



The Effect of Hamburger Strategy Through Realia to Improve Students' Writing Skills for Eleventh-Grade Students of MA Manba'ul Ulum Mambak in Academic Year 2024/2025

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Abstract: Writing ability is a fundamental competency in learning English as a Foreign Language (EFL); however, Indonesian EFL students continue to face significant challenges in developing this skill due to limited practice opportunities, low motivation, difficulty in organizing ideas, and inadequate instructional approaches. This study aims to investigate the effect of implementing the Hamburger Strategy combined with Realia on improving students' writing skills, particularly in composing analytical exposition texts. The researcher used a quantitative approach with a pre-experimental research design, specifically using a one-group pretest-posttest model. This design was chosen because the school only has one class at each level, making it impossible to use a control group. The study was conducted at MA Manba'ul Ulum Mambak in Jember Regency, involving 11 eleventh-grade students and one English teacher. Data were collected through essay tests administered before and after the treatment, which consisted of three instructional sessions integrating the Hamburger Strategy with Realia media. The findings showed substantial improvement in students' writing performance, with an average pretest score of 60.9 increasing to 83.0 on the posttest. Hypothesis testing using a paired sample t-test showed a two-tailed significance value of $p = .000$, which is below the alpha level of 0.05, thus leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). Analysis of specific writing aspects revealed that the most significant improvements occurred in the organization and content aspects, indicating that the visual framework provided by the Hamburger Strategy effectively helped students organize their arguments systematically, while Realia stimulated idea generation and vocabulary acquisition. These results indicate that the Hamburger Strategy through Realia has a significant positive effect on students' writing skills. This study concludes that this integrated instructional approach is effective for improving writing competence in EFL contexts with limited class sizes, offering English teachers an innovative and engaging pedagogical solution to address students' writing difficulties. Further research with larger samples and a control group is recommended to strengthen the validity of these findings.

Keywords: Writing skill, Hamburger Strategy, Pre-Experimental Research

Introduction

The practice of writing constitutes a fundamental component in developing proficiency in English as a Foreign Language (EFL), serving as a primary means for students to express their ideas, thoughts, and

emotions in written form when spoken communication is not feasible (Husda et al., 2023). According to Nurvrita (2020), English functions as an international language of communication and business, designated as a compulsory subject within the national education curriculum, which necessitates students to master all

four language skills, including writing. Kemendikbud (2012) as cited in Setiawan et al. (2020) affirms that English is recognized as an essential subject in the structure of national secondary education, encompassing both Junior High School and Senior High School levels, while remaining as local content at the elementary level. Consequently, students must actively engage in seeking diverse learning sources to enhance their knowledge, as improving the four English skills facilitates collaboration and research activities, particularly since most academic textbooks and modules are written in English (Amelia & Aina, 2021).

Despite the recognized importance of writing skills, Indonesian EFL students continue to face significant challenges in developing this competency. Mubarok and Sofiana (2022) noted that students have limited opportunities to practice English in daily conversations because English is still perceived as a foreign language rather than a second language. Sofiana et al. (2019) further explained that many Indonesian students consider English difficult to learn, and teachers have persistently struggled to help students master all English skills, with writing being particularly problematic. Purnamasari et al. (2021) emphasized that students must learn to write because writing activities can improve their thinking skills and facilitate the development of other language competencies. However, Asiah et al. (2020) maintained that acquiring proficient writing competencies requires systematic instruction, as writing serves as a communicative tool enabling students to articulate their ideas, sentiments, and experiences effectively. Moreover, Ammade and Ziska (2021) argued that learning to write in English can increase writing fluency and expand vocabulary growth, yet achieving these outcomes demands appropriate instructional approaches that address students' difficulties in organizing ideas, developing content, applying correct grammar, utilizing appropriate vocabulary, and maintaining proper mechanics.

