

# USING CDO STRATEGY IN TEACHING WRITING A NARRATIVE TEXT

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## Abstrak

Artikel ini membahas penggunaan suatu strategi pengajaran dalam menulis *narrative text* dengan menggunakan strategi CDO (*Compare, Diagnose, and Operate*) yang difokuskan pada siswa tingkat Sekolah Menengah Pertama. CDO merupakan strategi menulis teks naratif melalui tiga langkah, yaitu *Compare, Diagnose, dan Operate*. Strategi dalam mengajar merupakan salah satu masalah yg umum dijumpai oleh para guru dalam pengajaran menulis *narrative text*. Strategi CDO mencakup kegiatan dalam memandu para siswa untuk menulis dengan benar melalui proses sehingga akan mempermudah para siswa dalam menulis *narrative text* dengan mengikuti ketiga langkah dalam CDO tersebut. Strategi ini akan membantu guru dalam mengajarkan penulisan *narrative text*.

Keywords: writing, narrative text, compare, diagnose, operate

## A. Introduction

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is to communicate the ideas. By writing, the writer can express and explain ideas. At Junior High School, writing skill is more difficult to teach because writing in a foreign language is a complex process

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involving the ability to communicate in a target language and the ability to construct a text in order to express one's ideas effectively in writing.

There are some problems which English teachers of Junior High School face in teaching writing, especially writing narrative text. Based on writer's observation at SMP Angkasa Padang and field experience at SMAN 1 Bukittinggi, the problems have been seen from two sides; the teacher's side and the student's side. From teacher's side, the teacher does not teach writing narrative text effectively because in teaching writing a narrative text the teacher just explains the structure of the sentences in the text; for example, the teacher just explains about the use of *simple past tense* in sentences in a narrative text. Besides, the teacher does not give enough time for students to write the narrative text in classroom so that the students hardly ever practice writing the narrative text. As a result, the students do not understand about writing a narrative text and are not motivated to write the narrative text. The teacher's effective teaching should be able to assist the students in understanding the material as the objective of the lesson. The teachers need a really effective way to assist the students in learning writing a narrative text.

From student's side, writing English text such as narrative text is a big problem for students. Most students of Junior High School feel that they are not good in writing narrative text and even they do not know much about it, even though narrative text (writing skill) at Junior High School is taught in eighth grade/second semester and in ninth grade/second semester and at Senior High School is taught in every semester (based on the School Based Curriculum/KTSP

of 2006). Sometimes, many of Junior High School students get problems in expressing their ideas, opinions, and feelings. Because of the problems, the students get less motivation in writing a narrative text. One of possible reasons for this phenomenon is because the students have to write the text in English as their foreign language.

For EFL (English as a Foreign Language) students, writing in English is a significant challenge so that they feel difficult to write a text based on what they think in their mind. Another possible reason is because they do not know what they are going to write and how to start writing it. Moreover, many students often get confused to differentiate between narrative text and recount text because they seem alike. Narrative text is a text that tells a story; the story may be true as in the writing of history, autobiography, or news reports, and the story may also be fictional as in a short story or novel. Meanwhile, recount text is a text to describe past experience by retelling events for informing or entertaining the audience. It usually focuses on a person's past experience.

In this paper, the writer just focuses on the teacher's side. Based on the phenomenon above, the teacher's problem in teaching narrative writing is about strategy in teaching narrative writing. Thus, it motivates the writer to offer a strategy to teach writing a narrative text for Junior High School students. CDO (Compare, Diagnose, and Operate) strategy is a writing strategy for narrative text through three steps; First, *Compare*, that is writing a narrative text based on what is in students' mind. Second, *Diagnose*, that is students check whether there are mistakes in their narrative text by themselves. Third, *Operate*, that is students

revise and re-write their text. By presenting CDO (Compare, Diagnose, and Operate) strategy which is adapted from revision skill for use in writing class, teachers may be able to assist the students to write and improve their own narrative writing. By doing so, it is expected to give recommendations for English teachers of Junior High School so that they can have teaching practice better.

