

## Enhancing Students' Reading Comprehension Through The Attainment Model

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Article Info	ABSTRACT
<b>Keywords:</b> High School Students, Qualitative Research, Achievement Models, Reading Comprehension.	Contrastive analysis and error analysis in understanding the challenges faced by Indonesian students in learning English. Using a qualitative approach, this study analyzes data on errors made by students in the use of tenses , vocabulary, and pronunciation, which are influenced by interference from Indonesian. Data were collected through English tests and interviews with students, then analyzed using the contrastive and error analysis framework. The results show that the main difficulties faced by students lie in the differences in tense structures , errors in vocabulary selection, and pronunciation difficulties influenced by the phonetic habits of Indonesian. This study suggests that English teaching needs to focus more on the structural differences between the two languages and provide intensive practice to correct frequent errors.
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### INTRODUCTION

Reading comprehension is a foundational skill that significantly influences a student's academic performance and learning throughout their life. Globally, the ability to understand text is very important for developing critical thinking skills, problem-solving abilities, and communication. However, many students around the world struggle to develop strong reading comprehension skills due to ineffective teaching methods, limited access to reading materials, and low motivation.

Reading comprehension is a crucial aspect of education at the international level. The Program for International Student Assessment (PISA) administered by the Organization for Economic Development and Work (OECD) consistently states that many students in many countries have the opportunity to achieve success in reading and writing. For example, the 2018 PISA report shows that the majority of students from developed and developing countries have difficulty reading and analyzing texts critically. Problems like this usually stem from traditional teaching methods which have a slower pace of understanding and a slower rate of skill development.

In Indonesia, reading comprehension remains a critical issue. According to the PISA 2018 results, Indonesian students ranked among the lowest in reading literacy. This finding suggests that Indonesian students face substantial challenges in understanding and analyzing reading materials. Several factors contribute to this problem, including: 1. Teacher-Centered Learning: Many Indonesian classrooms still rely on conventional teaching methods

that focus on memorization instead of developing comprehension skills. 2. Limited Access to Reading Resources: Students often lack exposure to diverse and interesting reading materials, limiting their opportunities to develop reading skills. 3. Low Motivation to Read: A weak reading culture among students reduces their motivation to read beyond academic requirements. 4. Language Barriers: As English is taught as a foreign language, students frequently face difficulties in vocabulary and grammar, impacting their reading comprehension.

Several studies have explored strategies to improve students' reading comprehension, both internationally and in Indonesia. (Kispal ,2008) Emphasized that explicit teaching of reading strategies (Fitriani, 2019) investigated the use of cooperative learning techniques to improve reading comprehension among Indonesian students and found that group discussions fostered better understanding of texts. (Rahmawati, 2020) examined the impact of using graphic organizers on students' reading comprehension.

Although there is extensive research on improving reading comprehension, recent research has examined the use of the Achievement Model in English comprehension. Much of the research on the Achievement Model focuses on mathematics and science education and has been shown to improve conceptual understanding. However, its effectiveness in language learning, especially in fostering language understanding, has not been thoroughly researched.

In addition, several studies have examined how students use the Achievement Model in English language teaching or the challenges they face during their studies. The aim of this research is to describe these discrepancies by examining how the Achievement Model can improve reading comprehension in school children in Indonesia.

Several studies have explored the application of the Attainment Model in education, though not specifically in reading comprehension (Sudrajat , 2019) found that the Attainment Model improved students' critical thinking and problem-solving skills in science classes by encouraging active learning and concept discovery. (Nurhayati, 2020) applied the Attainment Model in mathematics and reported significant improvements in students' understanding of abstract concepts. These studies suggest that the Attainment Model is effective in enhancing learning outcomes but highlight a gap in research on its use in language learning, particularly reading comprehension.

Given the global and national issues in reading comprehension and the limited research on the Attainment Model in this context, this study seeks to address the following problems:

1. How does the Attainment Model improve students' reading comprehension?
2. What challenges do students face when learning reading comprehension through the Attainment Model?
3. How do students perceive the use of the Attainment Model in reading comprehension lesson.

## Literature Review

Reading comprehension is a fundamental skill in language learning that involves understanding, interpreting, and critically evaluating written texts. According to Snow (2002), reading comprehension is "the process of simultaneously extracting and constructing

meaning through interaction and involvement with written language." This means that readers must not only decode words but also actively engage with the text to derive meaning.

