

Enhancing Student's Skill in Writing Descriptive Text Using Hamburger Paragraph Strategy Through Genre-Based Approach

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ABSTRACT

This research aims to improve students' skills in writing descriptive text using Hamburger Paragraph through a Genre Based Approach. This research design is Classroom Action Research conducted at SMA 14 Negeri Semarang in the first semester of the 2023/2024 academic year as the solution step of students difficulties in arranging a proper paragraph of descriptive text. There were five indicators such as content, organization, vocabulary, grammar, and mechanic to measure the learning outcome. The subjects of this research were class X2 students, totaling 36 students. The test was carried out three times during pre-test, cycle, and cycle II. The research instruments used were worksheets and descriptive text writing skills reality, observation guide sheets, and documentation. The data analysis method used is quantitative and qualitative method. Based on the results of class observations, the syntax of GBA could make students actively participated in learning activities. Documentation or portfolio results from the texts produced by students show an increase in the quality of writing as it follows with the pretest, Cycle I, and Cycle II. The test scores increased from 65, 73, and 83 at the end of the second cycle. Thus, the action hypothesis is accepted. It concluded that the use of Hamburger Paragraph through the Genre Based Approach can improve students' skills in writing descriptive text.

Kata Kunci: *Descriptive Text, Hamburger Paragraph, Genre-Based Approach*

1. INTRODUCTION

Writing is a skill that educators need to pay attention to. Because writing skills are not only important for academic success but also for effective communication in a variety of contexts. This Collaborative Classroom Action Research (PTKK) focuses on specific challenges faced in the classroom, namely students' efforts to compose accurate and comprehensive paragraphs in the context of descriptive texts.

The ability to write effectively is a fundamental skill for language development and students' academic achievement. Additionally, writing skills empower them to express their ideas clearly and persuasively. Overcoming these writing challenges is critical to ensuring that students can meet academic standards and engage effectively in written communication.

Researchers found that students had difficulty writing descriptive text, especially when trying to compose well-structured paragraphs. These challenges include issues related to content, sentence structure, and overall paragraph coherence. Hence, the researcher need to provide appropriate treatment to improve their writing skills.

The pre-test results are given at the beginning of the lesson. It gave students sufficient provisions and readiness to study the material provided. Then, the researcher took action to use Hamburger Paragraph *Strategy* (Napitupulu, 2018)(Eviyuliwati & Sarwan, 2018) to improve students' writing skills through the Genre-Based Approach (Khasanah, 2018) syntax as an action step based on stages. (Lail, 2022)(Maulani et al., 2021)(Tuan, 2011) As it been proved by several researcers, GBA is considered suitable to teach and enhance student's

writing skills. Researchers also use digital media to store students' work results via the Google Drive platform. It directs to ensure that students have a portfolio of their work development. karyana(Islami, 2017).

The main aim of this collaborative action research is to improve students' paragraph writing skills in the context of descriptive text. By overcoming these challenges, the research aims to improve students' writing skills in composing descriptive paragraphs.

2. METHODOLOGY OF THE STUDY

Writing Skill

Writing is a skill that can only be acquired by practicing and getting used to writing. The skill requires various processes to finally become something meaningful. Of course, writing is also important in English study. According to Whitaker, (Whitaker, 2009), there are some various goal in writing such as, persuasive, analysis, and informative.

Several factors influence students' writing skills; first, students do not master language components, such as vocabulary, punctuation, phonology, and grammar. Second, students do not want to practice their writing skills. As stated by Brown, (Brown, 2007) *“to make a good writing, a writer has to master the components of language; they are spelling, vocabulary, punctuation and grammar”*.

Hamburger Paragraph

The term "hamburger" refers to a food originating from a city in Germany. The German term "hamburger" means it comes from the city of Hamburg. As a food recipe, hamburgers describe minced beef grilled with a mixture of onions and peppers. Hamburgers are a teaching strategy that helps students' learning process.

The Hamburger Paragraph Strategy can be a powerful starting point for writing in the classroom because it encourages clear, elegant, and brilliant writing. They recommend that the hamburger concept be used in long paragraphs that are very detailed so that it can help students express the main idea that may be hidden amidst the many details. This concept can also

motivate students to produce writing that is as good as a delicious burger. This strategy can stimulate students' thinking when writing paragraphs.

