Promoting Students' Reading Achievement Using Hamburger Strategy

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Abstract

This research aimed to promote the reading achievement of the first STIK Bina Husada Palembang midwifery students using the Hamburger strategy. A quasi-experimental method was used, with a non-equivalent group design for the pretest and posttest. The samples consisted of 38 students from STIK Bina Husada Palembang's first-semester midwifery students. A written test with multiple-choice questions was utilized to collect data. The test was found to be both valid and reliable. The value of t-obtained (5.57) was greater than t-table (2.02) at the significant level of $p0.05$, according to the results of the independent t-test. It was deduced that the Hamburger strategy could promote students' reading achievement. It meant that the Hamburger strategy could help students improve their reading skills, particularly in recounting text. The Hamburger strategy helped students to stimulate their memory to learn, retain a text, and store information from the text in their long-term memory so that they could remember the information and comprehend the text properly.
Keywords: Hamburger strategy, reading comprehension, recount text

Abstrak

Penelitian ini bertujuan untuk meningkatkan prestasi membaca mahasiswa semester pertama kebidanan STIK Bina Husada Palembang mengunakan strategi Hamburger. Metode eksperimen semu digunakan, dengan desain kelompok non-ekuivalen untuk pretest dan posttest. Sampel terdiri dari 38 mahasiswa kebidanan semester I STIK Bina Husada Palembang. Tes tertulis dengan pertanyaan pilihan ganda digunakan untuk mengumpulkan data. Tes tersebut ternyata valid dan reliabel. Nilai t-hitung (5,57) lebih besar dari t-tabel (2,02) pada taraf signifikan p 0,05, menurut hasil uji-t independen. Disimpulkan bahwa strategi Hamburger dapat meningkatkan prestasi membaca mahasiswa. Dengan kata lain, strategi Hamburger dapat membantu mahasiswa meningkatkan keterampilan membaca mereka, khususnya dalam teks recount. Strategi Hamburger membantu mahasiswa untuk merangsang memori mereka untuk belajar, mengingat teks, dan menyimpan informasi dari teks dalam memori jangka panjang sehingga mereka dapat mengingat informasi dan memahami teks dengan benar.

Kata kunci*: strategi Hamburger, membaca pemahaman, teks recount*

INTRODUCTION

Reading is one of the fundamental language abilities that cannot be separated from the other language skills of listening, speaking, and writing. Reading, according to Yang (2016) is one of the most significant ways to obtain knowledge or information from the world around us. Bella, Mujiyanto, and Faridi (2018) go on to say that reading is a talent that can be learned by reading, such as comprehension. Reading is a vital activity for learners in their lives since it allows them to acquire language, communicate with the text, and exchange knowledge and thoughts. Consequently, students might expand their knowledge of other disciplines using their comprehension.

Comprehension is the process of linking what has been browsed to what the reader already is aware of and considering all of this data till it is understood (Kirmizi, 2010). Students must be engaged readers, digesting what they read, constructing a mental image, summarizing, and drawing inferences to demonstrate comprehension. These acts help the reader comprehend and connect with the text by supporting them in gathering information and making sense of it. Readers utilize critical thinking in this process to strike a balance between the writer's meaning and his or her perception of the text (Moore, et al, 2016). Comprehension can be defined as the ability to understand the information between words and sentences to extract information from a reading material using the reading comprehension talent.

The act of comprehending a text is known as reading comprehension. It is a purposeful, active, and interactive process that takes place before, during, and when someone reads a bit of writing (Mislaini, 2015). Reading comprehension instruction is one of the ways used to assist students in answering problems such as locating a text's primary idea, obtaining specific information, comprehending a reading passage and grasping the language, references, and inferences, and so on (Usman, et al, 2017). That is why students need to improve their reading skills because it entails not only reading but also comprehending, understanding, assessing, and recognizing the author's thoughts in the reading material.

