

**“THE EFFECTIVENESS OF CONCEPT
ATTAINMENT STRATEGY TO TEACH ENGLISH
SPEAKING”**

**(An Experimental Study at Tenth Grade students of SMA
Walisongo Semarang in the Academic Year 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English Language Education



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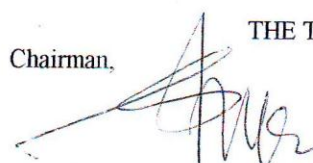
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Wassalamu 'alaikum wr. wb.

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MOTTO

“People know if you’re good if you are good
Langit tidak perlu menjelaskan bahwa dirinya tinggi ”
“Be your self”

ABSTRACT

Title : **THE EFFECTIVENESS OF CONCEPT ATTAINMENT STRATEGY TO TEACH ENGLISH SPEAKING**
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Strategy or technique is an important tool in teaching learning activity. Teachers need appropriate strategy to make students interested in the lesson. Strategy is used by teachers to convey the material and make students enjoy in receiving the material. In this thesis, the strategy used is Concept Attainment Strategy.

This thesis discusses The Effectiveness of Concept Attainment to teach English Speaking at the tenth grade students of SMA Walisongo Semarang in the Academic Year of 2015/2016. The objective of this study is to describe students' achievement during the implementation of Concept Attainment Strategy and to identify whether Concept Attainment Strategy in improving students' speaking skill at SMA Walisongo Semarang Grade X in the Academic Year of 2015/2016.

This study used experimental design. In this research, the researcher used oral tests given pre-test and post-test. Before giving post-test, the researcher gave treatment to experimental class (the students who were taught using Concept Attainment Strategy) and the control class (the students who were without using Concept Attainment Strategy or conventional class). Then the researcher gave post-test both control and experimental classes to know the students' motivation on speaking skill. After collecting the data, it was found that the pre-test average score of experimental class was 66,681 and the control class was 72,608. Meanwhile, the post-test average score of experimental class was 83,909 and the control class was 66, 478. It was obtained that t-test was 14,349 and t-table was 1,684. The t-test was higher than t-table ($14,349 > 1,684$). It means that researcher concludes that Concept Attainment Strategy was effective in teaching students' on speaking skill at SMA Walisongo Semarang in the Academic Year of 2015/2016.

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13. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realize that this thesis is still far from perfection, therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone. *Aamiin.*

Semarang,
The researcher,



Nur Hidayati
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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of skills that should be communicated. Speaking is equally important in children's overall language development.¹ Speaking is said as a part of the language ability in productive skill related to aural and oral medium that students need to acquire.² Speaking proficiency becomes a primary intention for numerous language learner studying English that need to be developed, because speaking is used in many different purposes in many different purposes. In several situation, we use speaking to make social contact with others, to adjust relationship, to express or give ideas. We may use speaking to describe something, to make polite request, to interrupt people's argument, to entertain other people with jokes or to get things done.³

In Indonesia, English is taught in unior High School, Senior High School and in the University. Nowadays, English is also taught in elementary school and kindergarten. So, students of

¹ Carroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc.Graw-Hill, 2005), p.46.

² H.G Widdowon, *Teaching language as communication*, (New York: Oxford University Press, 2004), p.57.

³ Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 201.

the foreign language are needed to develop their speaking ability. Because the students may be in touch with foreigners by mastering English well, they will be able to communicate with other people from other countries. When learning second language or foreign language, students frequently measure their success on whether or not they are able to speak English.

Sometimes, many students have an idea in their mind but they do not know how to express it in a sentence. So it makes them feel nervous and afraid when they speak in front of class. Moreover, Students especially in foreign language, they consider speaking is an activity which makes them so bored. Allah said in surah al-Hujarat verse 13:

يَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا
وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ
خَبِيرٌ ﴿١٣﴾

*“Oh mankind, we created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that ye may despise each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.*⁵

⁴ Kementrian Agama RI, *Al-Qur'an Al Kariim*, (Bandung: CV. Media Fitrah Rabbani, 2009), p.517.

⁵ Kementrian Agama RI, *Al-Qur'an Al Kariim*, p.517.

Speaking is very important for us. We can communicate with other people, we can get some information from others, and of course, it makes students speak and say what they think with confidence and well. Speaking also indicates a positive sign in language learning. This feeling can make students like in a competition environment, so that students are motivated to study harder.

There are many strategies to teach English which develop student's critical thinking, and help students to understand the material easier. The researcher chooses the strategy in teaching speaking to improve the Students motivation in learning English and develop their speaking ability. One of the strategies is *concept attainment strategy*. The researcher has an opinion that by using *concept attainment strategy* (CAS), students will be more interested and active in learning speaking. CAS can also improve the Students motivation in learning English and develop their speaking ability.

Teaching speaking skill should be oriented to make the students enable to speak in English in different situations and genres. So, teacher should select the appropriate technique and strategy to teach speaking.

The strategy can help students understand material easily. Basically, it also corresponds to Islamic teaching which is stated in Qur'an Surah al-Maidah in verse 2:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۗ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ
وَالْعُدْوَانِ ۗ

“Help one another in what is good and pious, not in what is wicked and sinful “ (Al- Maidah: 2).⁷

Teaching is not an easy job, but it is necessary one. It can be very rewarding when we see our student’s progress and know that we have helped them to achieve that. A study by using strategy, especially in teaching English is expected can improve the students motivation and develop their speaking ability of the students at SMA Walisongo Semarang. Based on the evidence above, the researcher tries to study it in the research entitle: The Use of Concept Attainment Strategy to Improve the Students’ Motivation On Speaking Skill (An Experimental research at tenth grade students of SMA WALISONGO Semarang in the academic year 2015/2016).

B. Reason for Choosing the Topic

Speaking is one of the language skills to be interested by students in order to communicate by using English well. Speaking skill is one of the can important components that have to be mastered by English learners. Some English learners faced difficulties to master speaking skill. They felt difficult to

⁶ Kementerian Agama RI, *Al-Qur’an Al Kariim*, p.106.

⁷ Kementerian Agama RI, *Al-Qur’an Al Kariim*, p.106.

understand the material because lacking of method and media. The use of Concept Attainment Strategy (CAS) is interactive strategy used for speaking activity, this strategy emphasizes on interactive activity involving the use of knowledge that can help students to improve their speaking skill because sometimes, students felt difficult in speaking activity and speaking is needed in order to train students speaking in a communicative language. The researcher wants to know the improvement of students' motivation of using CAS as a strategy to teach speaking in SMA Walisongo Semarang in the Academic Year of 2015/2016.

C. Research Question

In this study, the researcher formulated the problem. The problem is “Is teaching by using Concept Attainment Strategy (CAS) more effective than teaching without using Concept Attainment Strategy on English speaking?”

D. Objectives of the Study

In line with research question, this study has purpose to find out the effectiveness of using Concept Attainment Strategy in teaching English speaking at SMA Walisongo Semarang in the Academic Year of 2015/2016.

E. Significances of the Study

Based on the objectives above, the result of the study is expected to give advantages as follows:

1. Theoretically

By conducting this research, hopefully the writer will get some experiences and knowledge how to implement concept attainment strategy to teach English speaking.

2. Practically

The results of this study hopefully useful to provide input for:

- a. English Teacher

Speaking will help teacher to get more information about the use of CAS for teaching and also more description on how to use strategy for teaching speaking.

- b. Students

Students are the subject of teaching and learning process. This research will make students can understand the material easily and happily because they will be taught by using interesting technique and also develop their ability in studying English, and also they will have different experience in studying English especially when they will be taught speaking by using CAS.

- c. The Readers

By reading this study, the readers will get more information and experiences about teaching speaking using CAS.

F. Limitation of the Study

The limitation of this study can be described as follows:

1. This is an experimental study by using CAS to teaching English speaking.
2. The object of this research is tenth graders of SMA Walisongo Semarang in the Academic year of 2015/2016.
3. It only focuses on teaching English speaking skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Concept Attainment Strategy

a. Definition of Concept Attainment Strategy

Strategy or technique is an important tool in a teaching learning activity. Teachers need interesting strategy to make students interested in the lesson. Strategy or technique is used by a teacher, in order to convey material and make students enjoy in receiving the material. In this research, the strategy used is Concept Attainment Strategy.

The Concept Attainment Strategy is an instructional technique proposed by Jerome Bruner that targets the “big idea” or concept. The strategy focuses in the meaning or understanding of a concept rather than on what the concept is called. Specifically it develops students’ thinking and reasoning skills as they examine concepts.⁹ With this strategy, students use cognitive strategy and higher order thinking skill.¹⁰ Concept

⁹ Boulware, B. J and Crow, M, *Using the Concept Attainment Strategy to Enhance Reading Comprehension*, (The Reading Teacher, 61(6): 2008).

¹⁰(<https://esl.brainpop.com/level3/unit1/lesson1/lessonplan/image3.pdf>) accessed on 15/5/2016 08:23 PM.

attainment is an inductive process that helps bring meaning.¹¹ According to Joyce B, concept attainment strategy emphasizes the students' critical thinking. The statement shows that concept attainment strategy is a strategy to develop students thinking. It contains the teaching of thinking students.¹²

b. Advantages and Disadvantages of Concept Attainment Strategy

An interesting strategy or technique indispensable to make students understand the material more easily and enjoyable. Concept attainment strategy is a strategy where students expand their thinking and enhance their skill. This model assists students in paying attention to details when organizing their information. Concept attainment strategy also make students may become more open minded and express their idea. This model also can be used for all levels and teaching with concept attainment strategy make the teachers more easier because teaching with this model will create better students if lessons are within in the students' ability levels, students will focus on details in learning the new concept. Sometimes, students must attend to details to fully grasp a concept and

¹¹(<http://www.csun.edu/sites/default/files/Holle-Concept-Attainment.pdf>) accessed on 15/5/2016 08:27 PM.

¹²(<http://russamsimartomidjojocentre.blogspot.co.id/2009/03/model-pembelajaran-concept-attainment.html>) accessed on 16/5/2016 10.15 AM.

some may not be accustomed to working so intricately. Students also feel confuse with the teacher's instruction and it make students shy to speak in front of class by using concept attainment strategy. It is difficult for teachers to evaluate students' progress in their learning process. Those all are the advantages and disadvantages of Concept Attainment Strategy.¹³

c. Steps of the use of Concept Attainment Strategy

The steps for the concept attainment strategy are follows :¹⁴

- 1) Teachers show the students several different pictures of profession.
- 2) Following the viewing of the pictures, students can create a list of best guesses about the concept. They may describe the concept based on their mind.
- 3) Students develop what they think into words and then change the words into sentences.
- 4) Students present their sentence based on the pictures in front of the class.
- 5) Teachers then confirm the students' sentences.

¹³(<http://utm.edu/departments/ncate/documents/StudentSamplesExemplaryAcceptableandPoor.pdf>) accessed on 16/5/2016 01.15 PM

¹⁴ Boulware, B. J and Crow, M, *Using the Concept Attainment Strategy to Enhance Reading Comprehension*, (The Reading Teacher, 61(6): 2008).

- 6) Teachers and students give conclusion according the students' performance.