Hamburger Strategy is a pedagogical technique designed to help students grasp the essential building blocks of a paragraph or essay, (Jalil, 2020). It is achieved by likening the elements of an essay to those found in fast food, such as hamburgers. The hamburger metaphor comprises three key components: the top bun, which functions as the introductory section. The patty represents the supporting argument, and the concluding sentence embodied by the final bottom bun, (Amanda Morin, 2013).

Puspitawati (2017) Added that the hamburger paragraph concept visually shows the basic structure of a strong paragraph as a writing strategy. The structure consists of several components, including a topic sentence, a detailed sentence, and a closing sentence. The following steps can be taken to implement the hamburger strategy, as explained below:

1. The teacher explains the three main parts in a paragraph or story.
 - a. The top part serves as an introduction.
 - b. The middle section contains internal details or support.
 - c. The bottom part serves as a conclusion.
2. The teacher asks the students whether a hamburger would be tastier if it added pickles, lettuce, tomato sauce and other condiments.
3. The teacher distributes sheets with pictures of hamburger-shaped graphic organizers.
4. The teacher asks students to write ideas for the opening sentence, and the next two parts to fill in the body of the paragraph and end the paragraph. This will explain clearly what will be discussed in the entire paragraph.
5. The teacher asks students to write several supporting sentences that provide more detailed information about the topic.

Once the hamburger graphic organizer is filled in, it's time to add color to the hamburger paragraph organizer.

Genre Base Approach Procedure

Here is the following steps of GBA:

- Building Knowledge of The Field (BKOF)

Teachers build students' knowledge about descriptive texts. The goal is to remind students about the topics they have studied. The teacher also proposed several language focuses in descriptive text and several characteristics related to descriptive text, such as adjectives, noun phrases, and verbs.

- *Modelling of the Teks (MOT)*

In this stage, the teacher introduces the concept of Hamburger Paragraph media and how to implement it in writing descriptive text.

- *Join Construction of the text (JCOT)*

In this stage students work in groups or pairs consisting of five or six people, because they will discuss in class to explain and describe what they thought. (Vygotsky, 1978) Students can construct their understanding by doing social and collaborative learning.

- *Independent Construction on the field (ICOT)*

The teacher ensures that students understand how to create descriptive text. Students will create descriptions of animals, objects, or people in written form. During this stage, the teacher leads and helps students if they experience problems.

1. Research Method

Action Research aims to study, analyze and overcome deficiencies in the learning process in a systematic and oriented manner. Generally, it is done by conducting two or more cycle which consist of planning, acting or doing, Observing, and reflecting (Kemmis & McTaggart, 1999).

Research Setting

This research conducted with an implementation period of 5 weeks, from 2 August to 5 September 2023 or the beginning of the odd semester of the 2023/2024 academic year. The research subjects were all class X.2 at SMA Negeri 14 Semarang, totaling 36 students.

Data Collection Technique

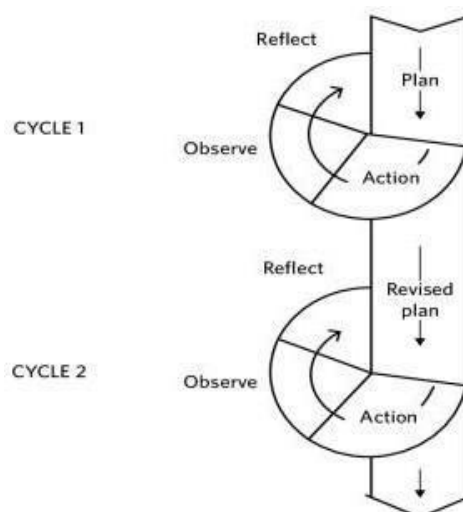
The research was conducted in three different cycles (Pre-cycle, Cycle I, and Cycle II). It aims to obtain research data regarding improving students' writing skills in descriptive text material through a genre-based approach. Action research is considered a form of research that focuses on identifying challenging situations and deliberately seeking solutions to effect positive changes and improvements in addressing these issues, (Burns, 2009).

