

**THE EFFECT OF COMPARE-DIAGNOSE-OPERATE (CDO) STRATEGY
TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT**

(A study at the tenth grade students of SMA Negeri 5 Bengkulu Tengah)

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana (S.Pd)
In Study of English Education



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MOTTO

***NO MATTER WHAT YOU'VE GOT IN THIS WORLD IT COULDN'T
HAPPEN WITHOUT THE PARENTS' PRAYING***

“Tatang”

DEDICATION

The researcher would like to dedicate this thesis to:

1. Allah Ta'ala, as the Only One God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.
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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 Effect of Compare-Diagnose-Operate (CDO) Strategy Toward Students’ Writing Ability in Descriptive Text (A Study at the tenth grade of SMA Negeri 5 Bengkulu Tengah)” , 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

Tatang Kusuma. July. 2021. “*The Effect of Compare-Diagnose-Operate (CDO) Strategy Toward Students’ Writing Ability in Descriptive Text (A Study at the tenth grade Students of SMA Negeri 5 Bengkulu Tengah)*”. Thesis, Study Program of Tadris Bahasa Inggris, Faculty of Tarbiyah dan Tadris.

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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 X IPS 1 as a control class and class XI MIPA 3 as experimental class at SMA N 5 Bengkulu Tengah, by providing treatment using the Compare -Diagnose-Operate (CDO) strategy. This type of research is Quasi Experiment. The population is tenth grade students of SMA N 5 Bengkulu Tengah with 368 students. From this population, 37 students were taken as samples. Each class is 17 students XI IPS 1 and 20 students XI MIPA 3. Research data were collected through writing tests and documentation. The results showed a significant change in the experimental class with an average value of 71.85 while in the control class an average value of 52.06. 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 Descriptive Texts

ABSTRAK

Tatang Kusuma. July. 2021. “The Effect of Compare-Diagnose-Operate (CDO) Strategy Toward Students’ Writing Ability in Descriptive Text (A Study at the tenth grade Students of SMA Negeri 5 Bengkulu Tengah)”. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

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Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar kognitif (berupa nilai pre-test dan post-test) siswa kelas X IPS 1 sebagai kelas control dan kelas X MIPA 1 sebagai kelas eksperimen semester ganjil di SMA N 5 Bengkulu Tengah, dengan memberikan perlakuan menggunakan strategi Compare- Diagnose-Operate (CDO). Jenis penelitian ini adalah Quasi Eksperimen. Populasinya adalah siswa kelas sebelas SMA N 5 Bengkulu Tengah pada tahun akademik 2020/2021 dengan jumlah siswa sebanyak 119 siswa. Dari populasi ini, 37 siswa diambil sebagai sampel. Masing-masing kelas adalah X IPS 1 sebanyak 17 siswa dan X MIPA 3 sebanyak 20 siswa. Data penelitian dikumpulkan melalui test menulis dan dokumentasi. Hasil penelitian menunjukkan perubahan yang signifikan pada kelas eksperimen dengan rata-rata nilai 71.85 sedangkan pada kelas control rata-rata nilai 52.06. 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 Deskriptif

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four aspects of language competence in learning English, namely listening, speaking, reading, and writing. Writing is one of the four foreign language skills that are an integral part of English education. Writing is the act of explaining a language so that the reader can grasp the meaning the writer conveys. Students may create multiple drafts or versions of their writing with a focus on the writing process and gain input from classmates while teaching writing as a process. However, the fresh focus on process must be seen in the prospect of a process-product balance. The ability of students learning English is one of the important things that must be done well because it will affect the ability of students to develop their writing skills.

In general, it is believed that improving writing skills will contribute to the success of students' writing skills. Furthermore, it is true that teaching writing will be influenced by the teaching techniques used by teachers. At SMA Negeri 5 Bengkulu Tengah, teaching writing is divided into several parts, namely: Writing for Sentence Formation, Paragraph Writing, Essay Writing, and Scientific Writing. However, there is a reason why students' writing skills are still not good enough. In practice in the classroom, students often complain that writing assignments are very difficult. Writing turned out

to be a scourge for students. In fact, mastery of the material is the basic goal of the teaching and learning process. Mastery of the material is also often used as the main consideration to measure the success or failure of a lecturer in teaching. Byrne categorized three problems that made writing skills difficult to master, namely linguistic, cognitive, and content problems.

Writing is not an easy skill for students to master since learners need to pay attention to things such as content, structure, vocabulary, usage of grammar or expression, and mechanics while writing. For second language learners, Richards and Renandya state that writing is the most difficult ability. The task lies not only in producing and organizing thoughts, but also in converting these thoughts into readable text. The abilities involved in writing are dynamic. Second language authors should pay attention to their preparation and organizing skills as well as their spelling and punctuation skills. So, teachers must be more creative when teaching English classes by using strategies so that students understand the material more easily.

In learning to write, there are many strategies that can be used by teachers, one of which is the Compare-Diagnose-Operate (CDO), which is a technique used individually by students to see and identify where revisions are needed, diagnose problems, and operate then determine and carry out the intended revisions and to guide students through the elements of the revision process so that they cannot access themselves and develop a revision process so that individual elements will be revised and occur regularly at appropriate

times. In learning to write the Compare, Diagnose, and Operate (CDO) strategy, it will help students solve problems in writing and the Compare, Diagnose, and Operate (CDO) strategy has benefits when used by teachers and students in the learning process because it can improve students' writing skills. To revise, analyze paragraphs, and simplify the writing process.

