

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. It means that language has an important role in everyday people in doing every interaction. So, people need a universal language to communicate each other easily. The universal language used by people to communicate is English.

English is an example for the importance of a language because it is the international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world, Also it is spoken as the first language in many countries. English is playing a major role in many sections like education, medicine, engineering and business. Because of the importance of English, almost countries learn English especially in Indonesia.

In Indonesia, English is a foreign language. The government puts it as a compulsory subject at school. English is taught from kindergarten school up to university level. In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. As the educational unit oriented in Curriculum (Kurikulum Tingkat Satuan Pendidikan : 2006) states that the students especially in Junior High School have to master the four skills. One of the four skills that must be mastered by the students is writing.

Teaching writing for students is mostly aimed to help the students to develop their writing. Teacher be the important part of students' development it into good writing. The teacher are expected to be able to comprehend and share information, thoughts and feeling. The process of teaching learning of English focuses on the student's ability to communicate in daily lives. There are some genre of writing, they are : Descriptive, narrative, spoof, recount, report, anecdote, procedure, review, news item, etc. Narrative is one genre that must be mastered by students in writing.

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. The basic purpose of narrative is to entertain, to gain and hold a readers' interest.

Based on the writer's experience in observationat the eighth grade of SMP HKBP SIDORAME MEDAN,it was difficult for the students are lazy to write the text. Especially in writing narrative text. The students did not know how to organize their idea, the students also difficult to make the paragraph based on the generic structure, the next mistaken, the students make grammatical errors in the paragraph. When taught the students, the teacher used method to teach English. The teacher began to teach by by asking the students about the material from the last meeting. Then, the teacher asked the students to do exercise and disscussed it together. After that, she asked the students to read a text and wrote the text by their own word that made them confused and bored.

Table 1.1 The Table of Rubric Score

NO	Students initial	Nilai
01	AE	30

02	AP	15
03	ARJ	40
04	AF	40
05	AZ	20
06	AD	25
07	AN	45
08	BP	40
09	DA	30
10	DM	25
11	DD	25
12	ES	35
13	EP	45
14	FH	20
15	FF	30
16	FRS	45
17	GR	35
18	GS	40
19	ARJ	40
20	HV	35
21	HH	20
22	JTP	40
23	MR	40
24	MRZ	45
25	MC	45
26	MA	35
27	PY	40
28	RI	35
29	RH	40
30	RY	45

Based on the data, about the eighth grade students of SMP HKBP SIDORAME MEDAN Medan got only 34,83 for the mean score for writing narrative text. It can be concluded that they face a big problem in writing, they were lack in writing a narrative text.

It proved that they were not interested in learning writing narrative and the process of teaching writing did not run well. This situation happened because the teaching method or the

strategy which was used was not suitable. Usually, teacher teaches writing narrative text by asked the students to do exercise. Therefore, the students always open the dictionary when they want to write their idea to form a narrative text. In this case, the teacher should make variations and choose a suitable strategy in teaching writing in order to make students interested. At this time, there has already been implemented learning revolution in teaching and learning that is learning is no longer centered on teachers. So the teacher is only as facilitators and a provider of solutions in learning is no longer only as a source of knowledge in the learning process.

According to Fleming and Walls 1998 in Siahaan (2008:213), the role of teaching strategy is to assist the students to develop their skills and knowledge in language. Because by using the strategy wishes that the students easy in comprehending their topic. Considering the condition above, the writer recommends to apply Compare-Diagnose-Operate (CDO) to overcome the problems. *Compare* involves identifying where a revision is needed, *Diagnose* determines the problem, and *Operate* specifies and executes the intended revision (Graham & Harris, 2005). This Framework guides students through elements of the revision process that they may not be able to access on their own and structures the revision process so that the individual elements of revising are coordinated and occur in a regular way and at the right time (Graham & Harris, 2005)

In order to produce good writing narrative text, students need to use appropriate Strategy in learning writing skill namely why the writer is interested in applying one of the teaching English especially writing Strategy which is named Compare-diagnose-operate (CDO). By Compare-diagnose-operate (CDO) strategy in teaching writing narrative text, it is hoped that

CDO strategy is able to help the teachers and the student to make teaching-learning process more efficient and more succesful.

Based on the explanation above, the writer will conduct a study entitle “The Effect ofUsing Compare-Diagnose-Operate (CDO)strategy in teaching writing narrative text”.

1.2 The Problem of the study

The problem of the study in this research is formulated as follow:

“Does teaching writing using CDO Strategy significantly affect on Students’ in writing a narrative text ?”

