



TEACHING WRITING COMPARISON CONTRAST ESSAY BY USING “VENN DIAGRAM” TO SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT

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Abstract

This paper aims to explain how to teach writing comparison contrast essay by using Venn diagram. Comparison contrast essay is an essay that compares and contrasts two different topics focusing on the similarities and differences. The most common problem faced by students in writing comparison contrast essay is stating and organizing ideas to start writing. Considering this problem, teachers need to apply a technique in teaching and learning process. Venn diagram is a model that can be used to help students in stating and organizing the ideas in order to start writing. There are three stages in writing comparison contrast essay (Oshima and Hogue, 1999) : prewriting, planning (outlining), writing and revising. Venn diagram is used in the planning stages which help the students to state and organize ideas. In addition, this model also help the students to visualize the concept of comparison contrast essay.

Key words: Teaching Writing, Comparison Contrast Essay, Venn Diagram

A. INTRODUCTION

One of the four skills that must be mastered by students is writing. Richard (2002), states that writing is the most difficult skill to be mastered by English language learners. In writing, there are criteria that learners should fulfill to create good writing. Reid in Saputra (2014) states five criteria of good writing. They are vocabulary, content, organization, style, and language use. All of these aspects should be understood by the students in order to be able to create many kinds of writing.

Essay writing is one of the subject that should be taken by the second year of college students in English Department of Universitas Negeri Padang. In essay writing subject, students are expected to be able to write several types of essays, one of them is comparison-contrast essays. Paszyk (2009) states that comparison contrast essay is an essay that comparing and contrasting two different topics focusing on the similarities and differences of the topics. Thus, the comparison contrast essay requires the students to find the similarities and the differences between two items are being compared.

There are reasons why students dislike writing. Ali (2018), states that there are four reasons why students dislike writing. First, writing leaves as more



permanent record of proficiency than speaking; so it seems a threat for students. Second, students feel that they lack sufficient knowledge of the language. Third Students believe that writing must be grammatically correct. Fourth, students think that formal correctness must be achieved at their very first attempt. These are some reasons why students dislike learning writing. Padmadewi and Artini (2018) states that some problems that cause difficulties in writing are grammar, organizing ideas, and developing critical thinking which contribute to low quality of writing.

Furthermore, based on the writer's experience in studying essay writing subject, one of the problems that the writer faced in writing comparison contrast essay was finding the idea to start the writing. When students were given a certain topic, it is still difficult to start writing because students cannot organize the ideas they have in their mind orderly. Students tend to compile their ideas by writing them on a messy draft. Ambarwati (2011) states that the most common way students organize their ideas are writing a messy draft and writing an essay in Bahasa Indonesia then students will translate it into English. These will surely waste students' time when they are writing. Yusnita (2013) did a research on students' difficulties in writing comparison contrast essay. She found that more than half of the students in English Department of Bung Hatta University had difficulties to organize their ideas. Thus, teachers need a technique in order to help the students overcome their problems in writing comparison contrast essay.

Regarding to the needs of technique in teaching essay, especially in stating and organizing ideas, the writer suggest to use Venn diagram in order to help student to state and organize the ideas. Tacachta and Leibheal (2008) states that Venn diagram is simple and highly effective model used for examining similarities and differences between two things. Thus, Venn Diagram can be applied to second year students of english department in writing comparison-contrast essay.

B. REVIEW OF RELATED LITERATURE

1. Concept of Writing

Writing is a medium of communication that represents language through the inscription of sign and symbols (Wikipedia). Virdyna (2016) states that writing involves communicating a message (something to say) by making signs on page. To write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic representation. So in writing, people convey their ideas by using sign and symbols to represent what they are trying to say.

There are several opinion proposed by researchers that can explain the meaning of writing. Nunan (2003) says that writing as two acts, physical and mental. As a physical act, writing is communicating words or ideas to some medium. On the other hand, as a mental acts, writing is a work of inventing ideas, thinking about how to express the idea and organizing the idea into statement or paragraph that can be read. Meanwhile, Kirzner and Mandell (2014) argue that writing is an activity of sharing ideas, opinion, and arguments to others through a

paragraph or an essay. They also states that writing is a combination of process and product.

