



## Paragraph Hamburgers Strategy in Writing a Report Text

Azizah Husda<sup>1</sup>; Ribka Simorangkir<sup>2</sup>; Christine Natalie Zalukhu<sup>3</sup>;  
Armitha MirandaMarbun<sup>4</sup>; Lorenzo Bindunose Nababan<sup>5</sup>  
[azizahhusda@unprimdn.ac.id](mailto:azizahhusda@unprimdn.ac.id)<sup>1</sup>, [ribkasimorangkir846@gmail.com](mailto:ribkasimorangkir846@gmail.com)<sup>2</sup>,  
[titinnatalie26@gmail.com](mailto:titinnatalie26@gmail.com)<sup>3</sup>, [armithamirandamarbun@gmail.com](mailto:armithamirandamarbun@gmail.com)<sup>4</sup>,  
[lorenzonababan765@gmail.com](mailto:lorenzonababan765@gmail.com)<sup>5</sup>

<sup>1,2,3,4,5</sup>Sastra Inggris, Universitas Putera Batam, Batam, Kepulauan Riau

Received: 2023-05-09 Accepted: 2023-07-27  
DOI: 10.24256/ideas.v11i1.3998

### Abstract

The purpose of this study was to determine whether employing the paragraph hamburger strategy on the students' writing report text at SMK Immanuel Medan in the academic year 2022-2023. The writers used the quantitative method when carrying out this research. After doing this research, the writers got several findings. Significant changes are made to students writing abilities after they are trained by using the paragraph hamburger strategy to learn writing skills. The results of this study allow it to be said that applying the paragraph hamburger strategy could have a significant effect on the student's writing skills. Using the paragraph hamburger Strategy gave a more effective result than using a conventional strategy. The average scores from intensive classes were higher than the average from regular classes. From this pretest, the average test result from the regular class was 63.86, and after doing that post-test, the mean scores were 73.18. Meanwhile, the pretest was completed by the intensive class, and the mean result was 66.00, and upon completion of the post-test, these mean scores were 82.80. The writers used the t- test to obtain the findings of this study. We might therefore say that the value was 5.64. After analyzing this data, the t-table was smaller than the t-t-test ( $1.67 > 5.64$ ). That author displays a p-value of 0.05. The DF was 47. By seeing the data, the writers could conclude that the paragraph hamburger strategy could have a significant effect on the students' report text in SMK Immanuel Medan. From this study, it might be said that Paragraph Hamburger had a big impact on the text written for a student report at SMK Immanuel Medan.

**Keywords:** *paragraph hamburger strategy; report text; writing skills*

### Introduction

Ability is to write well in expressing ideas and knowledge in written form. Writing skills can be used as a communication system when spoken communication is not possible to be done. The learners can express ideas in written form. The learners can express their feelings, thoughts, experience, report, and so on by using

the written form.

Students should be able to comprehend English-language skills when learning the language. According to Harmer (2001:12), students should be able to grasp four fundamental language skills: speaking, writing, reading, and listening. These four basic language skills are the parts of learning English because it is used as a foreign language. English has been taught across all levels of age from primary school. English is also learned either at home or school. People can write down their personal lives, experience, dreams, and problems both in paper form or digital form.

English learners can learn and share through writing. English learners can share information by writing. Grenville (2001:2) explained that writing is an activity done by a person that can involve an idea of someone which is poured into written form and sentences. The students can write down their ideas, feelings, and experience, by using the written form. To have good written form, the students must be able to know some processes in producing good writing which cannot be avoided. It is impossible to escape the processes that must be followed to produce good writing when writing. Getting ideas, choosing or selecting the ideas, outlining (making a plan), drafting (completing a first draft from beginning to end), revising (cutting, adding, or moving parts of the draft as necessary), and editing by proofreading for grammar, spelling, and paragraphs are the six steps that make up any writing process, according to Katie (2013:26).

