CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning strategies are used by students to help students in understanding information and solving problems. A learning strategy is a person's approach in learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. It is also one of the important things in learning reading comprehension.

Reading comprehension is an essential skill for learners of English. Its mean, students must interpriet and comprehend what the writer expresses in reading text. A person may also read for enjoyment, or increasing knowledge of the language being read.

Based on the curriculum of english for Junior high school, the scope of learning at junior high school is the students are able to understand and find information in the text. It mean that they should have ability to find main ideas, finding information of the reading text. The students are easy to find the message or information that writer informs in the reading text. Some text types that should be mastery by students at junior high school are descriptive, procedure, narrative, report, news item, analitycal exposition and message information in the reading text.

Based on the writer's observation at the second grade of SMPN 6 TAMBANG, there are some problem faced by students in learning process . The first, the teacher doesnot apply the appropriate strategy in teaching English. The students are not interested to learn reading. Second, students have lack of motivation to read English text. Third, students confused to determine idea or get information from the text because the lack of vocabulary. Fourth, the students do not understand what the meaning. The last one, they can not determine main idea in a text paragraph.

In this case, writer chooses expository as a text that is used for applying the Concept Attainment strategy. There are some reasons make the writer research this case. The first, reading the main point for the learners in mastered English. Second, reading is the way for learners to improve their mastering to find information from the text. The third, teacher must use concept attainment to solve the problem of the learners in reading comprehension. The fourth, reading to get main information in reading text. The last one, reading to get trasfering meaning information.

The Concept Attainment Strategy is an instructional technique that targets the "big idea" or concept. The strategy focuses on the meaning or understanding of a concept rather than on what the concept is called. Specifically it develops students' thinking and reasoning skills as they examine concepts from narrative and expository texts. Learners are given specific steps to scaffold their thinking, which include viewing examples as well as non examples of a concept. But, it must be appropriated with the

students. Students need strategies to comprehend English well. The teacher must applay strategies in the process of teaching and learning in the classroom. So many strategies can be taught by teacher in the classroom for students to get knowledge from written text in reading activity. One of them is concept attainment strategy, which focuses in meaning.

Based on the background above, the writer is needs to take a entitled "The Effect of Concept Attainment Strategy Toward Reading Comprehension at the Second Grade Students in SMPN 6 TAMBANG". The writer hopes this research will improve student's reading comprehension through Concept Attainment.

B. Identification of the Problem

Based on the backgroundof the problem above,the are some problem in reading comprehension text, such as:

1. Teaching reading without any appropriate strategy

2. Students have low motivation to learn English especially in reading text.

3. The students have problem in finding information of the reading text.

4. The students have lack of vocabulary

C. The limitation of the Problem

Base on the identification of the problem above, this research focus on reading strategy which will influence the students reading comprehension. specifically, this research is limited on finding out the effect of the students reading comprehension at second grade SMPN 6 TAMBANG.

D. The Formulation of the Research

Based on the formulation of the problem above, the writer can conclude the formulation of the problem by using questions' as stated below:

1. Do the students who are taught by using Concept Attainment Strategy get better result than students who are tough by using Individual Strategy at second grade in SMPN 6 TAMBANG?

2. Is there any interaction between Concept Attainment Strategy and Individual Strategy Toward Reading Comprehension?

E. Purposes of the Research

The purposes of this research are below:

1. The students who are taught by using concept attainment strategy get better result than the students are tought bu using individual at second grade SMPN 6 TAMBANG.

2. There is an interaction between (concept attainment strategy and individual strategy) toward reading comprehension.

F. Significance of Research

The researcher hopes the findings of the research strategy and concept in reading, especially in teaching reading. Strategy the are several significance of this research First, the reseach to give contribution in teaching and learning reading comprehensin. Second, the result of this research is expected to enrich strategy in reading comprehension.

G. Definition of Key Terms

In order to make the research easier to understand and to avoid misinterpretation, the definitions of the terms in the research to be defined as follow:

1. **Effect** means the phase of degree or extend, result, and outcome . Then, effect covers the result condition produced by a cause, something that occurs when on thing act or another.

2. **Concept Attainment Strategy** is learn new concepts through discovery for achieving some objective. Concept attainment strategy directly helps students learn specific concepts and study strategies for attaining them. During the process, students learn to develop and test hypotheses and review their line of thinking.

3. **Reading Comprehension** is exercing aimed at proving or testing one understands of language in spoken. Reading comprehension focus an and retrieve explicitly state infotmation. Process reqired student to recornize information or ideas presented in the text in relation to answers sought. The specifict information to typically was located in a single sentence .

CHAPTER II

REVIEW OF RELATED THEORIES AND

RELATED FINDING

This chapter discusses about review of the related theories, review of related findings, concept framework and hypothesis. The review of related theories concern with reading comprehension. Then review of related findings present the related studies that have beeb done by some research about using cocept attainment strategy. This chapter discusses about hypotesis. These parts are discussed below.

A. Review of Related Literature

1. The Nature of Reading

a. Defenition of Reading

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process, Grabe argues that "many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills in reading.

Charles in Tohir (2001:5) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the another hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping and decoding information, meanwhile he can not as question or comment to the author directly.

Tinker and Cullogh (1975:9) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension.

Reading is interactive and thinking process of transferring printed letter into meaning in order to communicative certain message between the writer and the reader. In active reading a rather bring her to his background knowledge, emotion, and experience to conduct his or idea in understanding the meaning of the text.

b. **Reading Comprehension**

The purpose of learning to read is to comprehend what is read. Comprehension is considered as cognitive process that is process of knowing and understanding (Horn, 1971) as quoted by Neni Oktaviani (2007 : 12).

