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## THE EFFECT OF HAMBURGER STRATEGY TOWARDS THE STUDENTS WRITING DESCRIPTIVE TEXT AT ONE ISLAMIC SENIOR HIGH SCHOOL

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### ABSTRAK

Penelitian ini membahas tentang pengaruh strategi hamburger dalam menulis teks deskriptif. Strategi hamburger merupakan strategi organisasi penulisan yang menguraikan secara visual komponen-komponen utama suatu paragraf. Ketika menulis menggunakan strategi hamburger, siswa akan belajar mengingat cara membangun paragraf dan pentingnya setiap komponen. Penelitian ini dilakukan dengan menggunakan metode kuantitatif eksperimental. Populasi penelitian ini adalah siswa kelas XI Madrasah Aliyah Nururroddiyah Kota Jambi. Peneliti mengambil 40 siswa sebagai sampel dan dibagi menjadi dua kelompok dengan menggunakan total sampling. Kelompok pertama adalah kelas XI A sebagai kelas eksperimen yang diajarkan dengan menerapkan strategi hamburger, sedangkan kelompok kedua adalah kelas XI B sebagai kelas kontrol yang diajarkan dengan menggunakan metode konvensional. Tes ini terdiri dari dua jenis, yaitu Pre-Test dan Post-Test. Data dianalisis dengan menggunakan rumus T-Test pada SPSS versi 25. Hasil Independent Samples dan Paired t test. Hasil rata-rata kelompok yang sama yang diajarkan dengan menggunakan Strategi Hamburger memperoleh skor 0,000 yang dapat dilihat dari kriteria hipotesis apabila hasilnya kurang dari 0,05 maka berarti  $H_0$  ditolak. Dan hasil uji t-sampel independen menunjukkan perbedaan rata-rata sebesar 68,700 dan signifikan 2-tailed  $\leq 0,05$  ( $0,000 \leq 0,05$ ). Dapat disimpulkan bahwa tidak terdapat perbedaan pengaruh yang signifikan terhadap kemampuan menulis siswa antara siswa yang diajarkan dengan Strategi Hamburger dan siswa yang diajarkan dengan teknik konvensional atau dari guru Madrasah Aliyah Nururroddiyah Kota Jambi.

Kata Kunci: teks deskriptif, strategi hamburger, keterampilan menulis

### ABSTRACT

This research deals with the influence of the hamburger strategy in writing descriptive text. The hamburger strategy is a writing organization strategy that visually outlines the key components of a paragraph. When writing using the hamburger strategy, students will learn to remember how to build paragraphs and the importance of each component. This study was conducted using an experimental quantitative method. The population of this study was grade 11 students of Madrasah Aliyah Nururroddiyah Jambi City. The researcher took 40

students as a sample and they were divided into two groups using total sampling. The first group was class XI A as an experimental class taught by implementing the hamburger strategy, while the second group was class XI B as a control class taught using conventional methods. This test consists of two types, namely Pre-Test and Post-Test. Data were analyzed using the T-Test formula on SPSS version 25. The results of the Independent Samples and Paired t tests. The average results of the same group taught using the Hamburger Strategy got a score of 0.000 which can be seen from the hypothesis criteria if the results are less than 0.05, it means  $H_a$  is rejected. And the results of the independent sample t-test showed an average difference of 68.700 and significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). It can be concluded that there is no significant difference in influence on students' writing ability between students taught with the Hamburger Strategy and students taught with conventional techniques or from teachers of Madrasah Aliyah Nururrodhiah Jambi City.

**Keywords:** *descriptive text, hamburger strategy, writing skill*

## INTRODUCTION

As part of learning English as a foreign language, students are obligated to master the four fundamental languages of listening, reading, speaking, and writing. From elementary school to college, this has been taught to a variety of groups and kinds of ages. The four fundamental languages must be used by students in other topics as well as in foreign language classes, especially in those that are focused on books and pens, such as writing. According to Zia Hisni (2017) in a foreign language context, writing is applied differently depending on the background for example, students have different choices of words to produce a sentence, which indicate that they have different points of view in terms of the art of arguing and their writing styles as well. Writing is a subject that is considered as the most difficult skill to master especially for the EFL students. Writing as the most difficult skill if it is compared to the others such as Listening, Speaking and Reading (Hisni, 2017).

