

**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**

**THESIS**

Submitted as A Particular Requirement for “Sarjana Degree” (S.Pd) in Study  
Program of English Education



By

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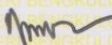
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## **MOTTO**

**Always be yourself no matter what they say**

**And never be anyone else**

**Even if they look better than you**

## DEDICATION

The researcher would like to dedicate this thesis to:

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Dengan ini saya menyatakan:

1. Karya tulis/ Thesis ini yang berjudul : "The Influence of Using Compare-Diagnose-Operate (CDO) Strategy in Writing Persuasive Text of Second Grade Students at SMA Negeri Bengkulu in Academic year 2019/2020"
2. Karya tulis ini murni gagasan dan pemikiran sendiri, tanpa bantuan yang tidak sah dari pihak lain, kecuali dari tim pembimbing.
3. Didalam karya tulis/ Thesis ini tidak terdapat hasil karya atau pendapat yang telah dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas atau dicantumkan acuan didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini. Serta sanksi lainnya sesuai norma dan ketentuan hukum yang berlaku.

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Criticism and suggestions are expected by the researcher for the perfection of this thesis.

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In hereby sincerely state that the thesis entitled **“The Influence of Using Compare-Diagnose-Operate (C-D-O) Strategy in Writing Persuasive Text at Second Grade Students In SMA N 11 Bengkulu in Academic year 2019/2020”**, is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

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## ABSTRACT

**Diana Agustina. August. 2019. “*The Influence of Using Compare-Diagnose (CDO) Strategy in Writing Persuasive Text of Second Grade Students at SMA N 11 Bengkulu in Academic Year 2019/2020*”. Thesis, Study Program of Tadris Bahasa Inggris, Faculty of Tarbiyah dan Tadris.**

**Pembimbing : 1. Dr. Syamsul Rizal, M.Pd      2. Fera Zasrianita, M.Pd**

This study aims to determine the differences in cognitive learning outcomes (in the form of pre-test and post-test scores) of students in class XI MIA 2 as a control class and class XI IPS 2 as experimental class at SMA N 11 Bengkulu, by providing treatment using the Compare -Diagnose-Operate (CDO) strategy. This type of research is Quasi Experiment. The population is eleventh grade students of SMA N 11 Bengkulu in the academic year 2019/2020 with 119 students. From this population, 57 students were taken as samples. Each class is 28 students XI MIA 2 and 29 students XI IPS 2. Research data were collected through writing tests and documentation. The results showed a significant change in the experimental class with an average value of 73.20 while in the control class an average value of 70.2. 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 one of effective strategy to increase students' writing ability.

**Keywords:** Compare-Diagnose-Operate (CDO) Strategy, Writing Persuasive Texts

## ABSTRAK

**Diana Agustina.2019. “The Influence of Using Compare-Diagnose (CDO) Strategy in Writing Persuasive Text of Second Grade Students at SMA N 11 Bengkulu in Academic Year 2019/2020”. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.**

**Pembimbing : 1. Dr. Syamsul Rizal, M.Pd                      2. Fera Zasrianita, M.Pd**

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar kognitif ( berupa nilai pre-test dan post-test) siswa kelas XI MIA 2 sebagai kelas control dan kelas XI IPS 2 sebagai kelas eksperimen semester ganjil di SMA N 11 Bengkulu, dengan memberikan perlakuan menggunakan strategi Compare-Diagnose-Operate (CDO). Jenis penelitian ini adalah Quasi Eksperimen. Populasinya adalah siswa kelas sebelas SMA N 11 Bengkulu pada tahun akademik 2019/2020 dengan jumlah siswa sebanyak 119 siswa. Dari populasi ini, 57 siswa diambil sebagai sampel. Masing-masing kelas adalah XI MIA 2 sebanyak 28 siswa dan XI IPS 2 sebanyak 29 siswa. Data penelitian dikumpulkan melalui test menulis dan dokumentasi. Hasil penelitian menunjukkan perubahan yang signifikan pada kelas eksperimen dengan rata-rata nilai 73,20 sedangkan pada kelas control rata-rata nilai 70,2. Hasil post-test menunjukkan bahwa strategi Compare-Diagnose-Operate (CDO) dapat meningkatkan kemampuan menulis siswa. Oleh karena itu, strategi ini dapat menjadi metode yang efektif untuk meningkatkan kemampuan menulis siswa.

**Kata kunci : Strategi Compare-Diagnose-Operate (CDO), Menulis Teks Persuasif**



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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of The Problem**

In modern era, English is one of the most important languages to learn. It is the most widely spoken language around the globe. There are around 400 million people using English as their first language. As a tool of communication, English should be learned actively whether in oral or written form. One of the reasons why English should be learned is because many scholarly written articles and research are written in English. To get the access academic sources of learning, we should comprehend the language well.

It is important to learn English because most people all over the world decide to study it as a second language. Some countries include English as a second language in their school syllabus and children start learning English at young age. However, here are the reasons why learning English is important; first, English is the most commonly spoken language in the world. Second, English is the language of science, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company or of finding work abroad. Third, English is the language of the media industry. If you speak English, you do not need to translate and subtitles anymore to enjoy your favorite books, songs, films, and TV shows. That is why we should comprehend English well. By mastering English, you can improve yourself both in

academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society.

There are so many languages in this world which English as an international language. According to Crystal, more people use English today than have used any other language in the history of the world.<sup>1</sup> Based on the number of speakers that are debatable, perhaps 380 million have English as a first language but more than a billion people use it as a second language, mostly to communicate with other second language users with whom they do not share a cultural and linguistic background. Now, English is very much tied to globalization and is profoundly affected by all of its associated processes.

As an International language, English is used both in a global sense for International communication between countries, and in a local sense as a language of wider communication within multilingual societies.<sup>2</sup> English is mostly used in the world. Some country used English as the first language such United Kingdom and United States, as the second language such Singapore and Malaysia, and as the Foreign language for some countries such as Indonesia and Thailand. That is why student in Indonesia should learn and improve their English.

English is a language taught in our country and our government has taken several efforts, one of them is that English has been formally taught in all levels of schools starting from elementary school up to

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<sup>1</sup> Michael Clyne. 2008. English As a n International Language. Australia. Monash University Press. Vol. 31, No. 2. Page 282

<sup>2</sup> Ibid, Page 283

university. It is of course as the consequent of the global era development where English is deeply needed as a means of communication. The government expects that by teaching English, Indonesian are able to acquire science and technology in order to develop our country. Furthermore, nowadays, the government implements the Genre-based Approach to develop the nation's education quality

There are four skills in teaching and learning English. They are listening, speaking, reading, and writing. The essential four skills are the perceptive and productive skills.<sup>3</sup> The perceptive skills are listening and reading. When the brain has an idea it encodes the idea and sends to the hand. Then the hand writes down or types in words. So writing skill can be considered as productive skills.

Writing is the final product of several separate acts that are largely challenging to learn simultaneously. Through writing, students are able to share their words, their ideas, their feelings in written text. A person needs a mastery of various elements to use the language to conveying thoughts, wishes, intentions, feeling, and information in a written form.<sup>4</sup> When students master those skills, it is easier for students to master writing.

Both for native and non-native students, writing well is really a big challenge. In general, it is much bigger with the students of English as a foreign language. Based on observation that researcher has done, students

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<sup>3</sup> Ganesh B. Mundhe, *Teaching Receptive and Productive Language Skills With The Help of Techniques*. (Pune Research : India. 2015. Vol 1. Issue 2. Page 2

<sup>4</sup> Muhammad Javed, Wu Xiao Juan, Salma Nazli. *A Study of Students' Assessment in Writing Skills of the English Language*. Malaysia. International Journal of Instruction. Vol 6 No. 3 2013. Page 17



nowadays have very little interest in writing which is so important to fulfill the education requirements, especially for second grade at Senior High School (SMAN) 11 of Bengkulu in Academic year 2018/2019. As an EFL (English as a Foreign Language) students, writing in English is so difficult because they tended to have mistakes like; generic structure and language feature. The problems with the generic structure of persuasive including disability to put the introduction, thesis statement, body paragraph and conclusion in a good order and right position. The downsides with language feature they have including the lack of grammar understanding such as to be, tenses, vocabulary etc. Therefore, the students are difficult to understand English. In addition, the teaching process was not conducted interesting. Consequently, the students are bored in learning process. To solve those problems, the researcher is intended to apply the Compare, Diagnose, and Operate (CDO) strategy in order to find out if there is a different before and after applying the strategy.

The reason why the strategy is urgent to be applied is because it is the most effective one to increase the amount of time students devoted to writing. The more often students are motivated to do writing and correction, the better their skill will be. Based on the problem above, the researcher would like to conduct the research with the title “The Influence of Using Compare-Diagnose-Operate (CDO) Strategy on Students’ Writing Persuasive Text”.

