



**THE EFFECT OF CONCEPT ATTAINMENT STRATEGY ON THE STUDENTS'
READING COMPREHENSION OF THE FIRST GRADE AT SMAN 1 KEDIRI
ACADEMIC YEAR 2014/2015**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

DIAN SARI

NPM 11.1.01.08.0054

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**



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Approved by Advisors to be proposes to
the English Department Examination Committee of University of
Nusantara PGRI Kediri

Kediri, March 23th 2015

The Advisors,

Advisor I

KHOIRIYAH, M.Pd
NIDN 0719017501

Advisor II

MAHENDRA PUJI PERMANA AJI, M.Pd
NIDN 0710049002



APPROVAL SHEET

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Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 23rd 2015

Board of Examiners:

Chairman

: Drs. Setya Adi Sancaya, M.Pd

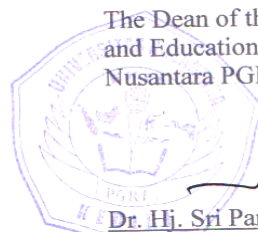
First Examiner

: Mahendra Puji Permana Aji, M.Pd

Second Examiner

: Khoiriyah, M.Pd

The Dean of the Faculty of Teacher Training
and Education Faculty of University of
Nusantara PGRI Kediri



Dr. Hj. Sri Panca Setyawati, M.Pd
NIDN: 0716046202

The Effect of Concept Attainment Strategy on The Students' Reading Comprehension of First Grade at SMAN 1 Kediri Academic Year 2014/2015

Dian Sari

11.1.01.08.0054

FKIP – Pendidikan Bahasa Inggris

diansari079@gmail.com

Khoiriyah, M.Pd dan Mahendra Puji Permana Aji

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

The main adjective of this research is to find out whether or not there is any effect on the students' reading comprehension between the students who taught and who not taught by using Concept Attainment strategy. This research uses quantitative method especially uses true-experimental design in the form of Pretest – Posttest Control Group Design. This research was in the area of experiment where the writer used two groups. One group as the experiment where the writer gave the treatment and another group as a control where the writer did not give the treatment. Treatment meant here was the application of using concept attainment in teaching reading. Population in this research was all of the first grade students of SMAN 1 Kediri in academic year 2014/2015. The writer took the sample consist of 68 students who were divided into two groups. To make sample, the writer used simple random sampling. The data collecting technique were done by test. The result of test was analyzed by using t-test formula. The result shows that t-score was 3,45 at the degree of freedom of 66, t-tables was 2,000 at the level of significance of 5%. So, it means that t-score (3,45) > t-table at the level significance of 5%. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Based on the result of t-test, it can be concluded that Concept Attainment Strategy has significant effect. So, there is any effect on the students' reading comprehension between the students who taught and who not taught by using Concept Attainment strategy at the first grade students of SMAN 1 Kediri in academic year 2014/2015. Finally, the writer concludes that this effort will be useful to teaching reading for the purpose of improving the students' English achievement and the writer also hopes this research will be useful for the English teacher and the students.

Keywords : Reading Comprehension, Concept Attainment

BACKGROUND

Reading is one of the complex ways in learning English. It is a kind of activity to make comprehend the writer's ideas or the content of written language like a book, a text, a passage, etc. Linse (2005:69) defines that "Reading is a set of skills that involves making sense and deriving meaning from the printed word". It can be said that reading is a process to convey the message or information, so the reader will know what they read and challenged to response the ideas of the author. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read (Astiyandha, 2012:111). Comprehension is a process in which the reader may construct meaning by interacting with the text. Snow (2002:11) states that "Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". It means that reading comprehension is the process

of making meaning about the context that reader read.

One of the reading competences which should be learnt by the students at the first grade of Senior High School is: to comprehend the meaning of descriptive text. There are some indicators that show reading ability. They are determining general information, identifying detail information, determining the meaning of difficult words, and determining the reference word. Next, teaching reading to senior high school especially for the first grade is very important to improve their reading skill when learned the text. The students need to read more because when the teacher teaches them a new topic, they usually have to read first then answer the questions. Besides they have to read more to answer the questions, they also more to increase their comprehension about the text. The teacher also needs to give the students interest activity like game in teaching process.

In school, students have some problems related to master reading skill. (1) Students of the first grade in SMAN 1 Kediri have difficulty in understanding the meaning of vocabulary. This is a serious problem because they will not comprehend the text without understanding the meaning of the vocabulary. Since they cannot comprehend the text such as finding main idea in the text, the students get difficulty to answer the question about main idea so their reading score is bad. (2) Students often feel bored when they are taught using the same material or technique. This is caused by the condition of teaching learning process which is not fun and enjoyable. (3) The teacher also teaches the students monotone technique such as the students to read long text, translate it and answer the question all the time. In addition, most reading that is done in class is reading aloud with one student reading the text aloud and all other students listening. This shows that the teacher needs enrichment of appropriate technique in teaching reading; by applying new or

modified technique can make the technique learning process better.

Knowing reason above, English teacher should have several methods and techniques, so the students will achieve the aim of learning English. One of the techniques that can be applied in teaching English especially in teaching reading is Concept Attainment. Because this strategy is much different from the common strategy used before. In these opportunities the writer wants to take Concept Attainment because it is newest strategy and just a few people use it. According to Silver (2007:97) states, "Concept Attainment is a strategy that allows students to explore critical concepts actively and deeply". It means that this strategy needs critical thinking from the students to get the concept. Students are given some examples or pictures that related with the concept that will learn. It is known examples and non examples. So the students are hoped can understand and think inductively about the concept that will learn by giving the examples and no examples

before then they make own definition about the concept.