Figure 1. Learning Cycle of the Action Research

Data collection techniques used are Tests, Observations, and Documentation. Tests are carried out in each cycle, both in pre-cycle, cycle I and cycle II likewise, with observations and documentation carried out in each part of the cycle. The aim is to monitor developments in students' writing abilities. This research was carried out collaboratively with the tutor teacher and model teachers who served as observers.

Figure 1. Learning Cycle based on Kemmis & Mc Taggart

The research began with the pre-cycle stage which was carried out to find



out students' abilities and problems they encountered during learning. Then, it was continued with the next two cycles mutually continuous. Each cycle contains planning activities, implementing actions, and observing and reflecting activities.

Pre-cycle implementation is carried out in the first week. This is done to find out the context of the problem and the follow-up plans that must be taken to

overcome it. At this stage, the author focuses on students' writing abilities. Then, the action was taken by providing treatment in the form of using Hamburger Paragraph Media through the Genre Based Approach (GBA). This learning approach contains Building Knowledge of the Field (BKOF), and Modeling of the Text (MOT). Joint Construction of the Field (JCOT), and Independent Construction of the Field (ICOT).

The researcher uses learning indicators from Cycle I in the form of writing simple written texts describing classmates, briefly and simply according to context. Learning activities in Cycle I were carried out over two meetings. Observations are made during learning by looking at students' responses to the teacher's instructions and questions as well as their interest in learning. After that, students carry out the Cycle I test. The test results are analyzed based on 5 components adapted from (Brown, 2007). The first component is **Content and Organization**, which represents the ideas and details of the writing. Next is **Vocabulary and grammar**, formulated from one of the language features where the present tense is the dominant tense (Derewianka, 1990). The fifth component is **mechanics**, representing the use of verbs, adjectives, adverbial phrases and other mechanics. the results of observations and tests are used as reflection material for the implementation of Cycle II.

The implementation of cycle II was carried out by the results of the reflection in cycle I. The indicators used were still the same. The aim is to improve students' writing skills using Hamburger Paragraph media through a Genre Based Approach. Then, at the end of cycle II, the researcher again conducted a test to check the progress of students' writing skills.

The data obtained from this research is regarding how to use the Hamburger Paragraph strategy in English Learning and the results of students' writing according to the observation made during the learning process, and field notes used by researchers to record other findings that are not on the observation sheet, related to student

activities during learning. Test is used to collect data on students' writing scores. Meanwhile, the instruments used by researchers to collect the desired data are observation sheets, field notes, and tests.

Data Analysis

According to (Miles, M. B., & Huberman, 1994), the process of data analysis comprises three fundamental components: data reduction, data presentation, and the formulation of conclusions. Data analysis is a systematic approach to organizing and presenting information obtained from sources such as notes, interviews, and collected materials to effectively communicate it. This procedure involves tasks like summarizing, selecting, and concentrating on the pertinent data found in observational guides, field notes, and transcriptions. Here is the following steps:

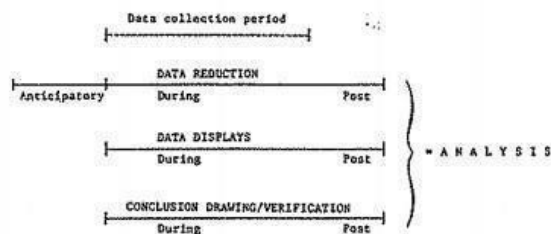


Figure 1 Steps of Data Analysis

2. Findings and Result

In this section, the researcher presents the results of research conducted on class X-2 students at SMAN 14 Semarang to answer the problems mentioned in the first chapter. This research aims to prove whether Hamburger Paragraph can improve students' writing skills or not. The researcher was accompanied by two collaborators (the English teacher for class X-2 SMAN 14 Semarang and colleagues).

