



The Effect of “Hamburger Essay” Strategy on Students’ Ability to Write an Essay: Pre-Experimental Research at Eight Grade Students’ of SMP Negeri 24 Padang

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Abstract

The aimed of the research was to find out how the Hamburger Essay Strategy affected the essay-writing skills of SMP Negeri 24 Padang students. A pre-experimental design with a single group pre- and post-test was employed in this research. Eight classes of eighth-grade students from SMP Negeri 24 Padang made up the population. Purposive sampling was used to choose the sample. The members of the sample were VIII.A. Thirty students were present. Writing essays was the method used to gather the data. The findings of the research showed that implementing of the Hamburger essay strategy positively affected on students’ ability to do essays, with a mean of 31.80 on the pre-test and a mean of 41.77 on the post-test. They were more confident in writing based on the situation given. In conclusion the research's conclusions and results must improve the essay writer's skills. Students' essay-writing skills are significantly improved by the Hamburger essay strategy.

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INTRODUCTION

Writing is very important because people use it to communicate their thoughts and express their feelings to readers worldwide. Writing is an important skill for students in schools, they need to be able to write in order to express their thoughts and feelings in academically. According to Harmer (2004), writing is the act of communicating. This means that writing is a tool for expressing ideas to readers. Students can expand and explore their ideas and feelings in writing.

Students can express their ideas and feelings through writing, which can help researchers become more knowledgeable. There are some forms of writing that the

students should focus on. The researcher's focus in this study is essay writing. An essay is a literary product that most requires developing ideas. This makes the reader keep reading until the end of an essay. The content of an essay should impress. Based on Hornby (2010), a good paragraph or essay should have coherence and unity. Unity is a single idea in paragraphs, according to Oshima and Hogue of 2006:18, while coherence links one word or paragraph to another. That is why a good piece of writing has to contain both unity and coherence..

In an essay, there are five components to writing: first, content must relate to ideas. Second, the students' writing organization shows in how well they write the introduction, body, and conclusion based on their ideas. Third, grammar in writing must be cohesion, rhetorical, transitional, and reference. Fourth, vocabulary includes all words that are used in writing and must be effective in writing. And last, mechanics is related to spelling and punctuation. Writing can increase researcher knowledge, so students can express their ideas.

An essay has three basic structures. They are as follows: introduction, body or argument, and conclusion. It is also supported by Zemach and Rumisek (2003);

1. Introduction

An introduction provides a general overview of the subject. A thesis statement is also included. It is a sentence that expresses the core idea. It is usually seen at the end of a paragraph.

2. Body Paragraph

These are the paragraphs between the introduction and the conclusion that clarify and support the thesis argument. One or more paragraphs are needed in the main body of an essay.

3. Conclusion

It is the essay's last paragraph. It restates or summarizes the essay's argument and supporting ideas.

Teaching and learning English become difficult for students, especially in writing. The students lack the skills necessary to write an essay. However, most students are not interested in writing English. Thus, most of them received low writing scores, which means that they have difficulty with essay writing.

Students have some problems when they are writing. They feel that writing an essay is difficult because of they lack of ideas; they have no clues how to write an essay, and as a result, they have difficulties organizing their ideas into a good essay.

In SMP Negeri 24 Padang, the English teachers have implemented strategies in writing, such as the imaginary strategy, making a group, analyzing the picture, and discussion. However, despite those strategies, the students' writing scores are still low. Therefore, the researcher used a new strategy at this school: the hamburger essay strategy.

According to Kenneth (2018), essay writing is similar to making a hamburger. The introduction and conclusion are about the bun, with the "meat" of the argument in between the bun. The thesis is presented in the introduction, while the conclusion summarizes the case. Each should consist of no more than a few sentences. The body essay's body, where facts are presented to support the ideas, must be much more substantial, usually three paragraphs. Similar to making a hamburger, writing a good essay takes preparation.

Hamburger essay strategy aims to help students organize their thoughts into a good essay. The Hamburger essay not only interests the students but also attracts them to improve their writing.

The authors have reviewed several studies conducted by other researchers to support this research. First Dini Puspitawati (2017) examined “Hamburger Paragraph as a Pre-Writing Strategy for Writing a Short Essay.” The researcher came to this realization when guiding students in reading comprehension by having them write a brief essay. Second, Sintia Marcella (2019) was entitled “The Use of Hamburger Strategy Improving Writing Skill Among the Eleventh Grade of MA MA'RUF NU 5 Sekampung” showed that both the students' learning activities and writing skills had improved. Third, Napitupulu Fenty Napitupulu (2018) in her study “The effect of Hamburger Strategy in Writing Descriptive Text of the 1st Semester students of English Department in Nommensen University” shown that the paragraph hamburger approach significantly impacts on the first semester English Department students' ability to write descriptive text during the academic year 2016-2017 at Nommense University Medan.

