

IMPROVING STUDENTS' WRITING ACHIEVEMENT BY USING SANDWICH PARAGRAPH STRATEGY

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Abstract: Writing is important skill that should be taught. However, many students reluctant to do writing activities. Sandwich Paragraph Strategy is one of strategies that can be used to overcome students' problems in writing. The purpose of this study was to find out whether or not there was a significant difference in writing achievement between the students who were taught through Sandwich Paragraph strategy and that of those who were not. Quasi-experimental method was used in this study. The participants of this study were the eighth grade students of SMPN 2 Teluk Gelam. Purposive sampling technique was used to select the sample. T-test was used to calculate the data. Based on the result, it was found that t-obtained (4.002) was higher than t-table (2.003). It meant that there was a significant difference in writing achievement between the students who were taught through Sandwich Paragraph Strategy and that of those who were not. Thus, Sandwich Paragraph Strategy could improve students' writing achievement.

Keywords: writing, sandwich paragraph strategy

INTRODUCTION

Writing is important skill that communicating, especially in allow students to express ideas, educational settings. Elashri (2013, information and knowledge in a p.3) clarify that writing is one of the piece of paper. Students can write most important skill in English as their feeling and thoughts as a part of EFL. It allows writers to explore communication. According to thoughts and ideas, and make them Hosseini et al (2013, p.10), writing visible and concrete, encourages skills are the primary tools for thinking and learning, motivates

communication and makes thought available for reflection.

Nevertheless, writing is not easy activity. It is considered complex and difficult skill. It is caused by the complexity of aspects that involves in writing such as content, organization, vocabulary, languages dan mechanics (Agesta, 2017, p.1). Irawansyah (2016, p.76) stated that the students underwent some problems in writing such as the number of paragraph in a piece of writing is shorter, the number of sentences were not adequate to support main idea in each paragraph in their writing, difficulties to unify each of paragraph relevance to the title and many grammatical mistakes.

In addition, Adas and Bakir (2013, p.255) clarify that there are seven causes of writing problems: the lack of motivation, or the

teacher's interest, limited vocabulary, English language learners do not use invited spelling and their written texts are restricted to words which they know. The present tense and the only tense used in their writing, the students' writing is difficult to understand because of the ill-structured sentences in composition; the students more unwilling to share their work with other students and they do not get the suitable feedback, when the learners read their writing aloud, they could not distinguish whether what they read or write is right or wrong. Moreover, Milarisa (2019, p.122), states that basically writing skills are activities that tend to be monotonous and reluctant for students, especially if they have to do something themselves, without discussion of

partners who can be invited to exchange ideas.

From those problems, teacher should have a strategy which can assist the students in getting the ideas to write. There are many strategies to develop students' writing skill. One of them is Sandwich Paragraph Strategy. According to Kokemuller (2001, p.1), sandwich paragraph strategy is a common strategy that can be used to construct paragraph within a paper and prepare the elements of a particular paragraph. This strategy can help students to write a focus and clear paragraph because it follows the regular paragraph pattern: The introduction-supporting details-conclusion pattern, the top bun: it represents the topic sentence of the graph. This sentence introduces an overall idea that will be discussed in the

paragraph. The middle dection: the middle part gives reasons, details, and explanations, and so on, to support the main topic sentence. The bottom bun: it represents the conclusion sentence of the paragraph.

Purcell in Roza (2013, p.4) states that the sandwich strategy is a writing strategy that is effective to help students in writing essay or paragraph. Beside, the students can learn how to create fantastic paragraph with a good idea. In teaching writing, the teacher can give a topic to write a paragraph. Then, the students can think wonderful ideas and they can create a good paragraph. The most important point, students know step to write a paragraph.

Based on the problem above, the objective of this study was to find

out whether or not there was a significant difference in writing achievement between the students who were taught through Sandwich Paragraph strategy and that of those who were not.

METHODOLOGY

Quasi-experimental method was used in this study. The population of the study were all the eighth-grade students of SMPN 2 Teluk Gelam. In this study, the researcher used purposive sampling method in selecting the sample. The sample students were taken based on some criteria such as having the same total number of students and being taught by the same teacher of English. Therefore, the sample were classes VIII.B and VIII.C. As the result, VIII.B was selected as

experimental group and VIII.C was control group.

