

THE EFFECT OF HAMBURGER STRATEGY IN WRITING DESCRIPTIVE TEXT OF THE 1ST SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN NOMMENSEN UNIVERSITY

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ABSTRACT

This study deals with the effect of hamburger strategy on writing descriptive text. Hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph. When writing by using hamburger strategy, the students will learn to remember how to build the paragraph and the importance of each component. It was conducted by using experimental quantitative research. The population of this study is the first semester students of English Department Nommensen Medan. The writer takes 50 students as the sample and they are divided into two groups by using random sampling. The first group was group A as Experimental class which is taught by implementing hamburger strategy while the second group is Group B as control class which is taught by using conventional method. Oral test is used as the instrument of collecting the data. This test consists of two types, namely pre-test and post-test. The data were analyzed by using t-test formula. The calculation shows t-observed that is 3.58, which is higher than t-table that is 1.676 at the level significance (p: 0.05) with the degree of freedom (df) 48. It means that Ha is accepted while Ho is rejected, therefore it is concluded that hamburger strategy significantly affects on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017. It is suggested for the students of English Department as source of valuable knowledge and information when conducting a research related to the study. It is also suggested that teachers of English subject should implement hamburger strategy as one of alternative in teaching writing to increase students' writing ability.

Keywords: hamburger strategy, writing hortatory exposition text

ABSTRAK

Penelitian ini berkaitan dengan pengaruh strategi hamburger dalam menulis teks deskriptif. Strategi hamburger merupakan strategi mengorganisasi tulisan yang secara visual menguraikan komponen kunci dari sebuah paragraf. Saat menulis dengan menggunakan strategi hamburger, siswa akan belajar untuk mengingat bagaimana membangun paragraf dan pentingnya masing-masing komponen. Penelitian ini dilakukan dengan menggunakan metode kuantitatif eksperimental. Populasi penelitian ini adalah mahasiswa semester pertama Jurusan Bahasa Inggris di Universitas Nommensen Medan. Penulis mengambil 50 siswa sebagai sampel dan mereka dibagi menjadi dua kelompok dengan menggunakan *random sampling*. Kelompok pertama adalah kelompok A sebagai kelas eksperimen yang diajarkan dengan menerapkan strategi hamburger sedangkan kelompok kedua adalah Grup B sebagai kelas kontrol yang diajarkan dengan menggunakan metode konvensional. Tes lisan digunakan sebagai instrumen pengumpulan data. Tes ini terdiri dari dua jenis, yaitu pre-test dan post-test. Data dianalisis dengan menggunakan rumus t-test. Perhitungan menunjukkan bahwa nilai *t-observed* adalah 3,58, lebih tinggi dari nilai *t-table* yaitu 1,676 di tingkat signifikansi (p: 0,05) dengan derajat kebebasan (df) 48. Perhitungan ini menunjukkan bahwa Ha diterima sementara Ho ditolak. Oleh karena itu, dapat disimpulkan bahwa strategi hamburger signifikan mempengaruhi penulisan teks deskriptif mahasiswa semester pertama Jurusan Bahasa Inggris di Universitas Nommensen Medan tahun akademik 2016/2017. Penelitian ini disarankan untuk mahasiswa Jurusan Bahasa Inggris sebagai sumber pengetahuan dan informasi saat melakukan penelitian yang berkaitan dengan topik ini. Disarankan juga bahwa guru yang mengajar mata pelajaran Bahasa Inggris sebaiknya menerapkan strategi hamburger sebagai salah satu alternatif dalam pengajaran menulis untuk meningkatkan kemampuan menulis siswa.

Kata Kunci: strategi hamburger, penulisan teks eksposisi

INTRODUCTION

Background of the Study

Language is the process used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them

used for each communication. Without language people cannot communicate well and the people will not understand what will say by someone. English is a very popular global language which has been used in whole wide world.

