

TEACHING WRITING TEXTS THROUGH COMPARE-DIAGNOSE-OPERATE STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

Writing is an important ability that must be owned by the students in English learning process at senior high school. Based on the writer's experience during teaching practice at Senior High School 5 Balaibaru, Padang, the writer found the problems that some students were not able to write the texts in good order. They tended to have mistakes like; generic structure and language feature. The purpose of this paper is to introduce a strategy that is expected to assist teachers in overcoming problems in teaching (writing) and can increase student's ability. Compare-Diagnose-Operate strategy is applied in whilst teaching. It begins with a teacher who gives a text to students and students read the text and understand. Then, students will find and determine errors in text. Next, the students will underline the mistakes and fix them. The last, the students rewrite the text in their exercise books. In a practice, the implementing of Compare-Diagnose-Operate strategy will involve students actively in the learning process and then creating a pleasant atmosphere. Thus, the objective is achieved with good learning process.

Key words: writing, compare, diagnose, operate, narrative.

A. Introduction

Writing is important in language learning and it is a kind of indirect communication that can be put in books, magazines, newspapers, or journals. In modern time, writing also refers to the direct communication to other by using technology as the medium for conversation such as texting through Short Message Service, through e-mail or turn-taking

communication through online chatting. Therefore writing has evolved from indirect communication to direct communication.

In fact, based on the writer's experience during practice teaching at Senior High School 5 Balaibaru, Padang, the writer found the problems that some students were not able to write the texts in good order. They tended to have mistakes like; generic structure, language feature,

and overall paragraph. Although they have been given a topic to write, they could not automatically start their writing assignment. It happened because they were less of understanding in grammar and they do not know how to recognize their text to write. Those problems make the students frustrated so they tend to stop their writing. This is because they did not have some guiding in developing their ideas and put them in written form.

To make the activity become interesting for the students, English teacher should create some interesting strategies in order to develop the students' ability in writing. There are many strategies that can be applied for teaching writing that is suitable for the students such as Main Map, Concept Mapping, Flowchart, Discovery learning and CDO (Compare-Diagnose-Operate) strategy. Therefore, the use of various teaching strategy is necessary to motivate students to learn English, as well as for adjusting the material and avoiding the students' boredom. By implementing an interesting strategy, the teacher will be able to hold teaching learning process well and simultaneously will be able to achieve the target.

Compare-Diagnose-Operate (CDO) strategy is one of strategy that can be used in teaching writing. It can be applied for the students at senior high school. By using this strategy, the student will able to revise their writing, and solve their problem by comparing, diagnosing, and operating their writing. So, the writer is interested in making the paper by using Compare-Diagnose-Operate (CDO) strategy.

There are some strategies that can be used in teaching writing such as Main Map, Concept Mapping, Flowchart, Discovery Learning and COD (Compare-Diagnose-Operate) strategy. In this paper, the writer focuses on discussing about Compare-Diagnose-Operate (CDO) strategy. This strategy is hoped to be appropriate in teaching writing for the second grade students of Senior High School.

Writing can defined as an activity to transfer the ideas and to express someone's thinking through written form. Writing is an essential skill to communicate besides speaking. In speaking the process of communication involves speaker and listener, but writing is a process of communication that takes place between the writer and the reader. According to Ur (1991), writing is an active process of

conveying the ideas and sending a message about what the writer thinks to readers. It means that through writing, people can share and convey the feeling and thought to others.

While, Brown (1991) defines writing as process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write. So, writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words or sentences that have been written.

In addition, writing is productive skill. The writer considers writing as an action to learn language that focuses on the process of learning language and developing command of the language. Sokolik in Nunan (2003) argues that writing is both physical and mental act. Writing as physical act, it refers to communicate words or ideas to some medium. While as mental act, it refers to work of inventing ideas, thinking about how to express them, and organizing them in to readable statement or paragraph. So

that writing is a complex skill that involves physic and mental work in producing words into language. It needs hands to write, and needs brain to think and concentrate to take out the ideas.

B. Review of Related Literature

Nature of Writing

According to Harmer (1998), the reason for teaching writing to students of English as a foreign language include some aspects, they are: the first is writing reinforce the gramatical structures, idioms and vocabulary that students have learned. The second is the relationship between writing and thinking makes a valuable part of any language. The third is learning style. The last and the most important in writing as a skill. It means that writing is language skill, just as important as speaking, listening and reading

Meanwhile, Caswell and Mahler (2004) said that teaching writing provides opportunities for the students to develop clear thinking skills. It means the students are granted time to write and process their thoughts, they can develop a way to analyze their thinking. The students should be ready to think clearly to get the chance to write. If they could not think clearly, they will not

be able to develop their ideas to write and analyze their writing.