Compare, diagnose, and operate (CDO) is an effective approach that can be used, especially in writing classes by learners of English. This technique involves comparing and describing, diagnosing problems and running and implementing revisions. This approach is intended to improve the awareness of students in the writing class (Golley: 2015)

The researcher noted that, based on the experience of the researcher in learning to write, the instructor had used several techniques and strategies in teaching writing, but some students did not have good skills in producing their written text. Thus, the researcher aims to introduce a methodology by incorporating Compare, Diagnose, and Operate (CDO) in the writing class to help students increase interest in the learning process and to help students write.

On 21 and 22 December 2020, initial findings were made using a teacher interview questionnaire, knowledge was collected, printed books and journals were the teaching tools used by teachers in the implementation of learning. The fundamental problem identified in the writing class is the lack

of written comprehension of the students, especially in writing descriptive texts (Preliminary observation, 2020, December, 21th).

In this case, writing skills really need an understanding to make it easier to write a text. By using a strategy, students can understand writing a text that will be written in writing, and balanced with the vocabulary that is owned by the student. If the vocabulary is lacking, it will hinder the writing process.

From the explanation above, the teacher needs to provide the right solution so that the learning objectives related to writing match the students' abilities, so the researcher chooses one of the strategies, namely Compare Diagnose Operate (CDO). The choice of this strategy is due to the suitability of the characteristics mastered by students, namely writing.

Therefore, the purpose of this study is to find out whether this writing strategy can help students to achieve dynamic indicators of writing skills. It is hoped that the systematic analysis used can evaluate the effectiveness of the Compare Diagnose Operate (CDO) Strategy on the writing skills of students at SMA Negeri 5 Bengkulu Tengah in the eleventh grade.

Based on the background of the problem above, the author is motivated to conduct research with the title **“The Effect of Compare Diagnose Operate (CDO) Strategy Toward Students’ Writing Ability in Descriptive Text.”**

B. Identification of Problem

Based on the background of the study, the researcher has identified some problems which cause the difficulties in teaching and learning writing in descriptive text at SMA Negeri 5 Bengkulu Tengah.

1. Students confused about generic structure of descriptive text including disability to put the identification, description, and conclusion in a good order and right position.
2. Students did not understand the language feature of descriptive text they have including the lack of grammar understanding such as to be, tenses, vocabulary etc.
3. In addition, the teaching process is not conducted interesting. Consequently, the students are bored in learning process.

C. Limitation of the Problem

The limitation of the problem in this study is to know the effect of using the Compare-Diagnose-Operate (CDO) strategy toward students' in writing ability in descriptive text at the tenth grade at SMA Negeri 5 Bengkulu Tengah for the academic year 2021.

D. Research Question

Based on the limitation above that have been explained, the research question of this research is formulated as the following: “ Is there any effect on the use of Compare-Diagnose-Operate (CDO) strategy toward students' writing ability in descriptive text at the tenth grade students? ”

E. Objective of the Research

Based on the formulation of the research questions above, the goal to be achieved in the research study is the effect of Compare-Diagnose-Operate (CDO) strategies toward students' writing ability in descriptive text at the tenth grade students.

F. Significant of the Research

The significances of the research :

1. For English students

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

2. For Teacher

This approach will provide insight on the best approaches that can be used by teachers to enhance the learning and teaching process.

3. For Institution

As a written learning technique in classrooms, the effects of the implementation of this approach can be used.

G. Definition of Key Terms

The key terms of this study consist of:

1. Compare-Diagnose-Operate (CDO)

Compare, diagnose, and operate (CDO) is an effective approach that can be used, especially in writing classes by learners of English. This technique involves comparing and describing, diagnosing problems and running and implementing revisions. This approach is intended to improve the awareness of students in the writing class.

2. Writing Ability

Writing ability is even more important to professional than to academic success. In other words, writing ability is one of the ways to make the writing text meaningful. The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

3. Descriptive Text

Descriptive text is text that has the purpose of describing a person, place or thing. Descriptive text is also writing that describes or describes something that will describe the author, so that the reader or the hearer seems to see the object that has been discussed for himself, even though the reader or listener has witnessed it themselves.

CHAPTER II

REVIEW OF LITERATURE

A. English Writing Ability

Writing can be defined in various ways. According to Ken Hyland writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic (2003:29). Furthermore, ability depends on how close an agent manages to approach the goal. In addition, ability is an understanding that is only manifested to do an action (1996:87). It means that is processing to do something and achieve a certain goal.

According to Bridgeman and Carlson, writing ability is even more important to professional than to academic success (1984:7). In other words, writing ability in one of the way to make the writing text is meaningful. The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

1. Definition of Writing

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion (2007:31). Writing is an intellectual practice in which people find ideas and think about how to articulate them and organize them into a declaration and paragraph that is obvious to be

understood. This means that the writers are expected to demonstrate the ideas and organize them into a good composition. In addition, writing introduces the idea of the writer in the interpretation of a dilemma that is shown to the public. It includes the implementation of a systematically written definition. Bram said that writing creates or reproduces written messages. It is an active mechanism to arrange the ideas on the paper for ad formulation. Therefore, before we write we need to determine what the writer shall have something meaningful to convey. In addition Raimes, states writing help our students learn.

The first, writing reinforces the grammatical structure, idiom, and vocabulary that we have been teaching our students. Second, they have a chance to be adventurous with language. Third, they necessarily became very involved with the new language the effort to express ideas and constant use of eye, hand, and brain is a unique way to reinforce learning. Writing can use by everyone to express feeling, idea, and opinion that do through written symbol by organizing the expression based the rule of the language system to convey meaning to reader can understand the write message. Writing is functional communication, making learners possible to create imagined worlds of their own design. 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.

