

HALAMAN PENGESAHAN SKRIPSI

**THE EFFECT OF USING COMPARE-DIAGNOSE-OPERATE (CDO)
STRATEGY TOWARDS STUDENTS' NARRATIVE TEXT WRITING
SKILLS IN EIGHTH GRADE OF SMP N 8 MEDAN**

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CHAPTER I INTRODUCTION

1.1. Background of the Study

Writing is an activity that students do at school. In writing, students usually write their thoughts or information that they know. In writing, students will usually express their essays in writing, so there are students are still confused about how to put it into writing. Due to this, one of the skills that the students need to learn in school is how to write. There are various texts that must be studied in school in order to learn English. In learning English, there are several texts that must be studied at school.

One of these texts is a narrative text. Narrative is one of the texts studied in school. Narrative text tells about the sequence of events that occur. A narrative text is a work that presents a series of events that occur or is a writer's essay. Narrative text is a story with an interesting plot that has the aim of entertaining the reader. To get a good response, the writer must be able to find interesting content Rosita (2019).

Anderson (1997) as cited in Karim (2013) states that a good narrative consists of: the introduction of the character of each character in the story, this instruction will be told briefly. Next, explain what happened in the story. At first a problem occurred and how the problem could be resolved. The latest is where the event occurs.

According to Rahmadani et al. (2017), there are two types of narrative texts: expository narratives and suggestive narratives. An expository narrative is a story where the event actually happened or is a fact. Meanwhile, a suggestive narrative is a story or event that involves the imagination of the writer. There are many examples of narrative texts. One of the stories in the narrative text is Snow White. Here is a short story about Snow White.

Example:

There was a princess named Snow White. Snow White is a beautiful and kind girl. Snow White, who is the daughter of a king and queen in a kingdom, However, after the queen died, Snow White's father remarried. But the new queen doesn't like Snow White and intends to kill her. However, the attempt failed, and Snow White met the dwarves. However, the queen still insisted on killing Snow White by ordering a witch to give Snow White an apple to eat, which made Snow White unconscious. But after a while, the prince came and kissed Snow White, making her wake up, and they lived happily ever after.

In narrative, the tense used is past tense. This tense is in accordance with narrative text stories, which actually have stories that have happened in the past. In the Snow White story, there are verbs that have been changed to past tense, such as died and failed. In narrative texts, there is also a structure that can make the story well-structured. The structure of the narrative text is as follows: orientation, complication, resolution and reorientation. In writing narrative texts, one of the difficulties of writing narrative text is determining the

generic structure of a story. The researcher experiences the same case during the observations at SMP Negeri 8 Medan in class 8. There are several difficulties experienced by students when writing narrative texts. The first is students confused starting writing narrative texts. This occurs as a result of their limited comprehension of the narrative content. The second difficulty that class 8 faces is a deficiency of vocabulary. This occurs as a result of their lack of understanding of the narrative information. The second is problem with Grade 8 faces is a lack of vocabulary. The last, students also have difficulty completing the task of writing narrative text. It takes a long time for students to improve the narrative text because they must write it again in order for it to get better. Students' weaknesses in writing can also be seen through the low test scores of students who barely meet the Minimum Completeness Criteria.

Table 1. 1
Writing Narrative Text Pre-Test

No	Students	C(30)	O(20)	V(20)	G(25)	M(5)	Total(100)
1	AS	17	14	10	11	3	55
2	AR	13	10	7	5	4	39
3	FM	22	10	10	11	3	56
4	RJ	17	10	10	11	3	51
5	JM	17	7	10	5	4	34
6	NA	14	14	10	11	4	53
7	TR	17	7	7	5	3	39
8	HS	22	14	10	11	3	60
9	KN	17	10	7	11	4	49
10	SP	14	10	10	5	4	43
11	SS	22	14	7	11	3	57

Table 1.1
Writing Narrative Text Pre Test

12	FA	14	7	10	5	3	39
13	SR	17	14	7	5	4	47
14	VQ	22	10	10	11	3	53
15	BD	17	7	10	11	4	49
Total		262	158	135	129	52	724
Average		17.47	10.53	9	8.6	3.47	48.27

C: Content; O: Organization; V: Vocabulary; G: Grammar; M: Mechanics

Table 1.2
Classification Score

No	Score	Classification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor

The table above contains students' scores when taking tests during pre-observation. Based on the results of student tests, researcher found that students' writing scores were still low. This is shown in existing components such as content, organization, grammar, vocabulary, and mechanics. In the table, it is explained that their writing scores are still below the KKM. This is shown in the classification score table, which only reached 48.27%. Researcher found that students were unable to express their ideas in writing. So it has not been able to achieve the desired value.

From these statements, the researcher can conclude that revision is an important part of writing narrative texts for students to overcome the problems they face. Students compared the ideas in their minds with what they had written. Afterward, they checked for errors in their writing and made necessary revisions to improve it.

To deal with the problems mentioned above, the strategy that best suits this problem is the CDO strategy. A CDO strategy is a strategy to learning that places equal emphasis on the teacher and the students. This strategy ensures that every student participates actively in their education. These are strategies that can be implemented based on these problems. CDO strategy is a strategy for writing narrative texts that consists of comparing, diagnosing, and operating. Compare is comparing what students think and what they have written. Diagnosing is finding a problem and/or error in the writing. And operating means rewriting the revised narrative text. The CDO strategy is the best strategy for revising good and correct writing. According to Saputra (2017), CDO is a writing revision strategy. CDO is used to write narrative text, which has three steps: compare, diagnose, and operate. In Compare, students compare their thoughts with what they want to write. Diagnosis means checking for errors students writing. The last one is Operate, namely revising writing errors and replacing them with better ones. Golley (2019) states that a CDO strategy is a strategy that focuses on revising the work and also editing it into higher-quality work. This strategy will help students learn what they need through student-initiated revision.