According to Webster Dictionary in Harris and Smith (1975) as quoted by Neni Oktaviani (2007:12), comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect. Webster also tells us that reading is to receive or take in the sense of (as letters or).

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Comprehension has same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. According to Hornby (1995, p.235),"comprehension is means and has excessive aimed inimproving or testing one's understands of a language whether written or spoken".

According to Anderson as quoted by Haslinda (2006:8), there are some steps that should be taken by a good reader to help him comprehend the materials comprehensively, they are:interpreting the meaning of word,comprehending paragraphs,,omprehending sentence. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

Reading is certain conditions or psychological factor that pushed someone want and willing to read and get meaning from the text. Reading give motivation of someone can be finding meaning can finding main idea in text.

c. **The Purpose of Reading**

Reading is an activity with a purpose. Sometimes, every students read for enjoyment, improve their knowledge from paragraph or text, pleasure, etc.

Heidi Byrnes (1998) says that the purposes for reading and the type of text determine the specific knowledge, skills and strategies that readers need to apply to achievement comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading

purpose. The purpose reading also determines the appropriate approach to reading comprehension.

Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time,they learn to read before writing.Reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader (Tarigan, 2008).

d. **Teaching and Learning of Reading Comprehension at Second Grade of Junior High School**

Reading is requirement to fulfill fundamental building blocks of particular language under study that is structure and vocabulary. Reading is an interactive, problem-solving process of making meaning from texts."

Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.

The reading process involves 5 stages:

1)   Prereading

2)   Reading

3)   Responding

4)   Exploring

5)   Applying

In learning and teaching reading process, teacher several strategies or technique that can have advantages for students they are doing learning process. For example:

1)   Reading aloud

Students can take turn reading section of the passage, play or dialogue aloud. At the end of each students turn, teacher uses gestures, pictures, reality, examples, or the means to make the meaning of the section clear.

 2)   Question and answer exercise

This exercise in conducted only on target language. Students are asking question and answer in full sentences so that they practice with new words and grammatical stricter. They have opportunity to ask questions as well as answer them.

Students have problem when teaching learning process especially reading comprehension. There are some problems faced by students when teaching learning in the school:

a) Students can't understand about meaning or main idea of each paragraph.

b) Students feel so boring when reading process

c) Students don't know about unfamiliar words

d) Students can't translate paragraph into their language

e. **Reading Comprehension**

a. **The Purpose of Reading Comprehension**

In reading comprehension there are five main purposes are:

1) Reading for ideas

This type of reading concerns how to get ideas in the text, and also finding the concepts of the presented information. The reader skims through major topics, headings, illustrations and conclusion in order to get a general idea of the content.

2) Reading for specific information

Actually, reading for specific information is used to look specific or limited information. For example, when students at elementary school recognize of simple symbols, words and sentences. It means they are looking for specific information and finding it quickly.

3) Reading for understanding

Reading for understanding is needed by the students to comprehend the relation between information and knowledge of

the subject. They also understand the relation of topics to sentences, paragraphs the main idea. For example, students reading an economic textbook must carefully compare and contrast similarities and difference of the facts and data presented in order to understanding the subject.

4) Reading for pleasure and entertainment

Commonly, this type purpose of reading is liked by most of the human who want to get pleasure or entertain in their reading. This includes reading popular magazine, novels, anecdotes, comics and others similar books

5) Reading for application

Reading for application is used to describe a specific task. Includes for this types is reading a cake recipe or following instructions to make or fix something

f. Assessing Reading Comprehension

Important aspect in assessing reading comprehension is understanding content of the reading text. There are some reading skills in understanding reading text. It is needed finding the main idea, getting information from the text reading, finding important facts, supporting details, finding mind idea from the text reading and conclusion.

King and Stanly in Minarnis (2012) state that there are five components of reading comprehension that may help the students to read carefully:

1)   Finding Factual Information

Factual information requires the students to scan specific details. Question that begin with who when or where tend to require a factual answer. Factual information is needed to know the details of particular event, the people who where involved, who a particular person was, or where something took place.

2)   Finding Main Idea

The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied. Finding main idea of a paragraph can helps the students to understand the paragraph on the first reading and also helps them to remember the content later. The main idea of a paragraph develops.

3)   Finding the Meaning of the Vocabulary in Context

To finding the meaning of vocabulary in context, the reader need to use or develop ability to guess the words. Because not all the meaning of words contained in the text can be found by dictionary. Therefore, the reader need to use or develop ability to guess the words which is not familiar with him or her by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.

4)   Identifying Reference

Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a meaningful way to each other. Recognising the way in which a text has been

organised will help the reader to understand it better. In order to understand the text, it is necessary to understand how the sentences are related. Words like "it", "this", "that", "here", "there" etc.

5) Making Inference

Making inference is often described as making a logical guess or reading between the lines. Making an inference is a lot like the chemical process of forming a chemical compound when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read.

Howatt and Dakin in Minarnis (2012) also state that there are five elements that should be Included in teaching reading comprehension as follows:

Factual information. It states in the text clearly and describes the real situation of fact. Usually no words hope, wish, will, etc.

