HAMBURGER PARAGRAPH AS A PRE-WRITING STRATEGY FOR WRITING A SHORT ESSAY

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Abstract: Learning to write in English for Senior High School Students is not easy. The teacher mostly implement the product approach to teach writing in the classroom. This approach is known for ‘write-then-collect’ approach which are very common to use in Senior High School without giving a chance for the students to collect and plan ideas what to put on the paper. This paper is intended to describe the process approach to teach writing in Senior High school by using the graphic organizer, more specifically the hamburger paragraph. The hamburger paragraph has several layers in which each represent the composition, namely the introduction, body and conclusion. Each of the layer is explained and the examples are also provided. Implication for this strategy is also discussed.

Keywords: graphic organizer, hamburger paragraph, writing skill

Writing is an important part of English skills. That is why learners must be able to master it in senior high school. Wallace, Stariha & Walberg (2004) states that writing, speaking and listening are communication skills that are important in all subject areas in the curriculum. However, it is difficult to start writing because writers usually have a mental block. Because of this reason, writing become important to be taught.

Writing is one of the skill taught in Senior High School based on Curriculum 2013. The Ministry of education and Culture (2013) states that the core competence that the learners should have are able to comprehend and apply factual, conceptual, procedural knowledge in science, technology, artistic, cultural, and humaniora with the human knowledge, nationality, political, and related/relevant civilization of phenomenon and occurrence, and also apply the procedural knowledge of specific study area as according to talent and its enthusiasm to solve a problem. The high school learners should also to process natural existence, and present in domain of concret and related/relevant abstraction domain with the development from learned at school self-supportingly, and able to use the method in according to science method. Thus, the Ministry of Education and Culture (2013) also suggests that in learning English, students must be able to master the substances of language, such as vocabulary, spelling, pronunciation, and grammar in which all of these must be taught integratively.

Since there is a high demand in the teaching of English in Senior High school, especially in the writing skill, the teacher can employ several strategies to help students cope their writing problem. Among the many ways, using graphic organizer before writing is highly suggested. Parker (2007:4) states that one way to improve students’ learning performance across the grade level, in a wide range of content areas with a diverse population of students, is using graphic organizers in the classroom. These organizers are referred to as maps because they help ‘map out’ ideas in a visual way. In practicing writing, scaffolding ought to attempt for the struggling writing.

Graphic Organizer

Graphic organizer is one of writing tool in organizing some ideas that helps writer to organize their writing. Parker (2007) states that Graphic organizers are visual representations that help gather and sort information. They help students see patterns and relationships between the given information. With only a few words, concepts are clarified, information and ideas are organized, and complex relationships are shown between the elements. Also, as an added bonus, graphic organizers help teachers figure out how students think. Organizers are referred to as maps because they help “map out” ideas in a visual way. There are various ways to name the graphic organizer, such as semantic maps, webs, concept maps, storymaps, and semantic organizers.
Other examples of commonly used graphic organizers include spider maps, Venn diagrams, T-charts, and KWL charts. Smith & Kay (2013) say that a hamburger graphic organizer is a great way to structure non-fiction writing. Just like a real hamburger, the more condiments and toppings (details), the better the hamburger (writing). In writing, the more details the better the writing.

One type of graphic organizer is hamburger paragraph. This is in line as what has been stated by Dupuis (2012) who say that Good strategy for teaching paragraph writing is through the visual representation of an abstract idea by using hamburger organizer. Students are familiar with hamburgers, so it is an easy analogy for them to understand and remember when they are constructing paragraphs individually.

**Hamburger Paragraph**

The basic theory of paragraph hamburger is a form of paragraph as like as hamburger. Rog & Kropp (2004: 99) say that hamburger paragraph serves as a metaphor, with the top and bottom halves of the bun relating to the opening and closing sentences in the paragraph. The meat and condiments become the details in the middle. Other experts argue that hamburger paragraph can be used not only for writing paragraphs, but also it helps to write an essay.

Hatch & Hatch (2011: 198-200) state that hamburger writing helps writers in organizing the essay. Top bun is the introduction that include the funnel of information that leads to thesis statement. The three meats are the example of the body of paragraphs with each meat represents a separate paragraph in the essay. The lettuce, tomato, and special sauce, just like every hamburger has, are transitions, such as **secondly, finally, another idea, another example, furthermore, and in addition, just to name a few.** Finally, the bottom bun is conclusion. Similarly, Beare (2014) also states that hamburger essay is similar to a hamburger paragraph. A hamburger paragraph is the three main components of a hamburger which consist of a bun (bread) - introduction and topic statement on top, the meat - the supporting arguments for the paragraph, and a bun on the bottom - the conclusion (which restates the topic statement).