Based on Purcell in Roza (2013, p.5), Sandwich Paragraph Strategy consists of five steps. First, the teacher shows the kind of sandwich you are going to make by illustrating on the board. Second, the teacher gives an example of paragraph that like a sandwich. Third, the teacher explains the ingredients of sandwich which are needed to make it taste good or to write a good paragraph. The ingredients of a sandwich like a supporting details in a paragraph and also give the topic. After that, the teacher asks students to write a topic sentence on the first piece of bread, think supporting detail sentences together. Then the teacher asks students to write a closing sentence on the bottom piece of bread. Finally,

the teacher gives the student time to create their paragraph like a sandwich into a paper with used correct form. It is clear that sandwich paragraph strategy gets students easy to make good paragraph writing and gives the students a new strategy of making a work of writing.

The data were gained by written test that consisted of five topics and students chose one topic then they wrote a recount text. Content validity was used. Inter-rater reliability was used. In analyzing the data, t-test was used. To analyze the data within the groups, the paired sample t-test was used. To analyze the data between the groups (experimental and control groups), independent sample t-test was used in order to find out whether or not there was a significant difference in

writing achievement between the groups.

RESULTS AND DISCUSSION

The result of experimental group showed that the mean score of pretest before giving treatment in experimental group was 59.35 and the mean score of posttest after giving treatment in experimental group was 73.71. Based on the result of the paired sample t-test in the experimental group, it was found that the difference between the mean score of pretest and posttest was 14.35 with t_{obtained} (16.39) was higher than t_{table} (2.04). It meant that students who were taught using Sandwich paragraph Strategy could improve their writing achievement. Sandwich paragraph Strategy was a new method for students. Students had a chance to involve in writing

process and directly practiced to write.

Furthermore, there was significant difference in students writing achievement in control group. The mean score of pretest before giving treatment in control group was 57.31 and the mean score of posttest after giving treatment in control group was 66.04. Based on the result of the paired sample t-test in the control group, it was found that the difference between the mean score of pretest and posttest was 8.72 with t_{obtained} (10.89) was higher than t_{table} (2.04). It showed that the students who were taught by conventional method could improve their achievement in writing recount text. It could improve because the students had known and studied writing recount text and students usually studied writing by

lecturing. Therefore, the students could write the recount text extensively.

Table 1
Summary Statistic of Paired and Independent Samples t-test in the Experimental and Control Groups

Pretest		Posttest		Pre and Posttests Exp within		Pre and Posttests Cont within		Mean difference Posttests between Exp and Cont	T-Value Posttest between Exp and Cont
Mean Exp	Mea Con	Mean Exp	Mea Con	Mean difference	SD	Mean difference	SD		
59.35	57.31	73.71	66.04	14.35	4.87	8.72	4.46	7.66	4.00

Based on the result of independent sample t-test in which the results of the posttests between the experimental and control groups were compared, it was found that t_{obtained} (4.00) was higher than t_{table} (2.00). It meant that null hypothesis (H_0) was rejected and consequently the alternative hypothesis (H_a) was accepted. In other words, there was a significant difference in writing achievement between students who were taught through Sandwich

Paragraph Strategy and that of those who were not.

The Sandwich Paragraph Strategy could help students to learn and to write a complete paragraph with a topic sentence. Through this strategy students would be easy to remember all steps in writing activities. It was also very helpful in composing student's ideas into paragraph because this strategy provided the top slice of bread (topic sentence), body of ingredients (details/supporting), and bottom slice of bread (conclusion sentence).

In addition, Sandwich Paragraph Strategy helped students to create a good paragraph. Students also could develop a paragraph with clearly ideas. Hence, Sandwich Paragraph Strategy could improve students' writing achievement.

CONCLUSION

Based on the analysis of the data, it was found that $t_{obtained}$ (4.00) was higher than t_{table} (2.00). It meant that there was a significant difference in writing achievement between the students who were taught through Sandwich Paragraph Strategy and that of those who were not. By using Sandwich strategy, students could write a good paragraph. In conclusion, Sandwich Paragraph Strategy helped students to create a coherence and unity paragraph.

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