

THESIS

**IMPROVING GRADE VIII STUDENTS' VOCABULARY MASTERY
THROUGH THE CONCEPT ATTAINMENT MODEL AT MTs. AL –
WASHLIYAH TEMBUNG IN 2016/2017 ACADEMIC YEAR**

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Assalamu'alaikum Wr.Wb

Setelah membaca. Meneliti dan memberi saran – saran perbaikan seperlunya terhadap mahasiswi A.n Ratih Sujayanti yang berjudul : “improving Grade VIII students’ vocabulary mastery through the concept attainment model at mts. Al – washliyah tembung”. Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqosahkan pada sidang munaqosah Fakultas Tarbiyah UIN – SU Medan.

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Menyatakan dengan sebenar – benarnya bahwa skripsi yang saya serahkan ini benar – benar merupakan hasil karya sendiri, kecuali kutipan – kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti skripsi ini dijiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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ABSTRACT

RATIH SUJAYANTI, IMPROVING GRADE VIII STUDENTS' VOCABULARY MASTERY THROUGH THE CONCEPT ATTAINMENT MODEL AT MTs. AL – WASHLIYAH TEMBUNG IN THE ACADEMIC YEAR 2016/2017.

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This research has a purpose to improve the students' vocabulary mastery at the eight grade of MTs. Al – Washliyah Tembung in academic year 2016/2017. The subject of this research consists of 30 students of VIII (eight). This research applied by classroom action research. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from observation sheet, diary note, interview, and documentation. The quantitative data were taken from the writing test.

The result of this research showed that there was improving of students' vocabulary mastery. Most of the students achieved a good score at the end of every cycle. The passing grade of English lesson was 75. The result of the data analysis that The means of students' score in pre – test was (44.66). The means of students' score in post – test of cycle I was (57.13). The means of students' score in post – test of cycle II was (79.93). It indicated that the application of Concept Attainment Model was effective as it could improve students' vocabulary mastery. The students' mastery in vocabulary can be improved by using Concept Attainment Model” is accepted.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the first foreign language taught in schools in Indonesia. It is an international language which is used by many people all over the world to communicate among nations either in spoken or written form. English as one of the languages in the world is very important to learn because it can be used in giving or receiving information and for development of education, technology and arts. It is also very benefit to the young learners. Preparing the learners to study English as early as possible is very crucial because their brain is ready for learning and most of them can learn quite well.

In the teaching of a language, the four language skills namely listening, speaking, reading, and writing should be well taught and mastered by the students. Since English is a new subject for the most Junior High School students, the teachers have to make them be interested in studying. The interest is an important factor to make them pay attention to the subject. The aim of teaching English in Junior High School is to motivate them to be ready and have self confidence in learning English at higher level of education.

Learning vocabulary is a very important part of English learning. The students learn English in order to be able to communicate in that language. The students intend to be able to listen, to speak, to read, and to write English. The

material consists of spelling, Listening, vocabulary, writing, reading and functional skills as the basis to get simple language skill. A vocabulary is one of the important points of English learning. It is one of the language components and as a base of language. That is why the vocabulary building should be given to children. Getting many vocabularies are better because they will have stronger base in learning, and the simple vocabulary is the best choice for students (color, number, fruit and so on).

Teaching English at Junior High School students is different from teaching English at Higher level. The Junior High School students still like playing. Teaching children is not same as teaching adults because they have different characteristics and different motivations.

According to Harmer that *young children especially those up to the ages of thirteen or fourteen, learn differently from older children, adolescent and adults.*¹ In teaching English to children, a teacher plays an important role because he has to give the very basic introduction of the first foreign language. In order to make English teaching be successful, we have to consider some factors such as the quality of teacher, students' interest and motivation, the books used and the others. All of them were involved in a teaching and learning process.

By applying the Concept Attainment Model, the teachers should do something to help their students to improve their vocabulary achievement. The writer plans to apply the concept attainment model as an alternative for teaching names of objects. The junior high school students will be given something new

¹Harmer, J. 2004. *The practice of English language teaching*. Essex : Longman Press. P.82

and different from what they usually get in the class. They are not only as the objects of the teaching learning process but also the participants as well. In other words, the teachers make the students active instead of being silent. Through this study, the writer wants to investigate a new teaching technique in order to increase the quality of English teaching and learning process in Junior High School.

The Concept Attainment Model is widely useful. In many senses, much of language learning can be viewed as concept attainment is as much as the society has already devised categories of things and labels for those categories, and the language learner attains those concepts and learns those labels.²

According to Martomidjojo that *Model pembelajaran concept attainment merupakan metode yang efisien untuk mempresentasikan informasi yang telah terorganisir dari suatu topik yang luas menjadi topik yang lebih mudah dipahami untuk setiap stadium perkembangan konsep. Model pembelajaran concept attainment ini dapat memberikan suatu cara menyampaikan konsep dan mengklarifikasi konsep-konsep serta melatih siswa menjadi lebih efektif pada pengembangan konsep dan bisa membantu siswa disemua tingkatan usia dalam memahami konsep dan hipotesis latihan pengujian.* (The Concept Attainment Model is an efficient method for presenting information that has been organized on a topic that is easier to understand for every stage of development of the concept. This learning model can provide a way of conveying concepts and clarify concepts and to train students to become more effective in developing the concept and can help students at all age levels in understanding the concept and hypothesis

²Raths James, 1971. *Models for Teaching : second edition.* United States of America P.247

testing exercise).³ In other hand, According to Ahmed that all the students including low achievers and high achievers, who were taught through the Concept Attainment Model performed significantly better than their counterparts taught through traditional method. Study results proved that the concept attainment model emerged as effective instructional strategy in teaching of English.⁴

From the above results, it can be concluded that the Concept Attainment Model is one alternative and effective models to be applied in improving students' vocabulary. The students will get a lot of words and enjoy while they learn the vocabulary and will also motivate and encourage students to learn.

Based on the above conditions, the researcher is interested in doing the Class Action Research in term of improving students' vocabulary through concept attainment model. That is why the researcher wants to do a research under the title **“IMPROVING GRADE VIII STUDENTS’ VOCABULARY MASTERY THROUGH THE CONCEPT ATTAINMENT MODEL AT MTS AL – WASLIYAH TEMBUNG.”**

B. Identification of the study

In the line with the background of the research as described above the research problems are identified as follows:

³Martomidjojo,R. 2009. *Model pembelajaran concept attainment*.<http://russamsimartomidjojocentre.blogspot.co.id/2009/03/model-pembelajaran-concept-attainment.html> accessed on december 20,2016

⁴ Ahmed, I. 2012. *A Comparative Study of Effectiveness of Concept Attainment Model and Traditional Method in Teaching of English in Teacher Education Course*. Volume 12 : 3 March 2012, ISSN 1930-2940. www.languageindia.com

1. The teacher teaches English to the student with use method, but The students get difficulties to memorize vocabulary
2. The teacher teaches English to the students with lecturing method, but The students do not have many vocabularies
3. The teacher teaches English to the students with lecturing method, but The students have problem to remember vocabulary
4. The teacher teaches English to the students with lecturing method, but never uses the concept attainment model

C. Limitation of Study

The study focuses on two factors, they are using concept attainment model in process learning and the students' ability at adding vocabulary. The writer limits because it is supposed that the improvement of the concept attainment model on the students' ability at adding vocabulary is the easy way in process of learning.

D. Formulation of Study

Dealing with the background and the research problems above, the writer formulated the problem of the research as follow :

1. How is the students' vocabularies mastery by using concept attainment model?
2. How can concept attainment model improve the students' ability to improve vocabulary?

E. The objective of the study

The aims of this study are :

1. To know the students' vocabularies mastery use the concept attainment model.
2. To know the concept attainment model improve the students' ability to improve vocabulary.

F. The significance of the study

The findings of the study are expected to have both theoretical and practical importance to achieving a vocabulary as a process and product, especially within the frame of vocabulary.

1. Theoretically, the findings of the study are expected to increase, develop, and to enrich the theoretical of vocabulary.
2. Practically, the findings of the study are expected to be feedback for :
 - a. English lecturer

The findings of the study are expected to be useful for English lecturers in improving their teaching skill especially in teaching vocabulary.

- b. English lecturer

The findings of this study are given the teachers information about how to increase students vocabulary achievement by using concept attainment model.

- c. Students

The findings of this study are given to them as information in selecting the interesting and effective model to improve their vocabulary.

- d. It is also intended to be used as a reference for other researchers.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, the theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need be theoretically explained.

1. Vocabulary Mastery

1.1 Mastery

There are some definitions of mastery. According to Ellis, Mastery is comprehensive knowledge or use of a subject or instrument.⁵ Knowledge is a familiarity with someone or something. Which can include information, description or skill acquired through experience or education. It can refer to the theoretical or particular understanding of a subject.⁶ This idea is supported by Homby who defined the word “Mastery” as a complete knowledge or complete skill.

According to Procter the word of “Mastery” is derived from the word “master”, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.⁷ Knowledge is important thing to the student to get more information and minimalist misunderstanding. This idea is

⁵Ellis, *Master of the world*, 1998. P. 502

⁶Adrian, *Definition of Mastery*, 2012 (<http://en.wikipedia.org/wiki/knowledge.com>)
accessed on 28th december 2016 at 09.10 am

⁷ Procter, Paul. *New Universal Dictionary*. 1992. P.604

supported by Webster who defines the word ‘mastery’ as to become skilled of providing in or the use of something.

According to J.B.Sykes that mastering is from the verb “master”, the meaning is acquire complete knowledge of (subject) or facility in using (instrument, etc).⁸ information and skill acquired through experience or education; the theoretical or practical understanding of a subject.

Mastery is complete control or knowledge. This is in line with some terms used by linguists who prefer saying vocabulary knowledge to vocabulary mastery.⁹

Based on the definition above, it comes to the conclusion that mastery is the competency to understand the whole knowledge.

1.2 Vocabulary

According to Jackson, Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language.¹⁰

The vocabulary can be also be differentiated from it’s meaning, namely synonym, antonym, hyponym and metonym.

(a) Synonym refers to a relationship of ‘sameness of meaning’ that holds between two words. Synonym lists contain flashcards that have one or

⁸J.B.Sykes, *Introduction to physical education a humanistic perspective*.P.672

⁹ Burt, Angela. *a Guide to Better Grammar*, 1988. P.21

¹⁰ Jackson. *words, meaning and vocabulary: an Introduction to Modern Lexicology*, 2002. P.202

more words or phrases on one side, and synonyms for those words in the same language on the other side. Examples : love and like are synonyms, sick and ill are synonyms, marriage and wedding are synonyms.

(b) Antonym is meaning relation which is based on oppositeness.

Antonym list contain flashcards that have one or more words or phrases on one side, and antonym (words with opposite meaning) for those words (in the same language) on the other side. Examples : up and down are antonyms, dead and alive are antonyms, parent and child are antonym.

(c) Hyponym refers to a hierarchical 'group member' relation. For

example : the word *plant* with it is hyponyms *fungus*, *lichen*, *shrub*, *creeper*, and *tree*. In linguistics, a specific term used to designate a member of a class. For instance, *oak* is a hyponym of *tree*, and *dog* is a hyponym of *animal*.

