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

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Abstract

The purpose of this study is to determine whether the Compare-Diagnose-Operate (CDO) technique can significantly impact grade 8 SMP N 8 Medan students' capacity to compose narrative texts. This kind of research employs experimental methodology. Pre- and post-tests are used independently in the design. This study compares the abilities of pupils using the CDO (Compare-Diagnose-Operate) technique before and after it was implemented. 24 pupils from the experimental class and 24 classes from the control class of class 8 at SMP N 8 Medan comprise the sample for this study. Data collection the method is administered through a written exam. The results of the study show how the CDO (Compare-Diagnose-Operate) method affects eighth-grade students' writing abilities when it comes to narrative texts. The study's conclusions show that grade 8 students' capacity to create narrative texts at SMP N 8 Medan is impacted by the CDO (Compare-Diagnose-Operate) technique. The higher up average score of pupils who used the CDO technique is evidence of this. based on the t-test data analysis. It is established that the control class has an average of 0.71 and the experimental class has an average of 0.81. The experimental class has a higher standard deviation value than the control class. It indicates that Ha accepted and Ho rejected. It indicates that instruction using the CDO (Compare-Diagnose-Operate) approach has a major impact on eighth grade students' capacity to compose narrative texts at SMP N 8 Medan.

Keywords: Compare-Diagnose-Operate (CDO), Narrtive text, Writing Skills

Abstrak

Tujuan dari penelitian ini adalah untuk menentukan apakah teknik Compare-Diagnose-Operate (CDO) dapat secara signifikan mempengaruhi kemampuan siswa kelas 8 SMP N 8 Medan dalam menyusun teks naratif. Jenis penelitian ini menggunakan metodologi eksperimen. Tes awal dan tes akhir digunakan secara terpisah dalam desain. Penelitian ini membandingkan kemampuan siswa menggunakan teknik CDO (Compare-Diagnose-Operate) sebelum dan sesudah diterapkan. 24 siswa dari kelas eksperimen dan 24 kelas dari kelas kontrol kelas 8 di SMP N 8 Medan menjadi sampel untuk penelitian ini. Pengumpulan data metode ini dilakukan melalui ujian tertulis. Hasil penelitian menunjukkan bagaimana metode CDO (Compare-Diagnose-Operate) mempengaruhi kemampuan menulis siswa kelas delapan dalam hal teks naratif. Kesimpulan penelitian menunjukkan bahwa kemampuan siswa kelas 8 dalam membuat teks naratif di SMP N 8 Medan dipengaruhi oleh teknik CDO (Bandingkan-Diagnosis-Operasikan). Nilai rata-rata siswa yang menggunakan teknik CDO yang lebih tinggi adalah buktinya. berdasarkan analisis data uji-t. Ditetapkan bahwa kelas kontrol memiliki rata-rata 0,71 dan kelas eksperimen memiliki rata-rata 0,81. Kelas eksperimen memiliki nilai simpangan baku yang lebih tinggi daripada kelas kontrol. Ini menunjukkan bahwa Ha diterima dan Ho ditolak. Ini menunjukkan bahwa instruksi menggunakan pendekatan CDO (Bandingkan-Diagnosis-Operasikan) memiliki dampak besar pada kemampuan siswa kelas delapan untuk menulis teks naratif di SMP N 8 Medan.

Kata Kunci : Bandingkan-Diagnosis-Operasikan (CDO), Teks Naratif, Keterampilan Menulis

INTRODUCTION

Writing is one of the tasks that students complete in class. Brown (2001) 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.

One of the things that students do in class is writing. Writing is a crucial talent that students shouldn't undervalue since it calls for creative thinking in order to grab the reader's interest Indrawati, (2018). 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.

