CHAPTER I

INTRODUCTION

A. Background of The Problem

Grammar is a fundamental part of English that should be learned by the students. Grammar need to be thaught as a way to make the students understand how to arrange some words become a good sentence. Harmer said that the grammar of a language is the description of the ways in which words change their forms and can be combined into sentences in that language.[1] Grammar has important roles in formulating and combining words into a sentence. The grammar rules will guide the students in choosing the words to be a good sentence grammatically and understanding the meaning of a sentence correctly by look at the grammatical structure.

Grammar as a part of language can not be separated in language teaching included in communicative language teaching. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[2] Even though meaning is very crucial in language communication, rules are also needed to balance the communicative competence. Communicative competence also substantial aspect in learning language as well. Then, the way people speak by using the grammar rules will show their educational level.

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[1]Jeremi Harmer, The Practice of English Language Teaching 3th ed, (Malaysia :Pearson Education,2003),p.12.

[2]Douglas brown, Teaching by Principle; *An interactive Approach to Language Pedagogy.* (San Francisco:AddisonWesley Longman,2000),p.362.

According to Thornbury, grammar is the process for making speaker's or writer's meaning clear when contextual information is lacking.[3] It means that the use of grammar structure will aid the students to understand the meaning of a sentence. When the students understand the meaning it is sign that the students having progress in learning grammar. Then the students will prove that by having a good mark in grammar.

In the communicative language teaching, the aim of grammar is to get the students learn the structure of sentence. So that they will be able to produce a sentence correctly by their own. They will be able to produce the correct sample of structure in grammar when they are try to composing their own free on speech or writing. In this case the teacher have a very important contribution in order to make sure the students produce grammar structure correctly in the sentences.

Teaching grammar is not easy to be taught. Grammar rule is the point of the students difficulties in the learning process. Although there is no focus on grammar in junior high school, it is still included in some topic of syllabus especially simple past tense in recount text. So that, they have tounderstand about grammar. In addition, the standard competence should be accomplished the minimum passing grade (KKM) by the students.

One of grammar structure that students have to understand is simple past tense. We use simple past tense to describe something that an action started and

[3] Scott Thounbury,*How to Teach Grammar*; (Pearson Education Limited Malaysia, 1999) p.4

finished in the past.[4] It means that the use of simple past tense just to describe or explain something that happened in the past.

Improving students ability in grammar needs appropriate model. There are some learning models that can be used by the teacher in teaching, they are Face-to-Face Driver Model, Rotation Model, Flex Model, Self-Blend Model and Concept Attainment Model. Here, the researcher used Concept Attainment Model. The researcher believes that the used of concepts and critical thinking will give a great help to the learners in learning grammar by using this model.

One of model provides concept and critical thinking is "Concept Attainment Model". This model has been developed by Joyce and Weil (1985). In fact, this model based on the works of Burner, Goodnow and Austin. According to them this model is 'A Study of Thinking', was the outcome of many years of research dealing with the processes by which people acquire concept. Thus, the model has been designed to help students to develop as well as form new concepst. The teacher helps the students to analyze their strategies of thinking and methods of concept formation.[5] It means that by using Concept Attainment Model can help to develop the way of students thinking strategy in learning activity in the class and find the new concepts in process to get the improvement of students in learning grammar.

Concept Attainment Model has advantages. This concept is formed by the learner clearly and adequately, it is a powerful way to incorporate new

[4]Stephen W. Bradeley, English Grammar is Simple.(Bloomington: Liberty Drive,2005).
[5]R.P.Pathak&JagdeeshChaudhary, *Educational Technology*, (New Delhi: Dorling Kinddersley,2012), p.58

information into the concepts easily. This is one of the main advantages of reorganized concepts, their meaning extended, with all discriminatory and predictive features.[6] It means that students will get the knowledge by their own concepts easily after do the procedure of Concept Attainment Model and also help the students to construct concepts formation in their mind.

Concept Attainment Model is an excellent evaluation tool when teachers want to determine whether important ideas produce earlier have been mastered. It quickly reveals the deepth of students understanding and reinforces their previous knowledge.[7] From the explanation the researcher get the point of Concept Attainment Model is very useful in evaluation tool to know whether the students have mastered or understanding the English material or not. Understanding of students it can be seen from their activity in the class in the learning process.

Based on the researcher's preliminary interview that researcher did with the English teacher and some students at the second grade students of MTsM Muara Panas on Saturday, 12 November 2017, the researcher found some problems of the students in understanding Grammar.The result of the interview is the teacher assumed that the first problem is most of students have difficulties find a concept to understand the grammar structure. The students don't know how to identify the grammar structure when read the text.Then,

[6] K.S. Prabhakaram D.B.R., *Concept Attainment Model In Mathematics Teaching*, (New Delhi:Discovery Publishing House,2006),p.13

[7]Bruce Joyce, Marsha weil with Emily Calhoun, *Models of Teaching*, (New York: Pearson Education ,2009), p. 119

grammar structure is necessary for students to understand. But many of students think that the grammar structure not really important to be learnt. As a result, the learning process was not effective for them.

The second problem, the teacher assumed that some students difficult to make a sentence based on the grammar structure. It is support by the data that researcher got from the exercise some of students. In making a task students just think about how to finish the task. Not about how to get the answer correctly. They did not think about the sentence that they made correct or not.

The last problem is most of students got low mark in grammar. The problem was supported by the data that researcher got from the test at the second grade students of MTsM Muara Panas in the Class VIII.1 (74%) studentswere failed, Class VIII.2 (43%) students were failed, Class VIII.3 (56 %) students were failed. Then, the teacher still used the conventional model in teaching grammar. In the learning activity, the teacher just explained about the material such as text book and hand out to the students. Then the teacher gave exercise to the students and asked them to open dictionary if there is the difficult word.

From the explanation above, the researcher applied Concept Attainment Model in order to improve students' skill in grammar especially in understanding simple past tense. Finally, the researcher is interested in conducting a research under the title " The Effect of Using Concept Attainment

Model toward Students grammar mastery at the Second Grade students of MTsM Muara Panas in Academic Year 2017/2018 ".

B. Identification of The Problem

Based on the background of the problem above, there were some problems occurred in teaching and learning English at second grade students in MTsM Muara Panas that can be identified as follow:

1. Most of students had difficulties found a concept to understand the grammar structure.
2. Some students were difficult to make a sentence based on the grammar structure.
3. Most of students got low mark in grammar test.

C. Limitation of The Problem

Considering the problems identified above, the researcher limited the scope of study. The researcher wanted to improve the students grammar mastery specially in simple past tense by using Concept Attainment Model to the second grade students of MTsM Muara Panas in academic year 2017/2018.

D. Formulation of The Reseach

Based on the limitation of the problem in this research will be formulated as the following questions:

1. Is there any significant effect of using Concept Attainment Model toward students grammar masteryin simple past tense at the second grade students of MTsM Muara Panas in academic year 2017/2018 ?
2. Is there any significant difference between the use of Concept Attainment Model and the use of conventional model toward students grammar mastery in simple past tense at the second grade students of MTsM Muara Panas in academic year 2017/2018 ?
3. Is the grammar mastery of the students who are taught by using Concept Attainment Model in simple past tense better than the students who are taught conventional Model at the second grade students of MTsM Muara Panas in academic year 2017/2018 ?

E. Purpose of The Research

Based on the formulation of the problem, there are three purpose of this research. The purposes of this research are:

1. To know whether there is any significant effect of using Concept Attainment Model toward students grammar mastery in simple past tense at the second grade students of MTsM Muara Panas in academic year 2017/2018.
2. To know whether there is any significant difference between the use of Concept Attainment Model and the use of conventional model toward students grammar masteryin simple past tense at the second grade students of MTsM Muara Panas in academic year 2017/2018.

3. To know whether grammar mastery of the students who are taught by using Concept Attainment Model better than the students who are taught conventional Model in simple past tense at the second grade students of MTsMMuaraPanas in academic year 2017/2018.

F. Significance of The Research

The researcher hopes the result of this research gives extra insight, they are :

1. For the readers, to provide useful information for the readers in improving students grammar mastery by using Concept Attainment Model.
2. For the students, it can make the students easier in learning grammar, especially in understanding the content of grammar stucture in simple past tense.
3. For the teachers, they will get information and deep understandingabout Concept Attainment Model to improving students grammar mastery.
4. For the researcher, as the equipment to obtain Strata 1 Degree on English Education Department in IAIN Bukittinggi and get the knowledge and the new experiences taught by using Concept Attainment Model through the research.
5. For the institutions (IAIN Bukittinggi), as an input material to improve learning practices to get the lecturer more creative, effective and efficient to increase students learning and students outcomes.

G. Definition of The Key Terms

The key terms used in this research are defined as follow :

1. Grammar is thedescription rule of language that help students to arrange some words become a good sentence. Grammar has fundamental place in order to produce appropriate sentences correctly and accurately.
2. Concept Attainment Model is a learning model used to guide students to find their own concepts that must be mastered in grammar.
3. Simple past tense is used to express the activities and describe the events that happened in the past or to talk about a completed action in a time before now.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Grammar

a. Definition of Grammar

Grammar is a description of the rules that govern how a language in sentences are form. Grammar attempt to explain why the sentences are acceptable in used. Furthermore, Brown stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[8] It means that grammar generally thought about the rules to form meaningful in the sentence. In other words, grammar tells us how to construct the sentence (word order, verb, and noun systems, modifiers, phrases, and so on).

A lot of expert are stated the defenition of grammar; Harmer says that the grammar of a language is the description of the ways in which words change their forms and can be combined into sentences in that language.[9] It means grammar will give a description about the structure of a language and the way in which units such as a word and phrases are combined to produce acceptable sentence in the language. As stated by Penny, “Grammar is sometimes defined as 'the way words are put

[8]H.Douglas Brown, Teaching by Principle, an Interactive approach to Language Pedagogy, (New York: Addison Weley Longman. Inc, 2001), p.362

[9]Jeremi Harmer, The Practice of English Language Teaching 3th ed, (Pearson Education: Malaysia,2003),p.12

together to make correct sentence.[10] It means by following the rules set out by the grammar it help students to write a correct sentence. Then, Nunan states one of them, he defined that Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level.[11] Simply grammar rule will influence the sentence level.According to Thornbury, he says that grammar is process for making speaker's or writer's meaning clear when contextual information is lacking.[12] Means that grammar is not only for making a sentence, but also sharing the meaning or information.

