CHAPTER I

INTRODUCTION

A. Background of The Research

Language is a system or way used to express feeling, idea, suggestion, etc. In such a way that language called as a means of communication or means of interaction that only human have it. As Douglas said "Language is a system of arbitrary, vocal symbols which permit all people in a given culture, to communicate or interact."[1] According to Harmer "a language function is a purpose you wish achieve when you say or write something."[2]According to H. Douglas Brown, Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another."

As an International language, English is very important in our daily life. Because, most electronic tools use English in their instructions, such as computer, rice cooker, washing machine, et

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching,* (San Francisco: Pearson Education, 2004), p.4.

[2] Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching,* (Essex: Pearson Education Limited, 2007), p. 48.

cetera. It is very dangerous if those tools are used without its instruction being read. If someone wants to communicate with people from other countries, he should master English well. It is because English is the language used in international communication. So, it is very important for people to learn English,You can look the reasons why learning English is so important.

There are four main skills in English. Those are reading, listening, speaking, and writing. One of four skills which should be comprehended by English learners is reading skills. Reading skills is necessary for learners to access information and understand texts literatures in English. Besides, books and books about teaching reading skills strategies for TESOL (Teacher of English to Speaker of Other Language) are published. It indicates that reading skills is a serious problem which should get more attention from English teachers.

Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. The students will get information and ideas which need to know. Moreover, the students

will be able to know what do not know before. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story [3].

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

The students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the

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[3] Danielle S. Mcnamara, *Reading Comprehension Strategies Theories, Intervention, and Technologies,* (New Jersey:Lowrence Erlbaum Associates, 2007), p.3.

teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. However, they were reluctant to bring the dictionary. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher.

To improve the students' motivation in learning, the teachers should be creative in teaching the lessons to their students. The strategies or the method of teaching should be easy, enjoyable, motivate, stimulate, and improve students' ability in reading. For example using AIR (*Auditory, Intellectual, And Repetition*) technique.

AIR (Auditory, Intellectual, And Repetition) is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. AIR (Auditory, Intellectual, And Repetition) activities vary

widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

The observation result when the researcher conducted teaching practice at the first grade of MA Daarul Falah Serang, the students' reading comprehension still low. It proved from their minimum score. Actually Minimum Criteria for Completeness (KKM) in it school is 65. But in fact, still many students have not gotten standard value yet. All of students can be read, but only a few of students can comprehend or can understand what they have read especially English text. It because many factors such as the students consider that English is a subject that very difficult, bored and scares because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the Direct Method. It is also make the students more bored to study English.

The writer focus on the research in the Islamic Senior High School of Daarul Falah. MA Daarul Falah is one of school in Indonesia that makes English as subject in school. The curriculum

used of MA Daarul Falah is The KTSP Curriculum, character of the nation in 2006.

Facing the problem above, the writer would like to introduce a method that could be used by teacher to improve their teaching and can help the students to have better comprehension in learning English reading. It is AIR (Auditory, Intellectual, And Repetition) technique.

Using AIR (Auditory, Intellectual, And Repetition) technique will be helpful the students in reading. It makes substantial improvement in their ability to answer comprehension question based on textbook material, gains that are maintained over time.

Based on the explanation above, the writer would like to conduct a experimental research under title "**Improving Students' Reading Comprehension Descriptive Text Through AIR (Auditory, Intellectual, And Repetition) Technique**"

B. The Identification of Problem

Based on the background of study above, researcher can identify some problems:

1. The teacher teaches reading descriptive text by direct method but most students still have difficulties in comprehending it.

2. The students always do reading comprehension on descriptive texts individually, but most of them still do not comprehend them.

3. The teacher never uses various strategies in teaching reading, so the students do not enjoy the study.

4. The students never get involved in groups to comprehend the reading texts, so that the acceleration does not equal among them.

C. Limitation of Problem

Based on the identification of study, the scope of study will be the teaching strategies and their effect to students' comprehension, and to get focused on the study. The researcher limited the problem into two factors. The AIR (Auditory, Intellectual, And Repetition) technique and students' comprehension in reading descriptive text. Researcher limit them

into the two factors, because it is supposed that teaching reading with the AIR (Auditory, Intellectual And Repetition) technique will improve students' comprehension in reading comprehension on descriptive text.

