



**THE EFFECT OF USING SUMMARY TECHNIQUE ON THE ELEVENTH
GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF
NARRATIVE TEXT AT SMAN 1 UMBULSARI JEMBER**

THESIS

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JEMBER UNIVERSITY
2013**



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Composed to fulfill one of the requirements to obtain S1 Degree
at the English Education Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

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2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, October 8th, 2013

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Tabroni and Masrohah.
2. My beloved sister, Siti I'anatur Rofiqoh and my brother-inlaw M. Sahri Iswanto Romadhon.

MOTTO

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” *

“We read to know that we are not alone.” **

-
- Dr. Seuss, *I Can Read With My Eyes Shut!*
 - William Nicholson

THESIS

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NARRATIVE TEXT AT SMAN 1 UMBULSARI, JEMBER IN THE 2012/2013
ACADEMIC YEAR**

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ACKNOWLEDGEMENT

Praised to Allah SWT, the most gracious and the most merciful who always gives me his blessings, so I can accomplish this thesis entitled “The Effect of Using Summary Technique on the Eleventh Grade Students’ Reading Comprehension Achievement of Narrative Text at SMAN 1 Umbulsari in the 2012/2013 Academic Year”.

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Program;
4. My first consultant, Dra. Siti Sundari, M.A. and my second consultant; Dra. Zakiyah Tasnim, M.A for guiding and helping me to write this thesis;
5. My Academic Consultant, Drs. Sugeng Ariyanto, Dip.TESOL. M.A. who has guided me throughout my study years;
6. The lecturers of the English Education Program, who have taught and given me a lot of knowledge;
7. The Principal, the English teachers and the students (especially class XI IPS) of SMAN 1 Umbulsari for their participation in this research;
8. Other parties who helped me in finishing this thesis especially for Aris Mahmudi and those who are impossible to be mentioned one by one.

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are appreciated.

Jember, October 2013

The Writer

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SUMMARY

The Effect of Using Summary Technique on the Eleventh Grade Students' Reading Comprehension Achievement of Narrative Text at SMAN 1 Umbulsari, Jember in the 2012/2013 Academic Year; Ahmad Mubarok; 070210491137; 40 pages; English Education Program of Language and Arts Education Department; Faculty of Teacher Training and Education, Jember University.

Language has a very important role in human life. It is as a means of communication in the society. English, for example, is one of the languages that many countries use to communicate with others. Therefore, English has been approved as one of the international languages. Reading is one of the four language skills beside listening, speaking, and writing. Reading is a receptive skill. Summarizing is an important reading skill. When readers summarize, they demonstrate their comprehension of the text. Thus, they will read the text more carefully, and then they make a summary to understand and comprehend what they have read.

The research design of this research was quasi experimental research using post test-only control group design. The design requires two classes, one as the experimental class and one as the control class. XI IPS 2 as the experimental class and XI IPS 1 as the control class. The treatment given to the experimental class was teaching reading comprehension by using the summary technique. On the contrary, the control class was taught reading comprehension by using the conventional method that was Lecturing and Question-Answer. Then, after giving two times of the treatment to the experimental class and two times teaching reading to the control class, the reading post test was administered to both classes in the third meeting. The results of the reading post-test were analyzed to find out the mean difference between

the two classes. Further, the results of the reading post test were compared and analyzed by using t-test formula in SPSS computing system.

The results of this research were as follows: the total number of test takers of the experimental class was 33 students and the control class was 34 students. The mean score of reading comprehension test of the experimental class was 80,00 with standard deviation 5,00. Then, the mean score of reading comprehension test of the control class was 76.76 with standard deviation 4.58. In the t-test column showed that the value of sig (2-tailed) column was 0.007 and this value was lower than 0.05 (confidence interval 95%). Thus, it could be concluded that there was a statistically significant difference between the experimental class and the control class or there was a significant effect between those two classes. It means that the null hypothesis (H_0) formulated: “there is no significant effect of summary technique on the eleventh grade students’ reading comprehension achievement at SMAN 1 Umbulsari, Jember in the 2012/2013 academic year” was rejected. On the contrary, the formulated alternative hypothesis: “there is significant effect of summary technique on the eleventh grade students’ reading comprehension achievement at SMAN 1 Umbulsari, Jember in the 2012/2013 academic year” was accepted.

Key words: Summary Technique, Reading comprehension Achievement