

THE EFFECT OF HAMBURGER STRATEGY ON STUDENTS' WRITING RECOUNT TEXT

Surya Bakti¹ Sri Rahayu²

^{1,2}Pendidikan Bahasa Inggris, Universitas Asahan

email: cuyabakti@gmail.com

Abstract

This research was intended to find out the empirical evidence of the students' writing recount text by using Hamburger strategy at the X grade of MAN Tanjungbalai. This research was quantitative research. The population of this research was all the students of class X of MAN Tanjungbalai. Samples of this research were taken from 30 students of experimental group (class X 5) and 30 students of control group (class X 6). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' achievement in mastery vocabulary by using Hamburger strategy got the mean 81,33 and standard deviation was 5,04; (2) The students' achievement in mastery vocabulary by using conventional method got the mean 78 and standard deviation was 4,51. The value of t-observed was 2,729 and that of t-table was 2,009. So, the value of t-observed was higher than that of t-table, it means that there was significant effect of using Hamburger strategy on students' writing recount text.

Keywords: Hamburger strategy, writing, recount text

INTRODUCTION

Language is very essential and vital in human life. It is the primary source of communication and the method through which People can express, share and communicate their feelings, ideas, thoughts, troubles and needs with others all over the world. It is quite clear that language is the most unique feature that makes human beings contact with each other and transfer their knowledge for coming generations. English is considered by many people as an international language and the language of modernity and civilization. Therefore, almost every country all over the world considers English as a second language or EFL and they teach it to the country's citizens to ensure a better reaching for all sources of knowledge

Additionally, by having a good writing, students could have chances for success. Students' should improve their writing skill. The way to master it is to practice the writing skill. Good writing skill is wished for all of the students in order to reach their educational and employable

requirements. Moreover, writing is very important because writing is also medium to communicate, not only speaking but writing is also needed.

Based on the problems stated earlier, the research 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.

Understanding that such difficulties and problems occur in the writing of students, it could be said that writing recount text is not an easy task. It is hard, because there is a lot of things to figure out and step to revise the text becomes a good recount text. Writing requires a relentless effort to do the long process of writing the recount text for which of the stages are like planning, drafting, revising, until the final work will produce a good recount text. It is therefore not easy for students to generate a recount text. Hence, the research feels interested in examining the effect of hamburger strategy on students' writing recount text for senior high school students. The research believes that hamburger strategy could help students developing a paragraph and help students remembering the detailed information in writing recount text. Hamburger strategy is a simple way to arrange recount text's generic structure. Students can classify them easier and in more fun ways. For example, if the students want to make recount text, they can first make a hamburger, either they color it or not, and last it is easier to see what story of recount text they have made.

As stated earlier on the background problems, the hamburger strategy might provide a solution to the problems faced by students and teacher on writing teaching and learning process, the research attempted to explore The Effect of Hamburger Strategy on Students' Writing Recount Text at the tenth-grade students in MAN Tanjungbalai in 2022/2023 Academic Year. In this research, the research wants to find out if the hamburger strategy affects the students' writing results of recount text

METHODE

The study was conducted with experimental research It dealt with two method that is experimental method. The experimental method was conducted to aquire the data mean. In conducting the experimental research, the samples divided into group; experimental group and control group. The experimental group was

taught by using Hamburger Strategy and Control group was conventionally Both groups was given pre-test and post-test. The design is as follows:

Table 1. the procedure of experimental in control and experimental group.

Group	Types	Experimental	Types
Experimental Group	Pre-test	X	Post-tes
Control Group	Pre-tes	Y	Post-tes

Source: Arikunto, 2006

Where : X : Using Hamburger Strategy

Y : Using Conventional way

The variable in this study were

Table 2. Research Variable

Variable	Control group	Experiment group
Independent variable (X)		The Effect of using Hamburger Strategy in Writing Recount Text at Grade X
Dependent variable (Y)	The effect of not using Hamburger Strategy in Writing Recount Text Grade X	

In teaching presentation, the sample divided into two groups. First group was control group which was taught without using Hamburger Strategy. Second group is experimental group which was taught by Hamburger Strategy

Pre-test was conducted to find out the students mastery in writing skill before having experisnent. The pre-test was given to the group and their task was scored. The result of the pre-test was considered as preliminary data.