The researcher was interested in studying The effect of the hamburger essay strategy of students essay writing skills, with regard to the explanations above. When students write using the hamburger essay strategy, they will learn to remember how to organize a good essay.

METHOD

In order to determine if there was a substantial effect on students writing essays before and after treatment, this study has been conducted by means of prior research with groups in an exploratory manner using the group Pretest vs. Posttest design. The population of this research was grade eight students at Junior High School 24 Padang, which consists of eight classes. There are 30 students in every class. So there were 232 students in the whole research population. Then, the sample for this research used purposive sampling. The researcher chose one class as a sample, which is VIII.A.

There were a pre-test and a post-test. Before receiving treatment, the pre-test designed to determine the students' basic knowledge and essay-writing ability; the post-test was designed to determine the students' essay-writing scores following the treatment. Students were asked to write essays as part of this research. To examine the data, the researcher employed quantitative analysis.

FINDINGS AND DISCUSSION

Pre- and post-test results provided the data for This research carried out in Junior High School 24 Padang's grade eight A. results were evaluated by considering five components: such as content, organization, grammar, vocabulary, and mechanics.

Table 4.1 Results of Pre-Test

No.	C	O	V	G	M	Writing Scores
1.	2	3	2	1	1	9
2.	1	1	1	2	1	6

3.	2	4.5	2	3.5	2	14
4.	7.5	7.5	4	1.5	8.5	29
5.	12.5	12.5	8	7.5	7.5	48
6.	11	7.5	12.5	10	10	52
7.	16.5	16.5	13	14	15	75
8.	4	4	4	6	3	21
9.	5	4	8	5	5	27
10.	4	4	2.5	3.5	5	19
11.	12.5	12.5	7.5	7.5	13	54
12.	4	3.5	6.5	7.5	7.5	29
13.	11	11	9.5	13.5	10	55
14.	4	4	2	1.5	1.5	13
15.	9	3.5	4	4	7.5	28
16.	3	3	2.5	2.5	1	12
17.	7.5	12.5	10	9	9	48
18.	11	17.5	15	11.5	8	63
19.	4	4	4	1.5	1.5	15
20.	2.5	1.5	0	1	2	7
21.	12	4	6	4	9	35
22.	13.5	12.5	13.5	13.5	10	63
23.	6	6.5	6	5	2.5	26
24.	17	14	13	14	12	70
25.	11	14	10	9	8	52
26.	7.5	7.5	6.5	6.5	4	32
27.	7.5	9.5	5	4	4	30
28.	6.5	4	4	2.5	5	23
29.	4	8.5	7.5	4	4	28
30.	10	4	11	10	5	40
Total					954	
Mean					31.80	

Using the pre-test results shown in Table 1 above as an overview, the researcher got a total pre-test score. In the pre-test, the total scores were 954, so the mean score was 31.80.

4.2 The Post-Test Scores of

The researcher conducted post-test scores to determine students' scores in a comparison with pre-test scores after treatment. The data is part of the post-test results, which were derived from the students' essay writing scores. Table 2 below shows the results of the post-test scores.

Table 4.2 Results of Post-Test

No	C	O	V	L	M	Writing Score
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1	2	3	2	2	2	9
2	2	5	1	1	1	10
3	1	4	2	2	3	12
4	3	5	5	1	1	15
5	5	5	3	2	2	17
6	4	6	3	2	3	18
7	15	15	10	15	15	70
8	3	5	5	7	3	23
9	5	5	5	5	5	25
10	3	5	2	5	5	20
11	10	17	5	5	18	55
12	3	8	8	8	5	32
13	10	12	8	15	8	53
14	9	10	3	3	3	28
15	8	10	3	3	5	29
16	10	15	8	8	9	50
17	13	17	10	10	10	60
18	15	17	14	13	10	69
19	8	10	8	3	3	32
20	13	15	12	16	9	65
21	13	10	7	3	3	36
22	15	10	15	15	10	65
23	8	16	10	10	8	52
24	14	16	11	16	11	68
25	15	16	11	10	11	63
26	11	10	3	5	3	32
27	11	16	10	15	14	66
28	16	16	10	10	11	63
29	11	16	10	3	11	51
30	14	16	13	10	12	65
TOTAL						1253
MEAN						41.77

Based on Table 2 above, students' scores changed after the treatment. The total post-test scores are 1253, so the mean score was 41.77. This demonstrated an increase in students' scores.