Writing requires a wide range of talents and is a challenging intellectual job. Some students lack writing skills and information. The writing techniques should be clear to the students. Writing skills must be backed up by writing mechanics (grammar, sentence structure, spelling, etc.), planning a writing strategy, communicating ideas clearly and succinctly, building a reasoned, demonstrable case, successfully marshaling evidence and using the right sources, and effectively organizing ideas.

In the school, many students still face many difficulties in writing. The students are not able to write down as they have limitations about techniques in writing. Students will find it difficult to explain their views in writing if they are unable to write. Less understanding of writing skills will cause kids to lose interest in them. Due to their lack of understanding of the writing process, students struggle with writing assignments frequently.

To support this research, the writers have done an observation before at SMK Immanuel Medan. The writers conducted an observation in August 2022 at grade X at SMK Immanuel Medan. After collecting the students' answer papers, the author came to a certain conclusion. Average student test scores continue to fall short of the KKM (Kriteria Ketuntasan Minimal/Minimum requirement of mastery) standard. The students' inadequate understanding of text organization, English syntax, vocabulary, etc. prevents them from writing down. Having this lack of knowledge, the students could not be able to express ideas in written form.

There are many strategies for teachers in teaching English, especially when teaching writing skills to students. English teachers can teach writing English by using the appropriate strategy. The Hamburger Strategy is one of the methods that

English teachers can employ. A graphic organizer known as a "hamburger paragraph" highlights the essential elements of paragraphs or other types of text. To ensure that the writer adheres to the proper format and content hierarchy, it defines the major points of a variety of writings, such as reports and essays. Teachers can teach pupils how to organize their thoughts into text by using hamburger graphic organizers. Most students benefit from its assistance in learning to communicate their ideas in coherent paragraphs and have a better understanding of paragraph structure.

In supporting this research, the writers have read some research done by different researchers. Firstly, the effectiveness of the paragraph hamburger strategy in enhancing Palestinian 12th graders' creative writing abilities and attitudes about

writing was examined in a study conducted by Basima Ramadan Elsaer (2018). After performing the research, it was found that adopting the paragraph hamburger strategy was more beneficial than the conventional approach in developing the creative writing abilities of Palestinian 12th-grade students. The researcher also discovered that the outcomes of the study showed a big effect size of applying the paragraph hamburger technique in the overall scores in the posttest, indicating that the effect size was statistically significant and crucial. Second, Fenty Debora Napitupulu (2017) researched the use of the paragraph hamburger technique in writing instruction. According to the research, the Hamburger approach is an organizer of writing that entails outlining a paragraph's major ideas visually. Students will learn how to recall how to build a paragraph and the significance of each element in a text when writing it down a text using the hamburger technique. Third, Hutami Devari (2020) conducted a study on the use of the paragraph hamburger method in writing instruction. After conducting the investigation, it was shown that SMA Tadika Pertiwi Depok's writing skills could not be improved by using the paragraph Hamburger strategy. Following the application of the hamburger learning approach, students were able to write down ideas more quickly and with greater passion.

The authors are considering using the Paragraph Hamburger technique to instruct writing skills to the eighth-grade students of SMK Immanuel Medan. The Paragraph Hamburger approach will be employed by the authors to enhance the student's writing skills, notably in the field of report writing. That is why the authors will carry out a research, entitled: Paragraph Hamburger Strategy in Writing a Report Text.

According to the explanation presented before, the problem in this research will be formulated by the authors. "Does the Paragraph Hamburger strategy affect the students' writing skills at SMK Immanuel Medan?" The objective of this study is going to find out the effectiveness of using the Hamburger Strategy in writing a report text at SMK Immanuel Medan.