Previous research was conducted by Lintang et al. (2020) with the title “The Implementation of Compare-Diagnose-Operate (CDO) Strategy on Students Writing Skills in Narrative Text” The research results showed a significant increase in the experimental class

compared to the control class. The second research conducted by Kusuma et al. (2016) with the title “The Effect of Compare- Diagnose- Operate (CDO) Strategy to Improve Students’ Writing Ability In Descriptive Text”. The research results showed a significant difference in the experimental class compared to the control class. The post-test results show that the Compare-Diagnose-Operate (CDO) strategy can improve students' writing skills. Thus, the Compare-Diagnose-Operate (CDO) strategy can be an effective strategy to increase students writing skills.

The benefit of this strategy is that it can help students compare and see parts that need to be changed or revised in their writing. CDO strategies can create English language learning that is fun and not scary, so students will not be confused when writing narrative texts. Moreover, students will also learn from their writing mistakes, and they will also be more confident in writing narrative texts. Given these problems, researcher are interested in using the CDO strategy for research. Learning based on the compare-diagnose-Operate strategy is very effective in improving students' writing skills, especially in writing narrative texts. Narrative text is a text that is easy for students to understand because it contains fairy tales that students often hear. So, the narrative text will attract students' attention, along with a variety of other fictional stories, because narrative text can make students feel that learning is more enjoyable.

This strategy is suitable to be applied to grade 8 students at SMP Negeri 8 Medan. This school is located on Jalan Turi Ujung No. 94. There are a total of 240 students in class 8. There are 10 classes in class 8, with a total of 24 students per class. The control class and the experimental class are the two classes that the researcher selects. The researcher states that developing one's writing abilities is crucial. Based on observations made by researcher, the students still lack the ability to write narrative texts well. Thus, researcher chose school because these school were considered representative as research objects regarding the Compare- Diagnose-Operate (CDO) strategy. Therefore, researcher conducted research with the title "The Effect of Using a Compare-Diagnose-Operate (CDO) Strategy Towards Students's Narrative Text Writing Skills in the Eighth Grade at SMP N 8 Medan".

1.2. Problems of the Study

The researcher's formulation of the study's problem, "Does the Compare-Diagnose-Operate (CDO) Strategy affect students' narrative text writing skills in eighth grade of SMP Negri 8 Medan?"

1.3. The Objective of the Study

The researcher created the goal of determining if the Compare-Diagnose-Operate (CDO) technique has an impact on students' narrative writing abilities at SMP Negri 8 Medan based on the previously mentioned research.

1.4. The Scope of the Study

When teaching, there is a lot of strategies are applied. However, while writing, particularly in narrative texts, researcher employed the Compare-Diagnose-Operate (CDO) technique. Expository narratives and suggestive narratives are the two categories of narrative texts; nonetheless, the researcher's use of suggestive narratives constrained the study. Researcher chose to use suggestive narrative texts because suggestive narratives contain fiction stories that are easy for students to understand and aim to entertain readers. The researcher chose SMP Negeri 8 Medan to conduct research, and for the population, the researcher chose grade 8 students. This research used a quantitative experimental method. The research subjects consisted of two classes, namely the experimental class and the control class. This research aims to find out whether the Compare-Diagnose-Operate (CDO) strategy can influence students' ability to write narrative texts.

1.5. The Significance of the Study

The significance is classified into three parts. After completing this research, researcher hope to be able to provide significant insight to teachers, students, and fellow academics. It is anticipated that this research will be significant both theoretically and practically. They are as follows:

1.5.1. Theoretical Significances

It is hoped that this research can help other researchers learn

more about teaching writing narrative texts through the application of the "Compare- Diagnose-Operate (CDO)" strategy.

1.5.2. Practical Significance

1. For Teachers: In order to improve students' learning abilities, teachers should find appropriate learning strategies for teaching writing, especially for English teachers.
2. For Students: The findings of this research will most likely enable students to improve their English writing skills and overcome their difficulties in writing assignments by utilizing CDO strategies during learning.
3. For other researchers: The results of this research can be a source of reference for other researchers.

1.6. Hypothesis

Researcher used two types of hypotheses that were formulated to be tested, namely the null hypothesis (H_0) and the alternative hypothesis (H_a).

(H_0): There is no effect on writing narrative texts using the Compare-Diagnose- Operate (CDO) strategy.

(H_a): There is an effect on writing narrative texts using the Compare-Diagnose- Operate (CDO) strategy.

CHAPTER II

REVIEW LITERATURE

2.2. Teoretical Framework

This study examines how writing narrative texts becomes more proficient using the Compare-Diagnose-Operate (CDO) learning technique. In completing this research, several theoretical explanations related to this research are needed. Therefore, the theoretical framework is intended to provide a clear conceptual framework for this research.