Writing is a productive skill that encourage the writer to carry out the meaning or messages in written form. The writer tries to interact with the readers by exploring the idea in written form. Most of the ideas usually contain the context, prior knowledge, and discourse. Because writing is transactional and message-oriented, the aim is to convey information accurately, effectively, and appropriately. To express the ideas explicitly, the writer must be able to use effective language and avoid the ambiguous words so that a good writing will be written.

Hedge (2005) states several categories of a good writing. A good writing include getting the grammar right, having a range vocabulary, punctuating meaningfully, using the conventions of layout correctly, spelling accurately, using a range of sentence structures, linking ideas and information across sentences to develop a topic, develop and organize the content clearly and convincingly. Those categories can be used as check list for successful writing guidance. So, writing is an act of sharing ideas, opinion, and arguments as a means of communication through signs and symbol.

2. The Writing Process

According to Oshima and Hogue (1999), there are three stages of writing: prewriting, planning, writing and revising drafts.

a. Prewriting

Prewriting helps writers to generate the ideas for their writing. Blanchard and Root (2003) state that prewriting is the thinking, talking, reading, and writing that should be done before starting the first draft. Prewriting is a way of warming up the brain before starting to write. Brainstorming is one of the ways to help warming up the brain. Blanchard and Root (2003) also describe two techniques of warming up the brain, brainstorming and clustering. Brainstorming is a quick way to generate a lot of ideas on a subject or topic. The purpose is to make a list of many ideas as soon as possible without worrying about how to use them. The list can include words, phrases, sentences, or even questions.

Meanwhile, clustering is a visual way of showing how the ideas connected using circles and lines. In clustering the writer need to draw a diagram of the ideas. There are some steps to use clustering. First, writing the idea in the center of a blank piece of paper and draws a circle around it. Second, writing any ideas that come to the mind about the topic in the circles around the main circle. Third, connecting these ideas to the center word with a line. Fourth, thinking about each of new ideas, writing more related ideas in circles near the new ideas, then connect them.

b. Planning

In the planning stage, the writer begins the process of writing. Writers organize the idea that generated by brainstorming into an outline. The first thing to do is making sublists of the ideas. The writer can cross out any ideas that not related to the topic. Then, the writers write a topic sentence.

The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph (Oshima and Hogue,1999). After writing the topic sentence, writers make an outline which is the formal plan for a paragraph. In an outline, the main points and subpoints are written down in the order in which the writer plan to write.

c. Writing and Revising Drafts

The next stage of the writing process is writing and revising several drafts until the final copy of the writing is produced. There are some activities in writing the first draft suggested by Blancard and Root (2003). First, writers should begin with a topic sentence that states the main idea. Then, the writer adds several sentences that support the main idea. After that the writer have to delete the information that does not directly support the main idea. Next, the writer arrange the sentences so that the order of ideas makes sense. To help the reader understand how ideas in the paragraph are connected, the writer can use signal words.

After writing the first draft, the next step is to revise it. According to Oshima and Hogue(1999), revising is the process of changing, rearranging, adding, or deleting the ideas of the draft. Beside revising the idea, editing the grammar, sentence stucture, spelling, and punctuation are also important.

3. The Concept of Comparison Contrast Essay

a. Definision

Paszylk (2009) states that comparison contrast essay is an essay that comparing and contrasting two different topics focusing on the similarities and differences of the topics. Nguyen (n.d.) also states that, “compare and contrast essay can be used to prove a point, to show superiority of one item over another, or to show changes over time between two items or situations.” Englert in Paszylk (2009) says that comparison-contrast essay is an essay that comparing and contrasting two ideas in order to explain the similarities and the differences between ideas. Drici et al (2018) states that comparison and contrast is a way to point out the similarities and the differences between two or more things, ideas, animals, or persons. Oshima and Hogue (1999) states that the key to writing successful comparison contrast essays is the appropriate use of comparison contrast structures. So, comparison-contrast essay is an essay written to show comparison and constrastion of two different ideas by explaining the similarities and differences of the topics.

b. Generic Structure

According to Oshima and Hogue (1999), the generic structures of comparison contrast essay are divided into three parts namely introduction, body and conclusion. The introduction of the essay starts with a thesis statement that clearly states the two topics being compared, contrasted or both. The thesis statement should establish the topics that will be compared, contrasted or both as well as what can be learned from the topics in order to provide useful knowledge for the readers. Drici (2018),

states that the introduction paragraph is very important because this paragraph gives the first impression to the readers in order to catch the reader's attention.