(d) Metonym refers to a semantic relation of 'whole – part' in which

constitutes or holds all meanings of its part. The meaning relation of metonym also fined expression in some analytical definitions, e.g. *abdomen*, 'the part of the body' containing the *stomach*, *bowels*, *reproductive*, and *organs*. A metonym denotes a constituent part of, or a member of something. For example, '*finger*' is a metonym of '*hand*' because fingers are part of a hand.¹¹

¹¹Ibid . P.101

In addition, according to Merriam, vocabulary is : (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge, (3) a list or collection of terms or codes available for use (as in an indexing system), (4) a supply of expressive techniques or devices (as of an art from).¹²

Thornbury states vocabulary is very useful for anyone who studying a foreign language.¹³ In this case that vocabulary is one important are that should not be neglected in language and learning and it is very communication with other people in spoken or written form. Vocabulary can be divided into two types; they are receptive vocabulary and productive ones.

- Receptive Vocabulary

is words that can not be produced correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

- Productive Vocabulary

is involved in using the words to stand for the meaning it represents and being able to think of suitable for the word if there are any. Productive vocabulary includes words that we use when we speak or write the words that we use in our own speech and writing are called productive or active vocabulary. Productive or active vocabulary means language

¹² Merriam Webster's Dictionary.2003, P. 1400

¹³Scott, Thornbury, *How to Teach Vocabulary*. 2002. P.13

items which the learner can recall and use appropriately in speech or writing.¹⁴

Nunan explains that as part of language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most language into grammatical words, such as preposition, adverbs and content word.¹⁵

Vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also understands the meaning.¹⁶ Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Qur'an Surah Al – Baqarah in the 31 – 33thverse :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

- قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ -

- قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ -

It means : “and He taught Adam the names of all things; then He places them before the angels, and said : tell me the names of these if you are right (31). They said: “Glory to Thee : of knowledge we have none, save what thou has taught us; in truth it is thou art perfect in knowledge

¹⁴Gairns,Readman. *Working with Words : A Guide to Teaching and Learning Vocabulary*, 1986. P.65

¹⁵Nunan ,*second Language Teaching and Learning*. 1999. P.101

¹⁶ Hani Sutrisna. 2012. *Vocabulary for Daily Conversation*, Yogyakarta : Kawah Media, P.2

and wisdom (32). He said, "O Adam! Tell Them the names. When we had told them, Allah said ; "Did I tell you that I know the Secrets of the heaven and earth, and I know what ye reveal and what ye conceal?"¹⁷,

Based on the verse above, it describes the teaching process that is given by Allah Almighty to Prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So at least the first the verse shows, that man was created in a state of not knowing anything (not knowledgeable).

Learning vocabulary can be seen from the process teaching as Allah taught Adam the names of the whole thing. When, Education is a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It is fact that man can communicate well if he knows the names of something.

From the definition above that vocabulary is a component of language and number of words.

1.3 Vocabulary Mastery

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession.¹⁸ Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In

¹⁷*Al – Qur’an Tiga Bahasa*. 2010. Depok : Al – Huda. P. 8-9

¹⁸Napa, 1991.*Vocabulary development skills*.P.88

learning the four language skills (listening, speaking, reading, and writing). Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.¹⁹

According to Norma, Vocabulary mastery means the students having ability in understanding and using the vocabulary and know the meaning. There are 4th stages of the learner progress in mastery vocabulary: (a) progress extends from the beginning to the mastery of the fundamental of the structure and sounds system, (b) the vocabulary items should still consist of those that must be learned for production, (c) vocabulary mastery of recognition, (d) the choice of special areas of experience is necessary.²⁰

From the definition above that vocabulary mastery is competence to know words and meaning.

2. The Concept Attainment Model

2.1 Definition of The Concept Attainment Model

The Concept Attainment Model was originally designed Edgen and is based on the research efforts Brunner et al. The two information processing

¹⁹Martha,2010.*definition of vocabulary mastery* (<http://id.scribd.com/doc/18475644/vocabulary-mastery>). Accessed on December 28,2016

²⁰Norma, 1995.*Vocabulary mastery*. P. 17 – 18

Models are the general inductive and general deductive models. And inductive model designed to teach the concept attainment model. Although it is similar to the general inductive model in the type of reasoning used, it is specifically designed to teach only one form of content, concept. An understanding of concept learning in general is helpful to an understanding of the concept attainment model.²¹

The concept attainment model is an indirect instructional strategy that uses a structured inquiry process. It is based on the work of Jerome Bruner. In concept attainment model, student figure out the attributes of a group or category that has already been formed by the teacher. To do so, students compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups. The concept attainment model, then, is the search for and identification of attributes that can be used to distinguish examples of a given group or category from non examples.

The concept attainment model can best be described as an adapted language scheme which will unfold, rebuild and reconstruct cognitive structures in the mind of the learner. The strategy focuses on meaning and understanding of the concept. The student develops ‘thinking’ skills and reasoning abilities as they examine concept from expository texts.

The objective of the model is help the students internalize the scientific concept rather than foster mere understanding. The attainment of scientific

²¹Edgen,D.P, Donal P, Kauchak& Robert J.H.1979. *strategies for teacher*. united states of america.

concepts which are formed and evolved during the learning process rather than presented ready made to the child.

According to Joyce, the concept attainment model is important because :

(1) the purpose and emphasis of these two forms of categorizing behavior are different, (2) the steps of thinking processes are not the same, and (3) the two mental processes require different teaching processes.²²

Allah said in the Holy Qur'an in surah An-Nahl verse 125. It says:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: *“Invite (all) to the way of thy lord with wisdom and preaching; and argue with them in ways that are best and most gracious, for thy knowledge best, who have strayed from his path, and who receive guidance.”*²³(Q.S. An-Nahl: 125)

From the verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right strategy. It can help the teacher to make teaching learning process run well.

2.2 The Advantages of the concept attainment model

The concept attainment models are clearly has many advantages in teaching learning. The advantages are : (1) H. Cwelps to making connections

²²Joyce, B d Weil, M.1980. *model of teaching*. second edition. United States of America

²³<http://Alquran/english-Trans>

between what student know and what they will learn, (2) to learn how to examine a concept from a number of perspectives, (3) to learn how to sort out relevant information, (4) extend their knowledge of a concept by classifying more than one example of that concept, and (5) to associate a key term with a definition concept is learned more thoroughly and retention is improved.

2.3 Teaching Vocabulary by Using the Concept Attainment Model

The word concept refers not only to the object itself, but also to those attributes that make up's nation of the object. According to Bruner quoted by Joyce states that when one sees an object that it is red, shiny and roundish and makes the inference that it is apple, one is then enabled to infer further that "if it is an apple, it is also edible, juicy, will rot if left unrefrigerated. The working definition of a concept is the network or inferences that are or may be set into play by an act of categorization.²⁴ The concept attainment model inspires students to use critical thinking strategies to find critical attributes of a given concept. It seem like a game to students, but it actually requires higher level thinking skills.

The concept attainment model use pictures, words and/or real objects to present the concept attainment strategy. Sequence the items in the order provided. Always start with a "yes" example. Follow with a "no" example. The addition examples should be given in random order. Do avoid giving too many "no" examples at one time. They are given to help clarify what the "yes" examples have in common.

²⁴Joyce,B d Weil, M.1996. *model of teaching*. second edition. United States of America

Almost students felt difficult in mastering vocabulary because it is very hard for them to understand a long list of words. Thus, it is very important to choose learning strategy which can make them more enjoyable and more comfortable in the process of learning English.

The concept attainment is a good model in teaching vocabulary. Learning concept attainment sharpen thinking skill base. The concept of learning model attainment inherent teaching students to think, because in the concept attainment model learning, there are several steps that must be passed, as concept formation by considering its various attributes.

By using concept attainment model begins with giving examples of the application of the concept to be taught, then by observing examples and lowering the definition of these concepts. The most important thing that must be considered by a teacher in the use of this learning model is the selection of an appropriate example for the concept being taught, the example of things that are familiar to the student. In principle, concept attainment model of learning is a teaching strategy that use the data to teach concepts to student, where teachers start teaching by presenting data or examples, then the teacher asked the students to observe the data or examples. On the basis of these observations will form abstraction. Attainment concept learning model can help students at all age levels in the understanding of the concepts and hypothesis testing exercise.

According to Talkmitt, the procedure of concept attainment model are : (1) give the students some examples of mammals, (2) during the strategy, ask for additional “yes” examples to verify that students are getting the concept, (3) once

most students seem to have the concept, ask for critical attributes that describe the concept, (4) list the critical attributes on the board, (5) look at the critical attributes and derive a rule or a name for the concept, and (6) have students discuss their thinking processes throughout the strategy.²⁵

According to Bruner, Goodnow & Austin quoted by Martomidjojo states concept of learning is to find and list attainment attributes that can be used to set example (exemplars) rather than examples (non – exemplars) from various categories.²⁶ While the establishment of the concept (concept formation), constitute the basis of inductive learning model. Learning concept attainment requires a fundamental decision to categories that will be constructed, requiring a student to be able to describe an attribute of a category that is ready to be formed in the brains of student through a compare and contract examples (called exemplars) that it contains characteristic (attributes) of a concept with examples that do not contain attributes.

To conduct the learning of the concept attainment model, 15 pair of students are needed and if the concept is more and more complex, of course, take a lot of pair a student. Attainment concept learning process starts with a question addressed to the student to examine carefully a sentence and the students give serious attention to the words that have been underlined. Then a teacher instructed the students to compare and contrast the function of exemplar positive and

²⁵Talkmitt S. 2008. *teaching strategies*. Texas Tech University T-STEM Center/CISERCAST. <http://olc.spsd.sk.ca/de/pd/instr/strats/cattain/index.html>. Accessed on December 30, 2016

²⁶Martomidjojo,R. 2009. *Model pembelajaran concept attainment*.<http://russamsimartomidjojocentre.blogspot.co.id/2009/03/model-pembelajaran-concept-attainment.html> accessed on december 20,2016

negative exemplar. Exemplar positive for something that is common work activities performed by the students in make sentences. Negative exemplars does not different work.

Learning the concept attainment model many involving mental operations students. In this case, the scientific model is needed to identify students mental operations, especially for the achievement of the concept in a short time, including behavior analysis, observations, and ask must be done as a learning task. Analysis of behavior based on mental operation test students. Students are instructed to make notes about what they believe about exemplar already has. Then, the teacher gives some exemplar set and asked them if they still have the same idea. If not, the teacher asked what they are thinking. The teacher continues to present exemplar that most students have an idea that they think will withstand the rigor of his research. At the time, the teacher asked one student to combine the idea of his friend and his friends how to incorporate his ideas.

3. Conceptual of Framework

Vocabulary is one of the most important parts of communication. In mastering English, students must have adequate vocabulary. Therefore, vocabulary is a breath of language. Without vocabulary proficiency, the students automatically cannot obtain the four skills of English, such as speaking, listening, reading and writing. The bigger vocabulary they have, the easier to master English they feel.

In obtaining those four skills of English, the teacher is suggested to use an effective strategy while teaching vocabulary. By using concept attainment model,

the students are expected to find their new words themselves that are related to the keyword or target word and then they put all new words in the line.

While doing these activities, the teacher should be aware that it is impossible to understand those words quickly. Thus, the teacher has to make some repetition to the next meeting to help the students in understanding the new vocabularies. Meanwhile, the teacher has to limit the vocabulary because the more vocabulary they get, the more difficult to absorb it. For that reason, the teacher should be careful in choosing the words based on the level of the students. By doing all the activities through concept attainment model, the students are expected to have fun in learning vocabulary. Therefore, mastering a certain amount of vocabulary is accepted that students can communicate fluently.

