

**EXPLORING EFL STUDENTS' FEELINGS  
USING HAMBURGER PARAGRAPH IN  
WRITING CLASS: A Narrative Inquiry**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the  
Degree of *Sarjana Pendidikan* in English Education**



**By :**

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K.H. ABDURRAHAMAN WAHID PEKALONGAN  
2024**

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Yang membuat pernyataan



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*Assalamu'alaikum, Wr. Wb*

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Narrative Inquiry

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana semestinya. Atas perhatiannya, disampaikan terimakasih.

*Wassalamu'alaikum, Wr. Wb*

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## APPROVAL SHEET

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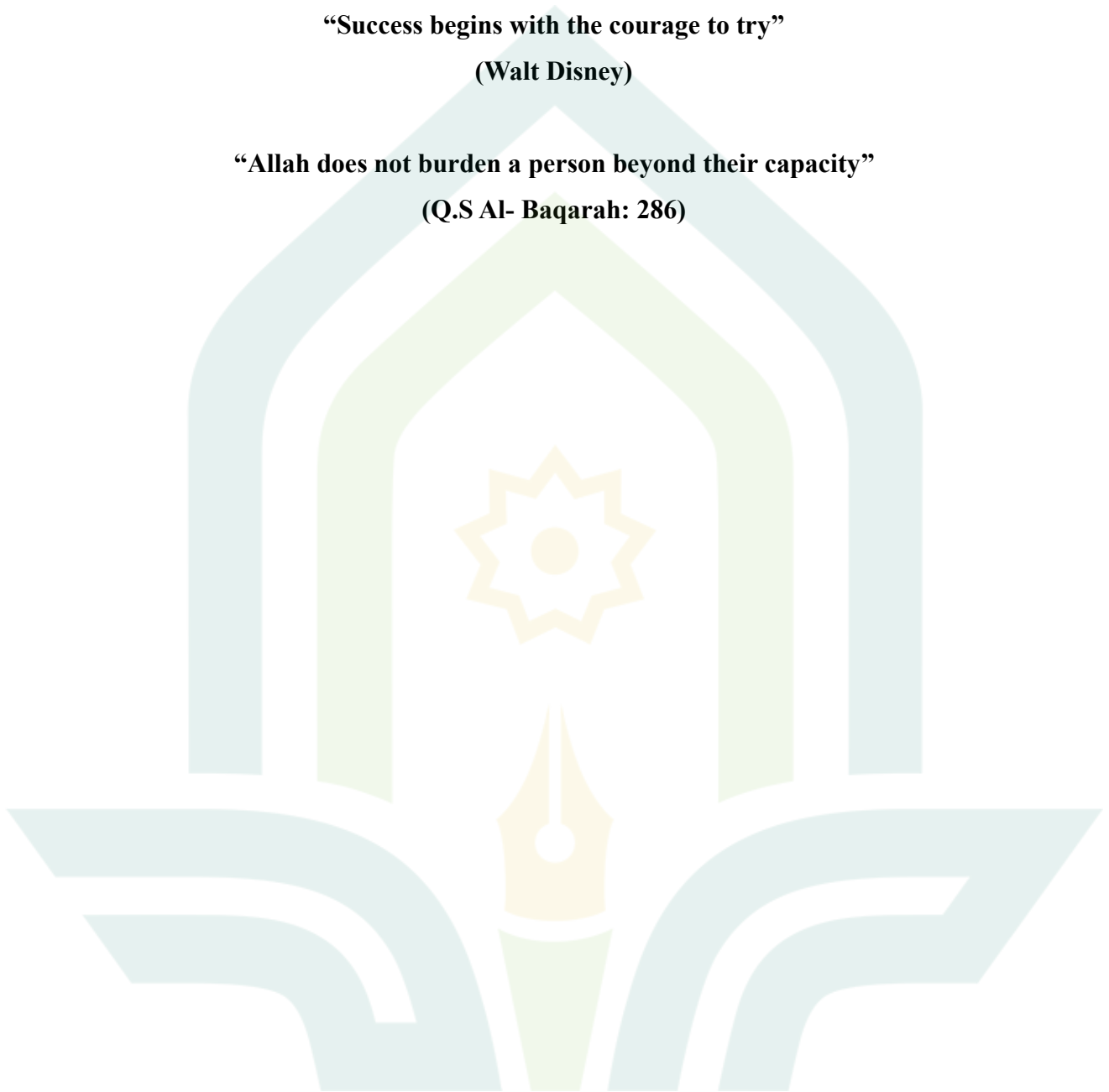
## **MOTTO**

