

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Four language processes work together to enhance the development each other: speaking, listening, reading, and writing. Listening and reading are the receptive processes and speaking and writing are the productive processes. So, if a person wants to get information from written letters and words needed to be able to read. Reading is one of four language processes. Stated by Reading is a complex process made up of several interlocking skills and processes.<sup>1</sup> To become good readers need some struggles, comprehend and motivations in reading. Theoretically, strategies and methods can be used to increase reading comprehension of the students. Strategies and methods are instruments that are used by readers to make easier to get information. If a reader does not have a strategy in reading, the reader will be difficult to understand the message in the text and the result they will spend much time to comprehend the text.

Reading is one of the ways to make the students comprehend the information, lesson, and to get the appropriate or the real meaning of the text.<sup>2</sup> Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>3</sup> By getting comprehension from the text, the students can be called as the successful students because they are able to get the meaning of the text. Either implicit meaning or explicit meaning of the text that they read. The curriculum of Senior High School is School Based Curriculum, which is used in

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<sup>1</sup>Karen Tankersley, *The Thread of Reading : Strategies for Literacy Development* Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2003, p.2

<sup>2</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy; 2<sup>nd</sup> Ed* (New Jersey: Prentice Hall Regents, 1994), p. 217

<sup>3</sup>Janette K. Klingner, et.al. *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guildford Press, 2007), p.2

MA Hidayatullah Lubuk Dalam. All of subjects are taught based on those authorities. Like in English subject, the material should be also based on the curriculum. Skill that must be taught is reading, speaking, writing and listening. The standard competence of reading is the students who are able to comprehend the functional text in form of report, narrative dan analytical exposition in daily life context.<sup>4</sup> Based on the writer observation at MA Hidayatullah Lubuk Dalam, the teacher still used traditional strategy, such as reading individually. Reading individually means that the teacher gave the students texts and asked the students to understand and answered the question based on the texts, without giving the way how to understand the texts.

Even though, the teacher does the best for the students. they are still having problems which relate to their comprehension of reading texts. There are some phenomena that the writer found based on the writer observation, they are as bellow :

1. The students are not able to identify main ideas from the text.
2. The students are not able to identify supporting ideas from the text.
3. The students get difficulties in predicting the content of the passage.
4. The students have lack of vocabulary.
5. The students get difficulties in making inference from the text.

But in fact, many students are not able to fulfill the demands of the Minimum Criteria of Passing Grade (KKM) 70, determined by the school. The Therefore, the writer would like to try to apply a strategy in learning English, called Concept Attainment strategy, proposed by Jerome Bruner in Beverly J. Boulware and Mary Lynn Crow, is an instructional technique that targets the “big idea” or concept. It focuses on understanding the meaning of a concept rather than its name. Specifically it develops students thinking and reasoning skill as they examine concepts from narrative or expositotext. In the other words, Understanding the

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<sup>4</sup>BSNP (Badan Standar Nasional Pendidikan), *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* . Jakarta :2006, Unpublished.

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.<sup>5</sup> And then, the researcher focus on used narrative text to research this strategy.

In relation to the explanation above, the researcher is very interested in carrying out a research entitled: **“The Effect of Using Concept Attainment Strategy on Students’ Reading Comprehension of Eleventh Grade Students at MA Hidayatullah Lubuk Dalam”**

## **B. The Definition of the Key Terms**

In order to avoid misunderstanding and misinterpretation toward the terms used in this research, the writer thinks that is necessary to explain the words found in this research. The words are in the following ones:

### 1. Concept Attainment strategy

Concept Attainment strategy is an instructional technique that targets the “big idea” or concept. It focuses on understanding the meaning of a concept rather than its name. Specifically it develops students thinking and reasoning skill as they examine concepts from narrative or expository text.<sup>6</sup>

### 2. Reading

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<sup>5</sup> Boulware, B. J., & Crow, M. (2008). *Using the concept attainment strategy to enhance reading comprehension. Reading Teacher, 61*(6), 491-495.

<sup>6</sup> Boulware, B. J., & Crow, M. (2008). *Using the concept attainment strategy to enhance reading comprehension. Reading Teacher, 61*(6), 491-495.

Reading is a complex process involving a cognitive actions that work together to construct meaning.<sup>7</sup> In reding process the reader should be focus on what they read and needs interest on it.

### 3. Reading comprehension

Rand Corperation in Tarkensley says that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>8</sup> Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea for the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader is constructing the text. In this study, reading comprehension is the capability of eleventh grade students of MA Hidayatullah Lubuk Dalam in understanding or comprehending the reading text.

## **C. Problem**

### **1. Identification of the Problem**

To make this research clear, the researcher is going to identify the problems as follows:

- a. The students have lack in reading comprehension.
- b. The students have limited vocabulary.
- c. The students are not interested in reading.
- d. The teacher's strategy is not appropriate to help the students in reading comprehension on narrative text.

### **2. Limitation of the Problem**

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<sup>7</sup>Linda J.Dorn and Carla Soffos, *Teaching for Deep Comprehension: a Reading Workshop Approach*.(Portland: Stenhouse Publishers, 2005), p.6

<sup>8</sup> Karen Tankersley. *Literacy Strategies for Grade 4-12: Reinforcing the Threads of Reading*. (Alexandria: Association for Supervision and Curriculum Department, 2005) p 142

Based on the identification of the problems above, the researcher limits the problem only focuses on using concept attainment strategy and reading comprehension on narrative text of eleventh grade at MA Hidayatullah Lubuk Dalam.

### **3. Formulation of the Problem**

The problems are formulated as follows:

- a. Is the students' Reading Comprehension taught by using Concept Attainment Strategy higher than without taught by using Concept Attainment Strategy of eleventh grade students at MA Hidayatullah Lubuk Dalam?
- b. Is there any significant effect of using Concept Attainment Strategy on students' Reading Comprehension of eleventh grade students at MA Hidayatullah Lubuk Dalam?

## **D. Objective and Significance of the Research**

### **1. Objective of the Research**

- a. To find out of the students' Reading Comprehension taught by using Concept Attainment Strategy higher than without taught by using Concept Attainment Strategy of eleventh grade students at MA Hidayatullah Lubuk Dalam.
- b. To find out there is significant effect of using Concept Attainment Strategy on students' Reading Comprehension of eleventh grade students at MA Hidayatullah Lubuk Dalam.

### **2. Significance of the Research**

Furthermore, the writer has also some purposes through conducting this research. The purposes are follows:

- a. To improve students' reading comprehension by using concept attainment strategy.

- b. This research finding is also expected To develop the theories of teaching and learning English as a foreign language and for those who are concerned very much in the world of language and teaching in general.
- c. To fulfill one of requirements of the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.