

**THE EFFECT OF HAMBURGER STRATEGY TOWARDS
STUDENTS' WRITING SKILL IN RECOUNT TEXT
AT THE FIRST GRADE OF MAN 4 KEDIRI**

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Abstract

The aim of the research was to analyze whether Hamburger strategy was effective to be used in teaching writing recount text at the first grade of MAN 4 Kediri. This research was quantitative research approach, whereas the research design used was *posttest-only control-design*. This research used two classes which became experimental group (X MIA 2) and control group (X MIA 1). In experimental group was taught by using Hmaburger strategy, whereas control group was taught without Hamburger strategy. The instruments used in the research was written test. The procedure lasted 6 meetings and 1 meeting to do test. The result of t-test showed that: the mean score of experimental group (M = 74.1) was higher than control group (M = 69.12), and independent-samples t-test which values of the sig. 2-tailed was 0.3% or 0.003 and $0.003 < 0,05$. Thus, it could be concluded that Hamburger strategy was effective in teaching and learning of English writing recount text. This result suggests that the writing aspects which the students significantly outperformed were content, organization, vocabulary, language use, and mechanics.

Key word: effectiveness, hamburger, recount text.

INTRODUCTION

Writing is one of the most important skills in learning English, which is close relationship with learning process. It is important for every student at each level. By writing, students can develop and express their ideas, feelings and thoughts. Almost every aspect of the students' life is carried out into writing forms such as doing assignments, reports, and even final exams. To write well, students should know the fundamentals of writing and its components. Providing students with the opportunity to engage a variety of writing experiences can enhance their ability to learn the subject matter of a course and to communicate their knowledge to others In addition, writing is the expression of idea, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing (Ur, 1991:163). It means that writing is a way to express/share thought and idea from the writer to the reader by a text. The writer also pays attention for the using of grammar, punctuation, and vocabulary when writing.

Related to the concept above, there are some purposes that the students gain in writing. First, teaching writing reinforces the student's ability in grammatical structures, idioms, and vocabularies that the teacher has taught. Second, when the

students write, they actually take an adventure with language to the beyond of they have just learned to say. Third, when the students write, they are necessarily to involve in learning new language which means that writing is the effort to express ideas and the constant use of eye, hand, and brain. In fact, this a unique way of learning. To gain that purpose, the teacher should encourage or facilitate the students' to control the students' writing activity and the teacher use various media in writing activity. As the result, students should be trained to practice writing as much as possible. In addition, through writing the writer can express his or her own feelings, ideas, opinions, emotions and thought so that the reader can comprehend his or her work easily. Moreover, writing is also a communication tool to express the writer himself or herself. There are a lot of text types in English. They, however, are categorized into two kinds, namely literary text and factual text. There are three main text types in the literary texts, i.e. narrative, poetic, as well as dramatic. Meanwhile, such text types as recount, explanation, discussion, information report, exposition, procedure, as well as response belong to factual texts.

There are various ways to organize sentences in a piece of writing. One of them is in the form of recount text. Recount text is a text that describes about someone experience that happened in the past. In recount text, it told about past event and used tenses that have the function to tell story in past tense. To make a good recount text, the students have to choose the correct tenses and they also should know the concepts of a good writing. Recount as one of the factual texts can be said as the simple text type because it even can be about familiar and every day things or events. It, however, can be more demanding if it is used on formal contexts such as report of a science experiment, police report, news report, historical account, etc. To help the students to get easy on understanding how to write a good writing the researcher use one of the teaching strategies that is Hamburger Strategy. This strategy can be applied by the teacher to solve the students' problem in English writing. According to Morin (2013), Hamburger Strategy is a strategy in which to teach students' about basic components of paragraph or essay by comparing element essay with elements owned fast food like hamburger. There are three parts of Hamburger; Those are top bun as opening, the patty as supporting arguments and the last bottom bun as closing sentence.