In treatment, each group was given material about simple past tense using different way. In the experimental group applied Hamburger Strategy in teaching Leaning. The students was divided into 2 groups, each group.

After teaching presentation the students of both experimental group and control group were given post-test. This post-test was used to know the effect of questioning

Research instrument is the tool of collecting data that should be valid and reliable. A research instrument can be valid if the instrument can measure what was measured. Instrument for collecting data is usually important in every scientific research. The function of instrument is as a tool to get the data. The instrument which was used by this research is test. The aim of the test is to know the students score before and after teaching by using Hamberger strategy. It means that after the students are being tested, students can measure their skill whether they are passed the test or not. When students get high score means that they can pass the exam. In opposite, when the students' score are low, means that they can't pass the exam or their ability still low

An observation was made at MAN Tanjungbalai to submit teachers at the school to a procedure of interviewing them in order to develop points in the background of this research before conducting the research.

Tests are one of social and behavioral measurement that is enormously popular because its specific purpose. They received a score reflecting accomplishment on a range of factors (such as intelligence, affection, emotional involvement, activity level) and can satisfy a variety of the researcher's desires (Salkind, 2012).

The research was used writing rubric written rating scale in determining the assessment or score which (Weigle, 2002) proposed to assess students' performances in writing recount text. Five criteria will use to assess the writing performance of the students such as organizational structure, idea development, vocabulary, grammar, and mechanics.

The population of this research is all students of grade X in MAN Tanjungbalai in Academic Year 2022/2023. And consisted two classes

The sample that was used as the object of this research are some of the students grade X at MAN Tanjungbalai whose numbers have been determined based on the calculation of a formula.

In talking the sample of this research the research took class X-PMIPA 1 and class X-PMIPA 2 where students of X-PMIPA1 was the experimental group and students of X-PMIPA 2 class was control group.

Table. The sample of grade X in MAN Tanjungbalai in 2022/2023 Academic year.

X-PMIPA 1	30 Students	Experimental Group
X-PMIPA 2	30 Students	Control Group

The instrument is said to be valid if the instrument is used to measure what intends to measure (sukardi, 2010). It could be said that the test was conducted by using writing recount text measured the writing knowledge. Focus on the level of students' knowledge, especially on writing recount text.

The fomula to measure validity test (Arikunto, 2010)

$$r = \frac{n(\sum xy) - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

Where:

R = the comrelation between two variabies

N = Total of the Data

X = the mark in the pre-test

Y = the mark in the post-tes

XY = Sum of multiplication X and Y

X = Square of X

y² = Square of Y

A research instrument was said a high reliability value, if the test were made to have a consistent outcome measure to be measured or result be produced consistently (sukardi, 2010).

The most formula to measure realibility test (the formula of spermn-brown in (Arikunto, 2010)

$$r_{11}^{-1} = \frac{2 \cdot r}{1+r}$$

Where:

r₁₁ = The reliability

r = Coeficient between the two test.

The obtain the reliability of the test, firstly the mean (M) and the standart deviation (SD) should be counted.

The value of the reliability as the following:

0,00-0,20 the reliability is very low

0,21-0,40 the reliability is low

0,41-0,60 the reliability is fair

0,61-0,80 the reiability is high

0,81-0,100 the reliability is very high

A test is valid if it measure what was purposed to measure. Firstly, measure the test with the validity and reliability test according the formulas above, and then measure with t-test is the most commonly used method to evaluate the differences in means between two groups. For example, the t-test could be used even if the sample size were very small, as long as the variables are normally distributed whitin each group and the variation of scores in the two groups are not reliability different.