2.2. Writing

2.2.1. Definition of Writing

Writing is the process of gathering words, forming sentences, and then combining those sentences to create paragraphs. Writing is not just writing a piece of writing, it is putting the ideas into text, and these ideas have to be arranged as well as possible so that readers can understand the meaning. Manik et al. (2022) stated most students always get difficulties when they write a good text in english. Because the lack of students vocabulary, they are confused to write a text.

McCrimmon (1984) in Feby Inggriyani (2017) stated that writing is hard work, but writing is also an opportunity to communicate ideas to readers. From Crimmon's definition, it can be concluded that writing is a job that uses hard work to express oneself and is also a form of creativity that can be shared with people.

Brown (2001) as cited in Sari Togero & Usman (2014) writing is the process of transferring ideas, feelings, and thoughts into written form using rules of language. In writing, the writer produces a final written product based on his thoughts after going through this thinking process.

Burnaby (1984) in Lintang et al. (2020) state that writing is a very complex activity because, in writing, the writer must show concurrent variables carefully. This means that at the sentence level, the writer must organize information into a coherent paragraph and text. From these several definitions, researchers can conclude that writing is a sentence that is made into a paragraph and arranged into a text. Writing is a complex activity, so it requires brilliant ideas to produce words. Therefore, writing can help the writer develop their thinking skills.

2.2.2. Definition of Writing Skill

Writing is a skill that must be mastered by every student at school. Which means writing is not an easy skill to master, especially for junior high school students. Writing is an important skill that should not be taken lightly by students because writing requires the ability to think creatively so that it can attract the reader's attention Indrawati et al. (2020). In short, writing skills are not just about putting ideas into text on paper.

Writing is where the most complex competencies are required Hasnah Faizah et al. (2023). Therefore, writing is a difficult skill to learn and students need regular and repeated practice in order to master writing skills.

2.2.3. The Purpose of Writing

According to Grenville (2001) quoted from Mila Aulia & Nugrahini (2019), there are several goals in writing, namely:

1. Write to entertain readers
2. Entertaining writing is writing that is able to captivate the reader through its writing. The writing is written in such a way that the plot and characters suit the story.
3. Writing to inform is providing information to the reader. This writing can take the form of an article, a scientific report, and so on.
4. Writing to persuade aims to convince the reader of something through providing evidence, for example, an item that is in an advertisement or magazine.

2.2.4. The Writing Process

According to Aluemalai & Maniam (2020) there are four stages of writing, namely:

1. Planning

In writing, planning is important. Planning is done before the writer writes sentence or paragraph. In this planning, the

writer needs to consider the purpose, grammar, and structure of the text.

2. Preparation

In the preparation stage, the writer will express his thoughts in a piece of writing. So the author still writes spontaneously without looking at the structure or grammar.

3. Editing

At this stage, the writing that has been drafted will be considered again. At this stage, the writer will check for any errors in his writing so that it is well structured.

4. Final Arrangement

The final stage is the final preparation. In this stage, the author will rewrite the text that has been corrected. Once you are ready for this stage, your writing is ready to be shared.

2.2.5. Components of Writing

According to Heaton (1976) there are five main components, there are:

1. Content

In content, writing must be clear so that readers can understand the content of the message and also the information you want to convey. To have good content, the written content must be complete and integrated. This is very important so that the writing is known to have good unity and completeness.

2. Organization

The process of organizing in writing involves coherence. What is important, from general to specific to general, is chronological order and spatial patterns. Coherence means “coming together” in an essay simultaneously. A coherence paragraph is a paragraph where the ideas are arranged sequentially. This sequence plays a role in structuring ideas in a sentence. In general, a paragraph can be structured in two ways. Start by organizing important ideas and prioritizing less important ideas. The structure begins with a sentence containing a topic that is a general statement and continues with various supporting sentences that provide details or facts. Within specific, general patterns, there are usually a series of individual, special patterns, facts, details, impressions, or observations, and ending with a generalization or conclusion, usually the topic sentence.

3. Grammar

Grammar plays an important role in writing. This sets speech in order to produce correctly and regularly. Therefore, grammar has a great influence on quality. To have good grammar in writing, writers must pay attention to grammatical rules, tenses, conjunctions, etc. A lack of precise grammar will cause the writing and content to cause misunderstandings.

4. Vocabulary

Vocabulary is one of the most important elements of writing. One cannot write anything if one has nothing to say. Both men and women must express ideas in the form of words or vocabulary; lack of vocabulary makes someone fail to organize what they are going to say because of their feelings. It is difficult to choose words. The right vocabulary will help the writer compose his writing and also makes the essay easier for readers to understand.

5. Mechanics

Use of mechanics due to proper use of capital letters and spelling. This aspect is very important because it helps the reader understand what the author wants to express. Use of profitable mechanisms in writing skills make it easy for readers to group the delivery of ideas or messages into writing.

2.3. Narrative Text

2.3.1. Definition of Narrative Text

One of the English courses offered in schools is narrative text. Furthermore, according to Hutchinson (2005) in Fhonna (2014), says that narrative is a fictional or non-fictional story that is made into a chronological form of events. Narrative text is a story about interrelated events, told in an order appropriate to the story Rosita (2019). So it describes a series of events that follow a determined path, which includes orientation, complication, resolution, and reorientation. Narrative texts can

be classified into two categories, namely expository and suggestive. According to Amalia & Napitupulu (2022) in a suggestive narrative, the writer must be able to describe the characters and the place where the events occurred in detail so that the reader feels as if the story really exists. So it can be concluded that the text contains interesting stories from fiction and non-fiction that are told using a sequential plot so that readers can understand the text well. Therefore, when students want to provide their experience in writing narrative texts about fictional stories, they should use narrative texts.

