THE EFFECT OF USING SPEAKER, OCCASION, AUDIENCE, PURPOSE, SUBJECT/SIGNFICANCE (SOAPS) STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL DARUL HIKMAH PEKANBARU

Rifaldi[1*], Khoironi[2]
[1,2] *Institut Keislaman Tuah Negeri, Indonesia*

Email: rifaldi.sukses91@gmail.com

Abstract
This study was done in response to the difficulties that students encountered while learning English, particularly while reading narrative texts. In this instance, the author was eager to investigate these issues further. The SOAPS Strategy can be used to help students understand the major ideas of the narrative text or to enhance their reading comprehension.sThe study set out to determine whether there was a significant impact of the SOAPS strategy on students' reading comprehension of narrative texts at Islamic Senior High School Darul Hikmah Pekanbaru. It also sought to determine the students' reading comprehension of narrative texts taught without the SOAPS strategy. This study was conducted using a quasi-experimental design. Data on students' reading comprehension of narrative texts at Islamic Senior High School Darul Hikmah Pekanbaru were gathered by the author using both pre- and post-test approaches. There were 270 students in the research population. Only two classes were used as samples by the author because of the size of the population: XI IPA 1 (the experimental class, which had 29 students) and XI IPA 2 (the control class, also had 29 students). Thus, 58 students made up the sample from the two classes. Using SPSS 22.00, the author employed an independent sample t-test for data analysis. Ultimately, the author deduced from the T-test formula analysis that the SOAPS approach has a significant impact on students' narrative text reading comprehension at Islamic Senior High School Darul Hikmah Pekanbaru, where the Sig.2 Tailed = 0.000 is less than 0.05. It implies that Ho is was rejected while Ha is was accepted.

Keywords: *Speaker, Occasion, Audience, Purpose, Subject/Signficance (SOAPS) Strategy, Reading Comprehension, Narrative Text*

Abstrak
Penelitian ini dilakukan sebagai respons terhadap kesulitan yang dihadapi siswa saat belajar bahasa Inggris, khususnya saat membaca teks narasi. Dalam hal ini, penulis ingin menyelidiki masalah ini lebih lanjut. Strategi SOAPS dapat digunakan untuk membantu siswa memahami ide-ide utama teks narasi atau untuk meningkatkan pemahaman bacaan mereka. Penelitian ini bertujuan untuk mengetahui apakah ada dampak signifikan dari strategi SOAPS terhadap pemahaman membaca teks narasi siswa di sekolah Islam. SMA Darul Hikmah Pekanbaru. Hal ini juga berusaha untuk mengetahui pemahaman membaca siswa terhadap teks narasi yang diajarkan tanpa strategi SOAPS. Penelitian ini dilakukan dengan menggunakan desain eksperimen semu. Data pemahaman membaca teks narasi siswa di SMA Islam Darul Hikmah Pekanbaru dikumpulkan oleh penulis dengan menggunakan pendekatan pre-test dan post-test. Populasi penelitian berjumlah 270 siswa. Hanya dua kelas dijadikan sampel oleh penulis karena besarnya populasi: XI IPA 1 (kelas eksperimen yang berjumlah 29 siswa) dan XI IPA 2 (kelas kontrol yang juga berjumlah 29 siswa). Dengan demikian, sampel dari kedua kelas tersebut berjumlah 58 siswa. Dengan menggunakan SPSS 22.00, penulis menggunakan uji-t sampel independen untuk analisis data. Pada akhirnya, penulis menyimpulkan dari analisis rumus uji T bahwa pendekatan SOAPS mempunyai dampak yang signifikan terhadap pemahaman membaca teks narasi siswa di

SMA Islam Darul Hikmah Pekanbaru, dimana Sig.2 Tailed = 0,000 kurang dari 0,05. Artinya Ho ditolak sedangkan Ha diterima.

