

---

**TEACHING VOCABULARY THROUGH THE CONCEPT ATTAINMENT MODEL  
AT SMP IT ANNAJIYAH LUBUKLINGGAU**

---

Sri Wulandari  
STKIP-PGRI Lubuklinggau  
wulandarisri300@gmail.com

Ayu Oktaviani  
STKIP-PGRI Lubuklinggau

Yulfi  
STKIP-PGRI Lubuklinggau

**Abstract:** The problem of this research was “is it significantly effective to teach vocabulary through the Concept Attainment Model (CAM) at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020?” The objective of this research was to find out whether or not it is significantly effective to teach vocabulary through the Concept Attainment Model (CAM) at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020. The population of this research was all of the seventh grades consist of 43 students of SMP IT Annajiyah Lubuklinggau in academic year 2019/2020 and total number of sample was 18 students from VIII.A. The sample in this research was taken through cluster random sampling. In this research, the researcher used pre-experimental method. In collecting the data, the researcher used written test. In analyzing the data, the researcher used three techniques. They were: individual score, normality test and matched t-test. Based on the result of the data analysis, the researcher found out that the students’ average score was 59.166 in the pre-test and it increased in the post-test which score was 78.888. The result of matched t-test was 7.498, while ttable was 1.734. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Furthermore, it was significantly effective to teach vocabulary through the Concept Attainment Model (CAM) at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020..

**Keywords:** *teaching, vocabulary, Concept Attainment Model*

---

**INTRODUCTION**

In Indonesia, English is as a foreign language, which is used by many people in the world to communicate in spoken or written form. According to Seli (2015:3), Teaching English is a transferring of language knowledge from teachers to learners to make them able in use English as a language. In other word, Triyogo (2018:66) states that teaching is not just presenting information or knowledge to the students, but it needs strategy and tactic. In other words, it is important for teacher to include as many techniques as possible to enhance students’ learning. In the teaching of a language, there are four language skills namely listening, speaking, reading, and writing. It should be well taught and mastered by the students. Since English is a new subject for most Junior High School students, the teachers have to make them interested in studying. Interest is an important factor to make them pay attention to the subject. The aim of teaching English in the Junior High School is to motivate them to be ready and have self confidence in learning English at higher levels of education. The four skills must be supported by the language aspect such as: pronunciation, spelling, vocabulary, and grammar. This

research focus on the third language aspect, it is vocabulary. Vocabulary learning is an important part of learning a language. Students learn English in order to enable to communicate in that language and vocabulary is one of the important points in English learning. Vocabulary is one of the language components and as a base of language. That is why vocabulary building should be given three until five to the students in everyday. Getting much vocabulary is better because it will have stronger base on learning and simple vocabulary is the best choice for students (color, number, and fruit, animal and so on). French (2003:1) states that vocabulary is collection words that students hear and read throughout in their life and vocabulary will never stop growing. The larger vocabulary is, more they will understand vocabulary what they hear and read, write and speaking will improve too. Teaching English for Junior High school students are different from teaching English in higher level. Junior High school students need reinforcement activity such as playing a game, using picture, and using interesting model in teaching. It is not same as teaching adults because they have different characteristics and different motivations.

Based on the result of interview with English teacher of seventh grade at SMP IT Annajiyah Lubuklinggau, the problem was often faced by English teacher is about students' vocabulary. The students had difficulty to learn vocabulary. Vocabulary is the first thing that students need to be learnt in learning English, because when students master vocabulary, they will be easy to learn English well. The causes of these difficulty is students laziness in learning vocabulary. For example, when the students are boring in the class, the student will sleep during the class and ignore the lesson given by the teacher. Therefore, the teacher need interesting model those are best for students. According to Bhaskara (2018:29), a model is a representation of generally in small, to show the construction or appearance of something. One of interest model can be used by teacher is CAM. By applying this model, it is hopefully students can improve their vocabulary mastery. The researcher want apply CAM as an alternative in teaching. The students of SMP IT Annajiyah Lubuklinggau will be given something new and different in class. And they will not only as the object of teaching and learning process but also as the participants and teacher can make the students active interested of being silence. The CAM is an efficient model for presenting information that is organized on a topic that is easier to understand for every stage of development of the concept. In this learning model, teacher can provide a way of conveying concepts, clarify concepts and train students to become more effective in develop the concept and can help students at all age levels in understanding the concept. Kaur (2017:6859) states that Concept attainment is the process of defining concepts by determining the attributes that are absolutely essential to the meaning and discriminate between what was example and what is not an example of the concept. From the statement above, it was concluded that CAM is one of alternatives and effectives model to be applied to increase the students' vocabulary. They were discovering many words and enjoy in studying English vocabulary and also they were be motivated and encouraged the students in learning. Thos, this model is very suitable to be used in classroom because it was help students to clarify example in ideas. Based on the background stated above, the researcher was interest to do a research entitled "teaching vocabulary through the concept attainment model at SMP IT annajiyah lubuklinggau".

