly used to assess the average difference between businesses.The t-test is the maximum approach commonly used to assess the mean difference between businesses.The t-test can be used even though the sample size may be very small,provided that the variables are generally distributed across each organization and the the variance in ratings within the two organizations is not too idiosyncratic(Sariah et al., 2018). According to (Sugiyono, 2010) the following was the formula for t-test:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{s_1{}^2}{N_1} + \frac{s_2{}^2}{N_2}\right)}}$$

Where:

x_1 : The mean of experimental group
x_2: The mean of control group
s_1 : The standard devitation of experimental score
s_2 : The standard devitation of contro score
n_1: The total number sample of experimetal group
n_2: The total number sample of control group

RESULTS AND DISCUSSION

   a. **Results**

Average experimental student in the pre-test was 69.9. After being given the treatment of the Hamburger stratgey, the average post-test score was 85.03. While the average value of control students in the pre-test was 67.7, after being given a test using conventional techniques, the average post-test value was 78.9. This implies that the hamburger strategy is effective on students' writing ability with recount text.it can be seen in more detail as follow:

Table 2. The Result of Pre-Test and Post-Test of Experimental Class

No	Students' Initial	Score of Pre-test (X)	Score of Post-test (Y)	X^2	Y^2	XY
1	APN	76	87	5776	7569	6612
2	AW	66	84	4356	7056	5544

3	ASS	69	82	4761	6724	5658
4	AMS	66	84	4356	7056	5544
5	AIL	65	89	4225	7921	5785
6	AS	69	90	4761	8100	6210
7	DAN	76	84	5776	7056	6384
8	DEA	74	90	5476	8100	6660
9	DNH	65	90	4225	8100	5850
10	DTS	73	84	5329	7056	6132
11	DIN	78	91	6084	8281	7098
12	EM	73	85	5329	7225	6205
13	EAP	63	80	3969	6400	5040
14	FAT	76	89	5776	7921	6764
15	FR	73	88	5329	7744	6424
16	FRA	70	84	4900	7056	5880
17	IRB	76	80	5776	6400	6080
18	KPR	53	80	2809	6400	4240
19	MIR	72	81	5184	6561	5832
20	MZL	58	80	3364	6400	4640
21	NS	77	79	5929	6241	6083
22	NSY	66	82	4356	6724	5412
23	NIWN	72	93	5184	8649	6696
24	PP	73	78	5329	6084	5694
25	PR	75	78	5625	6084	5850
26	RA	73	85	5329	7225	6205
27	RK	74	83	5476	6889	6142
28	SMS	70	91	4900	8281	6370
29	SP	64	82	4096	6724	5248
30	SA	67	95	4489	9025	6365

31	SR	68	88	4624	7744	5984
32	SRA	67	85	4489	7225	5695
Total		$\Sigma X=$	$\Sigma Y=$	$\Sigma X^2=$	$\Sigma Y^2=$	$\Sigma XY=$
		2237	**2721**	**157387**	**232021**	**190326**

Based on the table above, it showed that:

$$M = \frac{\Sigma X}{N}$$

Where:

M: Mean of pre-test and post-test of experimental group

N: 32

ΣX: 2237

ΣY: 2721

Then, the measure is:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{2237}{32} = 69,9$$

$$M = \frac{\Sigma Y}{N}$$

$$M = \frac{2721}{32} = 85,03$$

From the data above, it we can see that students' scores in pre-test is lower than post-tetst.the mean of students' score in pre-test was 69,9.after giving treatment by using hamburger strategy,it increase 15,13% and the score mean is being 85,03 in post-test.the minimun learning.

Table 3. The Result of Pre-Test and Post-Test of Control Class

No	Students' Initial	Score of Pre-test	Score of Post-test	X^2	Y^2	XY
1	AF	73	80	5329	6400	5840
2	AC	77	81	5929	6561	6237

3	AS	72	80	5184	6400	5760
4	ASE	65	75	4225	5625	4875
5	AR	54	75	2916	5625	4050
6	BS	78	85	6084	7225	6630
7	DP	66	75	4356	5625	4950
8	DNS	76	80	5776	6400	6080
9	DPA	65	75	4225	5625	4875
10	DS	69	80	4761	6400	5520
11	DAM	76	86	5776	7396	6536
12	EA	81	90	6561	8100	7290
13	FJ	74	78	5476	6084	5772
14	FRS	66	80	4356	6400	5280
15	HA	77	81	5929	6561	6237
16	HAD	69	79	4761	6241	5451
17	KA	74	82	5476	6724	6068
18	MSD	61	75	3721	5625	4575
19	MA	71	80	5041	6400	5680
20	MU	50	75	2500	5625	3750
21	NS	47	80	2209	6400	3760
22	NR	69	76	4761	5776	5244
23	PH	62	74	3844	5476	4588
24	P1	68	80	4624	6400	5440
25	RS	57	72	3249	5184	4104
26	RAR	61	87	3721	7569	5307
27	RA	54	72	2916	5184	3888
28	SH	71	78	5041	6084	5538
29	SP	81	83	6561	6889	6723
30	SK	72	82	5184	6724	5904

