LAPORAN PENELITIAN KOMPETITIF

THE EFFECTIVENESS OF CONCEPT ATTAINMENT
IN TEACHING READING

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PROGRAM PASCASARJANA
UNIVERSITAS AHMAD DAHLAN
April, 2014

PENELITIAN INI DILAKSANAKAN ATAS BIAYA DARI ANGGARAN PENDAPATAN DAN BELANJA
UNIVERSITAS AHMAD DAHLAN NOMOR KONTRAK K-165/LPP-UAD/IV/2014

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Tahun Pelaksanaan	: 2014
Biaya Keseluruhan	: Rp 10.000.000,-

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TABLE OF CONTENT

TITLE PAGE ..... **i**

APPROVAL PAGE ..... **ii**

TABLE OF CONTENTS ..... **iii**

LIST OF TABLES ..... **vi**

LIST OF FIGURES ..... **viii**

ABSTRACT ..... **ix**

CHAPTER I INTRODUCTION

A. Background of the Study 1
B. Identification of the Problem 5
C. Limitation of the Problem 6
D. Formulation of the Problem 7
E. Objective of the Study 7
F. Significance of the Study 7

CHAPTER II LITERATURE REVIEW

A. Reading 9
    1. The Definition of Reading Comprehension 9
    2. Skills of Reading 13
    3. Strategies of Reading Comprehension 20
    4. Purposes of Reading 25
    5. Teaching Reading 28
B. Concept Attainment 31
C. Review of Relevant Studies 41
D. Conceptual Framework 41
E. Research Hypothesis 42

CHAPTER III RESEARCH METHOD

A. Research Design 44
B. Research Variables 45
C. Population, Sample and Sampling Technique 46
    1. Population 46

2. Sample 47
3. Sampling Technique 48
D. Research Instrument 48
E. Try-out of the Instrument 50
F. Validity and Reliability 50
1. Validity 50
2. Reliability 51
G. Data Collecting Technique 52
H. Data Analysis Technique 54
1. Descriptive Data Analysis 54
a. The mean formula 55
b. The standard deviation formula 56
c. Categorization 56
2. Inferential Data Analysis 57
a. Normality test 57
b. Homogeneity test 58
c. Hypothesis Testing 58

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Descriptive Data Analysis 60
1. Pre-test 60
a. Pre test of Experimental Group 60
b. Pre test of Control Group 62
2. Post-test 64
a. Post test of Experimental Group 64
b. Post test of Control Group 67

B. Inferential Data Analysis 73
1. Pre-test 73
a. Normality Testing 73
b. Homogeneity Testing 74
2. Post-test 75
a. Normality Testing 75
b. Homogeneity Testing 76
3. Hypothesis Testing 77

C. Discussion 78

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion 83

B. Implication 84
C. Suggestion 84

BIBLIOGRAPHY 86

APPENDICES 89

LIST OF TABLES

Table 3.1 Research Design....45

Table 3.2 Distribution and Precentage of Questions in Each of the Three Comprehension Levels for Pre-Test and Post-Test 49

Table 3.3 The Schedule of Research Implementation....54

Table 3.4 Categorization of Students' Score 57

Table 4.1 The data description of scores of the pre-test of experimental Group....61

Table 4.2 The Categorization of Students' Mastery of the Pre-test of Experimental Group.... 62

Table 4.3 The data description of scores of the pre-test of control group....63

Table 4.4 The Categorization of Students' Mastery of the Pre-test of Control Group....64

Table 4.5 Data Description of the Post-test in the Experimental Class....65

Table 4.6 The Categorization of Students' Mastery of the Post-test of Experimental Group.... 66

Table 4.7 Data Description of the Post-test in the Control Class 67

Table 4.8 The Categorization of Students' Mastery of the Post-test of Experimental Group 68

Table 4.9 The Comparison of the Categorization of Reading Mastery between Experimental and Control Group.... 69

Table 4.10 The Comparison of the Mean Score, the Standard Deviation, The Maximum Score, and the Minimum Score between

Experimental and Control Group..... 71
Table 4.11 The Normality Test Result of the Pre-test in the Experimental and Control Class 73
Table 4.12 The Result of Homogeneity Test of Students' Reading Comprehension in the Pre-test 74
Table 4.13 The Normality Test Result of the Post-Test in the Experimental And Control Class..... 75
Table 4.14 The Result of Homogeneity Test of Students' Reading Comprehension in the Post-test 76
Table 4.15 The Result of t-test in the Post-test..... 77

LIST OF FIGURES

Figures 4.1 The Chart of Percentage of Pre-test and Post-test of Experimental Group 70

Figures 4.2 The Chart of Percentage of Pre-test and Post-test of Control Group 70

Figures 4.3 The Chart of Data Description of Pre-test and Post-test of Experimental Group 72

Figures 4.4 The Chart of Data Description of Pre-test and Post-test of Control Group 72

Azwar Abbas, M. Hum. 2014. *The Effectiveness of Concept Attainment in Teaching Reading.*

ABSTRACT

The objective of this research is to determine the effectiveness of Concept Attainment (CA) in teaching reading comprehension to the Eleventh Grade Students of SMA Muhammadiyah 3 Yogyakarta.

The research was carried out at SMA Muhammadiyah 3 Yogyakarta from September 3rd to September 26th 2012. It is an Experimental Research. The subject of the research was taken by using purposive sampling technique. The data were taken from eleventh grade students XI IPA 1 and XI IPA 2 as the sample of the research. The class XI IPA 1 is as an experimental class and class XI IPA 2 is as control class. Each of classes consists of 37 students. Dealing with the research instrument of collecting the data, the researcher makes some steps: (1) giving pre-test to experimental and control group; (2) giving treatment to experimental group; (3) giving post test and; (4) analyzing the students' mark to decide whether CA is effectives or not. To analyze the data, the researcher applied descriptive and inferential statistic using t-test.

The result of the study leads to the conclusion that the students who are taught by CA have better reading comprehension than those who are taught using traditional method. In other words, the use of CA is more effective in teaching reading comprehension. The research findings showing that the mean score in pre-test before applying CA was 66.03 for experimental group and 60.65 for control group. In post-test, after applying CA, the mean score for experimental group became 73.08 but for control group which was taught without using CA the mean score were only 63.34. The hypothesis of this research is accepted. It can be seen from t-test result which shows that the value of p is lower than the level of significant ($0.000 < 0.05$) and t_o is higher than t_t ($5.237 > 2.021$). It means that there is a significant difference between the results of teaching reading comprehension through CA and that teaching reading comprehension without using CA.

Key words: effectiveness, concept attainment, teaching reading comprehension.