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Model Concept Attainment To Enriching Students' Vocabulary Mastery By Using Integrated Reading Book As A Learning Media During The Covid-19 Pandemi

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Abstract

This research is qualitative research. The objective of this research is to investigate model concept attainment by using Integrated reading toward students' vocabulary mastery. The writer wanted to know how model concept attainment by using integrated reading can enrich students' vocabulary mastery. In this research there are 15 sample at fifth semester of STKIP Muhammadiyah, Bogor. The data collecting technique used by the writer are observation, interview and documentation. The documentation attached while the students learn English using integrated book in the classroom. Then, the writer gave question in learning process after the students finished reading integrated book to find out the students' vocabulary mastery is getting richer or not. Actually the result is positive, all students' vocabulary is richer. After that, the writer gave interview, this interview did to investigate deeper about the students' vocabulary mastery when model concept attainment by using integrated reading book in learning English. The result of this study can be concluded that the model concept attainment by using integrated book as learning media is very effective in enriching students' vocabulary mastery. Furthermore, it can be alternative for the teacher to teach vocabulary mastery and can help the students to easier in learning English.

Keywords: *vocabulary mastery, model concept attainment, integrated reading*

INTRODUCTION

English is the language spoken in almost all over the world. It means so many countries learn English. As an international language we have to learn to understand this language. English is studied from elementary to university level. The importance of Learning English in school requires students to enrich their vocabulary, this is because without good vocabulary the students cannot master four skills in English, namely speaking, reading, writing, and listening. The role of vocabulary in learning a

foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing.

Vocabulary is a set of lexemes, including single words, compound words and idiom. Moreover, vocabulary is a list of words, usually arranged alphabetically and defined, explained, or translated. In learning vocabulary, the learners should emphasize on the aspect of words. The success in learning a foreign language is determined by the size of vocabulary one has learned. The most important thing of the aim of learning is that the learner skill in using language especially in using word or vocabulary. The quality of someone's language skill depends on the quality of the vocabulary.

Vocabulary determines whether a person's English skills are good, rich in vocabulary will be good in language skill, so vocabulary is important in learning language. Proficient vocabulary mastery will make a person able to speak, write, understand the meaning of words or sentences that are read or heard in English. Learning English in the classroom is certainly not an easy thing, considering that English is a foreign language that is rarely used for daily communication. In fact, many students are weak in vocabulary mastery so this is what causes them difficulty in learning English. The use of learning media to make it easier for student to enrich their vocabulary is very important. There are so many media that can be used in teaching vocabulary, on this occasion the writer choose model concept attainment by using integrated book as a model and medium.

Model concept attainment and Integrated reading book make a strong contribution to enhancing students' learning experience. When referring to the benefits of using integrated reading book in social science, that relevant book can help students link theory and the real life situation, boost their curiosity in a subject, encourage critical thinking, brisk teacher and help students to remain focused. The use integrated book employs electronic technologies to entrance the educational curriculum outside of a traditional classroom.

Interesting learning media can attract students to increase their mastering in vocabulary. Learning vocabulary in a monotonous way makes students bored and has difficulty understanding in material presented. However, the teacher must have the different way in teaching vocabulary so that the students can be more active in adding their vocabulary. One of the media that can be used in learning English is integrated reading book. The use of model concept attainment by using integrated reading book can be used as an interesting learning model and medium, in addition to reading students with and interesting Animal figures, they can also hear the vocabulary spoken by the role of animals in the book.

According to Moore in (Risdatwati, 2017, 2) Concepts are defined intensively, meaning that they can be identified by pointing to certain entities having a real existence (i.e. physical objects). However, defined concepts are abstract categorizations, often defined in conjunction with other concepts (ie democracy, freedom, friend). Defined concepts may be more challenging to learn because of their abstract and less tangible nature. Concepts are organized efficiently into a

hierarchical structure that signifies relationships with other concepts. This structure forms a taxonomy that describes how to coordinate, audit, coordinate, and associate subordinate concepts with one another. The concept discovery model, according to the character Jerome Brunner, is designed primarily to develop inductive reasoning, but for the development and analysis of concepts (Andayani. 2015:141).