According to Byrne writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication (1984:7). As one media of communication, writing is very important, which can enable us to have a good socialization, can convey our concept, feeling, and opinion so that we can have a good interaction with our society.

Based on the above definition, the researcher concludes that writing is very important in communicating, expressing the author's thoughts and giving impressions to readers. There are stages that are carried out when writing. First, finding and sending ideas, feelings and thoughts into written form. Second, carry out a process of improvement to compile a structured and orderly text. Then the last one is the process of producing writing in the form of meaningful text.

2. Teaching Writing

Teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with emphasis on the process of writing and on getting feedback from classmates. According to

Harmer there are four reason for teaching writing to students of English as a foreign language (2007:7). Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it. The new emphasis on the process, however, must be seen in the perspective of a balance between process and product. According to Caswell and Mahler, teaching writing gives learners the opportunity to develop critical thinking skills. It means that students are given time to compose and process their feelings, to establish a way of evaluating their thinking. If they can grow their cognitive skills well, students can express their ideas, feelings and opinions.

3. 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 (2007:112). In addition, this allows them more chance for language processing, that is thinking about the language whether they are involved in study or activation.

Six purposes of writing exist. Writing to clarify or inform is the first one. In this type of writing, writers should know specifically and clearly what information they want to report, such as writing an announcement or

an article, for example. Writing to persuade is the second. It is normally linked to an advertisement. The author must use the interesting phrases in this type of writing to catch the attention of the customer. Writing at school is the third. It means that from the test of their examination, the writing that was used to answer the essay question. 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 (Nurhasanah, 2014:21). 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.

4. Components of Writing

Five significant components in writing. These are content, organization, vocabulary, language use and mechanics.

1) Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good contents writing, its contents should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

Every good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

Completeness means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complex or general the topic sentences. By having a complete writing, it is expected that the content of writing will be clear and understandable for the readers.

2) Organization

in organization of the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

Coherence means that sticking together and in coherent essay, all the ideas stick together. A coherent paragraph is paragraph that all

of the ideas are put in right order and never confused. This makes the writer's thought is essay to follow sentences and paragraph.

3) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

4) Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistake in writing work and however, are much serious, and since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

5) Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understanding the conveying ideas other message stated in the writing.

a) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Beside, correct capitalization also helps the reader to differentiate one sentence to others.

b) Punction

It can be used as a unit of meaning and suggest and how the units of its relation to each other.

c) Spelling

There are three important rules followed in using spelling appropriately. They are suffix addition, plural formation and handling error within the words.

The researcher may conclude, based on the above quotations, that writing is an activity for transmitting ideas and communicating someone's thoughts through written form, and writing is a useful written message that

uses language rules and strategies. The message is a description of the mentality of researchers obtained by reading, thinking, observing, and interpreting an event.

a. The Measurement of Writing Ability

Table 2.1

The detailsof Writingabiity	Grade	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-subantive-etc
	26-22	Good to average	Some knowledge of subject-adequate range-etc.
	21-17	Fair to poor	Limited knowledge of subject-little substance-etc
	16-13	Very poor	Does not show knowledge of subject-non-substantive-etc
Organization	20-18	Excellent to very good	Fluent expression-ideas clerly stated-etc
	17-14	Good to average	Some what choppy-loosely organized but main ideas stand out-etc
	13-10	Fair to poor	Non-fluent-ideas confused or disconnected-etc
	9-7	Very poor	Does not communicate-no organization-etc
Vocabulary	20-18	Excellent to very good	Sophisticated range-effective word/idiom choice and usage-etc
	17-14	Good to average	Adequate range-occasional errors of word/idiom form,choice,usage but meaning not obscured
	13-10	Fair to poor	Limited range-frequent errors of word/idiom

	9-7	Very poor	form,choice,usage-etc Essentially translation-little knowledge of English vocabulary
Language use	25-22	Excellent to very good	Effective complex construction-etc
	21-19	Good to average	Effective but simple construction-etc
	17-11	Fair too poor	Manjor problems in simple/complex construction-etc
	10-5	Very poor	Virtually no mastery of sentence construction rules-etc
Mechanics	5	Excellent to very good	Demonstrates mastery of convention-etc
	4	Good to average	Occasional errors of spelling,punctuation-etc Frequent errors of spelling punctuation,capitalization-etc
	3	Fair to poor	No mastery of convention-dominated by errors of
	2	Very poor	Spelling,punctuation,capitalization,paragraphing etc.

Source: *Adapted from J. B Heaton Writing English Language Test*

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

$$M_{\chi} = \frac{\sum x}{N}$$

Note :

M_{χ} : Mean

$\sum x$: Individual Score

Based on some of the explanations above, it can be concluded that, students' writing ability is the skill processing of the text, to describe idea, and feel with the written. The following are indicators that need to be known about students' writing ability:

Table 2.2

Indicators of Students' Writing Ability

<i>Aspects</i>	<i>The Indicators</i>
1. <i>Comprehension</i>	- <i>Students can monitoring and identification of what they do not understand before write.</i>
2. <i>Content</i>	- <i>Students can pay attention to writing that is clear and correct.</i>
3. <i>Organization of Idea</i>	- <i>Students can focuses on how arrange and organize the ideas chronologically.</i>
4. <i>Mechanics</i>	- <i>Students can able to identify of capitalization, punctuation, and spelling with precision.</i>
5. <i>Vocabulary</i>	- <i>Students understanding about putting words, sentences and paragraph.</i>
6. <i>Grammar</i>	- <i>Students can focuses on verbs, nouns, and agreements .</i>

Source: Brown (2004:246)

B. Compare-Diagnose-Operate (CDO) Strategy

1. Definition of Compare-Diagnose-Operate (CDO)

Compare-Diagnose-Operate (CDO) is a framework developed by Scardamalia and Bereiter. Compare includes identifying where a revision is needed, diagnose determines the problem, and operate specifies and executes the intended revision (2011:15). 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. Scardamalia and Bereiter that implementation of Compare-Diagnose-Operate (CDO) strategy can improve students writing skills.