There are three ways that can be used to catch the readers' attention. First, give a brief historical review of the topic to help the reader understand it. Second, start from a little story or an anecdote, which leads the reader into the topic. Third, state straight out what your essay is going to be about, simply and clearly. The body of the essay explains the similarities and the differences of the two topics. The body of comparison-contrast essay may be organized in two different ways which are point by point and block by block method. The point by point is the way of discussing the similarities and differences of one subject and then the other in one paragraph. The block by block method is the way of discussing the similarities and differences of one subject in complete detail before moving to the new subject. The conclusion is the last part of comparison contrast essay generic structure. Drici (2018) says,

“The concluding just as important as the introductory paragraph since it seals the essay and marks the closure of the issue in question. To write one, the writer can sum up the similarities/differences written about both subjects or focus on the thesis statement and highlight the important of the topics under consideration.”

So, the conclusion paragraph is the paragraph that wraps up the main points of the whole essay.

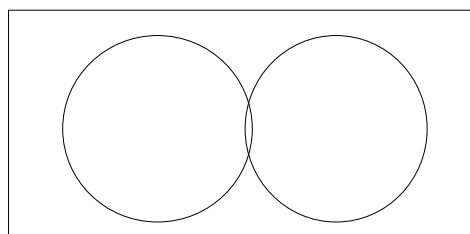
c. Language Feature

Comparison contrast essay has some language features which implies the characteristic of the essay. *First*, the use of sentence connectors. *Second*, the use of clause connector. *Third*, some other transition words.

4. Venn Diagram

Venn diagram is an diagram made from two or more overlapping circles. The circle shows the relation between two concepts to see the similarities and differences between them.

Figure 3. The example of Venn diagram



Michael, Connie, Bonnie in Maria (2013) says, “Venn diagram is a particularly effective device for student to use when reading informational texts in which two or more topics are being compared and constructed.” Using Venn diagram makes the learners in writing the similarities and differences of the topics easily.

Tacaiochta and Leibheal (2008) states that double venn diagram is a simple and highly effective model used for examining similarities and differences between two things. Venn diagram can help the learners in finding the similarities and differences between two topics so it will be easier for them in creating their writing.

Waxler in Samosir (2013) lists the steps and the procedures of Venn diagram. First, students need to think some questions to prompt their answer. Then, they need to take separately, brainstorming a list of characters/description/opinion and ask them to write down under the item and idea. After that students have to identify the key terms or concepts to be compared and contrasted. Next, they have to list or write the terms in the appropriate sections of the Venn Diagram on their paper. For the last, students should draw the structure of Venn Diagram making circles for the concrete concepts with the appropriate overlaps areas for showing the similarities and then they need to label each circle with a concept name.

In addition, Clark in Samosir (2013) also mentions how to use Venn diagram. First, the students have to list the similarities and the differences of two topics. After students found the similarities and the differences of the topics, students put the different ideas on the right circle and the left circle. The overlap circle will be used to write down the same characteristics of two ideas. In conclusion, Venn diagram is a graphic that consists of two overlapping circles that can be used to as a tool to find the similarities and differences of two things in writing comparison contrast essay.

C. DISCUSSION

1. Preparation of Teaching Writing Comparison Contrast Essay by Using Venn Diagram

Before using Venn diagram in writing comparison contrast essay, there are some teaching equipments need to be prepared. Preparation is needed in order to make the learning activity runs effectively and efficiently. The teaching equipment needed for applying Venn diagram are a laptop and projector that will be used to show Venn diagram to students.

2. Teaching Activity

a. Pre-teaching Activity

In this stage, the students are being prepared by the teacher to make sure that they are ready to learn. The first thing that the teacher does is greeting the students. Greeting is used to draw students' attention to make them engaged in the learning process. After greeting the students, teacher can check the students' attendance list. Checking attendance is used to know how many students are present and how many are not joining the class. It can also help the teacher to know the condition of the class on that day.