Based on preliminary observations conducted at MA Manba'ul Ulum Mambak, the researcher identified several specific problems affecting eleventh-grade students' writing skills. First, the majority of students demonstrated low writing proficiency, as evidenced by their inability to compose coherent analytical exposition texts that fulfill the syllabus requirements. Second, students struggled with organizing their ideas systematically, often producing disorganized paragraphs lacking clear thesis statements, supporting arguments, and conclusions. Third, students exhibited limited vocabulary mastery and frequently made grammatical errors, which hindered their ability to

express ideas effectively. Fourth, students showed low motivation and engagement during writing activities, perceiving writing as a difficult and tedious task. Furthermore, the school's constraints, including having only one class at each grade level and limited instructional media, contributed to the challenges in delivering effective writing instruction. These observations align with the broader issues identified in the literature, confirming the need for an innovative instructional strategy to address students' writing difficulties.

To address these challenges, the researcher proposes the implementation of the Hamburger Strategy combined with Realia as an instructional solution. The Hamburger Strategy serves as a visual and memorable framework for teaching writing, where the structure of a paragraph is analogized to a hamburger comprising the upper bun (introduction/thesis), meat patty and fillings (body/supporting arguments), and lower bun (conclusion). Arief Pramuji (2020) explained that this strategy guides students to construct textual frameworks inspired by the illustration of a hamburger, enabling them to memorize text structure in an enjoyable way. Syafitri (2020) argued that the Hamburger Strategy functions as a drafting methodology assisting writers in structuring their notions into coherent paragraphs, with each hamburger component representing a unique element of paragraph construction. Simultaneously, Realia serves as instructional media that stimulates students' imagination and facilitates their acquisition of material before writing. Girsang and Liando (2020) claimed that Realia acts as a teaching resource promoting comprehension of educational content while increasing enjoyment in the learning experience. Harianja et al. (2022) emphasized that Realia helps students become more creative in describing objects, increases their motivation, and assists in connecting theories with real-life situations, thereby cultivating curiosity and encouraging critical thinking.

This study distinguishes itself from previous research conducted by experts in several significant aspects. First, while previous studies have examined the Hamburger Strategy and Realia separately in various educational contexts, limited research has integrated both approaches simultaneously to enhance writing skills. Husda et al. (2023) investigated the Paragraph Hamburger Strategy specifically for report texts but did not incorporate Realia. Similarly, Girsang and Liando (2020) studied Realia's effectiveness for descriptive texts without integrating a structured writing strategy like the Hamburger Strategy. Syafitri (2020) examined the Hamburger Strategy through

Google Classroom for explanation texts but excluded the use of concrete media. Additionally, Harianja et al. (2022) explored Realia's effect on descriptive writing but did not employ the Hamburger framework. Furthermore, these studies were conducted in different educational settings with varying class sizes and grade levels, whereas the present study specifically addresses analytical exposition texts at the eleventh-grade level in a Madrasah Aliyah context with a small class size of 11 students, which presents unique challenges and opportunities.

The novelty of this research lies in its integration of two complementary instructional approaches, the Hamburger Strategy and Realia, to address the specific writing challenges encountered by eleventh-grade students at MA Manba'ul Ulum Mambak. This combination offers a dual advantage: the Hamburger Strategy provides a clear structural framework for organizing analytical exposition texts, while Realia supplies concrete visual stimuli that facilitate idea generation and vocabulary acquisition. This integration represents an innovative pedagogical solution particularly suited for small-class settings where individualized attention and hands-on learning are possible. Moreover, this study contributes to the limited body of research examining writing instruction in Madrasah Aliyah contexts, which often differ from general senior high schools in terms of curriculum emphasis and student characteristics. By focusing on analytical exposition texts, a genre commonly required in the 2013 Curriculum but often challenging for students, this research addresses a practical educational need and provides empirical evidence regarding an effective instructional combination that can be adapted by English teachers in similar contexts.