2.3.2. The Purpose of Narrative Text

The purpose of narrative text is to entertain or amuse readers with a story. Narrative texts usually contain continuous story content so that the storyline can be understood well. Lubis (2017) said that narrative texts are created to find out and understand the processes or procedures as well as the components, generic structure or, grammar language features contained in narrative writing. By knowing and understanding all the components, it is hoped that errors will no longer occur in writing narrative texts.

Betty M. Dietsch (2003) said that narratives are divided into two types, namely nonfiction narratives and factual narratives. Nonfiction narratives aim to entertain and also strengthen brotherhood. Meanwhile, if the narrative is fiction or fact, the aim is to inform the reader of the reader of a fact that actually happened. So, the author is expected to be able to provide true facts. Pardiyono

(2007) also added that narrative texts are texts that provide moral lessons for the reader. Overall, the purpose of narrative text is to entertain readers, tell experiences, and inform them of facts about the past that have problems and solutions in them.

2.3.3. Generic Structure of Narrative Text

According to Marta Yuliani in Noormaliah (2015), the structure of narrative text is orientation, complication, resolution, and reorientation.

1. Orientation

Orientation is the opening part of the narrative text. This section introduces the characters, places, times, and circumstances that occur. Apart from introducing the beginning of a story, orientation is also used to persuade readers to be interested in reading the story. In other words, the author uses orientation as a guide for the reader, making them know the outer shell of the story before or without entering it. Apart from introducing the beginning of a story, orientation is also used to persuade readers to be interested in reading the story. In other words, the author uses orientation as a guide for the reader, making them know the outer shell of the story before or without entering it.

2. Complication

This section contains the problems that occurred. Starting

from the beginning of the problem, the peak of the problem, and also starting to find bright spots in the problem. The problem is usually experienced by the character namely, starting from small problems to the biggest problems. Apart from problems, there are also other problems and events that make the story more interesting. We can call this part the core of the story.

3. Resolution

Resolution is the final part of a narrative text that contains the solution to the problem of the conflict that occurred in the complications section. In this session, it will be determined how the story will end, whether it has a sad or happy ending. Usually, this is the part that makes readers wonder how the story will end.

4. Reorientation

The conclusion, which offers a moral lesson or a character's transformation at the end of the story, is found in the last section of the narrative text structure. This is the final part of a narrative text that contains the solution to the problem of the conflict that occurred in the complications section. In this session, it will be determined how the story will end, whether it has a sad or happy ending. Usually, this is the part that makes readers wonder how the story will end. Can this story make the reader understand the content of the story well or not.

2.3.4. Language Features of Narrative Text

According to Lintang et al. (2020) here are several linguistic characteristics of writing narrative text, including:

1. Narrative text is told using a first-person point of view, such as I and we, or a third-person, such as he, she, and they, who writes the inside story narrative text.
2. The character of the main character is one that readers can recognize.

In stories, the main character usually tells a human, or sometimes an inner animal, its characteristics.

3. In narrative text, verbs are also used to tell the reader about the actions taken. The verb is like (eating, exercising, sleeping, studying) and the verbal process (saying, commenting, urging, asking).
4. Narrative text uses simple past tense (subject + verb 2) to show that the event has passed.
5. Narrative text uses noun phrases. This noun is followed by an adjective (a charming queen, a fine man).
6. Narrative text uses connecting words. Time links are used to connect the plot of the story.

2.3.5. Types of Narrative Text

According to Rayendriani (2016), there are several types of narrative text, namely:

1. Humor

A funny narrative is one that aims to make the audience laugh as part of the story.

2. Romance

Romance narratives usually tell the story of two lovers who overcome each other's difficulties in ending up together.

3. Historical Features

This historical story tells about events in the past that relate to history in past lives.

4. The Diary Novel

This type of narrative tells about the narrator's experiences, which can contain romance, mystery, adventure, or others. Which also contains problems, hopes, feelings, and solutions from the narrator.

5. Fantasy

In this narrative, the author creates a story that has a different dimension. Which comes from the narrator's imagination or contains mystical stories.

6. Science Fiction

This science fiction narrative is a story that involves a setting involving science and technology.

2.3.6. Example of Narrative Text

The following table presents examples of narrative text. In this table there is the story of Fox and Cat and also includes the structure of the entire content of the story.

Table 2. 1 An Example Of Narrative Text

Generic Structure	A Fox and A Cat
Orientation	One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was.
Complication	Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said. "I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!". "Well, maybe someday, when I have the time, I may teach you a few of the simpler ones," replied the fox airily. Just then, they heard the barking of a pack of dogs in the distance. The barking grew louder and louder the dogs were coming in their direction! At once, the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know," said the cat. "Which one of your hundred tricks are you going to use?"
Resolution	The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell on the fox and tore her to pieces.
Reorientation	The moral of the story is that a single plan that works is better than a hundred doubtful plans.

2.4 CDO Strategy

2.4.1. Definition of CDO Strategy

In learning, teachers must provide solutions so that students can develop their understanding, especially in understanding narrative texts Septiana et al. (2023). One strategy that can be used is the CDO strategy. The compare-diagnose-operate (CDO) strategy is a strategy first proposed by Bereiter, C., & Scardamalia (1999). This strategy is a strategy used by teachers when learning to write.