After that, the teacher reviews the previous lesson to know whether the students are still remembering the previous lesson or not. This activity can also help the students to memorize the previous lesson for

a better understanding. The next step is introducing the new topic that will be learned by the students as well as the objectives of the lesson.

b. Whilst Teaching Activity

The teaching process will be done by passing the three stages of writing: prewriting, planning (outlining) and writing and revising draft. Project-based learning is chosen as the teaching method which consists of six stages which are choosing the topic, preparing and planning the project, leading the students, presenting the works, evaluating and revising. Praba et al (2017) states that "...to promote writing skill, which is as part of productive skill, the students should participate actively in the teaching and learning process." Using project-based learning is very suitable for teaching writing as the students produce an essay while learning in the classroom.

1) Prewriting

In prewriting, the teacher gives a topic that will be used for writing the essay. After that, teacher shows sub lists of points related to the topic by showing the slide and each point will be shown one by one.

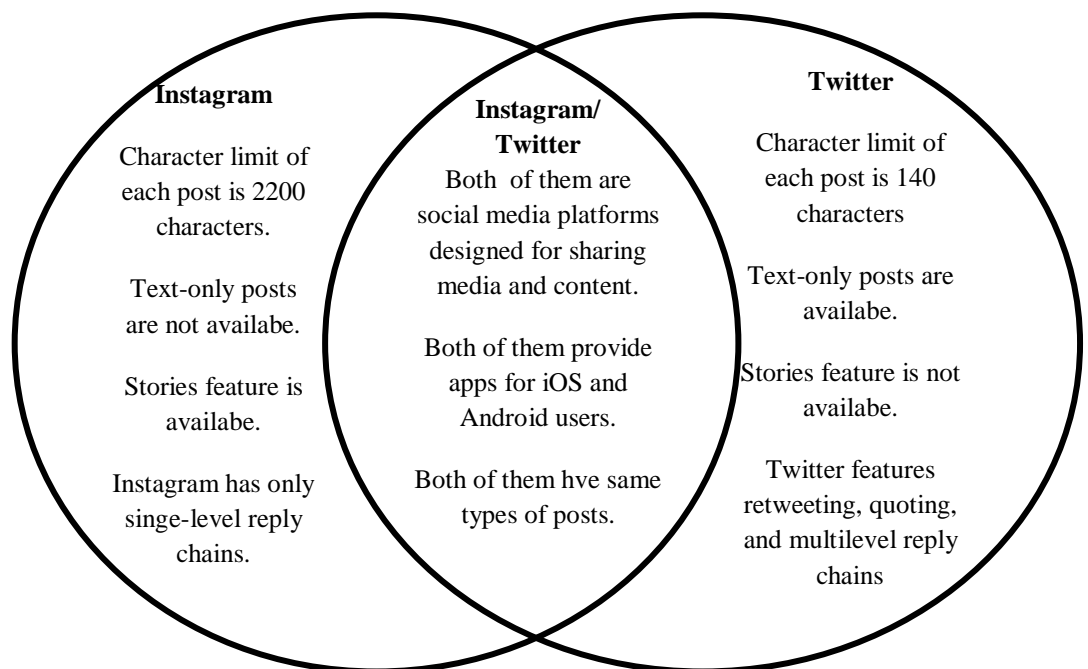
Then, teacher shows the Venn diagram to the students. Next, teacher leads the students to put the differences that can be found in the topic to the circles on the right and left and put the similarities in the overlapping circle. This is called brainstorming activity. While doing this, teacher also explain about Venn diagram to students.

After that teacher shows a text to the students that consist of six paragraphs. Then, teacher mentions and explains that the information found in the Venn diagram will be the main idea of each paragraphs in the text.

2) Planning (Outlining)

In planning stage, teacher tells the students the activity they will do by using the Venn diagram. First, teacher gives a topic and makes a list of points related to the topic. Then, teacher draws a Venn diagram in the white board. Teacher and students will fill in Venn diagram together. This stage is called preparing and planning the project where teacher and students decide the activity they will do in the classroom.

For example, students are asked to find the similarities and differences between Instagram and Twitter. After the students find the similarities and differences, teacher will write down what the students found in the Venn diagram.