The objectives of this research are twofold. First, this study aims to investigate how eleventh-grade students' writing skills at MA Manba'ul Ulum Mambak change before and after the implementation of the Hamburger Strategy through Realia, specifically by comparing pretest and posttest scores. Second, this research seeks to examine the effectiveness of the Hamburger Strategy combined with Realia in improving students' writing skills, as measured by the statistical significance of the difference between pretest and posttest scores. By achieving these objectives, this study intends to provide empirical evidence supporting the use of this integrated instructional approach and offer practical recommendations for English teachers in similar educational contexts. Ultimately, this research aspires to contribute to the improvement of EFL writing instruction in Indonesia by presenting an innovative, engaging, and effective strategy that

addresses students' writing difficulties and enhances their overall language proficiency.

Method

This study constitutes a quantitative investigation, and in order to execute this inquiry, the investigator employed an experimental research methodology. Tresna et al. (2020) The research methodology of this inquiry applied a pre-experimental (non-design) paradigm, notably utilizing the 'one group pretest-posttest design.' The researcher chose this design because there was only one class of each grade level at MA Manba'ul Ulum Mambak. That means this research used only one experimental class without a control class. According to Sugiyono (2014), cited from Asriyani & Ma'rifatulloh (2022) pre-experimental research is defined by the implementation of a pre-test and a post-test solely for a single group.

The sample population analyzed consists of all learners attending the eleventh grade at MA Manba'ul Ulum Mambak throughout the academic year 2024/2025. The subject consisted of 11 students, 10 female students and 1 male student. According to Casteel & Bridier (2021) The population means the main group of research. The population here consists of individuals, groups, organizations, or other entities that would like to be understood and to whom the research results can be generalized. Sampling methodology represents a structured strategy utilized to obtain a sample for investigational aims in the realm of conducting research. The researcher utilized a non-probability sampling technique defined by a saturation sampling variant in this investigation. The implication is that the research sample and the corresponding population consist exclusively of eleventh-grade students enrolled at MA Manba'ul Ulum Mambak during the academic year 2024/2025.

The researcher used a writing test in the form of an essay as the instrument of the research in the process of collecting data. A test is one of the methods used for measurement. In the domain of educational pedagogy, an assessment represents a structured methodology utilized to appraise learners' capabilities in performing designated tasks or demonstrating expertise in a specific skill or knowledge of content Adom et al., 2020). The results of the test will be used as an evaluation to get a better score. However, the researcher gave instructions before the students wrote a text. It is to guide the students to ease them, including the kind of text they should write, the number of paragraphs, the topic, vocabulary, time, and other aspects that are scored. Students' writing tests are

scored by a scoring rubric assessment is carried out according to Weigle (2002:116), which scores several aspects of the syllabus target, such as the content, organization, vocabulary, mechanics, and grammar.

The researcher used a written pre-test, three treatment times, and a written post-test with analytical exposition material. Pre-test is administered before treatment using the Hamburger strategy. Conduct a preliminary evaluation for all participants involved in the study. The aim of this assessment is to determine the writing skills of the students prior to the execution of the proposed instructional method by the researcher. Treatments are given to only one group of students in an experimental class during the teaching and learning process. Treatments were given to students after the pre-test. Treatments mean that the researcher is going to apply a strategy that is used in the learning process. The researcher applied the hamburger strategy for the treatments and realia as media. The objective of this intervention is to assess the influence of the hamburger strategy on the enhancement of students' writing competencies. Post-test was given by researchers to students after class to check the students' progress on the topic to be studied in the learning process. It means giving an evaluation.

Results and Discussion

Based on the findings extracted from the analytical review of the data, the researcher shared the research outcomes concerning the impact of the Hamburger strategy on the enhancement of students' writing proficiencies among eleventh-grade learners at MA Manbaúl Ulum Mambak, utilizing Realia during the academic year 2024/2025. The findings could be seen as follows:

Table 1. The Normality of Data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardize d Residual
N		11
Normal Parameters ^{a,b}	Mean	.0000000
	Std.	1.65131545
	Deviation	
Most Extreme Differences	Absolute	.144
	Positive	.110
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This statement represents a minimal estimate of the actual significance.

Normality test shows that the data is stated normal distribution if the significance value is higher than 0.05 (sig. (2-tailed) > 0.05). The Sig. (2-tailed) was 0.200, which was more than 0.05, which meant the data distribution had a normal distribution. Therefore, the data can be continued to test for homogeneity.