Pra Siklus

a. Plan

The teacher prepares learning tools starting from modules, teaching materials, and teaching media that used before carrying out the lesson. The first-week meeting was conducted on August 1st, 2023. The teacher takes diagnostic assessments,

both cognitive and non-cognitive (regarding learning styles), for students as data. It was used for consideration in preparing action plans for the next meeting. Apart from that, teachers also take the opportunity to get to know each other's students to establish good bonds. Students were involved in creating the learning contract, which was used as a data-base in implementing learning activities. So, the hope is to create a good and conducive learning environment so that the learning process runs safely and comfortably.

b. Do/Action

By GBA syntax, teachers build students' understanding through stages (BKOF). The teacher presents material from modules and examples on the internet regarding descriptive text. Then, students were asked to listen to build their understanding of the material presented. Next, the teacher explains what needs to be considered when writing descriptive text (MOT). Students were invited to express their opinions regarding descriptive texts and ask questions about things that were not clear to understand. After that, the teacher divides students into several groups to analyze and work on questions through LKPD, which contains linguistic elements of descriptive text (JCOT).

c. Observation

At the end of the meeting, the teacher asks students to try writing descriptive texts on themes that interest them. Students can use digital dictionaries to help look for words they don't yet understand (ICOT). Then, the teacher closes the lesson with reflection to determine the follow-up actions that must be taken at the next meeting.

In measuring students' ability to write descriptive text, researchers used a pretest before being given action using Hamburger Paragraph

Media. The pretest was held on August 1, 2023. Students were asked to write a simple paragraph about things they like most, such as certain people, pets, objects, or places. During the test, students were allowed to use a digital dictionary. The purpose of the pretest is to determine students' initial abilities in writing descriptive text before being given action. The results of the students' pre-test can be seen in the following table:

Tabel 1. Pretest Score

Rata - Rata	65,33
N < KKM	26,40
N > KKM	9,60
% N < KKM	73%
% N > KKM	27%

Based on the data obtained, 13 students scored less than the standard of completion in the Content aspect, 31 students in the Organization aspect, 28 students in the Vocabulary aspect, 26 students in the Grammar aspect, and 34 students in the Mechanic aspect. The lowest score obtained by students was 50 and the highest score was only 78. As many as 73% of students experienced difficulty in composing descriptive text which recorded an average score of 65.33 at the end of the pre-test. Hence, treatment needs to be done to improve their writing skills.

In its implementation, the activity begins with students going through the process of building an understanding of descriptive text material. The teacher has explained the social function of descriptive text, its linguistic elements, and the structure of the text used in writing before finally the students are asked to independently create descriptive text based on themes that suit their interests. The teacher has also invited students to identify examples of descriptive texts and then discuss them with classmates so that their understanding points of view become deeper and more varied. However,

the results obtained were not in line with what was expected.

This observation was taken based on the theory of students' interconnectedness in learning, the indicators of which were formulated based on the opinions of several experts. Based on observations made by colleagues, students are actively involved in learning. Students are conducive during learning and maintain good communication with teachers and friends. Students are also enthusiastic about making their assignments and writing descriptive text ideas.

d. Reflecting

Many students have difficulty determining the proper diction, and some are still confused about the difference between descriptive and report text. Therefore, some students accidentally write report texts. So, special treatment needs to be carried out to improve students' writing skills so that they can write descriptive texts that comply with the rules and grammar of the language.

Cycle I

a. Plan

The teacher prepares learning tools starting from modules, teaching materials, and teaching media that used before carrying out the lesson. The first cycle was conducted on 8th and 22nd August 2023. If referring to the Pre-Test, the teacher finds that it is necessary to provide a more mature understanding of how to write descriptive text that is in accordance with linguistic rules and its function. It is related to the concept of teaching at the right level. Hence, students expected to be able to produce a descriptive text, both verbal and written, that can be used in everyday life.

b. Do/Action

Learning begins with the BKOF stage to increase students' understanding of descriptive text. The teacher presents examples of

other texts, and students experience reading and viewing learning sessions to analyze various examples of descriptive texts from several existing themes. Then, it continues with conveying the concept of Hamburger Paragraph to help them in writing a good and correct descriptive text. At this MOT stage, several students expressed their views regarding the concept of hamburger media and asked for confirmation of their understanding.