4.3 The Result of Pre-Test and Post-Test Hamburger Essay in Essay Writing

According to the pre-test results, the Hamburger essay strategy had a positive effect on students' essay-writing skills. The mean score was 31.80, the maximum

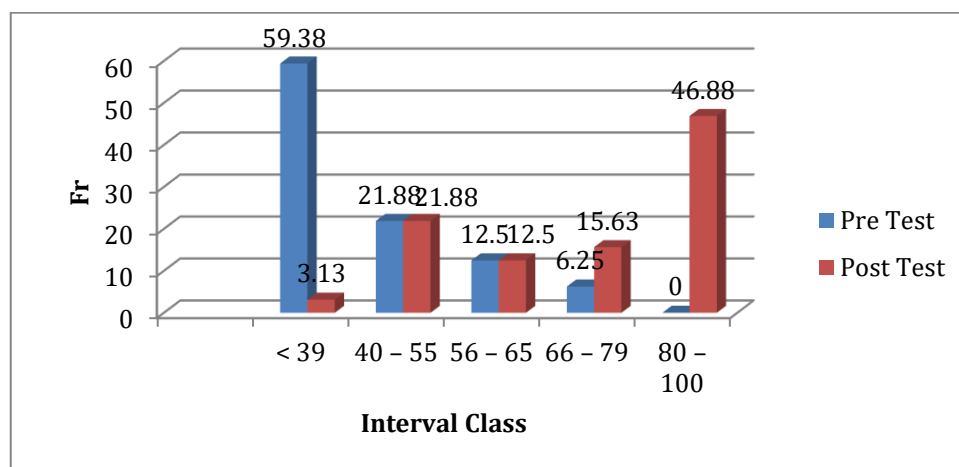
score was 63, and the lowest score was 06. In contrast, the post-test results of students' ability to write an essay obtained the lowest score of 0.9, the highest score of 70, and the mean was 41.43. The data is explained as follows;

Table 3 Frequency Distribution of Pre-Test and Post-Test Data

Interval (Students' writing score)	Fa		Fr		Category
	Pre-Test	Post-Test	Pre-Test	Post-Test	
80– 100	0	13	0	46.8	Excellent
66– 79	2	5	6.25	3	Very Good
56– 65	4	4	12.5	12.5	Good
40– 55	7	7	21.8	21.8	Fair
<39	17	1	59.3	3.13	Poor
Total	30	30	100	100	

It is shown in Table 3 above that followed. the pre-test data analysis of the Hamburger essay strategy on students' ability to write an essay in the interval class 66-79 were 2 people (6.25%) very good, the interval class 56-65 was 4 people (12.50%) good, the 40-55 interval class were 7 people (21.88%) fair and the <39 interval class were 19 people (59.38%) poor. As the result of the data from the post-test the Hamburger essay strategy on students' ability to write an essay in the 80-100 interval class were 13 people (46.88%) excellent, the 66-79 interval class were 5 people (15.63%) very good, the 56-65 interval class, were 4 people (12.50%) good, 7 people (21.88%) were fair in the 40-55 interval class and 1 person (3.13%) was in the <39 interval class and was poor. For more details, you can see the interval graph below.

The Interval Graph of Data of Pre-Test and Post-Test



There was an improvement in test scores between the two since the post-test mean was higher than the pre-test mean.

Testing hypotheses comes next after data analysis. The hypothesis was tested using all of the variable data. The t-test, with a 0.05 minimum of significance, is the statistical test that uses statistics. The Hamburger essay strategy influences students' ability to write an essay with a mean score of 31.80 on the pre-test, and after being given treatment eight times the mean is 41.77 on the post-test.

Table 4 Hypothesis Testing

Students' ability to write an essay	Mean	T _{count}	t _{table}	Test result	Information
<i>Pre test</i>	31.80	7.99	2.045	Significant	H1 Accepted
<i>Post test</i>	41.43				

The previous table, which shows that the Hamburger essay strategy provides a significant impact on students' essay-writing abilities ($t_{count} = 7.99 > t_{table} = 2.045$), supports hypothesis 1. Research found that using hamburger essays significantly impacted students' essay-writing skills. The null hypothesis (H₀) was rejected and the alternative theory (H₁) was accepted.

In general, the students showed that they significantly affected their writing ability by using all components of writing, like content, organization, vocabulary, grammar, and mechanics. It had differences both before and after applying the hamburger essay strategy. The most significant could say that hamburger essay strategy in teaching essay writing in eight meetings improved students' ability to write an essay with components of writing

CONCLUSION

Based on the investigation and discussion in the preceding chapter, the following findings have been called: There is an influence of the Hamburger essay strategy on students' writing abilities, with a mean of 31.80 on the pre-test, and a mean of 41.77 on the post test. It was proven significantly, where after carrying out the "t" test the results obtained $t_{count} = 7.99 > t_{table} = 2.045$. So, H₀ is rejected while H₁ is accepted. In conclusion, the Hamburger essay strategy has a significant influence on students' ability to write an essay.

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