Qadaria (2023) stated that in the Indonesian Education Journal, UINSU Medan argues that writing is one of the most important things in life because all learning processes are based on writing skills. The usefulness of writing skills for students is to imitate, add, complete, and copy. Although writing is an important basic academic ability, there are still many elementary school

students around our area who have so far not acquired writing skills. Hence, it can be concluded that writing is an activity of pouring ideas and feelings in the form of letters, numbers, language symbols on a certain page using a writing instrument. A writer must have a clear purpose about what he will write. In addition, In view of Devari (2018), writing involved a combination of grammar, diction, vocabulary and students' imaginative ideas. One must know several aspects to make good writing that lead to useful things. Researcher believe that writing is a difficult task. Especially for those who dislike or even uninterested in writing. Besides the writing sentences in paragraph form, the contents of the sentence arrangement must also be coherent and cohesive. In summary, writing is an activity that enables the writers to communicate their ideas to readers into written form. Writing requires good grammar and vocabulary mastery. Besides those factors previously mentioned, writing experience and knowledge of what to write in an article, for instance, can also be the important factors to consider to produce a well-organized text. For those reasons, it can be said that writing is a complex activity (Eviyuliwati & Sarwan, 2018).

Writing is a very complex cognitive activity in which the researcher is required to demonstrate the mastery of variables simultaneously including content control, formatting, sentence structure, vocabulary,

punctuation, diction, spelling, and letter formation. Like the researcher experience in teaching writing, he actually went through this case where students felt bored when the researcher asked the student to write a paragraph. Students frequently struggle with issues like feeling disorganized when writing a good paragraph and not understanding how to order their thoughts in a good paragraph, such as a description text. It is difficult for the students to write and effectively translate their concepts into paragraphs. The ability to write descriptive writings is low in many students. The wrong use of language components like structure, vocabulary, and punctuation is prevalent among some students. (Napitupulu, 2018).

In writing process, students must understand the texts structure from the description text itself, such as identification and descriptions, in order to construct a description text. In the middle of the writing process, students can also occasionally run out of ideas. Yet, this situation also involves the teacher factor in addition to the student factor. This is because the teacher's uninspiring method of explaining the procedure in class is to fault. Although conventional methods are almost always employed in teacher meetings, students lose interest in writing classes. Students still have trouble writing what has to be written, and they also have difficulties starting their papers without obsessing about spelling, capitalization, or sentence structure. According to

research findings by Purbania, Rohmadi, and Setiawan (2020) published in the Indonesian Education Journal, students have trouble expressing their ideas, setting words collectively to form sentences, determining good and correct spelling, and focusing on their studies when writing description text. Teachers need to be innovative in this situation for coming up with fresh ideas. (Qadaria, 2023).

Based on preliminary field and research observations conducted at Madrasah Aliyah Nururroddiyah Jambi City, researcher found that students at the school were very poor at writing a text and had difficulty in identifying text information, as well as not being able to understand what they were writing. When students were given the task of writing a text, they found it difficult to choose what to write, and had difficulty understanding sentence structure or grammar, lacked vocabulary memorization, did not master writing, could not develop ideas, and could not choose the right words so that it became a good sentence.

In this case, to solve the problems mentioned above, one of the statements which is appropriate research from Nopita in her article. According to Nopita (2012), the Hamburger strategy is a method or strategy for visually organizing the writing and defining the main ideas of a paragraph. The hamburger writing technique teaches students to memorize how to construct paragraphs and the