## B. Identification of The Problem

Based on the background above, the researcher found some information about the problem in writing English persuasive text of Eleventh grade at SMA N 11 Bengkulu. The researcher identified the existing problem and classified many problems related to the students. They are classified as follows:

1. Students difficult identified the generic structure of persuasive text. The problems with the generic structure of persuasive including disability to put the introduction, thesis statement, body paragraph and conclusion in a good order and right position.
2. Students did not understand the language feature of persuasive text. The downsides with language feature they have including the lack of grammar understanding such as to be, tenses, vocabulary etc., and students seldom using English in daily life whether it spoken or written form. Therefore, the students were difficult to understand English.
3. In addition, the teaching process is not conducted interesting. Consequently, the students are bored in learning process.

## C. Limitation of Problem

Limitation of the problem on this research was to find out the significant influence of Compare-Diagnose-Operate (CDO) strategy

towards students' writing persuasive text of the second grade students at SMAN 11 of Bengkulu in academic year 2018/2019.

#### D. Research Question

Based on the problems above that have been explained, the research question of this research is formulated as the following: "Is there any significant influence of using Compare, Diagnose, and Operate (CDO) strategy towards students' writing persuasive text? "

#### E. Objective of The Research

Objective of this research was to find out whether there is significant influence of using Compare-Diagnose-Operate (CDO) strategy towards students' writing persuasive text.

#### F. Significance of the Research

The significances of this research :

##### 1. For the students :

The application of Compare-Diagnose-Operate (CDO) strategy will make students interest in teaching learning process. Moreover, this strategy will motivate the students in learning English.

##### 2. For the Teacher :

This strategy may help the teacher to give information about the appropriate method to improve the teaching and learning process.

##### 3. For Institution

The results of the implementation of this method can be reference strategy to teach writing in the school.

#### G. Definition of Key Terms

##### 1. Students' Writing Persuasive Text

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion.<sup>5</sup> Writing is an activity process of putting some words as a result of some activities, such as ideas, feeling that can be used to communicate to others. In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly.

According to Becky, a persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader.<sup>6</sup> Persuasive text also known as the argument essay, uses logic and reason to show that one idea is more legitimate than another. It attempts to persuade a reader to adopt a certain point of view or to take a particular action.

##### 2. Compare-Diagnose-Operate (CDO) Strategy

Compare-Diagnose-Operate (CDO) strategy is one of strategy that can be used in teaching writing. The student will able to revise their writing, and solve their problem by comparing, diagnosing, and operating their writing

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<sup>5</sup>Jeremy Harmer, *How to Teach Writing* . (Longman : Pearson Education Limited, 2007)  
page 31

<sup>6</sup>Becky Matthews. *Your Guide to Writing a Persuasive Text*. 2015. Retrieved from internet [www.3plearning.com/blog/persuasivewriting/](http://www.3plearning.com/blog/persuasivewriting/) on Wednesday at 08.52 a.m

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Writing

##### a. Definition of Writing

Nowdays, language is used for many kinds of purposes. Thus, it has many functions as well. Language, as the scientific concept, is whatever it is that linguists take as their primary object of study, and normatively whatever it is human should be studying.<sup>7</sup> Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts. Language is the instrument to communicate that need by human being. Through the language people could convey everything because the language is the way to express our feeling. Furthermore, it had a structure such as the phonological, syntactic, and logical rules.<sup>8</sup> It could make people know each other. Language has the biggest role for getting much knowledge and information. It also has an important role in our life as a media that can connect between one and the others.

So, the researcher concludes language is a means of communication between humans. Language as the way of people

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<sup>7</sup> Carlos Santana. 2016. *What is Language*. United States. Ergo : An Open Access Journal of Philosophy. Vol 3 No 19.

<sup>8</sup> Jana, Sanderlane. *Language and Gender and advanced Resource Book* (New York : Routledge:2006) p 39

to express their opinion. Through language human can exchanged thoughts and understand the meaning of each other.

Writing is functional communication, making learners possible to create imagined worlds of their own design.<sup>9</sup> Among the four skills, writing is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is a progressive activity. It means that when you write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished your writing, you read over what you have written and make changes and corrections. Communication in writing aims to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought.

According to Ur, writing is an active process of conveying the ideas and sending a message to readers.<sup>10</sup> It means that through writing, people can share and express the feeling and thought to others. Sokolik says that writing is both physical and mental act. Writing as physical, it refers to communicate words or ideas to

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<sup>9</sup> Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000) Page 172.

<sup>10</sup> Irwan dkk. *Teaching Writing Texts Through Compare-Diagnose-Operate Strategy for Senior High School Students*. Bung Hatta University. Page 3



some medium.<sup>11</sup> While as mental act, it means work of inventing ideas, thinking about how to express them, and organizing them in to readable statement or paragraph. Therefore, writing is a complex skill that involves physic and mental work in producing words into language.

Brown also claims that writing is a thinking process.<sup>12</sup> It refers to a process of writing need some more time to finish and not produce immediately. Before start writing, the writer must think about the topic and find some information first. Writing requires some efforts such as trying, selecting, adding, revising, and rearranging the words or sentences that have been written. Furthermore, Brown states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow also says that writing is a two-step process.<sup>13</sup> The first process is figuring out the meaning and the second process is putting the meaning into languages. Writing represents what we think. It is because writing process reflects some things, which stay in the mind. Students who are unwilling to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

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<sup>11</sup> Ibid, Page 4

<sup>12</sup> H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. 2001. 2ed. New York : Longman. Page 336

<sup>13</sup> Ibid, Page 336

Based on the definitions above, the researcher concludes that writing is a productive process done by means of some stages. Firstly, exploring and sending ideas, thought and feeling into written form. Secondly, conducting a number of revising process to organize a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing text.

b. The Purpose of Writing

There are many reasons to teach writing to the English foreign students. Harmer states that writing gives the students more 'thinking time' than they get when they try out spontaneous conversation.<sup>14</sup> In addition, this allows them more chance for language processing, that is thinking about the language whether they are involved in study or activation.

There are six purposes of writing<sup>15</sup>. The first is writing to explain or inform. In this kind of writing, the writers should know concretely and clearly about what information they want to inform, for example, writing an announcement or an article. The second is writing to persuade. It is usually has related to an advertisement. In this kind of writing, the writer must use the interesting words to catch the customer's attention. The third is

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<sup>14</sup> Jeremy Harmer. *The Practice of English Language Teaching*. England: Longman. 2007. Page 112.

<sup>15</sup> Nurhasanah, Skripsi: *Improving Students' Ability in Writing A Narrative Text By Using Round Table Strategy at Grade VII C of SMP Negeri 11 Kota Bengkulu*. ( Bengkulu: UNIB, 2014) Page 21

writing at school. It means that the writing that used to answer the essay question from the test of their examination. The fourth is business writing. In the business writing, the writer should focus in formal language, for example, writing a formal letter. The fifth is social writing. It is a social relationship, for example the letter between friends and the content is informal. The last is artful writing. It is writing as one part of the art, for example, writing novels or short stories. Therefore, it can be concluded that the writers should know the purposes of their writing and the goal of the writing. The writers should also know who their readers will be.

Writing is one of the ways to communicate the writer's thought or ideas to the others. Writing is a tool for indirect communication between the writers with the readers. Indirect means the writers do not communicate with their readers directly, but they communicate with the readers through writing product, for examples, books, letters or newspapers.

#### c. Writing Process

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough

draft by editing it and making revisions.<sup>16</sup> Writing is a never one-step action. Writing as productive skills needs a process. This process requires writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.<sup>17</sup>

### 1. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will affect not only the type of text which writers wants to produce the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to order the fact, ideas, or argument in their writing.

This stage is often called by pre-writing process which can be defined as a way of warming up the brain

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<sup>16</sup> Alice Oshlma and Ann Hogue, *Introduction to Academic Writing*. (USA : Person Education Inc, 2007) page 15

<sup>17</sup> Jeremy harmer, *How To Teach Writing* ( England Person Education Limited, 2007) page 4

before write. There are two ways of warming up the brain; these are brainstorming and clustering.

Brainstorming is a quick ways to generate a lot of ideas on a subject.<sup>18</sup> Brainstorming is a useful technique in writing because it consents you to approach a topic with an open mind. Because you do not judge your ideas as the emerge, you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.<sup>19</sup> So brainstorming is the way to get the ideas creation. Clustering is a strategy which allows you to generate ideas you might to explore the relationships between those ideas.<sup>20</sup> Clustering exposes your intuitive and creative or connective mind. There are five steps that must be done by writers to clustering:

- a) Put the subject in the center of a fresh page.
- b) Free associates and generates more ideas, writing them down as quickly as you think of them. Circle

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<sup>18</sup> Karen Blanchard and Christine Root, *Ready to Write*, (New York: Person Education Inc, 2003),p. 41

<sup>19</sup> Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York :Addison Wesley Longman, Inc), 2001, p. 349

<sup>20</sup> Fahmi Aulia Batubara,Skripsi ” *Improving Students’ Ability In Writing of Announcement Through Gallery Walk Technique of Eight Grade At Mts Jam’iyatul Alwashliyah Tembung In Academic Year 2016/2017*”( North Sumatra, IAIN Medan ) Page 17

each new idea and then connect it to your central circle with a line.