1. Main idea. It usually, states at the first sentence or in conclusion forms at the last sentence.

2. Supporting detail. It usually states after main idea.

3. Reference. It must be place before the word given.

4. Word meaning. Finding the synonym of the words or identify the root of the words.

According to Ayu (2015) there are some components in Reading Comprehension. The components are Main Idea, Meaning,

setting, characterization, Supporting Detail, generic structure, Word Meaning. Based on the theories of reading comprehension above, it can be concluded that the indicators of reading comprehension of the text are in the following table:

Table 2.1
Indicators of Reading Comprehension

NO	The Indicators of Reading Comprehension
1	Finding Main Idea
2	Supporting Detail
3	Reference
4	Characterization
5	Setting
6	Coda
7	Identifying Word Meaning
8	Making Inference

2. Assesing of Concept Attainment
a. Definition of Concept Attainment

The Concept Attainment Strategy is an instructional technique proposed by Jerome Bruner (Bruner, 1966; Joyce, Weil, &Calhoun, 2004) that targets the "big idea" or concept. The strategy focuses on the meaning or understanding of a concept rather than on what the concept is called. Specifically it develops students' thinking and reasoning skills as they examine concepts from narrative and expository texts. Learners are given specific steps to scaffold their

thinking, which include viewing examples as well as non examples of a concept.

Using inductive reasoning, students are allowed to generalize to other similar and non similar examples before the concept is given a name. With regard to Bloom's (1968) cognitive taxonomy, the technique initially focuses on the comprehension level and then allows students to complete the identification process by determining the name of the concept at the information or memory level. Connections are then made to real-life situations at the application level.

For today's students, a significant benefit for using this strategy is that the focus is not on identifying the name of a vocabulary term or concept but on constructing meaning through referential representation (Just &Carpenter, 1987). Students and even, at times, educators think that if you know what something is called, you understand the meaning of the word. Vygotsky (1986) commented, "A word does not refer to a single object, but to a group or to a class of objects. Each word is therefore already a generalization" (p. 6). Words and concepts are known at different levels (Dale, 1965; Kame'enui, Dixon, &Carnine, 1987; McKeown &Beck, 1988). Understanding the nature of a word or concept from multiple perspectives has value for developing students' reading

comprehension, even if they initially cannot correctly verbalize the terminology for the concept presented.

The concept attainment strategy illustrated to provides teachers with a framework to help their students develop comprehension of words through the use of a structured thinking and reasoning process that involves confirming or altering their views in ways that are meaningful to them. Teachers can use this strategy to teach vocabulary concepts embedded in narrative and expository texts. This strategy gives teachers a structure they can use to activate their students' knowledge base and enable them to make their own connections to print and real world experiences. By beginning with a basic example and then expanding upon it, students practice relating the known to the unknown.

b. **Procedures of Concept Attainment Strategy:**

1) Phase 1: The Concept to Be Taught: Students examine the concept and form a hypothesis. Teachers do not reveal the concept to the students in advance. Students engage in inductive reasoning to determine it themselves.

   Step One: The teacher shows students several different words from the text the words contain of positive example and negative examples.

Step Two: Students compare the positive representation of the concept that are negative representation of the concept. Then, the words can be grouped together into a yes or no box.

Step Three: Students generate a list of the best guesses about the words (positive example) to the concept. The teacher lists some the students' hypotheses on the board.

Step Four: Students make once the list of hypotheses is complete, the teacher helps the students formulate a beginning or basic definition.

2) Phase 2: Testing Attainment of the Concept: Students test and confirm their idea and learn the name of the concept presented.

Step Five: The teacher presents other unidentified and unlabeled examples and non examples of the concept. Then, students respond to the positive examples by deciding whether positive the example shown is an example of their hypotheses.

Step Six: The teacher then confirms and the students' hypotheses and help them by restating their definition. The teacher can identify the name of the concept for the students and connect their description and definitions to the story.

Step Seven: The teacher reads the story.

3) Phase 3: Analysis: The students analyze the thinking strategies they used to derive the concept.

Step Eight: Some students read the story.

Step Nine: Teacher gives some questions to the students and the students discuss the material to answer the question.

Step ten: Students discuss to find that hypotheses are incorrect.

c. **The Advantages and Disadvantages of Concept Attainment Strategy:**

Based on Jerome Bruner in ,(1966) Joyce, Weil, &Calhoun, (2004):

1) Advantages:

   a) Helps make connections between what students know and what they will be learning

   b) Learn how to examine a concept from a number of perspectives learn how to sort out relevant information

   c) Extends their knowledge of a concept by classifying more than one example of that concept

   d) Students go beyond merely associating a key term with a definition concept is learned more thoroughly and retention is improved

2) The Disadvantages:

   a) This process made students so boring and tired because it always repeated.

   b) Actually, the numbers of students so many and large, of course teacher difficult to control them one by one.

4. **Review of Related Findings**

there are related studies that have been done by many researchers about using concept attainment strategy in teaching English.The use of concept attainment strategi in reading comprehension could be seen from the related findings.

There are some related studies that had been done by some reseachers that related to reading comprehension. Beverly J. Boulware and Mery lynn Crow (2008): in this research entitled using concept attainment strategy to enhance reading comprehension. The research can be accepted and can be continuing because it is relevant with researcher that has been conducted before. Based on the finding of this research, the writer concluded that students' performance approach on comprehension still low.

The result was conducted by Noor Hafizah (2013) entitled the effect of concept attainment strategy toward reading comprehension of the second year students at MTS Al-Wasliyah Sungai Majo, Rohil. The writer's instrument use in this research is test. This research is experimental research which is included quantitative research.