Students typically write out their ideas or knowledge when they write. Since writing is the usual way for students to express their ideas or information, some pupils are still unsure of how to do so. According to Manik et al. (2022) stated that the majority of pupils consistently encounter challenges when producing high-quality English texts. Students struggle to produce texts because of their limited vocabulary. Students usually convey their essays in writing when they are writing, yet some of them are still unclear of how to write about it. Writing is therefore one of the skills that pupils need to learn in school. According to Lintang et al. (Sigit Vebrianto Susilo et al., 2020), writing requires the writer to meticulously demonstrate concurrent variables, which makes it an extremely hard task. The students need to learn how to write correctly and well as a result. This implies that the writer needs to arrange material into a logical paragraph and text at the sentence level. Based on multiple definitions, scholars can deduce that writing is the process of transforming a sentence into a paragraph and organizing it into a document. Writing is an intricate process that demands creative thinking in order to generate words. As a result, writing can aid in the writer's cognitive development. To acquire English, students must study a variety of literature in school. There are a number of texts that students studying English at school must read. A narrative text is among these texts.

Narrative is one of the texts studied in school. According to Hutchinson (Lomashvili, 2022) in Fhonna (2014), claims that a narrative is a story, whether true or not, that is presented in the order of events. It so defines a sequence of events—orientation, complexity, resolution, and reorientation—that occur along a predetermined path. Expository and suggestive texts are the two categories into which narrative texts fall. 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. In learning, teachers must provide solutions so that students can develop their understanding, especially in understanding narrative texts Septiana et al. (2023).

According to Amalia & Napitupulu (2022) to make the reader feel as though the story is genuine, the author of a suggestive narrative needs to be able to provide detailed descriptions of the characters and the setting. A narrative text describes the events that take place in order. A narrative text is a piece of writing that recounts a sequence of incidents or is an essay by the author. A story with an engaging plot that aims to entertain the reader is referred to as a narrative text. The writer needs to be able to locate engaging information in order to receive positive feedback, Rosita (2019).

According to Faculty (2016) said that the purpose of narrative texts is to help readers learn about and comprehend the techniques, elements, and grammatical and linguistic elements that make up a story. It is intended that by being aware of and comprehending every element, mistakes in creating narrative texts will be eliminated. Betty M. Dietsch (Andriani et al., 2021) 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 (Octavia et al., 2020) 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.

Determining the general form of a story is one of the challenges involved in composing narrative texts. During class 8 observations at SMP Negeri 8 Medan, the researcher encountered the same issue. When creating narrative texts, students encounter a number of challenges. Students get confused when they first start writing narrative writings. This happens as a result of their inadequate understanding of the story's plot. The lack of vocabulary in class 8 is the second issue they deal with. Their inability to comprehend the narrative material is the cause of this. The second issue that students in Grade 8 have is a vocabulary deficit. Finally, pupils struggle to finish the assignment of creating narrative texts. Because they have to write the narrative text again to make it better, they find that improving it takes a lot of time. The CDO strategy is the most appropriate approach for addressing the issues raised above. A CDO technique is a method of teaching that gives both the teacher and the students equal weight. By using this method, all students are guaranteed to actively participate in their education. certain are tactics that, given certain issues, can be put into practice. Writing narrative texts using the CDO technique entails comparing, diagnosing, and operating. Compare involves contrasting the opinions of students with their written work.

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, 2015), 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.

According to Waters, H. S., & Schneider (Darmayenti et al., 2021) there are the advantages to strategic CDO is to Increase the amount of time students spend writing. Sherman (Lisanty et al., 2023) also explains some of the benefits for students is the CDO strategy makes it easier for them to carry out revisions.

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.

METHOD

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 object are then used for both the pre- and post- tests. Samples were taken using two student courses: The control class used standard methods, while the experimental class used the CDO (Compare-Diagnose-Operate) strategy. 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. 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.

