

LAPORAN PENELITIAN KOMPETITIF



THE EFFECTIVENESS OF CONCEPT ATTAINMENT IN TEACHING READING

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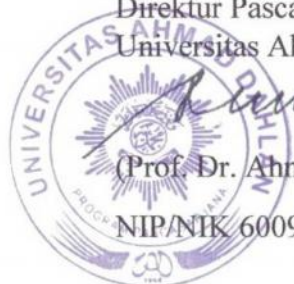
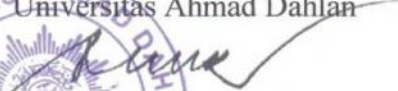
Program Studi Pendidikan Bahasa Inggris S2
PROGRAM PASCASARJANA
UNIVERSITAS AHMAD DAHLAN
April, 2014

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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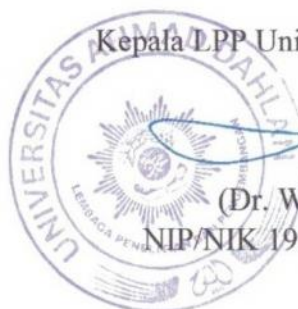

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Azwar Abbas, M. Hum. 2014. *The Effectiveness of Concept Attainment in Teaching Reading*.

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 effective 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.