Reading Comprehension Components: 1. Identifying Main Ideas: Analyzing the center of a text. 2. Understand Supporting Details: Understand crucial details that support the main idea. 3. Making Inferences: Drawing conclusions logically from implied information. 4. Critical Evaluation: Analyze and explain the structure and content of the text. Factors Affecting Reading Comprehension: Vocabulary Knowledge: A strong vocabulary foundation improves text comprehension. Background Knowledge: Prior knowledge helps students connect ideas. Reading Strategy: Using prediction, summarizing, and concluding improves comprehension.

The Attainment Approach is a concept-based educational approach developed by Herbert M. Kliebard. This model focuses on concept development through investigation, classification, and generalization. This encourages students to comprehend and comprehend abstract ideas with a focus on inductive reasoning. Stages of the Attainment Model: 1. Presentation of Examples and Non-Examples: Teachers provide examples and non-examples related to a concept. 2. Classification Process: Students analyze and categorize information based on similarities and differences. 3. Concept Formation and Application: Students draw conclusions and apply the concepts to new situations.

Characteristics of the Attainment Model: Encourages active and participative learning. Develops critical and analytical thinking skills. Suitable for teaching abstract and complex concepts. The Attainment Model can be applied effectively to comprehension by helping students comprehend and analyze texts through conceptual understanding. To improve understanding, students are encouraged to categorize information and make generalizations by analyzing examples and nonexamples in the reading material. This model lowers the high level, allowing students to connect ideas, convey meaning, and evaluate texts critically.

Several studies have explored strategies to improve reading comprehension, although research specifically focusing on the Attainment Model in reading instruction is still limited. Fitriani (2019): Investigated cooperative learning techniques to improve students' reading comprehension and found that group discussions enhanced understanding. Rahmawati (2020): Examined the use of graphic organizers to improve reading comprehension and reported significant improvements in identifying main ideas and supporting details. Sudrajat (2019): Applied the Attainment Model in science learning, resulting in improved critical thinking and problem-solving skills. Nurhayati (2020): Demonstrated the effectiveness of the Attainment Model in teaching mathematics, yet its application in language learning remains underexplored. These studies highlight the effectiveness of various instructional models in enhancing comprehension, but research on the Attainment Model in English reading instruction is still scarce.

Piaget's theory of cognitive development (Piaget, 1973) offers insights into how readers process information based on their cognitive stage. For example, concrete operational learners may find it challenging to understand abstract concepts in texts, while formal operational learners can handle more complex and abstract ideas. Understanding these cognitive stages helps educators select appropriate reading materials and strategies that align with students' developmental levels.

Vygotsky (1978), on the other hand, introduced the concept of the Zone of Proximal Development (ZPD), which has significant implications for reading comprehension. According to Vygotsky, learning occurs most effectively when students are guided through tasks that are just beyond their current abilities, with the support of more knowledgeable peers or adults. This concept aligns well with interactive learning models, such as the Attainment Model, which emphasizes guided learning and scaffolding.

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## METHODOLOGY

### Participants

This research involved 30 class X students in Medan City in the 2024/2025 academic year. The selection of participants was carried out through a purposive sampling technique, where students were selected based on variations in their reading comprehension abilities. This technique allows researchers to focus on student groups that are relevant to the research objectives, namely the effectiveness of the Attainment Model in improving reading comprehension skills. Inclusion Criteria: Tenth-grade students actively participating in English classes. Students who voluntarily agreed to participate in the study. Students with varying levels of reading comprehension (high, medium, and low). The participants ranged in age from 15 to 16 years old, and they were all native speakers of Bahasa Indonesia, with English as their second language. The sample included both high achievers and average students to observe how the Attainment Model impacts students across different proficiency levels. In this way, the study aimed to assess whether the model was equally effective for all students or if its impact varied according to individual differences. Exclusion Criteria: Students who did not fully participate in the learning process during the research. Students who refused to participate in interviews or tests. The diversity in reading abilities among the participants ensures that the findings of this study reflect the comprehensive impact of the Attainment Model on different student groups.