1.3 The Objective of the Study

In the relation to the problem, the objective of this study is to investigate the effect of applying CDO (Compare, Diagnose, and Operate) Strategy significantly affects on the students skill in writing narrative text.

1.4 The Scope of the Study

The Scope of the study is limited on the effect of CDO strategy on writing narrative text. There are many genres on writing paragraph such as: recount, reports, exposition, news item,

anecdote, narrative, procedure, descriptive, explanation, discussion, and reviews. Each text contain of social function, generic structure and language features. And writer just focuses on generic structure of narrative text. There are four generic structure of narrative text namely Orientation, Complication, Resolution, and re-orientation.

1.5 The Significances of the Study

The significances of the study are expected to be usefull for :

1. Theoretically

The result of applying CDO Strategy specifically :

- 1) To enrich learning knowledge about writing narrative text
- 2) To enhance teaching knowledge about writing narrative text
- 3) The other writer is hoped that this research will be significant to be read and can be usefull as a literature to update their knowledge in writing narrative text.

2. Practically

The result of applying CDO strategy specifically :

- 1) English teachers can apply CDO Strategy for teaching writing narrative text.
- 2) English department student is to enrich their knowledge about teaching learning process and use the process of CDO Strategy as reference in teaching writing.
- 3) This research can be applied by the next writer as a reference to help her/him to think a new Strategy in teaching writing especially in writing narrative text

1.6 Hypothesis

The research hypothesis is formulated into alternative answer to the problem as follows :

Ha: There is a significantly effect of CDO Strategy on writing narrative text of eight grade students at SMP HKBP SIDORAME MEDAN Medan

Ho: There is no significantly effect of CDO Strategy on writing narrative text of eight grade students at SMP HKBP SIDORAME MEDAN Medan

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In a research, there are some important theories of expert to support our research in order to avoid misinterpretation. Theories are needed to explain some terms. In this part theoretical on terms will be present. This chapter presents a review of related literature and explanation of the related materials. The writer presents the discussion in some theories related to this study in order to strengthen this study.

2.2 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Sometimes the act of writing helps writer to clarify their own thoughts and organize ideas becomes a text or a paragraph.

According to Byrne (1988), writing involves the encoding of a message of some kind, that is, we translate our thoughts into language. He states that when we write, we use grammatical rules and the letters or combinations of the letters which relate to the sounds we make when we speak. We do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short, which consists of two or three sentences, but because of the way they have been put in order and linked together, they form a coherent whole.

2.2.1 Writing Process

Writing is one of the language skills which informs ideas, opinions, and soon in the written form. It is one of the communication means and it is also one of the language skills that should be known for learning language. Writing can also enable to express feelings and observations to others. In writing there are always process and product. The Process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself.

Harmer (2004:4) states that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are :

a. Planning

At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or the argument.

b. Drafting

After you have finished in planning, you can continue to the next step (drafting). As you write, the first on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use original words to help the reader understand how the ideas in your paragraph are connected

c. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits their own or their peer's work for grammar, spelling, punctuation, dictiton, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

2.2.2 The Purpose Of Writing

As basic skill in English writing also has some purpose. According to McMahan, et al in Sarinten (2010:63-64) the purpose of writing as follows:

1. To express the writer's feeling

The writer wants to express his feeling and thought through the written form, as in diary or love letter. It is what is so called as expressive writing.

2. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

3. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

4. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

2.2.3 Teaching Writing

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a huge variety of types of writing in our real life. It is suggested that we choose some of the writing situations that largely feature the students' daily activities. Hyland (2004: 12) explains that to create a well-formed and effective text, students should know how texts are organized, and the lexico grammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of text users, the types of textual variation, and how the genre is related to the target context. Furthermore, Hyland (2004: 22) Teachers therefore tend to recognize and draw on a number of approaches but typically show a preference for one of them. So, even though they rarely constitute distinct classroom approaches, it is helpful to examine each

conception separately to discover more clearly what each tells us about writing and how it can support our teaching.

Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are: (1) teacher modelling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse students needs, (5) exploiting the use of computers in process writing.

1. Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.
2. Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.
3. Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two-period composition lesson. Process skill can be repeated until it reaches the improvement
4. Catering to diverse students needs means that the teacher should implement a flexible programme to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.
5. Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer,

students will easily delete the wrong words and replace them without writing other words in a text anymore.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master.