Kata Kunci: *Speaker, Occasion, Audience, Purpose, Subject/Signficance* (SOAPS), Pemahaman Bacaan, Teks Narasi

INTRODUCTION

One of the most crucial components and the primary objective of reading instruction is reading. According to Peter Westwood (2008, p. 14), reading is crucial for learning a foreign language for the following five reasons. Primarily, it could aid students in thinking in a foreign language. Second, it might aid students in expanding their vocabulary. Thirdly, it could help learners feel more at ease reading and writing in a foreign language (English). Fourth, for people who reside in non-English speaking countries, reading may be their only opportunity to utilize the language. The learner may find it beneficial to read if they intend to study abroad, particularly in an English-speaking nation. To understand everything there is to know about reading, particularly with regard to texts, students must become proficient readers. Reading is an activity with a purpose, in Kalayo's opinion (2007, p. 114).

The goal of reading is to be fulfilled not only by the reader's comprehension of the text, but also by their understanding of the skills and strategies that are appropriate for the type of text and how to apply them to reach the reading goal. The aforementioned remark makes it abundantly evident that senior high school pupils are expected to understand how to approach reading comprehension in order to understand the reading material.

All the students have the ability to read. Naturally, reading is something that students should do in order to get knowledge, information, etc. They can read many text books or anything else that can be read, such as magazines, newspaper, article and so on. Besides, they also should know the purpose of the texts or they should read for comprehension. Reading comprehension is the process by which the person understands the meaning of written language. According to Janeete (2007, p.2) reading comprehension is the process that includes word reading, word knowledge and fluency. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text. From the foregoing description, the author deduces that comprehension refers to the process through which the reader interacts with the written material by applying past knowledge. The SOAPS method is just one of several tools that can assist students in analyzing texts they are reading.

Baudhuin (2009, p. 1) states that SOAPS is a text analysis technique. In order to examine and assess narrative or factual texts, students complete a graphic organizer. When presented with particular factual information, SOAPS prompts (Subject, Occasion, Audience, Purpose, Speaking) give students a method for analyzing and understanding primary documents, reading passages, and political cartoons for higher order synthesis. Students can learn everything there is to know about text with SOAPS. In addition, SOAPS increases the specificity of the information and comprehends the entirety of the text.

Identifying the theme and information of narrative texts can be challenging for certain kids, as per the school's challenges. Students find it challenging to recognize word allusions in narrative texts. With the title "The Effect of Using Speakers, Occasion, Audience, Purpose, Subject or Signficance (SOAPS) Strategy on Student's Reading Comprehension of Narrative Text at Islamic Senior High School Darul Hikmah Pekanbaru," the writer attempts to apply the SOAPS strategy in light of the aforementioned problem.

METHOD

This research employs a quasi-experimental design to investigate the impact of the SOAPS Strategy on narrative text reading comprehension. Cresswell (2012) states that experimental research is used to determine potential causes and effects between independent and dependent variables. To gather data, the researcher used both pre- and post-tests to measure the second-year students at Islamic Senior High School Darul Hikmah Pekanbaru's reading comprehension of narrative texts. The research population consisted of 270 students.

The author selected a sample of only two classes, XI IPA 1 (which included 29 students as the experimental class and XI IPA 2, which included 29 students as the control class), due to the size of the population. Thus, 58 students made up the sample from the two classes. Using SPSS 22.0, the author performed an independent sample t-test for data analysis. The t-test is one of the statistical tests used to ascertain whether two means are substantially different at a particular probability threshold, according to Gay and Airasian (2000, p. 512). The author therefore employed the independent sample t-test. To determine the outcomes of the students who are taught and who are not taught using SOAPS strategy in narrative texts, the data were analyzed using SPSS 22.

RESULTS AND DISCUSSION

The goals of this study were to collect data on students' reading comprehension of narrative texts taught both with and without the SOAPS technique and to determine whether there was a statistically significant difference in students' reading comprehension when the SOAPS strategy was used. The post-test results of the students in the experimental and control groups provided the data.

