

ARTICLE

**CDO STRATEGY IMPLEMENTED IN TEACHING WRITING SKILL ON
DESCRIPTIVE TEXT IN TENTH GRADE STUDENTS AT SENIOR
HIGH SCHOOL 6 KEDIRI**



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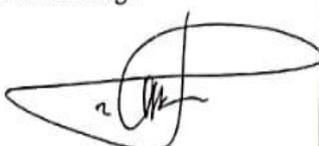
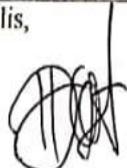
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ABSTRACT

The writer implemented the CDO strategy in order to make the students' writing ability increased. The aims of this research were to know the students' writing ability before using CDO (Compare, Diagnose, Operate) strategy. This research used quantitative approach. Pre-experimental was chosen by the writer in the form of pretest, treatment, and posttest design. Subject of the research was the tenth grade students of SMAN 6 Kediri, and the sample was X IIS 2 which consists of 18 female students and 18 male students. The writer conducted two meetings and technique analyzing pretest and posttest was used formula of T-test calculated by SPSS v.23. The result of this research showed that the total mean score of posttest was (69.1) and the total mean score of pretest was (54). It means that total mean score of posttest was higher than pretest. T-score was showed in the report of t-test (10.0003). And t-table in the level of significance 5% (2.045). It can be seen that t-test was higher than t-table. In conclusion, there were significant effect when CDO strategy was implemented in teaching writing especially descriptive text. In addition, CDO strategy could be applied to accomplish the goal of teaching writing.

Keywords: CDO strategy, Descriptive Text, Teaching Writing

I. INTRODUCTION

Writing is one of the ways to express or transfer thoughts, ideas, and writer's feelings to the other people. Brown (2004: 218-246) explains that among the language skills, writing is the most complicated and the most difficult skill. In writing, ideas are formed in series of sentences that are related to each other so the information can be comprehended or

connected. Because writing is the most complicated skill than others which learning to write or to explain some ideas need time, appropriate of choosing the words, and concentration. Writing need to concern about the rules or the structure such as grammar, organization, punctuation, and etc..

According to the Zemach and Rumisek (2005: 54), the teaching of

writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. So, the students should master the writing skill eventhough it is difficult than other skills, because writing writing can be a way to keep communication between the other students and also the students can construct the paragraph appropriately.

Based on curriculum of Senior High School which recommended by the government there are Narrative text, Recount text, Report text, and Descriptive text. Descriptive text is the text which describes something, someone, situation, and etc. or about the way to describe persons, places, or things appear. Description is about sensory experience, how to something looks, sounds, tastes (Kane 2000: 352). It means that descriptive text is a text which describes a particular person, place, thing, or feeling.

In fact, The students' skills in writing are still far from what is being expected. Many students still have not been able to create a good and meaningful when they write something. And for those problems, the result of teaching writing at

schools or university is not yet satisfactory. The condition about some problems was found in the Tenth Grade Students at Senior High School 6 Kediri. Students are not clearly understands what the descriptive text is. Students can't express their ideas and thought in a good writing, they made mistakes in their writing on language use, They are also lacked of vocabularies. Not only the problems faced by the student, but also the problems in teaching and learning process. The students felt bored when learning process, they can't express their idea in the written form.

To solve the students' problems in the Tenth Grade Students at Senior High School 6 Kediri, the teacher should use interesting technique, strategy and method to produce and develop the learners who have ability in writing skill. By representing CDO (Compare, Diagnose, Operate) strategy teachers may be able to assist the students to write and improve their own narrative writing (Siregar, 2013). By using this strategy, the students will able to revise their writing and solve their problem.

The CDO procedure has made a significant difference in the number and quality of revisions in students' stories and essays (De La Paz et al., 1998; Graham, 1997; Scardamalia & Bereiter, 1983).

Based on the explanation above, CDO (Compare, Diagnose, Operate) strategy not only can stimulate students' ideas, but also the self-awareness of student about the errors. The CDO (Compare,Diagnose, Operate) strategy can enhance them to construct a good paragraph in their writing text.

II. METHOD

There are two variables in this research, independent variable and dependent variable. The independent variable on this research is CDO (Compare, Diagnose, Operate) strategy and dependent variable is the students' writing ability. Independent variable of this research is CDO (Compare, Diagnose, Operate) strategy. The writer used experimental research, it means that the research concern about the effect of one variable to the other variable. In line with Ary, Jacobs, Sorensen, and Razavieh (2010:26) explain that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable.

This research is conducted by using quantitative research approach. As a result the research design maximize objectivity by using numbers, statistics, structure, and control." Mc.Millan & Schumacher (2006: 23). It means that quantitative approach is

approach that can be used to observe the population and sample, from those the writer can collect the information or collect the data.

The researcher took one class as a sample that is X IIS 2 which consist of 30 students. In collecting data, the researcher used test as an instrument that is Pre-test and Post-test in order to measure the students' writing ability especially on descriptive text. And the writer analyzed the data with using SPSS version 23. From analyzing the data, it can be seen that the effect of using CDO strategy in teaching writing on descriptive text at SMAN 6 Kediri.

III. FINDINGS AND DISCUSSION

Based on the findings of the data, the writer got the data that focused on the students' writing ability before and after being thought using the CDO strategy. According to Jacob ete al. (1981), there are five aspects of writing (Content, Organization, Grammar, Mechanichs). When the writer conduct the pre test, the students still got the difficulties about the exploring the ideas and how to write in a good strucutre or not good in organization. Furthermore, the students' score was increased when the students did the post test. There were improvements in students' writing ability, especially in content and

mechanics. The total score of pretest was 1620, and the total score of post test was 2072, it can be seen that the students' score was increased after CDO conducted in learning process. It was supported with the analyzed the data from SPSS version 23, the t-score (10.003) was higher than t-table with 5% confidence interval of the difference (2.045). So, H_a was accepted and there were significant effect.

IV. CONCLUSION

Based on the research findings and discussion on the previous chapter, the writer concluded that the CDO strategy was the one of effective strategy in order to improve the students' writing ability at SMAN 6 Kediri. CDO strategy It supported the students to arrange the written product, give the correction about the ideas, and choose the appropriate words by themselves. So, they can make their product in a good written form includes content, structure, vocabulary, grammar, and mechanics. Furthermore, CDO strategy helped the students to increase their writing ability especially for their ability in write the content, structure, vocabulary, grammar, and mechanics. The data also showed that the result of t-test was 10.003 at the degree of freedom 30 and the t-table 2.045. The t-score was higher than t-table ($10.003 > 2.045$).

Finally, it can be conclude that CDO strategy had significant effect on the students' writing ability at tenth grade students of SMAN 6 Kediri.

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