2.3 The Kinds of Genre

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

According to Chamberlin and Thompson (2003:1) Genre is not easy matter to discuss; on the other hand the term is relatively new social scientists, while on the other hand it has very long and at times confusing history in literature and the visual art

According to Pardiyono (2007:17-313), there are twelve types of genre, they are :

1. Description is type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event.
2. Recount is text which tells somebody about something especially that he/she has experience of a series of related events.
3. Procedure is a text which explained about how is the process should be done in a sequent step
4. Narrative is a type of writing which tells an event or process chronologically in a certain time.
5. News item is for informing newsworthy events of the day and other natural phenomena.

6. Anecdote is for sharing with others an account of unusual or amusing event.
7. Explanation is to describe the process involved in the information or working of an object or phenomena (explaining a process of information)
8. Discussion is for offering viewpoints related to some socio-economic problems.
9. Exposition is to carry on an arguments or opinions about something things (for exposing arguments or opinions)
10. Report is for providing information about natural or non natural phenomena
11. Review is for evaluating the quality of books and other works of art.
12. Spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters.

2.4 Narrative Writing

Narrative text is one of texts that should be mastered by junior high schoolstudents. 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. In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. In order to teaching the students about narrative text, the teacher must be focus on how to develop the text becoming a good sequently story.

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest

Chronology Kane (2000:366). In writing narrative text, the students need to know the conventions above: conventions in writing and conventions in narrative text. The students have

to use correct organization, appropriate vocabulary, language use (grammar), and mechanics besides they have to develop the text into a good narrative story chronologically (content) based on the plot structure and language features. The teacher's job is still giving them understanding about those conventions and more time practicing.

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.

(2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

2.4.1 Types of Narrative Text

There are many different types of narrative texts:

1. Adventure: a story that tell about something exciting and dangerous, such an adventure or journey in order to solve the problems occur.
2. Horror story: a story which tells something scary with frightening events but usually ends happily
3. Romance: A story which deals with romantic love. There are often some obstacles but true love usually wins out in the end.
4. Fairy tales: a well-known story from folklore for children which often involves fairies or other magical characters. Sometimes, it tells about kingdom, princess etc.

5. Epic: a story which deals with big themes and heroic achievements and events by characters that is larger than real life.

2.4.2 Generic Structure of Narrative text

Generic structure or rhetorical structure is a package of events in a text. It will explain how the stage moves through to attain the purpose. While, Anderson and Anderson in Indriani (2015:25-26) state that there are some steps to construct a narrative text, they are :

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells audience about who is in the story, when the story is taking place and where the action is happening. It simply introduces the characters of the story, how the story begins and where the story takes place. It is very important to attract the readers' attention at the first paragraph. It will show the quality of the story itself.
2. A complication that sets off a chain of events that influences react what will happen in the story. A complication is one of the important part in narrative text. Without complication, narrative text cannot be an interesting story to be read, it just a story without sense or taste. Problem makes the story more interesting.
3. A sequence of events where the characters react to the complication or problem from the story. It consists of some events in the story which the characters react and face the problems occur. Detail of each events will show in this part, every detail of events make the story alive.

4. A resolution in which the characters finally sort out the complication. It shows how the main character or other characters solve the complication and problems. It shows how the writer ends story.
5. A coda that provides a comment or moral based on what has been learn from the story (an optional steps). Some writers do not include coda because it optional, so that is sometimes occurs.

Meanwhile Siahaan&Shinoda (2008:221) assert that generic structure of narrative text , evaluation, complication, resolution, and re-orientation :

- 1) Orientation: sets the scene and introduces the participants
- 2) Evaluation: a stepping back evaluate the plight
- 3) Complication: a crisis arises
- 4) Resolution: the crises is resolved for better or for worse
- 5) Re-orientation: optional

Example of Narrative text :**Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. —————> ORIENTATION

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

—————> COMPLICATION Then she saw this ~~little cottage~~ ~~house~~ ~~place~~. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story about herself —————> RESOLUTION

Finally Snow White and the 7 dwarfs lived happily ever after. —————>

RE-ORIENTATION

2.4.3 Grammatical Features of Narrative Text

In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. According to Sarinten (2010:53-54), there are also some grammatical features of narrative text :

1. Focus on specific participants: Cinderella, MalinKundang
2. Use of action verbs: ran, kicked, threw
3. Use of linking and mental verbs: was, were, thought, felt
4. Use of noun phrase: big tree, wide pool
5. Use of past tenses: made, went, ate
6. Use of temporal conjunctions: sometimes, later, then, after that, after a moment, suddenly
7. Use of adverb of place: in the forest, there, on the tree
8. Use of adverb of time: once upon a time, one day, long time ago

The students must understand and master these grammatical features to produce a good narrative writing. The teacher's job here is giving them sufficient materials and understanding about it.