English is an important language which is used as a tool of communication in social process. It can be used in many aspects of human life such as in business, technology, media, entertainment, and education. In Indonesia English is not considered as a second language but English is a foreign language.

Teaching English in Indonesia is the first foreign language which is taught from primary school up to college level. Based on KTSP (*Kurikulum Tingkat Satuan pendidikan*), in teaching English there are four skills that learners have to know are: listening, speaking, reading, and writing.

Teaching writing is one process learning English. Teaching writing focuses on the writing process rather than on the product and grammar, vocabulary, and writing paragraph. Students' attention is directed to the what rather than the how of text construction. Educators must be sure to select resources and support materials that not only aid them in teaching how to write, but help their students learn to write text. Writing is most difficult skill than listening, reading and speaking. "Writing maybe very important for one group of students but much less important for others", Patel (2008: 125). It requires skill, understanding and a good deal of creativity. We will know the effectiveness of writing when we see it. Writing also is one action or process in producing and recording words in a form that can be read and understood by the reader, although we can not meet with the people who have the thought. It means that we can get any information or knowledge by reading the text without we meet with the speaker. The information that we get may be in text form that has a coherent whole. A text may consist of one paragraph or more. Rai (2010: 218) points out that "a paragraph is a set of related sentences dealing with a single topic".

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, diction, spelling, and letter formation. As the researcher's experience in teaching writing paragraph, she was really passed this cases which were the students felt bored when the writer asked the students to write a paragraph. The students often face some

problems such as they felt confused to produce a good paragraph and they lack to organize their thought in a good paragraph such as descriptive text. The students are difficult to generate and translate their idea into a good paragraph. Many of students are lack to formulate descriptive text. Almost of students use incorrect elements of language such as structure, vocabulary and punctuation.

To write a descriptive text the students should know the text structures of descriptive text include: identification and description. And also sometimes they are not able to continue their ideas in the middle of the process of writing. But this case is not only from the students factors but also from the teacher factor, they are caused by uninteresting teacher technique in teaching process at the classroom. Almost every meeting teacher were used conventional treatment. It makes the students uninteresting when passed the writing subject. In this case, teacher should be able to make a new one treatment to handle this problem. Based on the problem above, the writer presents one treatment that the writer desire it can solve this problem.

Actually, there are many strategies in teaching writing but in this case the writer chooses hamburger strategy to superintend students' difficulties in writing descriptive text. In this case the writer intends to prove of using hamburger strategy on students' achievement in writing descriptive text. The writer will investigate how hamburger strategy can be used to support the learning process effectively. Nopita (2012: 5) states that Hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph. When writing by using hamburger strategy, the students will learn to remember how to build the paragraph and the importance of each component. Therefore, the writer assumes that hamburger strategies can build the students' motivation up to love writing.

From the background above, the writer decides a descriptive text as a topic in this research. The writer wants to know the student's desire in writing a descriptive text. Descriptive text is a written English text in which the writer describes an object, it can be a person, animal, or a place. Here, the students have common mistake to construct descriptive text. In writing descriptive text,

hamburger strategy guides the students to arrange a good paragraph.

Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows:

“Does Hamburger strategy significantly affect on writing Descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017?”

The Significances of the Study

The result of the study might be useful for additional information in teaching writing.

Students of English Department could use this study as reference in doing a research related with this study about applying the Hamburger Strategy in teaching writing descriptive text.

Moreover, English teachers could enrich his/her knowledge, to be more creative in applying hamburger strategy, thus the students become interested and enjoyable in writing.

Hypothesis

Ha: There is significant effect of hamburger strategy on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017.

Ho: There is no significant effect of Hamburger strategy on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017.

LITERATURE REVIEW

Language

Language is a way of how people expressing their feeling and mind. It is used everyday, anytime, anywhere and its apart of human's life. According to Brown (2007: 6) "Language is a complex specialized skill which develops in the child spontaneously, without conscious effort or formal instruction is deployed without awareness of people underlying logic. It is qualitatively the same in every individual and distinct from general abilities to process information or be have intelligently."