In conclusion grammar is a set of rule in the process of making a sentence include the words and phrases combined to produce acceptable sentence in that language and also sharing the meaning and information.

b. The Importance of Grammar

The primary aim of teaching was to ensure that learners mastered the grammar, pronunciation and vocabulary of the language. In teaching a language, teachers actually have two purposes; fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures such us using of verb forms correctly, phrasal verbs, preposition, etc. The learner need

[10] Penny ur. A course of language teaching; practice and theory (Cambridge: Cambridge University Press.1999),p.75.

[11]David Nunan, *practical English language teaching*, (New York : McGraw hill cotemporary, 2003), p.154

[12] Scott Thounbury, *How to Teach Grammar*; (Pearson Education Limited, Malaysia, 1999) p.4

to know how to communicate intelligibility and to make sense with each sentence. Then, learners should know the grammar of a target language. According to Penny Ur, ”Grammar does not only affect how units of language are combined in order to ‘look right`; it also affects their meaning”.[13] Supporting his opinion, Knapp and Watkins state that “Grammar is a name for sources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text.”[14] From that statement, it is clear that grammar is the important thing in English because this is not just talk about how to make a good sentence but also it will refers to the meaning.

Most of teacher feel difficult in grammatical item. Actually students may become good at grammar; however, when told to write and speak, they often make grammatical mistakes. This case is very challenging to solve by undestanding“ The knowledge of grammar in this sense is not just concerned with rules for what can and can’t be done with the organization and use of words in English sentences, but also with the way written English function”.[15] From the explanation it is clear that people have to study grammar. For the people who have unconscious

[13]Penny Ur, A course of language teaching; practice and theory *(*Cambridge : Cambridge University Press, 1991), p.76

[14]Petter Knapp and Megan Watkins, genre, TEXT, grammar; technologies for teaching and assessing writing(Sidney;NSW,2005),p.32

[15] George Yule, the study of language,*(*Cambridge; Cambridge university press , 1985) p. 69

knowledge of grammar, it may be sufficient for simple language use, but the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers. It is can be a motivate of the learner how to be good in speaking by using a correct sentence.

In summary the expert said that grammar will affect the unit of language and the meaning. Grammar also as a study to understand the language system for producing texts. Then grammar not only the rules of making sentences but also with the way written English function.

c. Grammar Mastery

Grammar mastery refers to the students' understanding in using correct rules of English by changing the form of words correctly and joining them in a sentence.[16] Hardley in Woro journal stated that Grammar mastery is competence which has common synonim for the term proficincy, expertice, or ability implies a high level of skill, well-develop knowledge, or a polished performance.[17] Then, Brown in Woro jurnal said that Grammar mastery is understand as knowledge and ability

[16]WersiMurtini, N., M., Padmadewi, N., N., Putra, A., J., N, *the effect of performance assessment and grammar Mastery upon the writing ability*, Volume 1 2013(Yogyakarta: 2013), p.4

[17]Woro Hestiningsih, *the effect of grammar mastery and vocabulary mastery toward students argumentative writing*, Volume 8 2016 (Jakarta Selatan: 2016),p.210

to use the grammatical structure of language and use them effectively in communication.[18]

In conclusion grammar mastery is the ability, proficiency, expertice, and well-develop knowledge to use the grammatical structure of the language and the use of grammar form in the effectively communication.

d. The Principle of Teaching Grammar

Language teaching and grammar teaching were synonymous in most language classrooms. The primary aim of teaching wasto ensure that learners mastered the grammar, pronunciation and vocabulary of the language. Grammar instruction must enable students to carry out their communication purpose. Because of that, teacher also needs to know some principles in teaching grammar to students. Nunan mentions there are three principles for teaching grammar:

1. Integrate both inductive and deductive method into grammar teaching. The teacher give the formulations of the language and followed by the examples. However, in inductive teaching, teacher presents the examples of language to students and guides them to find out the rules of the language. In the classroom activities, teacher must try to combine the methods by considering the grammar point, the learning

[18]Woro Hestiningsih, *the effect of grammar mastery and vocabulary mastery toward students argumentative writing*, Volume 8 2016 (Jakarta Selatan: 2016),p.211

style of students, and also the weakness and strengthens of each method.

2. Use task that make clear the relationship between grammatical form and communicative knowledge. Many grammar-based discourses are relatively ineffective because the teacher teach grammar as an abstract system, present the language as isolated sentences, and failed to give learners a proper context for the grammar point. Teaching was largely limited to the form of new grammatical item. The solution is to present grammar in a context that makes clear relationship between grammatical forms and communicative function. In grammar teaching, students must get opportunities to use and practice the form that they have learn based on the context.
3. Focus on the development of procedural rather than declarative knowledge. Declarative knowledge knows language rules and procedural knowledge is being able to use the knowledge for communication. Most of students have known rules of the language but they fail to use it communicatively. Students need to develop mastery of target language items, not by memorizing the rules, but by using the target items in communicative contexts.[19]

In short principles for teaching grammar are; the teacher give the formulations of the language and followed by the examples, use task that make clear the relationship between grammatical form

[19]David Nunan, Practical English Language Teaching 1st ed, (NY:McGraw-Hill Companies,2003),p.158

and communicative knowledge, and focus on the development of procedural rather than declarative knowledge.

e. Assessing Grammar

After conducting the teaching, there should be assessment. There are kind of assessment should be conducted by the teacher. Thornburry shown two kinds of test which are used to assess what the learners know and what they can do with that knowledge.[20]

a. Testing grammar using discrete-item test

It is a means of grammar test to assess the individual components of the learners' knowledge. This test is used to know what the learner knows about the grammar and to test their competence in grammar. According to Thornburry it is appropriate to test students' understanding of any unit of the grammar system that is sufficiently narrowly defined to form. Focus of the test can be in multiple choice, completion, or gap fills format.

b. Testing grammar in an oral performance test

This kind of test is usually employed to assess learners' ability to communicate (performance). This test provides information about how well the learner can cope in situations of real life language use. This test is an advance level of test after testing the learner's competence. The format test can be role plays, simulations, or

[20] Scott Thornburry, How to Teach Grammar, 6 th Ed, (Malaysia: Longman, 2004) , p. 141-147

informal chat. The criteria of assessment are decided according to fluency, complexity, and accuracy.

Two kinds of test stated above have their own functions. At this point, the first type of test; that is testing grammar using discrete-item is considered appropriate to test learner's knowledge and understanding on certain grammar item.

Types of text must be comprehend by the teacher to apply in past of the test to the students. According to Harris, the test should include the full range of structures that were taught in the course, and each structural type should receive about the same emphasis in the test that it received in the classroom.[21] It means that every types test should be valid with the lesson in a course. There are some types of test:

a. Multiple-choice

It is one of test which is given to the examinee with a blank sentence and followed by several alternative completions. After that give several option to the examinee. Then examinee can complete the sentence correctly.

b. Sentence alternatives

The item put together and simply presents several sentences from which the examinee chooses the acceptable version. Some

[21]David. P. Harris, Testing English As a Second Language, (New York: Mc-Graw Hill, 1969),p.25

writers and users have expressed a preference for this item type that less confusing for examinee to work with complete sentences.

c. Sentence interpretation

This item presents a stimulus and then asks for an interpretation. This becomes a kind of reading comprehension task in which the crucial clues are structural.

d. Scramble sentence

The examinee rearranges a jumbled series of elements to form an acceptable sentence. On a more advance level, however this item has several drawbacks: first, it is extremely difficult to compose items of just the right level of difficulty. Second, the simple sentence is hard to avoid scrambled word groups that cannot be assembled in a variety of acceptable ways.

e. Supply

This item type is extremely useful in informal classroom testing situations. Such items are much easier to prepare than the multiple choice types and they require a certain amount of composition on the part of the students.

f. Conversion

Another popular type of short-answer structure test requires the examinees to convert or transform a series of sentences in a specific manner. For example is by changing the form of present to past tense.

Based on the theory above, can be conclude that to assessing the grammar aspect of the students, the teacher must pay attention to the target form of the language structure to get the validity of the test. Then, in this research the researcher used multiple-chooice to assesing the grammar test of students in the field.

2. The Nature of Concept Attainment Model

a. Definition of Concept Attainment Model

Concept Attainment is the search for and listing of attributes that can be used to distinguish examplars from non examplas of various categories. In the Joyce and Weil concept formation in the concept attainment which is the basis of inductive model, requires the students to decide the basis on which they will build categories, this concept also requires a students to figure out the attributes of a category that is already formed in another person's mind by comparing and contrasting examples (called examplars) that contain the caracteristics (called attributes) of the concept with examples that do not containt those attributes. In the create of such lessons we need to have category clearly in mind.[22]

Concept attainment model is one of the models that helps the teacher to solve the students' problem in grammar. According to Burner, Goodnow and Justin their work " A study of thinking " was the outcome

[22]Bruce Joyce, Marsha Weil with Emily Calhoun, *Model of Teaching*, (United Stated of America: Pearson Education,2009).p.108

of many years of research dealing with the process by which people acquire concepts. Thus, the model has been designed to help students to develop as well as form new concepts. The teacher helps to analysethe thinking strategy of students and the concepts formation. [23]

The concept attainment model belongs to the category of information models. Jerome Burner and his associates developed this teaching model. Usually names as Bruner Concept Attainment Model used for teaching concepts to the students, it enables them to understand fully the similarities and relationship among various things present in the all around environment.[24]

Concept Attainment Model was developed by Jerome Bruner more than 40 years ago with the express purpose of strengthening students' critical thinking skills. Concept Attainment Model requires students to compare and constrastexamplers and nonexamplers to determine the critical attributes of new concept. Students also learn to formulate and test hypotheses by suggesting additional examplars of concepts. Opportunities for students to describe their metacognition as they develop and revice their hypotheses occur through out lesson following the Concept Attainment Model.[25]

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[23] R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.58

[24] A.R. Rather, *Essentials of Instructional Technology*,(New Delhi: Discovery Publishing House, 2004), p.28

[25] Jeanine M. Dell'Olio,TonyDonk, *Models of Teaching*,(California: Sage Publication, 2007), p.142

Briefly, Concept Attainment Model is a model of teaching that can help the students find the strategy of thinking and their own concept to formulate and make hypotheses based on what they have learn.

b. Variations of Concept Attainment Model

The Concept Attainment Model developed by Joice and Weil discuss three variation of this model: The Reception Oriented Model, The Selection Oriented Model, and The Un-Organized Material Model.[26]

1) The Reception Oriented Concept Attainment Model

The Reception Oriented Model is more direct in teaching students the element of concept and their used in concept attainment. In this model, the students are more receptive than active. The teacher has a more dominant role, acts as a recorder, keeping track of the hypothesis and supplies additional examples. The phases of this Model are :

Phase I

Presentation of data and identification of concept. Following steps are followed under phase-I:

1. Teacher presents labelled examples.
2. Students compare attributes in positive and negative examples.
3. Students generate and test hypotheses.
4. Students states definition according to essential attributes.

