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THE EFFECT OF HAMBURGER STRATEGY ON STUDENTS' WRITING RECOUNT TEXT

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Abstract

The purpose of this study was to determine whether there was a significant effect of using the Hamburger Strategy on Students' Writing in Recount Text at Grade X of SMA Swasta Tamansiswa Sukadamai in the 2024/2025 Academic Year. This research was a quantitative study using an experimental design with two classes: experimental class and control class. The population of this research was all tenth-grade students of SMA Swasta Tamansiswa Sukadamai. The sample consisted of 58 students, taken by simple random sampling, with 29 students in the experimental class (X-2) and 29 students in the control class (X-1). The instrument for collecting data was a writing test. The data was analysed using the t-test formula. Based on the analysis, the mean score of the pre-test in the experimental class (48,4) was higher than in the control class (40,2), and the mean score of the post-test in the experimental class (80,7) was also higher than in the control class (67,8). The findings showed that the t-score (6,3) was higher than the t-table (1,673) at the significance level of 0,05 (5%) with 56 degrees of freedom. This result indicates that Ha is accepted and Ho is rejected. It means that there was significant effect of using Hamburger Strategy on Students' Writing Recount Text.

Keywords: Effect, Hamburger Strategy, Writing Recount Text.

INTRODUCTION

Language serves as a means that guarantees comprehension between the sender and receiver by attributing meanings to symbols and creating guidelines for communication. The absence of language makes successful interaction impossible, resulting in confusion. English, recognized as a worldwide language, promotes social interactions and acts as a common tongue, filling the void between different languages and cultures, which enables the sharing of ideas and teamwork. According to Harmer (2001), acquiring English as a second language necessitates that learners develop mastery in four key language abilities: speaking, writing, listening, and reading. It has been taught to individuals of all ages, from elementary levels up to postgraduate studies in universities. People often document their personal, academic, and professional experiences on paper or in digital formats at home or in educational settings. (Harmer 2001)

Writing is a vital component of academic life. It is crucial for meeting educational goals and for self-expression. When verbal communication isn't

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feasible, written communication serves as a means to express thoughts and concepts. It converts language into a physical medium, enabling individuals to communicate their reflections through written text. Writing allows students to express their emotions, views, aspirations, and concepts. To communicate clearly, students must arrange their thoughts into coherent and significant pieces that are easy for others to grasp. Enhancing writing skills empowers English learners to convey their ideas in an imaginative and organized fashion. Thus, becoming proficient in writing is essential for students. Writing involves a mix of grammar, vocabulary selection, word usage, and original concepts. To create quality writing, one needs to comprehend and implement different elements that lead to achieving successful outcomes. Many individuals perceive writing as a difficult endeavor, as it involves not only structuring sentences into paragraphs but also ensuring that the content is coherent and consistently connected.

However, even with the changes made by the Indonesian Department of National Education, challenges remain. In particular, when it comes to writing recount texts, students are still struggling to reach an adequate level of proficiency. These challenges may stem from several factors. During a preliminary observation at school, the writer identified some significant difficulties that students encounter while writing. The following issues are: First, students find it hard to apply the correct grammar in their texts. Many of them dislike studying tenses and frequently feel confused, which leads to their reluctance to engage with English tenses. Consequently, they fail to grasp how to utilize tenses accurately in sentences. Second, students frequently feel anxious about writing. They fear that their work won't meet expectations, which leads to self-doubt and a negative outlook. While such anxiety is common for writers, it does not manifest in every writing scenario. Third, students often do not look forward to writing assignments from their educators. Those who seldom receive high marks in writing may view the task as daunting. This apprehension can also arise from the manner in which teachers critique students, such as through harsh feedback or unconstructive comments. These elements can diminish the enjoyment of writing. In his journal, Al-gharabally (2015) mentioned that "L2 learners often feel overwhelmed when tasked with writing. Even from the beginning, some learners struggle to begin. "

Moreover, possessing strong writing skills can provide students with opportunities for success. To develop these skills, students should practice consistently. Proficiency in writing is vital for fulfilling educational and career demands. Additionally, writing serves as an important means of communication. While speaking is significant, writing is equally important in numerous scenarios. Considering the issues highlighted earlier, the writer believes that a potential solution to help students with writing recount texts is by employing an effective strategy. Various studies propose different strategies, tools, and resources to enhance students' writing abilities. Hence, the writer has identified a helpful approach that can assist students in improving their skills in writing recount texts. This approach is known as the hamburger strategy. Choosing the appropriate strategy is important because it helps engage and motivate students during their learning journey.