significance of each element. Researchers believe that hamburger strategies can increase students' motivation to the point that they grow to enjoy writing. Based on the writing ability problems that occur in the class, this article tries to address the main research problems, namely (1) Is there any significant effect of the use of hamburger paragraph strategies on descriptive texts in class XI MA Nururroddiyah Jambi city? and (2) Is there any significant difference between the experimental class and control class on descriptive texts in class XI MA Nururroddiyah Jambi city? There are several previous research studies that are relevant to this topic and conducted by several previous researchers. The first one, the article Napitupulu (2018) found that the hamburger strategy is a writing organization strategy that visually outlines the most important parts of a paragraph. By writing using the hamburger strategy, students learn to remember the structure of a paragraph and the importance of each component. This is one of the alternatives in teaching writing to improve students' writing ability. The second one, Eviyuliyati & Sarwan (2018) found a moderate effect and a significant impact of the hamburger strategy on students' writing ability. The third one, Elshaer (2018) recommended that English teachers need to activate the hamburger paragraph strategy to students during class writing learning.

According to the explanation of the three articles above, it is clear that while employing the hamburger methods, students must be able to translate their most important opinions and ideas into a description text in order to fulfill the teacher's role in obtaining the specified student learning aims.

### **Descriptive Texts**

The descriptive text contains linguistic features and a general framework. The researcher must assume the position of a reader whose perceptions of the events are formed by the text's outline and construction. "Descriptive literature is text that clearly describes people, locations, and objects to help the reader visualize an object being described," according to Abisamra (2001:1) in Jayanti (2019) research. As a result, the author will develop an impression of the described object and get a clear picture of it by writing the descriptive text (Jayanti, 2019). Harmer (2004:12) says that description is a written language text in which the author describes or describes an object, in the form of concrete or abstract objects such as, a person, a tree, an animal, a tree, a house, a tourist attraction and so on. "A description text is a text in which the main idea is communicated by describing particular objects, places, and events in detail," Napitupulu (2018, p. 10) wrote in the Journal of English Language and Culture. The reader will be

able to experience the text's descriptions both physically and emotionally. Description can also be seen as a strategy for turning facts into something that can be communicated accurately and clearly enough for others to understand" (Napitupulu, 2018). There are 3 structures in the descriptive text: (1). *Identification*. It is essential to identify in order to prevent generalizations. It implies that a writer must specify the specific item. In this instance, it identifies the phenomenon or topic that will be discussed. The subject may be an object, a person, or a location. (2). *Description*. It explicitly specifies the elements, traits, and features of the phenomenon or subject matter that is being discussed. To write a description, a writer needs to describe parts, characteristics, and qualities of a particular thing. The participant or subject on the description is called carrier and token (Sipayung et al., 2021). (3). *Conclusion*. The purpose of the conclusion paragraph is to restate the thesis statement, summarize the various points made in the essay itself, and to leave the reader with something to think about. Regarding linguistic features, Emilia and Christie (2013) state that descriptive texts use some linguistic features as summarized as follows: (a). The main character should be specific participants, (b). The present tense should be used as the dominant tenses, (c). Frequently apply linking verbs or socialresponsibility (is, are, has,

have, belongs to) to identify and explain the participant's appearance, qualities, and functions. Use mental verbs or mental processes to describe feelings, (d). Use adjectives and adverbs to add information to nouns (participant) and information to verbs (actions) to provide a more detailed description about the topic; and (e). Use adverbial phrases to add more information about manner, place, time, and occasionally other details (Noprianto, 2017)The features previously mentioned are also in line with what had been formulated by The Education and Culture Ministry (2013), which mentioned that the language features found in descriptive texts are (1). Using simple present text, (2). Most important basic elements in descriptive texts will be those mentioned in this point. In order to write effectively, especially in descriptive texts, students should be able to use the simple present tense. According to Rizki (2013), we talk about elements in general employing the present simple. We are not just analyzing the present. When something happens frequently, repeatedly, or is generally true, we use this phrase, (2). Using names of people, places, and famous historical buildings, (3). Using adverbs that are connected to persons, places, and famous historical buildings, (4). Utilizing orderly and proper spelled and handwriting, (5). Employing spoken words, accentuation, and intonation when encouraging

pupils to illustrate their work (Rizki, 2013).