4. Hypothesis

Based on the explanation of the theoretical and framework of taught above, the hypothesis of the research is drawn as the following:

Ha : There is significant improves the concept attainment model to the students' in vocabulary mastery.

Ho : There is no significant improves the concept attainment model to the students' in vocabulary mastery.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Location of This Study

This study will be done at MTs Al Washliyah Tembung. The reason in choosing the location are :

- a. The same little hasn't been done before
- b. This location is PPL location's researcher, so that it's easy to get the data
- c. This little is never researched at that location.

B. Research Design

This study applied Classroom Action Research (CAR). Small – scale classroom research implemented by teachers and directed at improving learning outcomes is called Action Research as the research design used in social and education sciences, primarily used for social science or reality. According to Wallace, action research is defined as the systematic collection and analysis of data relating to the improvement of some area of professional field. The purposes of action research are to improve the quality of studying practice, to find solution and to solve the problem.²⁷

²⁷ Michael J. Wallace, *Action Research for Language Teachers*, (United Kingdom : Cambridge University , 1998), p.1

The action research can be implemented for teaching and learning process in the classroom therefore; the action research used in the classroom is called Classroom Action Research (CAR). Classroom Action Research referred to classroom, investigation applied by researcher, perhaps teachers, who looked critically at their own teaching, and the quality of education.

Action research is cyclical process and each cycle consists of four steps, namely planning, acting, observing, and reflecting. Action research is a dynamic process in which these four steps are to be understood not as static steps, complete in themselves, but rather as a moments in the action research spiral of planning, acting, observing, and reflecting.

The four steps to conduct Classroom Action Research namely :

1) Planning

Planning is the arrangement for doing something considered in advance. It is prepared as a handbook for the teacher which is used in classroom to show the action. Planning involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered. In this step, we think and consider what action will be done, how method will be applied, and what material will be provided. Planning should be based on the problem identified which is done in the pre – research.

2) Acting

Acting is the process of doing something. It is the step of implementing of all planning arranged. This is the realization of education theory and

teaching technique prepared before. In this step, the researcher applies what the researcher has planned.

3) Observing

Observing is done while the action is being done. Observation is some activities that consist of gathering data to identify the result of action. Observation process can be done by teacher or assist by other.

Observing is purposes to find out information of action. It is collected as the data which are used as a basic of reflection. So, the observation should be done carefully either by the researcher or by collaborator.

4) Reflecting

Reflecting is a feedback process from the action which has been done before. Reflection is used to help the teacher make the decision what to do next. In the phrase, the researcher needs to involve a collaborator as in the observation in order to help the researcher reflect and evaluate what have been done, and discuss what should be improved for the next cycle dealing with the researcher's purpose to improve the learner's vocabulary mastery. Based on the statement above, it would be stated that classroom action research aims to improve students' learning and the outcomes of teaching learning process. It is an approach to improve teaching practice. Moreover, it concerns to four steps namely : planning, action, observation, and reflection.²⁸

²⁸ Suharsimi Arikunto, penelitian tindakan kelas, (Jakarta : bumi aksara, 2010), p. 2

C. Subject of The Study

Syahrum and Salim said that subject who being researched in qualitative is mentioned by informant which become a relationship or counselor for getting information that need by research. The sampling is based on total sampling technique.²⁹

The subject of this study was the grade eight, exactly the students of the class VIII – 3 of MTs Al Washliyah Tembung. This school consisted of eight parallel classes of eight grade students, namely VIII – 1 until VIII – 10. each class approximately consisted of 30 students. Others individuals who provided information on the subject under research were classified as informant. It was included the English teacher and the principle of MTs Al Washliyah Tembung.

D. Instrument of Collecting Data

The data for this study was the contribution of quantitative and qualitative. The qualitative data were taken from observation sheet, interview and diary notes. The quantitative data were taken from vocabulary test.

1. The Quantitative Data

The quantitative data were taken from the result of some competence tests. Test is a short examination of knowledge or ability. Consisting of questions that must be answered. It is given to know the students' ability in mastery vocabulary.

²⁹ Syahrum dan salim, 2007. Metode penelitian kualitatif. Bandung : citapustaka media), p. 142

2. The Qualitative Data

The qualitative data were taken from the diary notes, interview sheet, and observation sheet. In the qualitative data, both teacher and student's behavior were evaluated during the process of teaching and learning.

1. Diary notes.

Diary notes were used to write down the situation when teaching and learning process was done. The diary notes were useful for knowing all the student's activities, students' difficulties and students' interest during the teaching and learning process.

2. Interview sheet

Interview was a question and answer activity which was done by researcher that we asked to English teacher and the students to collect instrument about the students and teaching learning process. The interview was conducted by interviewing the students and also the teacher. Based on the interview, it was found that the teacher had a problem in teaching vocabulary because some students had low vocabulary mastery and some of them were not interested to study vocabulary.

3. Observation sheet

Observation is action of watching something carefully. The comment or remark base on something will be seen writing in observation sheet. Observation will be used in the sense "an act or instance of watching", as in "observation of a lunar aclipse." The distinction is in fact usually follow in actual usage. The use

observations to mean an act of happen in the classroom during the teaching learning process.

Based on the researcher's observation, this noted the students' attitude during the teaching and learning process. The researcher found that the student were paying attention to the teacher when the teacher explained about concept attainment model.

4. Document

Document is anything written that contains information serving as proof. According to Syahrums and Salim, all of data are collected and interpreted by researcher and they also were support by some media such as ; photo, diary note, and which related research focusing.

5. Test

Test is a set of assignments that give to the students or set problems given to the students see their ability in doing the assignment. The instrument for collecting the data are by answering the question base on the evaluation of the components of vocabulary test.

E. Procedure of Collecting Data

The procedures of collecting data for this study was conducted by implementing two cycles where in each cycle applied four step, namely ;

- (1) Plan,
- (2) Action,
- (3) Observation, and
- (4) Reflection.

Then two cycle was carried out in five meeting. The steps will be seen in the following figure.

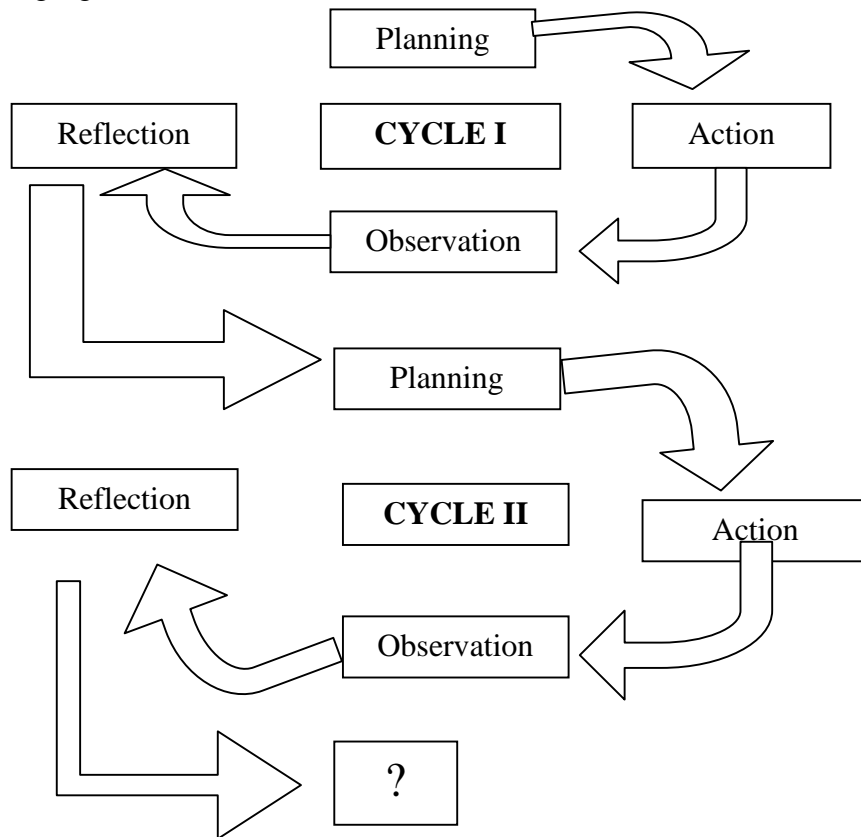


Figure I. simple Action Research Model

The procedure of data collection in each cycle can be seen as follows :

Cycle I.

1. Planning :
 - a. Administrated the orientation test to obtain the level of students' current mastery. The students were asked to transpose the letters of one word to another word, which consisting of twenty five items.
 - b. Prepared the lesson plan about improving students' vocabulary mastery by using concept attainment model.

- c. Prepared the equipments that were necessary, such problem sheet / answer sheet.
- d. Developed an observation.

2. Action :

- a. Implemented to scenario of teaching and learning process in classroom by using Concept Attainment Model.
- b. Assignment the first test to the students.

The test consisted of 30 items, which was divide into five parts. Each part consisted of five item. The first part was forming another word from the key word; the second part was rearranging the letters in bracket after that fill in each blank with the appropriate concept attainment model to complete the sentence; the third part was omitting one or some letters of the key word and transposing the rest; the fourth part was transposing the letters of the word and form another word by using those letters exactly once based on the definition; the last part wrote in the blank the names of things hidden in the words and phrases appropriate to the clue.

3. Observing :

- a. Checked the observing sheet by checklist the observation format.
- b. Took the diary notes, analyzed the classroom and wrote all of the action that happened in the classroom. It was done to know the students' interest in learning vocabulary by using concept attainment model in improving students' vocabulary mastery.

4. Reflecting :

- a. What the evaluation of teaching and learning process.

- b. Reflected and evaluated what had been done.

Cycle II

1. Identification a new problem which appears based on cycle I.
2. Changing and revising the scenario of teaching and learning process which has been revised.
3. Gave the second test (last test)
4. Conducting an interview to know the students' perception about studying by using concept attainment model.

F. Technique of Collecting Data

The data for this study was collected through quantitative and qualitative way. In collecting quantitative data, the researcher gave written assessments to the students as the instrument. It was to analyze the students' learning level. The students were asked to answer all the question given. The test was essay test. There were about twenty five questions for each cycle. In scoring the vocabulary test, it was determined that the ranging from 0 – 100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula :

$$S = \frac{R}{N} \times 100 \%$$

Where :

S = score of the test

R = the number of correct answer.

N = the number of the question

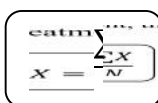
In the collecting data, the researcher used observation sheets focusing on what was happening in the classroom (classroom management) taken by the collaborator, interviewing the students to obtain about their interest and difficulties in learning vocabulary, diary notes to record events in a chronological events which showed thoughts and feelings important to the researcher, as the instrument.³⁰

G. Technique of Analysis Data

This study was applied quantitative and qualitative data, in which the quantitative data used to analyze students' score of vocabulary assessment, while qualitative data used to describe the situation during the teaching learning process.

The quantitative data collected and analyzed by computing the score of written vocabulary assessment given in each treatment, while qualitative data analyzed from observation sheets and diary notes to describe the improvement of students' vocabulary mastery by using concept attainment model. These data expected to get satisfying result.