2. Speaking Skill

a. Definition of Speaking Skill

Speaking is one of four language skills besides listening, writing, and reading. Those all skills are divided into two skills, they are receptive and productive skill. Speaking is one of productive skills besides writing, which requires direct response, spontaneity and automaticity.¹⁵ Speaking is gained primacy of status in language teaching and learning.¹⁶ Speaking is so much a part of daily life that we take it for granted.¹⁷ It requires both knowledge and skill (Bygate 1987). It demands not only knowing how to assemble phrases or sentences with particular formula, but also how to produce and adapt them in the 'here' and 'now' situation. This means making decision rapidly, implementing them smoothly

¹⁵ Husnut Taharri, 103411016, "The Effectiveness of Brain Gym Method to Improve Teaching English Speaking". *Thesis*, (Semarang: Walisongo State Institute For Islamic Studies, 2014). P.21

¹⁶ Llistyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional purpose*, (Semarang: IKIP PGRI Press, 2007), p.9

¹⁷ Scoot Thornbury, *How to Teach Speaking*. (England: Pearson Limited Education, 2005), p.1

and adjusting speech as unexpected problems might appear.¹⁸

In constructing meaning of speaking, there are particular natures of spoken form of language – transient, oral channel, and salient.¹⁹ Transient means when a word is produced, there is an ongoing context of place and moment surrounding it. And the coordination between the speech and context carry on meaning which makes it cannot be reduplicated.

The production of language is carried out through oral channel. It is presented by the hand-in-hand work or vocal cords, tongue, and lips. This spoken language is received by ears as audio message then perceived by the brain so that meaning can be constructed.

The last is salient aspect that suggests a meaning that spoken material is spontaneous and face-to-face discourse. It can be noticed and relevant to the discourse surrounding the topic.²⁰

¹⁸ Llistyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional purpose*, (Semarang: IKIP PGRI Press, 2007), p.10.

¹⁹ Llistyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional purpose*..... p.9

²⁰ Llistyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional purpose*..... p.9-10.

Spoken language does not only ask people to speak, but also ask the speaker to engage the listener in the conversation and make the conversation live.

b. Factors of Speaking

Many students think that speaking is a hard skill, so what factors make speaking easy or difficult? There are some factors that influence speaking. The factors are as follows: ²¹

1) Cognitive Factors

Cognitive factors include familiarity with the topic, genre, familiarity with the interlocutors and processing demands.

2) Affective Factors

Affective factors include the feeling toward the topic and participants and self-consciousness.

3) Performance Factors

Performance factors, include mode, degree of collaboration, discourse control, planning and rehearsal time and environment conditions. The way of speakers speak or conveys the message and idea is very important in speaking.

c. Speaking Elements

The aim of teaching English as foreign language is to make the learners able to speak or communicate by

²¹ Scoot Thornbury, p. 25-26.

using target language, to transfer the idea and feeling fluently. To do that, they need to be able to pronounce phonemes correctly, use appropriate stress, intonation pattern and speak in connected speech.²² On the other hand, students also need of aware with the situation in which the conversation takes place. There are some speaking elements that must be mastered by students' language are as follows.

- 1) Connected speech: a good speaker does not only produce the individual phonemes of English, but also use fluent connected speech. In connected speech, sounds are modified, omitted, added, or weakened. It is for a reason that we should involve students in activities designed specifically to improve their connected speech.²³
- 2) Grammar: in speaking, grammar is not only concerned on syntax, the way words are formed and can change their form to show different meaning. Grammar can thus be partly seen as knowledge of what words can go where and what form these words should take. Grammar means knowing how different

²² Jeremy Harmer, *The Practice of English Language Teaching*, P.38

²³ Richa Rubiati, 063411083, *Improving Students' Speaking Skill Through Debate Technique*, (Semarang: IAIN Press, 2010), p.8

grammatical elements can be strung together to make chains of words.²⁴

- 3) Intonation and stress: intonation and stress are crucial factors in speaking. The use of intonation is to show the grammar of what we are saying. In example, rising tone of the last sentence usually indicates that this is a question. Vice versa, falling tone of the last sentence indicate that this is statement. Intonation is also used to convey the speaker's attitude and it also signals when speakers have finished the points and signals agreement and disagreement.²⁵ Stress means the degree of force or loudness with which syllable is pronounced so as to give it prominence.²⁶ Stress can also be predicted as the degree of loudness. Stress distribution cannot be predicted. Every word in English has its own stress pattern, which should be learned
- 4) Speaking event: speakers should make a distinction between transactional and interpersonal functions. They should know “when, where, and what” they are

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, P.32

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, P.33

²⁶ Ramelan, *English Phontics*, (Semarang: UNNES Press, 2003) p.25

talking about. Speakers should be aware of the situation when they speak.²⁷

d. Aspects of Speaking

Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Learners at least have to master five components to support speaking ability, such as grammar, pronunciation, vocabulary, fluency and comprehension. In presenting language, speaker cannot speak as he likes. Speaker should consider to the listener and some aspect of speaking. There are some aspects of speaking:²⁸

1) Grammar

Grammar is the rules for forming words and making sentences.²⁹ Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar is not only about forming words to be sentences, but grammar also tells that a word can be a sentence in certain situation.

²⁷ Jeremy Harmer, *The Practice of English Language Teaching*, P.343

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, P.34

²⁹ Victoria Bull, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p.193

2) Pronunciation

This refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements, i.e. it refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.³⁰

3) Vocabulary

Vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use.³¹ Speaker needs to use understandable words and pronounce them well.

4) Fluency

Fluency is not only the ability to speak fast. Speed is a factor, but it is by no means the only or even the most important one. Research into listeners' perceptions of a speaker's fluency suggests that pausing is equally important.³²

5) Comprehension

Comprehension is an exercise that tests how well students understand a language, or that helps

³⁰ Scoot Thornbury, *How to Teach Speaking*,..... p 128.

³¹ Victoria Bull. Oxford Advanced Learner's Dictionary, (New York : Oxford University Press. 1995) p.193

³² Scoot Thornbury, *How to Teach Speaking*., p. 6.

them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer questions. ³³

Have any appropriate speaking or communication skills for students or English language learners means that they will be able to properly express themselves in their new language. They will be taught to produce English speech sounds. They should be able to use sound patterns, intonation and rhythm of English appropriately. They should also be able to select appropriate words for the specific audience and organize thoughts in a meaningful and logical sequence. So finally they are able to use English confidently.

e. Teaching English Speaking

Teaching language is divided into four language skill. There are speaking, writing, reading, and listening. Teaching speaking is activities which are intended to make students are able to speak in foreign language accurately. ³⁴

In teaching speaking process, teacher facilitates as the students are their controller, prompter, participant,

³³ (<http://www.macmillandictionary.com/dictionary/british/comprehension>), accessed on 20/10/2015 07:20 PM.

³⁴ Husnut Taharri, 103411016, “The Effectiveness of Brain Gym Method to Improve Teaching English Speaking”. p. 28

resource, and also tutor. As a prompter, teacher may be able to help the students and the activity to progress by offering discrete suggestion. If can be done supportively without disrupting the discussion, or forcing students out of role, it will stop the frustration. Teacher as participant should be animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. Also generally maintain a creative atmosphere. As a resource and tutor, teacher should take over the situation in a class.

Harmer stated that there are three main reasons for getting students to speak in classroom:³⁵

- 1) Speaking activities can provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom.
- 2) Speaking task in which students try to use any or all of the languages they know to provide feedback for both teacher and student. The more students have opportunities to activate the various brains, the more automatic they use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to

³⁵Jeremy Harmer, *The Practice of English Language Teaching*, P.123

use word and phrases fluently without very much conscious thought.

3. Motivation

a. Definition of Motivation

In teaching-learning process, teachers have an important role. Interesting strategy can build students' motivation to learn, critical thinking, and help students to understand the material easier. Motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior.³⁶ It means, motivated behavior is behavior that is full of energy, enthusiasm, focus and long-lasting.

Indicators of motivation to learn, according Hamzah B. Uno can be classified as follows:³⁷

Motivation is one of the support to develop students' critical thinking. Motivation can make develop student's ability and express their confidence. the passion and desire to succeed. In teaching-learning process, teacher should be a good facilitator and motivator to the students. Teacher should create an interesting teaching-learning process, so that teacher should make student more active and interested. Then, students can understand

³⁶ Agus Suprijono, Cooperative Learning (Yogyakarta: Puataka Pelajar, 2009), p.163.

³⁷ Agus Suprijono,, p.163.

easily and enjoy the teaching-learning process. In teaching-learning process also students must have to the lack of motivation and learning need, hopes and ideals of the future, there is award, existence of interesting activities , existence of a conducive learning environment to enable best learn. All of them must owned students to develop their ability and critical thinking.

The purpose of motivation in learning process is important. Motivation as incentive for every students' learning activities. Motivation can determine the direction of learning activities. Motivation can provide the direction and goals to be achieved. Learning motivation gives direction and activities that must be done in accordance with the formulation of learning objectives. Motivation also can select the learning activity. It means determine the activity, what should be done appropriate in order to achieve the learning objectives by selecting activities.

B. Previous Research

Many researchers have conducted the research related to speaking. Related to this study, the researcher chooses some previous researchs as a reference is relevant to the teaching of speaking skill

The first research is from Putri.³⁸ She used short story as a strategy to solve the problem and to improve students' speaking ability especially. The researcher used an Experimental Research to run her research. The population of the research are the eight grade students of SMP Kristen Gergaji Semarang. She choose class VIII B and VIII C as sample. VIII B is the experimental group, while VIII C as th control group. The result of his research are there is a significant difference in the student speaking score of the eighth year students of SMP Kristen Gergaji Semarang in academic year of 2013/2014 between students who have been taught speaking by using short story and those who have been taught by using a conventional learning or lecturing. The differences between his research and the writer's are on the strategy. She used "Short Story" as strategy to teach speaking skill, while the researcher used Concept Attainment Strategy.

The second research is from Rubiati.³⁹ She was using debate to get a better score on her students. The differences of both research are in using strategy and design. Her research used Classroom Action Research to run her research. And this research used Experimental research. And the strategy is also different, her

³⁸ Nina Aldilla Putri, 08420117, Teaching Using Short Story , Education Faculty of Language and Art PGRI University, 2014.

³⁹ Richa Rubiati, 063411083, "Improving Students' Speaking Skill Through Debate Technique". *Thesis*, (Semarang: Walisongo State Institute For Islamic Studies, 2010).

research used debate as a strategy and this research use of Concept Attainment as a strategy.

The third research is from Taharri.⁴⁰ He used brain gym as method to solve the problem and to improve students' speaking ability especially. The researcher was using an Experimental Research to run his research. The population of the research was the seventh grade students of SMPN 1Dawe Kudus. He chooses class VII A and VII C as sample. VII A was the experimental group, while VII C was as control group. The result of his research are there is a significant difference in the student speaking score of the seventh year students of SMPN 1Dawe Kudus in academic year of 2014/2015 between students who have been taught speaking by using brain gym and those who have been taught by using a conventional learning or lecturing. The differences between his research and the writer's are on the method or strategy. He used "Brain Gym" as method or strategy to teach speaking skill, while the researcher used concept attainment strategy.

⁴⁰ Husnut Taharri, 103411016, "The Effectiveness of Brain Gym Method to Improve Teaching English Speaking". *Thesis*, (Semarang: Walisongo State Institute For Islamic Studies, 2014).

CHAPTER III

METHOD OF INVESTIGATION

A. Research Design

Concept Attainment Strategy is an instructional strategy that uses structured inquiry process.³¹ Strategy where the students can express their mind in their skills, especially in speaking skill. Concept attainment is an inductive process that helps construct concepts through the searching for common characteristics.³² In concept attainment strategy that target is “the big idea” or concept to express students thinking and enhance students skill.

Sometimes, many students have an idea in their mind but they do not know how to express it in a sentence. So it makes them feel nervous and afraid when they speak in front of class. Moreover Students especially in foreign language, they consider speaking is an activity makes them are so bored. This strategy bring students to engage in thinking related to concept, to help them meaningfully grasp the design of a concept, to own it, to think and be creative with it. So, in this research the researcher used psychological approach.