Nonetheless, students frequently struggle to comprehend the reading text. When they read, they run into some issues. Reading is viewed as a tough skill for a learner to master, according to Rahmasari (2017) because most students believe that reading English literature is a monotonous activity. Based on Ntereke and Ramoroka (2017), the students had trouble connecting information in a text, which made it difficult to grasp the materials they read. In brief, most students find it difficult to comprehend reading texts since they become bored while reading them, resulting in them becoming poor readers who have difficulties gathering information, detecting text organization, and comprehending the passage's premise owing to a lack of vocabulary.

One of the texts learned by students of midwifery was recount text. Knapp and Watkins (2005) explain recount as a sequential text that has little more than sequencing a series of events. However, students sometimes found difficulties in reading recount text due to some factors. As supported by Prayitno, Sartika, and Asmara (2020), text materials, learners' vocabulary, learners' background, and surroundings all influenced students' difficulty comprehending a recount text throughout reading exercises. When the teacher gave them an exam with a long paragraph, the students struggled. In addition, the limitation of vocabulary made it students difficult to comprehend recount text.

In light of the issue, it is critical to implement a strategy to improve students' English language reading comprehension. The teacher should use an approach that allows students to work in groups, debate the reading passage cooperatively to improve their reading comprehension, and engage and motivate students to read. In this case, the Hamburger strategy can be used in the class to aid students to enhance reading comprehension. The Hamburger strategy is a strategy used to help students to comprehend the text by creating a picture of a hamburger (Eviyuliwati & Sarwan, 2018).

The Hamburger strategy can motivate students to pay attention to develop reading comprehension, particularly when dealing with recounted texts. It has the potential to excite students' thoughts and interests, resulting in improved recount text reading comprehension. Furthermore, students can learn the most from reading a book since it helps them comprehend the content through engaging their minds and helps them keep knowledge from a text in their long-term memory (Sarwan, 2017).

The use of the Hamburger strategy provides benefits for students. First, it can make students more fun in learning and stimulate students' minds. Second, it can give a demonstration in an enjoyable way of how information of a text is connected (Afridona, 2013). Due to the reasons mentioned previously, the research was conducted to find out whether the Hamburger strategy could promote students' reading comprehension or not.

METHODOLOGY

A quasi-experimental design as an experimental research method was used. Since they are modifications of the conventional experimental designs, they are referred to be quasi. A non-randomized pretest and posttest design was utilized.

The population in this research was all STIK Bina Husada Palembang first-year midwifery students. Since there were 38 students in the population, all of them were chosen as samples. After that, the samples were divided into experimental and control groups, each with 19 students. The students in the experimental group were taught using the Hamburger strategy, whereas students in the control group were taught using a conventional method.

The data were acquired through a written test with multiple-choice items. The test was then tried out to see if it was reliable. The test was deemed reliable because it was higher than 0.70, according to Kuder-Richardson 21. The content validity of the test was used to determine its validity. In terms of content validity, the test was considered valid because it was suitable for the syllabus and test specification test. T-test was employed to assess the data from both groups.

The stages of teaching reading recount text using the Hamburger strategy which was adapted from Eviyuliwati and Sarwan (2018) were explained as follows a) Prepare the material (recount text); b) Explain the three primary components of a paragraph: orientation as the top bun, events as the fillings, and reorientation as the bottom bun, as well as their grammatical and language characteristics; c) Assign students the task of reading the text and imagining it as a hamburger; d) Provide students the task of comprehending and remembering the events (supporting details) of a text; e) Have the student create a conclusion about what the text is about and restate all of the text's key points by imagining the components of the Hamburger strategy; and f) Assess students' comprehension of the text and their ability to recall the information received.