### **Hamburger Strategy**

Researchers employ one of the teaching methods, specifically the hamburger paragraph strategy, to make it simple for students to comprehend how to produce effective paragraphs. Teachers can use this technique to help students' difficulties with English writing. According to Morin (2013), the hamburger paragraph method is a technique used to teach students about the fundamental aspects of a paragraph by contrasting the essay's components with the hamburger's own components. There are three parts of a hamburger, namely the top bun as the opener, the patty as the argument, and the lower bun as the closing sentence. Topic sentences, detail sentences, and closing sentences are the main elements of a good paragraph, and each forms like a different hamburger section. It can be said that the hamburger strategy introduces the essay or text section through the hamburger pieces (Jalil, 2020).

In 2008, Regina Richard introduced a "hamburger paragraph strategy." This strategy is a writing organizer that visually outlines the main parts of a paragraph. Topic sentences, longer sentences, each forming its own hamburger "section". Michelle (2013) stated that her paragraph strategy for Hamburger is a simple package that guides students through the

steps of good paragraph. Students can use the grapher, write drafts, practice their editing skills, and compare and contrast a very easy task (a hamburger) with something much more interesting. In short, the hamburger paragraph strategy is an interesting strategy. Because the hamburger pieces are included as an analogy to writing paragraphs (Lasaka et al., 2018).

Hutami Devari (2020) suggested that the hamburger paragraph strategy can be a strong starting point for writing in class because it encourages students to co-write, which contains clarity, elegance and brilliant flashes. It is recommended that this concept of hamburger can be used in very long paragraphs where the main idea may not be analyzable (Eviyuliwati & Sarwan, 2018).

### **METHODOLOGY**

This research used a quantitative method. According to Creswell (2014, p.295) in his book 4<sup>th</sup> edition argues that quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. The final written report follows a predetermined format that

includes an introduction, literature and theory, methods, results, and commentary. Usually, hypothesis or research question are written by quantitative researchers. The independent and dependent variables, which are assessed separately, are described, related, or compared using the variables included in both forms. Research inquiries are frequently used in quantitative proposals, whereas hypotheses are used in a more formal appearance of study. (J. W. L. of C. C. D. Creswell, 2557)

As for the design of this research is a quasi-experimental. This research is when you want to establish a causal relationship between two different components. According to (Creswell, 1990) quasi-experimental studies exhibit many components of experimental design. He said that in quasi-experimental studies, participants were placed in groups, not randomly. In this research, two groups of samples were selected, namely the first group was the experimental group and the other group was the control group.

The researcher took two classes as objects or samples from the research population, because to conduct an experimental study, the researcher needed two groups as participants to compare the results of the two groups (Widya Fransiska, 2016). In this research which was divided into two classes, XI A and XI B. The researcher enrolled in class XI A

as an experiment and XI B as a control. Total sampling was the sample method utilized in the current research. The same teacher is the reason the researcher chose the samples, among other factors.

## RESULTS AND DISCUSSIONS

### RESULTS

This particular form of data is presented and analyzed using quantitative methods. This research focuses on two 11<sup>st</sup> grade students at Madrasah Aliyah Nururroddiyah in Jambi City. In this case, the researcher conducted five trials to assess which research participants were included in the data source. Class XI A is an experimental class, whereas XI B is a control class. The aims of this research were to find out whether or not there was a significant effect of Hamburger Strategy in writing skill of descriptive text. The hamburger method was implemented in the experimental class's writing activity, and the media used in the control class's writing activity being the teacher's guide book. In this research, the researcher utilized SPSS (Statistical Product and Service Solutions) version 25 to examine the data of students' writing tests. In the pre-test and post-test during the experimental and control classes, after collecting data from two evaluators. Such an instance, the data is analyzed using the two an Independent Sample T Test and Paired Sample T Test.