One of the methodologies of psychological approach is quantitative approach. This research was quantitative approach

³¹(<http://www.csun.edu/sites/default/files/Holle-Concept-Attainment.pdf>) accessed on 15/5/2016 08:27 PM

³²<http://www.csun.edu/sites/default/files/Holle-Concept-Attainment.pdf>) accessed on 15/5/2016 08:27 PM

that used experimental research using comparison technique to analysis data. According to Michael J Wallace, quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.³³ Experimental was the way to find the casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.³⁴

A quantitative research study is one that collects some of numerical data to answer a given research question. And experimental research attempts to identify cause-and-effect relationship by conducting controlled psychological experiment.³⁵

In this study, the researcher used an experimental research with the form of true experimental design. An experimental research involved two groups; experimental group and control group. In this research, the researcher used cluster random sampling.

In this study, the researcher used pre-test – post-test control group design that can be seen in the table below:

³³Michael J Wallace, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p.38

³⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.3

³⁵Larry B. Christensen et.al., *Research methods, Design, and Analysis 8thed*, (The United States of America: Pearson Education, 2011), p.29

Table 3.1 Table for Pre-test and Post test

Group	Pre-test	Dependent Variable	Post-test
E	O1	X	Q2
C	Q3	-	Q4

It is adopted from Juliansah Noor.³⁶

Where:

E : the symbol for experimental class

C : the symbol for control class

O1 : pre-test for experimental class

O2 : post-test for experimental class

O₃ : pre-test for control class

O₄ : *post-test for control class*

X : *Treatment for experimental class.*

B. Research Setting

1. Subject and Place of the Research

The study was conducted at SMA Walisongo located on Jl. Ki S.Mangunsarkoro 17 Semarang, Central Java. SMA Walisongo Semarang founded by Yayasan Al Jami'ah Al Islamiyah. The subject of this study is the students of tenth grade of SMA Walisongo Semarang in academic year of 2015/2016.

³⁶Juliansah Noor, *Metodologi Penelitian*,(Jakarta: Kencana, 2011), p.117.

2. Vision and Mision of SMA Walisongo

a. Vision

SMA Walisongo Semarang has a vision to produce a generation of Muslims who sound science and technology, have good character (berakhlaqul karimah and) virtuous and superior in performance.

b. Mission

SMA Walisongo Semarang has mission to implementing learning and guidance based on the curriculum guidelines that become effective, so that each student develop optimally in accordance with its potential, appreciating of religion and culture Nation based on the teachings of Qur'an and AL-Hadits and principles of the Sunnah Wal-Jama'ah expert to the whole school community so that it becomes a source of wisdom in the act, creating a spirit of excellence in goodness and truth intensively to the whole school community, encouraging and assist every student to know his potential, so that the human being useful for others and the environment and is able to live independently, and determining the participatory management by involving the whole school community and interest groups associated with schools.

3. The purpose

SMA Walisongo Semarang has purpose to increasing the event of religious experience, training and inculcating

attitude mutual respect among members family SMA Walisongo Semarang, creating effectiveness of learning and guidance to students optimally, encouraging and helping students know potential himself so as to be developed optimally, and improving the human resource by pushing teacher to follow management curriculum, students, facilities, and public relations.

4. Time of the Research

This research was conducted from March 3th to march 17th on the second semester in the academic year 2015/2016.

C. Population and Sample of Research

1. Population

In this study, the population or the subject of the research are the tenth grade students at SMA Walisongo Semarang in the academic year of 2015/2016. The number of population is 68 students divided into X 1, 2, and 3. X 1 consists of 22 students, X 2 consists of 23 students, and X 3 consists of 23 students.

2. Sample and Sampling Technique

In this research, the researcher used cluster sampling (area sampling) to determine sample. The definition of cluster sampling based on Sugiyono said, “area sampling is used to determine sample if the data or the object which will studied

is large".³⁷ Cluster sampling is sometimes uses classroom as the unit of sampling. It usually uses in educational research.³⁸ Based on the data, the researcher will hold two classes that choose randomly. They were experimental class and control class as the participants of this study. The researcher took two classes, X1 and X3 as the sample. X1 has 22 students and X2 has 23 students. The two classes have been given the same material but with different way. X1 as the experimental class has been taught by using Concept Attainment Strategy (CAS) method and X3 as controlled class has been taught without using Concept Attainment Strategy (CAS) method or using conventional method.

D. Variable and Indicator

In this study, there were two variables, those variables were;

1. The independent variable (X)

Independent variable is variable that influences or those to be cause of change the dependent variable.³⁹

Independent variables are the presumed cause of another

³⁷Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*..., p.121

³⁸Walter R. Brog and Meredith D. Gall, *Educational Research An Introduction 4th ed*, (New york: Longman Inc, 1983)..., p.250

³⁹Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2007), p.4.

variable.⁴⁰ The independent variable in this research was the use of concept attainment strategy in speaking skill.

The experimental group teaches speaking using concept attainment strategy while the control group teaches speaking without the aid of concept attainment strategy.

The indicators are as follows:

Teacher	Students
a. The teacher asks students about description (how to describe something).	a. The students answer the teacher's question about description.
b. The teacher gives explanation about description to the students.	b. The students try to remember about description (how to describe something).
c. The teacher gives example about description (how to describe something).	c. The students pay attention about the teacher's explanation.
d. The teacher gives pictures to students as a stimulus.	d. The students try to analyze about the pictures.
e. The teacher gives pictures to students and asks students to describe the pictures.	e. The students describe the pictures and write their description based on their mind.
f. The teacher asks students to come to front of the class and share their description appropriately their own mind.	f. The students come in front of the class and share their description appropriately their own mind.

⁴⁰Larry B. Christensen et.al., *Research methods, Design, and Analysis 8thed...*, p.30

2. The dependent variable (Y)

The dependent variable in this research is the achievement on speaking. It can be measured based on the score of the test.

E. Technique of Collecting Data

To collect the data, the researcher uses several techniques:

1. Test

In this research, the researcher uses pre-test and post-test, they are follows:

a. Pre-test

Before the teacher taught speaking by using concept attainment strategy, the teacher gave the pre-test to the students. Pre- test is given to the experiment class and the control class before the treatments was run.

b. Post-test

Post-test held after all treatments were conducted. Post-test was given to the experiment class and control class after received treatments. Post-test was used to measure the improvement of students' interesting and understanding on speaking after being taught by using concept attainment strategy in experimental class, and without concept attainment strategy in control class.

F. Technique of Analysis Data

There were two kinds of test that held in experimental research, they were pre-request test, and hypothesis test. So there could be two process of analyzing the data collected from test.

1. Pre-request Test (Pre-test)

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data.

a. Normality Test

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The Normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:⁴¹

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 = Chi-square

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

Calculation result of χ^2 is compared with X_{table} by 5% degree of significance, If $\chi^2_{count} > \chi^2_{table}$, the data is not

⁴¹Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273

normal distribution and if $\chi^2_{count} < \chi^2_{table}$. So, the distribution list is normal.⁴²

b. Homogeneity Test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.⁴³ The formula of the homogeneity test is:⁴⁴

$$F = \frac{\text{The Biggest Variants}}{\text{The Smallest Variants}}$$

The hypotheses in homogeneity test are:

Ho : homogeneity variant: $\sigma_1^2 = \sigma_1^2$

Ha : non homogeneity variant: $\sigma_1^2 \neq \sigma_1^2$

If the calculation result of F is lower than F table by 5% degree of significance so Ho is accepted, it means both groups have same variant.

c. Hypothesis Test

To respond the objectives of the study, the researcher examined the data in the following steps.

⁴²Sudjana, *Metode Statistika...*, p. 273.

⁴³David Nunan, *Research Method in Language Learning...*, p.27.

⁴⁴Sugiono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2012),

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test .T-test was used to differentiate if the result of students' taught using picture and those taught non picture was significant or not.

T-test is used to examine average whether experimental group and control group have been decided having different average.⁴⁵ T-test is used to analyze the data of this research. It is used to measure or to compare the mean scores of the two groups.⁴⁶

Proposed hypothetical test in average similarity as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

⁴⁵Suharsini Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik....*, p.311

⁴⁶Suharsini Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik....*, p.205

With

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

n_1 : the number of experimental group

n_2 : the number of control group

S_1^2 : the standard deviation of experimental group

S_2^2 : The standard deviation of both groups

Then, the result concluded, If $-t_{table} < t_{count} < t_{table}$, so that H_0 accepted and Both Experimental class and Control class had same average.⁴⁷

2. Analysis Phase End (Post-test)

To analysis post test score was used to test the truth which stated that the average of student who taught speaking using concept attainment strategy higher than the average of student who taught speaking without concept attainment strategy.

The data analysis was the score of post-test speaking of experimental and control class. The steps to examine the hypothesis are:

⁴⁷Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2005), p.239

a. Normality Test

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not after getting treatment. The step was same as the normality test on the initial data.

b. Homogeneity Test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not after getting treatment. The steps of homogeneity test are the same as the homogeneity test on the initial data.

c. Hypothesis Test (Right-hand Test)

Hypothetical test in average similarity with the right test (independent t-test) is as follows:

$$H_0: \mu_1 \leq \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of control group

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

n_1 : the number of experimental group

n_2 : the number of control group

S_1^2 : the standard deviation of experimental group

S_2^2 : The standard deviation of both groups

Testing criteria that apply H_0 is rejected if $t_{count} \geq t_{table}$ with determinate $df = (n_1 + n_2 - 2)$ and the significant $\alpha = 5\%$. And H_0 is accepted for another t .⁴⁸

⁴⁸Sudjana, *Metoda, ...* p.240

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Description of the Result of Research

The Researcher finished analysis of quantitative data. This research found that there were different achievement between experimental class which was taught using concept attainment strategy and control class which was taught without using concept attainment strategy in the teaching speaking. Test to experimental class and control class were given to obtain the data. It was given before and after teaching and learning process.

The subjects of this research were experimental class X1 and control class X3 of SMA Walisongo Semarang. There were 6 test items for pre-test that was given to experimental class and control class before teaching and learning process, whereas post-test was given after teaching and learning process. The researcher prepared the materials, strategy and lesson plan before conducted teaching and learning process.

The researcher analyzed the data after it was collected. The first analysis of the data analysis was conducted analysis of pre-test score both experimental class and control class. It was applied to know the normality, homogeneity and similarity of pre-test of experimental class and control class. It used to know what two groups were normal and had same variant. The second analysis of data analysis was taken from post-test score. It was

applied to know the normality, homogeneity and similarity of post-test of experimental class and control class. It used to know what two groups were normal and had same variant. Both test used to prove the truth of hypothesis that has been planned.

B. The Data Analysis and Test of Hypothesis

1. The Data Analysis

a. The Data Analysis of Pre-test Score of the Experimental Class and Control Class.

1) Normality Experimental and control class of pre-test

Table 4.1
The List of Experimental and Control Class Pre-test Score

CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	79	1	E-1	65
2	C-2	80	2	E-2	69
3	C-3	77	3	E-3	63
4	C-4	70	4	E-4	67
5	C-5	76	5	E-5	69
6	C-6	74	6	E-6	63
7	C-7	72	7	E-7	60
8	C-8	69	8	E-8	69
9	C-9	71	9	E-9	70
10	C-10	66	10	E-10	67
11	C-11	70	11	E-11	63
12	C-12	66	12	E-12	68
13	C-13	69	13	E-13	72
14	C-14	69	14	E-14	70
15	C-15	74	15	E-15	67

CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
16	C-16	66	16	E-16	60
17	C-17	74	17	E-17	67
18	C-18	80	18	E-18	68
19	C-19	73	19	E-19	71
20	C-20	75	20	E-20	60
21	C-21	78	21	E-21	61
22	C-22	67	22	E-22	74
23	C-23	75	23		
Σ		1670			1467
n		23			22
\bar{X}		72,6087			66,68182
Varians(S^2)		20,249			18,7987
Standart deviation (S)		4,49989			4,335747

2) The Normality of the Experimental Class of Pre-test

The normality test was used to know whether the data that obtained was normally distributed or not.