Table 2. The Homogeneity of Data

Test of Homogeneity of Variances			
PretestPosttest			
Levene			
Statistic	df1	df2	Sig.
1.739	1	20	.202

According to the table above, the result of the calculation homogeneity test shows that the significant value for pre-test and post-test is 0.202. It is demonstrated that the significant valuation is higher than 0.05 (>0.05). It means that the data is homogeneous.

Table 3. Hypothesis Testing (Dependent Sample Test)

Paired Samples Test								
Paired Differences								
95% Confidence Interval of the								
Difference								
	Std.	Std. Error						
	Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 pre test - post test	-11.167	5.512	1.299	-13.908	-8.426	-8.595	17	.000

According to the previously mentioned table, it implies that a degree of freedom (df) of 10 illustrates that the T-test result, with a t-score of (-26.958), surpasses the relevant value recorded in the T-Table.. Additionally, the value of the derived score highlights that Sig. (2-tailed) stood at 0.000, denoting that $0.000 < 0.05$. The implications point to the acceptance of the alternative hypothesis (H_a), while the null hypothesis (H_o) is thus rejected. So it can be concluded that there was a significant effect of the hamburger strategy through realia to improve students' writing skills for eleventh-grade Students of MA Manbaúl Ulum Mambak in the academic year 2024/2025.

Based on the data analysis above, it can be concluded that the hamburger strategy and realia media have proved to be a strategic and media change in the process of learning English, especially writing skills. It can be seen from scores before and after treatments. The mean of the pre-test is 60.9, and the

mean of the post-test is 83.0; this means that there was a significant increase in value after treatment was given. It means that it becomes easier for students to understand the analytical exposition material presented by the researcher using the hamburger strategy and realia media. Students must be active to practice writing in English by using the hamburger strategy so the syllabus targets, such as the content, organization, vocabulary, mechanics, and grammar, can be achieved very well.

The significant improvement in students' writing skills, as evidenced by the increase in mean scores from 60.9 in the pretest to 83.0 in the posttest, aligns with the theoretical foundation of the Hamburger Strategy. According to Syafitri (2020), the Hamburger Strategy serves as a drafting methodology that assists writers in structuring their ideas into coherent paragraphs, where each hamburger component represents a unique element of paragraph construction. This finding is consistent with research conducted by Desrianti and Fatimah (2024), who found that the implementation of the Hamburger Essay Strategy positively affected students' ability to write essays, with mean scores increasing from 31.80 in the pretest to 41.77 in the posttest among eighth-grade students at SMP Negeri 24 Padang. Similarly, Yolanda and Ansi (2026) reported that the Hamburger Strategy had a significant effect on students' writing in recount texts, with the experimental class showing higher posttest scores (80.7) compared to the control class (67.8). The visual analogy of the hamburger structure, where the topic sentence serves as the top bun, supporting details as the "meat" layers, and the concluding sentence as the bottom bun, helps students remember how to build paragraphs systematically. This visual framework makes the abstract concept of text structure more concrete and memorable, enabling students to organize their ideas more effectively.

The integration of Realia as instructional media in this study also contributed significantly to the improvement in students' writing performance. This finding supports the argument put forward by Harianja et al. (2022) that Realia stimulates students' imagination, helping them become more creative in describing objects and increasing their motivation. Sunengko and Afifi (2021) conducted a pre-experimental study on the use of Realia in EFL classrooms and concluded that teaching writing using Realia helped develop students' descriptive writing skills significantly. Furthermore, Irmawati (2017) found that the use of observation realia through a process-genre based approach could improve students' writing ability in terms of content, organization, and language use. The use of Realia creates authenticity in the

classroom and addresses the kinaesthetic needs of learners, providing a starting point for students to generate ideas and connect writing topics to real-life contexts. This is particularly important in EFL contexts where students often lack real-world exposure to the target language, as Realia bridges the gap between classroom learning and authentic language use.