**“Success begins with the courage to try”**

**(Walt Disney)**

**“Allah does not burden a person beyond their capacity”**

**(Q.S Al- Baqarah: 286)**



## ABSTRAK

*Menulis adalah cara alternatif untuk melakukan komunikasi selain berbicara. Menulis digunakan untuk berbagai tujuan dan dihasilkan dalam berbagai bentuk. Oleh karena itu, penelitian ini mengeksplorasi strategi Hamburger paragraph sebagai media yang diterapkan dalam membangun kemampuan siswa dalam menulis paragraf di kelas English paragraph writing. Penelitian ini bertujuan untuk mengetahui bagaimana perasaan mahasiswa dalam menulis paragraph menggunakan strategi Hamburger paragraph di kelas English Paragraph Writing. Metode yang digunakan oleh peneliti adalah metode kualitatif dengan desain naratif inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis dengan menggunakan analisis tematik Braun dan Clarke. Partisipan dari penelitian ini adalah mahasiswa jurusan pendidikan bahasa Inggris yang sudah menggunakan strategi Hamburger paragraph di kelas English Paragraph Writing. Hasil penelitian menunjukkan bahwa mahasiswa merasakan perasaan positif dan perasaan negatif dalam menulis paragraf menggunakan Hamburger paragraph. Perasaan positif yang ditemukan dalam hasil penelitian ini adalah happiness dan interest. Sedangkan hasil penelitian perasaan negatif mahasiswa dalam penelitian ini adalah boredom. Temuan ini dapat menjadi bahan pertimbangan bagi para guru atau dosen yang akan menggunakan strategi hamburger paragraf dikelas menulis.*

*Kata kunci: Perasaan mahasiswa; Menulis paragraf; Hamburger paragraph; Kelas English Paragraph Writing*



## ABSTRACT

*Writing is an alternative way to communicate besides speaking. Writing is used for various purposes and is produced in various forms. Therefore, this study explores the Hamburger paragraph strategy as a medium applied in building students' ability to write paragraphs in an English paragraph writing class. This study aims to understand how students feel about writing paragraphs using the Hamburger paragraph strategy in the English Paragraph Writing class. The method used by the researcher is a qualitative method with a narrative inquiry design. The researcher used semi-structured interviews to collect data. Data were analyzed using Braun and Clarke's thematic analysis. The participants in this study were students majoring in English education who had already used the Hamburger paragraph strategy in the English Paragraph Writing class. The results of the study showed that students experienced both positive and negative feelings when writing paragraphs using the Hamburger paragraph. The positive feelings found in this study were happiness and interest. On the other hand, the negative feeling found in this study was boredom. These findings can serve as a consideration for teachers or lecturers who will use the Hamburger paragraph strategy in writing classes.*

*Keywords: Students feeling; Paragraph writing; Hamburger paragraph; English Paragraph Writing Class*

## PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me wisdom, health, and patience to write my thesis, **"EXPLORING EFL STUDENTS' FEELINGS USING HAMBURGER PARAGRAPH IN WRITING CLASS: A Narrative Inquiry"** It is submitted to the English Education Department, UIN K.H Abdurrahman Wahid Pekalongan, to fulfill one of the Research thesis requirements. There is much support from many people, which will enable this proposed study to be completed. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