Based on the table above, the normality test was:

Hypothesis:

Ha: The distribution list was normal

Ho: The Distribution list was not normal

Test of Hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score	= 74
Minimum score	= 60
K/ Number of class	= 5
S	= 3, 98
n	= 22
Range	= 14
Length of class	= 3
\bar{X}	= 66, 86

Table 4.2
The Frequency Distribution of the Experimental Class Pre-test

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$F_i \cdot X_i^2$
60 – 62	4	61	3721	244	14884
63 – 65	4	64	4096	256	16384
66 – 68	6	67	4489	402	26934
69 – 71	5	70	4900	350	24500
72 – 74	3	73	5329	219	15987
Sum	22			1471	98689

Table 4.3
The Frequency Observation of the Experimental Class Pre-test

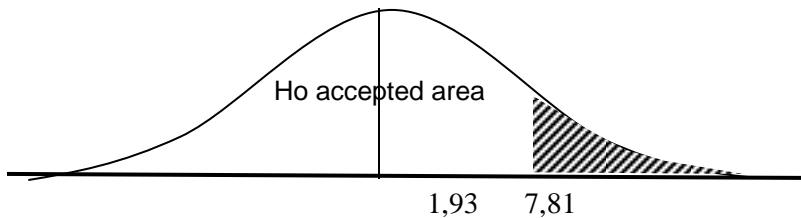
Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	59,5	-1,85	-0,4679				
60 – 62				0,1043	2,3	4	1,2675
	62,5	-1,10	-0,3636				
63 – 65				0,2295	5,0	4	0,2179
	65,5	-0,34	-0,1341				
66 – 68				0,2936	6,5	6	0,0326
	68,5	0,41	0,1595				

69 - 71				0,2185	4,8	5	0,0078
	71,5	1,17	0,3780				
72 - 74				0,0945	2,1	3	0,4079
	74,5	1,92	0,4725				
$\chi^2 =$							1,93

$\chi^2_{count} = 3,70$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{table} = 7,81$

Picture 4.1

Normality test of Experimental Class of Pretest



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 7,81$. Because $\chi^2_{count} = 1,93$ was lower than $\chi^2_{table} = 7,81$ ($1,93 < 7,81$). So the distribution list was normal.

3) The Normality of the Control Class of Pre-test

Hypothesis:

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

- Maximum score = 80
- Minimum score = 66
- K/ Number of class = 5
- S = 4, 14
- n = 23
- Range = 14
- Length of class = 3
- \bar{X} = 72, 74

Table 4.4
The Frequency Distribution of the Control Class
Pre-test

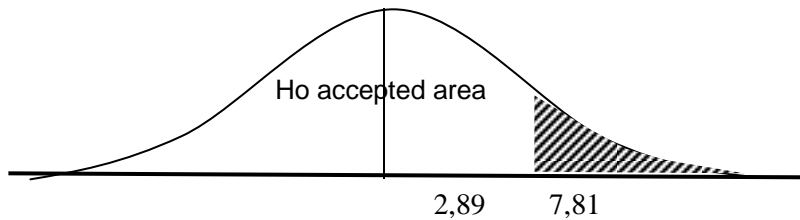
Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
66 – 68	4	67	4489	268	17965
69 – 71	6	70	4900	420	29400
72 – 74	5	73	5329	365	26645
75 – 77	4	76	5776	304	23104
78 – 80	4	79	6241	316	24964
Sum	23			1673	122069

Table 4.5
The Frequency Observation of the Control Class Pre-test

Class	Bk	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$	
	65,5	-1,75	-0,4599					
66 - 68				0,1127	2,6	4	0,7656	
	68,5	-1,02	-0,3473					
69 - 71				0,2295	5,3	6	0,0984	
	71,5	-0,30	-0,1177					
72 - 74				0,2826	6,5	5	0,3459	
	74,5	0,43	0,1648					
75 - 77				0,2103	4,8	4	0,1447	
	77,5	1,15	0,3751					
78 - 78				0,0946	2,2	4	1,5314	
	80,5	1,88	0,4697					
						χ^2	=	2,89

$\chi^2_{count} = 2,89$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{table} = 7,81$

Picture 4.2
Normality test of Control Class of Pretest



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 7,81$. Because $\chi^2_{count} = 2,89$ was lower than $\chi^2_{table} = 7,81$ ($2,89 < 7,81$). So the distribution list was normal.

4) Homogeneity Experimental and control class of pre-test

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula:

$$F = \frac{\text{The biggest Variants}}{\text{The smallest Variants}}$$

H_0 is accepted if $F \leq F_{(1-\alpha)(nb-1):(nk-1)}$

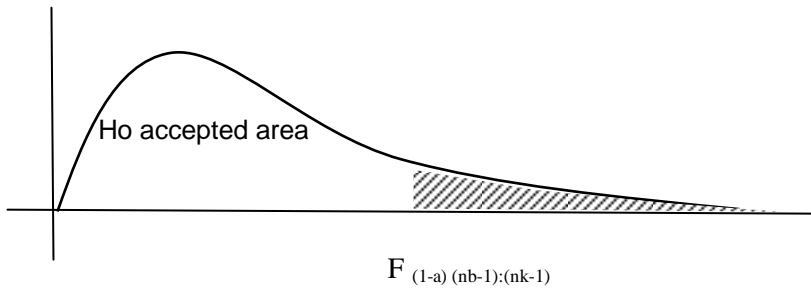


Table 4.6
Average test of Experimental and Control Class Pre-test

Variation Source	Experiment	Control
Sum	1467	1670
\bar{n}	22	23
\bar{X}	66,682	72,609
Varians (s^2)	18,799	20,249
Standard of deviation (s)	4,336	4,500

$$F = \frac{20,2490}{18,7987} = 1,077$$

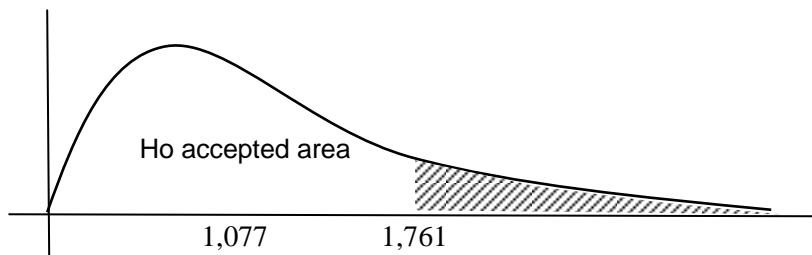
For $\alpha = 5\%$ with:

$$df1 = nb - 1 = 23 - 1 = 22$$

$$df2 = nk - 1 = 22 - 1 = 21$$

$$F_{(0,05)(37:37)} = 1,761$$

Picture 4.3
Homogeneity Experimental and Control Class of Pre-test



Because $F_{\text{count}} < F_{\text{table}}$, the experimental and control group had the **same** variance with $\alpha = 5\%$ and

dk = (23-1=22) : (22-1=21), it obtained $F_{table} = 1,761$.
 Because F_{count} was lower than F_{table} ($1,077 < 1,761$).
 So, H_0 was accepted and two groups had same variant/ **homogenous**.

5) The Hypothesis Test of Pre-test

In this research, because $H_0: \sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula was as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Table 4.7

Average test of Experimental and Control Class Pre-test

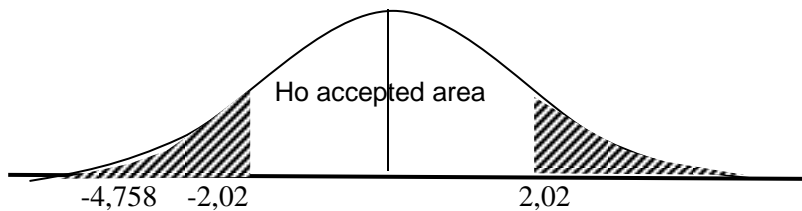
Variation Source	Experiment	Control
Sum	1467	1670
n	22	23
\bar{X}	66,682	72,609
Varians (s^2)	18,799	20,249
Standard of deviation (s)	4,336	4,500

$$s = \sqrt{\frac{(22 - 1) 11,4199}{22} + \frac{(23 - 1) 21,5336}{23}} = 4,0736$$

$$t = \frac{83,91 - 66,48}{4,0736 \sqrt{\frac{1}{22} + \frac{1}{23}}} = 14,349$$

With $\alpha = 5\%$ and $dk = 23 + 22 - 2 = 43$, it obtained $t_{table} = (2,02)$.

Picture 4.4
Hypothesis t-test of Pre-test



Because t_{count} was lower than t_{table} ($-4,496 < 2,02$). So, H_0 was accepted and there was difference of pre-test average score from both of experimental and control groups.

b. The Data Analysis of Post-test Score of the Experimental Class and Control Class.

1) Normality Experimental and control class of Post-test

Table 4.8
The List of Experimental and Control Class Post-test Score

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	67	1	E-1	86
2	C-2	75	2	E-2	80

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
3	C-3	67	3	E-3	75
4	C-4	73	4	E-4	85
5	C-5	69	5	E-5	87
6	C-6	63	6	E-6	87
7	C-7	64	7	E-7	85
8	C-8	63	8	E-8	80
9	C-9	62	9	E-9	89
10	C-10	60	10	E-10	87
11	C-11	65	11	E-11	83
12	C-12	60	12	E-12	86
13	C-13	60	13	E-13	84
14	C-14	62	14	E-14	82
15	C-15	75	15	E-15	83
16	C-16	67	16	E-16	84
17	C-17	64	17	E-17	82
18	C-18	65	18	E-18	83
19	C-19	69	19	E-19	82
20	C-20	73	20	E-20	80
21	C-21	71	21	E-21	87
22	C-22	68	22	E-22	89
23	C-23	67			
Σ		1529			1846
n		23			22
\bar{X}		66,47826			83,90909
Varians(S^2)		21,534			11,41991
Standard deviation (S)		4,640431			3,379336

2) The Normality of the Experimental Class of Post-test

The normality test was used to know whether the data that obtained was normally distributed or not. Based on the table above, the normality test was:

Hypothesis:

Ha: The distribution list was normal

Ho: The distribution list was not normal

Test of Hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score	= 89
Minimum score	= 75
K/ Number of class	= 5
S	= 3, 54
n	= 22
Range	= 14
Length of class	= 3
\bar{X}	= 83,77

Table 4.9**The Frequency Distribution of the Experimental Class Post-test**

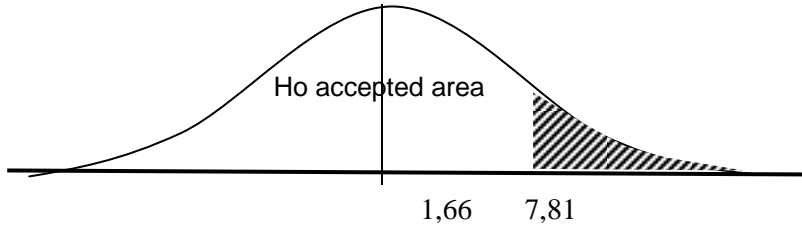
Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
75 – 77	1	76	5776	76	5776
78 – 80	3	79	6241	237	18723
81 – 83	6	82	6724	492	40344
84 – 86	6	85	7225	510	43350
87 – 89	6	88	7744	528	46464
Sum	38			1843	154657

Table 4.10**The Frequency Observation of the Experimental Class Post-test**

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	74,5	-2,62	-0,4956				
75 – 77				0,0039	0,7	1	0,858
	77,5	-1,77	-0,4616				
78 – 80				0,1395	3,1	3	0,0016
	80,5	-0,92	-0,3221				
81 – 83				0,2914	6,4	6	0,0263
	83,5	-0,08	-0,0307				
84 – 86				0,3098	6,8	6	0,0978
	86,5	0,77	0,2792				
87 – 89				0,1678	3,7	6	1,4452
	89,5	1,62	0,4469				
$\chi^2 =$							1,66

$$\chi^2_{\text{count}} = 1,66 \text{ for } a = 5\%, dk = 6 - 3 = 3 \text{ was gotten } \chi^2_{\text{table}} = 7,81$$

Picture 4.5
The Normality of Experimental Class of Post-test



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 7,81$. Because $\chi^2_{count} = 1,66$ was lower than $\chi^2_{count} = 7,81$ ($1,66 < 7,81$). So the distribution list was normal.