[26]K.S. Prabhakaram Digumarti Bhaskara Rao, *Concept Attainment Model in Mathematics Teaching*, (New Delhi: Discovery Publishing House,2006),p.13

Phase II

Testing Attainment of the concept :

1. Students identify additional unlabelled examples as ‘yes’ or ‘no’
2. Teacher confirm hypothesis names concept and restates definition according to essential attributes.
3. Students general examples.

Phase III

Analysis of the thinking strategy :

1. Students describe thoughts.
2. Students discuss role of hypothesis and attributes.
3. Students discuss type and number of hypotheses.

2) The Selection Oriented Concept Attainment Model

This model places responsibility of concept attainment and attribute tracking in the hands of the students. An example is not labelled until the student asks whether it is a ‘Yes’ or ‘No’. Student controls the sequence of the examples. The tracking and analysis of attributes is not as formal in this model as in reception model. This model leads to acquire attainment of the concept.

Phase I: Presentation of the data and identification of attributes.

a) Teacher Presents unlabelled examples
b) Students inquire which examples are positive based on the first

positive instance given by the teacher

c) Students generate and test hypotheses

Phase II :Testing attainment of the concept

a) Students identify additional unlabelled examples

b) Students generate examples

c) Teacher confirms hypotheses, names concept and restates definition according to the essential attributes

Phase III :Analysis of thinking strategy

a) Students describe thoughts

b) Students discuss the role of the hypotheses and attributes

c) Students discuss type and number of hypotheses

d) Teacher evaluates the strategies

3) The Unorganized Material Concept Attainment Model

This model is much more a group discussion than an instructional game, like the reception and selestion strategies. The teacher role is to facilitate discussion and ensure that if focusses on the development of a concept in the material.

Phase I : Description of concept as it is used

a) Students locate the concept

b) After identifying the concept the attributes of the concepts are define.

Phase II : Evaluation of concept

a) In light of the concept adequacy and appropriateness of the attributes are discussed

b) The examples are compared with other data for the same concept

Based on the explanation above there are three variations model of the Concept Attainment Model. Then, the model that the researcher used in this research is Reception model. The Reception Model is focus on the teacher which have a dominant role in the learning activity.

c. Syntax of the Models

Syntax of the models used by the researcher in this research there are three phases of the model which are shown as follows :[27]

1. Phase I : Presentation and identification.

Presenting data to the learner. Each unit data ia a separate example non example of the concept. The data maybe events, objects, people, stories, pictures or any other describale unit. The students are told that there is one idea that all the positive example have in common. The task before the students is to develop a hypothesis about the concept. The instances are presented in a pre-arranged order and are labelled ‘yes’ or ‘no’. Students are asked to compared and justify the qualities or attributes of the different examples. Finally, they are

[27] R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.58

ask to name their concept and state the rule or defenition of the concept according to its essential attributxes.

2. Phase II : Testing the attainment of the concept

In this phase the students test their attainment of the concept, first by correctly identifying additional unlabelled example of the concept and then by generating their own examples. After this, the teacher (and students) confirm or reject their original hypothesis, revising their choise of concept or attribut as necessary.

3. Phase III : Analysis of thinking strategies

In phase III students begin to analyse the strategies by which they attain concepts. Some students initially try broad constructs and gradually narrow the field; others begin with more discrete constructs. The pupils can describe their patterns; whether they focused on attributes of concepts; whether they did so one at a time or severally at once, and what happened when their hypothesis was not confirmed. Did they change strategies ?gradually they learn to compare the effectiveness of different strategies.

d. Social System

Prior teaching with the reception model of concept attainment, the teacher chooses the concept, selects, and organizes the material into positive and negative examples and sequences the example. Most

instructional materials, especially textbooks, are not desained in away that corresponds to the nature of concept learning as describe by psychologists.

In most case the teachers will have to prepare examples by extracting ideas and materials from the text book and other sourcess, but desaining them in such away thats the attributes are clear and there are, indeed, both positive and negative examples of the concept. The three major functions of the teacher during this model are to record, prompt (cue/hint) and present additional data. During the initial uses of this model, it is helpful to be structured.[28]

In conclusion the social system of the CAM is always used the positive and negative example and after that the students must be able to labelled the concept that they have got.

e. Principles of Reaction

In the principle of reaction need the participant from the teacher and dialogue of the students with their friends. The flow of the lesson the teacher should be supportive of the students' hypotheses, emphasizing, However, that they are hypothetical still nature and create a dialogue by which students test their hypotheses against each other. Then, the later phases of the model, the teacher turns the pupils' attention towards

[28] R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.59

analysis of their concepts and their thinking strategies. [29] It means that the teacher should be active as supporter in the class to guide the students in make hypotheses of the lesson.

f. Support System

Support system of concept attainment model is the concept attainment lesson require materials that have been designed. So that the concepts are embeded in the materials, with positive and negative examples that can be pointedly shown to the student. The student's job in this model is not to invent new concepts, but to attain the ones that have previously been selected by the teacher. Hence, the data sources are essential to be known beforehand and all the aspects of concept attainment activity be made visible.[30] It means that the teacher should be prepare the materials in positive and negative example and show to the students.

g. Aplication of the Model

The Concept Attainment Model used on all ages and grade levels of pupils. It is an excellent evaluation tool when the teachers want to determine whether important ideas introduced earlier have been mastered or not. It quickly reveals the depth of the students' understanding and reinforces their previous knowledge. The model can also be useful for opening up a new conceptual area by initiating a sequence of group or

[29] R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.59

[30] R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.59

individual inquiries.[31] It means that the Concept Attainment Model used with all ages and grade levels. This is an excellent evaluation tool to check the mastery of previously taught concepts. It reveals the depth of students understanding and reinforces their previous knowledge. Then, this model well used for uncovering a new conceptual areas by initiating a sequense individual or group inquiries.

h. Instructional and Nurturant Effect

Concept attainment model is used to accomplish several instructional goals, depending upon the emphasis of the particular lesson. It is designed for providing instruction on spesific concepts, nature of concepts and incalculation of inductive reasons. Apart from these instructional effects, the nurturant effects of Concept Attainment Model are awareness of alternative perspective, sensitivity to logical reasoning in communication and tolerance of ambiguity.[32] So that from this case the Concept Attainment Model focus on emphasis in the particular lesson, spesific concept and incalculation of inductive reasons.

i. Procedure of Concept Attainment Model

Procedure used by the researcher in this research is the Reception Oriented Concept Attainment Model.There are three phases in the procedure of Concept Attainment Model. Students who are taught simple

[31]R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.59

[32] R.P Pathak, JagdeeshChaudhary, *Educational Technology*,(New Delhi: Dorling Kindersley, 2012), p.59

past tense by using Concept Attainment Model are encouraged to follow three phases below.

Bruner in Ratherhas mentioned three phases in Concept Attainment Model in teaching grammar. Then the phases are enlisted here below : [33]

Phase I

Presentation of data and identification of concept. Following steps are followed under phase-I:

1. Teacher presents labelled examples.
2. Students compare attributes in positive and negative examples.
3. Students generate and test hypotheses.
4. Students states definition according to essential attributes.

Phase II

Testing Attainment of the concept :

5. Students identify additional unlabelled examples as ‘yes’ or ‘no’
6. Teacher confirm hypothesis names concept and restates definition according to essential attributes.
7. Students general examples.

[33] A.R. Rather, *Essentials of Instructional Technology*,(New Delhi: Discovery Publishing House, 2004), p.30-31

Phase III

Analysis of the thinking strategy :

8. Students describe thoughts.
9. Students discuss role of hypothesis and attributes.
10. Students discuss type and number of hypotheses.

According to Bruner in Khirwadkar book also presented the three phase of Concept Attainment Model. They are :[34]

1. Phase One

   Presentation of Data and Identification of attribute.

   a. Teacher presents unlabelled examples.
   b. Students selects the example and inquires whether it is positive or negative.
   c. Students frame and test hypothesis.

2. Phase Two

   Testing attainment of concepts

   a. Students identify additional unlabelled examples.
   b. Students finds out related example.
   c. Teacher confirms hypothesis, names the concept and restate it and defines according to esential attributes.

[34] Dr. Anjali Khirwadkar, *Teaching Of Chemistry Modern Methods*,(New Delhi: Roshan Offset Printers, 2004), p.116

3. Phase Three

Analysis of thinking strategy.

a. Students describe their taughts/thinking process
b. Students discusses the utility of attributes and role of hypothesis
c. Students discuss types and number of hypothesis, and way of confirming and diconfirming the hyphotesis.

j. The Advantages of Concept Attainment Model

Concept Attainment Model has advantages. This concept is formed by the learner clearly and adequately, it is a powerful way to incorporate new information into the concepts easily. This is one of the main advantages of reorganized concepts, their meaning extended, with all discriminatory and predictive features.[35] It means that students will get the knowledge by their own concepts easily after their did the procedure of Concept Attainment Model. The process of this model help the students easily to process the information or helps to construct concepts. So that the students more active in thinking in the learning process by guiding of the teacher. It is approved that the approach that researcher used is teacher center.

Smith B and Ragan T in Minu Gupta Bhowon said that the advantages of Concept Attainment Model is an exellent evaluation tool when teachers want to determine whether important ideas introduced

[35] K.S. Prabhakaram D.B.R., *Concept Attainment Model In Mathematics Teaching*, (New Delhi:Discovery Publishing House,2006),p.13

earlier have been mastered by the learner .[36] It means that Concept Attainment Model is the best evalution to know how well the learner mastered in grammar.

Concept Attainment Model is an excellent evaluation tool when teachers want to determine whether important ideas produce earlier have been mastered. It quickly reveals the deepth of students understanding and reinforces their previous knowledge.[37] From the explanation the researcher get the point of Concept Attainment Model is very useful in evaluation tool to know whether the students have mastered or understanding the English material or not. Understanding of students it can be seen from their activity in the class in the learning process.

4) The Nature of Simple Past Tense

a. The definition of simple past tense.