Based on the explanations above, we can conclude that teaching writing have some aspects like, gramatical structures, idioms and vocabulary, realationship between writing and thinking, learning style, writing as skill, and opportunities for the students to think, analyse and give a chance to write their ideas.

Nature of Compare-Diagnose-Operate (CDO) Strategy

According to Paz (1998), Compare-Diagnose-Operate (CDO) is a strategy for individual revising that involves a greater degree of self-regulation on the part of the writer then checklist and considerably more powerful. It is explain that Compare-Diagnose-Operate (CDO) as individual strategy use to check or consider writing well. The writer should be involved in rules of this strategy.

Then, Bradbury (2005) defines that Compare-Diagnose-Operate (CDO) is revising strategy to improve writing whereby individual self-regulates revision of paper by following prompt sheet that list the three steps of strategy to occur over a

minimum of two out of three cycles. This opinion states that the CDO strategy can improve writing that the writer should have his/her self-regulation revision based on three mains steps of this strategy.

While, Barbara and et al. (2010) states that the Compare-Diagnose-Operate (CDO) strategy is for individual revising that reminds the students to Compare, Diagnose, and Operate. They add this strategy and require more self-regulation on the part of writer, making it more powerful tool than checklist. This strategy is so helpful that can remind students about their writing by comparing to another good concept one, diagnosing, and operating the writing revision.

Furthermore, Richard and at al. (2011) explain that Compare-Diagnose-Operate (CDO) is revising strategy that has additional steps to engage students in applying it directly, first at global level and then a local level. It is explained that this strategy is used for revising writing by doing some steps. The steps will change the writer' compose to be good because it will follow general concept of writing.

So, there are different opinions of experts about definition of Compare-Diagnose-Operate (CDO) strategy. The

writer can conclude that Compare-Diagnose-Operate (CDO) is a writing revision strategy that is helpful as reminder by following its three main steps; comparing writing with general concept, diagnosing the difference concept writing, and operating the new one as revision.

Procedure of Compare-Diagnose-Operate (CDO) strategy

According to Graham in Richelle (1997) Compare-Diagnose-Operate (CDO) strategy consists of three steps, they are:

1. Comparing, in this step, the students looked at mismatches between what the author meant to write and what was really written and gave students 11 opinions for describing the mismatch.
2. Diagnosing, the students looked at why those discrepancies existed.
3. The students decide what changes needed to happen then making the changes using one of six opinions. CDO was carried out sentence-by sentence until the entire paper was revised.

After implementing the strategies above, Graham conclude that the students felt that CDO helped them look at their writing and try to change it. They made

more revisions between the first and second draft and had more positive changes.

Then, similar to Graham explanations above, Paz and et al. (1998) also explains the steps about Compare-Diagnose-Operate strategy. There are three main steps for using Compare-Diagnose-Operate (CDO) strategy in teaching writing:

1. Comparing, in this step, the teacher ask the students to identify discrepancies between that was written and what was intended.
2. Diagnosing, the teacher ask the students to select a specific reason for the discrepancy found in the first step (if any).
3. Operating, the teacher asks the students to fix the problem and evaluate whether or not the change is effective.

Furthermore, Arias (2008), suggests four steps in Compare-Diagnose-Operate strategy as follow:

1. Student reads carefully the text and comprehensively.
2. Students must detect and diagnose the problems and/or errors there are in it.
3. To do so they can use the underlining strategy as it is one of the most efficient strategies for acquiring information

subsequently, they must think, establish ways of solving the detect problems and propose improvements.

4. Finally, students will rewrite the revised text.

Advantages of Compare-Diagnose-Operate Strategy.

According to Salatas (2010), there are three benefits of Compare-Diagnose-Operate strategy like:

1. Increase the amount of time students devoted to writing.
2. The number of substantive changes that were made to their compositions.
3. The overall quality of their revisions.

It is explained that Compare-Diagnose-Operate (CDO) strategy can make students enjoyable, and engage them to spend more time to write. This strategy also can effect students' composition to be better changes. Overall, students can make their self-correction to write independently and make improvement their writing quality.

Next, Cindy (2011) notes that there are some benefits for students to use Compare-Diagnose-Operate (CDO) strategy, such as:

1. Students are prompted to consider in relation to overall purpose of the paper, evaluate their sentences, then decide on S and execute any needed changes.
2. CDO procedure has made a significant difference in the number and quality of revisions in students' stories and essay.
3. Students also indicated that the CDO strategy made revising easier for them.

Finally, Alexander (2011) explains that there three goal setting condition of text for using Compare-Diagnose-Operate (CDO) strategy:

1. A condition that promoted students to make changes in general.
2. A content condition that encouraged students to include reason and a conclusion.
3. An audience awareness plus content condition that suggested students consider a reader position, especially one who might have another point of view.