From the related study above, it could be concluded that concept attainment strategy is very useful in teaching English especially in speaking. And the researcher investigated to find out wheter concept attainment strategy give better result to the students speaking skill at grade VIII SMPN 6 TAMBANG.

5. Conceptual of Framework

Concept attainment strategy is an alternative strategy to help their students develop comprehension of words through the use of a structured thinking and reasoning process that involves confirming or altering their views in ways that are meaningful to them. Teachers can use this strategy to teach vocabulary concepts embedded in narrative and expository texts. This strategy gives teachers a structure they can use to activate their students' knowledge base and enable them to make their own connections to print and real world experiences. By beginning with a basic example and then expanding upon it, students practice relating the known to the unknown. The researcher proposed the framwork entidled'' The Effect Of Concept Attainment Strategy Toward The Students Reading Comprehension of The Second Grade at SMPN 6 TAMBANG.

Figure 2.2 :The Diagram of Concept Framework of the Research

```
┌──────────────┐       ┌──────────────┐       ┌──────────────┐
│  Experiment  │  ──▶  │ Post Test    │  ◀──  │   Control    │
│    Group     │       │    Only      │       │    Group     │
└──────┬───────┘       └──────────────┘       └──────┬───────┘
       │                                              │
       ▼                                              ▼
┌──────────────┐                             ┌──────────────┐
│   Concept    │                             │  Individual  │
│  Attainment  │                             │  Strategy    │
│   Strategy   │                             │              │
└──────┬───────┘                             └──────┬───────┘
       │          ┌──────────────┐                  │
       └────────▶ │  Students    │ ◀────────────────┘
                  │  Reading     │
                  │Comprehension │
                  └──────────────┘
```
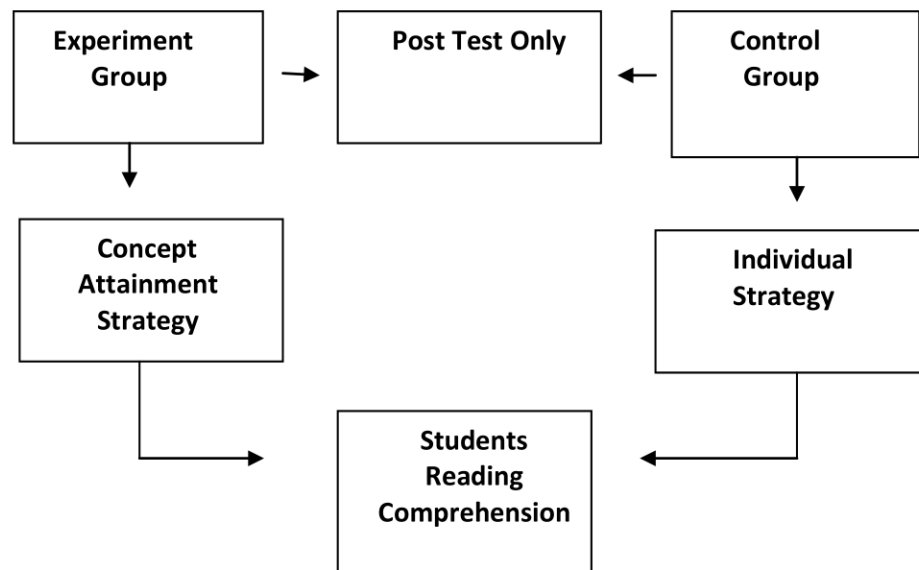
F. **Hypotesis**

  1. H0: There is no significant effect of concept attainment strategy toward

     students reading comprehension at second grade in SMPN 6

     TAMBANG.

  2. H1: There a significant effect of concept attainment strategy toward

     students reading comprehension at second grade in SMPN 6

     TAMBANG.

CHAPTER III

METHOD OF THE RESEARCH

A. Time and Location of the Research

This research will be done in SMPN 6 TAMBANG. It is located on Kualu street, Aursati Tambang. This research will be condutec from Oktober until Desember 2016.

Timing of the research can be seen as follows:

Table 3.1

Time Allocation of the Research

No	Activities	March 2016					September 2016				Oktober 2016				Nopember 2016					Desember 2016				
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
1	Filing Title of the Research																							
2	Proposal Writing																							
3	Seminar Proposal																							
4	Implementation of the Research																							
5	Data Processing and Preparation of thesis																							
6	Thesis Defence																							

B.   Design of the Research

   The kind of this study was a quasi experimental research. According Gay and airasian (2000:367) '' quasi experimental research is one of types of research that can test hypotesis to establish relationship cause and effect''.

   This is a quasi experimental design, this writer was a quasi experiment because in a quasi experiment design we are allowed us not to have a control group. Base on John (2006:151) quasi experiment design, these design provide control of when and to whom the measurement is applied, but because random assignment to experimental and control treatments has not been applied, the equivalence of the group is not assured. It consists of one group pre-test design.

   There are two variables in this research, the concept attainment strategy as the independent variable and the second grade students' reading comprehension in expository text as dependent variable.

This research used factorial design. Creswell (2008) stated that factorial design represent a modification between group design in which studies two or more categorical indefindent variables each examine at two or more level. Which is described as the follow of table .