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

According to Paz, Compare-Diagnose-Operate (CDO) is a strategy for individual revising that involves a greater degree of self-regulation on the part of the writer than checklist and considerably more powerful. It is explained that Compare, Diagnose, and Operate (CDO) as individual strategy use to check or consider writing well.

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. Students also indicated that the Compare-Diagnose-Operate (CDO) strategy made revising easier for them.

2. Procedures of Compare-Diagnose-Operate (CDO) strategy

Before the researcher starts using Compare-Diagnose-Operate (CDO), first the researcher prepared all the media 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 descriptive text to explore information about the topic or material of the descriptive text, and to facilitate interaction in the classroom. The researcher also prepared an appropriate model of the descriptive 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 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.

Compare

- a) Student write a descriptive text based on what is in their minds.
- b) The researcher orally asked the students how the text is about.
- c) Researcher asks students to write it down in a form of descriptive text.

Diagnose

- a) The researcher looked at that writing and gives a comment.
- b) The researcher thought that the text was completed, then the researcher asked all students to look at the text and give comment.
- c) 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.

Operate

- a) The students revised and re-wrote their text.
- b) The researcher asked students which have written the text down on the board to improve the text and re-write it on a new descriptive text.

- c) The students were not allowed to delete the mistakes of the previous text, but they have to write the change on a new descriptive text.

From some of the definitions above, it can be concluded that Compare-Diagnose-Operate Strategy (CDO) is a three-stage approach in which students write down whatever idea the student thinks about and then look for what annoyance there is in their writing after editing the text that has been absolutely or updated. The indicators of the Compare-Diagnose-Operate are as follows:

Table 2.3

Indicators of the Compare-Diagnose-Operate

<i>Aspect</i>	<i>Indicators</i>
<i>1. Compare</i>	- <i>Students to find the differences between what the author meant to write and what was written.</i>
<i>2. Operate</i>	- <i>Students to determine a clear reason for the differences that the students found in comparing step.</i>
<i>3. Diagnose</i>	- <i>Students make changes needed by using one of six opinions. Then, they will rewrite the revised text.</i>

Source: Scardamalia and Bereiter

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is text that has the purpose of describing a person, place or thing. Descriptive text is also writing that describes or describes something that will describe the author, so that the reader or the hearer seems to see the object that has been discussed for himself, even though the reader or listener has witnessed it themselves (Permanasari, 2017:3). Descriptive text schematic structure is divided into two: identification and description. apart from the schematic structure, descriptive texts also have their own linguistic characteristics. The linguistic characteristics of descriptive texts are: the use of certain participants, written in the present tense, using conjunctive verbs, using adjectives, using relational and material processes (Sihaan, 2013:3).

2. Structure of Descriptive Text

a. Identification

Contains the identification of the thing or entity to be identified. This section contains initial descriptions of the person, item or location to be identified. At the start of the document, this section is located.

b. Description

A comprehensive description of the person/object or location being described is included in this section. By mentioning his physical appearance, some of his features, work, etc., this section may consist of several paragraphs containing an explanation or description of a thing or person.

3. Example of Descriptive Text

“My sister’s is Marta. She is twenty years old. She was married, and she has two daughters. She is a doctor, and she lives in Portugal. I have two brothers. Their names are Leonel and Alcino. They are thirty-two and twenty-four years old. Leonel lives in Keene, Texas. Alcino lives in S. Tome. They was married, but they do not have any children. Leonel is a businessman, and Alcino is A teacher.” (Source: Maria Lourdes)

Based on the explanation above, the researcher concludes that descriptive text is one type of text that describes an object, object, person made in an article so that the reader feels or imagines something that is in the descriptive text.

D. Related Previous Study

There are some researchers that had applied related to this strategy. First, Irwan and Harmaini which Teaching Writing Texts Through Compare-Diagnose-Operate Strategy For Senior High School Students. The researchers 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 (2005:41).

Secondly, Mar'atuzahdrani conducted a study titled Increasing Student Writing Ability by Using SMAN 1 Batang Hari Lampung Timur's Compare-Diagnose-Operate of the Tenth Graders. She concludes that Compare-Diagnose-Operate (CDO) strategy consists of efficient teaching procedures that can be seen on the progress from free test to cycle 1 and cycle 2 that substantially encourage and increase the students writing it.

Third, a report entitled The Implementation of Compare-Diagnose-Operate (CDO) Strategy on Students Writing Skill in Narrative Text was conducted by Nadila Sekar Lintangshe. She concludes the Compare-Diagnose-Operate (CDO) strategy as the strategy for the tenth grade students of MA Annajah in the academic years 2018/2019 was successful in improving student writing skills in the narrative text. It can be demonstrated in the experimental community or by using the CDO strategy from the total score collected. This methodology may also be an efficient technique for developing the writing skills of students. First, the position of the research and the subject of the study are the variations between these studies. 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 effect of using Compare-Diagnose-Operate (CDO) strategy towards students' writing descriptive text.