In the theory of Joyce & Weil, it means that the concept attainment model is a learning model designed to organize or organize data so that important concepts can be learned accurately and efficiently. This model has the view that students are not only required to be able to form concepts through the process of classifying data but they must also be able to form a concept arrangement with their own abilities. (Martala Sari, Jeli Apriani, 2017:138)

The concept acquisition learning model is the process of identifying and defining concepts by finding their most essential attributes in accordance with the understanding of the concepts being studied. These attributes must distinguish examples of the concept from those that are not examples of the concept. Therefore, the concept acquisition learning model (Concept Attainment) is an inductive learning model designed to help students of all ages to learn concepts as well as practice analytical thinking skills. (Miftakhul Ilmi, 2017:2)

Concept achievement model is a type of structured inquiry that helps students determine the difference between relevant and irrelevant information, observe, classify, and draw conclusions. As students examine data and look for critical attributes, they develop in critical thinking skills. Thinking should be a fundamental part of any science course. This process enhances long-term learning and the development of inductive reasoning skills. The development of critical thinking skills and inductive skills is used with biological concepts so that students can acquire skills and learn concepts. (Joy R. Mayer, 2017:11)

The uses of this teaching model are: (1) to assist students in understanding concepts by paying attention to objects, ideas and events; (2) so that students are more effective in obtaining concepts by understanding thinking strategies. The concept acquisition learning model (CAM) is the process of identifying and defining concepts, by finding the essential attributes in accordance with the understanding of the concepts being studied (Ibrahim, 2012). This concept acquisition model is an inductive learning strategy designed to help students of all ages strengthen students' understanding of concepts and practice hypothesis testing. This model uses positive and negative examples, derived from the study of thought processes, namely learning is an active process of information and then structured and shaped in a unique way by each individual. In this model, the teacher controls the activity, but it can be developed into a free dialogue activity in that phase. Interaction between students is encouraged by the teacher. By organizing activities, it is hoped that students will pay

more attention to their initiatives to carry out an inductive process along with increasing experience in involving themselves in teaching and learning activities (Ilmi, 2010).

Integrated Reading book were created for on grade level instruction to promote deep comprehension and analysis of texts. They help students gain experience with grade level texts and skills using interaction and engagement. These activities are great for teachers to use for whole class or small group standards-based instruction.

Picture 1
Integrated reading book



Source : <http://help.classworks.com/en/articles/909439-what-is-integrated-reading>

METHOD

The subject of the research is the fifth semester of STKIP Muhammadiyah Bogor. The sample or participants of the research are ten of students from the fifth semester. This research is qualitative research. In this research the data obtained from observation, interview and documentation. The data from 15 students of fifth semester of STKIP Muhammadiyah Bogor.

The writer uses non-probability sampling technique in this research. According to Etikan, Non-probability sampling is a sampling procedure that elements in the universe will not have a chance to be included in the study sample. There are five types of different sampling considering the nonrandom design. Which are; Quota sampling, Accidental sampling, judgmental sampling or purposive sampling, expert sampling, and snowball sampling. In this research the writer use judgemental or purposive sampling. The writer chooses this sampling because the participant who used as sample is participant who fit certain criteria determined and in accordance with the data required by the writer. In Research Instrument is a tool used to obtain, measure, and analyze data from subject around the research topic. In research that uses a model. The instrument

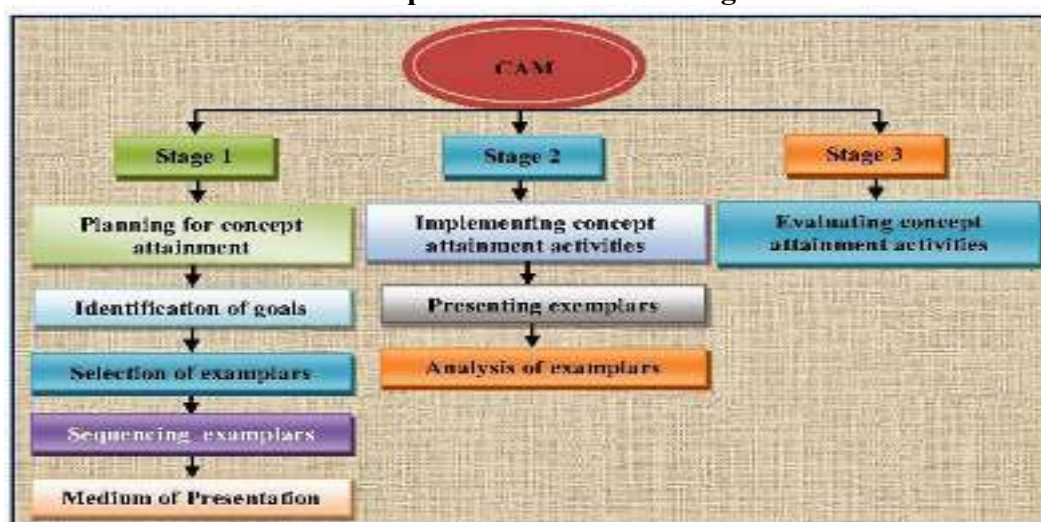
that used depends on the subject that will research. In conduct the study the writer needs the instrument to get the data.