- c) Keep going as you rapidly develop additional thoughts, write them down where they seem to belong, circle them, and link them with a new line to either the original central circle or whatever circle ideas.

## 2. Drafting

The drafting stage is where you begin writing. The most important thing is to get words onto paper.<sup>21</sup> After you have finished in planning, you can continue to the next step that is drafting. The first draft on your paragraph, the students have to use the ideas from planning as a guide you write, remember to:

- a. Begin with the topic sentence that states the main ideas, include several sentences that support the main idea.
- b. Put out the topic does not include information that does not directly support the main idea.
- c. Organize the sentences so that the other ideas make sense

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<sup>21</sup>Ibid, Page 18

- d. Use the signal words to help the reader understand how the ideas in your paragraph connected.

### 3. Revising

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the structure of information is not clear or the discourse marker is wrong. The way to revise and correct the first draft is called editing. Writers edit their own or their peer's work for grammar or structure, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

- a. Add new ideas to support the topic.
- b. Cross out sentence that do not support the topic.
- c. Change the order of the sentences.
- d. Using the following checklist to revise the paragraph;

- 1) Make sure you have a topic sentence
- 2) Cross out sentences that do not relate to the main
- 3) Check to see if the sentences are in right order

4) Add new ideas if the support the topic sentences

5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

#### 4. Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

At the end of the writing process, the writer will produce a product of writing. It will be as the form of an essay, a paper or a story. Carino states that writing can be taught in two ways; as a thing and as an activity.<sup>22</sup> A product is important because it can communicate the writer purposes and the message to the readers clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message.

#### d. Writing Skills

It is believed that writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research

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<sup>22</sup> Nurhasanah, Skripsi: *Improving Students' Ability in Writing A Narrative Text By Using Round Table Strategy at Grade VII C of SMP Negeri 11 Kota Bengkulu*. ( Bengkulu: UNIB, 2014)  
Page 22



result or member of society such in a workplace issues. Writing is also taught in formal education considering the importance of having ability and good skills of writing. Yet, it is not easy to define the ability of writing. there are various definitions of writing ability according to different approaches of the teaching of writing. As mentioned in Yi, there are three approaches, namely Product/Text Oriented Approach, Process/Cognitive-Oriented Approach , and Genre-based Approach.<sup>23</sup>

According to Text-Oriented Approach, writing ability is viewed as the capacity to produce “a contextually” correct forms of language; following prescribed patterns at either sentence or discourse level. Meanwhile, on the basis of Process/Cognitive Approach which is focused on what the writer does during the process of writing. Writing ability defines to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context.

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form. It helps the learner gain independence, comprehensibility, fluency and creativity in writing. independence is the ability to function in a given area without depending upon another’s help.

#### e. Characteristic of an Effective Paragraph

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<sup>23</sup> Erna Iftanti. *Improving Student’s Writing Skills Through Writing Journal Articles.*(Lingua Scientia. 2016. Vol 8. No.1 ) Page 3

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.<sup>24</sup> The numbers of sentences are unimportant; however, the paragraph should be long enough to develop the main idea clearly. Paragraphs have three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.<sup>25</sup> Writing a paragraph is an complicated activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be cohesive to the unit of organization, the parallelism, and others.

According to Harmer, there are two characteristics of an effective paragraph. Those are coherence and cohesion.<sup>26</sup>

#### 1. Coherence

Coherence means that the paragraph is easy to read and easy to understand. Then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at last two things.

- a) The writer's purpose, a coherent text can make the reader understand what the writer's purpose. Is it for

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<sup>24</sup> Fahmi Aulia Batubara, Skripsi " *Improving Students' Ability In Writing of Announcement Through Gallery Walk Technique of Eight Grade At Mts Jam'iyatul Alwashliyah Tembung In Academic Year 2016/2017*" ( North Sumatra, IAIN Medan ) Page 22

<sup>25</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*. (USA : Person Education Inc, 2007) page 3

<sup>26</sup> Jeremy harmer, *How To Teach Writing* ( England Person Education Limited, 2007) page 22-24

giving expressing, information, or entertaining to reader?

- b) The writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

## 2. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann unity as a requirement of an effective paragraph. They are:

“Every good paragraph has unity, which means that in each paragraph only one main idea is discussed if the writers starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea”<sup>27</sup>

## f. Assessment of Writing

### Scoring Guidance and The Explanation of Criterion<sup>28</sup>

Categories	Score	Criteria
Content	27-30	Very good to excellent Knowledge-suitable-through development of topic sentence-relevant to assigned topic
	22-26	Average to good Some knowledge of subject adequate range, mostly relevant the topic sentence

<sup>27</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*. (USA : Person Education Inc, 2007) page 17

<sup>28</sup> Reid, (1993-236-237)

	17-21	but lack details. Fair to poor Limited knowledge of subject, adequate range, title substance, inadequate development of topic.
	13-16	Very poor Do not show knowledge of subject, not enough to evaluate.
Organization	18-20	Excellent to very good Fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
	14-17	Good to average Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair to poor Non-fluent, ideas confusedly disconnected, lack logical sequencing and development
	7-9	Very poor Does not communicate, no organization
Vocabulary	18-20	Excellent to very good Exact word, effective word/idiom, choice
	14-17	Good to average Adequate range, occasional errors of words, usage meaning confused, or obscured.
	10-13	Fair to poor Limited range, frequent errors of word, choice, usage, meaning confused
	7-9	Very poor Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use/ grammar	22-25	Excellent to very good. Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.
	18-21	Good to average Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, articles, pronouns, preposition, but meaning seldom obscured.
	11-17	Fair to good

	5-10	Major problem in simple/ complex construction, frequent errors of agreement, tense, and / or , number, word order, function, articles, pronouns, preposition, and obscured. Very poor Virtually no master of sentence constructions or rules dominated by errors , does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good Demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization, writing sentences.
	4	Good to average Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning not obscured.
	3	Fair to good Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, and not enough to evaluate.
	2	Very poor No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

To get the mean score of students' writing score uses the formula :

$$Mx = \frac{\sum X}{N}$$

Mx : mean

X : Individual score

## B. The Concept of Persuasive text

### a. Definition of Persuasive Text

According to Becky, a persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader.<sup>29</sup> A persuasive text can be an exposition, argument, discussion, review or even an advertisement. Persuasive writing, also known as the argument essay, uses logic and reason to show that one idea is more valid than another. It attempts to persuade a reader to adopt a certain point of view or take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts. When you write a persuasive essay you must:

- 1) Introduce the topic of the paper and the thesis statement.(The thesis statement usually is almost always at the end of the introduction.)
- 2) State the facts of the cases.
- 3) Prove the thesis with arguments.
- 4) Disprove your opponent's arguments.
- 5) End the essay.

#### b. The Features of Persuasive Texts

Persuasive text referred to as argument or exposition, is defined here as a form of rhetorical production involving the identification of a thesis or claim, provision of supporting evidence, and an assessment of proofs that connect the thesis, evidence and subject matter of the argument.<sup>30</sup> Persuasive texts can take a range of forms, such as letters, web

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<sup>29</sup>Becky Matthews. *Your Guide to Writing a Persuasive Text*. 2015. Retrieved from internet [www.3plearning.com/blog/persuasivewriting/](http://www.3plearning.com/blog/persuasivewriting/) on Wednesday at 08.52 a.m

<sup>30</sup> Kathy and Karen .Page 35

pages, formal speeches, essays, sermons, reports and testimonials. There are also a number of multimodal formats, including brochures, flyers, advertisements and pop-ups on websites.

The structure of formal persuasive texts taught in rhetorical studies and in many schools typically follows the Toulmin model, as outlined in Table 1. With the increase of multimodal textual formats in the 21st century, these linguistic features and their meanings also need to be considered in relation to images, audio, spatial layouts and digital sites of display (Kress & van Leeuwen).