3) The Normality of the Control Class of Post-test

Hypothesis:

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score	= 74
Minimum score	= 60
K/ Number of class	= 5
S	= 4,24
n	= 23
Range	= 14

Length of class = 3

\bar{X} = 66,35

Table 4.11
The Frequency Distribution of the Control Class Post-test

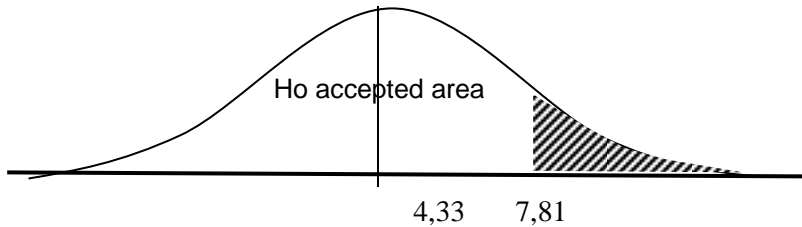
Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
60 – 62	5	61	3721	305	18605
63 – 65	6	64	4096	384	24576
66 – 68	5	67	4489	335	22445
69 – 71	3	70	4900	210	14700
72 – 74	4	73	5329	292	21316
Sum	23			1526	101642

Table 4.12
The Frequency Observation of the Control Class Post-test

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$(O_i - E_i)^2$
							E_i
	59,5	-1,62	-0,4469				
60 – 62				0,1289	3,0	5	1,3974
	62,5	-0,91	-0,3180				
63 – 65				0,2387	5,5	6	0,0472
	65,5	-0,20	-0,0793				
66 – 68				0,2735	6,3	5	0,2645
	68,5	-0,51	-0,1942				
69 – 71				0,1937	4,5	3	0,4757
	71,5	1,22	0,3879				
72 – 74				0,0849	2,0	4	2,1497
	74,5	1,92	0,4728				
$X^2 =$							4,33

$\chi^2_{\text{count}} = 4,33$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{\text{table}} = 7,81$

Picture 4.6
The Normality of the Control Class of Post-test



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{\text{count}} = 7,81$. Because $\chi^2_{\text{count}} = 4,33$ was lower than $\chi^2_{\text{table}} = 7,81$ ($4,33 < 7,81$). So the distribution list was normal.

4) Homogeneity Experimental and control class of Post-test

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula:

$$F = \frac{\text{The biggest Variants}}{\text{The smallest Variants}}$$

H_0 is accepted if $F \leq F_{(1-\alpha)(nb-1);(nk-1)}$

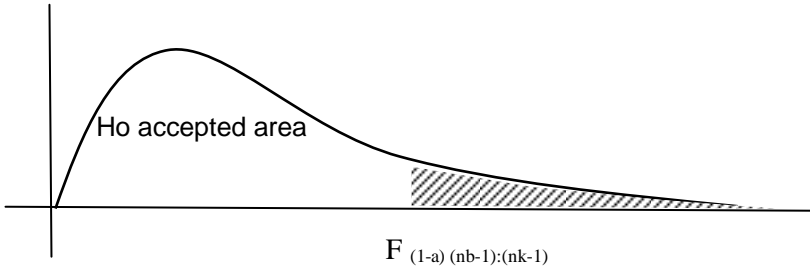


Table 4.13

Average test of Experimental and Control Class of Post-test

Variation Source	Experiment	Control
Sum	1846	1529
n	22	23
\bar{X}	83.909	66,478
Varians (s^2)	11,420	21,534
Standard of deviation (s)	3,379	4,640

$$F = \frac{11,4199}{11,4199} = 1,000$$

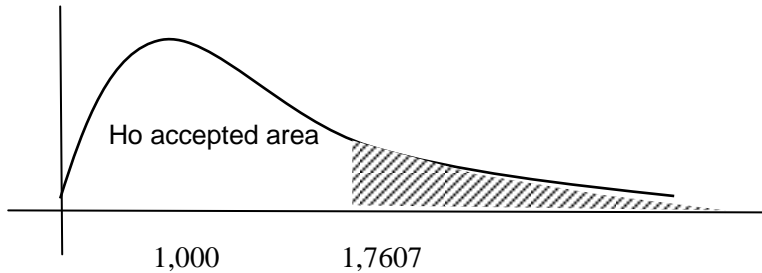
For $\alpha = 5\%$ with:

$$df1 = nb - 1 = 23 - 1 = 22$$

$$df2 = nk - 1 = 22 - 1 = 21$$

$$F_{(0.05)(37;37)} = 1,761$$

Picture 4.7
Homogeneity Experimental and Control Class of Pre-test



Because $F_{\text{count}} < F_{\text{table}}$, the experimental and control group had the same variance with $\alpha = 5\%$ and $dk = (23-1=22) : (22-1=21)$, it obtained $F_{\text{table}} = 1,7607$. Because F_{count} was lower than F_{table} ($1,000 < 1,7607$). So, H_0 was accepted and two groups had same variant/ **homogenous**.

5) The Hypothesis Test of Post-test

In this research, because $H_0 : \sigma_1^2 = \sigma_2^2$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_a is accepted if $t_{\text{count}} > t_{(1-\alpha)(n_1+n_2-2)}$

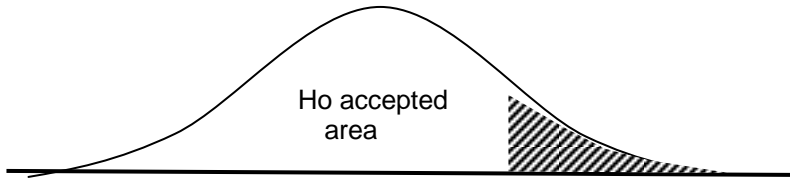


Table 4.14

Average test of Experimental and Control Class of Post-test

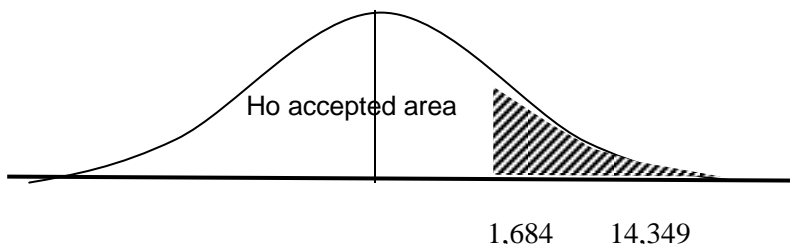
Variation Source	Experiment	Control
Sum	1846	1529
n	22	23
\bar{X}	83,909	66,478
Varians (s^2)	11,420	21,534
Standard of deviation (s)	3,379	4,640

$$S = \sqrt{\frac{[22-1] 11,4119 + [23-1] 21,5336}{22 + [23-2]}} = 4,0736$$

$$t = \frac{83,91 - 66,48}{4,0736 \sqrt{\frac{1}{22} + \frac{1}{23}}} = 14,349$$

For $\alpha = 5\%$ and $dk = 22+23 - 2 = 43$, it obtained $t_{(0.05)(74)} = 2,02$.

Picture 4.8
Hypothesis t-test of Pre-test



Since $t_{count} > t_{table}$ meant that there was a significant difference between experimental and control class on the post test. The experimental class was higher than the control class.

Based on the computation above, by $\alpha = 5\%$ of significance and $dk = 22+23-2 = 43$. It was obtained $t_{table} = 1,684$ while $t_{count} = 14,349$. So, it can be concluded that H_0 was rejected because t_{count} was higher than the critical score on the t_{table} ($14,349 > 1,684$).

Based on the result, the hypothesis in this research could be concluded that there was a significance difference in the achievement score of speaking between experimental class and control class which was teaching speaking by using concept attainment strategy in experimental class and control class taught without using concept attainment strategy.

C. Discussion of the Research Finding

1. The score of initial ability (pre-test)

Based on the calculations of normality and homogeneity test from class X1 as the experimental class and X3 as the control class was normal distribution and homogeneous.

2. The score of final ability (Post-test)

The result of this research is obtained the average score of experimental class was 83, 909 which were higher than the result of control class was 66,478.

The average score of experimental class was 83, 909 and (S) Standard of deviation was 3, 379. Teaching speaking in experimental class by using concept attainment strategy as technique can encourage the students to be more active and motivated. They were also easy to understand the material when teaching and learning process conducted by using concept attainment strategy. It can be seen on the result of average score of experimental class which better than control class.

The average score of control class was 66, 478 and (S) Standard of deviation was 4,640. The teaching speaking in control class by using lecturing method made students felt bored because the teaching-learning process was monotonous. So, the students couldn't understand the teaching-learning process optimally.

Based on the result of calculation t-test was obtained $t_{count} = 14,349$ and $t_{table} = 1,684$. This showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). Thus, it meant that there was a significant difference between speaking achievement score of students who taught teaching and learning speaking using concept attainment strategy and without concept attainment strategy in the teaching speaking.

D. Limitations of the Research

The researcher realized that this research had not been conducted optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge of teaching-learning. It made the implementation process of this research was less smooth. But the researcher tried as maximal as possible to do this research.
2. The researcher was limited at SMA Walisongo Semarang in the academic year 2015/2016. When the same research is conducted in others school, it was still possible that will be gained different score.

Considering all those limitations, there was a need to do more researches about teaching speaking using concept attainment strategy or different method. Hopefully, there will be better and has an optimal result

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research at the tenth grade students of SMA Walisongo Semarang was conducted, the researcher could conclude that there was a difference achievement in score of speaking between students who were taught using Concept Attainment Strategy without Concept Attainment Strategy. The conclusions of this research were drawn in accordance with the result of the data analysis in the previous chapter.

Students' achievement in speaking skill before and after being taught with Concept Attainment Strategy at Tenth Grade students of SMA Walisongo Semarang in Academic Year 2015/2016 were difference. The test of hypothesis using t-test formula showed the value of the test was higher than the value of the t-table. Based on the result of calculation of t-test was obtained $t_{count} : 14,349$ and $t_{table} : 1,684$. This showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). The average score for the experimental was 66,681 for the pre-test and 83,909 for the post-test. While the average scores for control class was 72,608 for the pre-test and 66,478 for the post-test. It can be concluded that there was a significant difference in the students' achievement on speaking skill at the tenth grade students of SMA Walisongo Semarang in academic year of 2015/2016 between students who have been

taught speaking by using Concept Attainment Strategy and who those have been taught without using Concept Attainment Strategy. It means that the teaching speaking by using CAS as medium was more effective than that without using CAS. So, the hypothesis was accepted.