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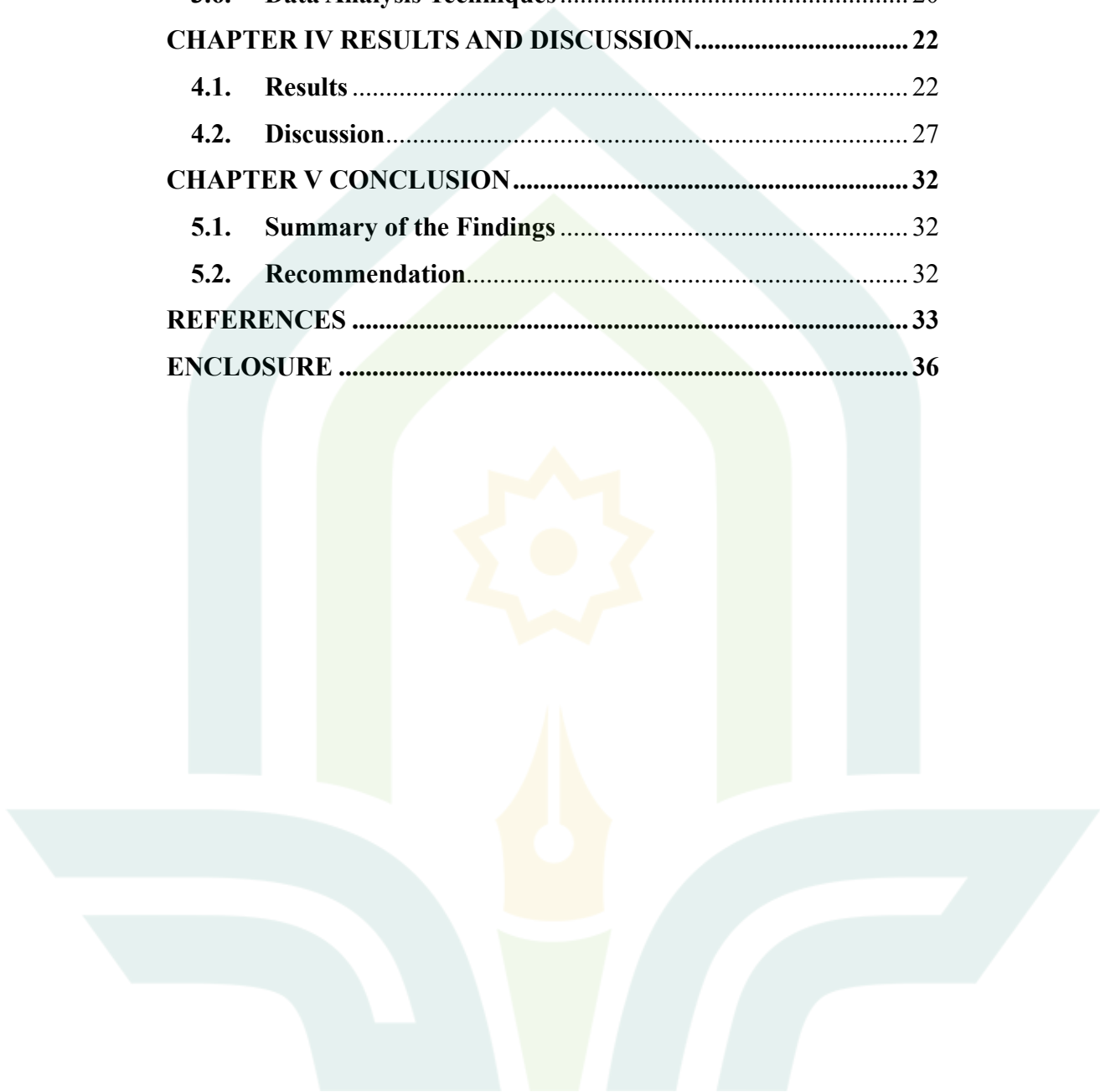
The Writer