Based on the explanation above, the writer uses some instrument in this study as follow: 1) **Observation**, it used for gathering the data or information through the direct situation. The writer will join in the classroom to observe the process of teaching and learning English that model concept attainment by using integrated reading book. 2) **Interview**. In this research, the writer uses unstructured interview. Interview is conduct long term field work and allow respondent to let them express in their own ways and pace about Enriching students' vocabulary mastery by model concept attainment in using integrated reading book as a model and media. 3) **Documentation**. In this research the documents used are photos of learning activities and data in STKIP Muhammadiyah related to the research.

RESULT AND DISCUSSION

Concept achievement learning model is a teaching model that uses data to teach concepts to students, where the teacher begins teaching by presenting data or examples, then the teacher asks students to observe the data. The concept attainment model is a process of finding and listing traits that can be used to distinguish appropriate examples from inappropriate examples from various categories. (Risdawati, et al. 2017 : 122)

Figure 1
Concept achievement learning model



Source : <https://gaveshnaa.blogspot.com/2014/12/concept-attainment-model.html>

Academic achievement is a dynamic process. It plays a very significant and vital role in the attainment of harmonious development of child in all walks of life. Academic Achievement in general refers to the degree of proficiency attained in some specific area, concerning some scholastic and academic work. Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. When students feel safe, engaged, and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character education is the foundation upon which students can reach academic achievement.

Table 1
Concept Attainment Model

Concept Attainment Model Steps	Teacher Role	Student Role
Presentation of Examples	Teacher presents examples and non-examples and instruct students to form a hypothesis of the concept.	Students record attributes of examples and non-examples.
Formation and analysis of hypotheses	Teacher asks students to examine hypotheses, verify or refute their hypotheses, and then challenges students to support the hypotheses with data (attributes).	Students form and record hypotheses about the concept. Students then justify their hypotheses based on the data.
Closure	Teacher guides students in forming a definition of the concept being addressed by summarizing the critical attributes of the concept. The teacher then helps student reflect on the entire Concept Attainment process.	Students develop a definition of the concept based on its critical attributes. They then reflect on the Concept Attainment process.
Application	Teacher asks students to apply their knowledge in novel situations.	Students apply knowledge by locating, changing, or creating other examples and non-examples.

Source : <https://fmspe10.weebly.com/concept-attainment-model.html>

Observation is part of data collection. Observation as a term features commonly in the literature as a way to describe both the design of a study and methods deployed within procedures. Observation as a data collection method is a made of inquiry to systematically collect information about different settings and group. However, the objective of observation in data collection is to better understand the phenomena of interest situated in context. Based on the explanation

above, observation used for gathering the data or information through the direct situation. The writer will join in the classroom to observe the process of teaching and learning English that model concept attainment by using integrated reading book.

Interview is conducted to obtain information, which cannot be obtained through observation or questionnaires. This is because the researcher cannot observe everything. Not all data can be obtained by observation. Therefore, the writer must ask questions to participants. Very important question to capture people's perceptions, thoughts, opinions, feelings about a symptom, event, fact or reality. There are two types in collecting data through personal interview; structured interviews and unstructured interviews. Structured interviews is interview that uses a list of questions that have been prepared clearly and arranged well and neatly. Meanwhile, unstructured interviews is interview that is not prepared in advance, that means the question to be given is accordance with condition and answer of the respondent.