Past tense is a tenses that express an event that has already happened before the another event in the past time. simple past tense is use to indicate something that an action began and ended at a particular time in the past.[38] Then we dont need to mention the time or date when expressing this tense. So, It is used to make it clear that one event happened in the past.

[36]Minu Gupta Bhowon,etc, *Chemistry For Sustainable Development*, (printed on acid-free paper, springer Dordrecht heidelbrg London New York : Springer sciene + Business media B.v 2012)

[37]Bruce Joyce, Marsha weil with Emily Calhoun, *Models of Teaching*, (New York: Pearson Education ,2009), p. 119

[38] Betty SchrampferAzar, *Understanding and using English grammar*, (printed in the United Stated of America : third edition, 2003) p.27

b. The use of simple past tense

In the simple past tense none the activities are happen in the present time .In making sentence simplepast tense has the formula in positive, negative, and interrogative form.

They are :

Sentence	Formula	Example
Positif (+)	· Subject + verb 2 + object · Subject + to be (was/were) + adjective/adverb	· We attended the festival last week · She was absent yesterday
Negatif (-)	· Subject + did not + infinitive verb + object · Subject + was/were + not + adjective/adverb	· We did not attend the festival last week · She was not absent yesterday
Interrogative (?)	· Did + subject + infinitive verb + object? · Was/were + subject + adjective/adverb?	· Did they attend the festival last week? · Was she absent yesterday?

B. Review of Related Studies

Based on literatures read by the researcher, her found the study relevant with her research. Some of them areIinLubnaFitriAni (2015) in her thesis " The Effectiveness of Concept Attainment Strategy in Students' Reading Comprehension to the Seventh Grade of MTs PSM PACE in Academic Year 2014/2015 ". The result is from the data analysis the researcher concludes that Concept Attainment strategy effective to be used to teach reading. It is proved

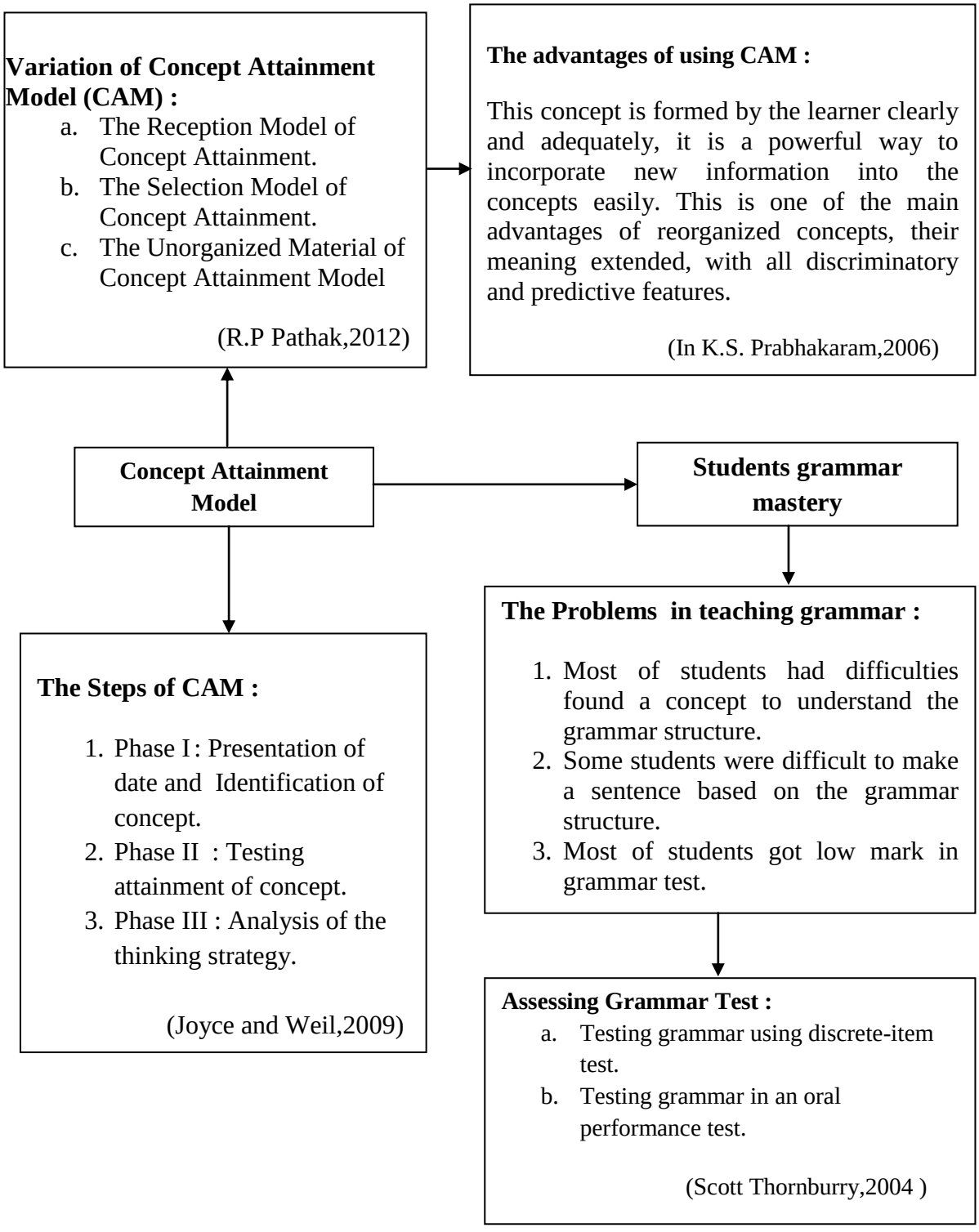
by the result of t-score (12,930) which is higher than t-table (2,807) in the level of significance 1%. Besides, students' reading comprahension also increases after being taught by using Concept Attainment strategy. It is proven by the mean of post test (95,83) is higher than the mean of pretest (71,25). It means that Concept Attainment strategy is effective to increase students' reading comprehension.

Golnaz Ostad & Javad Soleymanpour in the journal " The Impact of Concept Attainment Teaching Model and Mastery Teaching Method onFemale High School Students' AcademicAchievement and Metacognitive Skills ". The result of this research told that the Concept Attainment Model There is significant difference between the mean of academic achievement in control group with mean ofacademic achievement in concept attainment group; and this difference has benefit for concept attainment group.

Based on the related studies above, it can be concluded that Concept Attainment Model could give impact in grammar mastery of students. Those previous researchers conducted the research by using experimental research. In this research, the researcher also wants to know the effect of using Concept Attainment Model toward students' grammar masteryin simple past tense at the second grade students of MTsM Muara Panas in academic year 2017/2018. This research will be more focus in the students' grammar mastery.

C. Conceptual Framework

Conceptual framework of this research can be presented as the figure below:



The scheme above shows that Concept Attainment Model can help the students and the teacher in grammar especially simple past tense. Concept Attainment Model purpose is to help the students by using three phases to understand the grammar structure. So, the students can build understanding about grammar structure by using Concept Attainment Model.

The teacher can use Concept Attainment Model to make students active and understand in learning simple past tense. Concept Attainment Model has Three phases : phaseI, phase II, phase III. Phase I is presentation of date and identification of concept by the students. Phase II is testing attainment of the concept that students got. Phase III is analysis of the thinking strategy by the students. The teacher must used the steps well in teaching grammar to get the purposes of grammar mastery.

Thus, this research is intended to see theeffect of using Concept Attainment Model toward students' grammar mastery in simple past tense at the second grade students of MTsMMuaraPanas in academic year 2017/2018.

D. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypotheses of this research are:

Ha: There is a significant effect of using Concept Attainment Model toward students grammar masteryin simple past tense.

Ho: There is no significant effect of using Concept Attainment Model toward students grammar masterysimple past tense.

Ha: There is any difference between Concept Attainment Model and without Concept Attainment Model toward students grammar masterysimple past tense.

Ho : There is no difference between using Concept Attainment Model and without Concept Attainment Model toward students grammar mastery in simple past tense.

Ha : Concept Attainment Model is better than the students who are not taught by using Concept Attainment Model in learninggrammar especially in simple past tense.

Ho: Concept Attainment Model is not better thanthe students who are not taught by using Concept Attainment Model in learninggrammar especially in simple past tense.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting the research, the researcher used the quantitative research. The quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical. According to Margono, the quantitative research is a process to find knowledge which uses the numeral data; in other words, the data is used as a tool to find information that will be found by the researcher.[39] Furthermore, experimental research is accurately used to test the cause-effect relationship by using hypothesis test. Gay states that experimental research is the method of research that can truly test hypothesis concerning cause and effect relationships.[40] Dealing with this purpose, the experimental research is conducted to compare two groups by giving a test to check whether there is a significant difference between the group that gets a special treatment and the other group that does not.

In this experimental research, the researcher used a quasi-experimental design by using the pretest-posttest control group design. Gay also adds that an experiment typically involves two groups (two classes), an experimental group and a control group.[41] The experimental group and the control group will be given in thesame test. The test is the same in qualities and quantities to keep

[39]Margono. S, *MetodologiPenelitianPendidikan*, (Jakarta: RinekaCipta, 2007), p.105

[40] L.R. Gay, *Educational Research: Competencies for Analysis and Application,* (New York: Merrill Publishing, 1990), p.261

[41]L.R. Gay, *Educational Research: Competencies for Analysis and Application, … ,* p.261

the reliability of the research. It will be given to know how the effect of Concept Attainment Model toward students test result in grammar. The research is described as following table:

Table 3.1: Control-Group Pre-test-Post-test Design

	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	-	T2C

Where:

T1E = the pre-test for the experimental class

T2E = the post-test for the experimental class

X = the treatment

T1C = the pre-test for the control class

T2C = the post-test for the control class

Based on the research design above,the special treatment is only given to the experimental class. The post-test is conducted after giving the treatment to the experimental class and be given in order to observe students' test result in grammar.

B. Population and Sample

1. Population

Population is the total subjects of the research. According to Gay, the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.[42] The population of the research is all of the second grade students (VIII class) at MTsMMuaraPanas in academic year 2017/2018. The population is described in the following table:

Table 3.2:The Total Population of the Second Grade Students (VIII Classes) MTsMMuaraPanasin Academic Year 2017/2018

No.	Class	Students' Totality
1.	VIII.1	34
2.	VIII.2	35
3.	VIII.3	34
Total		103

Source : English teacher

From this table, the population from this research is103 student, that's the total of the students in the three classes of the second grade in MtsM Muara Panas.