Topic sentence, detail sentences, and a closing sentence are the main elements of a good paragraph, and each one form a different "piece" of the hamburger. Hamburger strategy is a successful strategy for teaching writing paragraphs. It can be said that hamburger strategy introduce the part of an essay through the pieces of hamburger. There are three important parts of an essay; introduction paragraph, body paragraph, and conclusion. Hamburger components are top bun. For the body of paragraph, it will be seen in condiments and meats of the hamburger. The last, conclusion paragraph will be seen as bottom bun of hamburger. Based on the statements above, the writer takes a title of this research is "The Effect of Hamburger Strategy Towards Students' Writing Skill in Recount Text at The First Grade of MAN 4 Kediri"

METHODS

The research method used in this research was *Posttest-Only Control-Group Design*. This research used two classes which were randomly chosen; they were control group and experimental group. The sequence, taken from (Sugiyono, 2015:76).

Table 3.1 Research Design

Group	Treatment	Test
Experimental Group	X	Post test
Control Group	-	Post test

MAN 4 Kediri was selected as the research. It is located at Jl. Melati, Krecek, Badas, Kediri, East Java 64218. The subject of this study was the students of MAN 4 Kediri from the first grade in the academic year 2017-2018. There are 10 Classes from the first year. However, the researcher took the students of X MIA 2 class as the experimental class and the students of X MIA 1 class as the control class. So these classes were the subject of this research which had 34 students each class. The instrument used in this research was a writing test. In this research took one of the test, namely post-test only. The test administered for control and experimental group was the same. For control class, the test was given to students after teaching writing recount text without Hamburger strategy and for experiment group, the test was given to the students after teaching writing recount text by using Hamburger strategy and also the test was given in the last meeting. The students were asked to choose one of the topics to be written and they were asked to make a paragraph of recount text in ± 100 words, the time allocation for doing the test was 60 minutes. After that, the students were asked to make recount paragraph based on their own words. Their writing would be scored based on some aspects, those were; content (13 – 30), organization (7 – 20), vocabulary (7 – 20), language use (5 – 25), and mechanics (2 – 5).

The Validity Of Instrument

Test validity is discrimination index of questions which is determined from the difference of answering proportion in each group. It is used to check whether the instrument is valid and suitable or not to be applied to the subject of the research. The validity was computed using SPSS version 16. The first point explained is the validity value of treatment class explained bellow. The validity values of each aspect were; (1) Content 0.908**, (2) Organization 0.858**, (3) Vocabulary 0.782**, (4) Language Use 0.907**, and (5) Mechanism 0.752**. If value in significant 2 tailed more than 5%, it is called invalid. But if value in significant 2 tailed less than 5% but more than 1%, the data is valid in 5% significance level. Then, if the value is less than 1% so the data is valid in 1% significance level. Meanwhile the data above, it can be seen that the questions of this study were valid.

The Reliability Of Instrument

The reliability of instrument was needed to make sure that the instrument could be consistent if it was used in other time. It means that the instrument was reliable. The instrument is computed by using SPSS 16 version. According to Riduwan (2004), reliability of the test distribution can be categorized into 5 classes as follows: (a) If the alpha Cronbach score 0.00-0.20: less reliable; (b) If the alpha Cronbach score 0.21-0.40: rather reliable; (c) If the alpha Cronbach score 0.41-0.60: enough reliable; (d) If the alpha Cronbach score 0.61-0.80: reliable; (e) If the alpha Cronbach score 0.81-1.00: very reliable. The result of reliability testing by using SPSS version 22 can be seen on the table 3.2

Table 3.2 Reliability Analysis

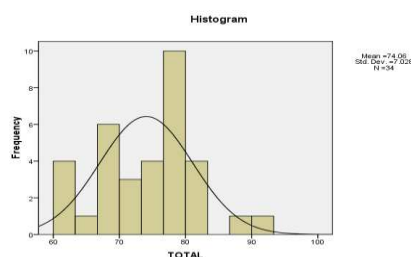
Reliability Statistics	
Cronbach's Alpha	N of Items
.875	5

Related to the categories of the reliability testing according Riduwan, the result of computation Alpha Cronbach's score was 0.875. it means that score categorized into reliable test.

