CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. The Definition of Reading

Reading is one of four skills that developed in learning English. Through reading we can know everything that occurred in the past, present and we know update information. According to Jeremy Harmer "There are many reasons why getting students to read English is an important part of the teacher's job. In the fires place many of them want to be able to read text in English either for their careers, study purposes or simply for pleasure".[4] Acording to Namara, 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.[5] Its means that the students have many reasons for getting the purposes of their reading, for example, know some information from newspaper, study purposes from textbook, and even for pleasure from novel, comic etc.

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[4] Harmer, *op.cit.,* p. 68.
[5] Mcnamara, *lok. Cit.* p.3

Besides that, reading is an activity done by people in order to get some information and the meaning from the text. In reading, the reader is able to proceed at his own speed and go back to read what he may not have grasped at once. In my opinion, that reading is an active activity from the communicative skill and also related with writing. According to Jordan "Reading as a skill is normally link with writing. This a fundamental characteristic of the target academic situation which students are typically reading books and journal, noting, summarizing, paraphrasing and then writing essay etc".[6]

Harmer says that "Reading is not a passive skill."[7] Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures understand the arguments, and work out if we agree with them. If we do not do these things-and if students do not do these things – then we only just scratch the surface of the text and we quickly forget it. And,

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[6]R.R. Jordan, *English for Academic purposes, A guide and Resource Book for Teachers,* (New York: Cambride University Press, 1997), p.143

[7] Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2002), p. 70.

according to Zvia Breznitz, "Reading is a cognitive skill that starts exclusively with the decoding of printed materials".[8]

2. The Purposes of Reading

According to Jordan, when students read, it is for a purpose clearly students have the purposes in their reading, these will include:

1) to obtain information (facts data etc)

2) to understand ideas or theories

3) to discover author's view points

4) to seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays.[9] It's mean when we read we should know what is our purpose, it is for getting information or knowledge, to know what the ideas or maybe just reading for pleasure.

According to William Grabe, the purposes of reading are:

1) Reading to search for information (scanning and skimming).

2) Reading for quick understanding (skimming).

3) Reading to learn.

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[8]ZviaBreznitz, *Fluencyin Reading Synchronization of Process*, (New Jersey:Lawrence Erlbaum Associates, 2006), p.235

[9] Jordan, *Loc.cit.*

4) Reading to integrate information.

5) Reading to evaluate, critique, and use information.

6) Reading to general comprehension (in many cases, reading for interest or reading to entertain).[10]

Rivers and Temper in Nunan, suggest that there are seven main purposes for reading:

1) To obtain information for some purposes or because we are curious about some topic;

2) To obtain instructions on how to perform some task for our work or daily life (e.q., knowing how an appliance works);

3) To act in a play, play a game, do a puzzle;

4) To keep in touch with friends by correspondence or o understand business letters;

5) To know when or where some things will take place or what is available;

6) To know what is happening or has happened (as reported in newspaper, magazine, reports); For enjoyment or excitement.[11]

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[10]William Grabe, *Reading in a Second Language Moving from Theory to Practice,* (New York: Cambride University Press, 2009), p.8

[11] David Nunan, *Second Language Teaching and Learning,* (Boston: Heinle&Henle Publishers, 1999), p.251

3. **The Ways of Reading**

In Grellet's mind, the main ways of reading are skimming, scanning, extensive and intensive reading. The first, skimming is defined as the ability to identify main idea while very rapidly and selectively skipping over the reading material. It is quickly running one's eyes over a text to get the go of it. You pass quickly over an entire selection to get general idea of summary from its content. To skim correctly it is necessary to know the various organizational pattern of writing.

The second, Scanning, in contrast, is defined as the ability to locate specific information or fact as rapidly as possible. It is quickly going through a text to find a particular. It is a technique used when locating a word in the dictionary, when seeking a page number in the index or when checking to see what television programs are offered in certain time. Good scanning ability depends on knowing what you want to find and knowing the organization of the material to be read. Scanning is something you already know how to do, but you may or may not be very proficient at it.

The third, Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

The last, Intensive reading : reading shorter texts, to extract specific information. This more an accuracy activity involving reading for detail.[12]

And the reseracher chose this way for students to read the descriptive text because it can helps the students to understand the purpose of the text. And the researcher knew the way of intensive reading is very efective to know the ability of students in reading comprehension.

4. The skill of the reading

If you want to be good reader like news presenter, you must to be concern with reading aloud, to make it better reading, you must keep the skill:

1. Voice

Voice is the sound coming out of poeple mouth. In the reading voice is verry important to make the other know what the sayed.

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[12]Francois Greallet, *Developing Reading Skill*, (New York: Cambridge University Press, 1981), p.4.

Don't use silent or shouting voice, but use clear voice. Don't use 'wishy washy' voice.

2. Rhythm

Including intonation, rhythm is a literary device that demonstrates the long and short patterns through stressed and unstressed syllables. the rhythme and word choicing to read and which word we can stop.

Example:

I ... saw a cow... in the... farm.	**Wrong**
I saw a cow... in the farm.	**Correct**

3. Pronunciation

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. As we know that pronunciation also has important role as the skills to be good reader.