This strategy is strategy One student-centered learning strategy is the CDO learning strategy. This strategy makes students learn to do their assignments individually. Students can gain great benefits from learning to use the CDO strategy because it can help them practice critical thinking so they are able to solve the problems they face in writing. Furthermore, Risan & G (2019) explained that compare-diagnose-Operate (CDO) is a revision strategy that has steps involving students to apply it directly. It was explained that this strategy is uses to revise writing by carrying out several steps. So, this strategy will change the way the way researcher prepare students because it follows the general concept of writing.

2.4.2. Procedures of the Compare-Diagnose-Operate (CDO) Strategy

Before the researcher started using the Compare-Diagnose Operate (CDO), the researcher first prepared all the required media for the learning process, such as before, during, and after teaching.

According to Bereiter, C., & Scardamalia (1999) CDO strategy has several steps, which are:

1. Compare

The researcher is going to go over the overall structure of the story with the students. After the researchers apply comparison, the students use their ideas to create a narrative text. Researchers ask students out loud what the content of the text is. After then, researchers asked pupils to note it in their books.

2. Diagnosis

At this stage, the researcher looked at that writing and gives a comment. When the researcher thought that the text was completed, then the researcher asked all students to look at the text and give comment. In this case, the researcher still used diagnose. Some students may find any mistakes on the text such as changing words, deleting or adding ideas, or the use of tenses.

3. Operate

The students revised and re-wrote their text. The researcher asked 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 were not allowed to delete the mistakes of the previous text, but they have to write the change on a new narrative text.

2.4.3. The Advantages of Using the Compare-Diagnose-Operate (CDO) Strategy

There are several advantages to using a CDO strategy. According to Waters, H. S., & Schneider (2010), there are three advantages to strategic CDO, namely:

1. Increase the amount of time students spend writing.
2. There are substantive changes made to the composition of the writing.
3. CDO strategies can make students enjoy writing and spend more time writing.

Apart from that, this strategy can also influence students' writing formation to make it better. In this way, students can be responsible for writing independently and improve the quality of their writing.

Sherman (2011) also explains some of the benefits for students of using the CDO strategy, such as:

1. Students must take into account the purpose of a story, correct it, and carry out revision actions.
2. CDO procedures have created significant changes in revising students' stories and essays.
3. The CDO strategy makes it easier for them to carry out revisions.

According to Waters, H. S., & Schneider (2010), using the

CDO strategy makes the revision process easier when perfecting sentences. Sherman also continued that the CDO strategy is easy to do. These three steps create a revision process that causes the writer to revise the entire text, sentence by sentence.

In conclusion, the CDO strategy has the advantage of making it easier for students to create good and correct narrative texts and can motivate students. So you can create a good and correct way to revise narrative text without feeling afraid of making a mistake.

2.4.4. The Disadvantages of Using the Compare-Diagnose-Operate (CDO) Strategy

According to Bereiter, C., & Scardamalia (1999) this strategy, it is not suitable to be carried out in groups. Because when students are in groups, they will reduce their activeness in learning and this strategy is not effective in its implementation.

This strategy is more suitable to be carried out for individual work because this strategy is engaged to help students to be more responsible for their assignments and make them able to explore their knowledge independently and develop their own way of thinking.

2.5. Previous Study

The previous research was first carried out by Kusuma et al. (2016) with the title “The Effect of Compare-Diagnose-Operate (CDO) Strategy to Improve Students’ Writing Ability In Descriptive Text”. The research results showed a significant difference in the experimental