The Normality of Instrument

The normality of instrument was shown in histogram. If the histograms had a peak, it meant that the data could be included in normal distribution. The normality was computed by using SPSS version 16.

Figure 3.1 Normality Curve



Based on the figure 3.1 above, it can be concluded that the data of students' writing achievement were various and distributed normally. It was proven by the peak that appeared in the diagram, the peak is between intervals 74-80. It means that the data were various and were distributes normally.

Research Procedure

This research typically involved two groups. Those groups were given different treatments. Experimental group (X MIA 2) was given a new treatment; that was taught by using Hamburger strategy. Meanwhile, control group (X MIA

1) was taught without using Hamburger strategy and there were six meetings and one meeting for doing test. In first meeting, (1) Brainstorming related to fast food hamburger; (2) Giving a story in hamburger graphic; (3) Explaining about the similarities of hamburger and paragraph; (4) Asking the students to make notes related to the story such as the content of the story, characters, parts, and the events; (5) Discussing together the overall story by connecting recount text material that consists of the generic structure and linguistic features, (6) Explaining the students to pay attention some elements of writing such as Content, Organization, Vocabulary, Language Use and Mechanics; (7) Asking to the students to make group; (8) Asking the students to choose one of a figure about tourism places to be described; (9) Making the recount paragraph by each group, (10) Collecting the students' recount paragraph; (11) Giving Score of the students' product; (12) Asking some groups to inform their product in front of their class; (13) Evaluating the student's recount paragraph by giving some comments and suggestions related their product; and (14) Final review by the writer.

In the second, third, fourth, fifth and sixth meeting, the steps were the same as the first meeting. They were given topic which was different one other each meeting. The seventh meeting was used as writing test, the students should make a paragraph of recount text at least ± 100 words and they chose what the topic what they wanted to describe. They had to do the writing test individually. Writing test was administered to get the students' scores. Before analyzing the data, the students' writing achievements were scored based on some aspects. There are five items that are very important to be scored: 1. content, 2. organization, 3. vocabulary, 4. grammar and 5. mechanic. In this research, the writer took all items mentioned. The maximal scores of each element were as following: content 30, organization 20, vocabulary 20, grammar 25, and mechanic 5. To get the students score, the formula as following:

$$\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language Use} + \text{Mechanics} = \text{Score}$$

After determining the score for each aspect, the total scores were gotten. Then, The score was analyzing by SPSS *version 16* that provide descriptive the data through mean, median, mode, standart deviation, percentiles and range. To test the hypotheses, the writer also used inferential statistics, It was t-test. It was used to determine whether the is a significant difference between the means of two groups. Independent *t*-test was used in this research. The writer used SPSS *version 16* to analysis of t-test. It is used to differentiate between score of experimental and control group. After finding the t-test result or t-value, the next step is interpreting it. If the significance is lower than 5%, the difference between two groups is found and Hamburger strategy is effective.

RESEARCH FINDING

After the treatment was given to the experimental group that was teaching by using Hamburger strategy; while the control group was teaching without using Hamburger strategy, then the researcher conducted the post-test. From the post-

test it was found the scores of experimental group (see table 4.1) and control group (see table 4.4).