Shortly, the writer can conclude that Compare-Diagnose-Operate (CDO) strategy has some advantages for students to improve their writing. The advantages of this strategy are; the overall quality of

student' revisions, a condition that promoted students to make changes in general, easier revision writing for student, and increase the amount of time students devoted writing.

Narrative Text

According to Pardiyono (2007) and Dadang and Anggrani (2008). They describe that narrative text is a kind of text has function to amuse, entertain and deal with actual or vicarious experience in different ways. They add that narrative text has generic structures as follows:

1. Orientation: sets and scene and introduce the participants
2. Complication: a crisis arises
3. Resolution: the crisis is resolved, for better or worse.

In addition, according to Pardiyono (2007). Narrative text has grammatical features that has function to improve students' knowledge, they are:

1. Tense: narrative used past tense to tell about past activities or event in the past.
2. Sequence makers: first, then, after, that, next, finally.

3. Adverb can express the information about time, place reason, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

Next, Shafiqah (2009) defines that narrative text is a kind of text to retell the story in the past time. The purpose of the text is to entertain or to amuse the readers or listeners about the story. The narrative text also has the generic structure of as follows:

Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).

Complication: Tells the problems of the story and how the main characters solve them.

Resolution : The crisis is resolved, for better or worse.

Re-orientation: The ending of the story

Evaluation : The stepping back to evaluate the story or the moral message of the story.

Furthermore, he adds that there are six linguistic features of narrative text; use active verb, past tense, conjunction, the first

person (I or we) or the third person (He, She, or They), specific nouns, and adjective and adverb. So the writer can conclude that narrative text is a kind of text that entertains the reader with its story or experience in different ways and it has three parts; they are orientation, complication and resolution.

C. Compare-Diagnose-Operate Strategy for Senior High School

Before coming to the class to start the lesson, the teacher needs to do some preparation, Peters (1977). Besides that, according to Sudrajat (2008), the teacher also should do some procedures, such as; pre teaching activity, whilst teaching activity and post teaching activity.

1. Preparation

Before starting to teach, the teacher should have some preparations as follows:

a) Material

The teacher prepares the appropriate material that will be learned by the students about narrative text. The text of “the box fox and the goat” has been chosen as the material.

b) Media

To make teaching and learning process interesting, the teacher will use picture as the media.

c) Time allocation

Time allocation means a set of time which is needed by the teacher in teaching and learning process. In this paper, the time allocation is 2x45 minutes. For pre-teaching is 15 minutes, whilst-teaching is 60 minutes and for post-teaching is 15 minutes.

2. Classroom Procedure

A. Pre-Teaching Activity

Pre-teaching activity is an activity that will be done at the beginning of the classroom activity to encourage the students in learning and teaching process. In pre-teaching activity, the teacher can do some steps as follow:

Greeting

Teacher : Good morning students!

Students : Good morning too sir!

Teacher : How do you feel this morning?

Students : Very well sir, how about you?

Teacher : I am doing fine this morning.

Thank you.

a. Check the attendance

Before starting the lesson, the teacher checks the student's attendances to know who absents are in that day.

- b. Teacher gives brainstorming questions to activate the students' background knowledge. In this activity, the teacher shows some pictures and gives some questions to lead the students to the material (narrative text).

Teacher : Well students, I have a picture (Teacher shows the picture) this picture is someone who has a long hair and the color is gold and so beautiful. And when she grew up she was locked in a tower by a Witch. And this story often show on Global TV. who know who she is?



Students1 : I know who she is, sir!

Teacher : Ok! Who she is?

Student1 : She is Rapunzel sir, is it right sir?

Teacher : Hmm, i think so!

Teacher : what about the others? Do you know who she is?

Students : Yes sir!she is Rapunzel

Teacher : Good! Rapunzel is a beautiful princess that has long hair. I think all of you know the story, right?

Students : Yes sir

Teacher : Very good! The story about Rapunzel is typical of narrative text.

B. Whilst Teaching

a. Exploration

The teacher explains the material about narrative text to the students.

Teacher : "Ok my students, a narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different ways. Such as; Orientation, Complication, Resolution.

a. The orientation explains to set the scene and introduce the participants

b. The complication means a crisis arises in this text.

c. *The resolution means the crisis is resolved maybe better or worse.*

The text has grammatical features. They are past tense, have sequence markers and adverbs.

*Narrative text uses **Past tense** because it tells about past activities or events in the past.*

Ok, now I ask you, which one of them are the verb2; go-come-went-gone-come-came-fly-flew-flown?

*Students1 : The verb2 are went-flown-come.
Is it right sir?*

Students2 : No, I think the verb2 are gone-come-flew.

*Teacher : Well, the verb2 are went-came-and flew. To remind you about the verb2, you can see dictionary, then in the past activity usually uses to be (nominal sentence); was and were. So the formulation of the past tense is **Subject+V2 (be was/were) +Object**. Do you get it students?*

Students : Yes sir.