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

CAPTER III
RESEARCH METHOD

A. Research Design

The research used quantitative approach in the form of quasi experimental method in order to collect the data. In quasi experimental research, the researcher observes the effect on one or more dependent variables and manipulates at least one independent variable and controls for other relevant variables (Gay, LR, 2012:250). The researcher used quasi experimental because the researcher want to compared two group with the treatment in two class. 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

In this research, the researcher used quasi experimental research with quantitative approach. The researcher want to know the effect of use Compare-Diagnose-Operate (CDO) strategy towards writing ability of the tenth grade of SMA Negeri 5 Bengkulu Tengah.

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. At SMA Negeri 5 Bengkulu Tengah, there are 368 students consisting of 5 class X, 5 class XI and 4 class XII and divided into X MIPA (1,2 and 3) and X IPS (1 and 2), for class XI MIPA (1,2 and 3) and XI IPS (1 and 2), as well as class XII MIPA (1 and 2) and XII IPS (1 and 2).

2. Sample

The sample is a part of the population chosen as representative. Because the design includes pre-experimental, purposive sampling is used to determine the sample. In purposive sampling, sample elements are considered distinctive and representative. Researchers must take sampling decisions from the start in overall planning to take research samples. In this case, the researcher took two class, namely the tenth grade of SMA Negeri 5 Bengkulu Tengah, X MIPA 3 as the experimental class and X

IPS 1 as the control class. The researcher decided to divide the two class because in two class they have different abilities in writing English. This effect is known after knowing the significant difference between students who were taught before using the Compare-Diagnose-Operate (CDO) strategy and after the Compare-Diagnose-Operate (CDO) strategy by comparing the pre-test and post-test scores.

Table 3.2
sample of the research

No	Class			
		Control class	Experiment class	Total
1	X IPS 1	17	-	-
2	X MIPA 3	-	20	-
Total				37

(Source: SMA N 5 Bengkulu Tengah (TA. 2020/2021))

C. Technique of Data Collection

The investigator used tests when collecting the data. For all of the samples, the researcher was do the pre-test and post-test. The pre-test was provide control and experimental groups with both. By offering the exam to the learners, the data was be obtained. Pre-test to find out the skill of the students before the care is offered by the learners. In the procedure, the researcher will teach the students without the treatment in the experimental

class using the Compare-Diagnose-Operate (CDO) strategy as a media and monitor class. Then, after the students are handled by the Compare-Diagnose-Operate technique, post-test to assess student achievement.

D. Research Instrument

1. Test

The instrument was used in this research is 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 will use to find out the ability of students' writing descriptive text after learning by using Compare-Diagnose-Operate (CDO) strategy. The researcher will ask the students to write descriptive text. The pretest and posttest is about writing descriptive text. The researcher will give the pretest and posttest to both control and experimental groups.

2. Observation

Observation is a technique or way of collecting data by making observations of on going activities, these activities can be related to the way the teacher teaches, students learn the principal who is giving direction, personnel in the field of staff who are in a meeting and so on. Observations can be carried out in a participatory or non-participatory manner. As a data collection method, ordinary observation is defined as systematic observation and recording of the elements that appear in a symptom on the object of research. The visible element is called data or information which must be

properly and completely observed and recorded. This method is used to see and observe directly the situation in the field so that the researcher gets a broader picture of the problem being studied. This technique is used to see the ways the teacher teaches during the learning process carried out by the English subject teacher. Through this research, the researcher saw firsthand how the interaction between teachers and students during the implementation of learning. Researchers also used an observation guide. The data that will be taken through this method are: information on how students participate in learning, methods, strategies used by the teacher in learning, tools and resources for learning English.

E. Research Procedures

1. Pre-test

At the first meeting, the researcher gives a pre-test to the students. There 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 descriptive text before being taught the treatment.

2. Treatment

After gaining the pre-test, the researcher gives treatment by Compare-Diagnose-Operate. The purpose of treatment is to help students in understanding Writing text, especially in simple descriptive text. The

experimental class was taught by Compare-Diagnose-Operate. This strategy consisted of three steps; those were Compare, Diagnose, and Operate.

a. First, the researcher applied Compare :

- 1) The researcher was give the students a story map and ask them to fill it as the draft of descriptive text
- 2) After the reseacher explained about the material of descriptive text.
- 3) Then, the reseacher was ask the students to write a descriptive text based on what is in the students' mind.
- 4) After that, the students reads the text carefully and comprehensively.
- 5) Then, the reseacher was ask the students to find the differences between what the author meant to write and what was written.
- 6) The teacher gave the students 11 opinions for mentioning the mismatch.

b. Second, the researcher applied the next step that was Diagnose

- 1) The students diagnose why those differences happened.
- 2) The reseacher asks the students to determine a clear reason for the differences that the students found in comparing step.
- 3) They must check and fix the errors in the text without deleting the mistakes.

c. Finally, the researcher applied the third step, that was Operate

- 1) The researcher asks the students to solve the problem and evaluates whether or not the change is good for writing.
- 2) The students make changes needed by using one of six opinions. Then, they will rewrite the revised text.
- 3) Finally, the researcher can see the result of the students' writing in a descriptive text.

3. Post-test

The post-test is given to the students after conducting the treatment of using Compare-Diagnose-Operate toward students' writing ability. Similar to pre-test, The researcher will give a conclusion about descriptive text.