Experimental Group

Table 4.1 Statistic Data for Experimental Group

Statistics		
Experimental Group		
N	Valid	34
	Missing	0
Mean		74.05
Std. Error of Mean		1.20
Median		75.00
Mode		78.00
Std. Deviation		7.02
Variance		49.39
Range		28.00
Minimum		62.00
Maximum		90.00
Sum		2518.00
Percentiles	25	68.00
	50	75.00
	75	79.00

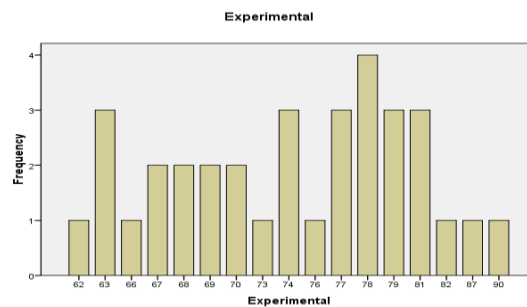
The highest score was gotten by the students in the experimental group is 90, whereas the lowest score is 62. The range of the highest and the lowest score is 28. The mean score is 74.05. The median score is 75 while its mode is 78. The standard deviation shown is 7.02. Frequency is the number of times the scores appear in computation. There are 17 kinds of scores shown from the lowest to the highest. It means that the students' writing achievement is various. To make it clear, the frequency of students' achievement in the experimental group is presented in table 4.2

Table 4.2 Frequency of the Students' Writing skill in Experimental Group

Experimental Group				
	Frequency	Percent	Valid Percent	Cumulative Percent
62	1	2.9	2.9	2.9
63	3	8.8	8.8	11.8
66	1	2.9	2.9	14.7
67	2	5.9	5.9	20.6
68	2	5.9	5.9	26.5
69	2	5.9	5.9	32.4
70	2	5.9	5.9	38.2
73	1	2.9	2.9	41.2
74	3	8.8	8.8	50.0
76	1	2.9	2.9	52.9
77	3	8.8	8.8	61.8
78	4	11.8	11.8	73.5
79	3	8.8	8.8	82.4
81	3	8.8	8.8	91.2
82	1	2.9	2.9	94.1
87	1	2.9	2.9	97.1
90	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Table 4.2 shows that; 2,9% or 1 student gets 67,66,73,76,82,87 and 90; 5,9% or 2 students get 67,68,69 and 70; 8,8% or 3 students get 63,74,77,79 and 81 and 11,8% or 4 students get 78. The bar chart is presented on the figure 4.1

Figure 4.1 Frequency of the Students' Writing skill in Experimental Group



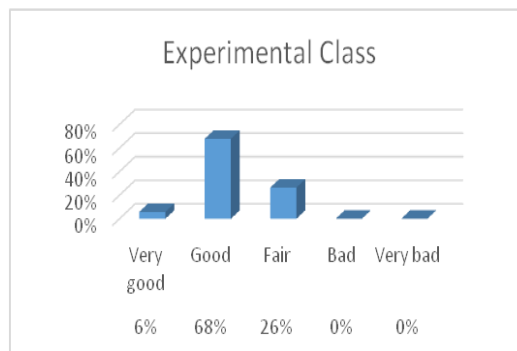
The students' scores are classified into some categories. Table of categorization is adapted from Badan Penelitian dan Pengembangan Pendidikan Nasional Pusat Kurikulum, Depdiknas.

Table 4.2 Category for the Students' Achievement in Experimental Group

Score	Category
85 – 100	Very Good
69 – 84	Good
53 – 68	Fair
37 – 52	Bad
20 – 36	Very Bad

The classification could make easier to show how many students got value in very good level, good level, fair level, bad level, and very bad level.

Figure 4.2 Category for the Students' Skill in Experimental Group



The percentage of the students who get 'very good' scores is 6%, the students who get 'good' scores is 68%, and the students who get 'fair' scores is 26%. To sum up, the students' writing achievement in experimental group is in 'good' category with the mean score 74

Control Group

Table 4.4 Statistic Data for Control Group

Statistics		
Control Group		
N	Valid	34
	Missing	0
Mean		69.12
Std. Error of Mean		1.075
Median		67.50
Mode		63 ^a
Std. Deviation		6.266
Variance		39.258
Range		28
Minimum		62
Maximum		90
Sum		2350
Percentiles	25	65.00
	50	67.50
	75	72.00