2.5 Teaching Strategy

As the background in this thesis is because the researcher found that there are many students feel difficult in writing narrative text. First because they don't know how to organize ideas, they don't have confident and skill in writing and their teachers don't have good strategy in teaching students about how to write narrative text well.

Hornby (2005:756) says that the strategy is skill in managing any affairs. Strategy is general framework that provides guidance for action to be taken and at the same time is shaped by the action taken. According to Panjaitan (2015:7) here are some explanations about strategy, namely:

1. Strategy is plan, 'how', a means of getting from here to there,
2. Strategy is pattern in actions over time, for example a company that regularly markets very expensive products is using a "high end" strategy,
3. Strategy is position, it reflects decision to offer particular or services in particular markets
4. Strategy is perspective, vision, and direction.

Based on the explanation of the strategy the writer concludes the strategy is set of activity that is planned to achieve the learning objectives.

2.5.1 Kinds of Teaching Strategy

There are some familiar Strategy that are usually by the teachers namely :

1. Semantic Mapping Strategy

Duffy (2009: 77) defines it as one way to explain how to categorize words meanings. It can help students one word from another. In addition, according to Bouchard (2005:69) Semantic Mapping serves as a means to give students a partial and visual venue in which to organize ideas, show relationships and retain important information. Therefore, Semantic Mapping Strategy (SMS) allows students explore their knowledge of a new word by creating map using other related words or phrases similar in meaning to the new word. It can be done before, during and after reading by using whole class instruction or by using co-operative

learning classes or by individual students. According to Zaid (1995:5) there are some procedures for implementation of semantic mapping. They are as follows:

1. Introducing the topic
2. Brainstorming
3. Categorization
4. Personalizing the map
5. Post-assignment synthesis

2. Quick Write Strategy

According to Meier (2011:139) state that the goal of Quick Write Strategy is to facilitate students' understanding of informational text through .the use of a set integrated language activities. Before students read, they briefly write all they know about the topic.

Guillaume et al (2007:48) recommends several procedures of teaching Quick Write Strategy as follow:

1. Tell the students about the topic of the upcoming unit of the study. You may wish to have the students engage in Quick Write prior to inform them the context of the prompt.
2. Ask the students to quickly write in response to the prompt you provide.
3. Allow students to share their writing with one another. Encourage volunteers to share with the entire class.

3. Rule-Based Summary Strategy

According to Day in Marzano (2001:32), Rule-Based Summary Strategy is a simple strategy that can be used to procedure summary in the text. It means that this strategy

requiring students to follow a set of rules or step that leads them to produce an organized summary.

According to Day in Marzano (2001:1) there are five procedures Rule-Based Summary strategies:

1. Select a content-related passage. Teacher gives a sample passage. Then she asks the students to read the passage silently.
2. Require students to go through to passage and delete unnecessary material. The students only write down the important points.
3. Tell students to redundant material. It means that the teacher asks the students only to write down words or phrases.

2.6 Compare-Diagnose-Operate (CDO) Strategy

Compare-Diagnose-Operate (CDO) 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 checkwhether there are mistakes in their narrative text by themselves. Third, *Operate*, that is students revise and re-write their text.

This framework guides students through elements of the revision process so that the individual elements of revising are coordinated and occur in a regular way and at the right time (Graham & Harris, 2005).

The CDO process is a part of the composing process which begins with a comparison between written and intended text. When a mismatch is detected via *Compare* prompt (e.g., People may not be interested in this), attention focuses on *diagnosing* or searching for the cause of mismatch. During the *operate* phase, students choose to make a revision (e.g., word change, deletion, or add on) or leave the text as is. The CDO model is cyclical in that students are to return to *compare* and continue through this cognitive process until all mismatches are removed (Scardamalia & Bereiter, 1983).

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.

2.6.1 Procedures of Compare-Diagnose-Operate (CDO) strategy

Before starting the 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 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. For post-teaching activity, the teacher will evaluate the students learning progression and prepares plans to improve the students' weakness on the lesson taught whether the students need more remedial, assignment, or counseling.

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. After the students are ready to study, the teacher introduces the lesson to the students. 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.

Whilst-teaching activity

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

1. Exploration

Teacher first ask the students about narrative text. Then the teacher shows a video about a movie after that the teacher ask the students about the movie. The teacher may write on the board about the movie after the students has already answer the question of the teacher. Next, the teacher using CDO strategy before introducing the topic of the lesson.

This strategy consist 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. 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). 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.

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, the 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, the 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.