Example : word "live" and "life".[13]

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[13] Nafan Tarihoran and Miftahul Rachmat, *Reading 1 Basic Reading skill,* (Serang: Loquen , 2012), p.66 and 67.

B. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Comprehension is a process of extracting and constructing meaning through interaction and involvement with written language. According to Karen "Comprehension is the center of reading."[14] Comprehension requires making meaning from words when listening, speaking, reading, and writing.

According to Mcnamara "A reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension."[15]Mean while greallet stated "reading comprehension is understands a written text. This means extracting required information from the text s efficiently as possible.[16]

Based on the opinions above, the researcher concludes that researcher concludes that reading comprehension is a process to understand a passage. It is a complex skill that involves students' ability in the vocabulary, the accuracy of recognition, and so on.

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[14] Karen Tankersley, The *Threads Of Reading Strategies For Literacy Development*, (Virginia: Association For Supervision And Curriculu Development, 2003), p. 90.
[15]Namara, *op.cit.,* p.6.
[16]Greallet, *op.cit.,* p.3.

2. The Elements of Reading Comprehension

Comprehension entails three elements:

1) The reader is doing comprehending.

2) The text that is to be comprehended.

3) The activity in which comprehension is apart

   a) The reader.

   b) The text.

   c) The activity.

3. The Levels of Reading Comprehension

Reading has 3 levels. This levels of reading as seen from the reading skill of students. Therefore there must be a balance between the material and the ability of students.

1. Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names or characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text it self.

2. Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text.

3. Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.

From the definition above, the researcher concluded reading has three levels in reading comprehension, there are literal comprehension, inferential comprehension, and critical or evaluate comprehension. To know the student's reading comprehension, the students have to understand the text with the literal comprehension, it is the criteria how to see the students in reading comprehension. If students are able to explaint the text with the literal comprehension, so the students reputed good in reading comprehension.

C. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. [17] Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. [18]

2. Social Function of Descriptive Text

Usually descriptive text is to describe a particular person place thing's etc.[19] In a descriptive text, the writer as authority inform something to the unknown readers of listeners. The descriptive text may come in many forms, such us text book encyclopedia, or essay text answer.

3. The Kinds of Descriptive Text

Descriptive writing is of two broad kinds and they are objective and subjective.

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[17]Jeremy Harmer, *How to Teach Writing* (England: Pearson education limited, 2004), p.351.

[18] Puguh, ''Article about Define of descriptive text'' Taken from http://pakpuguh. Wordpress.com./2011/08/12.

[19]Rahmat Sonjaya and iyan Sopiana, *Leran With Reading*, (jakarta: CV Sekawan), p.7.

- In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in it self.

- In subjective (also called impressionistic) description a writer projects his or her feelings into the percept. Objective description says, ''This is how the thing is,'' subjective, ''This is how the thing seems to one particular consciousness.'' [20]

The researcher use the objective description as the text in the reading comprehension. Because in all the text describe the place.

4. The Generic Structure, The Language Future

Descriptive text has structure as below:

a. Identification: identifying the phenomenon to be described.

b. Description: describing the phenomenon in parts, qualities and characteristics, etc.

5. The Language Feature of Descriptive Text

a. Use of attributive and identifying process

b. Use simple present tense " S + V1 + O + C"

c. Use adjectives (ex: small village, short legs, beautiful girl).

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[20]Edith N. Wagner, *Express yourself Writing skill for High School*, (New York: LearningExpress, 2002), p. 141.

Some text types are quite difficult to differ. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the purpose of the two texts are to give the live description of the object. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object.

D. AIR (Auditory, Intellectualy, Repetion) Technique

1. Definition Of AIR (Auditory, Intellectualy, Repetition) Technique

The learning model of AIR technique is an acronym from (Auditory, Intellectually, Repetition). According to Vera (Juliani, 2012: 8) AIR technique is a learning model that emphasizes three aspects, namely auditory (learning by listening), intellectually (learning by thinking), and repetition (learning by repetition) in order to learn to be effective[21]. Auditory learning is learning to speak and listen. Auditory learning is very taught by the Yunani as their philosophy "if you want to learn a lot about anything, talk without stop". According to Erman Suherman (2008) Auditory is the opinions, and the responding[22], Auditory is learning by talking and listening, listening, presentation, argumentation, expressing opinions, and responding[23].

Intellectually means showing what students do in their mind internally when they use intelligence to reflect on an experience, creating relationships, meanings, plans, and values from that

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[21] Dhiantienz, http://dhiantienz.blogspot.co.id/2014/01/model-pembelajaran-air-auditory.html

[22] Aris Shoimin, *68 Model Pembelajaran INOVATIF dalam Kurikulum 2013*, (AR-RUZZ MEDIA:2014), p.29.