*Then, **Sequence markers** means in narrative text, it should be better to put; first, then, after that, next, finally.*

*Next, **Adverb** can express the information about time, place, reason, and purpose. Example: once upon a time, one day, long time ago, as soon as, day and midnight.*

Ok, now let's study the text. I have a text of narrative, and the title is "The fox and the goat"

Students : Ok sir.

Example of Narrative Text

FOX AND GOAT

Orientation

Once upon a time fox fell in to a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try yourself."

Complication

The goat was thirsty so he got in to the well. When he had drunk enough he looked around and but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the wall. I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you get of the well."

Resolution

Next, the goat did as he was asked and the fox got on his back and climb out of the wall. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said, "If you only had thought carefully about getting out, you wouldn't have jumped in to the well."

The goat felt very sad. He called out loudly. Finally, an old man walking nearby heard him and put a plank in to the well. The goat got out and thanked the old man.

(After few minutes)

Teacher : Look at the text, the text begins with orientation, then complication and ends with resolution, right?

Students : Yes sir.

Teacher : The text uses sequence markers to clearly the chronological of the story. The sequence markers like; then, next and finally. Can you find it?

Students : Yes sir.

Teacher : And the adverb uses in once upon a time, you can find it in the first paragraph in this text. Do you get it students?

Students : Yes sir.

Teacher : And most of verb in this text uses verb2 it means it used past tense.

b. Elaboration

The teacher applies Procedures of Compare-Diagnose-Operate (CDO) strategy by Arias (2008) in teaching Narrative text. In this activity, the teacher should do some activities as follow;

1. Teacher asks the students to read a text carefully and compare to what they had known.

Teacher : Alright students, now we have a text, please read it carefully! Then try to analyze.

Students : Ok sir.

2. Teacher asked the students to find the errors in the text or diagnose it.

Teacher : Well students, you have already read the text, now please find the errors in it!

Students : Yes sir.

3. Teacher asks the students to sign each error in the text, and then asks them to think the correct one for the problem detected.

Teacher : Ok students; are there any errors in the text?

Students : Yes sir.

Teacher : Now please sign the errors, and then try to think the correcting for each error detected

4. Teacher asks the students to write or to make revision of the text.

Teacher : Well students, have you finished to sign the errors?

Students : Yes sir.

Teacher : Good, now rewrite the text you have corrected on your exercise book.

Students : Yes sir.

Teacher : Well students, have you finished to write your text on your exercise book?

Students : Yes sir.

Teacher : Good! Let's collect it!

c. Confirmation

Teacher and students discuss about the errors in the text together.

Teacher : Ok, what are the errors that you have found from the text?

Students1 : The text needs adverb sir.

Teacher : Ok good. What errors else?

Students2 : The text needs sequence marker sir.

Teacher : Good, what kinds of sequence marker should be added?

Students3 : "Then" sir.

Teacher : Good, are there the errors anymore?

Students2 : The tense sir

Teacher : What are the errors in tense used?

Students : The errors in tense used are the text used simple present sir.

Teacher : Yes, that's right, there are some verbs should be changed. What are they?

Students4 : Live, believe, send

Students5 : Arrive, sit, notes

Students6 : Fly and be (is)

Teacher : Nice, that's good.

C. Post Teaching Activity

Post teaching activity is an activity that is done after pre-teaching activity and whilst teaching activity. According to Adnan (2012), at this stage the teacher can do some activities such as asking students to retell the information he has heard, provide feedback or opinions, role play, writing a simple report and discussion. Here it can be seen that teachers can integrate listening skills

with other language skills such as speaking, reading and writing. Before class is over, teacher and students can do some following activities:

1. Teacher asks the students' comprehension about what has been discussed and concludes the material.

Teacher : Do you still have any questions my students?

Students : No sir.

Teacher : Ok, That's good. So, to write narrative text we should be aware of using tense, sequence marker and adverb.

Students : Yes sir.

Teacher : Good...! I believe all of you have known how to write narrative text, and I will give you Homework. Please write narrative text with the title "Pinokio"

Students : Yes sir

2. Teacher does closing

Teacher : I think enough for today, don't forget make your homework for tomorrow.

Conclusion

Based on the discussion on the previous chapter, the writer makes some conclusions. Writing is an activity process of putting some words as a result of some activities, such as ideas, feeling and through that can be used to communicate to others. Besides that through writing we can entertain the people through our writing like journal, diary, short story and so on. Compare-Diagnose-Operate strategy is a strategy that begins by comparing between two texts in writing concept. Then, the students will do diagnosing the text' errors, as students try to fix their writing to be compared with the right one. After that, the students do operating their text, it means they try to write the correct one. There are many advantages of this strategy as a problem solving in teaching learning process, and it can be a new strategy for the teacher in teaching learning. So that, it can give motivation to the students in learning

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