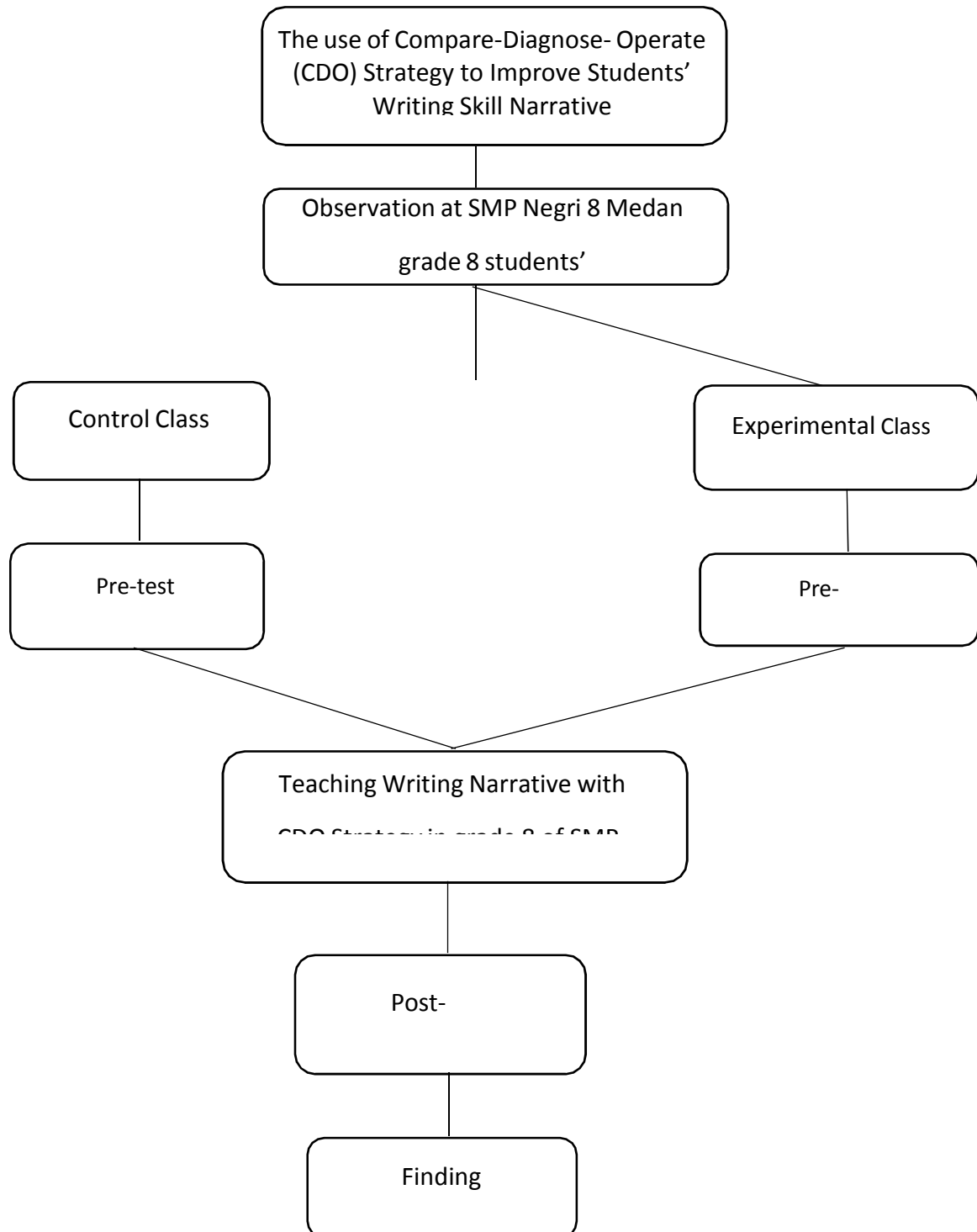
class compared to the control class. The post-test results show that the Compare-Diagnose-Operate (CDO) strategy can improve students' writing skills. Thus, the Compare-Diagnose-Operate (CDO) strategy can be an effective strategy to increase students writing skills. The location and research subjects of this study differ from those of earlier studies. Researcher will conduct research at SMP Negeri 8 Medan, while the previous research conducted at SMA N 5 Bengkulu Tengah. The previous research used descriptive text, while this research uses narrative text. The similarity between these two studies is that they use learning strategies and this research both use experimental research.

The next research was conducted by Saputra (2017) with the title "The Effect of Compare-Diagnose-Operate (CDO) Strategy on Students Writing in the Eighth Semester at the English Education Program of Muhammadiyah University of Bengkulu". The results of this research showed an increase in post-test scores in the experimental class compared to the control class. Thus, the Compare- Diagnose- Operate (CDO) strategy can be an effective strategy for improving students' writing skills. The difference between this research and previous research is the research location. Researchers will conduct research at SMP Negeri 8 Medan, while previous research was carried out at Bengkulu University. The similarity between previous research and this research is that they both use narrative text and also use quantitative experimental methods.

Agustina (2019) Agustina (2019) carried out the most recent

study, which had the title "The Influence Of Using Compare-Diagnose-Operate (CDO) Strategy In Writing Persuasive Text Of Second Grade Students' At SMAN 11 Kota Bengkulu In Academic Year 2019/2020". This research uses an experimental class, from the post test that has been carried out the results show changes in scores when using the CDO strategy. The research materials, location, and subjects of this study differ from those of other studies. While narrative text was employed in earlier studies, persuasive text was used in this study. The present research location is in Medan, whereas the prior location was in Bengkulu. The previous research subjects chose high school students, while this research chose middle school students. The similarity between these two studies is that they use learning strategies and this research both use experimental research.

2.6. Conceptual Framework



CHAPTER III

RESEARCH METHOD

3.1. Research Design

This study used a quantitative experimental research design. Independent and dependent variables are the two categories of variables. Students' writing proficiency is the dependent variable, and the application of CDO methods is the independent variable. In this case, the researcher tried to find out if the independent variable had an impact on the dependent variable. Additionally, two groups were used in the experimental research: the control group, which did not receive any special treatment, and the experimental group, which was given CDO strategy treatment when composing narrative texts. It was class VIII-4 for the experimental class and class VIII-6 for the control group. The identical objects are then used for both the pre- and post-tests. The design types of are displayed in the following table.

Table 3. 1 Research Design

Group	Test	Treatment	Test
Experimental VIII-4	Pre-test	By using CDO strategy	Post-test
Control VIII-6	Pre-test	By using Conventional Strategy	Post-test

3.2. Population and Sample

The sample and population were part of a quantitative experiment. The researcher in this study provided a clear explanation of each as follows:

3.2.1. Population

According to Sugiyono (2017) in Risan & G (2019), state that the population of an object or topic with particular attributes was identified through inquiry to be examined, and conclusions were then made. Class VIII pupils at SMP NEGERI 8 MEDAN for the 2023–2024 academic year, comprising VIII–1, VIII–2, VIII–3, VIII–4, VIII–5, VIII–6, VIII–7, VIII–8, VIII–9, and VIII–10, made up the research population. There were 102 pupils in Class 8, one of ten classes.