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.

2.7 The advantages of Using Compare-Diagnose-Operate (CDO) strategy

By applying Compare-Diagnose-Operate (CDO) strategy in the classroom, here are some advantages of the strategy :

1. The students can be motivated to write narrative text
2. The strategy also can make students relax and enjoyable when writing the narrative text

3. The students will have self confidence in narrative writing because they get a change to determine the necessary changes and implement it.
4. Students also get a change to give comment and determine the necessary changes for better narrative text.

2.8 Previous Research

In this part, the writer states other studies which are relevant in this study that will aid the writer's point of view in doing this study. This study had been done by Muntamah, Siti.,(2016), student of English Education Department faculty Teacher Training and Education of Maria Kudus University who has similar topic with the writer, in which her Thesis entitled with "*The Writing Ability Of The Eighth Grade Students At Smp N 3 Tambakromo Pati In Academic Year 2015/2016 Taught By Using Cdo (Compare, Diagnose, Operate) Strategy*".(Accesed at 10 February 2018, from <https://id.123dok.com/document/zl9er06z-welcome-to-repository-universitasmuria-kudus-repositori-universitas-muriakudus-2919.html>). She found that the use of CDO strategy had a significant effect on the eight grade student's writing achievement at SMPN 1 Tambakromo.

Another previous research is journal of Siregar kartini (2013) the title of the journal is "*Using CDO Strategy in Teaching Writing Narrative Text*". This study aimed to investigate teaching writing by using CDO strategy in improving the Junior High School students' ability to write narrative text. The data mainly gained from the written text which was divided into pre-test

and post-test. The findings indicated that CDO strategy had a positive effect on students writing ability particularly in writing narrative text.

2.9 Conceptual Framework

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, re-arranged, and changed. The reason for teaching writing to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and reading.

Since skill becomes the primary tool for recording and organizing knowledge into useful and reusable notes, the students need to know how to write any kinds of printed pages, such as letters, reports, advertisements, etc. Writing as one of the productive skill need more practice than cognitive process that needs exercises to be expert in writing that especially in writing narrative text. Narrative writing as kinds of writing also needs practice and more detail informations sory of place, things etc. When write narrative text the students have to mastered the generic structure of narrative text besides that, to master narrative text the students must know about language feature that used in narrative text. In this study narrative writing is concerned with facetors namely; organization, content, vocabulary, language use, and mechanism.

One of the ways to teach narrative text is by using CDO Strategy. CDO strategy is to guides the students through elements of the revision process that they may not be able to access on their own and structures the revision process so that the individual elements of revising are coordinated and occur in regular way and at the right time. It can lead students to be active and

responsible in their class. CDO strategy is useful strategy to use in writing activity. It can be a strategy which helps the students to share their ideas or their thoughts about the topic and review it in a class.