Writing

Writing is a alternative way to carry out communication besides speaking language. According to Harmer (2004: 4) writing is used for a wide variety of purposes and it is produced in many different forms. It cannot be separated from learning process experienced by the students as long as they are still in educational process."

According to Harmer (2004: 79), the reason of teaching writing for students of English as foreign language include reinforcement, language development, learning style and most importantly grammatical structure. Moreover, someone who wants to write a letter, write an electronic media and story must know the steps in writing process and aspect of writing.

Ruby (2001: 18) states that there are some common purposes for writing they are:

1. Writing to inform, include facts and examples that teach your reader. Write objectively, avoid including your opinion.
2. Writing to persuade, include reason and arguments to convince readers to adopt your position.
3. Writing to entertain, include humorous situation, anecdotes, or exaggerations that your audience will enjoy.

Process of Writing

Harmer (2004:4) states that there are four elements in writing process:

1. Planning, planning is the first step in writing. The writers try and decide what they are going to say in their writing.
2. Purpose, writers have to consider the purpose of their writing since this will influence (among other things) not only the type of text produced, but also the language used, and the information choose to include.
3. Audience, writers also think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language whether, for example, it is formal or informal language.
4. Content structure, the writers have also to the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which the writers decided to include.

5. Drafting, drafting involves getting ideas down on paper in taught the format that intend for the finished work.
6. Editing (reflecting and revising), after making draft the writer usually reread to make sure because perhaps the order of the information is not clear, ambiguous or confusing. They may use a different from of words of a particular sentence, reflecting and then revising.
7. Final version, after editing their draft, the writers make the changes that consider being necessary for their final version. In final version is ready to sent the written text to its intended audience.

Descriptive Text

Harmer (2004: 12) says, "Description is a written English text in which the writer describes an object." In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

Description is a text containing two components i.e., identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic.

The identification is to identify the object to describe. The description is to describe parts, qualities, and characteristics of the parts of the object.

A. Social function

To describe a particular person, place or thing

B. Generic structure

1. Identification: Identifies phenomenon to be described
2. Description: describes parts, qualities, characteristics

C. Significant Lexicogrammatical Features

1. Focus on Specific Participants
2. Use of Attributive and Identifying Processes
3. Frequent use of Epithets and classifiers in nominal groups
4. Use of simple present tense

Hamburger strategy

Strategy is a plan designed for a particular purpose. It is a plan that involves a series of designing activities to reach educational goal. It is necessary because the students who are taught with a strategy are more highly motivated than those who are not

and can be led to be more effective in learning. There are many teaching strategies that can be applied by teachers in the classroom.

Stodden (2013: 39) states that Hamburger strategy is a drafting strategy that helps students organize their ideas into a paragraph. Each paragraph of hamburger represents a part of the paragraph. This strategy gives a visual representation of how the information in a paragraph is related. According to Morin in Febridayani (2012: 5), there are important steps in applying hamburger strategy:

1. The teacher talks to students about a hamburger looks like.
2. Explain that a paragraph is like a hamburger. The hamburger is made of three basic parts: The top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts: an opening sentence, a supporting argument, and a closing sentence.
3. Ask the students whether her/his burger tastes better when students adds pickles, lettuce, ketchup, and/or other condiments.
4. Have the students draw a hamburger or give students a copy of the hamburger graphic organizer.
5. Using the graphic organizer, have students write an idea for an opening sentence on the top bun.
6. Next, students write a supporting sentence on the patty.
7. Show the students how to write other supporting details on the lettuce and cheese of the graphic organizer.
8. Lastly, ask the students to write her/his closing line on the bottom bun.
9. Once the hamburger graphic organizer is filled in, its time to write the whole paragraph.