Table 3.2 Factorial Design

Tecnique Prior Knowledge	Concept Attainment Strategy	Individual Strategy
High (A_1)	A_1B_1	A_1B_2
LOW (A_2)	A_2B_1	A_2B_2

Where :

A_1B_1 =   student with high prior knowledge who are taught by using concept attainment strategy

A_1B_2 =   student with high prior knowledge who are taught by using Individual Strategy

A_2B_1 =   student with low prior knowledge who are taught by using concept attainment strategy

A_2B_2 =   student with high prior knowledge who are taught by using Individual Strategy

In teaching and leaning process, the different between experimtal and control group only about the technique used the material and time allocation were same.

The research can be designed as the formula diagram below:

Table 3.3
The Research Design

| Treatments (T) | → | Post-test (Y) |
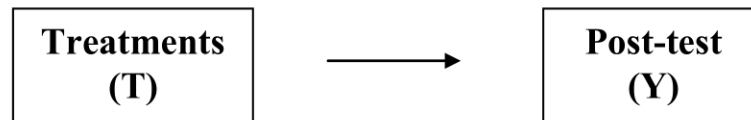
Where:

Y : Dependent Variable

T : Treatments

C. The Population and Sample of Research

1. Population

The population of this research was the VIII class of the second Grade of SMPN 6 Tambang consisten of 40 students divided into 2 classes. Gay (2009:140) states a population is the group to wichh a researcher would like the result of a study to be generalize. The population of the research can be seen in the table

Table 3.4

The number of the students of SMPN 6 Tambang class VIII 2016

NO	CLASS	THE MEMBERS OF STUDENTS		
		MALE	FEMALE	TOTAL
1	VIII [A]	13	7	20
2	VIII [B]	12	8	20
TOTAL				40

Source: Administration of SMPN 6 Tambang

2. Total Sample

Sample was selected after the researcher got the population . Kumar (1996:148) explains sampling is the process of selecting a few from bigger group to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. Therefore, from the population of SMPN 6 TAMBANG which concist of 40 students, the sample sould be selected since the researcher only need two classes in this research. To select the sample, clustering random sampling technique is used, cluster random sampling is a technique of selecting sample by randomly selects group not individuals.

In this research, the researcher used clustering random sampling technique to decide experimental class and control class. The procedures as follow:

1. The researcher collected the data of placement test in order see the normality and the homogenity of population

2. Since the classes distributed normally and homogeny, the research was lottery to take sample.

3. In this research, experimental class is VIII A and control class was VIII B.

4. In order to classify students' into high and low reading motivation, the researcher take 27% high motivated students and 27% low motivatvated student. (sudijono, 2011)

From clustering, class VIII A is chosen as an experimtal group which consist of 20 students and class VIII B is chosen as a control group which consist of 20 students.

D. The Instrument of Research

Instrument is important for us held because we can know the result of our research. The instrument is used test from some sources. The writer will give 10 questions in essays. It relate to the material of their material. It used to measure their reading comprehension. In this case, the writer will use the concept attainment strategy to teach the students.

a. Reading Comprehension Test

Reading test is the tool that researcher used to collect data. In this case the instrument is english comprehension test (questin essay). Theinstrument is arranged based on blue print. English comprehension test suits to test the students ability in reading comprehension . Morever, the studen are familiar with this test . This test it also easy to administer and can cover the cognitive area. The form of the test is multiple coice test which concist of 30 items.

Table 3.3 Blue Print Of Reading Comprehension Test

Indicator	Items No
1. *Finding Main Idea*	*1, 9,17,25*
2. *Supporting Detail*	*,7,11*
3. *Reference*	*2,5,10 ,18*
4. *Characterization*	*4,12,13 ,20*
5. *Setting*	*3 ,20,*
6. *Coda*	*6,14,19*
7. *Identifying Word Meaning*	*7, 15,16,22,23*
8. *Making Inference*	*8,21,24*
Total	*25*

The validity,reliability,dificulty, index and discrimination index werw the main concerned bacause these kinds of are requirements of instrumenst in self. If the instruments do not valid and reliable, the researcher could not use them in post test

1. Validity of the Test

Gay, (2001:165) explain " three distinct approaches to test validity: Conceptuallity, criterion-related validity, and contruct validity ". To get the three kinds of validity above, the blue print test werw constructed which consists of basic competence, material of test, and indicator . then the researcher held the try on instrument at SMP Negeri 6 Tambang to get score. The score can be high or low.

The good validity can be got from item score which has parralel of the total score. The parrarel can be understood as correlation. To get the correlation, the researcher uses the *beserial coefisien* formula.

$$Y_{pbi} = \frac{mp - mt}{St} \sqrt{\frac{p}{q}}$$

where:

Y_{pbi} = Coefficient Biserial

Mp   = Mean Score Of Item

Mt   = Total Mean Score

St   = Standar Deviation

P   = The Porpotion of Students Who Answer Correctly

The value of *r* is consulted with r table to know whether the correlation is significant or not. If the value of r is less thab table, the correlation is significant. Based on the compulation of validity of the test is in following table:

Table 3.6 result of validity test

Items Number	Total	Criteria
1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 ,21,23,24,26,28,29	26	Valid
20,25,27,30	4	Not Valid

It can be clearly seen that from the validity test, 26 items are valid and 4 items are not valid. The step analyzing above can be seen in appendix 3

2. Reability of the text

Tuckman (1978: 160) says " reability test means that a test is consistent. To know the consistent of the test (the reabilityof the test) the researcher used kuder-richardson formula (K-20 formula).

$$r_{total\ test} = \frac{(k)\ (s^2) - x\ (k - x)}{(SD^2)\ (k - 1)}$$

Where :

Rk = The Reability Of The Test

K = The Number Of Item In The Test

Sd = The Standar Deviation Of The Scores

X = The Mean Of Scores

(Gay, 2009:178)

The value of r can be consulted to table of r product moment . if the value of r is more than the value of r table, the test items is realible , and if the value of r is less than value of r table, the test items is not realiable . based on the computation of reability, it can be seen whether the test is realiable or not.