**Table 2.1.**

Features of persuasive texts or arguments (Adapted from Derewianka, 2011; Droga & Humphrey, 2003; Toulmin, 2003)

Purpose	To argue a case with appeal to evidence, sometimes with view to persuading the audience to take action.
Discernible features of textual structure	<ol style="list-style-type: none"> <li>1. Background – provides a context for your argument by introducing the issue, particularly important in more developed compositions.</li> <li>2. Thesis statement – statement of position or problem that is the focus of the argument.</li> <li>3. Series of arguments – logical organization of arguments.</li> <li>4. Reinforcement of position – reaffirms the writer's point of view in light of the arguments presented.</li> </ol>
Discernible grammatical patterns	<ol style="list-style-type: none"> <li>1. Use of nominalization (changing verbs or adverbs to nouns).</li> <li>2. Use of technical nouns in supporting evidence.</li> <li>3. Thinking verbs or processes to express opinion directly.</li> <li>4. Interpersonal metaphor to express opinion indirectly.</li> <li>5. Appropriate degrees of modality.</li> <li>6. Appropriate use of hedging and intensification.</li> </ol>

	<p>7. Text connectives to introduce and link arguments.</p> <p>8. Evaluative vocabulary, including judgment and appropriation.</p>
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### C. Compare-Diagnose-Operate (CDO) Strategy

#### a) Definition of Compare-Diagnose-Operate (CDO) Strategy

Compare-Diagnose-Operate (CDO) is a framework developed by Scardamalia and Bereiter.<sup>31</sup> Compare includes identifying where a revision is needed, diagnose determines the problem, and operate specifies and executes the intended revision.<sup>32</sup> 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.

Compare-Diagnose-Operate (CDO) strategy is a writing strategy persuasive text through three steps.<sup>33</sup> First, Compare, that is writing a persuasive text based on what is in students' mind. Second, Diagnose, that is students check whether there are mistakes in their persuasive text by themselves. Third, Operate, that is students revise and rewrite their text. By presenting Compare-Diagnose-Operate strategy which is adapted from

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<sup>31</sup> Cindy K. Sherman, *The Effect of Strategy Instruction with a CDO Procedure in General Education Setting*. University of Maryland 2011: Unpublished Dissertation. Page 15

<sup>32</sup> Ibid

<sup>33</sup> Kartini Siregar and Muh AlHafizh, *Using CDO Strategy in Teaching Writing A Narrative Text*. FBS Universitas Negeri Padang. Page 3-4



revision skill for use in writing class, teachers may be able to assist the students to write and improve their own persuasive text. By doing so, it is expected to give recommendations for English teachers of Senior High School so that they can have teaching practice better.

Barbara also states that the Compare-Diagnose-Operate (CDO) strategy is for individual revising reminds the students to compare, diagnose, and operate.<sup>34</sup> This strategy is so useful that can remind students about their writing by comparing to another good concept one, diagnosing, and operating the writing revision. Then, Richard (as cited in Irwan) explain that Compare-Diagnose-Operate (CDO) strategy is revising strategy that has additional steps to engage students in applying it directly. It is explained that this strategy is used for revising writing by doing several steps. The steps will change the writer's compose to be good because it will follow general concept of writing.

So, the researcher concludes that Compare-Diagnose-Operate strategy is a writing strategy that is useful as reminder by following its three main steps ; comparing writing with general concept, diagnosing the difference concept writing, and operating the new one as revision.

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<sup>34</sup> Irwan dkk. *Teaching Writing Texts Through Compare-Diagnose-Operate Strategy for Senior High School Students*. Bung Hatta University. Page 4

Through the use of evaluation cards, which function as procedural facilitators, students are prompted to consider each sentence in relation to the overall purpose of the paper, evaluate their sentences, then decide on and execute any needed changes. The Compare-Diagnose-Operate (CDO) procedure has made a significant difference in the number and quality of revisions in students' stories and essays.<sup>35</sup> Students also indicated that the Compare-Diagnose-Operate (CDO) strategy made revising easier for them.

b) Procedures of Compare-Diagnose-Operate (CDO) Strategy

Before the Researcher start using Compare-Diagnose-Operate (CDO), first the researcher prepared all the medias needed for the learning process, such as pre, whilst, and post teaching.

For pre-teaching activity, the researcher prepared attendance list to check students' attendance. For whilst-teaching activity, the researcher prepared a persuasive text to explore information about the topic or material of the persuasive text, and to facilitate interaction in the classroom. The researcher also prepared an appropriate model of the persuasive text. For post-teaching activity, the researcher evaluated the students learning progression and prepared plans to improve the students' weaknesses on the lesson taught whether the students need more

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<sup>35</sup> Cindy K. Sherman, *The Effect of Strategy Instruction with a CDO Procedure in General Education Setting*. University of Maryland 2011: Unpublished Dissertation. Page 16

remedial, assignments, or counseling. Next, the researcher started using the Compare-Diagnose, and Operate (CDO) strategy in the classroom. This strategy consists of three steps, those are Compare, Diagnose, and Operate.

1. The Researcher applied Compare, student write a persuasive text based on what is in their minds. The researcher orally asked the students how the text is about. After that, the researcher asks students to write it down in a form of persuasive text.
2. Diagnose, in this case, 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 persuasive text. The students were not allowed to delete the mistakes of the previous text, but they have to write the change on a new persuasive text.

c) Advantages of Compare-Diagnose-Operate (CDO) Strategy

According to Salatas there are three benefits of Compare-Diagnose-Operate (CDO) strategy<sup>36</sup>, they are :

1. Increase the amount of time students devoted to writing.
2. The number of substantive changes that were made to their compositions.

#### D. Previous Studies

There are some researchers that had applied related to this strategy. First, Irwan and Fitriana Harmaini which entitled *Teaching Writing Texts Through Compare-Diagnose-Operate Strategy For Senior High School Students*. Their research was applied at Senior High School 5 Balaibaru, Padang. The writers found the problems that some students were not able to write the texts in good order. Their purpose is to introduce a strategy that is expected to assist teachers in overcoming problems in teaching (writing) and increase student's ability.

Second, Titis Dewi Cakrawati already did a research related my research entitled *The Effect of Using Communicative Cartoon Movies on The Teaching of Writing Skill* at the second grade of SMPN I Arjosari, Pacitan, East Java. The result of her research is that there is a significant difference in writing skill between students who are taught using communicative cartoon movies and students taught without communicative cartoon movies.

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<sup>36</sup> Irwan dkk. *Teaching Writing Texts Through Compare-Diagnose-Operate Strategy for Senior High School Students*. Bung Hatta University. Page 6

Moreover, Cindy Sherman also conducted the research related CDO strategy with the title *The Effects of Strategy Instruction with a CDO Procedure in General Education Settings*. The purpose of this study was to evaluate a revision strategy for middle school. This study examined the effects of a Compare-Diagnose-Operate (CDO) procedure embedded within a self-regulation strategy (SRSD) to allow students the opportunity to internalize the elements of revising. The strategy emphasized the need for students to : examine their draft, focusing specifically on the essential elements or parts of an essay, identify problems in their essay between what they wanted to write versus what was actually written, and act on, or execute necessary changes to the draft in response to specific problems they had identified students in a three general education classrooms.

The differences of those researches are, first, the location of the research and the subject of the research. The second difference is different method used. In this research, the researcher use quasi experimental research.

#### E. Hypothesis

The following hypothesis will propose the null hypothesis (Ho) and the alternative hypothesis (Ha). If the null hypothesis (Ho) is rejected, the alternative hypothesis (Ha) is accepted.

(Ho) = There is no significant influence of using CDO (Compare-Diagnose-Operate) strategy towards students' writing persuasive text.

(Ha) = there is a significant influence of using CDO (Compare-Diagnose-Operate) strategy towards students' writing persuasive text.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

The research employed quantitative approach in the form of quasi experimental method in order to collect the data. According to Sugiyono, the quasi experimental design is a study which is aimed to discovering the influence or particular treatment.<sup>37</sup> This design covered quantitative data and statistical technique in analyzing the data. The researcher used quasi experimental because the researcher would compare two different class with the treatment and class without the treatment strategy. Schematically, the quasi experimental design can be drawn as follows :

**Table 3.1**  
**The Schematic of The Quasi-Experimental Design**

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O2	-	O2

Note:

- X represents the exposure of a group to an experimental variable
- O refers to the process of observation or measurement

A variable is termed as an attribute of an object which varies from object to object.<sup>38</sup> In research, variables can be classified as dependent and independent variables. The independent variable is the variable which is selected, manipulated, and measured by the researcher, while the

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<sup>37</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. (Bandung : Alfabeta 2010) Page 77

<sup>38</sup> Dany Muhammad. A.R, Skripsi, *The Use of Think-Pair-Share Technique to Develop Students' Reading Skills*. Universitas Pendidikan Indonesia. Repository.upi.edu. 2013 page 19

dependent variable is the variable which researcher observes to determine the effect of the independent variable. The independent variable of this research is Compare-Diagnose-Operate strategy and the dependent variable is the writing score.

In this research, the researcher used experimental research with quantitative approach. The researcher wanted to know the influence of Compare-Diagnose-Operate (CDO) strategy towards writing ability of the second grade students at SMAN 11 Bengkulu.