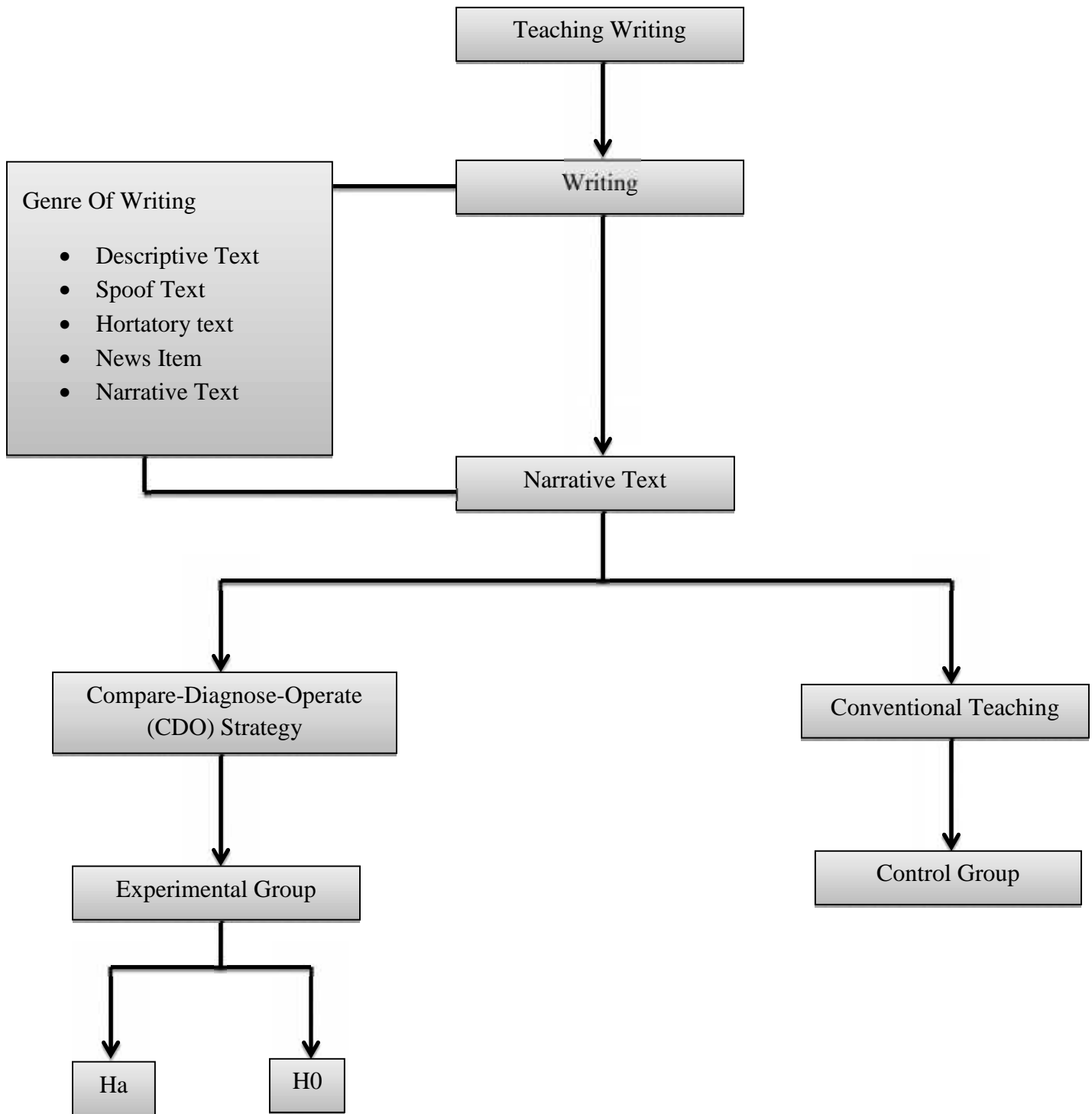


Figure 2.7 The Conceptual Framework of *Compare-Diagnose-Operate* (CDO) Strategy on Writing Narrative Text

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

This study will be conducted by using Experimental Quantitative research. Experimental quantitative research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or independent variable. The observed and measured variable is called dependent variable (Ary, et al 2010: 26). The variable which examined in this study is CDO Strategy as Independent Variable and Student's writing Narrative text as dependent variable.

In conducting the experimental research, the sample is divided into two classes, such as: experimental class and control class. The experimental class is the class which is given the treatment by using CDO Strategy in teaching writing narrative text, while the control class is the group which is given the treatment by using conventional teaching.

Table 3.1 Table Of Research Design

Groups	Pre-Test	Treatment	Post-test
Experimental		By using CDO Strategy	
Control		By using Conventional Teaching	

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2006:131) stated that population is all subjects of the research. The population of this research is the grade VIII students of SMP HBKP Sidorame Medan. There are 2 classes in the second year students, where each class consists of 30 students; so the population is 60 students.

3.2.2 Sample

Sample is the representative of the population to be research, which is used as the source of the real data of the study. The samples were taken 2 classes by using random sampling. According to Sugiyono (2003:93), "*Dikatakan simple random sampling karena pengambilan anggota sample dari populasi dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi itu*" (It is said as simple random sampling because the taking of sample members from population is done randomly without considering the levels that are in the population). From six classes of SMP HBKP Sidorame Medan, the writer only took two classes as the sample of this study. The writer makes name of each classes in paper and the writer take two paper, one for experimental group and other as control class. The writer took 20 students each class experimental and control class as the sample to collect the data.

3.3 Instrument Of Collecting Data

This research used quantitative data. The writer used a test as the instrument of collecting the data. The form of the instrument is essay writing test. The writer will give pre-test and the post-test to both classes; they are the experimental class and the control class. The test would be written in a form of narrative text after the teacher explained how to write down a narrative text

by applying the CDO Strategy. The writer will ask the students to write the correct answer based on the questions of the topic.

3.4 The Procedure of Research

The writer will conduct experimental group and control group. The experimental group was given the treatment by applying CDO Strategy while the control group were not given the treatment. The study procedure consisted of three parts namely, pre-test, the treatment, post-test.

3.4.1 Pre-Test

The experimental group and control group will be given the pre-test before giving the treatment. In this Pre-Test, experimental class and control class tested by using the same questions. The pre-test was conducted to find out the homogeneity of the samples and the mean score of each group.

