

## **ODOS (ONE DAY ONE STORY): A CREATIVE SOLUTION TO STIMULATE STUDENTS' WRITING SKILL IN ENGLISH (A CASE STUDY ON FACULTY OF LANGUAGES AND ARTS OF SEMARANG STATE UNIVERSITY'S STUDENTS)**

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### **Abstract**

This paper showed the role of ODOS's model in increasing writing skill of students in English. This model stimulates students to write productively every day. This is also as a way to solve literacy problem in students' life. English is chosen as the language used because it is needed in the modern era. Most of students believed that writing something in English is a difficult thing. However, it can be handled by having good habit in writing. The object of this study is some students on Faculty of Languages and Arts of Semarang State University. The object is needed to test the role of ODOS's model. Data is collected by doing observation and interview as a primary data, and by internet research and other sources which are relevant as a secondary data. Data is analyzed by using descriptive qualitative method. The result of the study is; students give good response for ODOS's model in increasing their writing skill in English.

**Keywords:** ODOS's model, Students, Writing Skill in English

### **1. INTRODUCTION**

Schultz (2011, p. 13) mentioned that "English is the most language spoken throughout the world." With the acceleration of globalization in the world, the mastery of English has proven to be a prerequisite to success in the new global marketplace as well as in scientific research and technology. In line with that statement, nowadays, English has become a familiar thing in the society. Many books, articles, journals, pamphlets, and others information media are written in English. That is why English has significant role as communication media. Nonetheless, the fact showed that learning English is not an easy thing. There are four skills that should be mastered; reading, listening, speaking, and writing. Those skills are really important to have for English learners.

To declare which one is the most difficult from those skills is relative. This happens because each person has different perspective, capability, and capacity in learning language. Yet, there are many experts believed that writing is the most difficult skill in learning English. That is so because learners have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in L2 successfully in a certain text type (Badger & White 2000). Moreover, writing requires writers or learners to have a great deal of lexical and syntactic knowledge as well as principles of organization in L2 to produce a good writing (Tangpermpoon, 2008). Based those statements, it means that there is no doubt that "writing is considered as the most difficult skill for L2 learners to master" (Richards 2002, p.303).

Bram (1995, p. 62) mentioned that "there are some factors that can influence students' writing skill: 1) limited vocabulary, 2) difficulty in organizing to write about something, 3) no motivation to write, and 4) lack of confidence in grammar." In line with that statement, the writers believed that almost all university students agreed with that.

Actually, there are many kinds of writing in university's life. According to Oshima and Hogue (2006, p. 3), "a kind of writing for college or university, it is called an academic writing." They argue that academic writing is different from other kinds of writing in several ways, for instance; personal writing, literary writing, journalistic writing, business writing, etc. In principle, writing means try to produce or reproduce written message (Barli Bram, 1995). According to that statement, it means that writing is as a communication media. Yet, communication through the written word needs real proficiency from the writer in order to be effective, and the meaning or the idea can be delivered clearly to the readers. As a result, many university students believed that writing in English is strongly difficult. Whereas, in real life after graduation, writing skill is needed for applying a job or scholarship, as stated by Swales & Feak (2004, p. 7) mention that "graduate students face a variety of writing task as they work toward their chosen degree". According to the problems above, the writers are interested in doing a research related to writing skills. The writers also wanted to know about university students' perception about writing in English. Thus, this research was employed to provide a creative solution to stimulate students' writing skill in English by using ODOS (One Day One Story) as one sample of the implementation of Contextual Teaching and Learning in English writing skill. Johnson (2002, p.25) defines CTL as follows:

*"CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances."*

According to Berns and Errickson (2001, p. 3) stated that "Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to students' lives as family members, citizens, and workers and engage in the hard work that learning requires." Meanwhile, The Washington Stated Consortium for Contextual Teaching and Learning, as Williams (1999, p. 190) formulated the definition of CTL as follows:

*Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in-school and out-of school settings in order to solve the stimulated or real-world problems.*

Based on those three statements, the writers concluded that for teaching writing skill, teacher or lecture should have a strategy to motivate and to inspire students for writing productively. It is in line with the statement of Leki (1991, p. 23), that "the teachers must have strategy to make the students master genre in writing the second language should consider some aspects, such as the structure and organization."

In this research, the writers will focus on explaining ODOS's model and getting university students' perception of ODOS's model in stimulating their writing skill in English.

## **2. RESEARCH METHOD**

This research was a descriptive qualitative research. Moleong (2010, p. 6) stated that "qualitative study is a study which has the goal to understand the subject of the study in the descriptive way." According to Mujiyanto (2011, p. 23), "qualitative approach tried to reveal the phenomenon comprehensively and appropriately with the context through the natural data collection, employing the researcher as key instrument of the study." In line with Arikunto (2006, p. 343), "drawing a conclusion in qualitative study can be done by comparing data with the certain given criteria such as equal, less equal and unequal." In addition, the data of qualitative study can be analyzed through simple statistical analysis.

The object of this study is some of university students on faculty of language and arts of Semarang state university. The object is needed to test the role of ODOS. For selecting the sample, the writers use purposive sampling technique. "Purposive sampling techniques involve selecting certain unit or cases based on a specific purpose rather than randomly" (Tashakkori & Teddlie, 2003, p. 713). University students of faculty of languages and arts of Semarang state university were decided as the object of this study. It was decided so that the sample of students would not very small or very large to analyze. A total of 20 students were chosen among four departments on faculty of languages and arts; English language and literature department, Indonesian language and literature department, Javanese language and literature department, and foreign language and literature department. The students were labeled from object A to object D. The decision of taking 20 students from four departments as the sample size was taken because of the limited time and resources of the study.