3) Writing and Revising

In this stage, the students will start to make their own essay by making a draft based on the information from Venn diagram. By using the information on the diagram, student can start stating and organizing their ideas orderly. The sentences in the overlapping circle will help the students to write paragraphs about the similarities between Instagram and Twitter. Whereas, the sentences in the left and right circle will help the students to write paragraphs about the differences.

In writing the draft, first students will start writing the thesis statement. After writing the thesis statement, students write paragraphs about the similarities of Instagram and Twitter. There are three sentences in the overlapping circle, so students can write three paragraphs about the similarities. Each sentence will be written as the main idea for each paragraph. For example, students write the first sentence in the overlapping as the main idea of first paragraph. Then, students write supporting details for the main idea by using information from various sources.

After finishing writing the similarities of Instagram and Twitter, students continue to write the differences. There are three sentences in the left circle and three sentences in the right circle. Thus, students can write three paragraphs about the differences. The sentences in the left and right circles will be used as the main idea of the paragraph. For example, the first sentence in the left and right circle will be the main idea for the

first paragraph. Then, students also write supporting details for each paragraph. When they are done with paragraphs about similarities and differences between Instagram and Twitter, students can write the concluding paragraph.

After students finished their draft, the teacher asks students to revise it. While revising the draft, students are asked to identify the content and organization, coherence and logic of writing. They can also write additional information to support their essay. Then, students have to proofreading the essay by reading it over and over for an overview of their writing. When proofreading the essay, students can check the grammar, sentence structure, spelling, and punctuation of the writing. After the students finished their proofreading, they can start to write the final writing of their essay. Then, teacher asks them to exchange the essays with their friends and also give comments and suggestion of their friends' writing. This stage is called presenting works and evaluating.

After the students checked their friends' essay, the essay will be given back to the writer to be revised. Then, students will revise their essay by considering some suggestions and comments that are given by his/her friends.

c. Post-teaching Activity

In this stage, the teacher reflects what the students have learned in the meeting. After the students finished checking their friends's essay and put their comments and suggestion, students are asked to put down their names of their friends' paper. Then, at the end of the lesson, teacher compiles the entire essay and also give the conclusion of the lesson.

3. Discussion

Using Venn diagram can help second year students of English department to write essay, especially comparison contrast essay. It is because Venn diagram can solve students' problem in writing comparison contrast essay as mentioned in the background of the problem.

First, using Venn diagram can help students in stating and organizing ideas orderly because Venn diagram can compile the students' ideas neatly. Using Venn diagram also reduce the students' habit of using a messy draft to collect their ideas. Thus, using Venn diagram is a suitable solution for students in stating and organizing their ideas to write comparison contrast essay.

Second, in writing a comparison contrast essay, the students have to tell the similarities and differences of two things in order to write the essay. Venn diagram shows the students the differences of two things by using two circles and the similarities by putting the ideas in the overlapping circle. Thus, Venn diagram can help students to visualize the concept of comparison contrast essay and examine the similarities and differences in order to state and organize their ideas.

Third, Venn diagram can help students who lack of motivation in writing. Some students are not interested to write because it is difficult for them to find the ideas to start their writing. In using Venn diagram, students share their ideas by writing a list of ideas that they have and fill the diagram together. This will motivate the students who do not have ideas to start writing by using the ideas that they find together.

D. CONCLUSION AND SUGGESTIONS

Venn diagram can help students in writing the comparison contrast essay. Using Venn diagram can overcome the students problems in stating and organizing their ideas and also to reduce students' habit of using messy draft on collecting their ideas.

Using Venn diagram in teaching comparison contrast essay is done through three stages which are pre-teaching, whilst-teaching and post-teaching. In pre-teaching teachers have to make sure the students are ready to study by greeting, checking the attendance and also previewing the last lesson. In whilst-teaching teachers begins to delivered the lesson and at this stage Venn diagram will be used in the teaching and learning process. In post-teaching, teachers reflect what the students have learned and also close the teaching and learning activity.

Based on the discussion above, the writer suggests English language teachers to use Venn diagram in teaching comparison contrast to second year students of English Department because Venn diagram can help students in organizing their ideas orderly. The writer suggests that teachers have to make sure all of the students can understand how to use the Venn diagram for organizing their ideas in order to write the comparison contrast essay. Writer also suggests teachers to make sure that all of the students are participated in the learning activity.

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