2. Sample

Sample represents the quality and characteristic of population. According to Sugiyono, a sample is a part of the total and the

[42]L.R. Gay,*Educational Research: Competencies for Analysis and Application, … ,* p.102

characteristics that exist in that population.[43] In this research, the researcher used two classes as the experimental class and the control class. To determine a sample in this research. The techniques used was purposive sampling technique. Sugiyono states that purposive sampling is a sampling technique of data sources with particular consideration.[44] In this research, the researcher chose both of the VIII.2 and VIII.3 classes as the sample because of some considerations. First, these classes had the same ability in English subject. It was proved by the English teacher who taught in these classes. Second, after analyzing the normality of the data in these two classes by using liliefors test and F test, the researcher would found that these two classes were normal and homogen. The steps to take the sample are:

a. Collect the score of students test result in grammar at the second grade students of MTsM Muara Panas.
b. Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spreads out normal or not. The normality test of the data is conducted by using Liliefors test. It can be done in these steps below:

1) Arrange the data from the lowest to the highest.

[43]Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, (Bandung: PenerbitAlfabeta, 2009), p.118

[44]Sugiyono, *MetodePenelitianPendidikan,* (Bandung : Alfabeta, 2009), p. 300

2) Find the mean score ($\overline{X}$), the standard deviation (s), and the variant (s^2)

$$\bar{x} = \frac{\sum fxi}{n}$$

$$s = \sqrt{\frac{\sum f(xi-\bar{x})^2}{n-1}}$$

$$s^2 = \frac{\sum f(xi-\bar{x})^2}{n-1}$$

3) Find the score of Zi by using this formula : Zi= $\frac{xi-\bar{x}}{s}$

4) Find the score of P (Zi) by consulting the score of Zi with Z table

5) Find S (Zi)

6) Find the absolute score of P (Zi) – S (Zi)

7) Determine the higher score of absolute mark P (Zi) – S (Zi). It is named with Lo (Liliefors)

8) Test the Lo score with Liliefors table with the certain degree of freedom (α):0, 05.

9) Take the conclusion, if the Ltab> Lo, it can be concluded that the data is distributed normally with the degree of freedom in (α) 0.05 %.[45]

c. Test the homogenity of the data.

The homogeneity of the data is used to find out whether the population is homogeneous or not, so the researcher uses the F test.

[45]Arifmiboy, *StatistikPendidikan,*..... p. 73

The homogeneity test by using F test was done by following the steps below:

1) Find the mean score ($\bar{X}$)
2) Find the standard deviation (*s)*

$$s = \sqrt{\frac{\Sigma f\ (\text{xi} - \bar{X})^2}{n-1}}$$

3) Find the variant (s^2)

$$s^2 = \frac{\Sigma f\ (\text{xi} - \bar{X})^2}{n-1}$$

4) Find the F obtained = $\frac{the\ highest\ variant}{the\ lowest\ variant}$
5) Find the score of F table with the certain of level significant (α), 0,05.
6) Find Ftable

   v_1 = n - 1

   v_2 = n - 1
7) Take the conclusion, if the Fhit<Ftab.
8) After find the homogenous group, then the researcher decided the control and experimental class.[46]

[46]Arifmiboy: StatistikPendidikan..... p.83

d. To determine the experimental class and the control class, two classes are chosen from three classes by using purposive sampling. The researcher chose the VIII.2 class as the experimental class and the VIII.3 class as the control class. The total of the sample is 69 students; 35 students in VIII.2 class, and 34 students in VIII.3 class.

C. Instrumentation

Instrument is a technique that is used to collect data. The instrument that is used in this research is a test about the students' reading comprehension of recount text. This test is conducted in order to identify the effect of using Concept Attainment Model toward students' comprehension in recount text. There were two kinds of the test is used in this research, they were pre-test and post-test. The form of test was multiple choices. The test consists of 30 items. The test is created by considering the validity and reliability test. According to Arikunto, the main requirements of the test are validity and reliability, as explained below:

1. Validity

Validity in testing is to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. Arikunto says that a test can be said as a valid test if it measures what is supposed to measure and the instrument is called as a valid instrument when it can give the true description about

the data based on the reality or fact.[47]In this research, the validity use the construct validity and items validity. In other word, test is valid if it measures accurately what is supposed to be measured.

The validity test by using product moment test is done by Pearson:[48]

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X^2)\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

In which:

r_{xy} = Correlation index

N = The sum of tester

ΣXY = The sum item score and total score

ΣX = The sum of item score

ΣY = The sum of total score

[47]SuharsimiArikunto, *Dasar-DasarEvaluasi: Revisi,* (Jakarta: PenerbitBumiAksara, 2007), p. 58

[48]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta : RinekaCipta, 2000), p. 162

Table 3.3:

The correlation coefficient[49]

The Range of Score Category	Interpretation
0,80 - 1,00	Very High
0,60 - 0,80	High
0,40 - 0,60	Sufficient
0,20 - 0,40	Low
0,00 - 0,20	Very low

2. Reliability

If the test gave the current result as the same as the previous test that will be conducted. It means that the test have a high reliability. Reliability is concern with the test which consistently measures whenever it use. The researcher used the formula as follow:[50]

$$r^{11} = \left[\frac{n}{(n-1)}\right] \left[\frac{vt\Sigma pq}{vt}\right]$$

[49]SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*,(Jakarta: BumiAksara, 2012), p.89

[50]SuharsimiArikunto, *ProsedurPenelitian*..... p. 193

In which :

r^{11} = reliability coefficient

P = the proportion of students who give the right answer.

Q = the proportion of students who give the wrong answer.

V_t= Total variant

N = the sum of item in the text

If: $0, 8 < r_{11} \leq 1, 00$: very higher

$0, 6 < r_{11} \leq 0, 8$: higher

$0, 4 < r_{11} \leq 0, 6$: average

$0, 2 < r_{11} \leq 0, 4$: low

$0, 0 < r_{11} \leq 0, 2$: very low[51]

The researcher compared between the *r* score table and *r* total score. If $r_{table} > r_{total\ score}$it means the score is reliable.

D. The Procedure of Experiment Research

[51]SuharsimiArikunto, *Dasar – dasarEvaluasiPendidikan*, (Jakarta: BumiAksara, 1999), p.109

The procedures of experiment research are as follow ;

I. Pre-test in experimental class and control class

The researcher gave the pre-test to the sample class before teaching that consist of 20 items. This pre-test be given to the second grade students of MTsM Muara Panas. The researcher did the following instructions :

1. Distributing the items and the answer sheet to the students.
2. Limiting the time while the students answer the item.
3. Collecting the answer sheet after doing the items.
4. Analyzing the students' answer sheet and giving scores.

II. Treatment

1. Experimental class

The researcher used an unusual treatment (CAM) in grammar structure trough their lesson material in syllabus program in the learning process. In this activity, the researcher asked the students' to apply CAM to identify and make a sentence correctly based on grammar structure.

2. Control class

The researcher did a usual treatment (conventional model that use by teacher) in grammar through their lesson material in syllabus program at the teaching learning process.

III. Post-test in experimental class and control class

After teaching, the researcher gives 20 items for the students in 60 minutes as the comparison and as the evaluation of students'scores before and after the treatment was done. The researcher did the following instructions :

1. Arranging the students seat and giving the items and the answer sheet
2. Asking the students to answer the items in 60 minute.
3. Collecting the answer sheet
4. Giving the score. The formula that is used in this step is same with the formula used in pre-test.

E. Technique of the Data Collection

In line with the research design above, the data would be taken from the students' test result in grammar. The pretest was given to the experimental and the control class before giving the treatment. The studentswould made sentences based on grammar structure.

The pretest was used to know the students' test result in grammar at beginning. The researcher took the students' test result in grammar. The scores based on scoring and measuring guidance for grammar.

The posttest was given to the experimental and the control class after giving the treatment to experimental class. The students wouldmade sentences based on grammar structure. The posttest is purposed to know the development

of the students' ability in grammar at the ending. The researcher took the students' grammar scores based on scoring and measuring guidance for grammar. The scores of the students on this test were collected in order to be used as the data.

F. Technique of the Data Analysis

To analyze the data, the researcher took the t-test to compare the difference of the mean score between two classes: the control class and the experimental class. Sugiyono states that if the research is compare between two groups and the hypothesis is tested by using t-test.[52] The researcher used the t-test as suggested by Gay,the following formulas were used to analyze the data in this research.

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\ \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Note :

For Hypothesis 1:

t : The score of t – calculated (obtained)

$\bar{X}_1$: Mean score of the posttest of the experimental class

$\bar{X}_2$: Mean score of the pretest of the experimental class

SS_1 : Sums of squares of the posttest of the experimental class

SS_2 : Sums of squares of the pretest of the experimental class

n_1 : Number of experimental class in posttest

[52]Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, p. 249

n_2 : Number of ecperimental class in pretest

For Hypothesis 2:

t : The score of t – calculated (obtained)

$\bar{X}_1$: Mean score of posttest the experimental class

$\bar{X}_2$: Mean score of posttest the control class

SS_1 : Sums of squares of experimental class

SS_2 : Sums of squares of control class

n_1 : Number of experimental class

n_2 : Number of control class

For the first, post-test scores was analyze to see whether there is or there is no significant effect of the students' mastery in grammar post-test result between the students who use Concept Attainment Model and the students who treated by conventional modelin grammar learning by comparing mean scores both of the classes.

For the next, to test the hypothesis in order to indicate a significant effect between mean scores of two classes, it would be compared between z-obtained to the value of t in the table at the level of significance 0.05. The condition is the alternative hypothesis (Ha) is accepted if $z_{obtained} > z_{table}$. While, the null hypothesis (Ho) is accepted if $z_{obtained} < z_{table}$.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research were; first, there was a significant effect of using Concept Attainment Modeltoward students' grammar mastery at the second grade students of MTsM Muara Panas. Second, there wassignificant different between the students who were taught by using Concept Attainment Model and the students who were not taught by using Concept Attainment Model. Third, grammar mastery of the students who were taught by usingConcept Attainment Model was better than the grammar mastery of the students who are not taught by using Concept Attainment Model. The finding consists of three parts, they are: description of the data, analysis of the data and testing the hypothesis.

1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at the second grade students of MTsM Muara Panas. The scores of the students' grammar mastery were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research. Before gave the pre test, the researcher gave the

try out test to out of the sample, it was given to the VIII.1 class which is consisted of 34 students.