[23] wuri handayani, http://mathematicsfun4.blogspot.co.id/2012/06/model-pembelajaran-auditory.html.

experience. Intellectual learning is a part of contemplating, creating, solving problems and building meaning.[24] According to Dave Meier (2003: 99) The Intellectually shows what did in the learning procces in the thought of an experience and made relationships of meaning, planning, and value of the experience. Repetition can be given regularly at certain times or after each unit is given, or when deemed necessary repetition. Intellectually also means learning must use the thinking skills (mind-on), should the concentration of mind and practice using it through reasoning, investigating, identification, finding, creating, construction, solve the problems and apply.[25]

According to Erman Suherman (2008) the Repetition is the repeating with the aim to deepen and to broaden the understanding of students who need to be trained by working the matter, assignments, and quizzes. The repetition in learning activities purpose to more in-depth understanding of the students, accompanied by the giving of a matter in the form of duties for the practice or quiz. By giving assignments, students are expected to be trained in using the knowledge gained in solving problems and remembering what he had received.

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[24] Dhiantienz, http://dhiantienz.blogspot.co.id/2014/01/model-pembelajaran-air-auditory.html
[25] Aris Shoimin, p.29.

While giving a quiz intended to make students ready to face the examination or the test carried out at any time after training the memory.

2. The Steps To Apply The Air Technique

The steps to use AIR technique there are:

1. Students are divided into groups, each group consists of 4-5 members.

2. Students listen and pay attention the explanation of the teacher.

3. Each group discusses about the material learned and write the results of these discussion and then the students do the presentation in the front of classroom (auditory).

4. When the discussion did, the students got the questions or problems related to the material.

5. Each groups thinking about how to implement the outcomes of the discussion and can improve their ability to solves the problems (intellectual).

6. After finishing the discussion, the students got a repetition of material with the way to give a duty or a quiz for each other (repetition).[26]

3. Previous Study Of AIR Technique

1. The first research

The research was done by Rina Wiji Lestari, she finished his study in IAIN TULUNGAGUNG 2012, his title is "**Pengaruh Model Pembelajaran Air (Auditory Intellectually Repetition) Dengan Setting Mind Map Terhadap Hasil Belajar Matematika Pada Materi Bangun Datar Segi Empat Siswa Kelas VII Di Smp Negeri 1 Sumbergempol Tulungagung"** In her research, The research in the paper is motivated by a condition in which the progress of time and learning models can influence the results of student learning, especially in math. In this case the researchers wanted to determine the effect of learning models AIR (Auditory Intelectually Reppetition) with Setting Mind Map Of Learning Outcomes In Mathematics Material Aspects Build Flat Four Seventh Grade Students at SMP Negeri 1 Sumbergempol Tulungagung.

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[26]Annieck Dheh, http://annieck-dheh.blogspot.co.id/2013/01/normal-0-false-false-false-en-us-x-none.html.

The research is a quantitative study with the type of experimental research. This method of data collection in the test method. The test method used to measure the learning outcomes of mathematics students of SMP Negeri 1 Sumbergempol.

After researchers conducted research and analyzed using independent t-test. Once the data is analyzed, it can be concluded akirnya no significant effect between AIR Learning Model (Intellectually Auditory Repetition) with Setting Mind Map Results Against Learning Math class VII at a flat rectangular wake material SMP Negeri 1 Sumbergempol. With coefficient t = 2.999. Greatest effect was 79.30%.

2. The secound

The research was done by Dian Intan Mutlikha, she finished his study in UIN Semarang on 2015, his title is "**Efektivitas Penggunaan Model Pembelajaraan AIR Terhadap Hasil Belajar Sejarah Siswa Kelas XI SMA Negri 2 Kota Tegal**." In her research, she use quantitative with experiment design, the population of the research is class XI, The sample of research is class XI IIS 1 as experiment class, and class XI IIS 3 as control class. Based on the research the mean score of experiment class is 44,83 to be 79,83 And the control class is

44,33 to be 69,17. So the AIR technique can improving students education.

4. According To Reseachers On AIR Technique

AIR technique is a learning model similar to the Somatic Auditory Visualization Intellectually (SAVI) learning model and Visualization Auditory Kinesthetic (VAK) learning, the only difference in repetition is the significant repetition of deepening, extension, stabilization by means of students trained through assignment or quiz.[27]

This research caused by the low study result of fourth grade Elementary School in Tulung Balak, East Lampung which was known from the results of observation. The aims of research were to increase the study result of students byapplication of AIR learning models. The research method is Classroom Action Research that is carried out in three cycles, each cycle consist of planning, acting, observing, and reflecting step. The instrument of data collection used observation sheets and test questions. Technique of data analysis used qualitative and quantitative analysis. The result of study stated that the learning

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[27] Dhiantienz, http://dhiantienz.blogspot.co.id/2014/01/model-pembelajaran-air-auditory.html

33

process using the AIR learning models can increase the learning result.[28]

According to Dedi Rohendi, Heri Sutarno, Lies Puji Lestari (in educational portal junal Indonesia volume 4 no 1 June 2011) Auditory Intellectually Repetition (AIR) technique is a learning model where teachers as facilitators and students are more active.[29]

[28] *Deasy Vivta Rini, Darsono Darsono and Siti Rachmah*, http://jurnal.fkip.unila.ac.id/index.php/pgsd/article/view/6674

[29] wuri handayani, http://mathematicsfun4.blogspot.co.id/2012/06/model-pembelajaran-auditory.html