D. The Statement of the Problems

Based on description above, the statement of research problems are formulated as follow:

1. How is the application of AIR (Auditory, Intellectual And Repetition) technique in teaching reading comprehension?

2. How is the effectiveness of AIR (Auditory, Intellectual And Repetition) technique toward students' reading comprehension?

E. The Aims Of The Research

Based on the statement of problems above, the researcher has aims as follows:

1. To know how the application of AIR (Auditory, Intellectual, And Repetition) technique toward students' reading comprehensionis.

2. To know how effectiveness of AIR (Auditory, Intellectual, And Repetition) technique toward students' reading comprehensionis.

F. The Importance of The Research

1. This research

    The researcher can know that the AIR (Auditory, Intellectual, And Repetition) technique which has positive influence in increasing students' reading comprehension.

    The result can be applied effectively in teaching reading comprehension in the classroom.

2. Teacher

    Teacher should utilize the advantages of AIR (Auditory, Intellectual, And Repetition) technique to make students interest when learning reading comprehension.

3. Student

    The students are motivated in interest learning reading comprehension and they can be creative and active to express their own meaning in the communication of real life.

4. For the Institution

    AIR (Auditory, Intellectual, And Repetition) technique can be applied for increasing student's skill. It is not only for improving students' reading skills but also, it can be applied in speaking learning.

For the institution AIR technique can helps students in general to develop their English capabilities so the School (the institution) gets the achievements and prestige among the education institution.

5. For the public (the readers in general)

The implementation of AIR technique for improving students' ability in improving their reading comprehension, it can be followed by another teacher in teaching learning English activity. For improving students' reading comprehension and speaking skill, writing skill and so on.

G. Previous Of The Study

To prove the originality of this study, the researcher presents some previous study that deal with this title.

1. The first is research was done by E.Milaningrum . NIM X2207006. "**Improving Students' Reading Comprehension by Using Buzz Group Technique"** (A Classroom Action Research Conducted at the Seventh Grade of SMPN 7 Surakarta in the Academic Year of 2010/2011). Thesis, Surakarta: Teacher Training and Education Faculty, 11 Maret University, june,2011. The

objectives of this research are (1) To describe whether buzz groups technique improves reading comprehension of the seventh grade students of SMP N 7 Surakarta, (2) To describe the class situation when buzz group technique is used in reading classroom.

Related to the purposes of the study, the research design used in this study was action research. The subject of the study was the students of class VII C of SMP Negeri 7 Surakarta in the academic year of 2010/2011. There were 36 students as the subject. The action research was conducted from March to April 2011. In this research, the researcher taught reading by using buzz groups technique. Buzz groups technique is a technique of group discussion which consists of four to six students that are formed to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group within a specific period of time. The procedure of this research consist of generating idea, solving a problem or reaching a common view point on the topic, and then followed by whole class discussions in larger groups to summarize the topic.

2. The research was done by Sefti Roswandini, she finished his study in IAIN SMH Banten on 2008, his title is "**Develop**

Student's Reading Comperhension On Narrative Text Thourgh Story Mapping." In her research, she choose reading aloud to know develop it in reading comprehension. She took MTS Darul Masyuroh Taktakan Serang to be place of research. The number students are 80 students, butshe just took sample only 40 students from two class. She use the action research method, she explain about develop reading on narrative text though story mapping toward student's reading comprehension.

H. The Different Of The Research

The first and second research are classroom action research consist of planning, action, observation and reflection. But used the different technique, for the first research use the buzz group technique for improving students' reading comprehension, in the buzz group technique have the procedure such as: generating idea, solving the problem and then followed by whole class discussions in larger groups to summarize the topic, there were 36 students as the subject. In secound research use the story mapping technique for developing students' reading comperhension on narrative text, there were 40 students as the subject. All researches was conducted

in two cycles following the step-step planning, action, observation and reflection.

The different for two researches with my research I use the AIR technique for improving students' reading comerhension on descriptive text, The population in this research is taken from the students of MA Daarul Falah Serang. In this research the population was the first grade student of MA Daarul Falah Serang. There were two classes in the first grade of MA Daarul Falah kota-Serang. But, I will take the class which consists of 35 students as subject. In my research consist of planning, action, observation and reflection.