## TABLE OF CONTENT

<b>HALAMAN JUDUL</b> .....	<b>i</b>
<b>SURAT PERNYATAAN KEASLIAN SKRIPSI</b> .....	<b>ii</b>
<b>NOTA PEMBIMBING</b> .....	<b>iii</b>
<b>APPROVAL SHEET</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>PREFACE</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>ENCLOSURE LIST</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
<b>1.1. Background of Study</b> .....	<b>1</b>
<b>1.2. Identification of the Problems</b> .....	<b>3</b>
<b>1.3. Limitation of the Problem</b> .....	<b>4</b>
<b>1.4. Formulation of the Problem</b> .....	<b>4</b>
<b>1.5. Aim of the Study</b> .....	<b>4</b>
<b>1.6. Benefits of the Research</b> .....	<b>4</b>
<b>CHAPTER II THEORITICAL FRAMEWORK</b> .....	<b>5</b>
<b>2.2. Literature Review</b> .....	<b>5</b>
<b>2.2. Previous Studies</b> .....	<b>14</b>
<b>2.3. Conceptual Framework</b> .....	<b>16</b>
<b>CHAPTER III METHODOLOGY</b> .....	<b>18</b>
<b>3.1. Research Design</b> .....	<b>18</b>
<b>3.2. Research Focus</b> .....	<b>18</b>
<b>3.3. Data and Data Sources</b> .....	<b>18</b>

3.4. Data .....	19
3.6. Data Analysis Techniques .....	20
<b>CHAPTER IV RESULTS AND DISCUSSION.....</b>	<b>22</b>
4.1. Results .....	22
4.2. Discussion.....	27
<b>CHAPTER V CONCLUSION.....</b>	<b>32</b>
5.1. Summary of the Findings .....	32
5.2. Recommendation.....	32
<b>REFERENCES .....</b>	<b>33</b>
<b>ENCLOSURE .....</b>	<b>36</b>



## ENCLOSURE LIST

Enclosure 1: Transcription of Interview

Enclosure 2: Writing outcomes using the hamburger paragraph method





# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

One skill that is quite complicated is writing (Deane et al., 2008). There are many aspects that students need to complete in writing, such as grammar, vocabulary, punctuation, coherence, cohesion, spelling, etc. Having a large English vocabulary will help authors explain information in their works more effectively. Grammar mastery enables the writer to construct a message with the proper language structure. Reading well provides authors with input in terms of grammar and vocabulary, which increases the level of their writing. Correct punctuation and sentence mechanics will produce excellent, consistent, and quality writing. Understanding the historical context of the text will enhance the text's results. In composing a text, the appropriate use of coherence, cohesion, and spelling can make the writing more effective, easier to understand, and leave a positive impression on the reader. The importance of coherence in writing is to help convey a message or information effectively. A cohesive piece of writing allows the reader to understand the relationship between the presented ideas, enabling the message to be conveyed clearly and efficiently. The significance of cohesion in writing is to provide structure and consistency to the text. The use of connecting words and other cohesive elements helps form connections between sentences and paragraphs, enhancing the flow of reading and making the text easier to comprehend. Meanwhile, the importance of spelling in writing is to avoid errors in spelling that may cause confusion and disrupt the reader's understanding.

In English language teaching, there are still many students who have difficulty understanding how to structure sentences correctly and how to express ideas in written form. Writing is a process; to start writing activities, one must understand how to write



well and effectively (Anggraini, 2017). Writing skills are the skill of saying something clearly; be clear; it does need practice; and everything cannot be instantaneous. The ability to give an overview of something to the reader is impossible to obtain only with natural talent. With a lot of practice will be found a person's writing style. Therefore, it is necessary to learn to write with various writing methods at school in order to train students' writing skills. Additionally, by having good writing, students could have chances for success. Students should improve their writing skills. The way to master it is to practice the writing skill. Good writing skills are wished for all of the students in order to meet their educational and employable requirements. Moreover, writing is very important because writing is also a medium to communicate; not only speaking but also writing is also needed. One method that can solve the above problem is to introduce hamburger paragraphs. The hamburger paragraph, introduced by Richard Regina in 2008, is a strategy that teachers can provide to students to assist in creating narrative texts. The teacher introduces this strategy because it has its own advantages with the appropriate structure. The Hamburger Paragraph Strategy is an easy arrangement that helps students through each step of writing an effective paragraph (Lasaka et al., 2018).