In this research, the writer choses unstructured interviews. It is because unstructured interviews more flexsible. The writer also can develop of the questions by the response of the respondent. It is will make the respondent more relax and the writer can get wider and clearer data. However, the writer has a basic concept as a guide so that the interview was conducted is suitable with the data that the writer needed.

Documents are record of events that have passed. Documents can be in the form of pictures, or monumental works of someone. Documents are all materials in written form made by humans, the intended documents are all notes on paper or electronically. Documents can be in the form of books, articles, mass media, diaries, manifestos, invites, blogs, web pages, photos and othres.

The writer use three steps in collecting data, the steps show in the following figure:

a. Pra-collecting data

Before collecting data, the writer make a plan and design, choose the school, ask to the principal for permission to conduct the research and prepare the instrument.

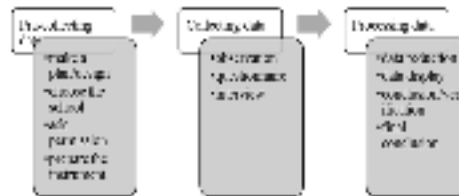
b. Collecting data

The writer use three techniques to collect the data, those are observasion interview and documentation.

c. Processing data

The writer use four steps to process the data, those are data reduction, data display, conclusion and verification and final conclusion.

Figure 2
The Schema of steps collecting data



According to Miles and Faisal in Wiratna data analysis was carried out during data collection in the field and after all data was collected using an interactive model analysis technique. There are four step in alaysis data of qualitative research; data reduction, data display, conclusion drawing/verification and final conclusion. Data analysis takes place together with the data collection process with the following stages.

1. Data Reduction

The data obtained is written in the form of a report or detailed data. Reports that are compiled based on the data obtained are then reduced, summarized, selected the main points and focused on important matters according to the data needed by the writer. Furthermore, the data that has been selected based on a set of concepts, themes and certain categories was provided a sharper picture of the observations and also makes it easier for researchers to find back data in addition to previous data obtained if needed by the writer.

2. Data Display

The next process is data display, the data that has been selected is categorized based on the main problem and made in the form of a matrix. After that, the writer make a temporary conclusion from the data that has been categorized. Then, the data is verified so that the writer gets clearer data. The last process is final conclusion, after going through several processes, the writer get data that is clear, accurate and in accordance with the data needed.

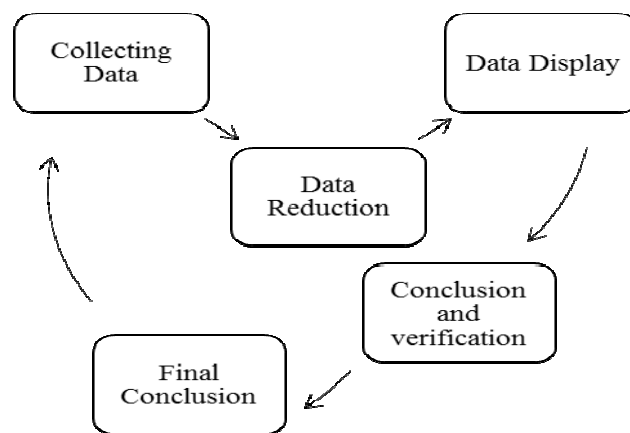
3. Drawing Conclusion

The next step is conclusion and verification. The data that has been systematically reduced and displayed was concluded temporarily. The conclusions obtained at the initial stage are usually less clear, but in later stages they be more firm and have a strong foundation. Then, the provisional conclusions need to be verified. The techniques that can be used to verify are triangulation of data sources and methods, peer discussion and member checking.

4. Final Conclusion

The last step is Final conclusion. The final conclusion is obtained based on verified interim conclusions. this final conclusion is expected to be obtained after data collection is complete.

Figure 3
The schema of analysis data technique (Miles and Faisal)



The schema above is the process of analyzing data technique according to Miles and Faisal. Before the data is processed through the stages mentioned above, the first the writer collected the data. The data obtained comes from observation and interview, conducted by the writer. Then, the data obtained would be reduced, selected the main points and focused on important matters according to the data that is needed by the writer.

The next process is data display, the data that has been selected is categorized based on the main problem and made in the form of a matrix. After that, the writer make a temporary conclusion from the data that has been categorized. Then, the data is verified so that the writer gets clearer data. The last process is final conclusion, after going through several processes, the writer will get data that is clear, accurate and in accordance with the data needed.