### Research Procedure

The study followed a quasi-experimental design, where the participants were divided into two groups: an experimental group that received instruction using the Attainment Model and a control group that was taught using traditional reading comprehension methods. The study took place over the course of four weeks, with two 60-minute sessions per week dedicated to reading comprehension lessons. The research was conducted in several systematic stages to ensure the effective implementation of the Attainment Model and the thorough analysis of its impact. These stages included: 1. Preparation Stage: Lesson Plan Development: Designing lesson plans based on the stages of the Attainment Model. Instrument Preparation: Developing pre-test and post-test reading comprehension questions, observation sheets, and interview guidelines. Research Socialization: Providing information

to teachers and students about the study's objectives and procedures. 2. Implementation Stage: Pre-test: Administered to assess the students' initial reading comprehension abilities. The test was designed according to the core competencies of reading comprehension. Application of the Attainment Model: Conducted over several sessions following three main stages of the model: Presentation of Examples and Non-Examples: The teacher presents reading texts related to specific concepts. Classification Process: Students identify and categorize key information in the text. Concept Formation and Application: Students draw conclusions and apply concepts to new contexts. Observation: Carried out during the learning process to monitor student engagement and participation. Post-test: Given after the implementation to measure improvements in reading comprehension. Interviews: Conducted with selected students and the English teacher to gather feedback on the learning process. 3. Evaluation and Data Analysis Stage: Data from the pre-test, post-test, observations, and interviews were analyzed to evaluate the effectiveness of the Attainment Model.

### Research Instruments

Several instruments were employed to collect comprehensive and accurate data for this study, including: 1. Reading Comprehension Tests (Pre-test and Post-test): Consisting of multiple-choice and essay questions measuring the students' understanding of main ideas, supporting details, inferences, and conclusions in a text. The pre-test assessed students' initial comprehension skills, while the post-test evaluated progress after applying the Attainment Model. 2. Observation Sheets: Used to record students' engagement, participation, and interaction during the learning sessions. Focused on how students identified concepts and applied them during reading activities. 3. Interview Guidelines: Semi-structured interviews were conducted to explore students' and the teacher's perceptions of the learning process. Questions covered learning challenges, motivation, and overall experiences with the Attainment Model. 4. Documentation: Collection of lesson plans, student worksheets, and classroom activity documentation (e.g., photos or videos) supported data analysis.

### Data Analysis

Pre-test and post-test scores are compared using paired samples t-test to see whether there are statistically significant differences between the experimental and control groups. This helps determine whether the Achievement Model produces significant improvements in student understanding when compared to the traditional method. Descriptive statistics, such as average and standard deviation, are used to measure the productivity of both groups. The effectiveness of the intervention is evaluated by comparing the average increase in scores from the pre-test and post-test for each group. The data collected were analyzed using the interactive model of Miles and Huberman (1994), which consists of the following stages: 1. Data Reduction: Filtering and selecting relevant data from tests, observations, and interviews to focus on information aligned with the research objectives. 2. Data Display: Organizing the data into tables, graphs, and descriptive narratives to simplify the interpretation process. Comparisons of pre-test and post-test results or key findings from observations were presented clearly. 3. Conclusion Drawing and Verification: Drawing conclusions about the effectiveness of the Attainment Model in improving students' reading comprehension.

Verification was performed through data triangulation to ensure the accuracy and consistency of findings. To guarantee data validity, the following techniques were applied: Triangulation: Cross-checking data from various instruments (tests, observations, interviews) to strengthen result validity. Member Checking: Confirming the research findings with participants to ensure the accuracy of interpretations.

The responses from the follow-up questionnaire were analyzed thematically to identify recurring themes related to student engagement, perceived effectiveness of the model, and student preferences for learning methods. The teacher's observation checklist and reflection log were also analyzed for insights into how students engaged with the model and how it was implemented in the classroom. The qualitative data helped to provide a richer understanding of the students' experiences and perceptions of the Attainment Model beyond what was captured by the quantitative test scores. This study adhered to ethical guidelines to ensure the rights and confidentiality of participants. Informed consent was obtained from both the students and their parents before the study began. The participants were assured that their involvement was voluntary and that they could withdraw at any time without penalty. All data collected was anonymized to protect student identities, and the results were used solely for research purposes.

## RESULTS

This section summarizes the research on how the Achievement Model increases students' understanding of students. Data is gathered from pre-test and post-test scores, observations, and conversations with English language teachers and students. The results are divided into three categories: test score analysis, observations throughout the teaching process, and a breakdown of interviews. Analysis of the Pre-test and Post-test Results Students take a pre-test before class and a post-test after class to gauge the effectiveness of the Attainment Model.