## RESEARCH METHODOLOGY

### a. Research Design

This research used quantitative research in a pre-experimental method design with the one group pre-test and post-test. In pre-experimental research design, the researcher was used concept one group Pre-test and Post-test design. As Sugiono (2010:75) states that one group Pre-test and Post-test design the development was by doing one measurement in front (pre-test) before the treatment and after that the measurement was done again (post-test). The design was as follows:

**Table 2.1**  
**The Diagram of One Group Pre-test and Post-test Design**

Group	Pre-test	Treatment	Post-test
Pre-Experiment	O <sub>1</sub>	X	O <sub>2</sub>

(Source: Sugiyono, 2012:112)

### b. Research Variables

In this research, there were two variables. They were dependent variable and the independent variable.

#### 1. Independent Variable

The independent variable was Concept Attainment Model (CAM). This model used in teaching vocabulary to the seventh grade students at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020.

#### 2. Dependent Variable

The dependent variable was seventh grade students' vocabulary at SMP IT Annajiyah Lubuklinggau academic year 2019/2020.

### c. Population and Sample

#### 1) Population

According to Arikunto (2014:173), population is all of object that will be inspected. The population in this research was all of seventh grade students of SMP IT Annajiyah Lubuklinggau. There are 43 students taken as the population. The population in this research will be presented in the following table 2.2.

**Table 2.2**  
**The Population of the Research**

Classes	Number of Students
VII.A	18
VII.B	25
<b>Total</b>	<b>43</b>

(Source: SMP IT Annajiyah Lubuklinggau in Academic Year of 2019/2020)

## 2) Sample

(Sugiyono 2013:62), mention that sample is a portion of the populasi. In taking the sample, the researcher used the cluster random sampling to choose the sample. The cluster random sampling is one of the techniques to choose a sample. It is to choose one of sample by randomizing the group of sample, it is done by writing all the names of each class from the population in small pieces of paper and then rolled them. After that, put it in the glass. Next, the researcher took one of them. Based on this technique, the researcher got students from the class VII.A consist of 18 students as sample.

### d. The Technique for Collecting the Data

To collect the data, the researcher used a vocabulary test because the researcher wanted to know the students' ability in learning vocabulary. In this research, the test was given twice as pre-test and post-test. To know the effectiveness of teaching vocabulary by using CAM to seventh grade students of SMP IT Annajiyah Lubuklinggau. The researcher used 25 items that consisted of multiple choices. The students can do the test for 45 minutes as their time allocation. To get the good test, the researcher analyzed the validity and reliability first. To find the reliability, the researcher tryout of the test instrument to the class VII.B at SMP IT Annajiyah Lubuklinggau.

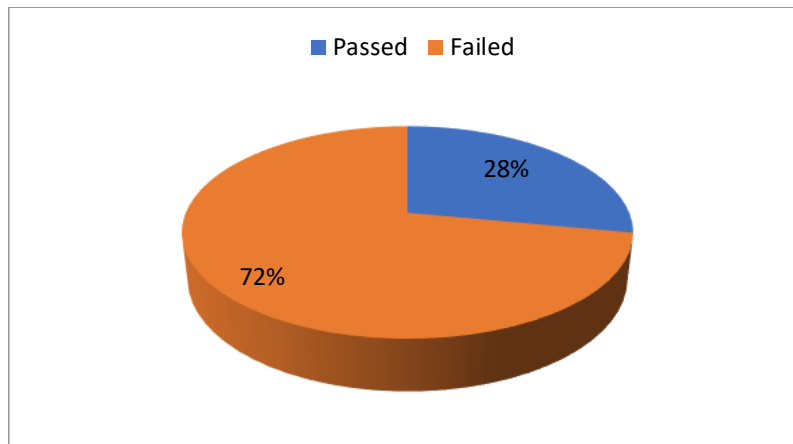
## RESULT AND DISCUSSION

### a. The Students' Scores in the Pre-Test

The pre-test was given before the treatment (before teaching vocabulary using CAM). It consisted of twenty items in the multiple choices form and time allocated was 45 minutes for the students to answer the question. After the test was given to the students, the researcher could describe the scores were gotten from the test. The number of the students who were given in the pre-test was 18 students. After the students' score was tabulated (see on appendix B), it found out the highest score was 80 that was reached by one student and the lowest score was 40 that was reached by two students. The average of the students' scores in the pre-test was 59.166. This was obtained by dividing the total number of individual score (1065) by the number of students (18). That was  $1065:18 = 59.166$ .