B. Suggestion

In the teaching-learning process of reading of speaking skill, the teacher should create an interesting and enjoyable atmosphere. Because that was the basic things that had to be noticed in order to get attention in teaching-learning process, so that students could be more active and interested. English teachers should be creative. They could support teaching-learning process by media or technique that was suitable with the material. Teacher could use Media such as game was useful to attract students' interest and their activeness. CAS could be a good option in teaching speaking skill. Student didn't play game but also they could express their feeling and idea. CAS that used in the teaching speaking skill could raise students' interest and motivated in speaking. It could be seen from students' activeness in the class. If the students had a high interest, the teacher would not be difficult to teach the lesson.

The researcher hoped that the school could support teachers to create enjoyable, fun and interesting teaching-learning process such as using CAS in the teaching speaking. So, this research could improve students' motivation in speaking skill.

Thus, this thesis was served to the readers. The researcher realized that it hadn't been perfect. The researcher hoped any suggestion and criticisms to make it perfect. The researcher hoped that it could be useful to the readers. Amin.

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<https://esl.brainpop.com/level3/unit1/lesson1/lessonplan/image3.pdf>

Appendix 1

THE LIST STUDENTS OF EXPERIMENTAL CLASS

NO	NAME	CODE	SCORE
1	Agung Trianto	E-1	86
2	Rifki Bahtiar	E-2	80
3	Nanda Elfa S	E-3	75
4	Abdul Khohar	E-4	85
5	Guntur Fajar Sidiq	E-5	87
6	Rinaldi Pamungkas	E-6	87
7	Rizky Agung N	E-7	85
8	Clarisa Amara P	E-8	80
9	Mahfudhotun S	E-9	89
10	Milenia Qusnul	E-10	87
11	Yoga Adi Saputra	E-11	83
12	Alfian Nughroho	E-12	86
13	Fauziah laily	E-13	84
14	Aina Wideasari	E-14	82
15	Bagus Wahyu S	E-15	83
16	Indah Putri Yani	E-16	84
17	Ramania Adinda	E-17	82
18	Afifah Istiqomah	E-18	83
19	M. Iftitah Dheo S	E-19	82
20	Fadel Anwar	E-20	80
21	Shafa Nur H	E-21	87
22	Anisa Fitriani	E-22	89

Appendix 2

THE LIST STUDENTS OF CONTROL CLASS

NO	NAME	CODE
1.	Aditya Meiko Prasetyo	C-1
2.	Alif Bima Hanggara	C-2
3.	Ani Fatun Khasanah	C-3
4.	Anisa Bunga Praninggar	C-4
5.	Arinda Tiarasari	C-5
6.	Bagus Heri Widoseno	C-6
7.	Chotijah Amalia Riswanto	C-7
8.	Daffa Ilham Mahendra	C-8
9.	Dwiyanti Zahnu F	C-9
10.	Erma Dwi Ayu	C-10
11.	Henri Adi Saputra	C-11
12.	Indah Putri Yana	C-12
13.	Melinda Eka Putriyanto	C-14
14.	Murthado Rizki Afrinda	C-15
15.	Nanda Anggung Lestari	C-16
16.	Novia Sekar Ramadhani	C-17
17.	Okky Anggara Saputra	C-18
18.	Rizal Rafli Fajar Kurniawan	C-20
19.	Robiah Masitoh	C-21
20.	Sinta Nur Isnaini	C-23
21.	Tasya Meilinda Rahmawati	C-24
22.	Wanda Amaranggana	C-25
23.	Yuanita Nuraini	C-26

Appendix 3

The transcript of students' recording (Pre-test Experimental Class)

Pre. E-1

My name is Agung Trianto. The picture about doctor. He is a doctor. He has masculine body but he so friendly patient. He always giving gifts to the children to recover the disease.

Pre E-2

My name is Rifki Bahtiar. This is picture about teacher. He is teacher. He is teaching. He gave knowledge to his students. This picture the teacher already teaching the students with a smile face and excited. So that the students are not always stress. Thank you.

Pre E-3

My name is Nanda Elfa. The picture about teacher. He is teacher. He is teaching. He teaching humble. He has body six pack. Thank you.

Pre E-4

My name is Abdul Khohar. The picture about chef. He cooked a lot of delicious food. The profession is chef. He cook chef. He is a handsome and he has six pack body. Thank you.

Pre E-5

My name is Guntur Fajar Sidiq. The picture about teacher. He is a teacher. Teacher is a good profession. He give knowledge to students. He look be patient and he always smile.

Pre E-6

My name is Rinaldi pamungkas. The picture about doctor. He is a doctor. A specialist medical patient. He is smart, hard work and

responsibility. He was in patient and respect. He always look a lot of people. He treat the medical patient with patient. He smart, sexy and body masculine.

Pre E-7

My name is RIzky Agung Nugroho. This picture about teacher. The teacher student becomes mother. He taught students be patient. I proud him. I not forget him. Thank you.

Pre E-8

My name is Clarisa Amara. This picture about farmers. She was farmers women. Women farmers is good. Farmers is good profession. If with not farmes, not the food. Farmers is good.

Pre E-9

My name is Mahfudhotun Sampurna ningsih. This picture about chef. Chef is a good profession. He smart make delicious food. He cook a lot food. He handsome and he has masculine body. Thank you.

Pre E-10

My name is Milenia Qusnul. This picture about the farmer. She is a farmer are planting rice as a material for human food. Farmer is his profession. Farmer are who contribute the rice. And she is a people to contribute rice. Thank you.

Pre E-11

my name is Yoga Adi Saputra. the picture about *koky*. a man who was cookig food. she makes a good food. he is *koky*. A man who worked in restaurant for cooking food.he has a oval face and white skin. thank you.

Pre E-12

My name is Alvian Nugroho. This picture about pilot. He work playing plane or pilot. Pilot is an able profession namely to deliver passenger to destination. He have smiling and oval face. He has whit skin. That is all and thank you.

Pre E-13

My ame is Fauziyah Laily. The picture about farmer. She is farmer. In the morning the planting rice. The women profession is farmer. I am nothing eaten if without farmer. She is farmer woman. Thank you.

Pre E-14

My name is Aina Widiyasari. This picture about farmer. She just plant *padi* in the field. She is a farmer. Woman profession is a farmer. And they come to planting *padi*. Thank you.

Pre E-15

My name is Bagus Wahyu Setiono. The picture about chef. He was making a cake. He was serving making a cake. A chef is good profession and interesting job. There are flavor and creativity. Because the food is cultural and treasure. That he smart, creative and masculine to making cake. Thank you.

Pre E-16

My name is Indah Putri Yani. This picture about teacher Mathematic. She teach mathematic. Somebody teacher is clever and humble.. Thank you.

Pre E-17

My name is Ramania Adinda. This picture about doctor. He is a doctor. He work at hospital. He is very smart to pure people who

are every one very sick as doctor. He is very cleaver to work. Thank you.

Pre E-18

My name is Afifah Istiqomah. This picture about doctor. He is smart, patient, hard work and responsibility. He was care to be patient and respect. He treated all patient with be patient. And already professional. Thank you.

Pre E-19

My name is Mohammad Iftitah Dheo Savalas. The is picture is about the teacher. He is teacher teaching about knowledge. He is teaching student. Thank you.

Pre E-20

My name is Fadel Anwar. This picture about about football player. He play with professional and he has experience. Thank you.

Pre E-21

My nname is Safa. The picture about stewardess. She is stewardess. She always to give information to passenger. Woman profession is stewardess. To give information to passenger on the plane. She is beautiful. She is clever and has long hair. Thank you.

Pre E-22

My name is Anisa Fitriani. This picture about pilot. He is a pilot plane. A pilot are a drive smart. The work is helping many people to go away. He is very good at working. He is professional profession handle. Thank you.

The transcript of students' recording (Pre-test control Class)

Pre C-1

My name is Aditya Meiko Prasetyo. She is stewardess. Airport passenger stewardess. it is a good profession. thank you.

Pre C-2

My name Alif Bima Hanggara. He is koky. He has cooking. He can make food, drink, and cake. I think he is a professional koky. His body looks like handsome and intelligent.

Pre C-3

My name is Anifatun Hasanah. The man is pilot. Pilot can make the plane fly. Pilot always beside captain. Someone who is captain should be educated and body look.

Pre C-4

My name is Anisa Bunga Praninggar. She is a teacher. She is teaching now. Without him i can not be smart. She is smart, beautiful. She has long hair and white skin. thank you.

Pre C-5

My name is Arinda. She is a teacher. She was a teaching. Teacher always teaching students. She was beautiful and smart. thank you.

Pre C-6

My name is bagus. The picture is teacher. He is teacher. He always teach students. He is a smart without teacher i am stupid. He is handsome and look be patient. Thank you.

Pre C-7

My name is Chotijah Amalia Riswanto. The picture is pilot. He works as driver a plane. A man profession is pilot. I think profession pilot is fun and dengerous because he must a plane that hing to buttom. i think all pilot is handsome, cool and have much money. His body looks like six pack from outside.

Pre C-8

My name is Dafa Ilham Mahendra. He is a pilot. He drive a plane. He is handsome, smart, cool and cubby.

Pre C-9

My name is Dwiyanti Zahnu. He is a pilot. Pilot can make the plane flay. The pilot is beside capilot.

Pre C-10

My name is Erma Dwi Ayu. He is adocotor. Examining patient. He is old, handsome, smart, and flat.

Pre C-11

My name is Henri Adi Sapurta. He is teaching. He was teaching now. He must teach student to smart. He is smart and handsome.

Pre C-12

My name is Indah Putri Yana. She is a *pramugari*. She is sevring pessanger in plane. She is a beautiful and wonderful. Her body is ideal.

Pre C-13

My name is Melinda Eka Putriyanto. He is a doctor. Examing patient. He is handsome, old, smart and flat.

Pre C-14

My name is Murtadho Rizki. The image is football player. He bring trophy as a professional football player. His profession is football player. His body looks like six pack but is very nice when he play a football.

Pre C-15

My name is Nanda Anggun Lestari. He is a football player. He was very proud to get a trophy. He look very happy. He looks like cool and has good body.

Pre C-16

My name is Novia Sekar Ramadhani. The image of a pilot. He deliver passenger. He drives a plane. He look smart and handsome.

Pre C-17

My name is Okky Anggara Saputra. She is a teacher. He was a teaching. Teacher always delivers knowledge to students. She is beautiful and slim body.

Pre C-18

My name is Rizal Rafli Fajar Kurniawan. The image of football player international. He brings a trophy as a best football player and professional. his body good and six pack. Thank you.

Pre C-19

My name is Robiah Masitoh. She is a teacher. She was teaching. Teacher has teaching what is know the students. She is beautiful and spectacular slim. thank you.

Pre C-20

My name is Sinta Nur Isnaini. The image is teacher. Her profession a teaching. Her job is to teach. She has anable job. She is pretty, smart, to tall, and skiny.

Pre C-21

My name is Tasya Meilinda Rahmawati. The image is *pramugari*. She accompany pilot to bring plane play. She save pessanger. she is beautiful, smart and skiny.

Pre C-22

My name is Wanda Amaranggana. He is adoctor. He is writing recept. He is examining patient. He is smart and handsome. Thank you.

Pre C-23

My name is Yuanita Nuraini. She is a stewardess. Airport pessanger plane. She save pessanger. She is pretty smart and high. thank you.

The transcript of students' recording (Post-test Experimental Class)

Post E-1

My name is Agung Riyanto. My idol is Mark Marquez. He is MotoGP rider.

I am very like him because he is never give up, handsome and he is like just kidding.