To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula :



A hand-drawn diagram showing the formula for the mean. It consists of a rounded rectangle containing the text 'eatom' at the top, followed by the mathematical expression $X = \frac{\sum X}{N}$. The summation symbol \sum has a small 'X' above it, and the denominator 'N' is enclosed in a separate box.

Where :

³⁰ Anas Sudjino, pengantar statistic pendidikan, (Jakarta : PT. Raja Gravindo, 2004), p. 30

X = the mean of the students

$\sum X$ = the total score

N = the number of students

Next, the number of the students will calculate by applying the formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = the percentage of students who get point 75

R = the percentage of students who get point 75 to up

T = total number of students who do the test

Therefore, by applying of the data, it was expected that improvement students' vocabulary mastery through the Concept Attainment Model was achieved by using percentage.

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

The data in this research was taken from Diary Notes, Interview, Observation sheet and Vocabulary test (multiple choice). To collect the data, the writer did the observation in the classroom by interviewing the teacher and the students. Then, the writer consulted with the teacher about what they would do.

The main focus of this research was actions which were done in two cycles. Every cycle had four phases namely planning, acting, observing, and reflecting. The research was done only to one class ; the class was chosen is VIII 3 which consistent of 30 students. They were never absent during the writer conducting the research from the first meeting until the last meeting.

1. Preliminary Study

The research analyzed data from two kinds of data, they were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet, interview, diary notes and photography.

1.1 The Quantitative Data

The quantitative data were taken from the result of vocabulary test that consisted of 30 multiple choice items. The test was still relevant with the topic which was been discussed of each cycle in the classroom. The vocabulary test was

carried out in two cycles. In two cycles, the writer conducted six meeting. The vocabulary test was given to the students at the end of each cycle. The result of students' score could be seen in Appendix XI.

1.2 The Qualitative Data

1. Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of the students were lazy to learned vocabulary, but when teacher apply the concept attainment model, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary. The result of this diary notes is put on diary notes. It was found the complete information about the diary notes in Appendix VII.

2. Observation

At every meeting, the collaborator filled in the observation sheet. The result at the end of the first cycle were : (a) many students did not pay attention to the teacher's explanation because the teacher did not give the motivation to the students to show their best in learning vocabulary, (b) many students were still confused of how to apply concept attainment model because the teacher did not explain it so the students could not work in group well, (c) teacher did not give instruction clearly about what would be done by the students in group so that the students were confused when doing their tasks, (d) some of the students were making noise during learning process that

distributed the learning process. Some of them did not sit in their group so they did not participate in group discussion. It caused by the teacher did not pay attention and control all groups, (e) many students were not share in their group of team work among the members of group because they were still confused to apply the technique, (f) many students did not have chance to ask the material that they did not understand because the teacher was not able to manage the time effectively and efficiently.

But in cycle II, the collaborator found that the teaching learning process which was thought by concept attainment well. The situation of the teaching learning process was comfort and enjoyable. In this cycle, the teacher gave more attention to every group and moved around the group and helps them to work in their group. During the teaching learning process, the students participated and gave good response. They more active asked about lesson. They were so excited with the new topic even though sometimes they were noisy and chat with their friends. It was found the complete information about the observation sheet in Appendix VIII.

3. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the technique to the English teacher and some of the students who got the law and high value during the learning process. From the students and teacher's answer in interview, showed that the teacher felt the learning process was more active and the students' ability were increasing

also. From the students in interview pointed that they pleasure and enjoy learned vocabulary through concept attainment model. The transcription of interview could be seen in Appendix IX.

4. Photography

Photography as a documentation or responding observation for researcher to each every moment which considered important. The photography taken while the teacher taught them in front of the classroom, when the students did the concept attainment model, did the vocabulary test and also their reaction during the teaching and learning process in the classroom. The photography was taken while the teaching and learning process in cycle I and cycle II. The photography could be seen in Appendix X

2. The First Cycle

The first cycle was done in three meeting, the detail was below :

Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 3 meetings. The topic which discussed was about “my mother”. In planning of action research, research had been prepared :

1. Reading material which was suitable with topic discussion. The title of reading material about “my mother”
2. Concept attainment which still related with the topic of study
3. Exercise

All the material above used by researcher to taught the students in the classroom.

Action

In the first cycle the researcher as the teacher divided students into some groups and each group consisted of four students. The total number of students in VIII 3 was 30 students. So, there were five group of discussion in classroom

After divided students into some groups, researcher introduced the topic discussion and also handed out the reading text and exercise to every student. Teacher did the warming up about the topic which was discussed. Warmed up which was done by teacher was the simple question about my mother.

After a warmed up, teacher continued the study and asked them to reading passage. Some students who were referred by teacher should read the reading passage. After finished to read the passage, teacher and students translated the passage and also asked the students to answer the exercise. The answer of the exercise also discussed together with the students in classroom.

In the last meeting of studying, teacher handed out of concept attainment to every group. Teacher gave instruction to the students about concept attainment model. To solve the concept attainment gave them a time approximately 30 minutes. Before teacher gave them a test in cycle I, teacher reviewed the topic of study which had been discussed in the classroom in order to make easier to answer the test.

Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did concept attainment in their group although some of them still lack of vocabulary. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answered the clues of concept attainment in their group.

The activity of students could be seen in Diary Notes and also Photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before.

Reflection

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of Pre-Test. But, it needed more improvement in their vocabulary because some of them still confused and difficult to understand some English vocabulary.

In the second cycle, researcher as teacher improved their vocabulary with more vocabulary which to them related with the topic discussion.

3. The Second Cycle

After doing the first cycle, the students' problems were found and it given information about students' vocabulary. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in three meeting. It was expected that the second cycle of action research would get better than the first cycle. In this cycle, researcher gave them more motivation and also more explanation about vocabulary which suitable with topic discussion. The second cycle of Action Research as follow :

Planning

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about "Sports". Here, researcher made more English vocabulary about "Sports" to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I.

1. Some pictures of Sports
2. Exercise
3. Vocabulary test that consisted of 30 multiple choice items.

All of the materials above used by researcher to taught the students in the classroom.

Action

In the second cycle, researcher handed out text about “Sports” and also an exercise which still related with it. Before teacher taught the lesson, it would be better for teacher to do the warmed up to the students. The warmed up was still in form of question and students should be answered the question which given to them. The question are :

1. What is the meaning of “Sports”?
2. How many kinds of Sports in this world? What are they?
3. Mention some sports that you always included in your daily life ?

After a warmed up, teacher continued the lesson and asked them to read the reading text. Some students who were referred by teacher should read the reading text. After finished to read the text, teacher and students translated the text and also asked the students to answer the exercise. The answer of the exercise also discussed together with the student in the classroom.

In the last meeting of studying, teacher handed out of concept attainment model to every group. Teacher gave instruction to the students about concept attainment model. Concept attainment model in this cycle was really different from concept attainment model in cycle I because the students given the opinion of pictures. In solving the concept attainment model teacher gave them a time approximately 30 minutes.

Before teacher gave them a test in cycle I, teacher reviewed the topic of study which had been discussed in the classroom in order to make them easier to make them easier to answer the test.

Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about vocabulary. They really liked the topic discussion which given by teacher namely “Sports”. They were active during teaching learning process and more enthusiastically than before.

Reflection

Having checked the student’s vocabulary test that consisted of 30 multiple choices items ; it found that the students’ score showed the improvement. Based on the observation and the result of their test, researcher concluded that the students had mastery vocabulary through concept attainment model. The students’ score in the second cycle had improved then in the cycle I.

B. Research Finding

As we could seen in Appendix XI, the score of students in vocabulary test (multiple choice items) increased from the pre-test, post-test in cycle I until the post-test in cycle II. The researcher gave them vocabulary items of 30 multiple choices items at the end of topic which has been finished to be discuss or the end of each cycle. It was found out that the students’ score for the vocabulary test kept improving from meeting to meeting. The students’ score in post test of cycle II was higher than the post test of cycle I.

The descriptive technique was used in this study to analyze the data which has been got. To determine the extent of the students vocabulary mastery, the certain criteria was referring to Assessment of Standards Reference.

Data Frequency Distribution for Score

a. Pre Test

Number	Score interval	frequency	percentage	The Quality	category
4	85 – 100	-	0	A	Very High
3	70 – 84	4 students	13.33 %	B	High
2	60 – 69	-	0	C	Enough
1	50 – 59	4 students	13.33 %	D	Low
0	0 – 49	22 students	73.33 %	E	Very Low
Total		30 students	100 %		

Table I. Data Frequency Distribution for Score of Pre – Test

b. Post Test I

Number	Score interval	frequency	percentage	The Quality	category
4	85 – 100	-	0	A	Very High
3	70 – 84	9 students	30 %	B	High
2	60 – 69	5 students	16.67 %	C	Enough
1	50 – 59	4 students	13.33 %	D	Low
0	0 – 49	12 students	40 %	E	Very Low
Total		30 students	100 %		

Table II. Data Frequency Distribution for Score of Post – Test I

c. Post Test II

Number	Score interval	frequency	percentage	The Quality	category
4	85 – 100	13 students	43.33 %	A	Very High
3	70 – 84	13 students	43.33 %	B	High
2	60 – 69	3 student	10 %	C	Enough
1	50 – 59	1 student	3.33 %	D	Low
0	0 – 49	-	0	E	Very Low
Total		30 students	100 %		

Table III. Data Frequency Distribution for Score of Post – Test II

The improving of the students' score in vocabulary through concept Attainment model also could be seen from the mean of the students' score during the research. The writer applied the following formula:

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

Where :

X = the mean of the students

$\sum X$ = the total score

N = the number of students

In the pre test, the total score of the students was 1340 and the number of the

students was 30, so the mean was $X = \frac{1340}{30} = 44.66$

In the post test I, the total score of the students was 1714 and the number of the

students was 30, so the mean was $X = \frac{1714}{30} = 57.13$

In the post test II, the total score of the students was 2398 and the number of the students was 30, so the mean was $X = \frac{2398}{30} = 79.93$

Table IV. The Mean of Students' Score

(X)	Pre – Test	Post – Test I	Post – Test II
Mean	44.66	57.13	79.93

The mean of the students' score in the post test of cycle II was highest, so it could be said that the students' vocabulary mastery through concept attainment model from 44.66 to 79.93.

The number of students was calculated by applying the formula :

$$P = \frac{R}{T} \times 100 \%$$

Where :

P = the percentage of students who get point 75

R = the percentage of students who get point 75 to up

T = total number of students who do the test

The percentage of the improvement students' vocabulary mastery could be seen as follow :

1. $P1 = \frac{4}{30} \times 100 \% = 13.33 \%$
2. $P2 = \frac{9}{30} \times 100 \% = 30 \%$

$$3. P3 = \frac{26}{30} \times 100 \% = 86.67 \%$$

The result showed the improvement of the students' scores from the Pre Test of the Post Test of cycle I, Post Test of cycle I to Post Test cycle II. When the first test (pre test) was conducted to the students there were only 13.33 % or four students who got the score above 75. In the second test (post test I) which was conducted to the students in cycle I of action research, there were 30 % or nine students who got the score above 75. It means there is an improvement of students in their vocabulary about 16.67 % compared with the first test (Pre Test). In the third test (Post Test II) was conducted to the students in cycle II of action research, there was 86.67 % or twenty six students who got the score above 75. It meant there was an improvement of students in their vocabulary about 56.67 % compared with the second test (Post Test I) therefore, it could be concluded that concept attainment model could improve students' vocabulary mastery.