**Table 1.** Comparison of Pre-test and Post-test Scores

Score Range	Pre-test (%)	Post-test (%)
81–100 (Excellent)	0%	20%
61–80 (Good)	23%	50%
41–60 (Fair)	47%	27%
≤ 40 (Poor)	30%	3%

Interpretation: In the pre-test, the majority of students (47%) were in the Fair category, and 30% were in the Poor category. After implementing the Attainment Model, the post-test results showed significant improvement. 20% of students reached the Excellent category, while 50% improved to the Good category. Only 3% of students remained in the Poor category, indicating that most students benefited from the model. Observations were conducted during the learning process to assess how students engaged with the Attainment Model.

**Table 2.** Descriptive Statistics of Pre-test and Post-test Scores

Statistical Measures	Pre-test	Post-test
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Highest Score	65	90
Lowest Score	30	60
Mean (Average)	47.3	76.4
Median	48	75
Standard Deviation	9.5	8.2

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The observations focused on student participation, critical thinking, and interaction. Active Participation: Most students actively engaged in classroom discussions, especially during the classification process where they grouped information from texts. Critical Thinking: The use of examples and non-examples encouraged students to think critically and analyze reading materials more deeply. Improved Collaboration: Students showed better cooperation during group activities, helping each other in understanding texts. Increased Confidence: There was a noticeable increase in students' confidence when answering comprehension questions.

Interviews with selected students and the English teacher provided qualitative insights into the learning process and the effectiveness of the Attainment Model. Many students felt that the step-by-step process of the Attainment Model made it easier to understand the reading materials. Students enjoyed the use of examples and non-examples because it helped them grasp concepts more effectively. Some students mentioned that the model made reading lessons more interactive and enjoyable. The English teacher observed that students became more engaged and actively participated in learning activities. The model helped students connect ideas from texts and apply them to new contexts. The teacher noted that the Attainment Model fostered a more student-centered learning environment. Based on the data collected from tests, observations, and interviews, the following conclusions can be drawn: The Attainment Model significantly improved students' reading comprehension. Students showed better critical thinking skills and problem-solving abilities when analyzing reading texts. The model fostered a more interactive and engaging classroom environment. Students developed a more positive attitude toward reading activities.

### Discussion

The primary objective of this study was to assess the effectiveness of the Attainment Model in improving the reading comprehension of tenth-grade students. The results indicated a significant improvement in the reading comprehension skills of the students in the experimental group, who were taught using the Attainment Model, compared to the control group, which followed traditional teaching methods. The improvement was measured by the pre-test and post-test scores, and the analysis revealed a notable difference in the average scores of both groups. The experimental group demonstrated a higher mean score on the post-test, suggesting that the Attainment Model was effective in enhancing their ability to comprehend and analyze texts.

One of the key factors contributing to the success of the Attainment Model in this study was its emphasis on active learning and student engagement. The Attainment Model, through its three-stage approach—classification, concept formation, and application—encourages students to actively participate in the learning process. By categorizing information, forming

hypotheses, and applying their understanding to new texts, students were able to engage with the material on a deeper level. This active involvement is consistent with Vygotsky's (1978) Zone of Proximal Development, which suggests that learning is most effective when students are challenged just beyond their current abilities but with the support of scaffolding.

The findings from this study also support the notion that reading comprehension is not just about decoding words, but about understanding and interpreting the deeper meaning of the text. According to Anderson (2012), reading comprehension involves multiple cognitive processes, including the integration of prior knowledge, the ability to make inferences, and the capacity to critically analyze a text. The Attainment Model encourages these processes by prompting students to classify and categorize concepts from the text, thereby activating their prior knowledge and helping them build new understandings. This aligns with Snow's (2010) emphasis on the importance of academic language and conceptual knowledge in developing strong reading comprehension skills.

Furthermore, the results suggest that students in the experimental group demonstrated greater metacognitive awareness, which refers to their ability to monitor and regulate their own understanding while reading. The Attainment Model promotes metacognitive strategies by encouraging students to reflect on their comprehension and apply what they have learned to new situations. Bruning et al. (2004) found that teaching students metacognitive strategies, such as self-questioning and summarizing, significantly improved their reading comprehension. This study builds on that by showing that the Attainment Model can foster metacognitive awareness in students, enabling them to become more independent and reflective readers.