Based on kunder –richardson formula, the result of reliability test is 0,64. It can be categorized that reliability of the test is high. The step of analyzing reliability can be seen in appendix 3

E.   **Technique of Collecting the Data**

The data of the research was obtained through the students' reading comprehension test in pre-test and post-test and questionnaire.

1. English comprehension test were distributed twice; for perquisite test and post test. Perquisite test is administered to know students' reading comprehension ability before given treatment toward the experimental classes. Post-test is given to the students to know the students' reading comprehension achievement after given treatment toward the experimental classes.

F. **The Data Analysis Technique**

In this case, the technique of collecting data is divided into two ways: pre test and post-test. The data collected are analyzed by using statistic that is a t-test. The following

1. The means score can be calculated by using the following formula:

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

Where:

X   : The average score

$\sum$X   : Sum of the raw score

N   : The Number of students

(Hatch and Farhady, 1982: 55)

2. The second formula is used to find out the standard deviation of each group.

$$SD = \sqrt{\frac{\sum(x-x)^2}{N-1}}$$

Where:

SD   : Standard Deviation

$\sum(x-X)$: Sigma individual deviation of students' score

 N   : The numbers of students

 1   : constant of number

3. After knowing the score of the students, the calculation

Of t-test by using formula:

$$T_{test} = \frac{X_1 - X_2}{\sqrt{\frac{(S)^1}{N_1} + \frac{(S)^2}{N_2}}}$$

Where:

T   = the value for comparing two means

N_1 = the number of the sample in pre-test

N_2 = the number of the sample in post-test

S_1 = standard deviation of pre-test

S_2 =standard deviation of post-test

X_1 =mean score of pre-test

X_2 = mean score of post-test

(Hartono, 2004)

If the value of t-observed is the same or less than the value of the t-table, the null hypothesis is rejected. On the other hand, if the value of the t-observed is more than the value of the t-table, the alternative hypothesis is accepted.

T obs < t-table   : H0 Hypotehsis is accepted

T obs> t-table   : H0 Hypothesis is rejected

(Hatch and Farhady, 1982

CHAPTER IV

FINDING AND DISCUSSION

A. Findings of the research

1. Data Description

The implementation of this research was conducted on November 3th, 2016 until Desember 13th, 2016 in class VIIIa and VIIIb in SMP Negeri 6 Tambang. This research uses two classes that are in class VIIIa as experiment class by using concept attainment strategy and class VIIIb as control class by using individual strategy. The study consisted of three meetings with two lessons of learning and one posttest in which posttest data or daily repeat values were performed at the last meeting on the subject reading comprehension. The schedule and research activities class experiment and control class as follows:

table 4.1
Schedule and The Research Activity in Experimental Class

No	Day/Date	Meeting	Learning Activities
1	Thrusday 3 november 2016	First	Implementation Of Concept Attainment Strategy
2	Thrusday 15november2016	Second	Implementation Of Concept Attainment Strategy
3	Thrusday 6 Desember 2016	Third	Giving Posttest About Reading Comprehesion

table 4.2
Schedule and The Research Activity in Class Control

No	Day/Date	Meeting	Learning Activities
1	Thrusday 3 november 2016	First	Implementation Of Convensional
2	Thrusday 15november2016	Second	Implementation Of Convensional
3	Thrusday 6 Desember 2016	Third	Giving Posttest About Reading Comprehesion

B. **Implementation of Learning process**

1. **Implementation Concept attainment strategy in Class Experimental**

a. **First meeting (Thrusday ,3 november 2016)**

The first meeting in this study directly conducted the learning process based on lesson plan to experimental class, by using concept attainment strategy. Learning activities conducted at second and third lessons that is at 07.45 to 09.05. The lesson begins with the next greetings to the students and conveys the learning objectives about concept attainment stategy can help student to understanding with reading comprehension .

Teachers divided learners into groups and ask students to sit in their own groups. Distributing and directing learners to work on hand book, there are some groups who are still confused in reading text and should be guided by the teacher

The teacher provides an opportunity for the learners to present their discussion results .But some students still difficult to understand about the text. Furthermore, the teacher asks the students to convey the conclusion of the lesson about the reading text. And some student still difficult to understanding in reading comprehension. Before back home,teacher give reading text for home work. Then the teacher closes learning by saying hello.

b. Second meeting (Thrusday ,15 november 2016)

The second meeting in this study directly conducted the learning process based on lesson plan to experimental class, by using concept attainment strategy. Learning activities conducted at second and third lessons that is at 07:45 to 09.05 pm. The lesson begins with the next greetings to the students and conveys the learning objectives about concept attainment stategy can help students to understanding with reading comprehension .