According to Lintang et al. (2020), the implementation of the CDO (Compare-Diagnose-Operate) strategy, for the first The researcher is going to go over the overall structure of the story with the students. The researchers employ fairy tales as narrative texts. After the researchers apply comparison, the students use their ideas to create a narrative text. The researchers give six narrative texts were used by the researcher in the pre-, treatment, and post-test phases. Students were asked to write a 50–100 word text about a narrative story in order to demonstrate their writing abilities. At this stage, the researcher looked at that writing and gives a 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 (Martaulina et al., 2021). And then, The students revised and re-wrote their text. The Pre-test and Post-test served as the two indicators that determined each student's final score. Students completed a pre-test to gauge their abilities prior to beginning treatment. Following the pre-test, the experimental class received therapy, while the control group received instruction as usual. Following treatment, both groups took a post-test to gauge the students' comprehension of crafting narrative texts. Students' reading comprehension skills were tested in order to gather data for this study's analysis. Students from SMP Negeri 8 Medan's eighth grade made up the study's population. It was class VIII-4 for the experimental class and class VIII-6 for the control group. The identical test, consisting of a pre- and post-test for 48 students (24 experimental groups and 24 control groups), was administered to both classrooms. Students' exam scores were gathered by the researcher after they had finished their studies. Comparing the two classes, it was found that the experimental group's students retained more information during the teaching process than the control group's.

Table 1. Experimental Class and Control Class

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

Table 1shows the experimental class and the control class. The experimental class is Class VIII-4, while the control class is Class VIII-6. Prior to the test, both classes will complete an exercise in which they must use the title they have selected to create a narrative text story. The experimental students are enrolled in a class that employs CDO (Compare-Diagnose-Operate) as part of the treatment, whereas the control group is given regular instruction without the use of CDO. To assess their performance prior to the final exam, a post-test will be given.

Technique Of Collecting Data

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.

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

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

RESULT AND DISCUSSION

Data Requirements

The writing test results of the students were used to collect the research data. This study was conducted in SMP Negeri 8 Medan. Samples were taken using two student courses: The control class used standard methods, while the experimental class used the CDO (Compare- Diagnose-Operate) strategy. Researchers employ fairy tales as narrative texts. Six narrative texts were used by the researcher in the pre-, treatment, and post-test phases. Students were asked to write a 50–100 word text about a narrative story in order to demonstrate their writing abilities. The Pre-test and Post-test served as the two indicators that determined each student's final score. Students completed a pre-test to gauge their abilities prior to beginning treatment.

Following the pre-test, the experimental class received therapy, while the control group received instruction as usual. Following treatment, both groups took a post-test to gauge the students' comprehension of crafting narrative texts. Students' reading comprehension skills were tested in order to gather data for this study's analysis. Students from SMP Negeri 8 Medan's eighth grade made up the study's population. It was class VIII-4 for the experimental class and class VIII-6 for the control group. The identical test, consisting of a pre- and post-test for 48 students (24 experimental groups and 24 control groups), was administered to both classrooms. Students' exam scores were gathered by the researcher after they had finished their studies. Comparing the two classes, it was found that the experimental group's students retained more information during the teaching process than the control group's.

1. Pre-Test Experimental Group

In table 1.2, there are the results of the pre-test given by the researcher to students in the experimental group. This test was given to 24 students. In the results of this pre-test, the researcher has not carried out treatment on students in the experimental class.

Table 2. The Result of the Pre-Test Experimental Class

No	Name of Students	Pre-Test Score
1	AS	56
2	AR	54
3	FM	52
4	RJ	56
5	JM	51
6	NA	55
7	TR	51
8	HS	47
9	KN	59
10	SP	50
11	SS	58
12	FA	55

13	SR	51
14	VQ	57
15	BD	56
16	WA	58
17	DW	56
18	SY	60
19	SM	54
20	YS	56
21	MS	50
22	JS	54
23	GJ	58
24	ES	59
	Total	$\sum x_1 = 1315$
	Mean	$M_{x_1} = 54{,}79$

The researcher used the following formula to get the experimental group's mean score Pre-test:

$$M = \frac{\sum x1}{N}$$
$$M = \frac{1315}{24}$$
$$M = 54{,}79$$

2. Post-Test Experimental Group

In table 1.3, there are the results of the post-test given by the researcher to students in the experimental group. This test was given to 24 students. In the results of this post-test, the researcher used treatment for the experimental class to determine students' abilities in completing the post test.