The writers have the scope and limitations in carrying out this research. This

research will be focusing on the writing skill. The report text will be the subject of the writing skill. Beginning in the academic year 2022-2023, it will be taught to students in SMK Immanuel Medan's eighth grade. In carrying out this research, there will be two major significances, in both theory and practice. The upcoming researchers who are going to conduct the next research on a topic that is similar to the topic of this research will be expected to use this study as a reference. This research is expected to be beneficial for English teachers and students at SMK Immanuel Medan. It's anticipated that the student will be more motivated to learn English, particularly while they are studying writing techniques. The students will have the spirit in practicing English every day. This research is expected to be used by English teachers as a reference in teaching writing skills at school.

### **Method**

The researchers use a quantitative approach to carry out this study. The impact of using the Paragraph Hamburger method on students' writing abilities will be studied by the writers. The students from grade X T01 of SMK Immanuel Medan were taught by using the paragraph hamburger strategy and grade X T02 students were taught by using the conventional teaching strategy.

This study was conducted by the authors at SMK Immanuel Medan. It is situated in Medan, North Sumatra, near Jalan Gatot Subroto. There were three grades in this school: grades ten, eleven, and twelve. There were two classrooms per grade. The researchers studied tenth-grade students for this study. In the second term of the academic year 2022-2023, they were X T01 and X T02. Students from X T02 were placed in the regular group whereas students from grade X T01 were placed in the intensive class. This study was conducted by the authors in March-May 2023.

The population for this study's population was chosen by the author to be students. The authors selected students from this group to represent the sample in this study. The theory of Fraenkel and Wallen (2009:42) will be applied by the writers. Fraenkel and Wallen (2009:90) explained that the population is the biggest group that is expected to have research results. In this study, the students in grade X of SMK Immanuel Medan served as the research population during the academic year 2022-2023. In grade X, there were two courses. There were perhaps 50 students in total. There are 25-30 students in a single lesson. There were perhaps 150 students in attendance. The authors used cluster sampling to obtain the sample from the population as previously described. The authors used cluster sampling to identify the students from the two classes. In this study, the sample consisted of the students who had been previously selected. The intensive class was made up of pupils in grade X T01, and the regular group was made up of students in grade X T02.

The authors used a technique for data collection in conducting this study. The writers used the information to determine this study's findings. Based on Arikunto (2010:17), explained that data collecting must be consciously undertaken to get the data by applying methods systematically according to the standard procedure in doing research. There must be instruments for conducting research. The test of

writing skills was implemented to know the students' ability in writing skills. Occasionally, the writers applied the written test to get the information and to measure the student's mastery of writing skills about report text. The post-test was administered by the authors to both the intensive group and the regular group. The authors collected the data after finishing the pretest and post-tests. The writers compared the data from each class after collecting it from each class. The paragraph hamburger tactic was used by the authors to compare the writing skills of their students to those of kids who received standard instruction. Both the intensive group and the regular group of students were put to the test by the authors. After students had responded, the response sheets were collected. The writers collected all of the answer sheets, which were then examined and assessed. Then the authors assigned grades to the previously collected answer papers. The data used in this study were the marks on answer sheets.

The author decided to use students as the sample group for this investigation. From this group, the authors chose students to serve as the study's sample. The Fraenkel and Wallen (2009:42) theory will be applied by the authors. The population is the largest group for which study findings are anticipated, according to Fraenkel and Wallen (2009:90). The study's target group was grade X students at SMK Immanuel Medan in the 2022–2023 academic year. There were two classrooms in Grade X. There may have been fifty total students. A single lesson has between 25 and 30 students. There may have been 150 students present. Cluster sampling was used by the authors to draw a sample from the population, as was already mentioned. The authors used cluster sampling to identify the students from the two classes. The students that had been previously selected comprised the study's sample. The intensive class consisted of students in grade X T01, and the regular group included students in grade X T02.