The groups are expected through chance alone under true until hypothesis The data analyzed by applying t-test finally, the significant of the sum, the t-test and t-table was compared with the degree of freedom (df) of the test, the t-test as follow (Arikunto, 2010)

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum Dx^2 + \sum Dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note:

M_x = Means score of experimental group

M_y = Means score of the control group

Dx^2 = The deviation score of experimental group

Dy^2 = The deviation score of control group

N_x = The total sample of experimental grroup

N_y = The total sample of control group

RESULT AND DISCUSSION

This study was conducted on February-March 2023. The data were collected by giving test. The purpose of this research is to know the effect of Hamburger Strategy in students' writing recount text at tenth grade of Madrasah Aliyah Negeri Tanjungbalai 2022/2023 Academic Year. The writer collected the data from students pre-test and post-test. The data was describe into two point as the data of experimental and control group. X IPA 5 consisted of 30 students as an experimental group that uses Hamburger strategy and X IPA 6 which consist of 30 students as control group without Hamburger strategy.

The data of this study purpose to find out the significant effect of using Hamburger strategy to their writing recount text. This study was conducted at the tenth grade of Madrasah Aliyah Negeri Tanjungbalai. Students at tenth grade of Madrasah Aliyah Negeri Tanjungbalai as a experimental group and control group. The sample of each group was consisted of 30 students in the tenth grade of Madrasah Aliyah Negeri Tanjungbalai

This tables below showed the students' scores in pre-test and post-test in experimental group and control group at the tenth grade of MAN Tanjungbalai.

Table 6. The Sore of Pre-test and Post-test of Experimental Group

NO	Students' Names	Score of Pre-test (X)	Score of Post-test (Y)	X ²	Y ²	XY
1.	AS	75	85	5625	7225	6375
2.	AYH	65	75	4225	5625	4875
3.	AMS	75	85	5625	7225	6375
4.	AD	75	85	5625	7225	6375
5.	DA	80	95	6400	9025	7600
6.	DZ	75	85	5625	7225	6375
7.	FRF	70	80	4900	6400	5600
8.	FR	75	80	5625	6400	8000
9.	FNA	75	80	5625	6400	6000
10.	FRD	65	75	4225	5625	5625
11.	GRS	70	90	4900	8100	6300
12.	IAR	75	80	5625	6400	6000
13.	ICM	65	80	4225	6400	5200
14.	KSS	70	80	4900	6400	5600
15.	KH	65	75	4225	5625	4875
16.	KA	70	85	4900	7225	5950
17.	MH	70	80	4900	6400	5600
18.	MAT	80	90	6400	8100	7200
19.	MF	70	75	4900	5625	5250
20.	MPR	70	80	4900	6400	5600
21.	MAS	75	80	5625	6400	6000
22.	MAR	75	85	5625	7225	6375
23.	MAR	75	85	5625	7225	6375
24.	MR	60	75	3600	5625	4500
25.	MH	70	85	4900	7225	5950
26.	NS	70	85	4900	7225	5950
27.	NPM	65	75	4225	5625	4875
28.	NA	75	85	5625	7225	6375
29.	NKA	60	80	3600	6400	4800
30.	NF	65	75	4225	5625	4875

Total	$\Sigma x =$	$\Sigma y =$	$\Sigma x^2 =$	$\Sigma y^2 =$	$\Sigma XY =$
	2125	2440	151325	200850	176850

Based on the table above, it showed that:

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

M : Mean of pre-test of experimental group

N : 30

ΣX : 2125

ΣY : 2440

Then, the measure is:

$$M = \frac{2125}{30} = 70,83$$

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

$$M = \frac{2440}{30} = 81,33$$

From the data above, it shows that the students' scores in pre-test is lower than post-test. The mean of students' scores in pre-test was 70.83. After giving treatment by using Hamburger strategy, it increase 11.5% and the score mean is being 81.33 in post-test.

