
**THE EFFECTIVENESS OF CONCEPT ATTAINMENT STRATEGY IN
STUDENTS' READING COMPREHENSION TO THE SEVENTH
GRADE STUDENTS OF MTS PSM PACE
IN ACADEMIC YEAR 2014/2015**

THESIS

Presented 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



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



APPROVAL PAGE

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Has been Approved to be Proposed to the English Department Examination
Committe of University of Nusantara PGRI Kediri

Kediri, 21 August 2015

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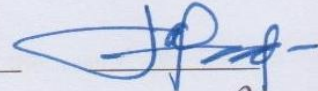
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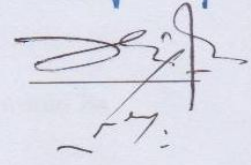
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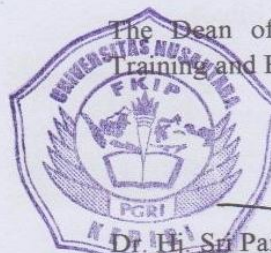
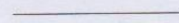
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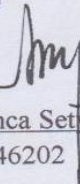


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THE EFFECTIVENESS OF CONCEPT ATTAINMENT STRATEGY IN STUDENTS' READING COMPREHENSION TO THE SEVENTH GRADE STUDENTS OF MTs PSM PACE IN ACADEMIC YEAR OF 2014/2015

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ABSTRACT

The objective of the research was to investigate whether there is a significance effect of students' reading comprehension using concept attainment strategy. Conducted at the seventh grade students of MTs PSM Pace in academic year 2014/2015, In this research the researcher needs a class as a sample. It is 7A that consists of 32 students. The research approach that is used in this research is quantitative. This research uses pre-experimental design. And the researcher use One-group Pretest-Posttest design. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyze the data was t-test. From the data analysis the researcher concludes that Concept Attainment strategy effective to be used to teach reading. It is proved by the result of t-score (12,930) which is higher than t-table (2,807) in the level of significance 1%. Besides, students' reading comprehension also increases after being taught by using Concept Attainment strategy. It is proven by the mean of post test (95,83) is higher than the mean of pretest (71,25). It means that Concept Attainment strategy is effective to increase students' reading comprehension.

Keyword : Reading, Reading Comprehension, Concept Attainment Strategy.



I. INTRODUCTION

In Indonesia, English is one of the compulsory subjects that has to be learned by junior and senior high schools students. They do not only learn about vocabularies as the English component but also the English skills.

There are four language skills, they are listening, speaking, reading and writing. Reading as one of the English skills has to be learnt, because reading is a tool for the students to acquire information and knowledge. It is supported by Pastel and Jane (2008 : 114) who state that "Reading is certainly an important activity for expanding knowledge of a language". There are many books and literatures that are written in English, so it will be difficult to understand the texts if students can not catch the meaning of the text. Some students think that reading is difficult than other skills. It happens because the students should comprehend the meaning.

Teaching reading is a teacher's way to help students in comprehending the text easily. The purpose of teaching reading is to increase student's abilities, attitude and skill by getting information from written materials. Moreover, the

teacher should have ability and knowledge to give the material because it can help the teacher in teaching reading.

Teaching reading comprehension is an activity where the teacher helps students to comprehend the texts. The students have to understand the text. If the students can comprehend the text, they know what the text is about, so that they get knowledge and information from the text.

There are many strategies that can be applied by the teacher in order to success in learning process, such as TPS (Think, Pair and Share), PR2 strategy (Preview, Read and Review), Mind Mapping strategy, Reading circle, Mistery and Concept Attainment. Concept Attainment is a great strategy to encourage critical thinking skills. According to Harvey (2007:97) Concept Attainment is a strategy that allows students to explore critical concepts actively and deeply. By the Concept

Attainment strategy, the students use the theory and higher order thinking skills, such as classifying, identifying characteristics and relationships, testing hypotheses, and applying new ideas while using the target vocabulary and concept.

By this strategy, the target concept or idea is not communicated to the students. The teacher presents examples (verbal or pictures), and the students guess the concept by figuring out the common attributes. The theory above describes teacher that Concept Attainment strategy can increase the students' ability in reading comprehension because Concept Attainment strategy makes the students think and understand the text.

