

CHAPTER I

INTRODUCTION

1.1. Background of Study

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.

1.2. Problem of Study

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?"

1.3. Objective of Study

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.

1.4. Scope and Limitation of Study

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.

1.5. Significances of Study

In carrying out this research, there will be two major significances, in both theory and practice.

1. Theoretically

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

2. Practically

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.