



**THE EFFECT OF CONCEPT ATTAINMENT STRATEGY ON THE STUDENTS'
READING COMPREHENSION OF THE SEVENTH GRADE AT SMPN 1 SEMEN
KEDIRI IN 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:

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NPM 11.1.01.08.0196

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

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Board of Examiners:

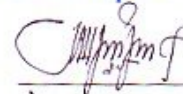
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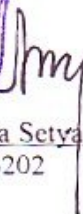
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The Effect of Concept Attainment Strategy on The Students' Reading Comprehension of Seventh Grade at SMP N 1 Semen Kediri In Academic Year 2014/2015

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ABSTRACT

Reading is one of the English skill that should be mastered by the students. In real class, reading has been a bored material. And the others, the old teaching methods such as grammar translation method, doing the exercise, giving the students task, and ask the students to read the text. the old teaching method makes the students bored it makes their motivation in learning reading become poor and the last result of their mark will be poor. In this thesis, the researcher wants to introduce the strategy named Concept Attainment (CA) strategy to make their reading comprehension can be better. The problem of the research are: 1) How is the students' score of reading comprehension before using Concept Attainment strategy at the seventh grade students of SMPN 1 Semen Kediri in academic year 2014/2015? 2) How is the students' score of reading comprehension after using Concept Attainment strategy at the seventh grade students of SMPN 1 Semen Kediri in academic year 2014/2015? 3) Is there any significant effect of Concept Attainment strategy on the students' score of reading comprehension at the seventh grade students of SMPN 1 Semen Kediri in academic year 2014/2015? The research was conducted in SMPN 1 Semen Kediri. The sample of this research is the seventh grade students of SMPN 1 Semen Kediri that consist of 36 students. This research use quantitative method especially uses One-group of Pre-test and Post-test design. The research was done in 4 meetings. In this design there is pre-test before given treatment, so that the result of treatment can be known more accurately, because it can be compared with the condition before given a treatment. In order to know whether using CA has effect or not in teaching reading, the researcher gave a post-test to the students. The result of the data analysis of the second year students at SMPN 1 Semen Kediri still low in their reading in pre-test. In post-test showed that there was increasing scores of the students after being taught using CA strategy. Related to the hypothesis and the data that have been analyzed, it is shown that teaching reading using CA strategy has significant effect. It is shown by the score of post-test is higher than the score of pre-test. Best on the t-test result, it has significant effect. Finally, the researcher concludes that this effort will be useful for teaching reading especially reading comprehension because it arouses the students interest in studying reading and the researcher suggest that the teachers should be able apply CA strategy which are appropriate for the students so that the students will enjoy and they can understand the material easily.

Keywords : Reading, Concept Attainment (CA)

I. BACKGROUND

Reading is an activity to understand the text to get knowledge. According to Patel and Jain(2008:113), reading means to understand the meaning of printed words i.e. written symbols.

Reading is an active process which consists of recognition and comprehension skill. According to Pang (2003:6), reading is about understanding written texts. Moreover, Anderson et al.(1985) says, Reading is the process of constructing meaning from written texts.

Students have different purposes in reading. They want to get information they need in their study, they read a book for pleasure, for example reading a novel, comic, short story, or they read for knowledge of language. It is supported by Richard and Renandya (2002:273), “Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for purposes.” In order to get all of their purposes, they have to understand what they read. It means that reading need

comprehension. Smith (2008) says, reading comprehension is the act of understanding what you are reading. Moreover Horowitz(2014) says, reading comprehension is a complex cognitive process that depends upon a number of ingredients all working together in a synchronous, even automatic way.

There are some problems faced by students in reading activities in the classroom, for example, students have to find general information of the text, main idea, implied information, explried information, and reference. In order to find those information, students can not find them directly and they still confused. In that condition for the dilligents students, they looked up the dictionary to find the meaning of difficult word directly but not for the lazy students. Then, they actually know the meaning of words but they got difficulties to convey the meaning to the whole paragraph.

There are many strategies that can be used by the teacher in teaching reading to make students comprehend in reading a text. One of the strategy to teach reading is

Concept Attainment. This strategy is much different from the common strategy used before. This strategy involve students to analyze, identify and make hypothesis about the material given by the teacher. According to Silver, et all (2007:97), "Concept Attainment is a strategy that allows students to explore critical concepts actively and deeply. By examining examples and non examples of a given concept, students construct their understanding "from the ground up," testing and refining that understanding of the concept and its critical attributes until it is rock solid." According to Ahmed et.al(2012:217), concept attainment strategy uses analytical and evaluating thinking skills. During the concept attainment lesson plan, focus is always on teaching objectives, general content and the process being carried out. This is an exciting part for students, which forces them to think and participate. Specific examples are provided in concept teaching strategy four components must be considered. This strategy use positive and negative examples to illustrate concepts of simple and complex. The concept attainment

model is also useful for giving students experience with the scientific method and particularly with hypotheses testing. With this strategy, students will more active, they will more challenged to find the concept of the reading material, and they will enjoy during the learning process.