Teachers divided learners into groups. The teacher give assignment to work reading text in the hand book. The teacher want the result after discussion, student can reading the text.in the second meeting the teacher find more some student can not find the result in the text. So teacher give a treatment .how to read and find main idea, supporting detail, reference,

characterization, setting, coda, identifying word meaning and making inference conlusion in reading. Teacher give concept attainment strategy for help student for easy and effectly in reading comprehension text.

c. Thirt meeting (Thrusday,6 Desember 2016) post test

In this third meeting, the data is taken post-test, held at 08.00 to 09.00 for experimental class. The material tested on the post-test problem is find main idea find main idea, finding of the meaning word, identifying reference and making refence in reading text. Post-test problem consists of 25 reading in narrative text. In the post-test experiments the experimental class went well, although there were some learners who still did a small commotion because borrowed stationery .

before the time specified out and the learner's sheets are collected, the teacher asks the students to check back their respective answer. After all the answers of the learners in the teacher collect check the answers of students and then process the value data learners to know how significant influence of learning use concept attainment strategy in study english.

1. **Implementation of Learning in Class Control**

   a. **First meeting (Thrusday ,3 november 2016)**

      The first meeting in this study directly conducted the learning process based on lesson plan experimental class, using convensioal . Learning activities conducted at four and five lessons that is at 09.20 to 10.40. The lesson begins with the next greetings to the students and conveys the learning objectives about material about reading comprehension .

      divide learners about model reading text in front of class. the teacher. asked studen to find the difficult word in the text, the studen analyzed the difficult words from the text.. the teacher direct the Teachers student how to translate the difficult words based on the contect,the studen pay attention to the teacher direction. and teacher close greeting.

   b. **second meeting (Thrusday ,15 november 2016)**

      The second meeting in this study directly conducted the learning process based on lesson plan experimental class, using convensioal . Learning activities conducted at two and three lessons that is at 07.30 to 09.15. The lesson begins with the next greetings to the students and conveys the learning objectives about find main idea, finding of the meaning word, identifying reference and making refence material in reading comprehension .

The teacher gave example again with the question and then directed the student to anwer question together. the student answer question from student. Teacher divided the student into some grup and each group to gor one reading text.the student analyzed the text and made the question with the group. The teacher give conclusion from the lesson.

c. **Thirt meeting (Thrusday,6 Desember 2016) post test**

In this thirt meeting, the data is taken post-test, held at 08.00 to 09.00 for class control . The material tested on the post-test problem is find find main idea, supporting detail, reference, characterization, setting, coda, identifying word meaning and making inference conlusion in reading text. Post-test problem consists of 25 reading in narrative text. In the post-test the class control went well, although there were some learners who still did a small commotion because borrowed stationery .

Before the time specified out and the learner's sheets are collected, the teacher asks the students to check back their respective answer. After all the answers of the learners in the teacher collect check the answers of students and then process the value data learners to know how significant influence of learning use individual strateg y in study english.

C. **Data Description**

1. **Analysis Description**

From the data of daily repeat value of learners on the material of reading text and posttest space that has been implemented in both classes, can be analyzed descriptively as the following table:

Table 4.3
Score Data of Daily and Post Test

Analysis Deskriptif	Score Data of Daily		Postest	
	Ekperiment	Control	Ekperiment	Control
Total Value	1198	1242	1505	1414
Total Sample	20	20	20	20
Average	60	62	75,25	70,71

Source: N & O attachment

Based on table 4.3 above it can be seen that the score data of daily results of the experimental and control class have average ability not far apart with the difference of 2. Furthermore, if observed by data post-test, it is seen that there is better improvement in experimental class than control class . This is seen from the average difference of 4.54. Therefore, it can be concluded that the improvement of english learning outcomes of experimental class learners is higher than the class control.

2. Pre-requisite Analysis

Technique of data analysis conducted in this research is t-test. This test is done to know whether or not there is significant difference between the two classes before and after given treatment. The post-test sessions provided consist of 25 items of description about reading text. This post-test value is statistically analyzed by using normality test, homogeneity test, and t-test.

a. Normality Testing

The data analyzed in this normality test is Post-test value data in experiment class and control class. This normality test aims to know whether data from each class is normal distribution or not. One of the assumptions that must be met before testing the homogeneity of the experimental class variance and the control class should be normally distributed. Normality test results are summarized in the following:

table 4.4
Test Postest of Normality Class Experiment And Class Control

Class	X^2 Count	X^2 Table	Conclusion
Experimental	6,68	9,488	Normal Distribution
Control	2,28	9,488	Normal Distribution

Source : Appendix

Based on table 4.4 above, obtained conclusion for the class experimental and class control X^2Count $<$ X^2Tabel. So H_0 accepted and H_1 Means that the experimental data of the class experimental and class control is normally distributed.

b. Homogenity Testing

The homogeneity test of variance is performed to determine whether the experimental and control classes have the same variance. In determining whether the experimental class data and homogeneous control is by comparing FCount with FTable where the value of FCount is obtained by comparing the largest variance value beetwen smallest variance value. The results can be summarized in the following table:

Table 4.5
Homogenity Testing In Experimental And Control

Class	Varian	F_{count}	F_{table}	Description
experimental	190,49	1,079	2,17	Fcount <Ftable
control	179,38			

Source : Appendix

Based on table 4.5 above and the researcher's data it is concluded that fcount <Ftable . So "H_0 is accepted and reject H_1 this means data class experimental and homogeneous class control.

c. **The Average In Class Experiment and Class Control**

Based on the data calculations in the experimental class and control class, it is found that these two classes are normally distributed and have homogeneous variance, so the average test used is t-test. The results of the average test calculation (t-test) are summarized in the following table:

Table4.6
Average In Class Experiment And Class Control

Class	Number Of Student	Average	Variansi	T_{count}	T_{table}
Experimental	20	75,25	190.49	3.29	1,68
Control	20	70,71	176.38		

Souce : Appendix

Based on table 4.6 above from the data processed researchers, obtained tcount = 3.29. Degrees of freedom in the distribution list t is $n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ with db = 38 then $t_{table} = 1,68$ then t_{count} > ttable . So it can be concluded that H_1 is accepted and H_0 is rejected, this means that there is a significant difference between the class experimental and the class control after different treatments are performed. Taking into account the average class experimental learning outcomes higher than the class control, it can be concluded that there is a significant difference between the class experimental and the class control. Thus, it is found that there is influence

Which is significant to the learning achievement of participants English by using concept attainment strategy learning.

d. Hypothesis

H0 :   The students who are taught by using Concept Attainment Strategy don't get better result than the students who are taught by using individual Strategy at grade VIII of SMP Negeri 6 Tambang.