3.2.1 Sample

According to Sugiyono (2017) in Yuliantika (2018) the sample was part of the characteristics and numbers of the population. This meant that subjects from the total population represented the total population, so that the knowledge gained could be researched. The researcher sampled fifty students. With 24 students, VIII-4 was designated as the experimental class, while VIII-6, also with 24 students, was designated as the control group. Two classes are chosen for the sample using a technique known as "cluster random sampling" by the researcher.

According to Sugiyono (2021), cluster random sampling was used if a population did not consist of an individual but a cluster or group. In Table 3.2 showed the details of the research sample. There was the number of students as samples in the research. For class VIII-4 and class VIII-6, there were 24 students in each class.

Table 3. 2 Total Student For Sampling

No	Class	Total Students
1	VIII-4	24
2	VIII-6	24

3.3. The Instrument of Collecting Data

Pre-test and post-tests for the writing test were given to the experimental and control groups as part of the study's instrumentation. Two different test kinds were used to gather information. Students in the control and experimental groups employ various techniques. Using the CDO technique, the students in the experimental class generated narrative pieces. Students in the control group, meanwhile, acquired narrative text writing skills without utilizing the CDO technique.

Students were instructed to use their knowledge to create story pieces. Researcher uses a pre-test to investigate the effect of the CDO strategy on narrative text writing skills before treatment. Then, the researcher uses a post-test to evaluate how much the students' writing skills improve by using the implemented CDO strategy.

3.4 The Technique of Collecting Data

3.4.1. Pre-test

Before the experiment, the researcher gave a pre-test. The skills of the experimental and control groups were similar. The pre-test's objective is to evaluate students' narrative text writing skills. Students were required to compose narrative writings using the information they already knew.

3.4.2. Treatment

The two classes were taught by the researcher using various methods. Students in the control group were not exposed to this treatment, but those in the experimental group would learn how to compose narrative texts utilizing the CDO method. The following table presents information regarding various activities carried out by teachers and students in the experimental and control classes.

Table 3. 3 The Activity of Teacher and Student in Experimental Class

Steps	Teachers' Activity	Students' Activity
1	The teacher entered the classroom and greeted the students.	Students responded and showed their politeness.
2	The teacher explained about: 1. Narrative text 2. What is the CDO Strategy 3. How to use CDO strategies in narrative texts	Students paid attention to the teacher and listened to the explanation carefully.
3	The teacher asked the students to write a narrative text based on their knowledge, using the CDO strategy. 1. Compare In this first stage, students will compare what they know about the narrative text story that will be discussed and what they heard from the teacher. 2. Diagnose In the second stage, students will pay attention to whether there are writing errors or whether they want to add a few sentences to the narrative text story. 3. Operate In this final stage, students will revise the results of assignments that have been paid attention to by the student, so students must be really careful in seeing errors found at the diagnosis stage.	The students did the pre-test.
4	The students were asked to show their work to the teacher to get comments.	The students paid attention to the teacher's explanation and discussed
5	The teacher asked students to collect their writing.	The students delivered their tasks.

Table 3. 4 Activity of Teacher and Students in Control Class

No	Teachers' Activity	Students' Activity
1	The teacher entered the classroom and greeted the students.	Students responded and showed their politeness.
2	The teacher provided directions regarding the narrative text.	Students will answered the questions.
3	The teacher explained about the narrative text.	The student paid attention to the teacher and listened to the explanation carefully.
4	The teacher asked the students to work on narrative text.	Students did the task.
5	The teacher asked the students to write a narrative text based on their knowledge.	Students will received the results of their evaluation.

3.4.3. Post-test

After providing treatment, the researcher gave a post-test to both of experimental and control class. The test will be similar to the pre-test but with different topics. The post-test scores will then be compared with the pre- test scores. These two scores will be used as numerical data to measure the influence of the CDO strategy in teaching narrative text writing skills.

3.5 Scoring

Jacob in Wigle (2002) states that while students are writing paragraphs, they should pay close attention to the following aspects: organization, content, language use, vocabulary, and mechanics. The values of the components when writing are listed in this test score table. These components contain organization, content, language use/grammar, vocabulary, and mechanics.

Table 3. 5 The Test Scoring Categories For Writing Jacob in Weigle (2002)

The Test Scoring Categories For Writing Jacob in Weigle (2002)

Aspect	Score	Criteria
Content (30)	27-30	Excellent to Very Good: substantial, methodical thesis development that is pertinent to the given topic of study.
	22-26	Good to average: Some subject knowledge, a good range, a thesis that is only partially developed and mostly pertinent to the topic, but lacking in detail.
	17-21	Fair to Poor: Insufficient topic development, minimal substance, and limited subject expertise.
	13-16	Very Poor: It demonstrates a lack of subject expertise, is insufficient to evaluate, is not substantial, or is irrelevant.
Organization (20)	18-20	Excellent to very good: Sent with ease, coherent concepts that are backed up by evidence, succinct, arranged logically, and cohesive.
	14-17	Good to average: Rather fragmented and disorganized, although the key ideas are well-supported and the chronology makes sense but is not perfect.
	10-13	Fair to poor: incoherent, thoughts disjointed or jumbled, and lacking in logical progression and sequencing.
	7-9	Very Poor: lacks organization, communication, or sufficient information to assess.
Vocabulary (20)	18-20	Excellent to very good: sophisticated range, adept use of words and idioms, command of word forms, and proper register.
	14-17	Good to average: Sufficient scope, sporadic mistakes in word or idiom form, selection, and application, but meaning remains clear.
	10-13	Fair to poor: restricted scope, frequent mistakes in word or phrase choice, usage, and structure; unclear or muddled meaning.
	7-9	Very poor: Translation essentially means having insufficient or no understanding of English vocabulary, idioms, or word forms.
Language use/grammar (25)	22-25	Excellent to very good: Few mistakes in agreement, tense, number, word order/function, articles, pronouns, and prepositions, and effective complex construction.
	18-21	Good to average: Though there are a few small issues with complex construction, effective yet simple structure, several agreement problems, tense,