He is like smile, he is from Barcelona Spanyol, he born that 17 February 1993

Post E-2

My name is Rifky Bachtiar. My idol is Yoga Adi Saputra

I'm very like him because he is handsome old-man and he is professional in woman

Post E-3

My name is Nanda Elfa. My idol is my brother. Her name is Darma Satria Pambudi.

I'm very like him because he is cute. i'm called my darling is enough. Thank you

Post E-4

My name is Abdul Khohar. My idol is Alfian. He is handsome and smart Al-Qur'an.

I like Alfian because often umroh. Thank you

Post E-5

My name is Guntur Fajar Shidiq. My idol is Valentino Rossi. I like him because he was handsome and a professional MotoGP player. I want to be like him. Thank you

Post E-6

My name is Rinaldi Pamungkas. My idol is Nina Zatulini.

I'm very like her because she was beautiful and sweet smile. I like it.

She is artist from Indonesian. I want a boyfriend like her.

Thank you

Post E-7

My name is Rizky Agung Nugroho. My idol is David De Gea.

I'm very like him because handsome, great hardwork for esteem.

I want to like him. He is a professional football player.

He is playing for Manchester United and National Spain.

Thank You

Post E-8

My name is Clarisa Amara. My idol is Umi Pipik. I'm very like her because she is beautiful.

I want to be like him because she is good character.

Post E-9

My name is Mahfudhotun Sampurnaningsih. My idol is my English teacher. Her name is Mrs. Widya. I'm very like her because she is a kind teacher. I want to be like her. Become a good English teacher. Thank you

Post E-10

My name is Milenia Qusnul. My Idol is Akhadi Wira Satriaji. He is a vocalist Slank.

Nickname is Kaka. I like him because he has a good voice.

I want to be like him because he is a great singer and professional singer. Thank you

Post E-11

My name is Yoga Adi Saputra. My idol is Prophet Muhammad. I'm very like him because he is smart

I want to be like him. He is a good caharacter. I testify that there is no God but Allah.

And I bear witness that the Prophet Muhammad is the Messenger of the God. Thank you

Post E-12

My name is Alfian Nughroho. My idol is My Prophet. Because he has take Islam to the world.

He take the world from the darkness to the lightness. Thank you

Post E-13

My name is Fauziah Laily. My idol is Billy Davidson.

I very like him because he is handsome, smart and professional in acting. Thank you.

Post E-14

My name is Aina Wideasari. My idol is Isyana Sarasvati.

I am very like her because she is beautiful and has beautiful voice.

She is a professional singer. Thank you

Post E-15

My name is Bagus Wahyu. My idol is Eni Sagita.

I like her because a good singing voice and she was beautiful with a lovely smile. Thank you

Post E-16

Hi! My name is Indah Putri Yani. My idol is Olga Syahputra.

I like him because he is a funny comedian. He is handsome and professional, but it is dead. Thank you

Post E-17

My name is Ramania Adinda. My idol is my mother. I'm very like her because she was very caring and loving. I was amazed at my mother. I want to be like her.

P.E-18

My name is Afifah Istiqomah. My idol is Lee Minho. I'm very like him because he was a handsome actor.

I want to has a boyfriend like him. Thank you

Post E-19

My name is Muhammad Iftitah Dheo Savalas. My idol is James Rodriguez.

I'm very like him because he is good skill and handsome. I want to be like him.

He is a professional football player. Thank you

Post E-20

My name is Fadel Anwar. My idol is my friend. His name is Rinaldi Pamungkas.

I am very like him and I want to be like him because he is handsome and professional boxing player. Thank you

Post E-21

My name is Shafa. My idol is my father. I'm very proud to have such a father.

I'm very like him because he loves me more than himself.

Post E-22

My name is Anisa Fitriani. My idol is Raisa Andriana.

I'm very like her because she has a beautiful voice. She is a professional singer

I want to be like her.

The transcript of students' recording (Post-test control Class)

Post C-1

My name is Aditya Meiko Prasetyo. My idol is Rambo.
because he is strong and brave in leading much private.

Thank you

Post C-2

My name is Alif Bima Hanggara. My idol is Andre Taulani.
He is a comedian.

I will be like he. I will success like he and I will life happy.

Post C-3

My name is Ani Fatun Khasanah. My idol is Tao. He was an
EXO member. He was from China

He like Panda and I like him. Thank you

Post C-4

My name is Anisa Bunga Praninggar. My idol is Andre
Hermawan because he was good, not stingy, funny, not arrogant, very
friendly.

if with her i feel calm and happy. He is tall. He was tall nose,
sexy lips, beautiful eyes. His face was very handsome.

He is the most i loved

Post C-5

My name is Arinda Tiarasari. My idol is Natasha Winona.
She is actor anak jalanan.

She is beautiful and she is smart. She is very tomboys. Thank
you

PostC-6

My name is Bagus. My idol is spongebob because i like the
color yellow. Thank you

Post C-7

My name is Chotijah Amalia. My idol is my mother. Because she is perfect.

She give me a lot of love. She work hard day and night. Sometimes my mother give me a cloth without i asked

Post C-8

My name is Daffa Ilham Mahendra. I like idol Raditya Dika because he is funny and can make people. Thank you

Post C-9

My name is Dwiyanti. My idol is Fatin Shidqia.

I idolize her because she is beautiful and she has beautiful voice.

She also a champion in the talent show

Post C-10

His name is Erma Dwi. My idol is Vino. He is the brother of my sister.

he is very cut and adorable. He was a baby so has no hair.

He had the nose and strap. He has with skin.

Post C-11

My name is Henri Adi Saputra. My idol is Joko Widodo.

Because smart. hard walker and friendlies. Thank you

Post C-12

My name is Indah Putri Yana.

My idol Acha Septriasa because she was pretty with eye beautiful, will his vocalist was good, acting good with tell strephold.

She is very beautiful, she are artist the film end story, her very nice

Post C-13

My name is Melinda. My idol is my mother. She wash so greet, nice and never complain it.

When Ani adapt a caption, question. I am wrong of him and i want to reply to beautify hima and also my father.

Post C-14

My name is MurthadO Rizki. My idol is BJ Habibie.

Because he is a smart, hard work and famous in the world.

Thank you

Post C-15

My name is Nanda Anggung Lestrari. My ideal is my english teacher.

Because she is smart and good. between other English teacher she is smartest.

Post C-16.

My name is Novia. My idol is my father. He is figure that is for me in our small family.

He was the one who often give advice to me when i make a mistake

Post C-17

My name is Okky Anggara Saputra. My idol is Lionel Messi because he is player football is the best

he very famous in the worlf sport. he have good body and strong body. Thank you

Post C-18

My name is Rizal Rafli Fajar Kurniawan. My idol is my father.

Because she is hardwork, smart and the best for my life.

And i know one day will be father. Thank you

Post C-19

My name is Robiah Masitoh. My idol is Sule. He had a flat nose and long curly hair.

Cute to on properties. Like entertaining the community on television. Thank you

Post C-20.

My name is Sinta Nur Isnaini. My idol is Luhan.

He is a singer from China. I'm idolize him because he has a beautiful voice and a face that was cute

Beside singing Luhan also become an actor. Thank you

Post C-21

My name is Tasya Meilinda. My idol is Agnes Monica. She start from she child.

She start from bottom until success. She is children singer. She is children dance.

She is beautiful. Thank you\

Post C-22

My name is Wanda Amaranggana. My idol is my boyfriend. He name is Wemby. He is a racer.

He always support me what I doing and I love him everytime. Thank you

Post C-23

My name is Yuanita Nuraini. My idol is Tiffany Wang.

I idolize her because it has a good voice and she was beautiful.

She is a Korean artist. She was one of the group SNSD or girls' generation.

She has long blonde hair, slanted eyes, aquiline nose. She has great skill. Thank you

Appendix 4

List of Pre-test Question

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What the man's profession?
- b. What the job of the doctor?
- c. What causes ill patients?
- d. What causes the disease appeared?
- e. How to prevent the disease?
- f. How to treat the disease?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



1. What the man's profession?
2. What is he doing?
3. What is he cooking?
4. What are the ingredients needed to make it?
5. How to make it?
6. How to present it?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What pictures is that?
- b. What is he doing?
- c. What the man's profession?
- d. What do you think about his profession?
- e. What do you think about him?
- f. How is his body look like?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What pictures is that?
- b. What is she doing?
- c. What the woman's profession?
- d. What do you think about her profession?
- e. What do you think about her?
- f. How is her body look like?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What picture is that?
- b. What is he doing?
- c. What is the man's profession?
- d. What do you think about his profession?
- e. What do you think about him?
- f. How does his body look like?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What pictures is that?
- b. What is she doing?
- c. What the woman's profession?
- d. What do you think about her profession?
- e. What do you think about her?
- f. How is her body look like?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What pictures is that?
- b. What are they doing?
- c. What the woman's profession?
- d. What do you think about their profession?
- e. What do you think about them?

Answer the questions based on picture and change your answer into paragraph based on your own mind!



- a. What pictures is that?
- b. What are he doing?
- c. What the man's profession?
- d. What do you think about his profession?
- e. What do you think about him?
- f. How is his body's look like?

Appendix 5

POST- TEST QUESTION

The teacher asks students to describe their idol. Then the students come forward and describe it in front of the class.

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah / Madrasah	: SMA Walisongo Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X1 / 2
Alokasi Waktu	: 2 x 45 menit
Materi Pelajaran	: Describing People
Skill	: Speaking

A. Standar Kompetensi

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive text* untuk berinteraksi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

4.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *descriptive*.

C. Materi Pokok

How to describe person :

Picture :

appearances :

man, tall, bright skin, short hair, oval face

Describe : He is a man. He is tall. He has bright skin. He has short hair and he has oval face.

D. Indikator

- Mengidentifikasi kosa kata yang tepat untuk mendeskripsikan gambar.
- Mendeskripsikan ciri – ciri fisik sesuai dengan gambar.

E. Nilai Karakter

- Rasa ingin tahu
- Kreatif
- Mandiri
- Pantang menyerah

F. Tujuan

Setelah selesai pembelajaran ini peserta didik diharapkan dapat :

- Siswa dapat mengidentifikasi kosa kata yang tepat untuk mendeskripsikan gambar.
- Siswa dapat mendeskripsikan atau mengungkapkan apa yang mereka pikirkan sesuai dengan gambar.

G. Metode Pembelajaran / Teknik

Concept Attainment Strategy (CAS) technique.

H. Sumber Pembelajaran

Buku paket Erlangga kelas X.

