



**THE EFFECT OF USING STORY PYRAMID TECHNIQUE ON SUMMARY
WRITING ACHIEVEMENT OF NARRATIVE TEXT OF THE EIGHTH
GRADE STUDENTS AT SMPN 4 JEMBER**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE ARTS EDUCATION DEPARMENT
FACULTY TEACHER AND EDUCATION
JEMBER UNIVERSITY**

2014



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

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2014

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Jember, June 27, 2014

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Joko Umbaran and Siti Marofin. Thank you for your supports and loves. This thesis is dedicated to you for your never-ending love.*
- 2. My beloved brother, Wahyu Romadhon and all of my families that have supported me to finish my thesis. Thanks for it.*

MOTTO

Reading usually precedes writing.
And the impulse to write is almost always fired by reading. Reading, the love of
reading, is what makes you dream of becoming a writer. *)

*) Susan Sontag

CONSULTANTS APPROVAL

THE EFFECT OF USING STORY PYRAMID TECHNIQUE ON SUMMARY WRITING ACHIEVEMENT OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS AT SMPN 4 JEMBER

THESIS

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Jember, June 2014

The Writer

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SUMMARY

The Effect of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the Eighth Grade Students at SMPN 4 Jember; Ayu Agustiningsih, 100210401115; 2014: 46 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted to investigate the effect of using Story Pyramid Technique on summary writing achievement of the eighth grade students at SMPN 4 Jember. The population of this research was all of the eighth grade students of SMPN 4 Jember in the 2013/2014 academic year. The research respondents were determined by students' English score in the middle semester. The number of respondents was 68 students, consisting of 34 students of grade VIII A as the control group that was taught by question-answer relationship technique, and 34 students of grade VIII B as the experimental group that was taught by using Story Pyramid Technique in teaching summary writing. Then, after giving the treatment twice to the experimental group and two times teaching summary using conventional method to the control group, the summary writing post-test was administered to both groups in the third meeting. The results of the summary writing post-test were analyzed to find out the mean difference between the two groups. Further, the results of the summary writing post-test were compared and analyzed by using Independent sample t-test formula.

Based on the calculation, the result of this research showed that there was a significant effect of using Story Pyramid Technique on the eighth grade students' summary writing achievement of narrative text. It was proven by the value of t-test was higher than the value of t-table with significant level of 5% ($5.701 > 1.997$). This means that the null hypothesis (H_0) formulated: "there is no significant effect of using Story Pyramid Technique on summary writing achievement of narrative text on the eighth grade students at SMPN 4 Jember" was rejected, while the alternative hypothesis (H_a): "there is a significant effect of using Story Pyramid Technique on

summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember” was accepted.

The research results proved that there was a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember. Therefore, it is recommended for the English teacher to use Story Pyramid Technique in teaching summary writing of narrative text.