Data on the reading comprehension of students taught using the SOAPS technique were obtained from the XI IPA 1 experimental class's pre- and post-tests, which were gathered from a sample of 29 students. For the post-test and pre-test experimental classes, the independent sample t-test method using SPSS 22.00 was used. The mean of the experimental class for the pre-test was 62.91, and the standard deviation was 11.222 from 29 students. With 29 students, the posttest experimental class mean was 77.76, and the standard deviation was 7.628. Additionally, the mean and standard deviation are required for evaluating the data obtained from the pre- and post-test scores. The author computed these using the SPSS version 22.0 program. The mean and standard deviation of pre-test and pos-test are in the following table:

Table 1. The Mean and Standard Deviation of Pre-Test and Post-Test of Experimental Class

	Mean	Standard Deviation
Pre-test	62.93	11.221
Post-test	77.76	7.628

The data of reading comprehension taught without using SOAPS strategy were also taken from pre-test and post-test of class XI IPA 2 as a control class taken of the sample in this class (29 students). The mean of pre-test control class was 58.79 and the standard deviation was 8.20 from 29 students. The mean of posttest control class was 69.66 and the standard deviation was 7.432 from 29 students. In determining the mean and standard deviation, the writer used the software SPSS version 22.0 to calculate it. The mean and standard deviation of pre-test and post-test are in the following:

Table 2. The Mean and Standard Deviation of Pre-Test and Post-Test of Control Class Item Statistics

	Mean	Std. deviation
Pre-test	58.79	8.200
Post-test	69.55	7.432

The mean (Mx) and standard deviation (SD) are too far apart, as can be seen in the above table. Stated differently, the results gained exhibit normalcy. The findings of the pre- and post-tests showed a substantial difference between the experimental and control groups, according to the data. The difference in gain between the experimental and control classes also demonstrates it. The t-test result was 4.097, df was 56, the mean difference was 8.10345, the standard error was 1.97767, the lower difference interval was 4.14171, and the upper difference interval was 12.06519. These results were obtained using the independent sample t-test.

There are two ways that can be done in interpreting t_0. They are as follows: 1) By comparing t_0 (t-obtained) to t table. From df = 56, it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. it can be seen that 2.00<4.097>2.65. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted; 2) By comparing the column labelled Sig. (2-tailed) to find out whether there is a significant difference between your two groups which consideration: 1) If the value in the **Sig. (2-tailed)** column is equal or less than .05 (e.g. 0.03, .01, .001), then there is a significant difference in the mean scores on the dependent variable for each of the two groups; and @) If the value is above .05 (e.g. 0.06, 0.10), there is no significant difference between the two groups.

The value in the Sig. (2-tailed) is 0.00 according to the preceding table. It indicates that the value is below 0.05. The author can therefore draw the conclusion that Ho is rejected and Ha is accepted. Stated differently, there exists a notable disparity in the pupils' comprehension of narrative texts when reading at Islamic Senior High School Darul Hikmah Pekanbaru. Additionally The number of students and the t test result were used to examine the effect size. There were 58 students and the t-test result was 4.097. It is evident from the above result that the effect size is 0.225. Cohen (1988) suggested the following rules for interpreting this value: a tiny effect is 0.01, a moderate effect is 0.06, and a strong effect is 0.14.

CONCLUSION

Following the completion of a quasi experimental study, The results that the difference on reading comprehension between students who are taught by using SOAPS Strategy and those who are taught without using SOAPS strategy at Islamic Senior High School Darul Hikmah Pekanbaru is as follows: 1) The students' reading comprehension of narrative text taught by using SOAPS Strategy at Islamic Senior High School Darul Hikmah Pekanbaru is categorized into "Very Good" with mean score 77.75; and 2) The students' reading comprehension of narrative text taught without using SOAPS Strategy at Islamic Senior High School Darul Hikmah Pekanbaru is categorized into "Enough" with mean score 69.65. Based on the data analysis, the score concluded by comparing the value in the Sig. (2-tailed) is 0.000. It is less than 0.05. Thus, there is significant effect of using Speakers, Occasion, Audience, Purpose, Subject or Signficance (SOAPS) Strategy on students' reading comprehension in narrative text at Islamic Senior High School Darul Hikmah Pekanbaru.

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