Table V. The Percentage of the Students' Vocabulary Mastery

Test	Number of Students	Students' Percentage
Pre Test	4	13.33 %
Post Test I	9	30 %
Post Test II	26	86.67

C. Discussion

The result was indicated that there was an improvement on the students' vocabulary mastery through concept attainment as a model. The mean of the first

cycle was 57.13 it was very low. The mean of second cycle was 79.93 it was indicated that the scores and the mean in second cycles were better than first cycle. The percentage of students who got point > 75 also grew up. In the Pre – Test, the students who got point > 75 were 4 students (13.33 %). In the Post Test of cycle I students who got point > 75 there were 9 students (30 %). It means that there is an improvement about 16.67 %. The post test of cycle II, students who got point > 75 there were 26 students (86.67 %) and the improvement was about 57.13 %. For the total improvement of the students' score from Pre Test to Post Test of cycle II was 73.34 %. In other words, the students' ability at vocabulary mastery became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the diary notes, interview, observation sheet and photography. All of these was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It could be concluded that concept attainment could improve students' vocabulary mastery.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. After analyzing the data, it was found out that the students' vocabulary mastery by using concept attainment model can improve in each test. It can be seen in the students' score from the pre – test until the post – test of cycle I and cycle II.

The means of students' score in pre – test was (44.66). The means of students' score in post – test of cycle I was (57.13). The means of students' score in post – test of cycle II was (79.93).

2. The concept attainment model can motivate the students' ability to improve vocabulary. It can be seen from the process of learning vocabulary by steps of concept attainment model. Before the researcher apply concept attainment model, the students confused in learning vocabulary. But, after the implementation of concept attainment model, the students easy to understand the material and they can share their knowledge about vocabulary.

B. Suggestions

The result of this study shows that the use of concept attainment model improved the students' vocabulary mastery. Therefore, the following suggestions are offered :

1. To the English teacher to use the concept attainment model to increase the students' vocabulary mastery.
2. To the students in order to motivate them to enrich their vocabulary.
3. To headmaster uses the result of this research as an input to improve the teachers strategy in teaching vocabulary.
4. To stakeholders to use this result of study to improve the quality of teaching and learning English in the classroom.

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Appendix I

Cycle I

LESSON PLAN

School : MTs Al WashliyahTembung

Subject : English

Grade : VIII of Junior High School

Time : 2 x 40 minutes

Meeting : 1 & 2

Standard Competence :

- Comprehending the meaning of written functional text which forms is descriptive related to surrounding environment.

Basic Competence

- Reading aloud the meaning of written functional text and simple short essay which form descriptive text with utterance, stress intonation which has relationship with surrounding environment.

Indicators :

- To mention the words
- To recognize the words
- To know the meanings of the words
- To know the purpose of the text

I. Learning Objective :

- The students are able to mention the words
- The students are able to recognize the words
- The students are able to know the meanings of the words
- The students are able to know the purpose of the text

Appendix II

Pre test

Name :

Class :

I have a cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I gave spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. Spot usually sleeps on the sofa in the living room or sometimes under the table.

Answer question below consist of the characteristics of "I have a cat"

1.A regular house cat is?

- | | |
|----------|-----------|
| A. Sport | C. Spout |
| B. Spot | D. Spouse |

2.He likes to chase everyone in my.....?

- | | |
|------------|----------|
| A. Kitchen | C. Hall |
| B. Car | D. House |

3.He has orange fur with..... And.....spots?

- | | |
|-----------------|------------------|
| A. White, black | C. black, blue |
| B. White, red | D. black, yellow |

4.Spot does not like.....

- | | |
|---------|---------|
| A. Cake | C. Meat |
| B. Milk | D. Rice |

5.Spot usually sleeps on the..... or sometimes.....?

- | | |
|----------------------|---|
| A. Car, on the table | C. Sofa in the living room, under the table |
| B. Chair, sofa | D. Sofa, under the bed room |

6.He likes to run around.....

- | | |
|--------------|-------------|
| A. The house | C. The car |
| B. The hall | D. The room |

7.Spot is an active.....

- | | |
|-----------|----------|
| A. Things | C. Human |
| B. Animal | D. Man |

Miley Cyrus

Her names is Miley Cyrus. She is an actress and singer from USA. She was born on November 23, 1992 in franklin, Tennessee. Miley Cyrus is the daughters of a country singer. Billy Ray Cyrus. Her mother is Dolly Parton, a famous American singer.

Miley Cyrus has an oval face. Her hair is wavy. The colour is brown. Miley cyrus is a vegetarian. She doesn't like eating some meat. Her favourite meal is Chinese food. Miley Cyrus has a bad habit. She likes to bite her nail very often.

Answer question below consist of the characteristics of "Miley Cyrus"

8. Is Miley Cyrus a job?
 - A. Actress and Singer
 - B. Teacher
 - C. Doctor
 - D. Lecturer
9. Where is Miley Cyrus come from?
 - A. USA
 - B. English
 - C. India
 - D. Brazil
10. When she was born?
 - A. November 03,1992
 - B. November 23,1992
 - C. November 22,1992
 - D. November 23, 1991
11. What is mother's Miley Cyrus name?
 - A. Chicken
 - B. Billy Cyrus
 - C. Dolly Parton
 - D. Sarah Wilsen
12. What she always bite?
 - A. Head
 - B. Hand
 - C. Nails
 - D. Hairs

13.....

Stadium

15.....

Sports

14.....

16.....

- 13. A. A warm
B. West
- 14. A. Reference
B. Reply
- 15. A. Pitch
B. Pitchblende
- 16. A. Field
B. Fill
- C. Whistle
- D. Whisper
- C. Restart
- D. Referee
- C. Pitfall
- D. Climbing
- C. Fed
- D. Felt

17.....	18.....	Atmosphere
	SKY	
19.....	Sun	20.....

- 17. A. Moonshine
B. Moodiness
- 18. A. Aircraft
B. Airport
- 19. A. Bat
B. Bird
- 20. A. Rain
B. Run
- C. Moody
- D. Moon
- C. Airfield
- D. Airman
- C. Flower
- D. Green
- C. Raiw
- D. Reign

My Mother

I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and has loves to help people. I love my mom, because she is good example to me. She loves being in the mosque. And she loves sing and dance too.

She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some place,

she always give me it kiss, and when the family have a problem she always be with us to helps us and give us all her love.

Answer question below consist of the characteristics of “My Mother”

21. A. Beautiful
B. Ugly
C. Arrogant
D. Stingy
22. A. Her eyes color is like honey
B. Her eyes color is like moon
C. Her eyes color is like stars
D. Her eyes color is like water
23. A. Her skin color dark brown
B. Her skin color tan
C. Her skin color light yellow
D. Her skin color light brown
24. A. She has a nice smile
B. she has a car
C. She has a long hair
D. She has a beautiful smile
25. A. Kind person
B. Bad person
C. Arrogant
D. Tiny
26. A. Her weight likes 122 lbs
B. Her weight likes 120 lbs
C. Her weight likes 110 lbs
D. Her weight likes 112 lbs
27. A. She is very nice
B. She is very proud
C. She is very poor
D. She is very friendly and patient.
28. A. She loves to swim
B. She like shopping
C. She like hang out
D. She love sing and dance
29. A. She doesn't like messes
B. She doesn't like swim
C. She doesn't like shopping
D. She doesn't like dancing
30. A. She is so bad
B. she is so tiny
C. She is so sweet and lovely
D. She is so arrogant

Appendix III

Post Test I

Name :

Class :

I have a cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I gave spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. Spot usually sleeps on the sofa in the living room or sometimes under the table.

Answer question below consist of the characteristics of "I have a cat"

1.A regular house cat is?

- | | |
|----------|-----------|
| A. Sport | C. Spout |
| B. Spot | D. Spouse |

2.He likes to chase everyone in my.....?

- | | |
|------------|----------|
| A. Kitchen | C. Hall |
| B. Car | D. House |

3.He has orange fur with..... And.....spots?

- | | |
|-----------------|------------------|
| A. White, black | C. black, blue |
| B. White, red | D. black, yellow |

4.Spot does not like.....

- | | |
|---------|---------|
| A. Cake | C. Meat |
| B. Milk | D. Rice |

5.Spot usually sleeps on the..... or sometimes.....?

- | | |
|----------------------|---|
| A. Car, on the table | C. Sofa in the living room, under the table |
| B. Chair, sofa | D. Sofa, under the bed room |

6.He likes to run around.....

- | | |
|--------------|-------------|
| A. The house | C. The car |
| B. The hall | D. The room |

7.Spot is an active.....

- | | |
|-----------|----------|
| A. Things | C. Human |
| B. Animal | D. Man |

My Mother

I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

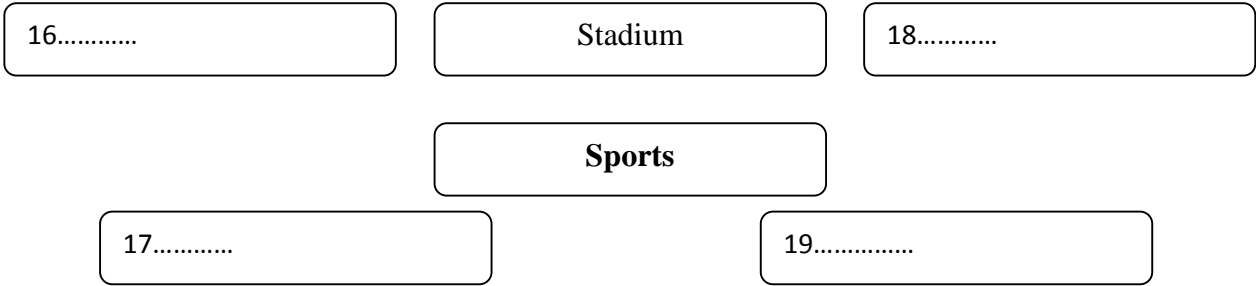
She is a very kind person. She is very lovely, friendly, patient, and has loves to help people. I love my mom, because she is good example to me. She loves being in the mosque. And she loves sing and dance too.

She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some place, she always give me it kiss, and when the family have a problem she always be with us to helps us and give us all her love.

Answer question below consist of the characteristics of "My Mother"

8. A. Beautiful
B. Ugly
C. Arrogant
D. Stingy
9. A. Her eyes color is like honey
B. Her eyes color is like moon
C. Her eyes color is like stars
D. Her eyes color is like water
10. A. Her skin color dark brown
B. Her skin color tan
C. Her skin color light yellow
D. Her skin color light brown
11. A. She has a nice smile
B. she has a car
C. She has a long hair
D. She has a beautiful smile
12. A. Kind person
B. Bad person
C. Arrogant
D. Tiny
13. A. Her weight likes 122 lbs
B. Her weight likes 120 lbs
C. Her weight likes 110 lbs
D. Her weight likes 112 lbs
14. A. She is very nice
B. She is very proud
C. She is very poor
D. She is very friendly and patient.
15. A. She loves to swim
B. She like shopping
C. She like hang out
D. She love sing and dance



- | | |
|------------------|-------------|
| 16. A. A warm | C. Whistle |
| B. West | D. Whisper |
| 17. A. Reference | C. Restart |
| B. Reply | D. Referee |
| 18. A. Pitch | C. Pitfall |
| B. Pitchblende | D. Climbing |
| 19. A. Field | C. Fed |
| B. Fill | D. Felt |

Singapore

Singapore is a city state. It is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philipiness and Brunei. It belongs to ASEAN, the Association of South East Asian Nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal ika”. Chinese, Malay Indians and Eurasians make up its citizen. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand’s and Arab’s also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customers, cultures and foods of nearly all Asia in Singapore.