F. Technique of Analysis Data

In the last phase of this analysis, the investigator was analyze the results. The researcher was use t-Test formula to the effect of the treatment in evaluating the results, the researcher was make the student writing skill category based on the material, organization, vocabulary, language use / grammar, and mechanics score feature. Before analyzed using t-Test, to know whether the data distributed normally normal or not, the researcher do the normality and homogeneity first. The investigator was use the Statistical Package for Social Science (SPSS) 25 version software to analyze the results. Furthermore, the researcher was found out the means score and standard deviation of the pre-test and post-test to see the differences.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this chapter, the result and discussion of the research were presented. The result showed that the effect of using Compare- Diagnose-Operate (CDO) strategy at tenth grade students of SMAN 5 Bengkulu Tengah was increased. The findings also included the result of the study that showed whether there was significant differences of students' writing descriptive 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. After getting the data, the data were analyzed by using SPSS 25 version software.

1. The Result of Descriptive Writing Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the student before the experiment was conducted and the post-test was given at the end of the experiment.

a. The Description of Pre-test Score and Post-test Score in the Experimental Group

Table 4.1
Descriptive Statistic of Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of experimental class	20	48	75	62,30	8,285
Post-Test of experimental class	20	59	84	71,85	6,854

According on the table above in the experimental class that uses a sample (N) of 20 students, the minimum pre-test value is 48 and the maximum value is 75 so that it gets an average of 62, 30. Meanwhile the minimum post-test value is 59 and the maximum value is 84 so that it gets an average of 71, 85.

Figure 4.1

Graph for Pre-test score of experimental group

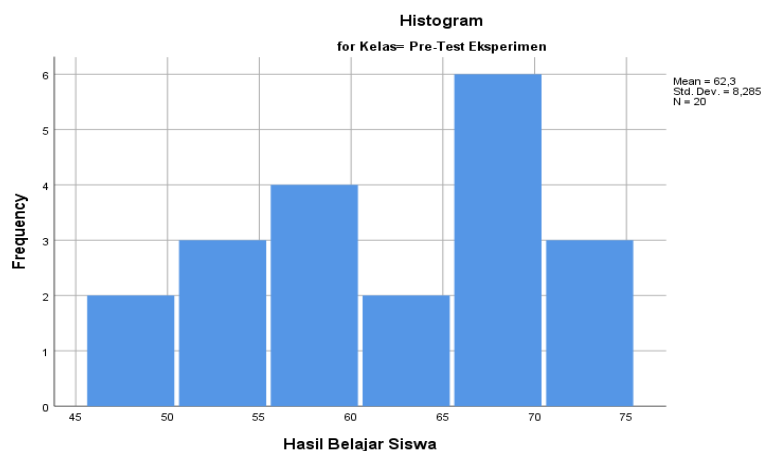
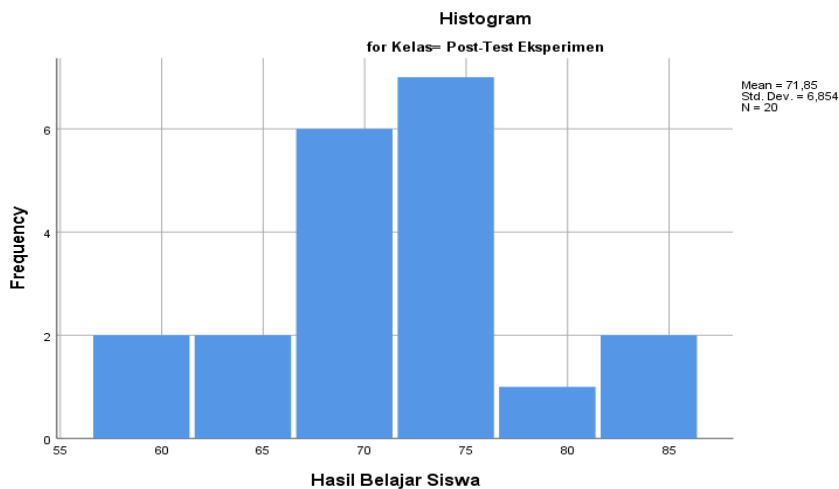


Figure 4.2

Graph for Post-test score of experimental group



Based on figure 4.1 and 4.2 , the post test score was higher than the pretest scores. It means teaching writing descriptive text by using Compare- Diagnose-Operate (CDO) strategy increased the students writing descriptive text.

b. The Description of Pre-test Score and Post-test Score in the Control Group

Table 4.2

Descriptive Statistic of Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of control class	17	44	70	55,12	7,390
Post-Test of conrol class	17	30	75	52,06	12,147

According on the table above in the experimental class that uses a sample (N) of 17 students, the minimum pre-test value is 44 and the maximum value is 70 so that it gets an average of 55, 12. Meanwhile the minimum post-test value is 30 and the maximum value is 75 so that it gets an average of 12, 147.

Figure 4.3

Graph for Pre-test score of control group

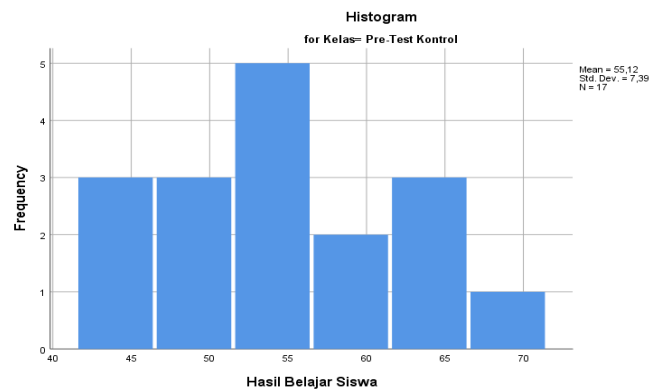
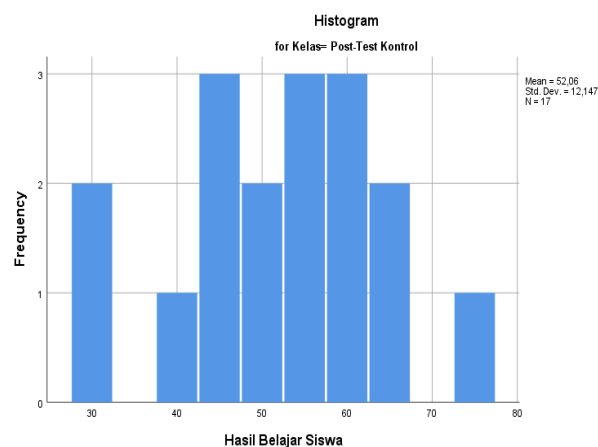