The purpose of this paper is to discuss about the teaching writing by using CDO (Compare, Diagnose, and Operate) strategy in improving the Junior High School students' ability to write narrative text. This paper is expected to show how the strategy will give benefit effects for English classroom as writing is recognized as an essential communication skill. In addition, teaching writing process become an effective strategy to increase and/or express understanding of subject material for teacher, and learning become more interesting for students.

## **B. Discussion**

An effective teaching should be applied by the English teacher in order to achieve the lesson objectives. It is much supported by well preparation before implementing the teaching and learning process. The following discussion would like to explain the preparation and the implementation of the teaching writing a narrative text by using CDO strategy.

### **1. Preparation**

Teaching English writing at Junior High School is based on phases stated by *Badan Standar Nasional Pendidikan (BSNP)* in *Permendiknas No. 41 Tahun 2007 (Standar Proses)* that there are three phases for teaching activities; first, *pre-teaching activity*, second, *whilst-teaching activity (exploration, elaboration,*

*confirmation*), and third, *post-teaching activity (reflection)*. From that regulation, English teachers must follow the three phases in teaching process in order to assist the students to raise the lesson objectives.

Before starting the teaching activities, teacher should prepare all things needed in classroom because preparation will give big impact on teaching and learning process. Firstly, the teacher prepares lesson plan. The lesson plan will help the teacher to teach writing narrative text and carry out the activities with the students successfully. Secondly, the teacher should understand CDO strategy before introducing it to the students. Thirdly, the teacher should prepare all medias needed for the teaching and learning process (pre, whilst, and post teaching).

For pre-teaching activity, the teacher may prepare attendance list to check students' attendance. For whilst-teaching activity, the teacher should prepare a video about narrative text to explore information about the topic or material of the narrative text, and to facilitate interaction in the classroom. The teacher also prepares an appropriate model of the narrative text. For post-teaching activity, the teacher will evaluates the students learning progression and prepares plans to improve the students' weaknesses on the lesson taught whether the students need more remedial, assignments, or counseling.

## **2. Implementation**

### **a. Pre-teaching activity**

In this phase, the teacher play role to prepare the students physically and mentally for the learning process. Firstly, the teacher greets and checks the

students' attendance. The teacher notices the students at the time. If the teacher finds that the students are lack of motivation for the learning process, the teacher should motivate the students in order to encourage them for the learning process later on. The teacher may give the warm up activities.

After the students are ready to study, the teacher introduces the lesson to the students. The teacher tells the topic or writes it down in the board. When the students are regarded understand about the topic, the teacher conveys the lesson objective for that meeting; at the end of the class, the students are expected to be able to write a narrative text.

#### **b. Whilst-teaching activity**

Whilst-teaching activity is divided into three sub stages: exploration, elaboration, and motivation.

##### 1) Exploration

Teacher asks the students about narrative text: "Do you like writing?, "If you like writing, what kind of writing is it?", "How about story? Do you like writing a short story or a narrative text?", and "Do you know the stages for writing short stories or narrative texts? What are they?"

Then, teacher shows a video about a movie "Cinderella Story" in front of class and asks the students about the movie after that: "Have you ever watched that movie?", "What is the title of that movie? (The teacher may write "Cinderella Story" on board after the students answer)", and "What are the characters of the story? (The teacher may write the students' answer on the board: *Cinderella*,

*Cinderella's stepmother, Cinderella's stepsisters, a prince or a man, and a fairy godmother)*".

Next, the teacher starts using CDO strategy before introducing the topic of the lesson. This strategy consists of three steps; those are *Compare*, *Diagnose*, and *Operate*. First, the teacher will apply *Compare*; students write a narrative text based on what is in students' mind. The teacher orally asks the students how the story of Cinderella is: "What do you know about the story of Cinderella?" A student may answer: "It is a story about a girl. She has stepmother and two stepsisters. They often anger with her." After a student answer orally, the teacher asks the student to write it down in a form of a narrative text on the board.