Finally, this research conducted by the writer to know the effect of concept attainment strategy on the students' reading comprehension at the first grade of SMAN 1 Kediri in academic year 2014/2015. And the research problem of this research is there any effect on the students' reading comprehension between the students who taught and who not taught by using Concept Attainment strategy at the first grade students of SMAN 1 Kediri in academic year 2014/2015?. Based on the research problem, the purpose of this research is to find out whether or not there is any effect on the students' reading comprehension between the students who taught and who not taught by using Concept Attainment strategy at the first grade students of SMAN 1 Kediri in academic year 2014/2015.

METHOD

The approach that is used in this research is quantitative approach because the data is presented in the

form of number and analyzed using statistical formula. The design of this research is true-experimental design in the form of Pretest – Posttest Control Group Design. Both the experimental and the control groups were given pretest and posttest. The independent variable is concept attainment strategy. And the dependent variable of this research is students' reading comprehension at SMAN 1 Kediri. The population of this research was all students of the first year students of SMAN 1 Kediri. The writer chooses SMAN 1 Kediri that has 374 students that divided into 11 classes as the subject of the population of this research. In this research, the writer used two classes to do experiment. They are class X-MIA 2 and X-MIA 3. Class X-MIA 2 consists of the boys 13 and the girls 21. Then, X-MIA 3 consists of the boys 14 and the girls 20. Class X-MIA 2 was experiment group and class X-MIA 3 was control group. The writer uses Simple Random Sampling in determining the sample of this research. According to Ari (2010:150) stated that "simple random sampling is that all members

of the population have an equal and independent chance of being included in the random sample”. The writer uses this random because the classes have same ability in reading.

In order to measure the capability of the students, the writer used test. The tests are given in a text, and then answer the questions. Pre-test that the purpose is to measure the students’ reading comprehension before they are taught using Concept Attainment strategy. Post test is to measure the students’ reading comprehension after taught using Concept Attainment strategy.

The writer made a test as pre-test and post-test to be given to the students in experimental research. The test was based on the materials given in the class. The pre-test was given to know students’ reading comprehension prior the treatment and give in the beginning of the study. This test administered before giving the treatment. The items in the pre-test are about narrative text consists of 20 multiple choices. For multiple choices, each number of the test it consists of five options and

students must choose the correct answer. After the pre-test, the writer gives the treatment. The treatment is given to experimental group. In experiment group, the writer applies Concept Attainment strategy. The treatment is given in two times to experimental group. Here, the writer chooses t-test in this research because she wants to analyze whether or not there is an effect of Concept Attainment strategy on the students’ reading comprehension before and after treatment. The pattern for t-test adapted from Arikunto (2010:354) is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

M_x : average score
of group A (control group)

M_y : average score
of group B (experiment group)

\bar{x} : the score difference minus the average score of group A

\bar{y} : the score difference minus the average score of group B

N_x : the number of sample in group A

N_y : the number of sample in group B

df : degree of freedom = $N_x + N_y - 2$

rejected and Alternative Hypothesis (H_a) was accepted. Besides, in analyze t-test, t-observe is higher than t-table. The score of t-observe is 3,45 and t-table is 2,660 in the level of significant 1% (0,01).

Table 1

The table of t-test based on signification 5% and 1%

DF	T- Observed	T-table	
		5%	1%
($N_x + N_y - 2$)			
66	3,45	2,000	2,660

FINDINGS AND CONCLUSION

a. Findings

The writer findings of the research focusing on pre-test and post-test scores analysis of both control and experiment group. After analyzing the data, the writer found the result shows that t-score was 3,45 at the degree of freedom of 66, t-tables was 2,000 at the level of significance of 5%. So, it means that t-score (3,45) > t-table at the level significance of 5%. It means that was significant so the Null Hypothesis (H_0) was

Based on the t-test result, the writer obtain that Concept Attainment strategy has significant effect on students' reading comprehension. The students' reading comprehension was low before taught the concept attainment strategy because they could understand text deeply the students' score increase after being taught concept attainment strategy. The students could answer the question

briefly and getting the detail information.

It can be concluded that the concept attainment strategy help the students to be an active reader. As Mayer (2012) states that: “The concept attainment model is an effective teaching method to engage students in creating their own definitions. The lessons helped to increase understanding of the concepts, engaged students to think about their learning, and had a positive effect on their attitudes and motivations in class.” it is clear that concept attainment develop the students’ motivation before they lack of motivation in studying the text through they have an interest.

During the research in SMAN 1 Kediri, the writer found the active students that made their own question and looking for the answer and discuss with the partner. The students will understand more the content of the text after they answer their question. They also think that question is importance to know who, what, when, where, why and how happened in their environment.

b. Conclusions

The analysis shows that, there was significant difference on reading comprehension of the students who taught and who not taught by using Concept Attainment strategy. It means that the null hypothesis was rejected, and the research hypothesis was accepted. The average score between two groups were significantly different. From the explanation, it could be said that there is effect of concept attainment on students’ reading achievement. So, this strategy should be applied in teaching reading especially in reading comprehension so that the students will be more active reading and they can understand the material easily.

For the teacher should realize that students get bored easily in teaching and learning process. So, she or he is expected to be more creative to pick up new techniques or ways in presenting the reading materials. Then, the teacher must be careful and selective in selecting reading material and additional words based on the students’ need. And the last is the teacher should

increase the students' motivation in doing the reading activity, because it can be modality to learn higher level.

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