## B. Population and Sample

### 1. Population

Population is not only about the quantity of the subject/object that is going to be learnt, but also involves the whole characteristics of the subject or object.<sup>39</sup> The research had been conducted at SMAN 11 Bengkulu. The school is located at Budi Utomo street, Kelurahan Kandang, Bengkulu, where it was on the outskirts of the town. The location of this school was far from the main street. It made the situation of teaching and learning process run well because the situation is conducive and comfortable. Thus, in this research the population were all of the second grade students at SMAN 11 Bengkulu on second semester. The second grade of SMAN 11 Bengkulu consists of three (3) classes that were classified into two; XI IPS and XI IPA. XI IPS consists of two (2) classes, meanwhile XI IPA only one (1) class.

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<sup>39</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. (Bandung : Alfabeta 2010) Page 89



**Table 3.2**  
**Distribution of Population**

No	Class	Number			
		Male	Female	Total	Mean Score
1	XI MIA 1	15	17	32	73,3
2	XI MIA 2	12	16	28	71,3
2	XI IPS 1	15	15	30	74,5
3	XI IPS 2	12	17	28	72,5
Total		54	65	119	291.6

Source: SMA N 11 Bengkulu (TA. 2019/2010)

## 2. Sample

Sample is part of population that is chosen as the representative.<sup>40</sup>

Since the design belongs to pre-experimental, the researcher used purposive sampling in determining the sample. In purposive sampling sample elements are judged to be typical and representative. The researcher must take sampling decision early in the overall planning to take sample of the research. In this case, the researcher took two classes of second grade students, first, XI IPS 2 class as the experimental class and second, XI MIA 2 as the control group. The researcher decided the two classes because the two classes have the same or almost the same capability in writing English. The influence is known after find out the significant difference between the students taught before using Compare-Diagnose-Operate (CDO) strategy and after Compare-Diagnose-Operate (CDO) strategy by comparing pre-test and post-test score.

**Table 3.3**

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<sup>40</sup> Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Prakteknya*. Jakarta : Bumi Aksara. 2003) page 54

### Sample of the Research

No	Class	Number		
		Male	Female	Total
1	XI IPS 2	12	17	29
2	XI MIA 2	12	16	28

#### C. Technique of Data Collection

In collecting the data, the researcher used test. The researcher did the pre-test and post-test for all of the samples. The pre-test was given to both control and experimental groups. The data was collected by giving the test to the students. Pre-test to find out the students ability before the students were given the treatment. In the treatment, the researcher taught the students in experimental class using Compare-Diagnose-Operate (CDO) strategy as media and control class without the treatment. Then, post-test to find out students achievement after the students treat by Compare-Diagnose-Operate strategy.

#### D. Research Instrument

Research instrument refers to any equipment used to collect the data.<sup>41</sup> As an experimental research, the instrument used in this research was writing test. Test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. The test is used to find out the ability of students' writing persuasive text after learning by using Compare-Diagnose-Operate (CDO) strategy. The researcher asked the students to write persuasive text based on their mind.

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<sup>41</sup> Arikunto, Suharsimi, *Metode Penelitian : Prosedur Penelitian Suatu Pendekatan Praktik*. PT : Rineka Cipta, 2006. Page 262

The pretest and posttest was about writing persuasive text. The researcher gave the pretest and posttest to both control and experimental groups.

#### E. Research Procedures

##### **The Stages for the Experimental Group**

The researcher taught writing using Compare-Diagnose-Operate (CDO) Strategy where each meeting took time allocation about 2x 45 minutes.

##### 1. Pre-activities

- 1) The researcher prepared the students physically and mentally for the learning process. Firstly, the researcher greeted and checked the attendance list. Then, the researcher gave the warm up activities.
- 2) After the students were ready to study, the researcher introduced the lesson to the students. The researcher explained the topic or wrote it down in the board. When the students are regarded understand about the topic, the researcher conveyed the lesson objective for that meeting; at the end of the class, the students were expected to be able to write a persuasive text.

##### 2. While-activities

The researcher started using Compare-Diagnose-Operate (CDO) strategy before introducing the topic of the lesson. This strategy consisted of three steps; those were Compare, Diagnose, and Operate.

- 1) First, the researcher applied Compare, students wrote a persuasive text based on what was in student's mind. After a student answered orally, the researcher asked the student to write it down in a form of persuasive text on the board.
- 2) Second, the researcher applied the next step that was Diagnose (the students checked whether there were mistakes in their persuasive text by themselves). In this case, the researcher looked at that writing and gave comment. Next, some students gave comment orally before they completed the text on the board. Some students found any mistakes on the text such as changed words, deleted or added ideas, or used of simple present tense in the text as a persuasive text should be.
- 3) Finally, the researcher applied the third step, that was Operate (the students revised and re-wrote their text) the researcher asked students which had written the text down on the board to improve the text and re-wrote it on a new persuasive text. The students were not allowed to delete the mistakes of previous text, but they had to write the change on a new persuasive text.

### 3. Post-activities

Before class is ended, the researcher evaluated the students' writing on the board which related 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 researcher gave a conclusion about persuasive text.
- b. The researcher gave homework to the students
- c. At the end, the researcher closed the class.

### **The Stages for the Experimental Group**

In the control group, the students were given pretest and posttest but received no treatment at all.<sup>42</sup> The researcher taught the control group as well. However, the researcher taught the students by conventional strategy.

#### **F. Technique of Analysis Data**

The researcher analyzed the data in the last step of this research. In analyzing the data, the researcher used t-Test formula to the effect of the treatment, the researcher grouped the student writing ability based on the score element of content, organization, vocabulary, language use / grammar, and mechanics. Before analyzed using t-Test, to know if the data distributed normally normal or not, the researcher did the normality and homogeneity first. The researcher analyzed the data by using Statistical Package for Social Science (SPSS) 16 program. Furthermore, the researcher found out the means score and standard deviation of the pre-test and post-test to see the differences. Eventually, in comparing the means score of the test, the researcher decided whether those differences were likely to happen by chance or by treatment effect. The formula for the t-test can be seen as follow:

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<sup>42</sup> McMillan, D. *An Interactive Guide to Educational Research: A Modular Approach* (Boston: Allyn and Bacon, 1992), p. 176

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where :

- $t_0$  : the value will e found
- $M_x$  : the average score of the experimental group
- $M_y$  : the average score of the control group
- $SD_x$  : Standard deviation of the experimental group
- $SD_y$  : Standard deviation of the control group
- $N$  : the number of students

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. RESULTS**

In this chapter, the result and discussion of the research were presented. The result showed that the implementation of using Compare-Diagnose-Operate (CDO) strategy at second grade students of SMAN 11 Bengkulu was increased. The findings also included the result of the study that showed whether there was significant differences of students' writing persuasive text between the experimental class and control class who were taught using Compare-Diagnose-Operate (CDO) strategy and those who were not. The result of the research were obtained based on the data analysis.

#### **1. The Result of Writing Persuasive Text**

This section described and analyzed the test before and after the pre-test, the treatment, then the post-test were given to the students in the experimental group and the control group.

##### **1.1 The Description of Pre-test Score and Post-test Score in the Experimental Group**

The score of students' pre-test and the-post test of in the experimental group can be seen on table 4.1

**Table 4.1**

**The Score Distribution of Experimental Group**

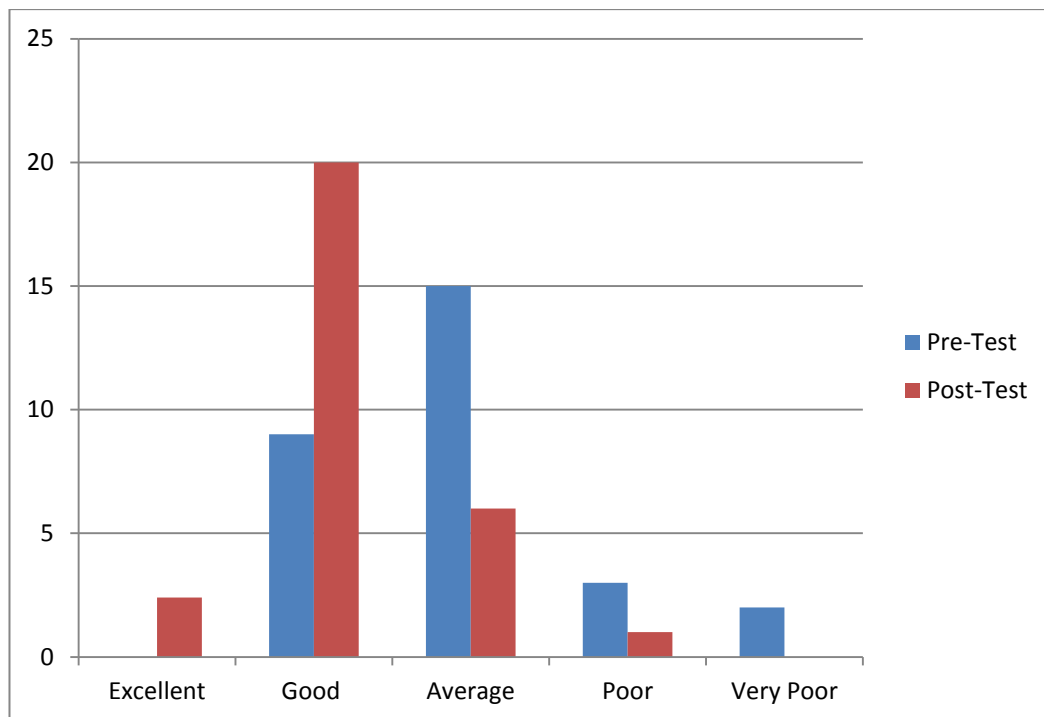
Score Interval	Category	Pre-test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
80-100	Excellent	0	0	2	6.8 %
70-79	Good	9	31 %	20	68.9 %
60-69	Average	15	51.7 %	6	20.6 %
50-59	Poor	3	10.3 %	1	3.4 %
<49	Very poor	2	6.8 %	0	0