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For this reason, learners frequently struggle to craft recount texts. This is why the author is eager to explore The Impact of The Hamburger Strategy on Learners' Skills in Writing Recount Texts at The High School Level. The author is convinced that The Hamburger Strategy can assist students in constructing paragraphs and retaining specific details more efficiently while writing recount texts. The Hamburger strategy provides a straightforward method to arrange the basic framework of a recount text, making the process easier and more enjoyable for students. For instance, when students wish to write a recount text, they can begin by designing a Hamburger, which they can either decorate or leave unadorned. This method aids them in clearly visualizing the narrative structure of the recount text they are creating.

METHOD

Research tools are essential for gathering data, and they must be both valid and dependable. A research tool can be considered valid when it accurately assesses what it is intended to measure. Data collection instruments play a crucial role in all scientific inquiries. Their primary purpose is to facilitate the acquisition of data. For this study, the chosen instrument will be a test. The objective of this test is to evaluate students' scores both before and after applying the Hamburger strategy in teaching. This means that after the students complete the test, they will be able to gauge their skills and determine if they have passed or failed. A high score indicates that the student has successfully passed the exam. Conversely, a low score suggests that the student has not passed or that their skills are still inadequate. This research design used the experimental research. It dealed with two method that is experimental method. The experimental method will be conducted to aquire the data mean. In conducting the experimental research, the samples divided into two class, experimental class and control class. The experimental class will be taught by using Hamburger Strategy and Control class will be conventionally. Both class will be given pre-test and post-test. The design is as follows:

Table 3.3 Two Class Pre-Test Post-Test Design

Class	Pre-Test	Independent Variabel	Post Test
E	Y1	X	Y2
C	Y1	-	Y2

Note:
E : Experimental Class
C : Control Class
Y1 : Pre-Test
Y2 : Post-Test
X : Treatment

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1. Pre-test

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

2. Treatment

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

3. Post-test

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

The research will use a writing rubric with a written rating scale to determine the assessment or score, as outlined by Weigle 2002 (Tania Tita 2021) 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 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 formula to measure validity test (Arikunto, 2010)

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

Where:
R=The correlation between two variables
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

RESULTS AND DISCUSSION

The table below shows the student's scores in pre-test and post-test in control group of X-1 and the students in the pre-test and post-test in the experimental group of X-2.

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Table 4.1 The Score of Pre-test and Post-test of Experimental Group

No	Student's Initial	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY
1	AVL	45	90	2025	8100	4050
2	AR	40	90	1600	8100	3600
3	A	50	95	2500	9025	4750
4	AW	75	95	5625	9025	7125
5	AR	40	75	1600	5625	3000
6	A	45	80	2025	6400	3600
7	AA	45	80	2025	6400	3600
8	ATA	30	65	900	4225	1950
9	BR	15	80	225	6400	1200
10	DSB	80	85	6400	7225	6800
11	DS	50	55	2500	3025	2750
12	ES	45	90	2025	8100	4050
13	FP	40	85	1600	7225	3400
14	FSN	50	80	2500	6400	4000
15	FA	45	90	2025	8100	4050
16	IM	50	70	2500	4900	3500
17	JA	50	90	2500	8100	4500
18	KN	35	85	1225	7225	2975
19	NK	60	80	3600	6400	4800
20	N	60	90	3600	8100	5400
21	NNP	45	90	2025	8100	4050
22	NA	60	75	3600	5625	4500
23	NMT	25	5	625	25	125
24	P	60	85	3600	7225	5100
25	RP	60	80	3600	6400	4800
26	RRS	55	85	3025	7225	4675
27	RS	35	90	1225	8100	3150
28	SR	70	95	4900	9025	6650
29	SCP	45	85	2025	7225	3825
29=N		$\sum x =$ 1405	$\sum y =$ 2340	$\sum X^2 =$ 73625	$\sum Y^2 =$ 97050	$\sum XY =$ 115975

From the data above , it shown that the lowest and highest score in the pre-test :

1. There was one student who got 15 scores.
2. There was one student who got 25 scores.
3. There was one student who got 30 scores.
4. There were two students who got 35 scores.

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5. There were three students who got 40 scores.
6. There were seven students who got 45 scores.
7. There were five students who got 50 scores.
8. There weas one student who got 55 scores.
9. There were five student who got 60 scores.
10. There was one student who got 70 scores.
11. There was one student who got 75 scores.
12. There was one student who got 80 scores.

From the data above , it shown that the lowest and highest score in the post-test :

1. There was one student who got 5 scores.
2. There was one student who got 55 scores.
3. There was one student who got 65 scores.
4. There was one student who got 70 scores.
5. There were two students who got 75 scores.
6. There were six students who got 80 scores.
7. There were six students who got 85 scores.
8. There were eight students who got 90 scores.
9. There were three students who got 95 scores.

