



**THE EFFECT OF USING STORY READING TECHNIQUE ON THE
EIGHTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT
AT MTs AL FIRDAUS SUCI JEMBER**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014**



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Composed as one of the requirements to obtain the S1 degree at the English
Education Study Program of the Language and Arts Education of the Faculty of
Teacher Training and Education, Jember University

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2014**

STATEMENT OF THESIS AUTHENTICITY

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father and mother Maskup and Suryati. No single word that is able to verbalize my great appreciation and gratitude for your precious advice and care, endless love and prayer. I'll work harder to make you happy and proud of me.
2. My dearest Aunt Sholly, thank you very much for holding me up to face this plane of life. I am nothing without you.
3. My beloved brother Achmad Muhlis and sister Uswatun Hasanah who always supports and helps me to accomplish this thesis. I will never imagine how I can put out of my mind the laugh and cry without you both.

MOTTO

“One’s vocabulary needs constant fertilizing...”

(Evelyn Waugh)



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**THE EFFECT OF USING STORY READING ON THE EIGHTH YEAR
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SUCI JEMBER**

THESIS

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SUMMARY

The Effect of Using Story Reading Technique on the Eight Year students' Vocabulary Achievement at MTs Al Firdaus Suci in the 2013/2014 Academic Year; Anissatul Muhimmah, 060210491162; 2013:43 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the language components that must be mastered well by the students because vocabulary is the basic skill or the bridge to learn the other language skills and other language components. The students, generally, have difficulty in learning English, especially in vocabulary. Their problems are usually caused by their inability in memorizing the English words they have learnt. Therefore, the English teacher is expected to be able to cover the students' problems in vocabulary. One of the strategies that can be used and applied by the English teacher is teaching vocabulary by using story reading. Storyreading in this research was a teaching technique for teaching vocabulary in which the teacher read a story aloud to the students.

This research was conducted to know whether or not there was a significant effect of using story reading on the Eighth year students' vocabulary achievement at MTs Al Firdaus Suci Jember. Thus, the respondents of this research were Eighth year students of MTs Al Firdaus Suci Jember that were determined by using cluster random sampling by lottery. The total number of the respondents was 69 students. The experimental group consisted of 34 students who were taught vocabulary by using Story Reading. The control group consisted of 35 students who were taught vocabulary by using lecturing technique.

The primary data of this research were gained from the students' vocabulary achievement in the form of post test scores. The supporting data were gained from the interview with the English teacher and documentation. The primary data were collected from the post test to make comparison between the two groups after treatment, and then they were analyzed by using Independent sample t-test on SPSS (Statistical Package of Social Science). Based on the

calculation, the mean score of the experimental group was higher than that of the mean score of the control group ($75.382 > 71.200$). The value of sig column is 0.036 and this value is lower than 0.05. It means that the null hypothesis (H_0) formulated: “there is no significant effect of using story reading on the eighth year students’ vocabulary achievement at MTs Al Firdaus Suci Jember in the 2013/20114 academic year” was rejected. Thus the alternative hypothesis (H_a): “there is a significant effect of using story reading on the eighth year students’ vocabulary achievement at MTs Al Firdaus Suci Jember in the 2013/20114 academic year” was accepted.

In conclusion, it can be stated that Story Reading significantly affected the Eight year students’ vocabulary achievement at MTs Al Firdaus Suci Jember. The research results proved that there was a significant effect of using story reading on the eighth year students’ vocabulary achievement at MTs Al Firdaus Suci Jember in the 2013/20114 academic year. Therefore, it is recommended to the English teacher to also apply Story Reading to help students read effectively so as it enables increase their vocabulary achievement.

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The Writer

Jember, January 2014

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