31	SNAN	68	80	4624	6400	5440
32	TKI	64	71	4096	5041	4544
Total		$\Sigma X=$ **2168**	$\Sigma Y=$ **2527**	$\Sigma X^2=$ **149212**	$\Sigma Y^2=$ **200169**	$\Sigma XY=$ **171936**

Based on the table above, it showed that:

$$M = \frac{\Sigma X}{N}$$

Where:

M: Mean of pre-test and post-test of control group

N: 32

ΣX: 2168

ΣY: 2527

Then, the measure is:

$M = \frac{\Sigma X}{N}$

$M = \frac{2168}{32} = 67{,}7$

$M = \frac{\Sigma Y}{N}$

$M = \frac{2527}{32} = 78{,}9$

From the data above, it we can see that students' scores in pre-test is lower than post-tetst.the mean of students' score in pre-test was 67,7.after giving treatment by using conventional way,it just increase 11,2% and the score mean is being 78,9 in post-test.

Analyzing the Data by Using T-Test Formula

From the data result above of the test as presented the test calculation is applied to figure out to figure out whether the using hamburger strategy has significant effect on students' writing recount at the grade X of SMK N 1 Setia Janji. The formula of t-test is :

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1{}^2}{N_1} + \frac{S_2{}^2}{N_2}\right)}}$$

Before calculation the data using t-test formula, the research has made to determine the standard deviation of experimental group and control group.

Mean and Standard Deviation of Experimental Group

To calculate the data by using t-test formula, this research has made to find mean and standart deviation of experimental group:

$$M = \frac{\Sigma Y}{N}$$

$$M = \frac{2721}{32} = 85,03$$

$$M = 85,03$$

$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{232021 - \frac{(2721)^2}{32}}{32-1}}$$

$$SD_y = \sqrt{\frac{232021 - 231370}{31}}$$

$$SD_y = \sqrt{\frac{650.9688}{31}}$$

$$SD_y = \sqrt{20.99899}$$

$$SD_y = 4.58247$$

Mean and Standard Deviation of Control Group

To calculate the data by using the t-test formula, this research has made to determine the mean and standar deviation of control group.

$$M = \frac{\Sigma Y}{N}$$

$$M = \frac{2527}{32} = 78,9$$

$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{200169 - \frac{(2527)^2}{32}}{32-1}}$$

$$SD_y = \sqrt{\frac{200169 - 199554}{31}}$$

$$SD_y = \sqrt{\frac{614.969}{31}}$$

$SD_y = \sqrt{19.8377}$

$SD_y = 4.45395$

        After getting mean and standard deviation of each group, then analysing the data by using t-test formula:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1{}^2}{N_1} + \frac{S_2{}^2}{N_2}\right)}}$$

$$t = \frac{85{,}03 - 78{,}9}{\sqrt{\frac{4.58247^2}{32} + \frac{4.45395^2}{32}}}$$

$$t = \frac{6.13}{\sqrt{0.6562 + 0.6199}}$$

$$t = \frac{6.13}{\sqrt{1{,}2761}}$$

$$t = \frac{6.13}{1.1296}$$

$$t = 5.426$$

b. Discussion

        Based on the analysis results, the students' scores on the post-test were higher than the pre-test. However, there was no significant effect on student scores, after the research data was calculated, the experimental class scores were higher than the control group.

        Where the average experimental student in the pre-test was 69.9. After being given the treatment of the Hamburger stratgey, the average post-test score was 85.03. While the average value of control students in the pre-test was 67.7, After being given a test using conventional techniques, the average post-test value was 78.9. This implies that the hamburger strategy is effective on students' writing ability with recount text.

        The t-test formula was used to test the data, and calculated the score of degrees of freedom (df) 60 at a significance level of 0.05, where the t-critical value is 1.671. Based on the results of the analysis, the t_{score} is higher than the t_{score} of 5.426 at a significance level of 0.05 with a degree of freedom of 60. This indicates that Ho is rejected and Ha is accepted.

        The analysis also shows that the students' post-test scores were higher than the pre-test scores. This shows the efficacy of the hamburger strategy approach used

by the students for recount text writing ability, The mean difference between the pre-test and post-test of the experimental group was 484.

So, in the above study, it can be seen that the students' post-test scores were higher than their pre-test scores. For the time being, there is no real impact on students' scores. In table 4.2, between the control group pre-test and post-test, the average difference value is 359.

CONCLUSION

This study uses quantitative research methods, where the test given is an essay. In learning students have difficulty in writing or are still confused about determining the structure of the recount text, and this strategy can provide encouragement in the teaching and learning process. Based on the results of data analysis in the previous chapter, Ha was approved and Ho was rejected. Which states that the hamburger strategy has a significant effect on the ability to write recount text for students in class X-RPL 1 SMK N 1 Setia Janji. The results of the calculation with the t-test obtained t_{score} of 5.426 and t_{table} 0.05% of 1.671.This means that t_{score} is greater than t_{table} (5.426 ≥ 1.671).In other words, Ha is accepted and Ho is rejected.It can be concluded that the hamburger strategy has a significant effect on students' ability to write recount text.The learning process is fun for students and not boring. The learning process is fun for students and not boring. Students become more interactive and enthusiastic thanks to this hamburger strategy.

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