II. METHOD

In this study, the population was all of the Seventh grade students of SMPN 1 Semen. It has eight classes and consists of 36 students. The total number of the population is 324 students. The sample of this study is 36 which consists of 18 male students and 18 female students.

In order to collect the data, the researcher used written test. There are three processes of the data collection; pre-test, treatment, and post-test. The researcher gave the descriptive text to the students then asked the students to read and do the task. The task consists of 10 multiple choices and 10 essay. The students do the task with their own knowledge without introducing the Concept Attainment strategy. Then, researcher took their mark.

After that, the researcher gave treatment that uses three procedures. They are: pre-teaching, whilst-teaching, and post-teaching. The first procedure was pre-teaching. In this activity the researcher greeted the students and warm up the students before the material given. The second procedure was whilst-teaching. Here, the researcher would introduce the Concept Attainment strategy and apply the strategy then gave the students the text. the third procedure was post-teaching. In this activity, the researcher evaluated the students after the lesson is done and then close the meeting. The second meeting the researcher also used three procedures. The activities of pre-teaching, whilst-teaching and post-teaching of the second meeting are the same with the first meeting. In the whilst-teaching the researcher gave different text from the first meeting. The last, in post-test the researcher gave another descriptive text, then asked the students to read and do the task. It consist of 10 multiple choices and 10 essay. In order to analyze the data, the researcher used t-test that is developed by Arikunto (2010). The t-test must be compared to t-table to

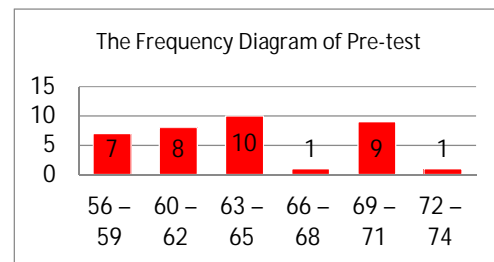
decide the significance of this research.

III. FINDING AND CONCLUSION

a. Finding

The result of this study was teaching reading using concept attainment strategy has significant effect because the score of post-test is higher than the score of pre-test.

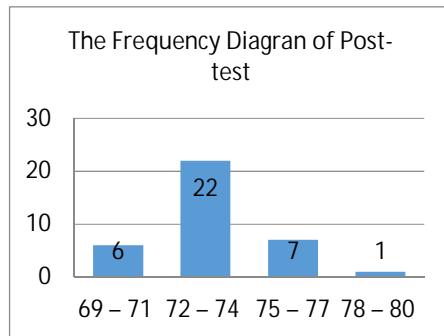
Diagram 1



From the frequency diagram of pre-test above, it can be seen that there are 7 students got score 56-59, 8 students got score 60-62, 10 students got score 63-65, 1 student got score 66-68, 9 students got score 69-71, and 1 student got score 72-74. There are many students who get low score. Low score here is less than the standard score of English subject of seventh grade at SMPN 1 Semen, that is 70. The students who failed the test are 26 students and the

students who pass the test are 10 students. It means that the students who failed the test are higher than the students who pass the test.

Diagram 2



From the frequency diagram of post-test above, it can be seen that there is increasing scores from the students after being taught using concept attainment. There are 6 students got score 69-71, 22 students got score 72-74, 7 students got score 75-77, and 1 student got score 78-80. As explained before that the standard score of English subject of seventh grade at SMPN 1 Semen is 70. So, it can be seen in the table or diagram that all only 1 student failed the test. It can be concluded that the diagram frequency above shows the post-test score is better than pre-test score.

Table 1

Average score between pre-test and post-test

N = 36 students	Pre-test	Post-test
Total score	2292	2651
Mean	63,66	73,63

It can be seen from the table above that total score of pre-test is different with post-test. In pre-test, the total score is 2292 and the score improved in post-test, that is 2651.

Automatically, mean of pre-test and post-test is also different. Mean of pre-test is 63,66 and mean of post-test is 73,63. So, post-test's mean is also higher than pre-test's.

Table 2

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

Db	t- Observed	t-table	
(N - 1)		5%	1%
35	12,77	2,042	2,750

Based on the table above, the result of this research shows that t-score is 12,77 at the degree of freedom 35 and t-table 2,042 at the level

of significant of 5% (0,05). It means that t-score (12,77) > t-table at the level of significant of 5% (2,042).

The data shows that t-score is higher than t-table in the significant of 5%. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, it can be concluded that teaching reading using concept attainment strategy has significant effect because the score of post-test is higher than the score of pre-test.

b. Conclusion

Reading is the process to comprehend a text but the fact the students still get difficulties in understanding a text that they read. Because of it, teacher need the best strategy to teach reading. It is needed in order to improve the students' reading comprehension. One of the best strategy is Concept Attainment strategy. This strategy lead students to think critically and deeply, to make hypothesis of the concept of the text. So that, if they get a text they can understand it easily.

From the data that have been analyzed by the researcher, it shows that t-score is 12,77 while t-table at degree of freedom of 35 is 2,042 at the level of significance 5% and 2,750 at the level of 1%. It can be concluded that t-score was higher than t-table at the level of significance of 5% and 1%. So, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. Based on the result, it means that using Concept Attainment strategy give better result in students' reading comprehension.

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