		number, word order/function, articles, pronouns, and prepositions, the meaning is rarely hidden.
	11-17	Fair to poor: A significant issue with simple or complex construction is the frequent use of pronouns, run-ons, deletions that leave meaning unclear or confusing, and faults in negation, agreement, tense, number, word order, and function.
	5-10	Very poor: Errors predominate, almost no understanding of sequence creation rules, and insufficient communication to assess.
Mechanics (5)	5	Excellent to very good: shows command of conventions; few spelling, punctuation, capitalization, and paragraphing mistakes.
	4	Good to average: occasional mistakes in capitalization, punctuation, spelling, and paragraphing; yet, the idea is still clear.
	3	Fair to poor: spelling, punctuation, capitalization, paragraphing, handwriting, and meaning obscuring faults that occur frequently.
	2	Very poor: Lack of command of conventions, mostly manifested in misspellings, capitalization mistakes, paragraphing, and handwriting that is either unreadable or too small to assess.

3.6. The Validity of The Test

The method through which a test determines the representativeness of its items in a certain domain of knowledge, abilities, tasks, and other factors being measured is known as validity. In order to achieve constructed validity, the researcher creates an instrument with multiple distinct indicators. Therefore, in this instance, the test's validity rested on determining whether or not the CDO strategy test had an impact on students' writing abilities. The method via which a test determines the representativeness of its items in a certain domain of

information, tasks, abilities, and other factors being measured is known as validity. In order to ensure construct validity, researchers created an instrument with multiple distinct indicators. Therefore, in this instance, determining whether the test is legitimate while utilizing the CDO technique. To calculate the validity of the data results from each experimental class and control class, researchers uses the IBM SPSS STATISTIC application to analyze student data. The product-moment correlation formula is uses to determine the problem item's validity.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum(N \sum X^2 - (\sum X)^2)\{\sum N \sum y^2 - (\sum y)^2\}}}}$$

Information :

R_{xy} : Coefficien Correlation

N : Total of respondents;

X : Score of items;

y : Total score;

$\sum x$: Sum of the score for items;

$\sum x^2$: Sum of squared scores for the item;

$\sum y^2$: Sum of squared total scores.

To determine the validity of an item, see the price of correlation. Sugiyono (2009) in Kusnadi & Mutoharoh (2016) stated that we may determine that an item could be considered invalid and needed to be revised or discarded if the correlation price was less than 0.50. Items that had a coefficient correlation less than r are considered invalid, while those with a correlation larger than r

were considered valid. Invalid items could be changed or discarded.

The following were some general validity criteria arranged in table.

Table 3. 6 Validity Criteria

Number Parameters	Reability Category
0,80-0,100	Very high
0,60-0,80	High
0,40-0,60	Sufficient
0,20-0,40	Low
0,00-0,20	Very low

3.7. The Reliability of The Test

The purpose of the written test evaluation was to determine the exam's reliability. A measurement's uniformity was referred to as reliability. The capacity to deliver comparatively consistent measuring findings is reliability. According to the notion of reliability, an instrument is considered good if it can be relied upon to collect data. (2010) Arikunto in Maulana (2022). To calculate the reliability of the data results from each experimental class and control class, researchers uses the IBM SPSS STATISTIC application to analyze student data.

3.8. The Technique of Analizing Data

The data collection process occured when the research was carried out. To ascertain how students could improve students' writing skills, this formula will be used in this research. The researcher tested quantitative data using statistical techniques. The actions were as follows:

1. Determining Mean of X1 with formula (Experimental Group)

$$M1 = \frac{\sum x1}{n1}$$

N_1

Where :

N_1 : Number of Students;

ΣX_1 : The Score of the pre-test and post-test for the experimental group;

M_1 : Mean of pre-test and post-test for the experimental group;

- Determining Mean of X_2 with formula (Control Group)

$$M^2 = \frac{\sum x^2}{N_2}$$

Where :

N_1 : Number of Students;

ΣX_1 : The Score of the pre-test and post-test for the Control group;

M_2 : Mean of pre-test and post-test for the Control group.

- Determining deviation score X_1 (Experimental Group) with the formula: $A_1 = B_2 - B_1$
- Determining deviation score X_2 (Control Group) with the formula: $A_2 = B_2 - B_1$
- After collecting the data from the pre-test and post-tests, the researcher uses statistical calculations of the t-test formula with a degree of significance to evaluate the data. The following was the formula:

$$t = \frac{M_{X_2} - M_{Y_2}}{\dots}$$

$$w_i = \frac{(-dx^2 - dy^2)}{(Nx + Ny) - 2} \left(\frac{1}{Ny} + \frac{1}{Ny} \right)$$

Where :

t : Significant value (t-test);

M_x : The mean score

of the experimental

group; M_y : The mean

score of the control

group;

D_x : The standard deviation of

the experimental group; D_y :

The Standard deviation of the

control group;

N_x : The total number of the experimental group; N_y : The total number of the control g