RESEARCH METHOD

Research Design

This study was conducted by using experimental quantitative research. In this study, Hamburger strategy was an independent variable and writing ability was as dependent variable. In this research design, there were two groups of student namely experimental group and control group. Both of those groups were given pre test and post

test. The experimental group was taught by using Hamburger Strategy while the control group was taught by using conventional method.

Population and Sample

Arikunto (2006:130) says that a population is a set of all research (or collection) of all elements possessing one or more attributes of interest. It means that population is a group of individuals that share one or more characteristics from which data can be gathered and analyzed. The population of this research was the first semester students of English Department of Nommensen University Academic Year 2016/2017. There are two classes, there are group A up to group C. Each class consists of 40 students. The total number of the students are 120 students. Best and Kahn (2006: 13) state that "sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn." This study uses the random sampling with lottery technique. Two classes were chosen as the sample. There are 50 students chosen in two classes namely group A (25 students) as the experimental group and group B (25 students) as the control group.

Instrument of Collecting Data

In this study, writing test would be used as the instrument to collect the data. The students would be asked to write a descriptive text based on the topic given by the teacher. In this case, the same test in pre-test and post-test were given to the both classes; experimental and control group. The writer conducted the test to know the students ability in writing descriptive text.

Data Collection Procedures

There were three procedures taken by the writer namely: pre-test, treatment (teaching presentation), and post test.

Pre-test

The pre-test was given to the both classes (experimental and control group) before conducting the treatment. Teacher asked students to write a hortatory exposition paragraph based on the topic that was given by the teacher. This pre-test is useful to know how far the students' knowledge toward the material namely hortatory exposition text that was taught. This pre-test has function to measure the mean scores of the experimental and control group before receiving treatment.

Treatment

After the phase of pre-test has been done, the treatment was conducted in experimental group only. The students in experimental group were taught by Hamburger strategy, meanwhile the students in control group were taught by conventional teaching method. The teaching procedures can be seen in Table 3.2.

In control group, the students were taught by applying conventional method. The students were asked to open their English book to get some informations about writing section.

Post-test

After the teaching presentation, both the experimental and control groups, the teacher gave a post test to each students in both experimental and control groups in order to know their mean score of experimental group and control group after receiving treatment. The test used in post test is same with the pre- test. The post test is used to know the effect of Hamburger strategy.

Scoring the Test

To know the students' ability in writing, there were some criteria that have been considered. Writing is assessed on five aspects of writing namely, content, organization, vocabulary, language use, and mechanics. However, in this study, the rubric was associated with the generic structure and language feature of d text, as descriptive text in this following table:

Table 1. Scoring The Test (Weigle, 2002: 116)

No	Component	Criteria	Score
1.	Identification (identify phenomenon to be described). Description (describe parts, qualities, characteristics).	<p>Excellent to very good: fluent expression- ideas stated/ supported- succinct- well organized- logical sequencing- cohesive.</p> <p>Good to average: somewhat choppy-loosely organized but main ides stand up- limited support- logical but incomplete sequencing.</p> <p>Fair to poor: non fluent- ideas confused or disconnected- lacks logical sequencing and development.</p> <p>Very poor: does not communicate- no organization- or not enough to evaluate.</p>	<p>50-40</p> <p>20-39</p> <p>1-10</p> <p>9-7</p>
2.	Description (describe parts, qualities, characteristics).	<p>Excellent to very good: sophisticated range- effective word/ idiom choice and usage/ word from mastery- appropriate register.</p> <p>Good to average: adequate range occasional errors of word/ idiom form, choice, usage but meaning not obscured.</p> <p>Fair to poor: limited range- frequent error of word/ idiom forms, choice, usage-meaning confused or obscured.</p> <p>Very poor: does not communicate- no organization- or not enough to evaluate</p>	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>
3.	Language Use: Grammatical Features: Focus on specific participants. Use of attributive and identifying processes. Frequent use classifiers in nominal groups. Use of the Simple Present Tense.	<p>Excellent to very good: effective complex construction- few errors of agreement, tense, number, word order/ function, articles, pronoun, preposition.</p> <p>Good to average: effective but simple constructions- several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured</p>	<p>25-22</p> <p>21-18</p>