Chart 3.1

The Percentages of the Students' Categories in the Pre-Test



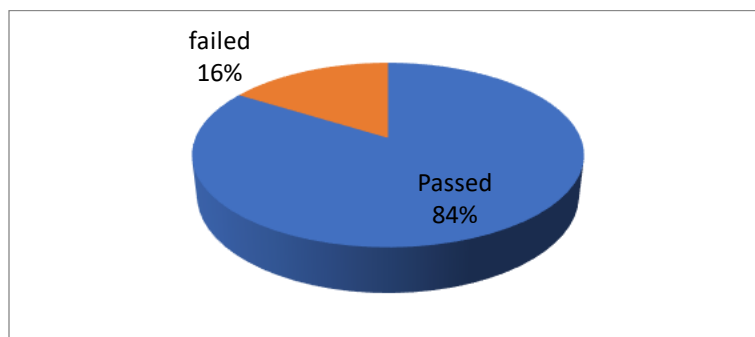
Based on the chart 4.2 above, it could be conclude that in the pre-test, the researcher found out that there were 5 students (28%) who were “passed” and there were 13 students (72%) with category “Failed” and the students’ average score were 59.166.

b. The Students’ Score in the Post-test

After giving the pre test, the researcher had given the treatment by using concept attainment model in teaching vocabulary to the students. Those students were given four meetings of the treatment after that the researcher given post-test. Based on tabulation of the post-test scoring, the researcher found out the lowest score was 60 reached by 1 student and the highest score was 95 reached by 1 student. The average of students’ scores in the post-test was 78.888.

Table 3.2

The Percentage of the Students’ Categories in Post-Test



Based on the chart 4.2 above, it could be concluded that in the post-test the researcher found out that there were 15 students (83%) with category “Passed” and there were 3 students (16%) with category “Failed”.

c. The Comparison Between the Result of the Pre-Test and Post-Test

The researcher presented the data to show the difference of the students’ score between pre-test and post-test in the table 4.3. This table also can help the researcher to differentiate the students’ score who obtained and better scores in the vocabulary test. Furthermore, it can be used to interpret whether or not the treatments were affective to help students in improving their vocabulary. The comparison of the students’ score in pre-test and post-test can be seen in the following table 3.3.

Table 4.3

The comparison of the students’ score in pre-test and post-test

No	Category	Highest Score	Lowest Score	Average score	Passed Category	Failed Category
1	Pre-test	80	40	59.166	5	13
2	Post-test	95	60	78.888	15	3

Based on the table above, it showed that the students’ score in pre-test and post-test was increased. it means that the treatments given was significantly effective to teach vocabulary through the CAM at SMP IT Annajayah Lubuklinggau.

d. Normality Testing

Normality test was used to found out whether or not the result of the students’ data was normal, to found out the normal of data the researcher used the *chi-square* formula. If  $X^2_{obtained} \leq X^2_{table}$  the data was in normal distribution. While,  $X^2_{obtained} \geq X^2_{table}$ , the data was not in normal distribution. To investigation of the internal consistency normal is an estimate by Subana & Sudrajat (2005:153) The following is the formula or normality test.

$$X^2 = \frac{(O_i - E_i)^2}{E_i}$$

Where:

X2 = Normality test

O<sub>i</sub> = the observation frequency

E<sub>i</sub> = the expertise frequency

1. In the pre-test

Based on data (appendix B) before the researcher calculated test normality, firstly the researcher found the highest score, for the pre-test in the class was 80. It was reached by 1 student and lowest score 40 reached by 2 students. Furthermore, the steps to calculate the normality test.

- a. Calculated mean scores in the pre-test

$$M = \frac{1065}{18} = 59.166$$

- b. Make list of observation frequency and expectation frequency

Based on the data on table of list frequency of observation and expectation of the students' score in the pre-test, the researcher found out that  $X^2_{\text{obtained}} = 4.49$ . Since the significances level was 95% (0.05), and the  $X^2_{\text{table}} = 11.070$ . The data was normal, because  $X^2_{\text{obtained}} \leq X^2_{\text{table}}$ . So it can be concluded that the data distribution in the pre-test was normal.