Table 3. The Result of the Post-Test Experimental Class

No	Name of Students	Post-Test Score
1	AS	84
2	AR	85
3	FM	85
4	RJ	81
5	JM	81
6	NA	81
7	TR	84
8	HS	77
9	KN	85
10	SP	82
11	SS	81
12	FA	71
13	SR	84
14	VQ	88
15	BD	76
16	WA	84
17	DW	79

18	SY	90
19	SM	88
20	YS	89
21	MS	77
22	JS	78
23	GJ	77
24	ES	78
	Total	$\sum x_2 = 1965$
		$M_{x_2} = 81,87$
	Mean	

The researcher used the following formula to get the experimental group's mean score Pre-test:

$M = \frac{\sum x1}{N}$

$M = \frac{1965}{24}$

$M = 81,87$

Based on the experimental class post-test score table above, it can be explained that after carrying out the experimental group post-test using the CDO strategy, most of the students obtained the best scores on the experimental group post-test. The lowest total score on the post-test was 71, and the highest score was 89. The average score on the post-test was 80.87. In this study, researcher saw an increase in the scores achieved by students in reading class. The post-test results of this group's experiment can categorize 70% of students as capable of writing. This proves that there is an influence on students' ability to write narrative texts. In contrast to the experimental class, the control class had lower pre-test and post-test scores than the experimental class.

Discussion

Based on previously released information analysis, this study aims to determine the significant effect of using the CDO technique on the writing learning skills of grade 8 students at SMP Negeri 8 Medan. In this quantitative investigation, two test designs were used: pre-test and post-test. The eighth-grade students at SMP Negeri 8 Medan are the subject of this investigation. After that, samples were taken using the "Cluster Random Sampling" method from each population. Pre- and post-tests are used as tests in this study (Du & Qian, 2022). This indicates that applying the CDO technique has been shown to enhance students' narrative text writing skills. Students are given the opportunity to use their imaginations when creating when they employ the CDO technique. kids greater leeway to convey their thoughts through narrative prose. Pre- test average was 60.91, and post-test average was 81.87. Using the t-test formula, the difference between the pre- and post-tests is determined. The research's Alternative Hypothesis (Ha) was deemed to be accepted in light of the data's findings.

Under the heading "The Effect of Compare-Diagnose-Operate (CDO) Strategy to Improve Students' Writing Ability In Descriptive Text," Kusuma et al. (2016) conducted the earlier study.The study's findings demonstrated a noteworthy distinction between the experimental and control groups. The outcomes of the post-test demonstrate that students' writing abilities can be enhanced by the Compare-Diagnose-Operate (CDO) method. As a result, using the Compare-Diagnose-Operate (CDO) method can help students become more proficient writers. This study's location and research topics are different from those of previous investigations. While the earlier research was carried out at SMA N 5 Bengkulu Tengah, the researcher would now conduct research at SMP Negeri 8 Medan.

This research uses narrative text, whereas the prior research used descriptive text. These two studies are comparable in that they both employ learning methodologies and experimental research methods.

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 study's findings indicated that the experimental class's post-test scores were higher than those of the control group. As a result, the Compare-Diagnosis-Operate (CDO) method may be useful for raising pupils' writing proficiency. The research location distinguishes this study from earlier studies (Retnowati & Ekayanti, 2020). While earlier research was done at Bengkulu University, the current research would be conducted at SMP Negeri 8 Medan (Zemach & Rumisek, 2006). This study and earlier studies are comparable in that they both make use of narrative material and quantitative experimental techniques (Putri & Ramadhan, 2022).

The next research 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 (Graham et al., 2019). 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.

CONCLUSION

Based on data that has already been collected and examined by researchers in the preceding chapter, the findings of this study are provided. Finding out how much of an impact employing the CDO method when writing in class has is the aim of this study. According to research, grade 8 pupils at SMP Negeri 8 Medan had an average score of 55.95 prior to therapy, but after treatment, their average score rose to 81.87. This demonstrates how effective the CDO method is in writing classes. Using CDO strategies, writing classes can teach students how to write narrative texts effectively with each other since it helps students complete their writing assignments more successfully. The CDO Strategy yields higher test scores than pupils taught with the Conventional Method. This is demonstrated by the disparity between the two groups' mean scores. The experimental group's average score was higher (81.87) than that of the control group (70.73). The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

For future researchers, this research may be a source of advice for those who are interested in the CDO approach and want to study it further. Can be used to practice writing skills in different genres.

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