Kathryn (2012) states that Hamburger paragraph is a writing strategy that visually shows the outline of a good paragraph. The components of a good paragraph include a topic sentence, detail sentences, and a closing sentence. Each component makes up a piece of "hamburger." She believes that for ESL students and students with special needs showing them a few examples of paragraphs and have them identify the parts can help these students to write.

Gunderson & Scotten (2010: 14) presents a model of “hamburger” scaffolding framework which is considered useful to assist Middle School student in paragraph writing. The scaffold can be used as a pre-writing exercise or an introduction to paragraph writing.

Based on the figure 1, it can be seen that the hamburger contains of three composition for writing. Those are top bun as introduction, lecture and beef as the main of hamburger as supporting details of the composition, and the last the bun of the bottom as conclusion of the composition.

**The Procedure of Using Hamburger Graphic organizer**

To use hamburger in writing, must be follow the instruction. Smith (2014) states two ways to use the hamburger paragraph. Firstly, the writer has to have the big idea. Secondly, before one begins, one needs to write the ideas down to one clear concept that he/she wants to get across in the paragraph. Meanwhile, Reading Rocket (2014) presents different procedures to use the hamburger paragraph. Firstly, the teacher need to discuss the three main components of a paragraph, or story: the introduction (top bun), the internal or supporting information (the filling), the conclusion (bottom bun). Secondly, the teacher can ask students to write a topic sentence that clearly
indicates what the whole paragraph is going to be about. Thirdly, the teacher have students compose several supporting sentences that give more information about the topic. And fourthly, the students are instructed to write a concluding sentence that restates the topic sentence.

The following is the adaptation of her framework for a short composition. In this concept, there are five paragraphs essay built from a hamburger for writing. First, top bun as opening. Second, third, and fourth paragraphs are the body of the essays, and the last is the conclusion. The result model of hamburger paragraphs is described in figure 2.

Mohammed ChengHoo Mosque

Paragraph 1: Clues:
Who came from China?
When did he sail across the overseas?

A long time ago, there was an admiral from China name’s Cheng Hoo. Cheng Hoo was known as Zheng He or Sam Pok Kong. He sailed the overseas on 1404-1443.

Paragraph 2:
Why did he bring ships and soldiers?
What did he do in his expedition?

When he was overseas, he brought 300 ships and two thousands soldiers for his expedition spread widely into South Asia, Southeast Asia, Middle east and Africa. During he was expeditions, he also taught Islam. So, he was a chinese moslem who also spread Islam into his areas of expeditions.

Paragraph 3:
What was his name when he was a child?
Why did he take his father’s name?

When he was a child, he was named Ma Hoo. He was born on 1371 in China. He took his child’s name who came from his father, Ma Ho. Ma came from Mohammed. His father was a Hajj.

Paragraph 4:
Why was he caught by soldiers?
What happened after he was caught?

Yunan soldiers caught Ma Ho because he attacked Yunan for changing position area. He mastered war strategy until he had power for his authorization into many countries.

Paragraph 5:
Who taught him a strategy of a war?
Why did people name mosque in his name?

Ma Ho was a teacher of war strategy for Cheng Hoo then he had a wide power and authorization. Cheng Hoo mosques was built in memorial for Cheng Hoo. The name of the mosque was taken from Mohammed Cheng Hoo as a mark that he once came to Bangil, Kabupaten Pasuruan.

Figure 2. The result model of hamburger paragraphs
In this way, the students were introduced the hamburger strategy applied with hamburger scaffold in which each is combined with diagrams as the clues. The students practiced writing the topic sentence in the top bun by using who and when. They are also introduced with the third clues for the meat of the beef. The students were presented an example how hamburger being worked in filling for the meat or the beef. They were presented the third clues for the second paragraph; why and what. For exploring next meat or beef, the students are presented with clues as model task in completing the grammar in the bracket, such as who and why, for instance Who did his name’s when he was child? The students practiced step by step to organize their writing linked with a picture included the clues for supporting sentences to form a short essay.

CONCLUSION

Graphic organizer helps students writer to organize their thoughts. With the layers resembling the hamburger, the students can picture what is expected from them when they write a composition. However, this type of graphic organizer will not work at its best if the teacher has little knowledge how to use the graphic organizers. Without proper knowledge, graphic organizer would be just a waste of time. However, that case would not happen if the teacher has the ability to prepare the organizer in the classroom.

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