Based on the table above, the pre-test in the experimental class, there was none student on excellent category, 9 (31%) students on good category, 15 (51.7 %) students on average category, 3 (10.3%) students on poor category, and 2 (6.8 %) students on very poor category. While in post-test, there was 2 (6.8 %) students were on excellent category, 20 (68.9 %) students were on good category, 6 (20.6%) students were on average category, 1(3.4%) students was on poor category, and 0 (0%) student was on very poor category.

Graphically, the total score of students pre-test and post-test in the experimental group can be seen on figure 4.1

**Figure 4.1**

**Graph for Pre-test and Post-test score of experimental group**



Based on figure 4.1 , the post test score was higher than the pretest scores. It means teaching writing recount text by using Compare-Diagnose-Operate (CDO) strategy increased the students writing persuasive text.

## **1.2 The Description of Pre-test Score and Post-test Score in the Control Group**

The score of students' pre-test and the-post test of in the experimental group can be seen on table 4.2

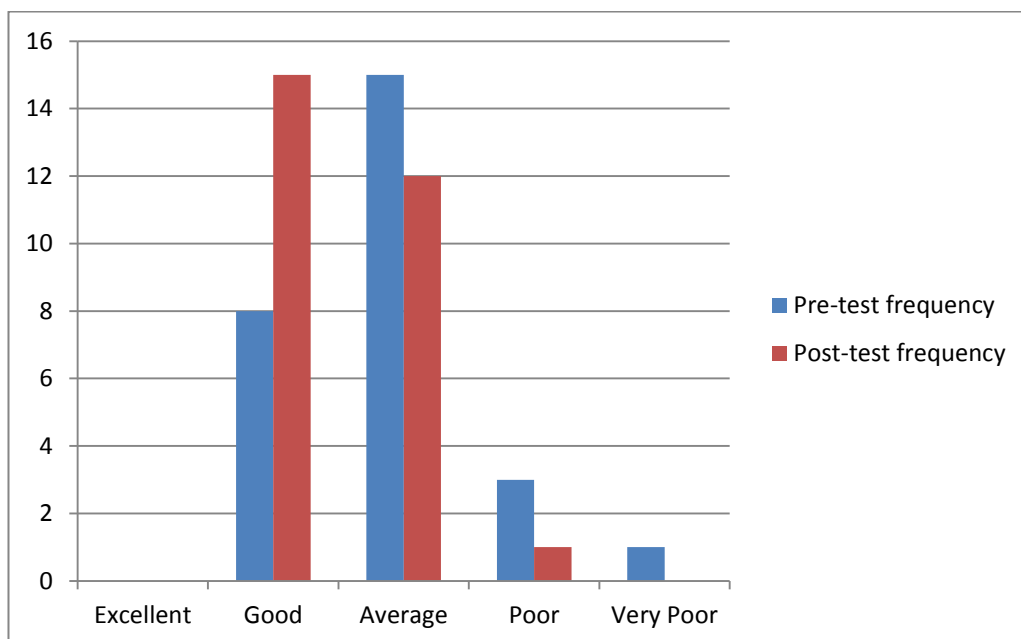


**Table 4.2**  
**The Score Distribution of Control Group**

Score Interval	Category	Pre-test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
80-100	Excellent	0	0 %	0	0 %
70-79	Good	8	28.5 %	15	53.5 %
60-69	Average	15	53.5 %	12	42.8 %
50-59	Poor	3	10.7 %	1	3.5 %
<49	Very poor	1	3.5 %	0	0

Based on the table above, the pre-test in the control class, there was none student on excellent category, 8 (28.5%) students on good category, 15 (53.5 %) students on average category, 3 (10.7%) students on poor category, and 1 (3.5 %) student on very poor category. While in post-test, there was 0 (0 %) student was on excellent category, 15 (53.5 %) students were on good category, 12 (42.8 %) students were on average category, 1(3.5%) students was on poor category, and 0 (0%) student was on very poor category.

Graphically, the total score of students pre-test and post-test in the experimental group can be seen on figure 4.2



**Figure 4.2**

### **Graps for pre-test and post-test in Control Group**

Based on figure 4.2 , it was showed that the post-test and pre-test score were relative the same. The highest frequency on pre-test was on average category. Meanwhile, the highest frequency on post-test was on good category. It meant the score of the students' writing persuasive text increased gradually.

## **2. The Normality and Homogeneity of the Data**

Homogeneity and normality of the data should be measured before analyzing the data. Test normality is used to find out whether the score distributed normally or not. If the significance  $> 0,05$ , it means the test distribute normally. If the significance  $< 0,05$ , it means the test is not distribute normally. The Kolmogorov smirnov test was used to measure the data because the data of each group less than 50 data.

## 2.1 The Result of Normality Data Test of Pre-Test Scores

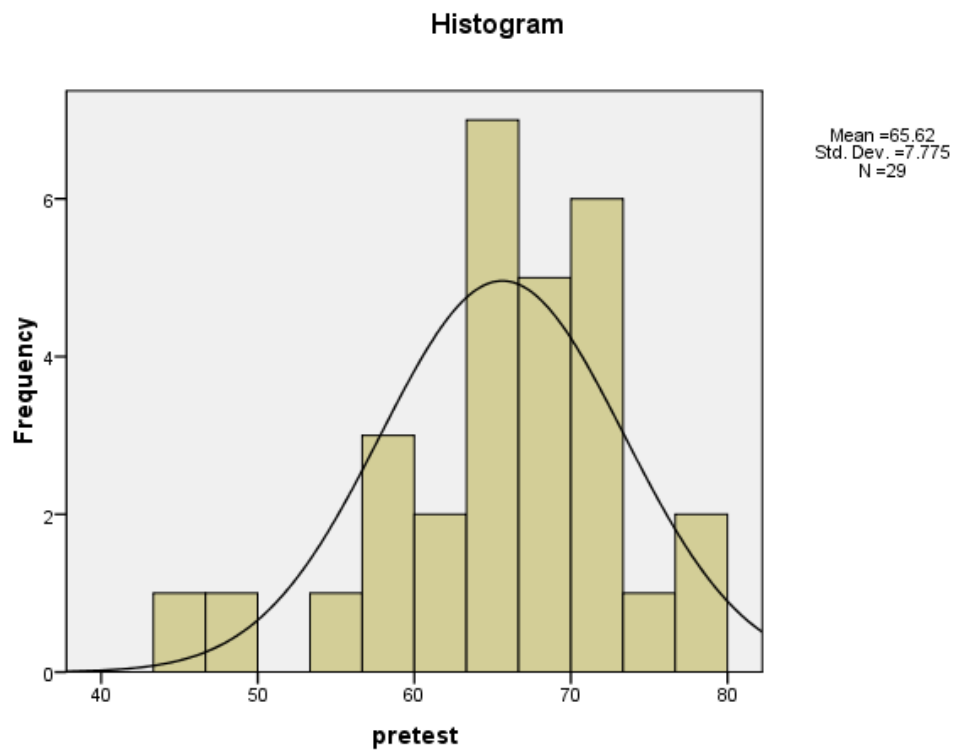
**Table 4. 3**

### Test of Normality of Pre-Test Scores in the Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		pretest
N		29
Normal Parameters <sup>a</sup>	Mean	65.62
	Std. Deviation	7.775
Most Extreme Differences	Absolute	.142
	Positive	.072
	Negative	-.142
Kolmogorov-Smirnov Z		.762
Asymp. Sig. (2-tailed)		.606
a. Test distribution is Normal.		

Based on the data above, the Kormogorov-Smirnov test of the pre-test in the experimental class showed that the significance was 0.606. It was higher than 0.05. It meant that the data obtained were considered normal.