From table 4.4, it can be seen that the highest score is 90 and the lowest score is 62 while its range is 28. The mean shown in the group is 69,12. The median is 67,50 while its mode is 63. The standard deviation is 6,266. Frequency is the number of times the scores appear in computation. There are 15 kinds of scores shown from the lowest to the highest. It means that the students' writing achievement is various. To make it clear, the frequency of students' achievement is presented in table 4.5 on the following page

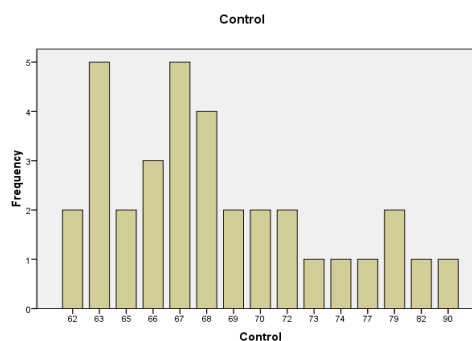
Table 4.5 Frequency of the Students' Writing skill in Control Group

Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
62	2	5.9	5.9	5.9
63	5	14.7	14.7	20.6
65	2	5.9	5.9	26.5
66	3	8.8	8.8	35.3
67	5	14.7	14.7	50.0
68	4	11.8	11.8	61.8
69	2	5.9	5.9	67.6
70	2	5.9	5.9	73.5
72	2	5.9	5.9	79.4
73	1	2.9	2.9	82.4
74	1	2.9	2.9	85.3
77	1	2.9	2.9	88.2
79	2	5.9	5.9	94.1
82	1	2.9	2.9	97.1
90	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Table 4.5 shows that; 2,9% or 1 student gets 73,74,77,82 and 90; 5,9% or 2 students get 62,65,69,70,72 and 79; 8,8% or 3 students get 66; 11,8% or 4 students get 68 and 14,7% or 5 students get 63 and 67. The bar chart is presented on the following page.

Figure 4.3 Frequency of the Students' Writing Skill in Control Group

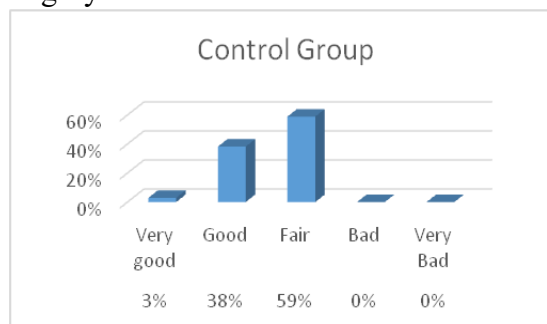


The students' scores are classified into some categories. Table of categorization is adapted from Badan Penelitian dan Pengembangan Pendidikan Nasional Pusat Kurikulum, Depdiknas and The students' scores were categorized into some criteria as can be seen in table 4.6.

Table 4.6 Category for the Students' Achievement in Control Group

Score	Category
85 – 100	Very Good
69 – 84	Good
53 – 68	Fair
37 – 52	Bad
20 – 36	Very Bad

Figure 4.4 Category for the Students' Achievement in Control Group



The percentage of the students who get 'very good' scores is 2.9%, the students who get 'good' scores is 38.2%, and the students who get 'fair' scores is 58.9%. To sum up, the students' writing achievement in experimental group is in 'good' category with the mean score 69.2

Interpreting the Result of Significant Difference between the Students' Writing Skill in Experimental and Control Group

After finding the results of both groups, the significant difference between students' writing skill in experimental and control group is calculated. *SPSS version 16* is used to analyze the data. The result is shown in table 4.7.