		<p>Fair to poor: major problems in simple/ complex constructions- frequent errors of negations agreement, tense, number, word order/function, articles, pronouns, preposition, and/ or fragments, deletion- meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules- dominated by errors- does not communicate- or not enough to evaluate.</p>	17-11 10-5
4.	Mechanics: Demonstrate mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing.	<p>Excellent to very good: demonstrate mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting- meaning confused or obscured.</p> <p>Very poor: no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- handwriting illegible- or not enough to evaluate.</p>	5 4 3 2
Total Score			100

Validity

Validity is a process to know how far they used the instrument. Validity concerns with the relationship between data and the fact is. Validity was concerned with whether a test measure what is supposed to be measured. Thus by applying content validity, the writer knew whether the tests were valid or not the behavioral objectives.

Reliability

Reliability is one of the characteristics of good tests. It referred to the consistency of the measurement. According

to Best and Khan (2006:289) reliability is the degree of consistency that the instrument or procedure demonstrate: whatever it is measuring, it does so consistently. In order to find out whether the test was reliable or not, the writer used the formula of Kurder Richardson (KR) 21 in Sugiyono (2009: 132) as the following:

$$r_{21} = \left(\frac{k}{k-1} \right) \left[1 - \frac{M(k-M)}{ks^2} \right]$$

- KR₂₁ : reliability of the test
 K : number of items in the test
 M : mean of the test
 S I : standard deviation.

The categories of coefficient correlation as the following:

- 0.00-0.20 = the reliability is very low
 0.21-0.40 = the reliability is low
 0.41-0.60 = the reliability is fair
 0.61-0.80 = the reliability is high
 0.80-above = the reliability is very high

Data Analysis Procedures

To know the difference between the two groups, the writer used t-test as formula:

1. Calculating the scores of the pre-test and post-test in experimental and control groups.
2. Tabulating the scores of the pre-test and post-test in experimental and control groups.
3. Comparing the scores of the pre-test and post-test.
4. Testing hypothesis by using the formula of t-test.
5. Making the conclusion.

To know the mean of students' score for each group, the following formula was applied.

$$\bar{x} = \frac{\sum x}{N} \times 100 \%$$

- \bar{x} : the mean of the students
 $\sum x$: the total score
 N : the number of students

To test the hypothesis, the T-test formula was used as the following:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

t : total Score

- M_x : the mean of experimental group
 M_y : the mean of the control group
 D_x² : the deviation square of experimental group
 D_y² : the deviation square of control group
 N_x : the samples of experimental group
 N_y : the sample of control group

The Data

The data in this research was obtained from pre-test and post-test that was applied in experimental group and control group. The experimental group was the group that was taught by using hamburger strategy while control group was the group that taught without hamburger strategy. Pre-test was administered to both groups. Treatment by using hamburger strategy was only given to the experimental group. Post-test was given to the both group to see the difference. The experimental and control group was given the same test, i.e. pre-test and post-test.

Firstly, the writer gave pre-test to both group, experimental and control group. Pre-test is used to see ability of each student before doing the treatment. The next step, the writer gave treatment by using hamburger strategy to the experimental group while the control group without using hamburger strategy. After applying the treatment, the writer gave post-test to both group, experimental and control group with the same test. The result of the pre-test and post-test showed of the mean score both of the group, experimental and control group.

FINDINGS AND DISCUSSION

From the result of the data analysis, the writer got the total of the scores is 1350 and the mean of the score is 54 from the pre-test of control group. Some of the students are:

1. **JMS** gets score 70. It is nearing to good, because she got 40 points for identification, 30 points for description.
2. **WARG** gets score 65. It is nearing to good, because she got 35 points for identification, 30 points for description.
8. **RA** gets score 60. It is nearing to good, It is nearing to good, because she got 30 points for identification, 30 points for description.