Based on the table above, it showed that:

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

M : Mean of pre-test of experimental group
N : 29
$\sum X$: 1405
$\sum Y$: 2340
Then, the measure is:

$M = \frac{1405}{29} = 48{,}4$

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

$M = \frac{2340}{9} = 80{,}7$

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 48,4. After giving treatment by using Hamburger Strategy, it increases 32,3% and the score mean is being 80,7 in post-test.

Table 4.2 The Score of Pre-test and Post-test of Control Group

No	Student's Initial	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY
1	AA	25	65	625	4225	1625
2	ACB	45	70	2025	4900	3150
3	AA	25	30	625	900	750

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4	AS	30	85	900	7225	2550
5	BF	55	80	3025	6400	4400
6	CKK	55	55	3025	3025	3025
7	CWI	40	60	1600	3600	2400
8	DA	25	70	625	4900	1750
9	DU	35	60	1225	3600	2100
10	FS	65	85	4225	7225	5525
11	FI	25	65	625	4225	1625
12	FAS	30	65	900	4225	1950
13	GL	50	75	2500	5625	3750
14	HIM	35	75	1225	5625	2625
15	IZ	55	55	3025	3025	3025
16	KS	40	75	1600	5625	3000
17	MAR	40	65	1600	4225	2600
18	MA	45	75	2025	5625	3375
19	MF	50	85	2500	7225	4250
20	NA	50	80	2500	6400	4000
21	P	45	75	2025	5625	3375
22	RS	40	60	1600	3600	2400
23	RA	25	65	625	4225	1625
24	RCP	10	10	100	100	100
25	RS	50	80	2500	6400	4000
26	RR	50	75	2500	5625	3750
27	JARS	50	70	2500	4900	3500
28	TM	45	90	2025	8100	4050
29	VEM	30	65	900	4225	1950
		$\sum x =$	$\sum y =$	$\sum X^2 =$	$\sum Y^2 =$	$\sum XY =$
29=N		1165	1965	51175	140625	82225

From the data above , it shown that the lowest and highest score in the pre-test :

1. There was one student who got 10 score.
2. There were five students who got 25 scores.
3. There were three students who got 30 scores.
4. There were two students who got 35 scores.
5. There were four students who got 40 scores.
6. There were four students who got 45 scores.
7. There were six students who got 50 scores.
8. There werer three students who got 55 scores.
9. There was one student who got 65 score.

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From the data above , it shown that the lowest and highest score in the post-test :

1. There was one student who got 10 score.
2. There was one student who got 30 score.
3. There were two students who got 55 scores.
4. There were three students who got 60 scores.
5. There were six students who got 65 scores.
6. There were three students who got 70 scores.
7. There were six students who got 75 scores.
8. There were three students who got 80 scores.
9. There were three students who got 85 scores.
10. There was one student who got 90 score.

Based on the table above, it showed that:

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

Where:

M : Mean of pre-test of control group

N : 29

$\sum X$: 1165

$\sum Y$: 1965

Then, the measure is:

$M = \frac{1165}{29} = 40{,}2$

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

$M = \frac{1965}{29} = 67{,}8$

From the data above, it shows that the students' scores pre-test is lower than post-test. The mean of students' scores in pre-test is 40,2. After giving treatment by using conventional way, it increased 27,6% and the score mean was being 67,8 in post-test.

CONCLUSION

This study employed a quantitative approach. The research utilized random sampling methods to select participants, consisting of students in grade X at SMA Swasta Taman Siswa Sukadamai for the 2024/2025 academic year. To gather data, the research implemented a pre-test, treatment phase, and post-test. The data collection tool was a writing assessment designed to evaluate the students' abilities in composing recount texts. The Hamburger Strategy was instrumental in enhancing

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the students' writing skills related to recount texts. One reason for this effectiveness is that the strategy guided students in organizing their thoughts more clearly and methodically, fostering greater involvement and enthusiasm during lessons.

According to the analysis presented in the previous chapter, the results indicate that the alternative hypothesis (Ha) is supported while the null hypothesis (H0) is not. Thus, it can be concluded that applying the Hamburger Strategy leads to a significant enhancement in the students' abilities to write recount texts. Students who were instructed using the Hamburger Strategy exhibited more substantial gains in their post-test scores compared to those who learned through traditional techniques. This method enabled students to articulate their ideas more clearly, develop better-organized writing, and build confidence in sharing their experiences through written expression.

In summary, the Hamburger Strategy proves to be an effective educational technique for improving students' writing competencies, particularly in recount texts. By adopting this approach, students become more involved in the writing process, achieve clearer organization in their paragraphs, and feel inspired to write both creatively and meaningfully.

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