The Hamburger Paragraph Strategy is a graphic organizer that teaches students the basic features of paragraphs by comparing paragraph elements to burger elements (Napitupulu, 2018). Paragraph The Hamburger Strategy can be a fantastic starting point for writing tasks in the classroom since it creates writing with simplicity, style, and flashes of creative ideas. They suggest employing the hamburger concept in excessively long paragraphs in which the main point may have been deep in a collection of details. It pushes students to produce such excellent writing as a wonderful burger. It helps to inspire pupils' ideas in composing paragraphs (Rog and Kropp, 2004). A hamburger consists of three components: the top bun, which serves as the paragraph's introduction; the patty,

which provides the paragraph's body; and the last bun, which serves as the paragraph's conclusion. With the help of these parts, students can more readily build paragraphs and recall the fundamental components of paragraphs. Additionally, pupils who employ the hamburger paragraph technique will have little trouble structuring their thoughts into logical paragraphs.

Based on the factual information about the use of the hamburger paragraph, there is an English education study program that implements the use of the hamburger paragraph in the writing class, specifically in the English paragraph writing class. Some of the students show varied responses when they learn to write paragraphs using this method. As a result, the researcher is interested in conducting this study with the aim of exploring more deeply the experiences of students who learn to write paragraphs using the hamburger paragraph.

Much earlier studies concentrated on how to use the hamburger paragraph style in writing, but there has been less research into the learning feelings of English students. Therefore, this study will focus on the feeling of English students using the hamburger paragraph method in writing classes. This research aims to enrich knowledge and also add empirical data.

## **1.2. Identification of the Problems**

As explained in the background above, several issues can be identified, as follows:

1. Students face challenges in understanding and applying the concept of the hamburger paragraph in writing classes.
2. Students' feeling using the Hamburger Paragraph are influenced by classroom dynamics and the teacher-student relationship.
3. There are variations in students' feeling using the Hamburger Paragraph.
4. The effectiveness of the Hamburger Paragraph in writing classes regarding the improvement of students' writing abilities.

### **1.3. Limitation of the Problem**

As one of the identified issues above, the researcher limits the research problem by focusing on students' feelings using the hamburger paragraph method during English paragraph writing classes.

### **1.4. Formulation of the Problem**

This study presents a research question. The researcher explores, 'How do EFL students feelings writing learning using the Hamburger Paragraph?' By employing this framework, the researcher hopes to gain a deeper understanding of EFL students' feelings while using the Hamburger Paragraph.

### **1.5. Aim of the Study**

Based on the problem statement, this research is conducted to obtain empirical evidence regarding the feelings of EFL students using the hamburger paragraph in writing classes.

### **1.6. Benefits of the Research**

The results of this study are likely to have a theoretical and practical impact on students, teachers, and institutions in the educational sphere. The theoretical value of the research to students is to help them improve their writing skills. For teachers, it is hoped to enhance effective teaching strategies according to the students' needs to master language skills, especially in writing. Schools and institutions may also obtain new teaching and learning practices for institutional development and to improve the quality of students' writing. Practical benefits are also felt by students, teachers, and institutions. This research provides students with a way to write accurate paragraphs with interesting media introductions.

## CHAPTER V

### CONCLUSION

#### 5.1. Summary of the Findings

The research results indicate that students experience both positive and negative feelings when writing paragraphs using the Hamburger paragraph strategy. The positive feelings found in this study are enjoyment and satisfaction. Meanwhile, the negative feeling reported by students is boredom. These findings can serve as considerations for teachers or lecturers planning to use the Hamburger paragraph strategy in writing classes.

#### 5.2. Recommendation

In this section, the researcher provides several suggestions for further research exploring EFL students' feelings using the Hamburger paragraph in writing classes. For future research, the researcher suggests modifying the research design to obtain deeper information, such as a case study to explore its implementation using hamburger paragraphs in English paragraph writing class.

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