20. The text mainly talks about Singapore as....
- | | |
|--------------|-----------------|
| A. A nation | C. A republic |
| B. An island | D. A city state |
21. Singapore’s citizens consist of....
- | | |
|----------------------------|--|
| A. Brunei, Indians | C.Chinese,Malays,Indians,and Eurasians |
| B. Chinese, Thais and Arab | D. Eurasians and Philippines |
22. “.... Koreans, Thais and Arabs live on that tiny island.”(paragraph 2)
The underlined word may be replaced by “very....”
- | | |
|---------|----------|
| A. Cute | C. Small |
| B. Huge | D. Broad |
23. Like Indonesia, Singapore is a country?

- A. Bhinneka Tunggal Ika
- B. ASEAN
- C. Citizen
- D. Island

24.....

25.....

Atmosphere

SKY

26.....

Sun

27.....

- 24. A. Moonshine
- B. Moodiness
- 25. A. Aircraft
- B. Airport
- 26. A. Bat
- B. Bird
- 27. A. Rain
- B. Run
- C. Moody
- D. Moon
- C. Airfield
- D. Airman
- C. Flower
- D. Green
- C. Raiw
- D. Reign

Miley Cyrus

Her names is Miley Cyrus. She is an actress and singer from USA. She was born on November 23, 1992 in franklin, Tennessee. Miley Cyrus is the daughters of a country singer. Billy Ray Cyrus. Her mother is Dolly Parton, a famous American singer.

Miley Cyrus has an oval face. Her hair is wavy. The colour is brown. Miley cyrus is a vegetarian. She doesn't like eating some meat. Her favourite meal is Chinese food. Miley Cyrus has a bad habit. She likes to bite her nail very often.

Answer question below consist of the characteristics of "Miley Cyrus"

- 28. Is Miley Cyrus a job?
 - A. Actress and Singer
 - B. Teacher
 - C. Doctor
 - D. Lecturer
- 29. Where is Miley Cyrus come from?
 - A. USA
 - B. English
 - C. India
 - D. Brazil
- 30. When she was born?
 - A. November 03,1992
 - B. November 23,1992
 - C. November 22,1992
 - D. November 23, 1991

Appendix IV

Post Test II

Name :

Class :

Read the following text and choose the correct answer in below :

Singapore

Singapore is a city state. It is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei. It belongs to ASEAN, the Association of South East Asian Nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal ika”. Chinese, Malay Indians and Eurasians make up its citizen. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand’s and Arab’s also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customers, cultures and foods of nearly all Asia in Singapore.

1. The text mainly talks about Singapore as....
A. A nation
B. An island
C. A republic
D. A city state
2. Singapore’s citizens consist of....
A. Brunei, Indians
B. Chinese, Thais and Arab
C. Chinese, Malays, Indians, and Eurasians
D. Eurasians and Philippines
3. “.... Koreans, Thais and Arabs live on that tiny island.”(paragraph 2)
The underlined word may be replaced by “very....”
A. Cute
B. Huge
C. Small
D. Broad
4. Like Indonesia, Singapore is a country?
A. Bhinneka Tunggal Ika
B. ASEAN
C. Citizen
D. Island

I have a cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I gave spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. Spot usually sleeps on the sofa in the living room or sometimes under the table.

Answer question below consist of the characteristics of “I have a cat”

5. A regular house cat is?

- A. Sport
- B. Spot
- C. Spout
- D. Spouse

6. He likes to chase everyone in my.....?

- A. Kitchen
- B. Car
- C. Hall
- D. House

7. He has orange fur with..... And.....spots?

- A. White, black
- B. White, red
- C. black, blue
- D. black, yellow

8. Spot does not like.....

- A. Cake
- B. Milk
- C. Meat
- D. Rice

9. Spot usually sleeps on the..... or sometimes.....?

- A. Car, on the table
- B. Chair, sofa
- C. Sofa in the living room, under the table
- D. Sofa, under the bed room

10. He likes to run around.....

- A. The house
- B. The hall
- C. The car
- D. The room

11. Spot is an active.....

- A. Things
- B. Animal
- C. Human
- D. Man

My Mother

I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and has loves to help people. I love my mom, because she is good example to me. She loves being in the mosque. And she loves sing and dance too.

She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some place, she always give me it kiss, and when the family have a problem she always be with us to helps us and give us all her love.

Answer question below consist of the characteristics of "My Mother"

- | | |
|-------------------------------------|--------------------------------------|
| 12. A. Beautiful | C. Arrogant |
| B. Ugly | D. Stingy |
| 13. A. Her eyes color is like honey | C. Her eyes color is like stars |
| B. Her eyes color is like moon | D. Her eyes color is like water |
| 14. A. Her skin color dark brown | C. Her skin color light yellow |
| B. Her skin color tan | D. Her skin color light brown |
| 15. A. She has a nice smile | C. She has a long hair |
| B. she has a car | D. She has a beautiful smile |
| 16. A. Kind person | C. Arrogant |
| B. Bad person | D. Tiny |
| 17. A. Her weight likes 122 lbs | C. Her weight likes 110 lbs |
| B. Her weight likes 120 lbs | D. Her weight likes 112 lbs |
| 18. A. She is very nice | C. She is very poor |
| B. She is very proud | D. She is very friendly and patient. |
| 19. A. She loves to swim | C. She like hang out |
| B. She like shopping | D. She love sing and dance |
| 20. A. She doesn't like messes | C. She doesn't like shopping |
| B. She doesn't like swim | D. She doesn't like dancing |
| 21. A. She is so bad | C. She is so sweet and lovely |
| B. she is so tiny | D. She is so arrogant |

Miley Cyrus

Her names is Miley Cyrus. She is an actress and singer from USA. She was born on November 23, 1992 in franklin, Tennessee. Miley Cyrus is the daughters of a country singer. Billy Ray Cyrus. Her mother is Dolly Parton, a famous American singer.

Miley Cyrus has an oval face. Her hair is wavy. The colour is brown. Miley cyrus is a vegetarian. She doesn't like eating some meat. Her favourite meal is Chinese food. Miley Cyrus has a bad habit. She likes to bite her nail very often.

Answer question below consist of the characteristics of "Miley Cyrus"

22. Is Miley Cyrus a job?

- A. Actress and Singer
- B. Teacher
- C. Doctor
- D. Lecturer

23. Where is Miley Cyrus come from?

- A. USA
- B. English
- C. India
- D. Brazil

24. When she was born?

- A. November 03,1992
- B. November 23,1992
- C. November 22,1992
- D. November 23, 1991

25. What is mother's Miley Cyrus name?

- A. Chicken
- B. Billy Cyrus
- C. Dolly Parton
- D. Sarah Wilsen

26. What she always bite?

- A. Head
- B. Hand
- C. Nails
- D. Hairs

27.....

Stadium

29.....

Sports

28.....

30.....

27. A. A warm

B. West

28. A. Reference

B. Reply

29. A. Pitch

B. Pitchblende

30. A. Field

B. Fill

C. Whistle

D. Whisper

C. Restart

D. Referee

C. Pitfall

D. Climbing

C. Fed

D. Felt

Appendix V

Answer Keys

Pre – Test	Post – Test I	Post – Test II
1. B	1. B	1. A
2. D	2. D	2. C
3. A	3. A	3. C
4. D	4. D	4. A
5. C	5. C	5. B
6. A	6. A	6. D
7. B	7. B	7. D
8. A	8. A	8. C
9. A	9. A	9. A
10. B	10. D	10. B
11. C	11. D	11. B
12. C	12. A	12. A
13. C	13. B	13. A
14. D	14. D	14. D
15. A	15. D	15. D
16. A	16. C	16. A
17. A	17. D	17. B
18. A	18. A	18. D
19. C	19. A	19. D
20. D	20. A	20. A
21. A	21. C	21. C
22. A	22. C	22. A
23. D	23. A	23. A
24. D	24. A	24. B
25. A	25. A	25. C
26. B	26. C	26. C
27. D	27. D	27. C
28. D	28. A	28. D
29. A	29. A	29. A
30. C	30. B	30. A

Appendix VI

Pre – Test

Post – Test I

Post – Test II

Appendix VII

DIARY NOTES

Tuesday , February 28th 2017 (meeting I)

The first meeting of the research was the pretest. During the test, many of them seemed very difficult to do the test, because they did not have good preparation. They were really surprised when the writer gave a test for them and prohibited them to read the dictionary. There were some of students made noisy in doing the test, but other students looked up serious in doing test.

Wednesday, March 1st 2017 (meeting II)

During the teaching and learning process, the students gave good response. When the teacher explained concept attainment model and the steps, all of them paid attention and listened to the teacher's explanation in front of the class. While the students were asked to make their concept attainment model some of them still confused. Moreover, when they were asked to the exercise, all of them were so enthusiast even though most of them seemed not serious because they often spoke their friend.

Tuesday, March 7th 2017 (meeting III)

In this meeting students were exited, they were already wanted to continue the study before, in this phase, they were asked to answer the question and make concept attainment model from the topic. They still paid attention to the lesson, but sometimes they were so noisy and chat with their friends.

Wednesday, March 8th 2017 (meeting III)

In this meeting, the students had to answer the questions as the evaluation of their teaching and learning process. In doing the test, some of them were uncertain to do the test, while the others looked do optimistic. In answering the test, some of them were still asked their friends for the answer. Although they had problems in answering the questions, but they still exited in this meeting.

Monday, March 13th 2017 (meeting IV)

During the teaching and learning process, the students participated or gave good response. They more active asked about the lesson. They were looked so excited with the new topic and they paid more concentration and less of noisy. Some of them raised their hands to do their task in front of class. This meeting was better than the previous one.

Tuesday, March 14th 2017 (meeting V)

Students' participations in this meeting more increased than the previous meeting. During the discussion of the discussion of the passage or text some of them raised the question about the unfamiliar vocabulary while the others were so active to search over their dictionary. They looked more enjoyable and enthusiastically to do exercise. In order word, they gave their participation during the teaching and learning process and their response toward concept attainment model.

Wednesday, March 15th 2017 (meeting VI)

In this last meeting, students were exited. They gave good response while they asked to answer the questions as the evaluation for their teaching and learning process. In doing the test they were very confident to answer the test by themselves. Just a few of them still asked their friends.

Appendix VIII

Observation Sheet

Date : February 28th, March 1st, 7th, 8th 2017 (Cycle I), March 13th, 14th, 15th 2017 (Cycle II)

Collaborator : Titik Atika, S.Pd

Students : Class VIII 3 MTs Al Wasliyah Tembung

Activity observed :

Notes : 3 = very good, 2 = good, 1 = bad

No	Indicator	Cycle I			Cycle II		
		3	2	1	3	2	1
1	The teachers' ability to open the class						
2	The teachers' ability to present the material						
3	Mastering the material						
4	The systematic of presentation						
5	Board work						
6	The teachers' rapport with the students						
7	The teacher uses the media to present the material						
8	Electing responses from students						
9	The teachers' ability to manage class						
10	The teachers' ability to close the lesson						
11	The teachers' ability to use the time effectively						
12	The students respond to the teacher's explanation						
13	The students' participation in learning process						
14	The students' enthusiast in studying concept attainment model						
15	The students' motivation in teaching and learning process						
16	Being activity in asking the question about the material to the teacher						
17	The teacher's ability to conclude the lesson.						