Data in qualitative research is descriptive data which is generally in the form of words, pictures, or recordings. The data criteria in qualitative research are definite data. Definite data is data that actually occurs as it is, not just data that is seen, spoken, but data that contains meaning behind what is seen and spoken. For example, data on people who cry must be confirmed that the person is crying because he is sad or because he is happy.

To get the data, the writer asked the teachers' help to give instruction to the students to see animated videos in the front of the class, the videos shows about names of things in the classroom and things at home. After seeing the model concept attainment by using integrated reading book, the students were instructed to feel in questions related to the book they read. Then the writer interviewed the students to investigate deeper about student's vocabularies after reading the book.

In this research the writer observes the process of learning English (Vocabulary mastery). Learning process is the interaction of students with educators and learning resources in a learning environment. According to wottuba and wraight, indicators that show effective learning include, effective communication, students anthusiasm for the subject and student mastery of the material.

a. Effective Communication

1. Students communicate with teachers actively

In the English learning process the teacher uses model concept attainment by using integrated reading book to deliver learning materials about Things in the classroom and Things at home". When learning takes place students look very enthusiastic and show their interest in the lesson. By using model concept attainment by using integrated reading book in learning at the classroom becomes more active.

2. Students communicate well with friends

After the material is delivered through model concept attainment by using integrated reading book, the teacher gives assignments to students to discuss and write down the vocabulary resulting from the discussion on the paper. During the discussion, it was very clear that the students communicated well with their friends, they exchanged ideas and exchanged opinions and respected each other's opinions, although there were still some students who chatted with other students.

3. Able to communicate in the front of the class

The students are required to present the result of their discussion in front of the class, they present well, even though they are not confident, there is still a sense of shame. But they are still brave and give their best.

4. Not nervous when asking and giving opinion

In the learning process using integrated reading book, they ask about the material being studied that they do not understand, like how to read words in English. And the students are able to answer the questions given by the teacher with confidence.

b. Students interest in the subject

Learning vocabulary using model concept attainment by using integrated reading book makes students happy and interested in following the lesson, because they feel learning to use animated videos is something new for them there are

several things that are expected to improve in students when learning to use model concept attainment by using integrated reading book, including: 1. Own will. In the case that the student's willingness is not yet visible, the teacher must first provide a stimulus to the students, then the students responds, such as asking question, students dare to express their opinions, 2. More attention. Using model concept attainment by using integrated reading book when studying makes students' attention more focused on the lesson, different when learning does not use model concept attainment by using integrated reading book, they feel sleepy and bored so they not few chat and do not understand the material presented. 3. Happy. Learning to use model concept attainment by using integrated reading book makes students feel happy. If usually learning is only explained by the teacher, this time they got something new. They are read smiling and focusing their eyes on the book. 4. Interested. The use of model concept attainment by using integrated reading book also increases students' interest in learning, if they usually feel lazy or sleepy when studying, after using model concept attainment by using integrated reading book they become more enthusiastic and interested in learning. 5. Responsible. When given a task by teacher to discuss with friends about the lesson they immediately discuss with friends and write down the results of the discussion on paper, then choose one person to represent in front of the class. 6. Concentration. When video is shown the students views are only on the video, they are not chatting, this shows increased concentration when using model concept attainment by using integrated reading book.

c. Mastery of the material

By using animated videos, students are easier to understand the material presented, they quickly remember the vocabulary displayed in the book, can rewrite words with the correct writing, and when teacher gives a question they can easily answer it.

CONCLUSION

Finally, the writer came to the last chapter to inform about the conclusion of this study. Based on the result of interview with the fifth semester of STKIP Muhammadiyah Bogor, the students still have so many lack of vocabulary, they though English was very difficult because it was a foreign language. So, they cannot understand well and need more long time to understand the language. Students also realized that they still had luck of grammar mastery, practice and lack of understanding to teacher explanation. That's why the students still often difficult to enrich their vocabulary.

In this study the writer found that the use model concept attainment by using integrated reading book is very effective in learning English especially in enriching student's vocabulary mastery. This can be seen from the results of observations, interviews and documentation conducted by the writer to students.

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