Such as instance, the mean score of pre-test in experimental class was 54,10 with minimum score was 27 and maximum score was 75. The mean score of post-test in experimental class was 69,95 with minimum score was 53 and maximum score was 80. Meanwhile, the mean score of pre-test of control group was 69,70 with minimum score was 60 and maximum score was 78. The mean score of post test of control group was 71,45 with minimum score was 65 and maximum score was 76. The results obtained from the paired sample were 54.10 for the pre-test and 69.95 for the post-test. Then the homogeneity result is based on the median score, which is .008, which means that the value  $> 0.05$ . This research's findings consist of two types of analyses: 1) A descriptive analysis of students tests with writing. 2. Statistical analysis of student writing inquiries.

### **Descriptive Analysis**

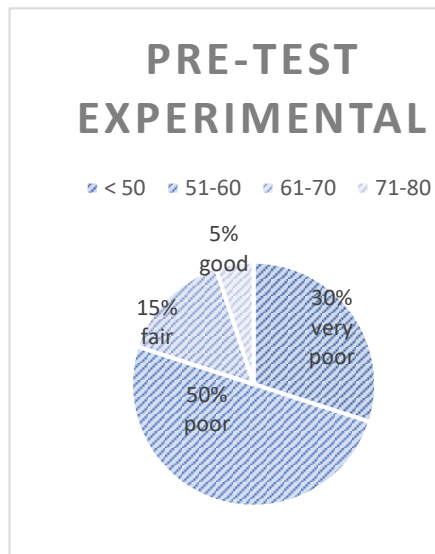
In this chapter, a researcher refers to the research's frequency, percentage, and mean determined by the data collected before and after the case in both the experimental and control groups.

the mean of post-test score of experimental class (69,95) with a minimum of 53, a maximum 80, and a *Std.Deviation* (7,647) it indicated that on average, the use of Hamburger Strategy has caused the improvement of students' score, but it is important to know that such a conclusion is

only a descriptive conclusion. It should be tested about being meaningful this progress. As for the mean post-test control class (71.45) with a minimum of 65, a maximum of 76, and *Std.Deviation* (3.859), the results decreased slightly compared to the pre-test. In the control class, the students were taught with conventional methods and other learning media, there were some students who did not take this test due to constrained attendance. Therefore, when the post-test takes place, the student's score does not reach the equivalent of the score at the time of the pre-test.

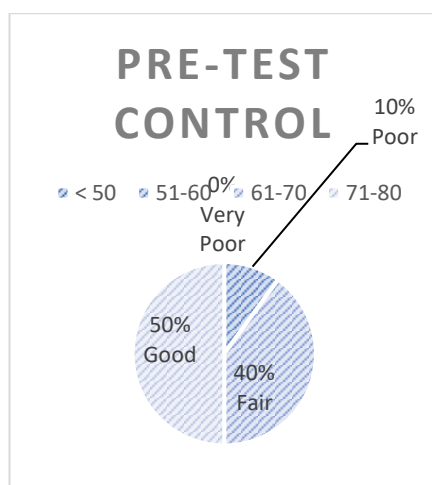
As a consequently, to investigate whether Hamburger Strategy is effective to increase students' skill in writing descriptive text, and whether the Hamburger Strategy has a significant effect of students' writing skill, the researcher tested the result of pre-test and post-test by using Paired Sample Test of cases in IMB SPSS Statistic 25.

### **Figure The Percentage Score of Pre- Test in Experimental Class**



As can be seen from this figure, six students (35%) were categorized as very poor interval between less than 50, ten students (50%) were categorized as poor interval between 51-60, three students (15%) were categorized fair to good between 66-80, and one student (5%) were categorized as good interval between 71-80.

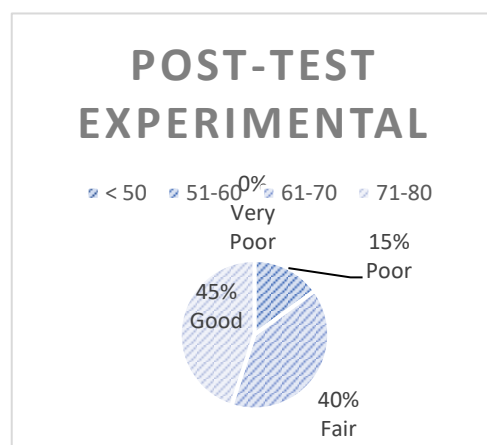
**Figure 4.2**  
**The Percentage Score of Pre-Test in Control Class**



Two students (10%) were categorized as poor interval between 51-60, 8 students (40%) were categorized as fair interval between 61-70, and 10 students (50%) were categorized good between 71-80.