The most significant improvements observed in the organization and content aspects of students' writing can be explained by the dual advantages of the Hamburger Strategy combined with Realia. The Hamburger Strategy provides students with a clear structural framework for organizing arguments in analytical exposition texts, as described by Desrianti and Fatimah (2024), who emphasized that the strategy helps students organize their thoughts into a good essay by following the introduction-body-conclusion structure. The hamburger paragraph structure, where the topic sentence introduces the main idea, supporting sentences provide evidence or examples, and the concluding sentence summarizes key points, enables students to create well-organized and cohesive paragraphs. Meanwhile, Realia facilitates idea generation by providing concrete visual stimuli that students can describe and develop in their writing, thus enhancing both content development and vocabulary acquisition. This combination is particularly effective for teaching analytical exposition texts, which require students to present arguments supported by evidence and logical reasoning. The findings of this study are also consistent with research by Ernawati et al. (2019), who found that collaborative writing strategies significantly improved students' ability to write descriptive texts, with t-test scores higher than t-table values at significance level 0.05.

The statistical significance of this study's findings, with a two-tailed significance value of $p = .000$ ($p < 0.05$), confirms the effectiveness of the integrated approach. This result aligns with the hypothesis testing in previous studies. Sunengko and Afifi (2021) reported that the use of Realia significantly improved students' descriptive writing achievement. Similarly, research conducted at Madrasah Aliyah Nururroddhiyah Jambi City found that the Hamburger Strategy had a significant influence on students' writing ability in descriptive texts, with an average difference of 68.700 and significant 2-tailed value ≤ 0.05 ($0.000 \leq 0.05$). The present study extends these findings by demonstrating the effectiveness of combining both strategies for analytical exposition texts at the eleventh-grade level, a contribution that fills the research gap identified in the literature. These results reinforce the argument that the Hamburger Strategy through Realia offers a pedagogical solution that addresses students' writing

difficulties by providing both structural guidance and contextual engagement.

Conclusion

Based on the insights gained from the earlier data analysis, it is reasonable to assert that the adoption of the Hamburger Strategy in conjunction with Realia has a marked effect on the enhancement of writing abilities for students in the eleventh grade at MA Manba'ul Ulum Mambak.. This is illustrated through the comparative examination of the mean scores obtained from the pre-test and post-test (60.9>83.0). The average score for the pre-assessments was documented at 60.9, and subsequent to three instructional sessions utilizing the Hamburger Strategy in conjunction with realia media, a significant enhancement in the students' scores was noted. The mean score for the post-tests was found to be 80.3. The students' scores prior to and subsequent to the interventions were inferior when compared to their performance after the treatments were administered.

Following the completion of this academic research, the investigator can establish that the employment of the Hamburger Strategy in the pedagogy of writing skills associated with analytical exposition texts at MA Manba'ul Ulum Mambak proves to be beneficial.. This pedagogical approach facilitates students' understanding of analytical exposition texts and aids in the recollection of their prior experiences with writing, particularly concerning the generic structure of analytical exposition. Consequently, the Hamburger Strategy is deemed suitable for the instruction of skills beyond just writing in the English language. Educators have access to a teaching asset that is divided into three classifications, facilitating the use of realia media, exemplified by a hamburger doll with three separate layers (top bun, fillings, and bottom bun) as a symbolic device to bolster students' retention of information.

Based on the conclusion above, the researcher provides several suggestions that can be beneficial for improving students' writing and teaching skills, especially in English. First, for students, it is recommended to learn various types of strategies so that they can more easily express their ideas in writing. Second, for teachers, especially English teachers at MA Manba'ul Ulum Mambak, it would be better to use several strategies and several media to ask students to write analytical exposition texts. Educators are encouraged to implement a diverse array of methodologies aimed at enhancing students' writing competencies, thereby fostering greater engagement in the writing process. Ultimately, it is expected that this

study will motivate fellow scholars to incorporate the Hamburger strategy and realia media in the teaching and acquisition of writing competencies, as well as to investigate these notions through diverse analytical perspectives.

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