Figure 4.4

Graph for Post-test score of control group



Based on figure 4.3 and 4.4 , 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 student' writing descriptive 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 37 data.

a. The Result of Nomality Data Test of Pre-Test Score

Table 4.3

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

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
,165	20	,159	,939	20	,227

Based on the data above, the Kormogorov-Smirnov test of the pre- test in the experimental class showed that the significance was 0.159.

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 :

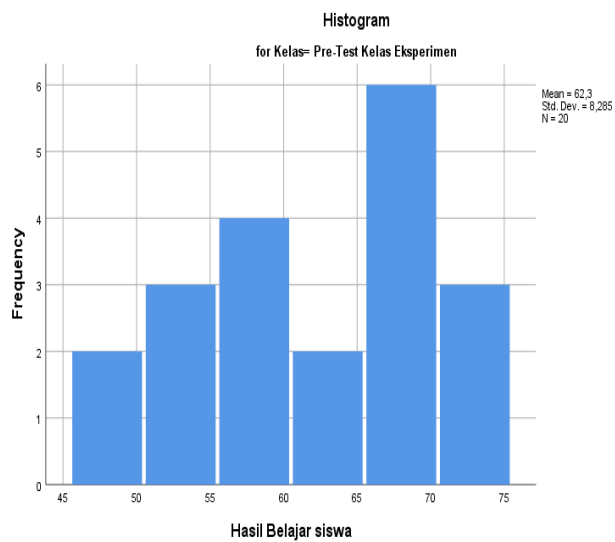


Figure 4.5

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

Table 4.4

Test of Normality of Pre-Test Scores in the Cotrol Group

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
,100	17	,200	,966	17	,749

The Kormogorov-Smirnov test of the pre-test in the control class showed that the significance was 0.200. Since $0.200 > 0.05$, 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 :

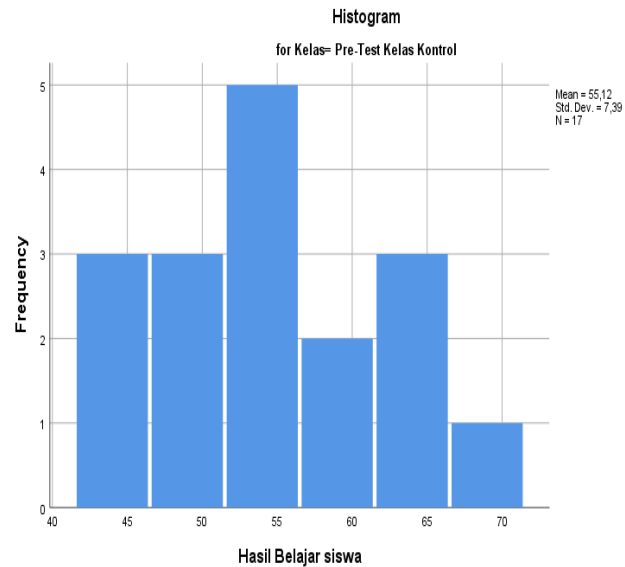


Figure 4.6

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

b. The Result of Nomality Data Test of Post-Test Score

Table 4.5

Test of Normality of Post-Test Scores in the Experimental Group

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
,151	20	,200	,965	20	,658

The Kormogorov-Smirnov test of the post-test in the experimental group showed that the significance was 0.200. Since $0.200 > 0.05$, 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 :

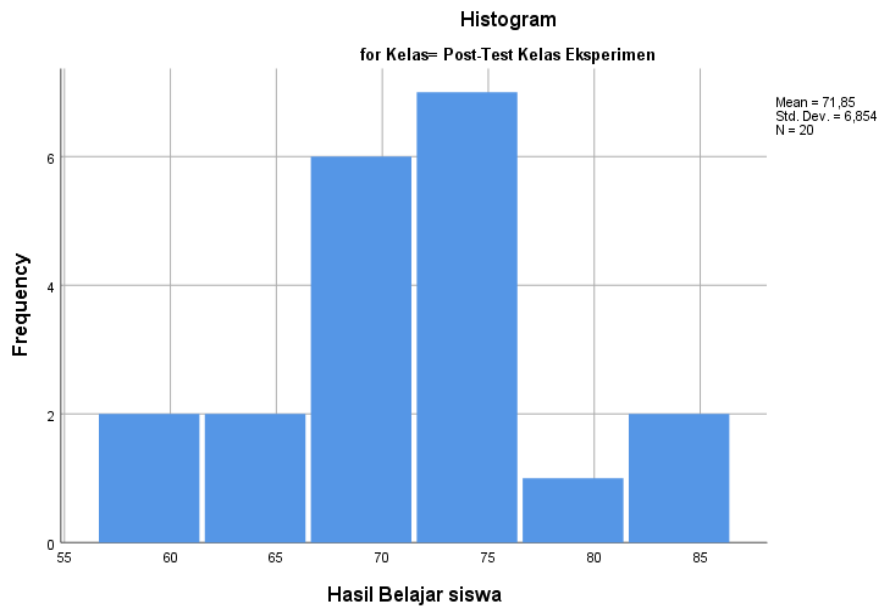


Figure 4.7

The Histogram of the Students Post-test of the Experimental Class

Table 4.6

Test of Normality of Post-Test Scores in the Control Group

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
,165	17	,200	,972	17	,851

The Kormogorov-Smirnov test of the post-test in the experimental group showed that the significance was 0.200. Since