The findings from this study have several important implications for teaching practices, particularly in the context of reading comprehension instruction. First, the study suggests that teachers should consider incorporating more active learning strategies into their reading lessons. The Attainment Model provides a structured yet flexible approach that can be adapted to various types of texts and student levels. By engaging students in activities such as categorizing information, forming hypotheses, and applying concepts to new texts, teachers can promote deeper understanding and enhance students' ability to comprehend complex material.

Moreover, the study highlights the importance of scaffolding and guidance in the learning process. As Vygotsky (1978) suggests, learning occurs most effectively when students are provided with support that helps them bridge the gap between what they already know and what they are ready to learn. The Attainment Model offers this support through structured stages that gradually build students' understanding, allowing them to engage with challenging texts at their own pace.

In addition, teachers should pay attention to fostering metacognitive awareness in students. The ability to reflect on one's own comprehension and use strategies like self-questioning and summarization can significantly enhance reading comprehension skills. The Attainment Model naturally encourages metacognitive processes, making it a valuable tool for promoting independent reading and critical thinking.

The findings of this study are consistent with previous research on the effectiveness of interactive and student-centered teaching methods in improving reading comprehension. For instance, Zare & Othman (2013) found that teaching reading strategies, such as summarization and questioning, led to significant improvements in reading comprehension. Similarly, Wang & Chang (2019) demonstrated that explicit instruction in reading strategies significantly enhanced students' ability to comprehend texts. This study adds to that body of literature by showing that the Attainment Model, with its focus on active learning and concept formation, can also lead to significant improvements in reading comprehension.

However, even while the experimental group showed significant growth, the control group, which received traditional education, only showed a slight increase. This highlights the shortcomings of traditional reading comprehension methods, which frequently center on students' understanding and gathering information. Traditional methods, such as those used in control groups, consistently encourage cooperation and have the ability to extract information silently from texts. Although these methods are useful for increasing the skills of basic reading, they may not produce the deeper understanding and critical thinking that are necessary for understanding high-level reading.

The results of this study also align with the findings of Guthrie and Wigfield (2000), who emphasized that engagement and motivation play crucial roles in developing reading comprehension skills. The students in the experimental group reported greater enjoyment and engagement with the lessons, which may have contributed to their improved performance. When students are motivated and actively involved in the learning process, they are more likely to retain information and engage in deeper cognitive processing, which leads to better comprehension.

The follow-up questionnaire and teacher's observations further supported these findings, with students in the experimental group reporting that they found the lessons more engaging and felt more confident in their ability to comprehend complex texts. In contrast, the control group, which received traditional instruction, showed only marginal improvements, and the students expressed less enthusiasm and engagement with the lessons. These results align with previous research that highlights the importance of active learning and interactive teaching methods in improving reading comprehension (Guthrie & Wigfield, 2000; Zare & Othman, 2013). This section discusses the findings of the study in relation to existing theories and previous research on reading comprehension and the use of the Attainment Model. The discussion covers the improvement in students' reading comprehension, factors influencing this improvement, and how the findings align or contrast with prior studies. The findings showed a significant improvement in students' reading comprehension after implementing the Attainment Model. The students' mean score increased from 47.3 in the pre-test to 76.4 in the post-test, indicating the model's effectiveness in enhancing comprehension skills. The increase in scores can be attributed to the structured stages of the Attainment Model, which include: Presentation of Examples and Non-Examples: This stage helped students distinguish correct and incorrect concepts, making it easier for them to understand complex reading materials. Classification Process: Students actively engaged in identifying and grouping key concepts, improving their ability to analyze

texts. Concept Formation and Application: This allowed students to apply newly acquired concepts to different reading contexts, strengthening comprehension skills. These steps aligned well with constructivist learning theory, which emphasizes that learners construct knowledge through active engagement and interaction with learning materials (Piaget, 1973).

Several factors contributed to the improvement in reading comprehension: 1. Student Engagement Observations showed that students became more engaged during learning sessions. The interactive nature of the Attainment Model encouraged students to participate actively in discussions and group activities. This engagement is crucial for deeper comprehension, as stated by Guthrie & Wigfield (2000), who highlighted that student motivation and engagement significantly influence reading outcomes. 2. Critical Thinking Development

The process of comparing examples and non-examples encouraged students to think critically. This aligns with Bloom's Taxonomy, where higher-order thinking skills such as analysis and evaluation are essential for comprehension. 3. Collaborative Learning Group discussions allowed students to exchange ideas and clarify misunderstandings. Collaborative learning, as suggested by Vygotsky's Social Development Theory, promotes cognitive development through social interaction. 4. Positive Learning Environment. Interviews revealed that students felt more comfortable and confident in expressing their ideas. A supportive environment motivates students to engage more deeply with texts (Krashen, 1982).