There were 69 students who were involved in the pre-test; 35 students in the experimental class and 34 students in the control class. There were also 69 students who were involved in the post-test; 35 students in the experimental class and 34 students in the control class.

Groups were given the same pre-test and post-test. The pre-test and post-test were multiple choices where students chose one of four options; A, B, C, D. The topic given was the simple past tense. The scores in pre-test and post-test for both groups were different.

The description of the data in this research was explained below:

a. Try out test

Based on the data from tryout test which is done by the students in the class VIII.1, the highest score of the try out test class was 80 , and the lowest score was 17.5 . To measure the validity of try out test, the researcher used product moment formula. From 40 number item of try out test, there was 9 number of item did not valid with r_{table} 0.349 with $\alpha = 0.05$ (5%). They were number: 6, 8, 13, 15, 17, 21, 25, 26, 29, and 32. It means that the test which can be used as pre test and post test was 30 item.

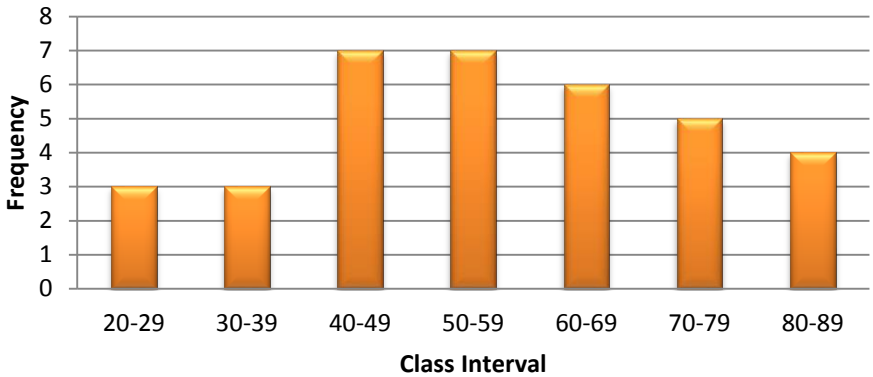
b. Data from the Pre-test of Experimental and Control Group

Pre-test is the description of the data that have been given by the researcher at the first meeting before conducting the treatment for

experiment class by using Concept Attainment Model and treatment for control class that was not using Concept Attainment Model. The description of the data show that the lowest score of pre-test gained by the experimental group is 27 and the highest score is 83. It is found that from 35 students, there of student got 27, four of them got 40, three of them got 47,three students got 50, two students got 53, two students got 57, three students got 63, three students got 67, three students got 70, two students got 77, two students got 80 and two students got 83. The mean score of pre-test is 55.17. The standard deviation is 17.21 and the variant is 296.24.

The information of the pre test data from experiment class can be simplified in figure 1:

Figure 1
The Graphic of the Students' Pre-test in the Experimental Class

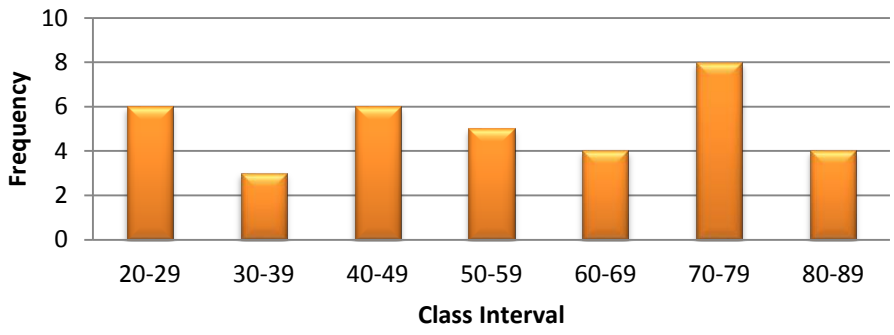


Based on figure 1, it was found that 29 students got score less than 75 which is the minimum criterion of English subject and 6 students got score more than 75. Consequently, it indicated that most students still had low understanding in grammar.

Beside, the description from the pre-test result of the control class shows that the lowest score of pre-test in the control class is 23 and the highest score is 80. It is found that from all of the students in that class three students got score 23, three of them got 27, three of them got 33, two of them got 40, two of them got 43, two of them got 47, two students got 50, one of them got 53, two students got 57, two students got 60, two students got 67, three of them of 70, two of them got 73, three of the students got 77 and two students got 80. The mean score of pre test is 52.26. The standard deviation is 19.00, and the variant is 361.06.

The information of the pre testdata from control class can be simplified in figure 2:

Figure 2
The Graphic of The Students
Pre-test in The Control Class



sed on figure 2, it was found that 29 students got score less than 75 and 5students got score more than 75. Thus, it indicated that most students still had low understanding in grammar. It was the same with the experimental group in which there were low score under average.

The result of pre-test in both of the experimental and control class were also shown in the table 4.1.

Table 4.1:

The Result of the Calculation of Scores Gained from the Pre-test

Statistic	Experimental Class	Control Class
N	35	34
Mean	55.17	52.26
Standard Deviation	17.21	19.00
Variant	296.24	361.06
Minimum	27	23
Maximum	83	80

The table 4.1 shows that there are 69 students who are involved in the pre-test; 35 students in the experimental class and 34 students in the control class. The mean score of the experimental class is 55.17 and

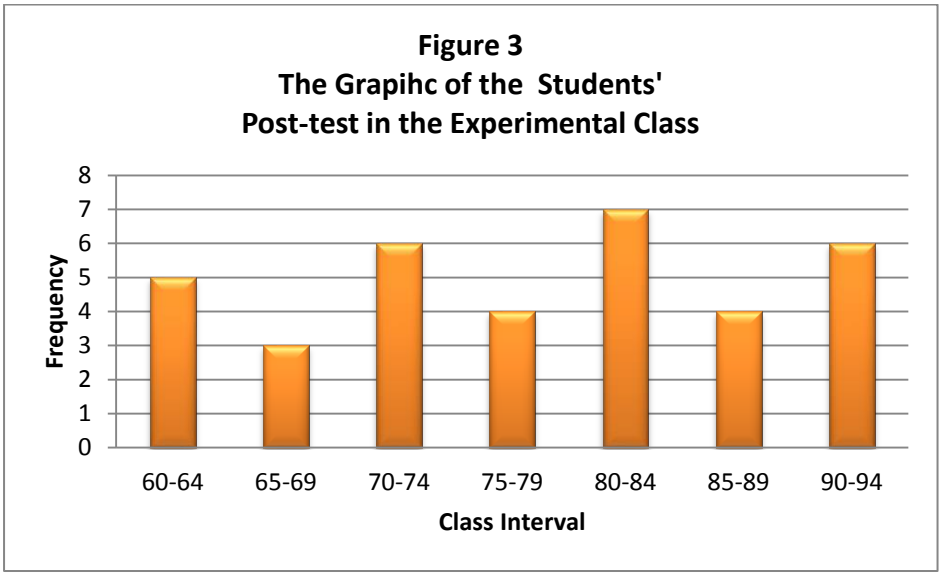
control class is 52.26. The standard deviation of the experimental class is 13.87 and control class is 12.51.The variant of the experimental class is 296.24and control class is 361.06. The lowest score of bothclass is 23 and the highest score of the both class is 83.

c. Data from the Posttest of the Experimental and Control Group

Post-test is the description of the data that have been given by the researcher after conducting the treatment for experiment class by using Concept Attainment Model and treatment for control class that was not using Concept Attainment Model. The data gained from posttest score shows that the lowest score of the posttest gained by the experimental group is 60 and the highest score is 93. It means that there is significant progress on students' posttest score compared to the pre-test.

The significant progress on experimental class achievement occurs after getting the treatment. After classifying the data, it is found that three of students got 60, two of them got 63, three of them got 67, four of them got 70, two of them got 73, four of them got 77, three of students got 80, four students got 83, four of them got 87, three of them got 90and three of the students got 93. The mean score of post-test is 77.43, the standard deviation is 10.62 and the variant is 112.

The information of the post test data from experiment class can be simplified in figure 3:

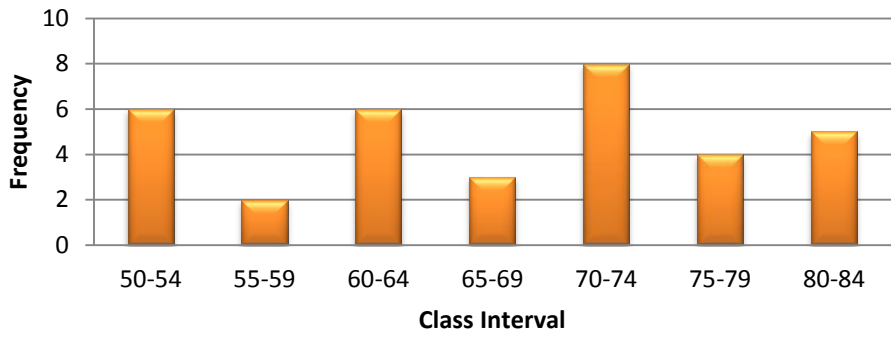


Based on figure 3, it was found that 21 students got score more than 75 and 14 students got score less than 75. Therefore, it indicated that most students had good understanding in grammar.

The result of students' score from the post-test of the control class show that the lowest score is 50 and the highest score is 83. After classified, it can be seen that there are three students got 50, three students got 53, two students got 57, three of students got 60, three of students got 63, three of them got 67, four of them got 70, four of them got 73, four of them got 77, three of students got 80, and two of them got 83. The mean score of post-test is 67.03, the standard deviation is 10.22 and the variant is 104.52.

The information of the post test datafrom control class can be simplified in figure4:

Figure 4
The Graphic of The Students
Post-test in The Control Class



Based on figure 4, it was found that 9 students got score more than 75 and 25 students got score less than 75. Hence, it indicated that most students still had low understanding in grammar.

Based on the calculation of the scores gained in the posttest of grammar test of both class, it can be summarized as follows:

Table 4.2:
The Result of the Calculation of the Score Gained from Post-test

Statistic	**Experimental class**	**Control Class**
N	35	34
Mean Score	77.43	67.03
Standard Deviation	10.62	10,22
Variant	112.74	104.52
Minimum	60	50
Maximum	93	83

The table 4.2 shows that there are also 69 students who are involved in the post-test: 35 students in experimental class and 34 students in control class. The mean score of the experimental class is 77.43 and control class is 67.03. The standard deviation of experimental class is 10.62 and control class is 10.22. The variant of the experimental class is 112.74 and control class is 104.52. The lowest score of the experimental class is 60 and control class is 50. The highest score of the experimental class is 93 and control class is 83.