In the next activity, the teacher divides students into six groups to work together in creating descriptive text works using Hamburger Paragraph (JCOT) media. The teacher has provided a printout in the form of a picture of a Hamburger, which they can paste on a piece of cardboard. Then, students write several ideas, which later would be developed into sentences in descriptive text. In this section, the teacher guided students in compiling text as the Hamburger Paragraph concept. Next, the teacher asks the groups to present the results of their work and allows other groups to provide questions or input regarding the results of their work.

At the end of the lesson, students and the teacher had an evaluation of their work. The learning activity continued with students creating individual descriptive texts. They utilized a platform called Canva.com platform. The teacher has prepared a template that students might want to use or edit by themselves. The results of their work are then uploaded to a Google Drive link that has been prepared specifically for this individual assignment. The results of this data can be seen in the table below:

Tabel 2. Cycle I Score

Rata – Rata	73,89
N < KKM	16,60
N > KKM	19,40
% N < KKM	46%
% N > KKM	54%

Based on the data obtained, there was an increase from thirteen students to only ten who scored less than the standard of completion in the Content aspect, 31 to 18 students in the Organization aspect, 28 to 15 students in the Vocabulary aspect, 26 to 13 students in the Grammar aspect, and 34 to 27 students in the Mechanic aspect. The lowest score obtained by students was 60, and the highest score was 88. There were still 46% of students who experienced difficulty in compiling descriptive texts even though they had recorded an average score of 73.89 at the end of cycle I.

c. Observation

Based on observations made by colleagues, students are actively involved in learning. Students are conducive during learning and maintain good communication with teachers and friends. Students are also enthusiastic about making their assignments and writing descriptive text ideas. Some even intensely ask about concepts that they are still confused about and actively try to make efforts to improve the results of their assignments.

d. Reflecting

Teachers still find that some students have not included their paragraph construction ideas in their worksheets. Apart from that, some of them also still have difficulty adjusting the layout and research neatly both technically (writing mechanics) and text structure. So it is necessary to carry out more treatment to improve their writing skills.

Cycle II

a. Plan

The teacher prepares learning tools starting from modules, teaching materials, and teaching media before carrying out the lesson on August 29 and September 5, 2023. As reflected in previous observations, students need treatment to improve their descriptive text writing skills. The

teacher prepared a realia with the Hamburger Paragraph concept using paper media for group assignments and organized a digital platform template via Canva.com for individual student assignments.

b. Do/Action

At this meeting, the teacher did not carry out the JCOT stage, because the first hour of learning was used to work on PSB (Joint Summative Assessment) questions as students regarding descriptive text. The teacher presents examples of other texts and students experience reading and viewing learning sessions to analyze various examples of descriptive texts from several existing themes. Then, it continues with conveying the concept of the Hamburger Paragraph to help them in writing good and correct descriptive text. At this MOT stage, the teacher shows where the students made mistakes in the hamburger media and provides an evaluation for their improvement.

In the next activity, the teacher immediately allows students to create descriptive text using the same media and is allowed to use the same template again but with a different theme. Previously, students created descriptive text with the theme "Describing Classmate" in cycle I, then created descriptive text with the theme "Describing Idol" in cycle II.

At the end of the lesson, students and teachers evaluate their second work again and the following are the results obtained:

Tabel 3. Cycle II Score

Rata - Rata	83,89
N < KKM	2,40
N > KKM	33,60
% N < KKM	7%
% N > KKM	93%

Based on the data obtained, there was an increase so that there were no students who scored less than the standard of completion in the Content aspect, 18 became 4 students in the Organization aspect, 15 became only 1 student in the Vocabulary aspect, 13 became 4 students in the Grammar, and 27 to 3 students in the Mechanic aspect. The lowest score obtained by students was 60 and the highest score was 88.

c. Observation

Based on observations made by colleagues, students are actively involved in learning. Students are conducive during learning and maintain good communication with teachers and friends. Students are also enthusiastic about making their assignments and writing descriptive text ideas. Furthermore, some students were courage to text the teacher and asked some suggestion about their work. Overall, at this stage, students succeeded in achieving significant progress in writing descriptive texts independently.

d. Reflecting

In this second cycle, three students still experienced difficulties in several aspects of the criteria for writing descriptive text. However, in the final figures, the three students have scored above the KKM. Accordingly, the teacher felt that it was sufficient to provide treatment because the students had recorded an average score of 83.89 at the end of cycle II. Most students have included details/ideas and adapted them according to the analogy of the ingredients of each component of a

hamburger. In terms of language features, it is also good and the meaning can be easily understood. So, treatment is no longer needed to improve their writing skills.