The histogram of the normal data of pre-test score of experimental class can be seen on the figure below :



**Figure 4.3**

*The Histogram of the Students' Pre-test of the Experimental Class*

**Table 4.4**

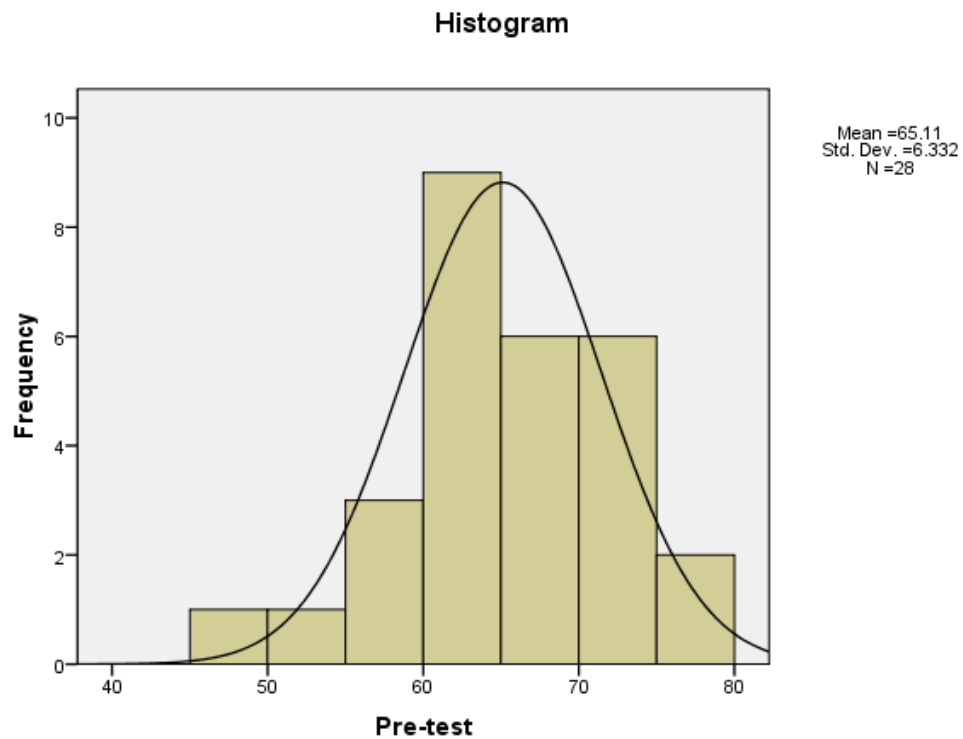
**The Normality Pre-Test Scores of the Control Group**

One-Sample Kolmogorov-Smirnov Test		
		Pre-test
N		28
Normal Parameters <sup>a</sup>	Mean	65.11
	Std. Deviation	6.332
Most Extreme Differences	Absolute	.098
	Positive	.078
	Negative	-.098
Kolmogorov-Smirnov Z		.516
Asymp. Sig. (2-tailed)		.953

One-Sample Kolmogorov-Smirnov Test		
		Pre-test
N		28
Normal Parameters <sup>a</sup>	Mean	65.11
	Std. Deviation	6.332
Most Extreme Differences	Absolute	.098
	Positive	.078
	Negative	-.098
Kolmogorov-Smirnov Z		.516
Asymp. Sig. (2-tailed)		.953
a. Test distribution is Normal.		

The Kormogorov-Smirnov test of the pre-test in the control class showed that the significance was 0.953. Since  $0.953 > 0.05$ , it concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test score the control group can be seen on figure :



*Figure 4.4*

*The Histogram of the Students' Pre-test of the Control Class*

## 2.2 The Result of Normality Data Test of Post-Test Score

**Tabel 4.5**

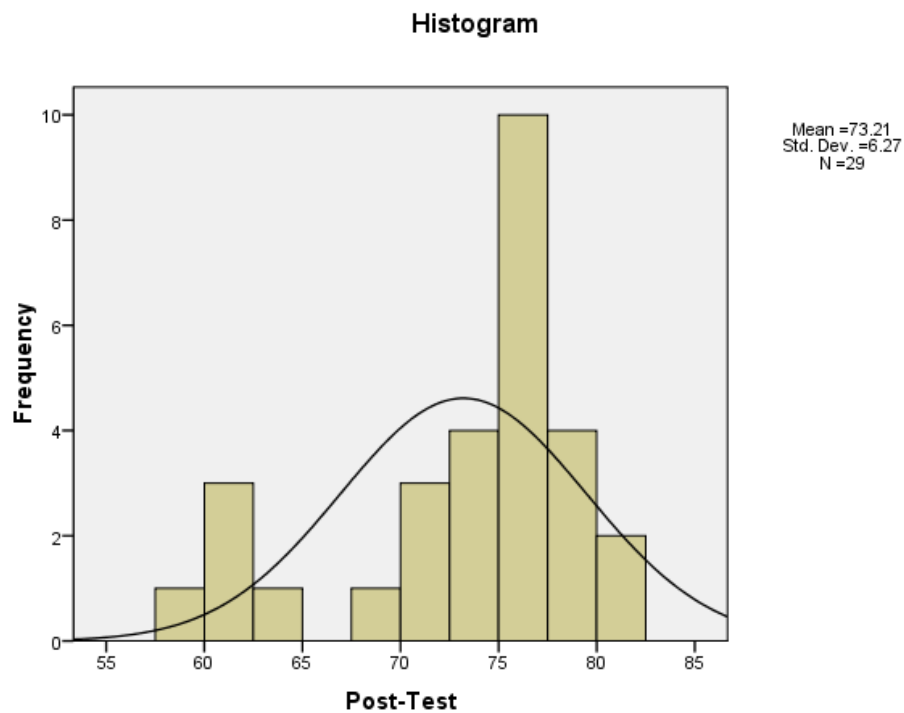
**Test Normality of Post-Test Scores Experimental Group**

One-Sample Kolmogorov-Smirnov Test		
		Post-Test
N		29
Normal Parameters <sup>a</sup>	Mean	73.21
	Std. Deviation	6.270
Most Extreme Differences	Absolute	.182
	Positive	.109
	Negative	-.182
Kolmogorov-Smirnov Z		.982
Asymp. Sig. (2-tailed)		.290

One-Sample Kolmogorov-Smirnov Test		
		Post-Test
N		29
Normal Parameters <sup>a</sup>	Mean	73.21
	Std. Deviation	6.270
Most Extreme Differences	Absolute	.182
	Positive	.109
	Negative	-.182
Kolmogorov-Smirnov Z		.982
Asymp. Sig. (2-tailed)		.290
a. Test distribution is Normal.		

The The Kormogorov-Smirnov test of the post-test in the experimental group showed that the significance was 0.290. Since  $0.290 > 0.05$ , it concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure :



*Figure 4.5*

*The Histogram of the Students' Post-test of the Experimental Group*

**Tabel 4.6**

**Test Normality of Post-Test Scores of Control Group**

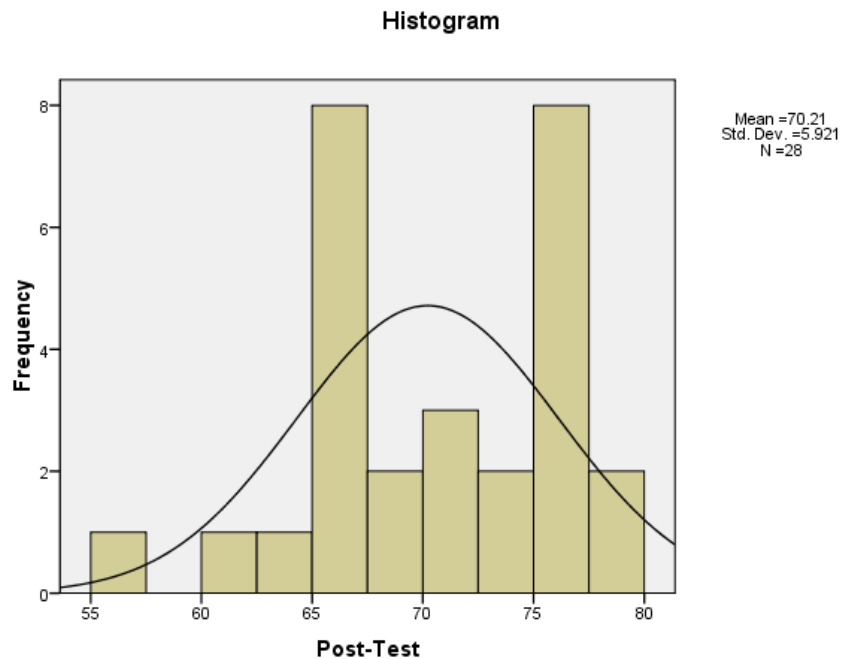
One-Sample Kolmogorov-Smirnov Test		
		Post-Test
N		28
Normal Parameters <sup>a</sup>	Mean	70.21
	Std. Deviation	5.921
Most Extreme Differences	Absolute	.148
	Positive	.119
	Negative	-.148
Kolmogorov-Smirnov Z		.781
Asymp. Sig. (2-tailed)		.575
a. Test distribution is Normal.		



