

CHAPTER I

INTRODUCTION

A. The Background of the Problems

Reading is one of the skills that has to be mastered in learning English in order to get information from the English materials. The aim of teaching reading is to make students able to read English texts effectively and efficiently. Reading plays an important role for students in learning new language like English. So, reading should be taught effectively and efficiently. The strategy used by the teacher should be appropriate for the students' comprehension. Therefore, the students need the strategy to comprehend English well.

The writer did the research in SMAN 1 Tualang. The school applied education with a system that made students understand about reading comprehension. They were taught two times a week, and 45 minutes per meeting. SMAN 1 Tualang is one of schools that also implied School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMAN 1 Tualang, English has been taught since the first year of English teaching period

In the curriculum, goverment has authority to manage curriculum called Curriculum Based Competence (KBK). It has authority to manage the standard and content competence. According to the laws number 35 verse 1, standard of

competence is the qualification of graduate that includes attitude (affective), knowledge (cognitive), and skill (psychomotor) which is suitable for the national standard. In addition, content competence includes material scope and the level of competence of graduates, material competence assessment, competence subjects and syllabus of learning must be fulfilled by the students based on the level and type of education¹. The scopes of content standards is the ability of discourse, the ability to understand and create a variety of short functional text and understand the supporting competence such as linguistic competence, socio-cultural competence, discourse competence forming strategic competence, so the government has the important role to arrange the curriculum.

Afterwards, the local government has authority to arrange curriculum, called the School Based Curriculum (KTSP) including the design of syllabus and lesson plan. This curriculum makes the students active, but most of the students cannot reach minimum criteria of achievement (KKM).

According to the syllabus of SMAN 1 Tualang, the aim of teaching reading is to make the students able to express meaning of functional text and simple essay such as narrative, descriptive, recount, news item, spoof, report and analytical exposition in learning process. It also focuses on how the students can understand and respond the meaning in the monolog or essay used in kinds of written languages accurately

¹ Depdiknas.2010/2011.Indonesian Qualification Framework.(Jakarta: Depdiknas)

and fluently in texts of report, analytical exposition, and narrative. Therefore, the teacher must use appropriate strategy to make students knowledgeable in reading and he or she must be also creative in teaching reading as well.

Based on the writer's experience at SMAN 1 Tualang, Perawang, the writer found that the students' ability in comprehending reading text, especially in narrative text was low at II IPS 2. The students had some problems to analyze the information about content in narrative text. Moreover, they were still confused about narrative text.

The writer chose narrative text because it became problems for the students in English lesson and they could not reach the standard minimum achievement. Their achievement could be seen through the result of the students' daily test. There were 8 students (22.9%) could reach good level, 14 students (40 %) could reach average level, there were 13 students (37.1) at below average level. In addition, there was no student at the poor level.

There were some causes why the students have problems in reading comprehension:

1. The students cannot analyze the content or information in narrative text, so the students do not understand with the text.

2. The teacher only teaches reading especially reading text generally, and makes students confused. In here the teacher only teaches based on students' book and seldom uses the strategy.

In this case, the writer offers the new strategy which is called SOAPS strategy that can help the students in reading comprehension. Then, the students can easily understand about reading text especially narrative text because the writer previously used other strategy and it was failed. It was shown when the students did daily test. So the the writer chose the SOAPS strategy as one of the solution that can help the students understood about in reading texts.

SOAPS is a strategy for analyzing text². Students fill in a graphic organizer to analyze and to evaluate information of narrative text. SOAPS provides students with prompts (SPEAKER, OCCASSION, AUDIENCE, PURPOSE SUBJECT/SIGNIFICANT) that allow them with a strategy for dissecting and interpreting primary documents of reading passages and political cartoons for higher order synthesis when being juxtaposed with specific factual information³.

Therefore, the writer is interested in applying SOAPS strategy in the research entitled "Improving Students' Reading Comprehension by Using Speaker Occasion

² Elementary, Algebra. 2008. Active Learning and Teaching Methods and Keys Stage 3. Journal p.7

³ Baudhin, Jason at al. 2009. Remembering Brown County's Forgotten WWI Soldiers. Journal. p. 2

Audience Purpose Subject or Significant (SOAPS) Strategy at Second Year Students of IPS 2 at SMAN 1 Tualang Perawang Siak Regency”

B. The Identification of the Problem

Based on the background of the problems, it is clear that most of the students at the second year of IPS 2 SMAN 1 Tualang Perawang Siak Regency still got some problems in their comprehending text. To make it clear, the identification of the problems is as follows:

1. The students are not able to identify orientation.
2. The students are not able to identify complication
3. The students are not able to find sequence event.
4. The students are not able to find coda.

C. The Limitation of Problem

Because of the limited time, energy, and fund, it is very important to the writer to limit the problems. The writer focuses on using SOAPS strategy to improve ability of students in analyzing the text in reading comprehension.

D. The Formulation of The Problem

Based on of the problems above, the problems of this research are formulated in the following research questions:

1. To what extent does SOAPS strategy improve students' ability in reading comprehension of the second year of IPS 2 at SMAN 1 Tualang?
2. What factors influence students' ability in reading comprehension of the second year of IPS 2 at SMAN 1 Tualang taught by using SOAPS strategy?

E. The Objective of the Research

The objectives of this research are as follows:

1. To find out what extent of SOAPS Strategy improve reading Comprehension of the second year students of IPS 2 of SMAN 1 Tualang, Perawang, Siak Regency.
2. To identify the factors that influence students' reading comprehension by using SOAPS strategy at second year of IPS 2 at SMAN 1 Tualang, Perawang, Siak Regency.

F. The Significance of the Research

1. To give contribution to the teachers and the institutions about the using of SOAPS Strategy to improve the students' Reading Comprehension.
2. To give some contributions to the students using SOAPS strategy to comprehend the text in Reading comprehension.

G. The Definition of Term

1. SOAPS strategy is a strategy to analyze the text easily. The acronym S.O.A.P.S provides students with prompts (SPEAKER, OCCASSION, AUDIENCE, PURPOSE, and SIGNFICANCE) that provide them with a strategy for dissecting and interpreting primary documents, reading passages and political cartoons for higher order synthesis when being juxtaposed with specific factual information.⁴
2. Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts the word frequently doesn't appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.⁵
3. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The writer uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension

⁴ Baudhin, Jason at al. *Op.Cit.*p.1

⁵ Frank Smith.2004. *Understanding Reading a Psycholinguistic Analysis of Reading and Learning to Read*. New Jersey; Lawrence Erlbaum Associates Publisher. p. 12