H1   : The students who are taught by using Concept Attainment Strategy   get better result than the students who are taught by using individual strategy at grade VIII of SMP Negeri 6 Tambang.

Picture 4.1
Comparison the Result Student At Experiment Class and Control Class
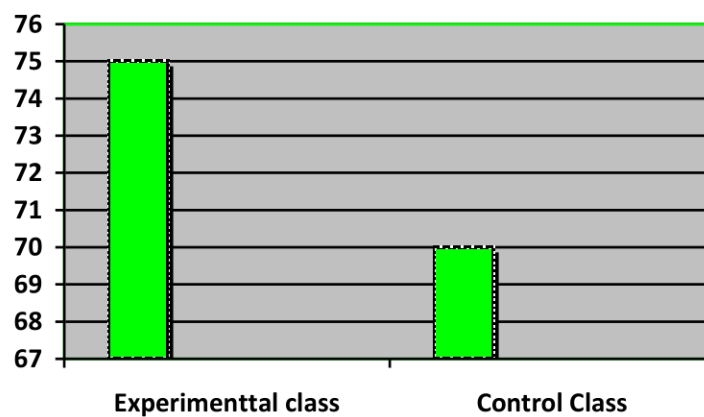
The result student can understanding in learning proses use it, average the result of student is 75,25 in class experiment   and class control is 70,71,looking this diagram table. Inferential analysis

obtained tcount =3.29 and t_{table}=1.68 with a = 0.05. Based on the test it is clear that $t_{count} > t_{tabel}$ so h_0 is rejected and h_1 accepted. This means that there is a difference between the average learning outcomes of the class experimental and the average learning outcomes of the class control. It can be concluded that there is a significant influence between the results of the study english experimental class students who apply the concept attainment strategy learning model with the class control learning outcomes that apply the conventional learning model.

analysis of supporting data, it is acceptable hypothesis that there is positive influence using concept attainment strategy learning model toward study english learning outcomes of students of viii smp negeri 6 tambang.

D. Discussion

The major purpose of this research is to find out the effect of concept attainment strategy and prior knowledge to students' reading of text. There are some results of this research. The result of first hypothesis showed that the students of experimental group who were taught by using concept attainment strategy got better score than students of control group who were taught by using individual strategy. concept attainment strategy helped the students in producing a good piece of reading. concept attainment strategy gives benefit to the students in reading skill especially narrative text. Tinker

and Cullogh (1975:9) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension.and help student find meaning in some reading text. Reading is interactive and thinking process of transferring printed letter into meaning in order to communicative certain message between the writer and the reader. In active reading a rather bring her to his background knowledge, emotion, and experience to conduct his or idea in understanding the meaning of the text.

Futhermore, when the teacher taught by concept attainment strategy. The students worked in strategy and shared idea and checked their reading skill with the other in team and revised their reading. Moreover, the students who were taught by using concept attainment strategy were more interested in the teaching and learning process rather than the students who were taught by using concept attainment strategy. They had a wide opportunity to share and discuss what they aIhought about the topic with their partner in text. The students worked hard in team, it improved their ability to cooperate with their partner to solve the problem.

In conclusion, concept attainment strategy is more effective than individual strategy Moreover, the data showed that there was

possibility for the students with low prior knowledge to improve their reading skill and get the high score through concept attainment strategy. We can see in this research in class control student keep silent ,only accept the learning process.i data post test find the result learning process if we use concept attainment strategy.

CHAPTER V
CONCLUSION,IMPLICATION AND SUGGESTION

A. Conclusion

Based on the results of data analysis it can be concluded that there is a significant influence between the results of learning study English on the experimental class . who apply conventional learning model can be seen from the results of data analysis research using t-test where t_{count} = 3.29> T_{table} =1,68 there is an influence on the learning in study english outcomes.

B. Suggestions

Based on the research that has been done, the author can provide Suggestions as follows:

1. Need to find out when the school holiday schedule and the IX class exam .So that research is not blocked and runs smoothly.

2. Need to allocate a good time in the implementation so that Application of learning concept attainment strategy can be implemented in accordance with the Lesson Plant.

3. For other researchers who raised the concept attainment strategy read more reference for This weakness in enulations can be overcome.

C. Suggestion

Referring to the students conclusion and implication of the research, some suggestions can be given. First, it is suggested that the teacher of SMPN 6 Tambang and other teachers to use concept attainment strategy in teaching reading . The research shows that concept attainment strategy can improve the students in reading a text. Second, this research is only limited to reading skill so it is suggested to other researcher to conduct a research on other skills such as listening and speaking. It is also used to other kinds of text such as recount, procedure and descriptive text. Third, the moderator variable in this research is students' knowledge. It is suggested to the other researcher to conduct on other moderator variable such as participation and motivation.

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