3. RESULT AND DISCUSSION

The implementation of GBA indeed might be different in the result based on the environment and classroom performance. What the researcher found in this case has its dynamic. By the start of the lesson, students were not able to make a descriptive text. They struggled to deliver ideas and develop them into complete sentences. Even some of them were misleading to arrange the other kind of text besides descriptive.

Then, the teacher decided to use the hamburger paragraph strategy and implemented a genre-based approach learning model as the proper action to answer the challenge. As the following result, the student got some enhancement in their writing performance. Hamburger strategy might be to deliver the concept of writing a descriptive clearly so that the students understand what they should do. Furthermore, through Genre-Based Approach, they found some references that could be utilized as a source to generate ideas. They also could experience working in a group. Hence, it makes them get information from different points of view that is important for them to construct knowledge. In addition, the teacher also gives some feedback that gives them opportunity to evaluate their assignment.

However, the learning run dynamic and students improved a lot in terms of writing the descriptive text. Even though, the learning should be conducted in three cycles to make their improvement matter.

No.	Aspect of writing	Score	Criteria
1.	Content	5 4 3 2 1	<ul style="list-style-type: none"> ● Complete, provide complete supporting details, relevant and easy to understand. ● Complete, provide almost complete supporting details, relevant to the text and easy to understand. ● Complete, provide fairly complete supporting details, relevant to the text and easy to understand. ● Complete, provide less complete supporting details, relevant to the text and little bit easy to understand. ● Not complete, quite relevant the topic and quite easy to understand.
2.	Organization	5 4 3 2 1	<ul style="list-style-type: none"> ● Well organized and utilized effective use of connector. ● Fairly well organize and utilize effective use of connector. ● Loosely organized, main clear idea logical but complete connector. ● Not quite organized and lack of connector. ● Lack of organized and does not utilized any connector.
3.	Vocabulary	5 4 3 2 1	<ul style="list-style-type: none"> ● Effective choice of words and words forms. ● Effective choice of words and some misuse words forms. ● Adequate choice of words but some misuse words forms. ● Limited range, confusing use words and words ● Very limited range, very poor knowledge of words and words forms.
4.	Grammar	5 4 3 2 1	<ul style="list-style-type: none"> ● No errors in the use of grammar, pronoun and other aspect of grammar. Few errors in use of grammar, pronoun and other aspect of grammar. ● Some errors in the use of grammar, pronoun and other aspect of grammar. ● Many errors in the use of grammar, pronoun and other aspect of grammar. ● No mastery of grammar, pronoun and other aspect of grammar. ● Dominated by errors in the use of grammar, pronoun and other aspect of grammar.
5.	Mechanics	5 4 3 2 1	<ul style="list-style-type: none"> ● Mastery of spelling, punctuation and capitalization. ● Few errors in spelling, punctuation and capitalization. ● Fair number of spelling, punctuation and capitalization. ● Frequent error in mastery of spelling, punctuation and capitalization. ● No control over mastery of spelling, punctuation and capitalization.

Tabel 5. Students Writing Achievements

Components	C	O	V	G	M	$n \bar{x}$
<i>n</i> Tes Awal	72,78	62,78	64,44	65,56	61,11	65,33
<i>n</i> Siklus I	79,44	70,56	75,00	78,89	65,56	73,89
<i>n</i> Siklus II	72,78	62,78	64,44	65,56	61,11	65,33

3. Conclusion

Based on data analysis at the pre-cycle, cycle I, and cycle II stages, it stated that the writing ability of the class is proven enhanced by the average value. Starting from pre-cycle, the average score in the pre-test was 65.33. Then it increased to 73.89 in cycle I, and further increased to 83.89 in cycle II. The five indicators found that most students able to create a proper descriptive text. We can see in the attached data that students finally could make some improvements on every aspects. Hence, using the Hamburger Paragraph strategy through Genre Based Approach learning can improve students' writing skills.

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