Table 4.7 Statistic Difference between Experimental and Control Group

Group Statistics					
GROUP		N	Mean	Std.	Std. Error
SCORE	Experimental	34	74.06	7.028	1.205
	Control	34	69.12	6.266	1.075

Table 4.7 reveals a difference in mean value between the experimental group (M = 74.06, SD = 7.028) and the control group (M = 69.12, SD = 6.266). In order to examine whether the experimental group and the control group differed significantly in the test achievement, an independent-samples t-test was conducted using an alpha level of 0.05. The result is indicated in Table 4.8.

Table 4.8 Independent Samples T-test Result

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.658	.202	3.060	66	.003	4.941	1.615	1.717	8.165
Equal variances not assumed			3.060	65.149	.003	4.941	1.615	1.716	8.166

The interpretation of the table above is; there is the significant difference between two groups if sig. (2-tailed) value is the same as or is lower than 5% or 0.05. From table 4.2, it can be seen that the experimental group outperformed the control group in writing skill with $t = 3.060$, $df = 66$ and $P = .003$ and 95% confidence interval ranging from 1.717 to 8.165. From the sig. (2-tailed) we can see the P is lower than 5% ($0.003 < 0.05$). So, it can be concluded that the t-value is significant in 5% significant level. It means that there is any significant difference between experimental and control group.

The Effectiveness of Using *Hamburger Strategy* in Teaching Writing of Recount Text

After knowing t-test result, we can be concluded that Alternative Hypothesis (Ha) is accepted. Alternative Hypothesis (Ha) states: Hamburger strategy is effective in teaching recount text toward Students' writing skill at first grade of MAN 4 Kediri. Before testing this hypothesis, the t-test is calculated to compare the means between the experimental and control groups. The result reveals that experimental group outperformed the control group with significance value 0.3% or 0.003 as indicated in table 4.8. Significance value (sig. 2-tailed) 0.3% or 0.003 is lower than alpha level of 5% or 0.05. The significant difference between both groups is found. Therefore, the Null Hypothesis is rejected in favor of the Alternative Hypothesis. Thus, Hamburger strategy is effective to be used in

teaching recount text toward Students' writing skill at first grade of MAN 4 Kediri.

DISCUSSION

Based on the students' writing result in Experimental Group, it was known that 9 students or 26.4% got score 53 – 68 in fair category. 23 students or 67.8% got score 69 – 84 in good category, and 2 students or 5.8% got score 85 – 100 in very good category. It means that the average skill of students' writing in learning English was good category. Based on KKM, the percentage value of students is 45%. It means that the students have good category with 67.8% and also based on the students' result in Control Group, 20 students or 58.9% got score 53 – 68 in fair category. 13 students or 38.2% got score 69 – 84 in good category, and 1 student or 2.9% got score 85 – 100 in very good category. It means that the average skill of students' writing in learning English was fair category. From the above analysis, it was known that there was a different result of students' writing skill in treatment class which has been taught by using Hamburger Strategy and control class which have not been taught by using Hamburger Strategy. The result obtained that mean of treatment class 74.06 was higher than the mean of control class 69.12. The standard deviation values of both groups are 7.028 for treatment class and 6.266 for Control class. Meanwhile, their standard error mean values are 1.205 for treatment class and 1.075 for control class. Furthermore, the mean difference between both groups is 4.941. These results indicate that the significant difference of mean value between the experimental class and the control class was found. The result of t-test shows that: 1) the mean score of experimental group ($M = 74.06$) is higher than control group ($M = 69.12$), and 2) The mean difference is 4.941 with the sig (2-tailed) value 0.3% or 0.003. Thus, it can be concluded that teaching writing by using Hamburger strategy was effective.

CONCLUSION

From the result of the research, it can be concluded that: (1) The students' writing recount text in treatment class by using hamburger strategy at MAN 4 Kediri is Good category and the mean was 74.06. (2) The students' writing recount text in control class without using hamburger strategy at MAN 4 Kediri is Low category and the mean was 69.12. (3) There is significant difference between the experimental and control class and (4) Hamburger strategy is effective to be used in language teaching specifically in teaching writing.

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