The authors looked at homogeneity and normality testing. It was done before the creation of the analytical method's statistics. The authors used the normality test to determine whether or not the distribution was in a normal state before making the next choice. The writer applied chi-square in analyzing the data from this research. The writers took some steps to obtain the data. There were some steps involved in using chi-square, like determining the span (R), creating a lot of class intervals (P), making the frequency distribution table, figuring out the class boundary (Bk) for each class of interval, figuring out the mean scores, figuring out the variants, figuring out the Z score, figuring out the chi-square ( $\chi^2$ ), figuring out the  $\chi^2$  table, and figuring out the distribution normality. The authors investigated the uniformity of the test. The homogeneity test was to determine whether the homogeneity criteria were homogenous. The authors used the homogeneity test in a few different ways. The authors used the homogeneity test to determine and confirm if it complied with the homogeneity standards. There was some action in the uniformity test application. The author calculated the mean scores, identified the variations ( $s^2$ ), determined F, and then contrasted F value and F table. The writers

used a technique in this research. This technique was to T-Test data from the independent sample analyzed. T-test from the authors utilized an impartial calculation to determine the efficiency of the strategy.

## **Findings**

Students from SMK Immanuel Medan place who were in intensive class orders were issued to report material from that authors using the paragraph hamburger technique. The writers used the paragraph hamburger technique to discover more about the students' report-writing abilities. When teaching the regular group of students how to produce a report, the authors applied a conventional method of instruction. The authors conducted this study from March to May 2023 at SMK Immanuel Medan during the academic year 2022-2023. Students in grade X TO1 made up the intensive class, and students in grade X TO2 made up the regular class. As an example, the effects of using the paragraph hamburger technique in teaching report text when they used a traditional teaching strategy in the regular group, the authors conducted pre-and post-tests. The writers assembled and examined all the facts. The authors had the students record an example of a descriptive essay as a test. Each student had the option of selecting the course's topic. The authors tested students before and after using the paragraph hamburger technique in the intensive class and the conventional teaching method in the regular group to evaluate and compare students' competency in writing report materials. The authors completed the assessments, gathered the solution keys, and detailed examination of each key. By categorizing the students' levels, the authors could describe the students' abilities using this table.

*Table 3.1. Brown's Theory about the Level of Achievement*

	<b>Grade Level</b>				
<b>Level</b>	Level A	Level B	Level C	Level D	Level E
<b>Scores</b>	80-100	70-79	60-69	50-59	0-49
<b>Level of Scores</b>	Excellent	Good	Adequate	Inadequate	Failed

Testing was made available to participants in both the intensive and regular classes. There were 22 pupils in the regular class and 25 in the intensive group. Students in the intensive class at SMK Immanuel Medan during the academic year 2022-2023 came from grade X TO1 students, while students in the regular class came from grade X TO2. The authors collected all of the students' response sheets. The writers then examined them. The writers completed the pre-test in the intensive class. The mean score was 66.00, and there were 1,650 total points. The highest and lowest scores were 80 and 50, respectively. The authors in the intensive class also

took the post-test after completing the pre-test. 2.070 people received scores with an average of 82.8. The highest and lowest scores were 90 and 70, respectively. The pupils scored in the Level C (60-69) range on the pre-test, according to the statistics on mean scores. After using the paragraph hamburger technique, the intensive class's average scores and classified into Level A (80-100).

The authors similarly administered a pre-and post-test to the regular class students. According to the pre-test data, all 22 students received 1,405 total points, with a mean score of 63.86. The highest and lowest scores were 70 and 50, respectively. Also taking the post-test were the authors. The results following the post-test allowed for the conclusion that there were 1,610 total scores and that the mean scores were 73.18. The highest and lowest scores were 85 and 60, respectively. Based on the table of student achievement, It is possible to conclude that the students scored in Level C (60-69) on the pre-test and Level B (70- 79) on the post-test, respectively, for the regular class student.