No	Indicator	Cycle I		Cycle II	
		Yes	No	Yes	No
1	The teacher comes to the class on time				
2	The teacher greets the students				
3	The teacher gives motivation to the students				
4	The teacher does brainstorming to introduce the topic				
5	The teacher present the material on time				
6	The teachers' ability to present the material on time				
7	The teacher use the media to present the material				
8	The teachers' ability to manage the class				
9	The teacher is serious in the teaching and learning process				
10	The students respond the teacher's explanation				
11	The students' participation in learning process				
12	The students' enthusiast in study the steps of the teacher's technique				
13	The teacher gives the chance to the students ask about the lesson				
14	The students are active in asking the question about the material				
15	The teacher concludes the lesson				
16	The teacher gives the task to the students				
17	The teacher's ability to use the time effectively				
18	The teacher close the lesson on time				

Appendix IX

Transcription of interview

- 1) Interview between the researcher and the English teacher of class IX – 3 (it had already been translated into English)

Researcher : first, thank you for giving me chance to do my research in your class mom. By the way, may I know your method in teaching vocabulary to students?

Teacher : yes, I make it some steps. First, I ask the students to write some difficult words related to do the reading text. The students exactly write some words that they do not know. Then I ask the students to read them together and I give the meaning of them. After that, the students must memorize them. At last, they used words in their daily life, so that they do not forget the words.

- 2) Interview between the researcher and the students held in the first meeting.

It was done to know the students' problems in improving their vocabulary mastery (it had already been translated into English)

Researcher : what do you think about English ?

Lisa : English is important because English is an international language. All of technology equipment is in English.

Rahma : I think English is difficult to be learnt because the language is difficult to be understanding

Citra : English is interesting if we know it.

Researcher : What do you think about your vocabulary mastery?

Rahma : I have less vocabulary

Citra : I think I have many vocabularies but it is hard to learn it.

Researcher : Now, I want to know your obstructions and difficulties in learning vocabulary. Can you tell me?

Salwa : The pronunciation and transcription. It is different to read and write vocabularies in English.

Sifa : For me, English is complicated due tenses. Next, it is also complicated to translate a text because there is a word that has many meanings.

Researcher : So, how do you improve your vocabulary during this time?

Rafiqoh : By learning English books, miss. If there are some difficult words. I directly find the meaning in the dictionary.

Yana : I take course, Miss.

Dina : By studying hard, Miss.

- 3) The interview between the researcher and the students to obtain their opinion about improving students' vocabulary through the concept attainment model. It was held in last meeting of Cycle II. (it had been translated into English)

Researcher : Do you like to learn English through the Concept Attainment Model? Give the reason please.

Salima : I like to learn English vocabulary through the concept attainment model because I like to learn English previously.

Salma : Yes, I like to learn English vocabulary through the Concept Attainment Model. It is very nice, I can share to opinion with my friends.

Esy : I like to learn English vocabulary through the Concept Attainment Model, because it is easy to understand.

Researcher : What do you think of your vocabulary mastery after learning vocabulary through the Concept Attainment Model?

Rena : The concept Attainment Model can improve my vocabulary mastery. My vocabulary is still low previously, but now I can memorize the words easily.

Salsa : In my opinion, my vocabulary increase, because I can memorize the words if it is taught.

Rafiqoh : In my opinion, Miss always explains the unfamiliar words so that I can improve my vocabulary. I can ask the unfamiliar words to you directly.

Appendix X

Photography

The teacher giving the Pre – Test



The teacher using conventional ways in listening to the students





Students' doing the Pre – Test





The teacher divided the group to introducing the concept Attainment model





The teacher shows the picture to deliver the material

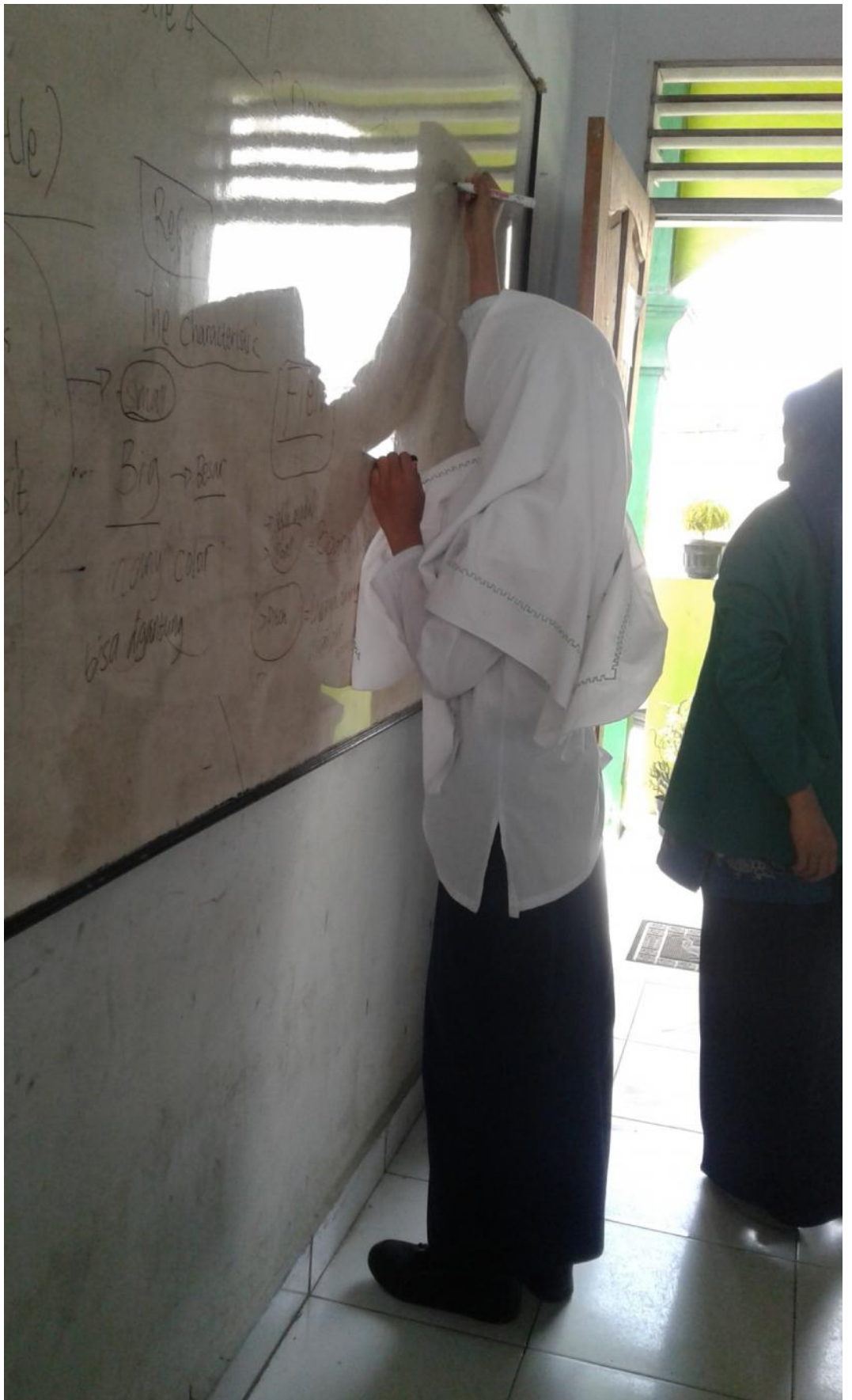






The students giving their opinion with the wrote whiteboard





Students' doing the Post Test I and II



All the member of Grade VIII 3 in MTs. Al – Washliyah Tembung



Appendix XI**The Score of Students Vocabulary Test (Multiple Choice Items)**

No	Students'	Score		
		Pre – Test	Post – Test I	Post – Test II
1	Aprilia Yuningsih	36	76	90
2	Aripa Nasution	76	60	86
3	Aulia Rahman	26	76	80
4	Dina Sari Tobing	56	46	76
5	Esy Putri Yolanda	76	60	80
6	Haqiyah Batubara	30	56	86
7	Hasimah Harahap	36	40	76
8	Henni Sartika	46	60	76
9	Irma Nurnahdia	76	50	90
10	Khairani Muslifa	30	60	86
11	Latifah Husna Hasibuan	36	46	60
12	Listia Lestari	26	40	86
13	Luthfia Annisifa Lubis	40	46	90
14	Miftah Hulzannah	36	46	96
15	Mila Hayyun Harahap	30	40	76
16	Miranda Dewi	56	40	86
17	Nelli Apriyanti Lubis	46	76	76
18	Nurul Hartini	40	40	76
19	Nurul Hasanah	36	40	76
20	Nurul Khofifah	36	40	56

21	Putri Amalia	80	56	90
22	Putri Sriningsih	46	76	86
23	Putri Zahra Ningsih	56	46	70
24	Rahma Fitriani Lubis	40	80	76
25	Rahma Syahfitri Lubis	46	80	60
26	Rafiqo safitri Dalimunthe	36	76	90
27	Salima Tussa'diyah	40	76	80
28	Suci Ramadhani Siregar	46	50	86
29	Wanda Putri R Daulay	30	76	76
30	Wulan Tamala	50	60	80
Score ()		1340	1714	2398
Mean (x)		44.66	57.13	79.93