After giving the pre-test for control and experimental group, the writer saw the score was low. Therefore, the writer taught give treatment to both of groups in different ways. Experimental group was given a treatment in teaching writing by teaching Hamburger strategy, while control group was taught by using conventional or traditional method. To know the effect of treatment that has given, the writer gave post-test to both of groups.

**Figure**  
**The Percentage Score of Post-Test in Experimental Class**



As can be seen from figure 4.3, three

students (15%) were categorized as poor interval between 51-60, 8 students (40%) were categorized as fair interval between 61-70, and 9 students (45%) were categorized good between 71-80.

results provide significant changes in the control class.

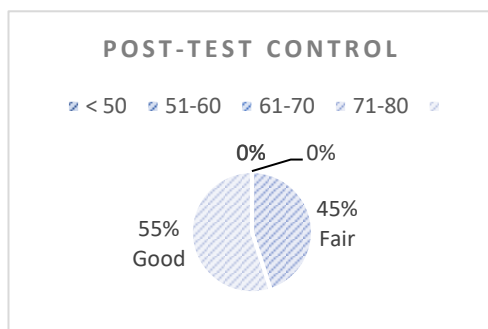
**Table**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestExperimental	54,10	20	12,443	2,782
	PostTestEksperimental	69,95	20	7,647	1,710
Pair 2	PreTestControl	69,70	20	6,538	1,462
	PostTestControl	71,45	20	3,859	,863

The data in the table above is the performance score of a group of sample students before and after being taught using the hamburger strategy as a treatment. The Mean score of the Pre-test was 54.10, while the Mean score of the Post-test was 69.95. The experimental class has 20 students in the pre-test and post-test. The Std.Deviation is 12.443 and the Std.Error Mean is 2.782. Std. Deviation Post-Test of 7.647 and Std. Error Mean 1.710. Based on the Mean results, the Pre-test experimental score is different from the Mean Post-test Experimental score. As a result, because the Mean Post-test score is higher than the Pre-test score, there is an increase.

**Figure**  
**The Percentage score of Post-test in Control Class**



In the post-test of this control class, the students have obtained higher scores than in the pre-test. In this case, students make more changes by looking at the results of writing descriptive text. A total of 9 students (45%) obtained a score of 61-70, and as many as 11 students (55%) obtained a score of 71-80. These

**Table Paired Sample Test**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTestExperimental - PostTestExperimental	-15,850	10,941	2,447	-30,971	-10,729	-6,478	19	,000

In table 4.6 above, to conclude that there is a significant change in the experimental class after the treatment is given is to look at the Sig.(2-tailed) value. The score obtained  $< 0.005$  which indicates a significant change or there is an influence of the use of the Hamburger Strategy on students' writing abilities.

## DISCUSSIONS

The aims of this research were to find out whether or not there was a significant effect of Hamburger Strategy in writing skill of descriptive text. The result showed that there was any significant effect of group who are taught by using Hamburger Strategy and those who are not. This can be seen from the result of pre-test and posttest in both of groups. The mean score of pre-test in experimental class was 54,10 with minimum score was 27 and maximum score was 75. The mean score of post-test in experimental class was 69,95 with minimum score was 53 and maximum score was 80. Meanwhile, the mean score of pre-test of control group was 69,70 with minimum score was 60 and maximum score was 78. The mean score of post test of control group was 71,45 with minimum score was 65 and maximum score was 76. The control class's post-test score is lower than their pre-test score because some students failed to complete the test because they have poor attendance. As a result, the control class instructed

with conventional methods obtained a slightly lower post-test score than when the pre-test was taken.