$0.200 > 0.05$, 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 :

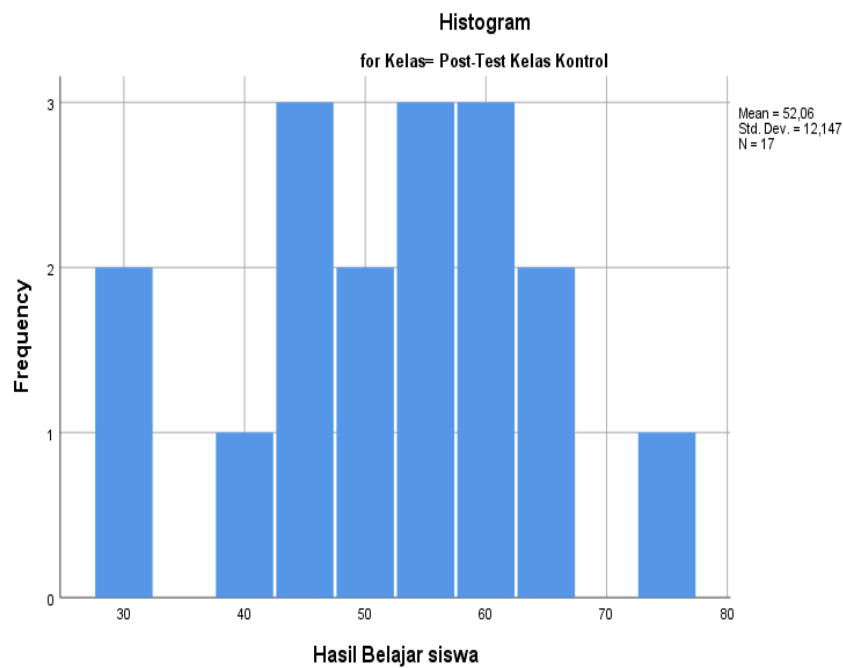


Figure 4.8
The Histogram of the Students' Post-test of the Control Class

c. 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**

Score

Levene Statistic	df1	df2	Sig.
4,853	1	35	,034

The test homogeneity of variances showed that the significant were 0.034. Since 0.034 was lower than alpha level of 0.05, it concluded that the variances of every test were heterogenous.

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 student' writing descriptive 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) 25 program for windows in order to find the paired sample t-test and independent sample t-test.

a. 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 of Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	62,30	20	8,285	1,853
	Post-Test	71,85	20	6,854	1,533

Based on the table above, the mean of writing pre-test of the experimental group was 62.30 and the standard deviation was 8.285. Meanwhile, the mean of post-test in the experimental group was 71.85 and the standard deviation was 6.854.

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			
Pair 1	Pre-Test Post-Test	-9,550	5,424	1,213	-12,088	-7,012	-7,874	19	,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 -9.550 with standard deviation 5.42 at the significant level of 0.05 and degree of freedom (df) 19 and the value of t-table for two tailed test was 0.000.

In addition, based on the result above, it shows df 19 with a significant level (0,05). In both calculations $F_{count} > F_{table}$ and the significance is $0,000 < 0,005$. It means that the independent variable has an effect on dependent variable simultaneously in experiment class.

Thus, it could be seen that t-obtained significant two tailed, $0,000 < 0,05$. It means that the researcher hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that there was significance influence in experimental group.

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

Table 4.10

Paired Samples Statistics of Control Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre-Test	55,12	17	7,390	1,792
	Post-Test	52,06	17	12,147	2,946

The result of paired samples statistic above, the mean of pre-test in the control group was 55,12 and the standard deviation was 7,390. Meanwhile, in post-test the result of mean was 52.06 and the standard deviation was 12.147.

Table. 4. 11

Paired Samples Test of Control Group

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Pre-Test Post-Test	3,059	8,692	2,108	-1,410	7,528	1,451	16	,166

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 3,059 with standard deviation was 8, 692 and t-obtained 1, 451 at the significance level of 0.05 and the degree of freedom 16 and the value of t-table two tailed test was 0.166.

In addition, based on the result above, it show df 16 with a significant level (0,05). In both calcucations F count >F table and the significance is 0,166>0,005. It means that the independent variable hasn't an effect on dependent variable simultaneously in control class.

Thus, it could be seen that significance two-tailed was 0.166 was lower than the 0.05. It meant that the researcher hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It means that there wasn't significance influence in control group.

b. Independent Sample T-test Analysis of Students' Writing Descriptive Text

Table 4. 12
Independent Sample Test

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 assumed	4,853	,034	6,223	35	,000	19,791	3,181	13,334	26,248
	Equal variances not assumed			5,959	24,331	,000	19,791	3,321	12,942	26,640

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 6.223. From the data, it was concluded

that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It mean that was significant influence in writing skills of descriptive 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 62,30 and the mean score of control group was 55,12. 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 descriptive 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 71,85. It was higher than the mean score of the post-test of control group that was 52,06. 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 tenth 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 tenth 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 effect in writing descriptive 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 descriptive 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 25 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 descriptive 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 5 Bengkulu Tengah 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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