The student may write:

*Cinderella*  
*Once upon a time, there is a girl called Cinderella. She lives with her stepmother and stepsisters. They treat her badly. She has to do all house works.*

After the student finishes, the teacher apply the second step of the strategy, that is *Diagnose* (the students check whether there are mistakes in their narrative text by themselves). In this case, the teacher looks at that writing and gives comment: "I think this is just an orientation of a narrative text. Who can complete the text or add ideas for the text?" Next, some students will give comment orally before they complete the text on the board.

When the teacher thinks that the text is completed, next, the teacher asks all students to look at the text and to give comment. In this case, the teacher still

uses *Diagnose*. Some students may find any mistakes on the text such as changing words, deleting or adding ideas, or the use of simple past tense in the text as a narrative text should use *simple past tense* in sentences.

Finally, the teacher applies the third step, that is *Operate* (the students revise and re-write their text). The teacher asks students which have written the text down on the board to improve the text and re-write it on a new narrative text. The students are not allowed to delete the mistakes of the previous text, but they have to write the change on a new narrative text.

Next, the teacher appreciates the students' work and tells them that they just use a CDO procedure in writing a narrative text: "Right. We have just used CDO strategy or Compare, Diagnose, and Operate strategy. It is appropriate with writing process of a narrative text."

"First. *Compare*, students write a narrative text based on what is in students' mind. In this stage, the teacher will look at mismatches between what the writer (student) means to write and what is really written. Second, *Diagnose*, the students check whether there are mistakes in their narrative text by themselves. The students look at and then make the changes, without deleting mistakes. Third, *Operate*, the students revise and re-write their text. After looking at and then making the changes in the text, the students re-write the text."

Then, the teacher starts to teach students to write the narrative text. First, the teacher introduces the purpose of narrative text. The teacher explains that the main purpose of narrative text is to entertain the reader in an imaginative experience. Next, the teacher identified how the text is structured. The teacher



also introduces the language features of narrative text. In a narrative text, the sentences use *simple past tense*, action verb such as *walk, sleep, wake up, etc.*, noun phrase such as *beautiful princess, old man*, adverbial phrases such as *in the garden, two days ago*, and the narrative text focuses on specific participants such as *Cinderella* in Cinderella story.

Next, the teacher tells the students that the generic structure of narrative text consists of *orientation, complication, and resolution*. The teacher explains each stages of the generic structure. The orientation is to let the reader know who was involved, when and where the events took place, any other information. The complication is the stage in the narrative text when problems or conflict in the story arise. And, the resolution is the stage in the narrative text when the characters find the solution of the problems. Then, the teacher demonstrates how to construct the narrative text for students. After the students understand about the generic structure and the language features of the narrative text, the teacher give another narrative text as a model of text.

Then, the teacher provides a topic for students, that is, a story from a movie “Kung Fu Panda”. The teacher chooses this topic because all students are familiar with the movie. The teacher asks some students to tell briefly about Kungfu Panda story orally.

Next, the teacher asks all students to write a story about Kungfu Panda on a paper in three paragraphs. The first paragraph is orientation, the second paragraph is complication, and the third paragraph is resolution. Before writing the story, the students have to fill a story map provide by the teacher.

Next, the students practices to write narrative text by using CDO procedures. The first step is *Compare*. In *Compare*, students write a narrative text based on what is in students' mind. In this stage, students, first, fill the story map provided by the teacher to help them before writing the draft of the narrative text. Then, the students write the draft of the narrative text. Later, the teacher will look at mismatches between what the writer mean to write and what is really written, whether the students have written based on their mind or not.

The second step is *Diagnose*. In *Diagnose*, the students check whether there are mistakes in their narrative text by themselves. The students look at and then make the changes (without deleting mistakes).

The third step is *Operate*. In *Operate*, the students revise and re-write their text. After looking at and then making the changes in the text, the students re-write their text on the paper provide by the teacher. Finally, the teacher can see the result of the students' writing.