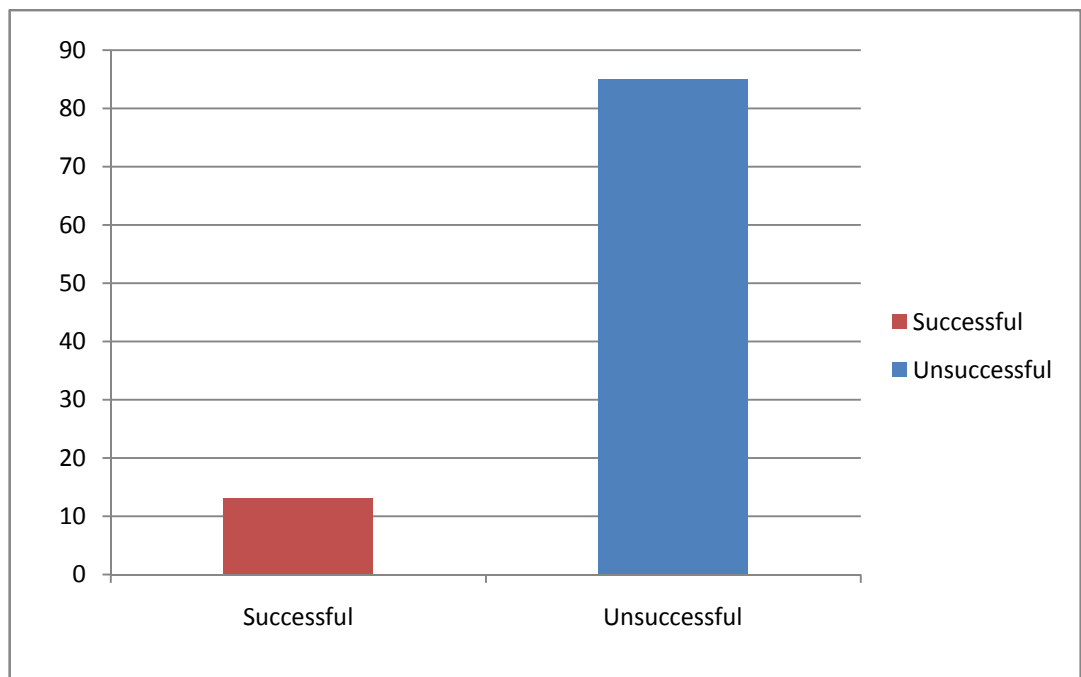
Appendix XII

The result of students' score

a. Score in Pre Test

No	Students'	Score	Score Standard	statement
1	Aprilia Yuningsih	36	75	Unsuccessful
2	Aripa Nasution	76	75	Successful
3	Aulia Rahman	26	75	Unsuccessful
4	Dina Sari Tobing	56	75	Unsuccessful
5	Esy Putri Yolanda	76	75	Successful
6	Haqiyah Batubara	30	75	Unsuccessful
7	Hasimah Harahap	36	75	Unsuccessful
8	Henni Sartika	46	75	Unsuccessful
9	Irma Nurnahdia	76	75	Successful
10	Khairani Muslifa	30	75	Unsuccessful
11	Latifah Husna Hasibuan	36	75	Unsuccessful
12	Listia Lestari	26	75	Unsuccessful
13	Luthfia Annisifa Lubis	40	75	Unsuccessful
14	Miftah Hulzannah	36	75	Unsuccessful
15	Mila Hayyun Harahap	30	75	Unsuccessful
16	Miranda Dewi	56	75	Unsuccessful
17	Nelli Apriyanti Lubis	46	75	Unsuccessful
18	Nurul Hartini	40	75	Unsuccessful
19	Nurul Hasanah	36	75	Unsuccessful
20	Nurul Khofifah	36	75	Unsuccessful
21	Putri Amalia	80	75	Successful
22	Putri Sriningsih	46	75	Unsuccessful
23	Putri Zahra Ningsih	56	75	Unsuccessful

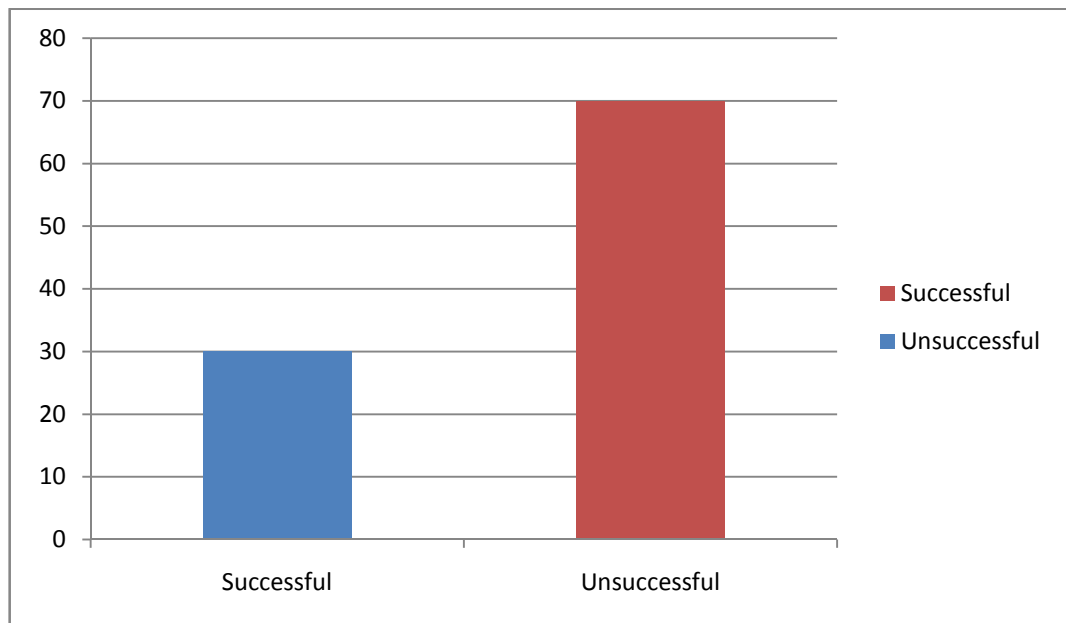
24	Rahma Fitriani Lubis	40	75	Unsuccessful
25	Rahma Syahfitri Lubis	46	75	Unsuccessful
26	Rafiqo safitri Dalimunthe	36	75	Unsuccessful
27	Salima Tussa'diyah	40	75	Unsuccessful
28	Suci Ramadhani Siregar	46	75	Unsuccessful
29	Wanda Putri R Daulay	30	75	Unsuccessful
30	Wulan Tamala	50	75	Unsuccessful
Score ()		1340		
Mean (x)		44.66		Unsuccessful



b. Post – Test I

No	Students'	Score	Score Standard	Statement
1	Aprilia Yuningsih	76	75	Successful
2	Aripa Nasution	60	75	Unsuccessful
3	Aulia Rahman	76	75	Successful
4	Dina Sari Tobing	46	75	Unsuccessful
5	Esy Putri Yolanda	60	75	Successful
6	Haqiyah Batubara	56	75	Unsuccessful
7	Hasimah Harahap	40	75	Unsuccessful
8	Henni Sartika	60	75	Unsuccessful
9	Irma Nurnahdia	50	75	Successful
10	Khairani Muslifa	60	75	Unsuccessful
11	Latifah Husna Hasibuan	46	75	Unsuccessful
12	Listia Lestari	40	75	Unsuccessful
13	Luthfia Annisifa Lubis	46	75	Unsuccessful
14	Miftah Hulzannah	46	75	Unsuccessful
15	Mila Hayyun Harahap	40	75	Unsuccessful
16	Miranda Dewi	40	75	Unsuccessful
17	Nelli Apriyanti Lubis	76	75	Successful
18	Nurul Hartini	40	75	Unsuccessful
19	Nurul Hasanah	40	75	Unsuccessful
20	Nurul Khofifah	40	75	Unsuccessful
21	Putri Amalia	56	75	Unsuccessful
22	Putri Sriningsih	76	75	Successful
23	Putri Zahra Ningsih	46	75	Unsuccessful
24	Rahma Fitriani Lubis	80	75	Successful
25	Rahma Syahfitri Lubis	80	75	Successful
26	Rafiqo safitri Dalimunthe	76	75	Successful

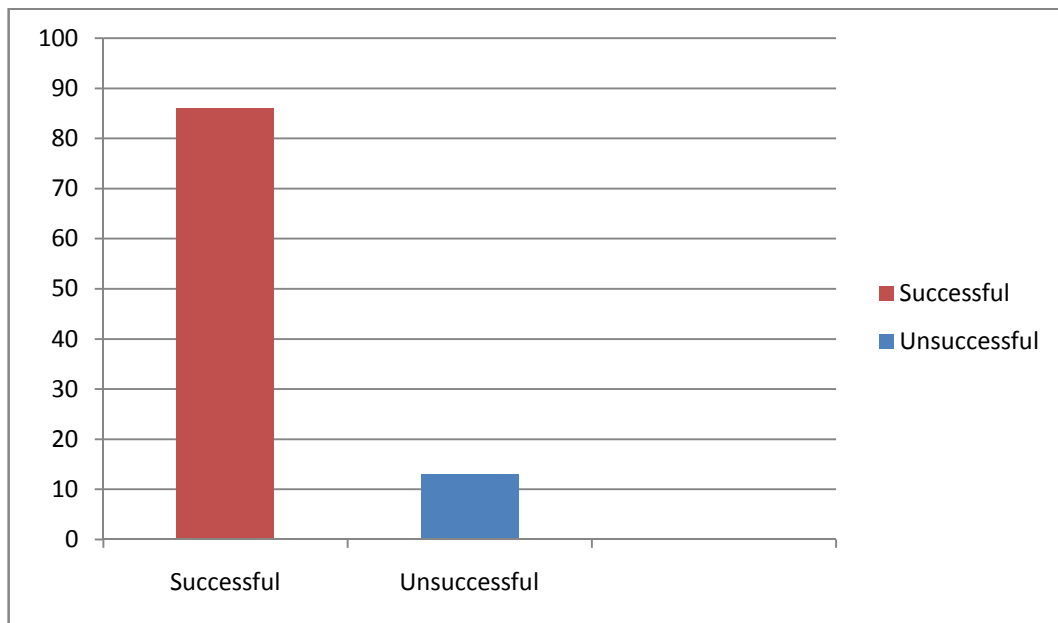
27	Salima Tussa'diyah	76	75	Successful
28	Suci Ramadhani Siregar	50	75	Unsuccessful
29	Wanda Putri R Daulay	76	75	Successful
30	Wulan Tamala	60	75	Unsuccessful
Score ()		1714		
Mean (\bar{x})		57.13		Unsuccessful



c. Post – Test II

No	Students'	Score	Score Standard	Statement
1	Aprilia Yuningsih	90	75	Successful
2	Aripa Nasution	86	75	Successful
3	Aulia Rahman	80	75	Successful
4	Dina Sari Tobing	76	75	Successful
5	Esy Putri Yolanda	80	75	Successful
6	Haqiyah Batubara	86	75	Successful
7	Hasimah Harahap	76	75	Successful
8	Henni Sartika	76	75	Successful
9	Irma Nurnahdia	90	75	Successful
10	Khairani Muslifa	86	75	Successful
11	Latifah Husna Hasibuan	60	75	Unsuccessful
12	Listia Lestari	86	75	Successful
13	Luthfia Annisifa Lubis	90	75	Successful
14	Miftah Hulzannah	96	75	Successful
15	Mila Hayyun Harahap	76	75	Successful
16	Miranda Dewi	86	75	Successful
17	Nelli Apriyanti Lubis	76	75	Successful
18	Nurul Hartini	76	75	Successful
19	Nurul Hasanah	76	75	Successful
20	Nurul Khofifah	56	75	Unsuccessful
21	Putri Amalia	90	75	Successful
22	Putri Sriningsih	86	75	Successful
23	Putri Zahra Ningsih	70	75	Unsuccessful
24	Rahma Fitriani Lubis	76	75	Successful
25	Rahma Syahfitri Lubis	60	75	Successful
26	Rafiqo safitri Dalimunthe	90	75	Successful

27	Salima Tussa'diyah	80	75	Successful
28	Suci Ramadhani Siregar	86	75	Successful
29	Wanda Putri R Daulay	76	75	Successful
30	Wulan Tamala	80	75	Successful
Score ()		2398		
Mean (\bar{x})		79.93		Successful



BIOGRAPHY

The writer's name is Ratih Sujayanti, born on 14th June 1995 in Medan, North Sumatera. She is the first daughter of Sukir and Iriana. Her brothers are Dimas Prayoga and Tegar Wahyudi.

She went to SD Swasta PAB 25 Medan (graduated in 2007), then entered SMP Swasta PAB 18 Medan (graduated in 2010) and MA Muhammadiyah 01 Medan (graduated in 2013). She started undergraduate study at State Islamic University of North Sumatera, Medan in 2013 at Department of English Education. Her ambition is to be a teacher.