After scoring all the students' paper of the pre-test of experimental group, the writer gets the scores tabulated as follows:

From the result of the data analysis, the writer gets the total of the scores is 1765 and the mean of the score is 70.6 from the pre-test of experimental group. Some of the students are:

1. **JAS** gets score 85. It is nearing to good, because she got 45 points for identification, 40 points for description.
2. **AA** gets score 80. It is nearing to good, because she got 40 points for identification, 40 points for description.
7. **RA** gets score 75. It is nearing to good, because she got 40 points for identification, 40 points for description.

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 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.

From the result of the data analysis, the writer got the total scores is 1495 and the mean of the score is 59.8 from the post-test of control group. Some of the students are:

1. **JMS** gets score 75. It is nearing to good, because she got 40 points for identification, 35 points for description.
2. **WARG** gets score 65. It is nearing to good, because she got 40 points for identification, 25 points for description.
8. **RA** gets score 65. It is nearing to good, because she got 35 points for identification, 30 points for description.

After scoring all the students' paper of post-test of experimental group, the writer gets the total of the scores is 2010 and the mean of the score is 80.4 from the post-test of experimental group.

1. **JAS** gets score 95. It is nearing to very good, because she got 50 points for identification, 45 points for description.
2. **AA** gets score 90. It is nearing to very good, because she got 45 points for identification, 45 points for description.
3. **MR** gets score 85. It is nearing to very good, because she got 45 points for identification, 40 points for description.
11. **GS** gets score 80. It is nearing to good, because she got 40 points for identification, 40 points for description.
18. **ENS** gets score 75. It is nearing to good, because she got 40 points for identification, 35 points for description.

20. **HA** gets score 70. It is nearing to good, because she got 40 points for identification, 30 points for description.
25. **AJS** gets score 65. It is nearing to good, because she got 30 points for identification, 35 points for description

Testing the Hypothesis

Testing hypothesis is described as follows: H_a is accepted if the t-observed is higher than t-table. Based on the calculation of the t-test, it was found that t-observed is 2.07, it is higher than t-table that is 1.676 degree of freedom df is 48 at the level of significant p is 0.05.

It means that the hypothesis is accepted H_a . There is significantly effect of Hamburger Strategy on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017.

Findings

Based on the calculation, the result of the research shows that the mean score of post-test in the experimental group is 80.4. The result of the t-test calculation shows that the t-observed value is 2.07 it is higher than t-table value i.e. 1.676. It can be concluded that Hamburger strategy significantly affects on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017.

CONCLUSION

Based on the data analysis, the writer concludes that:

1. Hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph. When writing by using hamburger strategy, the students will learn to remember how to build the paragraph and the importance of each component.
2. In control group, the mean score of post-test is 59.8 with the highest score is 75 and the lowest score is 50. The mean score of post-test of experimental group is 80.4 with the highest score of post-test is 95 and the lowest score is 65.
3. Hypothesis is accepted because the value of t-observed is higher than t-table they

are $2.07 > 1.676$ at the level of significance alpha 0.05 and the degree of freedom (df) is 48.

4. Hamburger strategy significantly affects on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017.

Based on the conclusion above, some suggestions may be advisable for improving the teaching writing skill of English particular, and generally in teaching writing:

1. For English Department students, it is suggested to know or learn kinds of strategy so they are easier to express their ideas in writing.
2. For English teachers, it would be better to use some of the strategy and asked students to write a hortatory exposition text. The teacher is suggested to make variation strategy for students to improve students' writing skill and so that the students are interested in writing.

For the other researchers, may this research bring the readers to apply Hamburger strategy in teaching and learn writing and make a research from different perspective.

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