2. In the post-test

Based on the data (appendix B) before the researcher calculated test normality, firstly the researcher found the highest score, for the pre-test in the class was 95. It was reached by 1 student and lowest score 60 reached by 1 student. Furthermore, the steps to calculate the normality test.

- a. Calculated mean scores in the pre-test

$$M = \frac{1420}{18} = 78.888$$

- b. Make list of observation frequency and expectation frequency

Based on the data on table of list frequency of observation and expectation of the students' score in the pre-test, the researcher found out that  $X^2_{\text{obtained}} = 7.27$ . since the significances level was 95% (0.05), and the  $X^2_{\text{table}} = 11.070$ . the data was normal, because  $X^2_{\text{obtained}} \leq X^2_{\text{table}}$ . So it can be concluded that the data distribution in the post-test was normal.

e. The Result of Matched t-test

In this research, the researcher used the matched-test in analyzing the data. The formula as follows:

$$t_{\text{obt}} = \frac{\bar{X}_2 - \bar{X}_1}{\overline{SD}}$$

Where:

$t_{\text{obt}}$  = t-obtained

$\bar{X}_2$  = the students' mean score in the post-test

$\bar{X}_1$  = the students' mean score in the pre-test

$\overline{SD}$  = the students' errors in differences

(Source: Hatch and Farhadi (Cited in Marliasari, 2017:115))

Based on the students' score obtained both the pre-test and post-test, the researcher applied the matched test formula. It can be seen the difference between two scores and to find out whether or not it is significantly effective to teach English Vocabulary by using CAM to the seventh grade students of SMP IT Annajiyah Lubuklinggau in the academic year 2019/2020.

It was found that Where (N) is 18, the sum of the students difference score square is 8425, and the students difference score in the pre-test and post-test is 355. From the calculation above, it could be seen so from the calculation above, it showed that t-obtained were 7.498. it was much higher than 1.734. It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected because t-obtained > t-table. From the explanation it can be stated that it was significantly effective to teach English Vocabulary by using CAM to the seventh

grade Students of SMP IT Annajiyah Lubuklinggau in the academic year 2019/2020.

## CONCLUSION

Based on the findings presented in previous chapter, it could be concluded that there was significantly effective to teach vocabulary through the Concept Attainment Model at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020. It was proved by the differences between two mean score in the pre-test and post-test. There was improvement of the average scores from the pre-test (59.166) to the post-test (78.888). the students made progress in the pre-test only 5 students who could "passed" the minimum mastery criteria, while in the post-test 15 students could "passed" the minimum mastery criteria.

Furthermore the progress could also be know based on the Matched t-test analysis. The researcher found that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected and the result of Matched t-test was higher than t-critical value. The t-obtained was 7.498, which was higher than 1.734 as critical values. It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. In the other word, it was significantly effective to teach vocabulary through the Concept Attainment Model at SMP IT Annajiyah Lubuklinggau in academic year 2019/2020



## REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT.Rineka Cipta.
- Bhaskara, C., L. (2018). Comparative Study of Effectiveness of of Concept Attainment Model Over Traditional Method of Teaching an Unit from Physical Science Between Homogenous and Heterogeneous Group in Higher Secondary Classes. *International Journal of Education*, 7(2), 29.
- French, L. (2003). *Content-Area Vocabulary Strategies*. United States, ON: Weston Walch.
- Kaur, R. (2017). Effect of Attainment Model on Achievement for Secondary School students in Physics. 2278(4).
- Marliasari. (2017). Teaching reading comprehension by using skimming and scanning techniques to the tenth grade students of SMAN 1 gelumbang. Palembang, ON: Universitas Muhammadiyah Palembang.
- Seli, S. (2015). Teaching english through online games for junior high SchoolStudents. *Premise Journal*.4(2442-482),3.
- Subana, & Sudrajat. (2005). *Dasar-Dasar Penelitian Ilmiah*. Bandung, ON: Pustaka setia.
- Sugiyono. (2010). *Metode Penelitian Pendidikan*. Cet. Ke-15; Bandung: Alfabeta.
- Metode Penelitian Pendidikan. Cet. Ke-18; Bandung: Alfabeta..
- \_(2012). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung, ON: Cv Alfa Beta.
- \_. (2013) *Statistika Untuk Penelitian*. Bandung,ON: Alfa Beta.
- Triyogo, A. (2018). Teaching reading comprehension by using 3h (here, hidden,in the head ) strategy to the eighth grade students of smp negeri O mangunharjo. *Journal of English Education*.1(2621-3680),66.



# JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)

English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin  
**Volume 4 Number 1 2021**

---