One-Sample Kolmogorov-Smirnov Test		
		Post-Test
N		28
Normal Parameters <sup>a</sup>	Mean	70.21
	Std. Deviation	5.921
Most Extreme Differences	Absolute	.148
	Positive	.119
	Negative	-.148
Kolmogorov-Smirnov Z		.781
Asymp. Sig. (2-tailed)		.575

The The Kormogorov-Smirnov test of the post-test in the experimental group showed that the significance was 0.575. Since  $0.575 > 0.05$ , it concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure :



**Figure 4.6**

*The Histogram of the Students' Post-test of the Control Group*

### 2.3 The Result of Homogeneity of Variances Test

The result of homogeneity of variances test can be seen on table 4.7

**Table 4.7**

#### Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
.074	1	55	.787

The test homogeneity of variances showed that the significant were 0.787. Since 0.787 was higher than alpha level of 0.05, it concluded that the variances of every test were homogenous.

### 3. The Statistical Analysis Result

To verify the hypothesis proposal, the researcher applied the statistical analysis. The tests are T-test and independent sample t-test. T-test which is paired t-test was used to find out whether there were significant differences in students' writing persuasive text before and after the treatment in both experimental and control group, meanwhile independent sample t-test was used to find out whether there was significant differences between experimental group and control group. The researcher used Statistical Package for Social Science (SPSS) 16 program for windows in order to find the paired sample t-test and independent sample t-test.

#### 3.1. Paired Sample T-Test Analysis

##### Statistical Analysis on the Result of Pre-test and Post-test in the Experimental Group

**Table 4.8**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	65.6207	29	7.77548	1.44387
	POSTTEST	73.2069	29	6.26999	1.16431

Based on the table above, the mean of writing pre-test of the experimental group was 65.62 and the standard deviation was 7.775. Meanwhile, the mean of post-test in the experimental group was 73.20 and the standard deviation was 6.269.

**Table 4.9**  
**Paired Samples Test of Experimental Group**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST – POSTTEST	7.58621	6.17898	1.14741	-9.93657	-5.23585	6.612	28	.000

From the table above, the result of paired sample difference in mean between pre-test and post-test of writing in the experimental group was 7.58 with standard deviation 6.17 at the significant level of 0.05 and degree off freedom (df) 28 and the value of t-table for two tailed test was 0.000.

Thus, it could be seen that t-obtained significant two tailed , 0.000 < 0.05. It means that the researcher hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was significance influence in experimental group.

#### **Statistical Analysis on the the Result of Pre-test and Post-test in the Control Group**

**Table 4.10**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	65.1071	28	6.33239	1.19671
POSTTEST	70.2143	28	5.92144	1.11905

The result of paired samples statistic above, the mean of pre-test in the control group was 65.107 and the standard deviation was 6.332. Meanwhile, in post-test the result of mean was 70.21 and the standard deviation was 5.921.

**Table 4.11**  
**Paired Samples Test of Control Group**

	Paired Differences					T	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-5.10714	6.00209	1.13429	-7.43451	-2.77977	-4.503	27	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of writing skills in the control group was -5.107 with standard deviation was 6.002 and t-obtained -4.503 at the significance level of 0.05 and the degree of freedom 27 and the value of t-table two tailed test was 0.000.

Thus, it could be seen that significance two-tailed was 0.000 was lower than the 0.05. It meant that the researcher hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that there was significance influence in control group.

### **3.2. Independent Sample T-test Analysis of Students' Writing Persuasive Text**

**Table 4.12**

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result Equal variances assumes	.007	.932	2.178	55	.034	3.45690	1.58728	.27592	6.63787
Equal variances not assumes			2.182	54.791	.033	3.45690	1.58452	.28117	6.63262

The independent sample showed the comparison of post-test of experimental group and control group displayed the difference between both scores. It was identified that t count 2.178. From the data, it was concluded that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It mean that was significant influence in writing skills of persuasive text scores between the students who were taught by using Compare-Diagnose-Operate (CDO) strategy and those who were not.

## **B. DISCUSSION**

Experimental and control group were same in their initial level of writing skills as indicated by the writing pre-test were given before the treatment. The mean score of pre-test in experimental group was 65.62 and the mean score of control group was 65.10. Statistical analyzing has revealed that

there was no significant influence in their pre-test scores of writing skills. In other words, the treatment Compare-Diagnose-Operate (CDO) strategy were started similar level writing skill.

The findings in this study are supported by research conducted by Irwan and Fitriana which entitled *Teaching Writing Texts Through Compare-Diagnose-Operate Strategy for Senior High School Students*. They are expected to assist teachers in overcoming problems in teaching writing and increase students' ability. Then, Cindy Sherman also conducted a research with the title *The Effects of Strategy Instruction with a CDO Procedure in General Education Settings*. The conclusion of her research showed that there was a significance effect of students writing achievement which was taught by Compare-Diagnose-Operate (CDO) strategy. Based on the previous studies above, the previous researchers used the Compare-Diagnose-Operate (CDO) strategy to increase students writing ability. The difference of those researches is that the researcher used writing persuasive text as the instrument of this research which the previous researchers were using narrative text.

Based on the result of the study, the following interpretations were presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant influence in writing skills between the students who were taught using Compare-Diagnose-Operate (CDO) strategy and those who were not. The mean score of the post-test experimental group was 73.20. It was higher than the mean score of the post-test of control group that was 70.21. The results supported the theory by Scardamalia and Bereiter

about Compare-Diagnose-Operate (CDO) strategy which enables students to make easier revision, hence the scores of students given treatment were significantly higher. Compare-Diagnose-Operate (CDO) strategy allowed the students to compare their writing to other students, then diagnose their writing such the grammar, the function of punctuation, and the organize of the paragraph, finally they write their writing into the new one after did those steps. It was concluded that the Compare-Diagnose-Operate (CDO) strategy gave significant contribution in improving students' writing persuasive text.

The mean post-test of experimental group was compared to the mean of control class. The result showed that sig. (2-tailed) or p-value (0.000 ) was less than a-value (0.05). It can be concluded that there was significant influence in writing skills by using Compare-Diagnose-Operate (CDO) strategy.

Finally, using Compare-Diagnose-Operate (CDO) strategy could be one of the ways in teaching to develop writing skills in descriptive text. Most of eleventh grade in experimental group had better development and improvement in their post-test scores compared to their pre-test scores. It related to the theory Scardamalia and Bereiter that implementation of Compare-Diagnose-Operate (CDO) strategy can improve students writing skills. At the students in control group were not get the treatment of Compare-Diagnose-Operate (CDO) strategy, the result of the young learners post-test score were not significantly improved. The students in control group get lower score in the post-test. The result of this research showed that using Compare-



Diagnose-Operate (CDO) strategy gave significant difference in improving second grade students' writing ability. However, it took time to make get used to this strategy because this technique was new for them.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the result and discussion stated on the previous chapter, It can be concluded that there was a significant influence in writing persuasive text toward the students who were taught by using the Compare-Diagnose-Operate strategy and those who were not. The students in the experimental group could improve their writing persuasive text significantly. It can be seen from the analysis of the data gathered during the experiment and after the experiment.

Based on hypothesis test results through t-test assisted by SPSS 16 showed the value  $0.000 > 0.05$ . Thus,  $H_0$ : there is no significant influence of using the Compare-Diagnose-Operate (CDO) strategy on students' writing ability was rejected and  $H_a$  : there is a significant influence of using the Compare-Diagnose-Operate (CDO) strategy on students' writing ability was accepted. It concluded that there is a significant influence of using the Compare-Diagnose-Operate (CDO) strategy on students' writing ability and students taught with conventional method.

#### **B. SUGGESTION**

After completing this research, the researcher would like to give the suggestion for lecturer and students. The suggestion are following :

1. For English Teacher suggested that Compare-Diagnose-Operate (CDO) strategy could be as one of the alternative reference in teaching writing,

because the activities could make learning environment more enjoyable and interest. In this research discovery technique could increase the students achievement and motivate the students doing writing persuasive text.

2. For the students are suggested to practice and enjoy this activity, because Compare-Diagnose-Operate (CDO) strategy in writing could give new sight for them who want to increase their writing skill ability.
3. For Institution, the school should give the media and also complete the facility in order to make better progress achievements in teaching learning English process and for the Principle of SMA N 11 Bengkulu to consider Compare-Diagnose-Operate (CDO) strategy in teaching English.

Finally, this research is so far from the perfectness so the researcher contribution on of positive ideas still needed to make this research be perfect to be seen by the reader.

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