Table 3.2. Data of Students After Doing Pre-Test

Category	Excellent (80-100)		Good (70-79)		Adequate (60-69)		Inadequate (50-59)		Failed (0-49)	
	Intensive	Regular	Intensive	Regular	Intensive	Regular	Intensive	Regular	Intensive	Regular
Frequencies	1	-	11	6	10	13	3	3	-	-
Percentages	4 %	-	44 %	27.2 %	40 %	59.0 %	12 %	13.6 %	-	-

Table 3.3. Data of Students After Doing the Post-Test

Category	Excellent (80-100)		Good (70-79)		Adequate (60-69)		Inadequate (50-59)		Failed (0-49)	
	Intensive	Regular	Intensive	Regular	Intensive	Regular	Intensive	Regular	Intensive	Regular
Frequencies	20	3	5	17	-	2	-	-	-	-
Percentages	80 %	13.6 %	20 %	77.2 %		9.09 %				

Table 3.4. Description of Analysis After Doing the Pre-Test

No	Categories	Intensive class	Regular class
1	Highest Scores	80	70
2	Lowest Scores	50	50
3	Mean Scores	66.00	63.86
4	Standard Deviation	1,650	1,405
5	Median	64	62

Table 3.5. Description of Analysis After Doing the Post-Test

No	Categories	Intensive class	Regular class
1	Highest Scores	90	85
2	Lowest Scores	70	60
3	Mean Scores	82.80	73.18
4	Standard Deviation	2,070	1,610
5	Median	78	72

Table 3.6. Data from the Pre-Test and Post-Test are Compared

Variable	Regular Class		Intensive class	
	Pre-Test Session	Post-Test Session	Pre-Test Session	Post-Test Session
Mean	63.86	73.18	66.00	82.80
Mean Difference	9.32		16.80	
Improvement (%)	14.59 %		25.45 %	

Table 3.7. Normality Test After Pre-Test and Post-Test

Group	Intensive class		Regular class	
N	25		22	
Tests	Pre-test Session	Post-Test Session	Pre-Test Session	Post-Test Session



Value at a Significant Level	5 %	5 %	5 %	5 %
P	0.416	0.563	0.268	0,368
Interpretation	Normal	Normal	Normal	Normal

Table 3.8. The Homogeneity Test Findings

Variables	After the Pre-Test		After the Post-Test	
	X T01	X T02	X T01	X T02
Df <sub>1</sub>	1		1	
Df <sub>2</sub>	0.688		0.584	
W	1,162		1,436	
P	73		73	
Interpretation	Homogenous		Homogenous	

The reliability test revealed to the authors that  $r = 0.72$ . It is possible to conclude that the reliability earned a high level based on the findings of the writers' investigation. The writer can determine the outcome was 5.64 by applying the t-test. The authors later discovered that using a significance threshold of 0.05, the degree of freedom was 54. According to the DF 56, the authors also found that  $(p < 0.05)$   $T_{obs} > T_{table}$ . One could say that  $H_a$  (alternative hypothesis) is a possibility.

After conducting this research, the authors discovered the answer. The information was all collected by the authors from the students. The writers examined all the student data from the regular and intensive classes. The mean scores for regular class and intensive were different, the authors found after analyzing the data. The intensive students' writers completed pre-test and post-tests. After taking the post-test, the mean score increased to 82.80 from the pre-test mean score of 66.00. The writers in the usual group took the pre-test and post-test. After passing the pre-test, the mean scores were 63.86, and after the completion of the post-test, the mean scores were 73.18, according to the results.

There may be a comparison between the mean scores of the intensive class and the regular class. Following the post-test, it was possible to determine that the intensive students' mean scores were higher than the mean scores for the regular class. The average score difference was 9.62. The t-test was applied by the authors when conducting this study. It is clear from the data that the value was 5.64. After giving the findings of this study, It was acknowledged that the t-table (1.674 5.64) was less significant than the t-test. The authors were aware that  $p = 0.05$ . There were

47 DF. After examining the data, the authors concluded that the Paragraph Hamburger Strategy had an enormous effect on the students writing abilities in the intensive class, particularly in the creation of report material. The paragraph hamburger strategy has a big impact on the writing of the report text as  $H_0$  is accepted,  $H_a$  is rejected that Paragraph Hamburger Strategy significantly affects to Writing Report Text.