3.4.2 Treatment

The experimental group and control group will write by using the same topic but different instrument. In the experimental group, students will write by applying CDO Strategy and in the control group, the students write narrative text without CDO Strategy.

Table 3.2 Teaching Procedure for the Experimental Group

Steps	Teacher's Activities	Students' activities
	Opening	
I	1. Teacher greets the students to open the class and check the students' attendance 2. Teacher motivates the students and give instruction to the students before the test.	1. Students response to the teacher 2. The students listen to the teacher instruction
	Main Activities	
	1. Teacher ask the students about narrative text.	1.The students pay attention to the teacher

II	2. Teacher shows a video movie about “Cinderella Story” in front of the class and ask the students about the movie.	explanation 2.The students answer the teachers question by answering based on the Movie.
	3. Teacher start using CDO Strategy before introducing the topic of the lesson. After the students watched the video movie, the teacher will apply the first step of the strategy (Compare) by asking the students to write narrative text by the students’ mind	3. The students write their narrative text based on their mind.
	4. Teacher apply the second step of the strategy (Diagnose), teacher ask the student to check their narrative text by themselves. The teacher asks another students to give comment orally before they complete the text on the board.	4. The students will give comment orally to the narrative text on the board.
	5. Teacher apply the third step of the strategy (Operate) by asking the students to improve the text which written down on the board.	5. the students write a new narrative text based on the text on the board.
	6. Teacher appreciates the students work and tells them that they just use a CDO Procedure in writing narrative text.	6. The students try to understand teacher explanation.
	7. The teacher starts to teach the students to write the narrative text by explains about social function, generic structure, and language feature of narrative text.	7. The students listen to the teacher explanation.
	8. The teacher provides a topic for the students, that is the story from movie “Kungfu Panda” then the teacher ask some students to tell briefly about kungfu panda story orally.	8. The students explain about the story of “kungfu panda” based on their mind.
	9. The teacher asks all students to write a story of kungfu panda on a paper in three paragraphs based on the generic structure of narrative text.	9.The Students start to write down on a paper the story of kungfu panda.
	10. The teacher will look at mismatches between what the writer mean to write and what is really written whether based on their mind or not.	10. The students writing about story of kungfu panda on their papers.
	11. 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.	11. The students may ask the teacher about the narrative text while they constructing their own story of kungfu panda.
	III	Closing
	1. The teacher concludes the material before closing the class.	1. The students responds the teacher.

Table 3.3 Teaching Procedures in Control Group

Steps	Teacher’s Activities	Students’ activities
	Opening	
	1. Teachers greets the students to open class (introduction) and check the	1. Students responds to the teacher

	students attendance. 2. Teacher Motivate the students and give instruction to the students before the test	2. The students do the teacher instruction
	Main Activities	
	1. Teacher explains about narrative text that has social function, generic structure, and language feature of narrative text. 2. The teacher divide the students into groups consist of 3 to 5 person 3. the teacher ask each group to write a narrative text about "Cinderella story" 4. The teacher ask the students to collect their work	1. the students pay attention to understand teacher's explanation 2. The students pay attention and join the group 3. The students discuss how to write a narrative text about "Cinderella story" 4. The students do teacher's instruction
	Closing	
	1. The teacher closes the class	1. The students responds the teacher

The Control group will be teach without Compare-Diagnose-Compare (CDO) strategy. It means that there was no treatment on it. The teaching procedures can be shown as on the Table 3.3

3.4.3 Post-Test

After having the treatment, both classes were given a post-test. It aimed to see the difference of main scores between the experimental and control groups. Moreover, to know the effect of CDO Strategy on narrative text writing.

3.5 Scoring the Test

The test will be given to the student must have test specification to know that how specific the test is. According to Anderson (1997:8) the generic structure of narrative text are orientation, complication, resolution and re-orientation. There was described as the test specification in narrative text

Table 3.4

The Specification of Narrative Text

Scoring Aspects	Indicators	Total score
Generic Structure	Orientation	15
	Evaluation	25
	Complication	25
	Resolution	25
	Re-Orientation	10
Total Score		100

3.6 The Procedure of Scoring The Test

In order to decide the correct answer from the test that the students had done, the writer made the correct answer based on the test specification that the question consist of 1 item and consist of orientation, evaluation, complication, resolution, and re-orientation. In orientation if the students write three lines and used past tense, the students has 5 point. If the students write two lines and used past tense the students has 5 point. If the students write one line and used past tense the students has 3 point. If the students write one lines without past tense the students has 2 point.