I. Strategi Pembelajaran

No	Uraian Kegiatan	Waktu
1	<p data-bbox="337 263 624 293"><i>Kegiatan Pendahuluan</i></p> <ul data-bbox="337 313 883 594" style="list-style-type: none"><li data-bbox="337 313 883 394">➤ Guru memberikan salam dan mengajak berdoa sebelum pelajaran dimulai.<li data-bbox="337 410 773 441">➤ Guru mengecek kehadiran siswa.<li data-bbox="337 457 713 488">➤ Guru memberikan motivasi.<li data-bbox="337 505 883 594">➤ Penjelasan singkat tentang materi yang akan dikuasai siswa sebagai hasil belajar.	15
2	<p data-bbox="337 617 501 647"><i>Kegiatan Inti</i></p> <p data-bbox="337 667 473 698">Eksplorasi</p> <ul data-bbox="337 717 883 846" style="list-style-type: none"><li data-bbox="337 717 883 846">➤ Dengan bimbingan guru siswa mengingat kembali bentuk descriptive text. <p data-bbox="337 865 461 896">Elaborasi</p> <ul data-bbox="337 915 883 1406" style="list-style-type: none"><li data-bbox="337 915 883 997">➤ Guru menanyakan tentang descriptive text kepada siswa.<li data-bbox="337 1013 883 1141">➤ Dengan tanya jawab siswa diajak untuk dapat mengingat kembali teks yang berbentuk deskriptif.<li data-bbox="337 1157 883 1304">➤ Guru memberikan penjelasan appearances, misalnya: <i>bald, curly, dark skin, oval face</i>.<li data-bbox="337 1320 883 1406">➤ Guru memberikan penjelasan “how to describing people.”	65

No	Uraian Kegiatan	Waktu
	<ul style="list-style-type: none"> ➤ Guru memberikan contoh tentang “how to describing people” ➤ Guru memberikan gambar kepada siswa dan memberikan penjelasan. <i>Contoh : He is a man. He is tall. He has bright skin. He has short hair and he has ouval face.</i> ➤ Siswa diminta untuk menganalisa gambar yang diberikan oleh guru. ➤ Siswa diminta menyampaikan apa yang mereka pikirkan (analisa) tentang gambar yang diberikan oleh guru didepan kelas. ➤ Guru dan siswa lain mengadakan evaluasi bersama terhadap penampilan siswa yang maju didepan kelas. <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Bersama siswa guru memberikan simpulan tentang materi pembelajaran. 	
3	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ➤ Guru memberikan motivasi kepada siswa. ➤ Guru memberikan kesimpulan dan evaluasi. 	10

J. Penilaian

- Teknik Penilaian : Tes Tertulis dan Lisan
- Bentuk Penilaian : performance

K. Pedoman Penialain

No.	Aspek Penialain	Skor
1.	Accuracy	4
2.	Vocabulary	4
3.	Grammar	4
4.	Fluency	4

Kategori

Pedoman skor

4 = sempurna

A = 90 - 100

3 = bagus

B = 80 -89

2 = kurang

C = 70 - 79

1 = jelek

D = 60 - 69

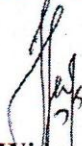
Nilai = Jumlah skor : $16 \times 100 = 100$

= 16 : $16 \times 100 = 100$

Semarang, 10 Maret 2016

Mengetahui,
Guru Bahasa Inggris
SMA Walisongo

Peneliti



Marheni Widya Retna, S.Pd
NIY : 3.0206.0040



Nur Hidayati
NIM : 123411088

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah / Madrasah : SMA Walisongo Semarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X1 / 2
Alokasi Waktu : 2 x 45 menit
Materi Pelajaran : Describing People
Skill : Speaking

A. Standar Kompetensi

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive text* untuk berinteraksi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

4.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *descriptive*.

C. Materi Pokok

How to describe their idol :

appearances :

man, tall, bright skin, short hair, oval face, professional football player.

Describe : He is a man. He is tall. He has bright skin. He has short hair and he has oval face. His name is Ronaldo. I am very like him. He is a professional football player. I want to be professional football player like him.

D. Indikator

- Mengidentifikasi kosa kata yang tepat untuk mendeskripsikan idola mereka.
- Mendeskripsikan ciri – ciri idola mereka.

E. Nilai Karakter

- Rasa ingin tahu
- Kreatif
- Mandiri
- Pantang menyerah

F. Tujuan

Setelah selesai pembelajaran ini peserta didik diharapkan dapat :

- Siswa dapat mendeskripsikan atau mengungkapkan idola mereka sesuai dengan apa yang mereka pikirkan.

G. Metode Pembelajaran / Teknik

Concept Attainment Strategy (CAS) technique.

H. Sumber Pembelajaran

Buku paket Erlangga kelas X.

I. Strategi Pembelajaran

No	Uraian Kegiatan	Waktu
1	<p><i>Kegiatan Pendahuluan</i></p> <ul style="list-style-type: none">➤ Guru memberikan salam dan mengajak berdoa sebelum pelajaran dimulai.➤ Guru mengecek kehadiran siswa.➤ Guru memberikan motivasi.➤ Penjelasan singkat tentang materi yang akan dikuasai siswa sebagai hasil belajar.	15
2	<p><i>Kegiatan Inti</i></p> <p>Eksplorasi</p> <ul style="list-style-type: none">➤ Dengan bimbingan guru siswa mengingat kembali bentuk descriptive text. <p>Elaborasi</p> <ul style="list-style-type: none">➤ Guru menanyakan tentang descriptive text kepada siswa.➤ Dengan tanya jawab siswa diajak untuk dapat mengingat kembali teks yang bertentuk deskriptif.➤ Guru memberikan penjelasan appearances, misalnya: <i>bald, curly, dark skin, ouval face</i>.➤ Guru memberikan penjelasan “how to describing people”.	65

	<ul style="list-style-type: none"> ➤ Guru memberikan contoh tentang “how to describing idol”. <p style="margin-left: 40px;"><i>Contoh : He is a man. He is tall. He has bright skin. He has short hair and he has oval face. His name is Ronaldo. I am very like him. He is a professional football player. I wat to be professioal football player like him.</i></p> <ul style="list-style-type: none"> ➤ Siswa diminta mendeskripsikan idola mereka dan menyampaikan apa yang mereka pikirkan (analisa) tentang idola mereka didepan kelas. ➤ Guru dan siswa lain mengadakan evaluasi bersama terhadap penampilan siswa yang maju didepan kelas. <p>Konfirmasi</p> <ul style="list-style-type: none"> ➤ Bersama siswa guru memberikan simpulan tentang materi pembelajaran. 	
3	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ➤ Guru memberikan motivasi kepada siswa. ➤ Guru memberikan kesimpulan dan evaluasi. 	10

J. Penilaian

- Teknik Penilaian : Tes Tertulis dan Lisan
- Bentuk Penilaian : performance

K. Pedoman Penialain

No.	Aspek Penialain	Skor
1.	Accuracy	4
2.	Vocabulary	4
3.	Grammar	4
4.	Fluency	4

Kategori Pedoman skor

4 = sempurna A = 90 - 100
3 = bagus B = 80 - 89
2 = kurang C = 70 - 79
1 = jelek D = 60 - 69

Nilai = Jumlah skor : 16 x 100 = 100
 = 16 : 16 x 100 = 100

Semarang, 16 Maret 2016

Mengetahui,
Guru Bahasa Inggris
SMA Walisongo



Marheni Widya Retna, S.Pd
NIY : 3.0206.0040

Peneliti



Nur Hidayati
NIM : 123411088

Appendix 7



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

Nomor : Un.10.3/D1/TL.00/0863/2016

Semarang, 26 februari 2016

Lamp :-

Hal : **Mohon Izin Riset**

A.n : NUR HIDAYATI

NIM : 123411088

Kepada Yth. :

Kepala SMA Walisongo Semarang

Di Semarang

Assalamua'alikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Nur Hidayati
NIM : 123411088
Alamat : Ds. Rejoagung RT 04 RW 04, Kecamatan Trangkil, Kabupaten Pati
Judul Skripsi : **THE USE OF CONCEPT ATTAINMENT STRATEGY TO IMPROVE THE STUDENTS' MOTIVATION ON SPEAKING SKILL (An Experimental Research at Tenth Grade Students of SMA Walisongo Semarang in Academic Year of 2015/2016)**
Pembimbing : Sayyidatul Fadlilah, M.Pd.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi ijin riset selama 7 hari, pada tanggal 10 Maret 2016 sampai dengan tanggal 17 Maret 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamualikum Wr.Wb.

An. Dekan,

Wakil Dekan Bidang Akademik



Dr. H. Fatch Syukur, M. Ag.

Appendix 8



YAYASAN AL-JAMI'AH AL-MASYHARIYAH SEMARANG
SEKOLAH MENENGAH ATAS

SMA WALISONGO SEMARANG

(TERAKREDITASI A)

NSS. 304036305038 NPSN. 20328870 NIS. 300380 NDS. C.30034006
JL. KI MANGUNSARKORO NO. 17 TELP. (024) – 8310696 SEMARANG - 50136

SURAT KETERANGAN

Nomor : 149 / SMA-Ws / PL / III / 2016

Bismillahirrahmaanirrahimi,

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Walisongo Semarang menerangkan bahwa :

Nama : NUR HIDAYATI
N P M : 123411088
Jurusan / Fakultas : PBI / FTIK
Perguruan Tinggi : UIN WALISONGO SEMARANG

benar – benar telah melaksanakan Penelitian di SMA Walisongo Semarang pada Tanggal 03 sampai dengan 17 Maret 2016 dengan judul :

“THE USE OF CONCEPT ATTAINMENT STRATEGY TO IMPROVE STUDENTS’
MOTIVATION ON SPEAKING SKILL“

Demikian,keterangan ini di buat untuk dipergunakan seperlunya dan bagi yang berkepentingan harap maklum.



Semarang, 17 Maret 2016
Kepala Sekolah,

ANTUNG CAHYONO, S.Pd

Appendix 9

SCORE PRE TEST

CONTROL			EXPERIMENT		
NO	COD E	SCORE	NO	CODE	SCORE
1	C-1	79	1	E-1	65
2	C-2	80	2	E-2	69
3	C-3	77	3	E-3	63
4	C-4	70	4	E-4	67
5	C-5	76	5	E-5	69
6	C-6	74	6	E-6	63
7	C-7	72	7	E-7	60
8	C-8	69	8	E-8	69
9	C-9	71	9	E-9	70
10	C-10	66	10	E-10	67
11	C-11	70	11	E-11	63
12	C-12	66	12	E-12	68
13	C-13	69	13	E-13	72
14	C-14	69	14	E-14	70
15	C-15	74	15	E-15	67
16	C-16	66	16	E-16	60
17	C-17	74	17	E-17	67
18	C-18	80	18	E-18	68
19	C-19	73	19	E-19	71
20	C-20	75	20	E-20	60
21	C-21	78	21	E-21	61
22	C-22	67	22	E-22	74
23	C-23	75	23		
Σ n \bar{X}		1670			1467
		23			22
		72,6087			66,6818 2
Varians(S^2) Standart deviasion (S)		20,249			18,7987
		4,49989			4,33574 7

Appendix 10

SCORE POST TEST

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	67	1	E-1	86
2	C-2	75	2	E-2	80
3	C-3	67	3	E-3	75
4	C-4	73	4	E-4	85
5	C-5	69	5	E-5	87
6	C-6	63	6	E-6	87
7	C-7	64	7	E-7	85
8	C-8	63	8	E-8	80
9	C-9	62	9	E-9	89
10	C-10	60	10	E-10	87
11	C-11	65	11	E-11	83
12	C-12	60	12	E-12	86
13	C-13	60	13	E-13	84
14	C-14	62	14	E-14	82
15	C-15	75	15	E-15	83
16	C-16	67	16	E-16	84
17	C-17	64	17	E-17	82
18	C-18	65	18	E-18	83
19	C-19	69	19	E-19	82
20	C-20	73	20	E-20	80
21	C-21	71	21	E-21	87
22	C-22	68	22	E-22	89
23	C-23	67			
Σ		1529			1846
n		23			22
\bar{X}		66,47826			83,90909
Varians(S^2)		21,534			11,41991
Standard deviation (S)		4,640431			3,379336

CURRICULUM VITAE

A. Personal Identity

Name : Nur Hidayati
Place and Date of birth : Pati, 29 July 1994
Address : Rejoagung 04/II Trangkil Pati
Mobile Number : 085641917351

B. Education

Formal Education :

1. RA Raudlatul Athfal Rejoagung Trangkil Pati
2. SDN 01 Rejoagung Trangkil Pati
3. Mts Raudlatul Ulum Guyangan Trangkil Pati
4. MA Raudlatul Ulum Guyangan Trangkil Pati
5. Education and Teacher Training Faculty of Walisongo State Islamic University Semarang

Semarang, 20 may 2016

The Reasercher,



Nur Hidayati

123411088