During the students write, the teacher monitors the students' work and facilitates the students if they want to get more experience about writing narrative text. After the students finish writing, the teacher asks some students to write down their narrative text on the board. The teacher also uses CDO strategy in this step.

First, teacher asks the student to tell the story orally. In this case, the teacher detects whether there are differences between the writer's intentions and the actual written text (*Compare*). If the teacher finds mismatches in it, the teacher can help the students and tell about how it should be written. Second, teacher

looks at and checks whether there are mistakes in the student's narrative text (*Diagnose*). After the teacher determines the mistakes, the teacher discusses them with the student. And, third, teacher asks the students to revise the narrative text and re-write it on the board (*Operate*). Finally, the teacher appreciates the students' writing and lets the other students to comment the writing on the board.

## 2) Elaboration

The teacher divides students into groups. Each group consists of four students. The teacher tells the students that they will do exercise in group. This exercise aimed to see the students' understanding about writing the narrative text has been learned. Each group chooses one of the topics of the narrative text provided by the teacher, for examples story about one of the group member, story about family of one of the group member, or story about one of classmates.

All members of each group discuss and write a narrative text based on their topic by using CDO procedures. After finish writing, the groups are asked to write the text on the board. The teacher asks one member of each group to write it down. The teacher discusses the exercise done together with the students by using CDO strategy.

## 3) Confirmation

Teacher asks a member of the group to tell the story orally. In this case, the teacher detects whether there are differences between the writer's intentions and the actual written text (*Compare*). If the teacher finds mismatches in it, the teacher can help the group and tell about how it should be written. Next, teacher looks at and checks whether there are mistakes in the group's narrative text

(*Diagnose*). After the teacher determines the mistakes, the teacher discusses them with the students. Then, teacher asks the group to revise the narrative text and re-write it on the board (*Operate*). At the end, the teacher appreciates the group's writing and lets the other groups to comment the writing on the board.

### **c. Post-teaching activity**

Before class is ended, the teacher evaluates the students' writing on the board which relates to communicative purpose of the text, the use of the language features, and organization of the text. The activities done in this phase are: a) the teacher gives a conclusion about narrative text. The teacher can also invite the students to tell the conclusion with him/her, b) the teacher gives homework to the students, and c) at the end, the teacher closes the class.

## **C. Conclusion and Suggestion**

Based on the previous discussion, using CDO (Compare, Diagnose, and Operate) procedures is an effective strategy for English teacher to help students in learning narrative text writing. The process of teaching writing a narrative text by using CDO strategy in classroom is implemented in pre-teaching activity and whilst-teaching activity. CDO strategy is an activity in guiding students to write well through revision process. This has three steps; First, *Compare*, that is writing a narrative text based on what is in students' mind. Second, *Diagnose*, that is students check whether there are mistakes in their narrative text by themselves. Third, *Operate*, that is students revise and re-write their text. As a consequence, the use of CDO strategy provides some advantages. By applying this strategy in

classroom, the students can be motivated to write narrative text. It can make students relax and enjoyable when writing the narrative text. It is also easy to do for teachers. Also, the students will have self confidence in narrative writing because they get a chance to determine the necessary changes and implement it. Other students also get a chance to give comment and determine the necessary changes for the better narrative text.

Through this article the writer would like to give some suggestions for the English teachers related in teaching writing a narrative text at Junior High School:

- (1) The teacher should be creative in selecting and using an effective and appropriate strategy in classroom. The teacher is suggested to use CDO strategy in teaching writing a narrative text in order to achieve the effectiveness of the learning.
- (2) Before teaching, teacher should prepare an effective lesson plan. A well-organized lesson plan will support the class and the teaching and learning process run well.
- (3) It is suggested to the teacher to encourage the students to be more active in classroom to build a communication teaching and learning process. It means that the teacher should get the students to be more participated in the teaching and learning process.
- (4) The teacher is suggested to explore the use of this strategy not only for pre-writing activity but also for whilst-writing activity and must control the students in order that every student will participate.

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