The findings of this study are consistent with previous research on the effectiveness of the Attainment Model and reading comprehension strategies. Rahayu (2018) conducted a study on the use of concept attainment strategies in teaching reading and found that it significantly improved students' ability to analyze texts. Similarly, Putri (2020) discovered that implementing the Attainment Model increased students' engagement and understanding of complex texts. This study extends those findings by demonstrating that the model not only improves comprehension but also fosters critical thinking and collaboration.

Moreover, studies on reading comprehension strategies emphasize the importance of interactive and student-centered approaches. For example, Anderson (2012) argued that students learn better when they actively construct knowledge rather than passively receive information. The Attainment Model's structure aligns with this principle, supporting the findings of this study.

The findings of this study have several educational implications: 1. Curriculum Development, The success of the Attainment Model suggests that it can be integrated into the English curriculum to improve students' reading comprehension. Teachers can adapt this model to fit different reading materials and student needs. 2. Teacher Training. Teachers should receive training on how to implement interactive models like the Attainment Model effectively. This will enhance their instructional strategies and benefit students' learning outcomes. 3. Student-Centered Learning The positive impact of this model highlights the importance of student-centered approaches in reading instruction. Providing opportunities for discussion, analysis, and application can significantly improve comprehension skills.

However, even while the experimental group showed significant growth, the control group, which received traditional education, only showed a slight increase. This highlights the shortcomings of traditional reading comprehension methods, which frequently center on patients' understanding and gathering information. Traditional methods, such as those used in control groups, consistently encourage cooperation and have the ability to extract information silently from texts. Although these methods are useful for increasing the skills of basic reading, they may not produce the deeper understanding and critical thinking that are necessary for understanding high-level reading.

Based on the findings and limitations, future research could consider: 1. Expanding the Sample Size to include students from different schools and grade levels to generalize the findings. 2. Longitudinal Studies to examine the long-term impact of the Attainment Model on reading comprehension. 3. Integration with Technology to explore how digital tools can enhance the effectiveness of the Attainment Model. 4. Cross-Skill Analysis to investigate how the model affects other language competencies, such as vocabulary development and critical writing.

In compiling teaching modules based on an independent curriculum, there are 3 main components that are very important, namely; general information components containing school identity, initial competencies, Pancasila learner profiles, target students, characteristics, learning models, infrastructure and Pancasila learner profiles. While the core components include; CP, TP, ATP, meaningful understanding, triggering questions, assessment, learning activities, enrichment and remedial, and reflection. And the last component is an attachment that contains student worksheets.

## CONCLUSION

Based on the findings and discussions, it can be concluded that the implementation of the Attainment Model significantly improves students' reading comprehension skills. This improvement is evident from the increase in students' average scores, which rose from 47.3 in the pre-test to 76.4 in the post-test. Additionally, the distribution of students' scores shifted positively, with more students achieving higher performance categories after the intervention. The structural elements of the Achievement Model—which include classification, classification, concept development, and application—are effective in fostering students' critical thinking and active engagement with the reading material. These lessons are based on the constructivist learning principles, which encourage students to develop their understanding through interaction and reflection. In addition, the qualitative data from classroom and interview observations increasingly support the validity of this paradigm. Students demonstrate more participation, greater self-confidence, and increased analytical skills when faced with text. Positive classroom environments also contribute to students' learning experiences in a comprehensive way. This research reinforces the importance of implementing interactive, student-centered teaching strategies in enhancing reading comprehension. The findings suggest that the Attainment Model can be an effective alternative method for English language teaching, particularly in improving reading comprehension for senior high school students. The success of this model implies that: 1.

Teachers should integrate the Attainment Model into reading instruction to foster deeper comprehension. 2. Curriculum developers could consider incorporating student-centered learning models to enhance language learning outcomes. 3. Further research is encouraged to explore the model's long-term effectiveness and its impact on other language skills. By adopting innovative teaching strategies like the Attainment Model, educators can empower students to become more critical, engaged, and independent readers. This study contributes to the growing body of research that emphasizes the need for dynamic and interactive approaches in language education.

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