In evaluation if the students write more than five lines and used past tense the students has 10 point. If the students write five lines and use past tense the students has 5 point. If the

students write three lines and sometimes used past tense and present tense the students has 5 point. If the students write three lines without past tense the students has 5 point.

In complication if the students write more than five lines and used past tense the students has 10 points. If the students write five lines and use past tense the students has 5 point. If the students write three lines and sometimes used past tense and present tense the students has 5 point. If the students write three lines without past tense the students has 5 point.

In resolution if the students write more than five lines and used past tense the students has 10 points. If the students write five lines and use past tense the students has 5 point. If the students write three lines and sometimes used past tense and present tense the students has 5 point. If the students write three lines without past tense the students has 5 point.

In re-orientation if the students write two ore more than two lines and used past tense the students has 5 point. If the students write one lines and used past tense the students has 5 point.

3.7 Testing Hypothesis

Hypothesis testing is one of the most important concepts in statistics. A statistical hypothesis is an assumption about a population parameter. This assumption may or may not be true. The methodology employed by the analyst depends on the nature of the data used and the goals of the analysis. The goal is to either accept or reject the null hypothesis.

Hypothesis Testing Formula

z test statistic is used for testing the mean of the large sample. The test statistic is given by

$$z = \frac{x - \mu}{\frac{\sigma}{\sqrt{n}}}$$

Where;

- \bar{x} is the sample mean,
- μ is the population mean,
- σ is the population standard deviation
- n is the sample size.

3.8 The Technique of Data Analysis

The procedures of analyzing the data will be done as the following:

1. Calculating the data from the scoring the pre-test and post-test of experimental and control group.
2. Tabulating the scores of the students in pre-test and post-test of experimental and control group.
3. Comparing the mean of the two groups.
4. Testing hypothesis by using the formula of T-test.
5. Writing the research finding.

Arikunto (2010:354) stated that to test the hypothesis, the T-test formula will be used.

The formula is to find out whether CDO Strategy affect on student's skill in writing narrative text or not.

The researcher will use t-test in order to find out the difference mean of the scores between experimental and control group as following:

$$t = \frac{Mx - My}{\sqrt{\left| \frac{Dx^2 + Dy^2}{Nx + Ny - 2} \right| \left| \frac{1}{Nx} + \frac{1}{Ny} \right|}}$$

Notes:

t : the effect

M_x : the mean of experimental group

M_y : the mean of control group

dx : the sum of standard deviation of experimental group

dy : the sum of standard deviation of control group

N_x : the total sample of experimental group

N_y : the total sample of control group

3.9 The Procedure of Analyzing Data

The data is analyzed by using some steps:

1. Find out the mean score of each group
2. Tabulating the data for control group and experimental group
3. Comparing the score of pre-test and post-test by using t-test
4. Answering the hypothesis
5. Writing the finding

3.10 The Validity and the Reliability of the Test

The validity and reliability of a test are very important in a research. The purpose is to know both the accuracy of measurement and the consistency of the test. It is better to know whether the test is valid and reliable or not to be tested to the sample. In this below, the writer will explain the validity and reliability.

3.10.1 The Validity of the Test

Validity is a measurement which shows the levels of the instruments' validity. According Arikunto (2010:211) states that a test is said to have content validity when measuring certain specific goals that align with the subject matter or content that already given. To measure the

validity of the test the writer tries to give the essay writing test to the students. After that, the students' scores will become the result to conclude that the test is valid in testing the students' writing narrative text.

3.10.2 The Reliability of the Test

Reliability test is the degree of consistency that the instrument of procedure demonstrates; whatever it is measuring, it does so consistently (Best and Kahn, 2006). Reliability is a necessary but not sufficient condition of validity. A test must be reliable for it to be valid, but a test can be reliable and still not valid. The test is called reliable if we can show stable outcome. To achieve the reliability of the test, Kuder Richardson formula (KR21) in Arikunto (2010:103) will be applied:

$$KR_{21} = \frac{K}{K - 1} \left(1 - \frac{M^2}{K \cdot SD^2} \right)$$

Where:

(KR₂₁) = Reliability of the test

K = Number of item in the test

R = The square of standard deviation of the score

M = Mean of the score

SD = Standard Deviation

According to Best (2002) the categories of coefficient correlation are as the following:

0,00-0,20 : the reliability is very low

0,21-0,40 : the reliability is low

0,41-0,60 : the reliability is moderate

0,61-0,80 : the reliability is high

0,81- above: the reliability is very high