After gave the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre-test and post-test from the experimental and the control classare showed in table 4.3:

Table 4.3
The comparison of pre-test and post-test of the experimental and thecontrol class

Test Result / The Class	Pre-test	Post-test	Gain Score
Experimental Class	$\bar{X}$ = 55.17 S = 17.21 S^2= 296.24	$\bar{X}$= 77.43 S = 10.62 S^2 = 112.74	22.26
Control Class	$\bar{X}$= 52.26 S = 19.00 S^2= 361.06	$\bar{X}$= 67.03 S = 10.22 S^2 = 104.52	14.77

Based on the table 4.3, the post-test result of the experimental class is higher than the pre-test result (77.43 higher than 55.17). It means that the treatment that has been used by the researcher can help the students in improving the students' grammar mastery. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (67.03) is lower than the experimental post-test result (77.43). It means that the students who were treated by using Concept Attainment Model gived better result than the students who were not taught by using Concept Attainment Model.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliefors test to find out whether the data was distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Experiment Class

The normality test of the data was needed to find out whether the data was distributed normally or not. The normality test of the data was

conducted by using Liliefors test with the level of significance 0.05. The normality test of pre-test score of the experimental classcan be showed by the table 4.4:

Table 4.4:
The Calculation of Mean Score, Standard Deviation, and Variant ofPretest Score in Experiment Class

Xi	F	f(Xi)	X_i- $\bar{X}$	Zi	F(zi)	S(zi)	$\lvert F(zi) - S(zi) \rvert$
27	3	81	-28	-1.64	0.0505	0.086	0.0355
33	3	99	-22	-1.29	0.0985	0.171	0.0725
40	4	160	-15	-0.88	0.1894	0.286	**0.0966**
47	3	141	-8	-0.47	0.3192	0.371	0.0518
50	3	150	-5	-0.30	0.3821	0.457	0.0749
53	2	106	-2	-0.13	0.4483	0.514	0.0657
57	2	114	2	0.11	0.5438	0.571	0.0272
63	3	189	8	0.45	0.6736	0.657	-0.0166
67	3	201	12	0.69	0.7549	0.743	-0.0119
70	3	210	15	0.86	0.8051	0.829	0.0239
77	2	154	22	1.27	0.8980	0.886	0.012
80	2	160	25	1.44	0.9251	0.943	0.0179
83	2	166	28	1.62	0.9474	1	0.0526
	∑= 35	∑=1931					

From the table 4.4, it was found that the mean score of the pre test in experimental class is 55.17 with standard deviation 17.21 and variant 296.24. From the column of F(Zi) – S(Zi), the score of Lo = **0.0966,** L – table for n = 35 with the level of significant 0.05 = 0.149,So, Lo <Ltable,

0.0966< 0.149. It can be concluded that the samples are distributed normally. So, the sample can be used as the sample of the research.

b. Normality Test of Pretest Score Control Class

The normality test of pre-test score of control class can be showed by the table 4.5:

Table 4.5:
The Calculation of Mean Score, Standard Deviation, and Variant of Pretest Score in Control Class

Xi	F	f(Xi)	$X_i - \bar{X}$	Zi	F(zi)	S(zi)	$\|F(zi) - S(zi)\|$
23	3	69	-29	-1.54	0.0618	0.088	0.0262
27	3	81	-25	-1.33	0.0918	0.176	0.0842
33	3	99	-19	-1.04	0.1492	0.265	**0.1158**
40	2	80	-12	-0.65	0.2912	0.324	0.0328
43	2	86	-9	-0.49	0.3121	0.382	0.0699
47	2	94	-5	-0.28	0.3397	0.441	0.1013
50	2	100	-2	-0.12	0.4522	0.5	0.0478
53	1	53	1	0.04	0.5160	0.529	0.013
57	2	114	5	0.25	0.5987	0.588	0.0107
60	2	120	8	0.41	0.6591	0.647	0.0121
67	2	134	15	0.78	0.7823	0.706	0.0763
70	3	210	18	0.93	0.8238	0.794	0.0298
73	2	146	21	1.09	0.8621	0.853	0.0091
77	3	231	25	1.30	0.9032	0.941	0.0378
80	2	160	28	1.46	0.9278	1	0.0722
	∑ = 34	∑ =1777					

From the table 4.5, it was found that the mean score of the pre test in control class is 52.26 with standard deviation 19.00 and variant 361.06. From the column of F(Zi) – S(Zi), the score of Lo = **0.116**.L – table for n = 34 with the level of significance **0.05 = 0.151**.So, Lo <Ltable, **0.116< 0.151**.It can be concluded that the samples are distributed normally. So, the sample can be used as the sample of the research.

c. Normality Test of Post-test Score of Experiment Class.

The normality test of post-test score of the experimental classcan be showed by the table 4.6:

Table 4.6:
The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Experiment Class

Xi	F	f(Xi)	X_i- $\bar{X}$	Zi	F(zi)	S(zi)	$\|F(zi) - S(zi)\|$
60	3	180	-15	-1.64	0.0505	0.086	0.0355
63	2	126	-12	-1.36	0.0869	0.143	0.0561
67	3	201	-8	-0.98	0.1635	0.229	0.0655
70	4	280	-5	-0.70	0.2420	0.343	**0.101**
73	2	146	-2	-0.42	0.3372	0.4	0.0628
77	4	308	2	-0.04	0.4840	0.514	0.03
80	3	240	5	0.24	0.5948	0.6	0.0052
83	4	332	8	0.52	0.6985	0.714	0.0155
87	4	348	12	0.90	0.8159	0.829	0.0131
90	3	270	15	1.18	0.8810	0.914	0.033
93	3	279	18	1.47	0.9292	1	0.0708
	∑ = 35	∑ = 2710					

From the data of the table 4.6, it was found that the means score of the post test in experimental class is 77.43 with standard deviation 10.62 and variant 112.74. From column of F(Zi) – S(Zi), the score of Lo = **0.101**. L – Table for n = 35 with the level of significance **0.05 = 0.149**.So, Lo <Ltable, **0.101< 0.149**. It can be concluded that the samples are distributed normally and also can be used as the sample of the research.

d. Normality Test of Post-test Score Control Class

The normality test of post-test score of the control class can be showed by the table 4.7:

Table 4.7:
The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Control Class

Xi	F	f(Xi)	$X_i - \bar{X}$	Zi	F(zi)	S(zi)	$\|F(zi) - S(zi)\|$
50	3	150	-17	-1.67	0.0475	0.088	0.0405
53	3	159	-14	-1.37	0.0853	0.176	**0.0907**
57	2	114	-10	-0.98	0.1635	0.235	0.0715
60	3	180	-7	-0.69	0.2451	0.324	0.0789
63	3	189	-4	-0.39	0.3483	0.412	0.0637
67	3	201	0	-0.00	0.5	0.5	0
70	4	280	3	0.29	0.6141	0.618	0.0039
73	4	292	6	0.58	0.7190	0.735	0.016
77	4	308	10	0.98	0.8365	0.853	0.0165
80	3	240	13	1.27	0.8980	0.941	0.043
83	2	166	16	1.56	0.9406	1	0.0594
	∑ = 34	∑ =2279					

From the data of the table 4.7, it was found that the means score of the post test in control class is 67.03 with standard deviation 10.22 and variant 104.52. From the column of F(Zi) – S(Zi), the score of Lo = **0.0907** L – table for n = 34 with the level of significance **0.05 = 0.151.** So, Lo <Ltable,**0,0907 < 0.151**. It can be concluded that the samples are distributed normallyand also can be used as the sample of the research.

e. Homogeneity Test of the Pretest Score from the Control and theExperiment Class.

The data from the pre-test of the experimental and control class are homogeny as presented in the table 4.8:

Table 4.8:
The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	55.17	35	17.21	296.24
Control Class	52.26	34	19.00	361.06

From the table 4.8, it was found that the F calculated of experiment and control class is 1.22. For F-table with level of significant 0.05=1.76. So, F-hit <Ftable 1.22< 1.76. It can be concluded that the data is homogeneous.

f. Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class

The data from the post-test of the experimental and control class also homogeneous, it can be seen in the table 4.9:

Table 4.9:
The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	77.43	35	10.62	112.74
Control Class	67.03	34	10.22	104.52

From the table 4.9, it was found that the F calculated of experiment and control class is 1.08. For F-table with level of significant 0.05 = 1.76. So, F-hit <Ftable 1.08< 1.76. It can be concluded that the data is homogeneous.

3. Testing the Hypothesis

After the treatment, the researcher calculated the difference of pretest and posttest scores between both of classes experimental and control groups to know whether the result different was significant or not between both of groups. The calculation of the result was analyzed by using z-test formula. If the value of the $z_{obtained}$ is higher than the value of the z_{table}, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. However, if the value of the $z_{obtained}$ is the same or less than the value of z_{table}, the null hypothesis (Ho) is accepted and the alternative

hypothesis (Ha) is rejected. Before it was done, the standard deviation of the two groups was calculated first.

The hypothesis of this research was tested as follow:

a. The first hypothesis

Ha : There is a significant effect of using Concept Attainment Model toward students' grammar mastery.

Ho : There is no significant effect of using Concept Attainment Model toward students'grammar mastery.

The first hypothesis stated that there is a significant effect of using Concept Attainment Model toward students' grammar mastery or there is no significant effect of using Concept Attainment Model toward students' grammar mastery.

Table 4.10:
Test Result in the Experiment Class and Control Class

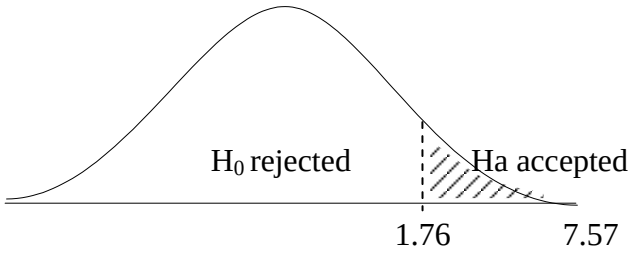
Test Result / The Class	Pre-test	Treatment	Post-test
Experimental Class	55.17	X	77.43
Control Class	52.26	-	67.03

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}2$) is 77.43. It is higher than the mean score of the pre-test ($\bar{X}1$), 55.17. The standard deviation of each class was 17.21 and 10.62 with variant 296.24 and

112.74. After calculated the t test, it was found that $z_{obtained}$ is 7.57 and the z_{table} for degrees of freedom (df) = 68 with level of significance α 0.05 is 1.76. It means that the $z_{obtained\ is}$ higher than z_{table}.