Based on BSNP 2006, the Standard Competence of teaching reading to a student in Junior High School is “Memahami makna teks fungsional pendek dan esai sederhana berbentuk

descriptive dan recount yang berkaitan dengan lingkungan sekitar”. It means in teaching reading the student should be able to know the use of short fungsional text and essay from descriptive and recount text in the society. Descriptive text is a text which describe about the characteristics of person, place or a thing. The generic structure of descriptive text are identification and description. Descriptive text also has language features such as using simple present tense, focus on specific participant, Using action verbs, using adjective to describe noun, use of degree comparison.

Based on the explanation above, the researcher conducts a research entitled “The effectiveness of Concept Attainment strategy in students' reading comprehension to the seventh grade students of MTs PSM Pace in academic year 2014/2015.

II. METHOD

This research used experimental research with one-group pre-test and post-test design since the researcher intended to examine the cause and effect between two variables, using Concept Attainment strategy as the independent variable and students' reading comprehension as the dependent variable.

This research was carried out at the seventh grade of MTs PSM Pace in academic year 2014/2015 and it was conducted in second semester. The activities were started from giving pre-test, doing treatment, and giving post-test to the students.

The population in this research was all students of seventh grade of MTs PSM Pace in academic year 2014/2015 consisting of three classes. The number of the population was 92. While the sample of this research was only one class that was class VII-A consisting of 32 students.

The instrument used in this research to collect the data was written test. In this research there were two kinds of test, pre-test and post-test. Pre-test was conducted to know the students' reading comprehension before being given the treatment and the second one was post-test which was given after the treatment.

The test of pre-test and post-test was same. It consists of 10 multiple choice test items.

For analyzing the data, the researcher used t-test to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the result of students' score in pretest, the total pre-test score of class VII-A was 1710, and the mean was 71,5. After being given the treatment, the students' reading comprehension was improved that can be seen from the result of students' reading comprehension in post-test with the total score was 2300, and the mean was 95,83.

Then, the scores from pre-test and pre-test was analyzed by using t-test. From t-test computation, $t = 12,930$ and the degree of freedom is 24. With $Db = 24$, the value of t-table with the degree of significance 1% = 2,807 and the value of t-table with the degree of significance 5% = 2,069. Based on the t-score above, the researcher can conclude that the students' reading comprehension is increasing and Concept Attainment strategy gave very

significant effect to the students' reading comprehension. It can be proven by the table difference degree of significance from t-table and t-score below.

The Statistical Computation of Using T-Test

db	t-score	1%	5%	Alternative Hypothesis (H _a)	Null Hypothesis (H ₀)
24	12,9273	2.807	2.069	Accepted	Rejected

Based on the calculation above, if t-score \geq t-table, and the degree of significance 1%, it means that it is very significant, so H₀ is rejected. It can be seen that t-score is 12,9273 and the degree of freedom (N-1) = (24-1) = 23.

Finally, the t-table is 2,807 in the degree of significance 1% and 2,069 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant effect of Concept Attainment strategy to the students' reading comprehension for the seventh grade students at MTs PSM Pace in academic year 2014/2015.

IV. CONCLUSION AND SUGGESTIONS

The conclusion of this research are: 1). Students' reading comprehension is low before being taught by using Concept Attainment strategy 2). Students' reading comprehension increases after being taught by using Concept Attainment strategy 3). Concept Attainment Strategy is effective to increase students' reading comprehension. Based on the conclusion, the researcher suggests the English teacher to apply use Concept Attainment strategy to teaching reading descriptive text. For the other researchers, they are expected to conduct a better research about teaching reading using Concept Attainment strategy to find out the effectiveness of Concept Attainment strategy in teaching reading comprehension.

For the English Teacher, the English teacher should use strategy than the conventional way to teach the material in order that their students will be more active and can accept the material well. Besides, by using Concept Attainment, the students are more interested in the lesson. The

teacher is suggested to choose activities that suitable for teaching learning. The time management should also be managed effectively and efficiently. The other researchers are expected to be able to conduct a better research about teaching using concept attainment

strategy. The researcher suggests the other researcher to give more treatment to prove the effectiveness of using Concept Attainment since the research only gave treatment twice.

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