In the results of homogeneity and normality of the data, a very significant score was obtained. The normality value of Kolmogorov-Smirnov pre-test and post-test of the experimental class and control class (Sig. $>0.05$ ) was .200. Meanwhile, the values of Shapiro Wilk post-test experimental and control post-test (Sig. $>0.05$ ) were .981 and .536. Then for the results of the T-Test in this study, the researcher obtained slightly significant results. In table 4.7, the value of sig. (2-tailed) on *Equal variances assumed* which is .438 and *Equal variances not assumed* which is .440. This means, the value of sig. (2-tailed) of the two results have not been said to be significant/normal. To make the data in table 4.7 significant and normally distributed, the researcher conducted a one-way test on table 4.8. Then the results of sig. (2-tailed) the second post-test is .000 with a t-table of 72.098 and a mean difference of 68.700. It was concluded that the results of sig. (2-tailed)  $< 0.05$  and the data had an effect on the implementation of the hamburger strategy and the results of writing students' description texts.

According to previous research (Napitupulu, 2018), the hamburger strategy is a strategy that organizes writing visually outlining the key components of a paragraph. The results of his

study showed that the t-observed value was 3.58, higher than the t-table value of 1.676 at the significance level ( $p:0.05$ ) with a degree of freedom (df) of 48. This calculation shows that  $H_a$  is accepted and  $H_0$  is rejected. Therefore, it can be concluded that the hamburger strategy significantly affects the writing of the description text. In this research, the results obtained from Napitupulu's research, there are very far differences in writing student descriptive text. Napitupulu assumed that the results of her research showed a significant effect on students writing descriptive text using the hamburger strategy. Meanwhile, the researcher's findings showed that there was no significant difference in students' descriptive text writing using the hamburger strategy and the conventional method. This is obtained from the results of the pre-test and post-test of both the experimental class and the control class.

The hamburger strategy is one of the many strategies that can provide many benefits for students when implementing the strategy. According to Foy (2006:1), in the research of FKIP Hatta students, explained that the hamburger strategy gives students a formula that they can use if needed to remember all the important aspects of a paragraph. In addition, Wiley and Simon (2012) in the FKIP Hatta student research also added that the hamburger strategy helps students to make paragraphs to be bound to each other. This

means that students will be told by the teacher what will happen if one of the hamburger pieces is missing (Nopita, 2014). Then, based on the second research, it was found that the researcher got the same results using the hamburger strategy. This strategy is very closely related in writing classes in English lessons. Because to increase students' desire, interest, and creativity in learning writing skills in class, and it is useful to remember that there is a connection between the hamburger strategy and the descriptive text itself.

Finally, in this research, before the treatment conducted in the class, the students had difficult to write in English. After the treatment the students are more active, write with good and they felt enjoy in write English. In brief, it can be concluded that the use Hamburger Strategy believed to overcome and improvement students' writing skill. The students more active and enjoy in learning English. Using Hamburger Strategy in writing skill gives opportunities for students to understand the lesson through the real experience.

## CONCLUSION

Based on investigation accomplished at MA Nururroddiyah Jambi, the test result gained performs as expected. After conducting findings, the researcher asked students to brainstorm and make original to create simple, easy-to-understand writing using current

tools. Classes chosen as the population and sample indicate creativity, passion in knowledge, a willingness to learn, an awareness of socialization, and an ambition for learning togetherness. Students are often inspired by the new knowledge which those a share. As a result, students are happy and powered to perform writing and critical thinking has suitable to their capability. Furthermore, the researcher challenged students to keep focused on the techniques and methods that used throughout both instruction.

The result of the research indicated that using Hamburger Strategy teaching writing is no significant effect. This can be seen from the result of pre-test and post-test in both of groups. The findings from the two classes, experimental and control, were calculated by determining the quantity of samples and population. The population group and sample populations included 20 experimental class students and 20 control class students. The researcher then used SPSS version 25 to determine the complete quantity of data. The researcher got an overview of the students' writing by applying a pie chart to show the pre-test and post-test results for both classes. The table above summarizes the results and analyses of the data used in this research. The Hamburger technique can be advantageous for students in particular for text writing activities that include descriptions,

narratives, procedures, and others.

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