It is also can be seen on figure 5:

Figure5:
The Curve of The t-test Result in The Pre-test and The Post-test of Experimental Class



From the figure 5, it shows that the alternative hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the $z_{obtained}$ was higher than the z table. So, it can be concluded that there is a significant effect of using Concept Attainment Model toward students' grammar mastery.

b. The second hypothesis

Ha :There is a significant different of students' grammar mastery who are taught by usingConcept Attainment Model.

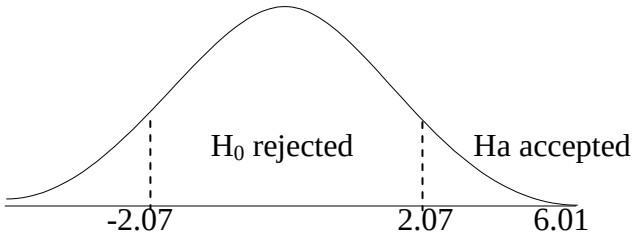
Ho :There is no significant different of students' grammar mastery who are taught by using Concept Attainment Model.

The second hypothesis means there isor there is no significant different between the students who are taught by Concept Attainment Model and not taught by Concept Attainment Model.

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}2$) of the experimental class is 77.43. It is higher than the mean score of post-test of the control class ($\bar{X}1$), 67.03. The standard deviation of each class is 10.62 and 10.22 with variant 112.74 and 104.52. After calculated the t test, it was found that $z_{obtained}$ is 6.01 and the z_{table} for degrees of freedom (df) = 67 with α 0.25is 2.07. Through comparing the $z_{obtained}$ (6,01) and z_{table} (2,07). It means that the $z_{obtained}$ is greater than the z_{table}.

It is shown in the figure below:

Figure 6:
The Curve of The t-test Result in The Post-test of The Experiment and The Control Class



From the figure 6, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because the $z_{obtained}$ is higher than the $z_{table.}$ So, it can be said that there is a significant different of the students' grammar mastery between the students who are taught by using Concept Attainment Model and the students who are not taught by usingConcept Attainment Model.

c. The third hypothesis

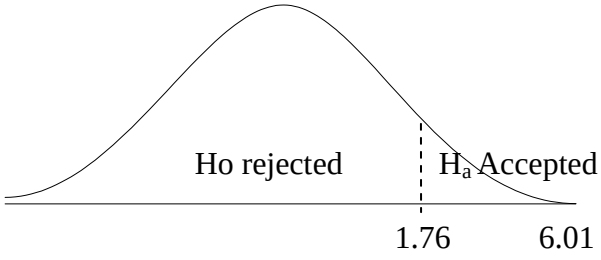
Ha : The grammar mastery of the students who are taught by using Concept Attainment Model is better than grammar mastery of the students who are not taught by usingConcept Attainment Model.

Ho : The grammar mastery of the students who are taught by using Concept Attainment Modelas same as grammar mastery of the students who are not taught by using Concept Attainment Model

The third hypothesis means Concept Attainment Model gives better result or not toward students' grammar mastery. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests, and the third hypothesis is in the form of one-tailed test.From the second hypothesis above, it was found that $z_{obtained}$ is 6,01 and the z_{table} for degrees of freedom (df) = 67 with α 0.05 was 1.76. Trough comparing the $z_{obtained}$ (6.01) and t_{table} (1.76), it is found that the $z_{obtained}$ is higher than the z_{table}. The result of the t-test is shown in the following figure:

Figure 7:

The Curve of The t-test Result of The Third Hypothesis



The figure 7 shows that the $z_{obtained}$ is higher than the $z_{table,}$ 6.01> 1.76. It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the grammar mastery of the students who are taught by using Concept Attainment Model is better than the grammar mastery of the students whoare not taught by using Concept Attainment Model.

B. Discussions

Based on the hypothesis result, researcher found that using the Reception Model in the Concept Attainment Model toward students' grammar mastery gave significant effect on students test grammar test result especially in simple past tense. It can be shown from the mean of pre-test and post-test in experimental class. The mean of pre-test of experimental class is 55.17 and the mean of post-test is 77.43. It means that the mean of post-test of experimental class is higher than the mean of pre-test of experimental class. The t-test result is shown that the $z_{obtained}$ is 7.57 Higher than the z_{table} 1.76. The differences of both classes is caused by the treatment given. The fact shows that Concept Attainment Model has significant effect in increasing the students' grammar mastery.

The first finding above also supported by previous research which conducted by Iin Lubna Fitri Ani (2015) in her thesis " The Effectiveness of Concept Attainment Strategy in Students' Reading Comprehension to the Seventh Grade of MTs PSM PACE in Academic Year 2014/2015 ". The result is from the data analysis the researcher concludes that Concept Attainment

strategy effective to be used to teach reading. It is proved by the result of t-score (12.930) which is higher than t-table (2.807) in the level of significance 1%. This finding was also supported by Bruner and developed by Joyce and Weil. This model has been designed to help students to develop as well as form new concepts. The teacher helps to analyse the thinking strategy of students and also their concepts formation.

Then, it has also proven that the using Concept Attainment Model gave significant difference on students' test result. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class is 77.43 and control class is 67.03 . It means that the mean of post-test of experimental class is higher than the mean of post-test of control class. The t-test result was shown that the $z_{obtained}$ was higher than the z_{table} 6.01 > 2.07. The difference of both classes was caused by the treatment given. The fact shows that using Reception Model in the Concept Attainment Model as state in the Chapter 2 has significant difference in influencing the students' grammar mastery especially in simple past tense.

This finding were supported by Golnaz Ostad & Javad Soleymanpour in the journal " The Impact of Concept Attainment Teaching Model and Mastery Teaching Method on Female High School Students' Academic Achievement and Metacognitive Skills ". The result of this research told that the Concept Attainment Model There is significant difference between the mean of academic achievement in control group with mean ofacademic achievement in

concept attainment group; and this difference has benefit for concept attainment group.

This difference also happened to the researcher when taught in the classroom. In experimental class which taught by using inductive approach, the students were more understand about the grammar structure. When the researcher taught them about simple past tense, they were try to answer the questions. They also more active to write the sentence based on the grammar structure especially simple past tense. The students can developed their thinking strategy in the learning process and the concept has been attain in their mind. This fenomena are suitable with the statement from Prabhakaram who said that one of the advantages from Concept Attainment Model is formed by the learner clearly and adequately, it is a powerful way to incorporate new information into the concepts easily. This is one of the main advantages of reorganized concepts, their meaning extended, with all discriminatory and predictive features. Then, the students will also be able to think critically and they were be able to find out the rule of grammar by themselves easily.

Finally, the data of the experimental and control classes were also obtained to indicate the students who were taught by using Concept Attainment Model was better than the students who were not taught by Concept Attainment Model from the data that were obtained. It was found that the mean score of post-test of the experimental class ($VIII.2$) was higher that the mean scored of the control class ($VIII.3$) 77.43 > 67.03. It can be concluded that

Concept Attainment Model can help students in increasing the students grammar mastery especially in simple past tense.

Another advantages from the Concept Attainment Model by Smith B and Ragan T in Minu Gupta Bhowon said that the Model is an exellent evaluation tool when teachers want to determine whether important ideas introduced earlier have been mastered by the learner . So that that by using Concept Attainment Model is the best evalution to know how well the learner mastered in grammar. Then the teacher will know the students ability in simple past tense after do the procedure in the Reception Model of the Concept Attainment Model.

In conclusion, using Reception Model of Concept Attainment Model can increasing the students' mastery in grammar especially in simple past tense. Moreover, this model made the students more easy to find a concept to understand the grammar structure included how to make some word become a good sentences. So that students had progress in learning grammar. Students also be able to develope the thinking strategy of students because of Concept Attainment Model can help the students metacognition. Then, the fact showed that the Concept Attainment Model had significant effect in increasing the students' grammar mastery. It was line with Jerome Bruner state in Jeanine in the chapter 2 that this model will describe the students metacognition as they develop and revise their hypotheses as a concept occur throughout the lesson following the Concept Attainment Model.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the finding and of the research that has been discussed in previous chapter, it can be concluded that :

1. The use of Concept Attainment Model in teaching grammar especially in simple past tense to the second grade students of MTsM Muara Panas has significant effect in increasing the grammar mastery of students'. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 55.17 which has been improved in the posttest, in which the students' mean score is 77.43. The students' post-test scores in the experimental class were higher than the pre-test scores. Through comparing the $z_{obtained}$ (7.57) and z_{table}(1.76), it was found that the $z_{obtained}$ is greater than the z_{table}. It means that there is a significant effect of using Concept Attainment Model toward students' grammar mastery. In short, the first hypothesis of this researcher could be accepted that there is significant effect of using Concept Attainment Model toward students' grammar mastery.It means that hypothesis (Ha) of this research could be accepted that using Concept Attainment Model gives significant effect toward the students' grammar mastery.
2. The students' post-test scores of the students who were taught by using Concept Attainment Model were higher than the students who were not

taught by using Concept Attainment Model. Through comparing the $z_{obtained}$ (6.01) and z_{table} (1.76), it was found that the $z_{obtained}$ is greater than the z_{table}. It can be concluded that there is significant different achievement between the students who are taught by Concept Attainment Model and not using Concept Attainment Model.

3. The finding of the t-test of post-test scores of the both classes, experimental (77.43) and control class (67.03): it is showed that the $z_{obtained}$ was higher than $z_{table.}$ So, it can be assumed that grammar mastery of the students who are taught by Concept Attainment Model is better than the grammar mastery of the students who are not taught by using Concept Attainment Model.

B. Sugestion

Based on the conclusion above, the researcher puts forward the following suggestions:

1. This research is recommended that the English teachers use Concept Attainment Model as an alternative teaching model especially in teaching grammar.
2. The teachers are suggested to guide the students maximally in understanding grammar concept by using Concept Attainment Model because this model will help the students to develop their metacognition in understanding grammar structure.

3. Students also need to think critically in learning grammar because learning by using Concept Attainment Model asks students to be active in learning process.
4. Finally, the researcher expects the other researcher to be motivated in conducting a study on the effect of using Concept Attainment Model in teaching grammar in other tenses to explore the use of this model in other context.