## **Conclusion**

The writers carried out this research and got a conclusion. The authors reached their conclusions after collecting and analyzing data from students in regular and intensive groups. The authors gave the intensive class and regular class, respectively, the pre-tests and post-tests. It was discovered that by using the paragraph hamburger technique on their report-writing assignments, the students in the intense class had improved their writing skills. The students made substantial progress when studying writing techniques, particularly when learning how to use report writing. Pupils who attended the regular class learned to write report text by using a conventional teaching strategy, the result was not significant.

There were some findings reached after the writers analyzed the data from the regular class and intensive class. The students in the intensive class had higher mean grades than those in the regular class. The mean scores from the regular class were 63.86 on the pre-test, and after taking the post-test, they weighed 73.18. After the pre-test and after the post-test, the intense class's mean test scores were 66.00 and 82.80, respectively.

To determine the outcome of this study, the authors utilized the t-test. We can infer that the value was 5.64. Following data analysis, it was discovered that the t-table (1.674 > 5.64) was lower than the t-test. The authors noticed that  $p=0.05$ . There were 47 DF. The results allowed the authors to conclude that the Hamburger Strategy could have a major impact on how students at SMK Immanuel Medan write their report texts. This study suggests that it is possible to accept the null hypothesis ( $H_0$ ) while rejecting the alternative hypothesis ( $H_a$ ).

The authors made several suggestions. The paragraph Hamburger Strategy can be applied by English teachers whenever teaching English, especially when teaching writing skills (report text). It is advised that English teachers incorporate more creativity and innovation to encourage students to participate in the educational process. The authors anticipate that additional scholars will concentrate on this subject. The authors also hope that other researchers will utilize this study as a reference when doing their research in the future. Also, the hope is that more students will be engaged and interested in learning English, especially while mastering writing procedures (report text).

## **References**

Andreade, M. S., & Evans, N. W. (2013). *Principles and practices for teacher response in second language writing: Developing self-regulated learners*. New York: Routledge.

- Ary, Donald., et al. (2010, 2006). *Introduction to Research in Education (8th Edition)*. Wadsworth: Cengage Learning.
- Asrul, N., & Husda, A. (2022). *Enhancing Pronunciation Skills Through Phonetic Method*. Riau: LP2M - STAI Hubbulwathan Duri Bengkalis.
- Azizah, H., & Juliana, M. S. (2019). *Meningkatkan Kemampuan Menulis Teks Prosedur Siswa dengan Menggunakan Urutan Gambar*. Medan: University Prima Indonesia.
- Brown, H. D., & Abeywickrama, P. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY 10606, San Francisco State University: Pearson Education, Inc.
- Burke, Jim. (2012). *Writing Across The Curriculum*. California: Public Schools of NorthCarolina.
- Chien, C. W. (2012). Use of Graphic Organizers in a Language Teachers' Professional Development. *English Language Teaching*, 5(10), 49-57.
- Devvari, Hutami. (2020). *The Effect Of Hamburger Strategy On Students' Writing RecountText (A Quasi-experimental Study at the Tenth Grade Students of SMA Tadika Pertiwi Depok in the Academic*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Elshaer, B. R. (2018). *The Effectiveness of using Paragraph hamburger strategy in improving Palestinian 12th graders' creative writing skills and their attitudes towards writing*. Islamic University, Gaza, Palestine: (Doctoral dissertation, Master Thesis).
- Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2012). *How To Design And Evaluate ResearchIn Education* (Vol. 7, p. 429). New York: McGraw-hill.
- Harmer, J. (2001). *The Practice of English Language Teaching, 3rd Edition*. Harlow: Pearson Education ESL.
- Husda, A. (2017). The Effect of Speed Reading Technique on Students` Ability in Reading Comprehension. *English Language Teaching Journal*.
- Jeremy, H. (2004). *How to teach Writing*. Essex: Pearson Longman
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: NewAge International Publishers (P) Limited, Publishers.