Data is divided into two; primary data and secondary data. The primary data was taken from the result of observation and depth interview with some of university students on faculty of languages and arts of Semarang state university. The secondary data was taken from journals, books, articles, and other sources which were relevant to this study. Here are the steps of data collection that were done; 1) introducing ODOS's model, 2) implementing ODOS's model for two weeks, 3) controlling and evaluating the implementation of ODOS's model; by giving a questionnaire and depth interview, 4) classifying the data, 5) analyzing the data, and 6) making a conclusion of the study.

Data is analyzed by doing these steps; 1) data is transformed into table form, 2) each data is calculated (agree or disagree), 3) data is counted by using this simple formula below

$$\text{Percentage} = \frac{\text{the total of agree/disagree choice}}{\text{total of object of study}} \times 100\%$$

### 3. FINDINGS AND DISCUSSION

#### 3.1 Writing Skill

Writing skill is one of four skills that should be mastered by the language learners, include English. Writing becomes the most difficult one because writers or learners have to have a great deal of lexical and syntactic knowledge as well as principles of organization in L2 to produce a good writing (Tangpermpoon, p. 2008). Based on that statement, it means that to be master in writing, the learners should have to know much about language and its principles. That is why many people believed that being master in English writing skill is so prestigious.

##### 3.1.1 Identification of the Problem

This research was started by giving questionnaire and making depth interview with the object of the study. Those two data collection methods used to get information about the importance of writing English, the problems that usually students face in writing English, and the solution to solve the problems of writing.

The writers divided the problems into several categories:

Table 1. The problems Found in the Field

No.	Categories	Problems
1.	Grammar	<ul style="list-style-type: none"> <li>The students still confused using proper formula when writing English.</li> </ul>
2.	Motivation	<ul style="list-style-type: none"> <li>The students from English language and literature department seem to have high motivation in writing English, because they have to write final project in English. Sometimes, they are not confident with their writing.</li> <li>The students from another department seem to have high motivation in writing English. It can be seen from the answers of the questionnaire and interview, but they are looking for the solution to write English that do not make them bored.</li> </ul>
3.	Writing Habit	<ul style="list-style-type: none"> <li>The students stop to write when they get wring block.</li> </ul>

### 3.1.2 Determining Action to Solve Problems

In relation to those problems above, the writers use ODOS model as creative solution to solve those problems. The writers planned some actions as follows:

- Using ODOS model to stimulate students' writing skill in English and to improve students writing ability.
- Applying ODOS model for two weeks.

### 3.2 ODOS Mechanism

ODOS (One Day One Story) is one sample model of the implementation of Contextual Teaching and Learning (CTL) in English. This model gives creative solution to stimulate students' writing skill in English, because students have a freedom to write anything based on the reality in their real life. For the implementation, ODOS has regulations. They are:

- Students should register themselves.
- Students will be divided into several groups/classes and each group/class has a mentor.
- Registered students should write one story per day about everything related to their real life in English with no limitation for the length of the story.
- Students should post their story on their social media after finish writing.
- Students report to their own mentor.
- Students will get feedback from their own mentor.

The regulation above was given to the object of the study for more than two weeks. Below is the list of object study members of this research.

Table 2. Members Group

No.	Group A	Group B	Group C	Group D
1.	Elvita	Riko	Eka	Wildan
2.	Sindu	Anita	Basith	Susi
3.	Lintang	Riyadi	Ulfa	Intan
4.	Nining	Ayu	Yuli	Sri
5.	Eni	Alifah	Nuri	Chanifah

### 3.2.1 The Implementation of ODOS as Contextual Teaching and Learning in English Writing Skill

Writing in English is something important but challenging for university students, especially for those are not coming from English department. In the modern era, English skill is needed. As the consequence, students have to able to write, speak, and use English as well. Most of them, sometimes, go to take extra courses or study individually to be master in English.

But then, to be master in writing skill, every individual has own strategy to produce good writing. After the writers applied ODOS model for the object of the study, good responses came. Below is the result of the study.

Table 3. Result of the Study

No.	Group A		Group B		Group C		Group D	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1.	4 0,8%	1 0,2%	3 0,6%	2 0,4%	3 0,6%	2 0,4%	4 0,8%	1 0,2%

The data above has been counted by using simple formula as mentioned before. From those data, it can be concluded that members from Group A and Group D have same perception to ODOS model, while Group B and Group C also have same perception of this model. Not to mentioned, by seeing those data, university students who become the object of the study believed that ODOS model has good contribution and succeed in giving good stimulation to increase their writing skill in English. As a result, they also give good response for the implementation of this model.

#### Note:

- Group A : Students from English Language and Literature Department
- Group B : Students from Indonesian Language and Literature Department
- Group C : Students from Javanese Language and Literature Department
- Group D : Students from Foreign Language and Literature Department

## 4. CONCLUSION

The writers implemented ODOS's model for more than two weeks after giving the questioner, doing observation, and having depth interview to the objects of the study. The significant result of the study are: 1) ODOS model gives good contribution for the students to increase their writing skill in English, and 2) students believed that ODOS model is interesting to be implemented, so they give good response to this model.

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