



**DIGGING DEEPER INTO SHORT STORY  
THROUGH SOLILOQUY TECHNIQUE**  
(A Case of Reading Comprehension of Narrative Text  
of Eighth Grade Students of SMP N 1 Ungaran)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

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**2012**

## ABSTRACT

**Mariana, Vina.** 2012. *Digging Deeper into Short Story through Soliloquy Technique (a Case of Reading Comprehension of Narrative Text of Eight Grade Students of SMP N 1 Ungaran)*. Final Project. English Department, Faculty of Languages and arts. Semarang State University. First Advisor: Drs. La Ode Musyaridun, Second Advisor: Drs. Amir Sisbiyanto, M.Hum.

**Key words:** Short Story, Soliloquy Technique, Reading Comprehension, Narrative text.

Soliloquy is a new technique which can be used as an alternative teaching method in class. It is including on drama technique. Since it is new; it is needed to be examined whether or not this technique can be used in reading class. There are three questions in this study. They are: (1) How to use soliloquy technique to comprehend short story of narrative text in reading comprehension class? (2) Is there any significant different in using soliloquy technique to comprehend short story of narrative text in reading comprehension class? (3) In what ways does soliloquy technique increase students' comprehension in short story of narrative text in reading comprehension class?

In achieving the objectives of the research, quantitative analysis pre experimental design (one group pre-test and post-test design) was used as the research design in this final project. Two observations had been done to do this research. First observation was called pre-test, and second observation was called post-test. Meanwhile in the treatment, the students were given short story and practiced soliloquy. The result shows that (1) Soliloquy technique in SMP N 1 Ungaran is done in groups of five students. The steps are: first, the students are given short story and chance to read it. Second, they are divided into five groups. Then in groups, they prepare to perform the drama. Third, they perform the drama. Finally, they discussed among themselves before the discussion is led by the researcher. (2) There is significant different in using soliloquy technique of narrative text in reading comprehension class. The significant different of correlation coefficient is obtained by comparing mean of pre-test and post test. The result shows that the significant is less than 5%, it means the null hypothesis (H<sub>0</sub>) is rejected. Meanwhile, the students' gained score improve as big as 8,061%. It is concluded that the use of soliloquy technique was satisfactory accommodating significant useful. (3) The factors that increase students' comprehension of short story of narrative text in reading comprehension are: (a) After the students applied soliloquy technique, they are more challenged to comprehend short story than before in order to give good performance on the stage. (b) Since the students work in group, they grow not only the feeling of group solidarity but also better understanding to comprehend short story. (c) In general, the learning process will be more interesting so that the students are attracted to learn English generally and narrative text specifically.

Finally, three suggestions are recommended in this study. First, to the other researchers; the researcher hoped that there are the other researchers who do the research in this field and can develop the technique. Second, to the teachers; they will use this technique as an alternative technique to teach reading narrative text. Third, to the school; they will support the teachers and the other researchers in developing English learning technique.