RESULTS AND DISCUSSION

In the pretest, the experimental group had the maximum score of 85, the lowest score of 60, and the mean score of 74.79. In the meantime, the best score on the posttest was 90, the lowest score was 65, and the mean score was 79.37. The students' score distribution of the experimental group in the pretest showed that nine students were in the very good category, ten students were in a good category, and no students were in fair and poor categories. Meanwhile, in the posttest, there was an improvement. It revealed that fourteen students were in the very good category, five in the good category, and none in the fair or low categories. The highest score in the control group was 76, the lowest score was 55, and the mean score was 65.89 in the pretest. In the meantime, the best score on the posttest was 76, the lowest score was 55, and the mean score was 68.74, See Graphic 1.
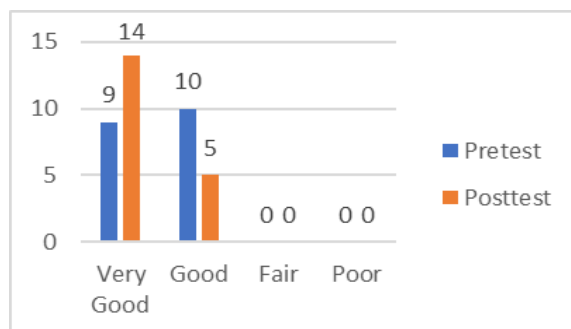
Graph 1. Distribution of Students' Score in the Experimental Group

The students' score distribution of the control group in the pretest and posttest showed that there was no improvement. In the pretest and posttest, one student was in the very good category, 18 students were in a good category, and no students were in fair and poor categories. See Graphic 2.
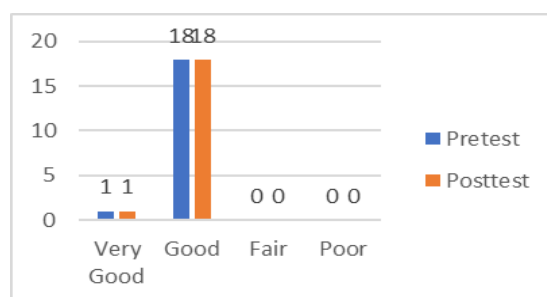
Graph 2. Distribution of Students' Score in the Control Group

The students' pretest and posttest scores from the two groups showed that there were in very good and good categories. It indicated that students in the experimental who were taught using the Hamburger strategy and control groups who were taught using a conventional method had the same chance to develop their reading comprehension achievement.

The mean difference of post-test from both groups was 10.63, standard error difference was 1.90 with 36 degrees of freedom, and t-obtained was 5.57 at a significant level of $p < 0.05$, according to the results of an independent test. See Table 1.

Table 1. Independent Sample Test

Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
10.63	1.90	5.57	36	.000

Since t-obtained (5.57) was higher than t-table (2.02) and p-value was lower than 0.05, it was inferred that there was a significant difference between students who were taught using the Hamburger strategy and that of those who were not. It meant that the Hamburger strategy could promote students' reading achievement, especially in reading recount text. Using the Hamburger strategy students could comprehend the recount text because the Hamburger consisted of three components, namely the top bun explaining orientation as the opening paragraph, the patty explaining series of events, and the bottom bun explaining reorientation.

By looking at three components, students remember person, time, and place that is stated in the top bun. Students were able to respond to the related questions about events done that were stated in the patty and the conclusion of the text that was stated in the bottom bun. Students might learn the content of the recount text and activate their memory to store the information read previously by memorizing the picture of Hamburger. This finding verified

Afridona's (2013) statement that the Hamburger strategy was one of the most appealing ways for students to learn when reading recount texts because it stimulated their minds and demonstrated how the material in a book is related to one another.

CONCLUSION AND SUGGESTIONS

The Hamburger strategy proved effective in teaching first-year midwifery students how to interpret a recount text. Students were encouraged to see a picture of a hamburger consisting of a top bun, a patty, and a bottom bun utilizing the Hamburger strategy. Students may memorize the facts mentioned in the recount text so that they could answer the questions after seeing three components of Hamburger. The t-obtained (5.57) was greater than the t-table (2.02) and the p-value was less than 0.05, indicating the Hamburger strategy could boost students' reading achievement. In short, students who were instructed to read recount texts using the Hamburger strategy performed better than those who were not.

This study will presumably benefit English teachers, students, and other researchers. Teachers of English can use the hamburger strategy to support their students' comprehension of recount text reading. Students can use the hamburger technique to actively learn recount text. Other researchers can utilize it as a starting point for implementing this strategy in the classroom. This strategy should be refined and applied to different types of texts.

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