Table 7. The Sore of Pre-test and Post-test of Control Group

NO	Students' Names	Score of Pre-test (X)	Score of Post-test (Y)	X²	Y²	XY
1.	AMP	65	75	4225	5625	4875
2.	AYL	65	75	4225	5625	4875
3.	ARZ	50	70	2500	4900	3500
4.	AMW	70	75	4900	5625	5250
5.	APN	75	80	5625	6400	6000
6.	BDN	65	80	4225	6400	5200
7.	DK	55	70	3025	4900	3850
8.	DS	70	80	4900	6400	5600
9.	DM	75	85	5625	7225	6375
10.	FSR	70	80	4900	6400	5600
11.	HM	50	75	2500	5625	3750
12.	IM	75	80	5625	6400	6000
13.	KSK	65	70	4225	4900	4550
14.	KMA	70	80	4900	6400	5600
15.	KW	75	85	5625	7225	6375
16.	KN	55	75	3025	5625	4125

17.	MD	65	75	4225	5625	4875
18.	MAM	60	75	3600	5625	4500
19.	MA	60	75	3600	5625	4500
20.	NZM	75	80	5625	6400	6000
21.	NA	70	85	4900	7225	5950
22.	NMA	70	80	4900	6400	5600
23.	PL	70	75	4900	5625	5250
24.	PRH	75	85	5625	7225	6375
25.	RAN	70	80	4900	6400	5600
26.	RHP	70	75	4900	5625	5250
27.	RA	65	75	4225	5625	4875
28.	RSM	75	90	5625	8100	6750
29.	RLZ	65	75	4225	5625	4875
30.	RH	65	80	4225	6400	5200
	Total	Σx =	Σy =	Σx²=	Σy²=	ΣXY=
		2005	2340	135525	183200	157125

Based on the table above, it showed that:

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

Where:

M : Mean of pre-test of control group

N : 30

ΣX : 2005

ΣY : 2340

Then, the measure is:

$$M = \frac{2005}{30} = 66,83$$

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

$$M = \frac{2340}{30} = 78$$

From the data above, it shows that students' scores in pre-test is lower than post-test. The mean of students' scores in pre-test is 66.83. After giving treatment by using conventional way, it just increased 11.7% and scores in post-test is 78.

Hypothesis testing is done determine whether the hypothesis can be accepted or rejected. To determine the hypothesis, the independent sample t-

test was used. With the basis of decision making in the independent sample t-test, as follow: compare t count (t_h) with t table (t_t)

1. If $t_h \geq t_t$ with a significance level of 0.05, then H_0 is rejected and H_a is accepted.
2. If $t_h \leq t_t$ with a significance level of 0.05, then H_0 is accepted and H_a is rejected.

After analysing the data into t-test, it was found that the value of t count (t_h) = 2.729. If this was adjusted to the critical score of the product moment of degree of freedom (df) $n_1 + n_2 - 2$ or $30 + 30 - 2 = 58$, the value of t table with the significant 0.05 (t_t) = 2.002. Therefore, the calculated t count (t_h) value the greater than t table (t_t) value = ($2.729 \geq 2.002$). Then H_0 is rejected and H_a is accepted.

Therefore, the research was successfully, H_a accepted and revealed that there is significant effect of Hamburger strategy in writing recount text at Madrasah Aliyah Negeri Tanjungbalai in 2022/2023 Academic Year. Because students learning outcomes used Hamburger strategy got a higher score than without Hamburger strategy.

CONCLUSION

This study use quantitative research methods, including the total sample approach for sampling such as pre-test and post-test for data collecting which students had been given the test multiple choices. In their achievement on their task papers, show that the students feel enjoyable when they wanted to write the recount text and this technique can provide encouragement in the teaching and learning process. Based on the result of the previous chapter's data analysis, it shows that H_a is approved and H_0 is refused which suggest that the Hamburger strategy significantly effects on students achievement in writing recount text at the tenth grade of Madrasah Aliyah Negri Tanjungbalai. The study's findings support the Hamburger strategy effectiveness improve the students achievement in writing recount text. This study concludes that the Hamburger strategy can make teaching and learning process exciting more that it base on the data analysis. The learning process will be enjoyable for the students and students do not feel bored. Students become interactive and enthusiastic more as a result of this technique.

After doing this study, the data can be calculated that the score of experimental group is higher than control group, so the students have an ability to their writing recount text by using Hamburger strategy. It is means that Hamburger strategy is effective to students achievement in

students' writing recount text. There are several affected the successful of students as following below:

1. The Students' motivation to study is high
2. The students are interesting come to school
3. The students' are interactive in the class
4. The students always study again at home
5. The students more focused in the class
6. The students give attention and listen the advice from the teacher

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