

# THE EFFECT OF AIR (AUDITORY, INTELLECTUALLY, REPETITION) MODEL ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE TENTH GRADE OF SMA NEGERI 8 PADANGSIDIMPUAN

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**ABSTRACT:** *The purposes of this research are to find out : 1) The application of AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension. 2) The students' reading comprehension of recount text before and after using AIR (Auditory, Intellectually, Repetition) model. 3) Whether there is any significant effect of AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text. This research use experimental method with one group pre-test and post-test design. The population are 83 with 21 sample take by purposive sampling. The instrument of the research are observation sheet and test. The average score before treatment is 36.19 and after treatment is 75.04. The result data shows that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} > t_{table} = 4.64 > 2.09$ ). It means there was significant effect of using AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text at the tenth grade of SMA Negeri 8 Padangsidempuan.*

**Key words:** *model, AIR (Auditory, Intellectually, Repetition Model), reading comprehension, recount text.*

**ABSTRAK:** *Tujuan dari penelitian ini adalah untuk mengetahui : 1) Sejauh mana penerapan model AIR (Auditory, Intellectually, Repetition) terhadap pemahaman membaca siswa. 2) Sejauh mana pemahaman membaca teks recount siswa sebelum dan sesudah menggunakan model AIR (Auditory, Intellectually, Repetition). 3) Apakah terdapat pengaruh yang signifikan model AIR (Auditory, Intellectually, Repetition) terhadap pemahaman membaca teks recount siswa. Penelitian ini menggunakan metode eksperimen dengan desain one group pre-test and post-test design. Jumlah populasi 83 dengan 21 sampel diambil secara purposive sampling. Instrumen penelitian berupa lembar observasi dan tes. Skor rata-rata sebelum perlakuan adalah 36,19 dan sesudah perlakuan adalah 75,04. Data hasil menunjukkan bahwa  $t_{test}$  lebih tinggi dari  $t_{table}$  ( $t_{test} > t_{table} = 4,64 > 2,09$ ). Artinya ada pengaruh yang signifikan penggunaan model AIR (Auditory, Intellectually, Repetition) terhadap pemahaman membaca teks recount siswa kelas X SMA Negeri 8 Padangsidempuan.*

**Kata Kunci:** *model, AIR (Auditory, Intellectually, Repetition Model), pemahaman membaca, teks recount.*

## I. INTRODUCTION

Reading is a beneficial activity where the students sees a text or the writing, the students will get information. It said beneficial activity because reading can be an access to understand many things in the world and also can be a source of knowledge. The students are required to master the contents of the reading in order to achieve the goal of mastery the material, knowledge, learning new things and etc.

In reality, the students' ability in reading comprehension of recount text still far from the expectation. Most of the students are not successful and had difficulty in reading comprehension of recount text.

Based on the result of the PPL activities and pretest conducted by research at tenth grade of SMA Negeri 8 Padangsidempuan, the research found the problem that need to be research. Result of the test on students' reading comprehension of recount text, students got the average score is 36.19. It means that the students' reading comprehension of recount text is still low. Meanwhile,

researcher hopes that students can pass the minimal score is 70. Then, the students can be better in reading comprehension.

Based on the explanation above, the researcher is interested to conduct a research entitle “The Effect of AIR (Auditory, Intellectually, Repetition) Model on Students’ Reading Comprehension in Recount Text at the Tenth Grade of SMA Negeri 8 Padang Sidempuan in 2022/2023 Academic Year”.

### **1. Definition Reading Comprehension of Recount Text**

Reading is a bridge to increase the knowledge. According to Khoiriyah (2021: 9), Reading is one of the skills that must be mastered in learning English. Rayanto (2019: 2), said “In reading activity, the readers have to construct the meaning of words or even sentences which exist as the content of reading text”. Meanwhile, according to Nunan (2003) in Nurdiana and Amelia (2017: 1) “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. It means, reading has many positive impacts and can help the students in

communicating, increase language skills, and also be a source of inspiration.

Klinger (2007: 97) in Pahamzah, et al., (2021: 2), describe “Reading comprehension is multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous, knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)”. Meanwhile, Cain (2010: 98), said “Readers need to read words accurately, but also efficiently, to ensure adequate processing resources for reading comprehension”. So, it can be concluded that reading comprehension is an activity where a process happens in-depth interaction between the readers and the text which makes the reader understand what the author conveys in a text or what the contents of the text. In reading comprehension there are 5 the indicators that can direct the reader closer to the text. Then, continue by the indicator of recount text. Fundamentally, according to King and Stanley in Nurdiana and Amelia, (2017: 8-9), The indicators of reading comprehension are as follows

### 1. Finding factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event, and time. While, Shanahan et al., (2006: 68), said “factual information contains reports of states or events, evidence, and known facts. It is usually based on facts that have an actual existence in the world of events”.

### 2. Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer. Meanwhile, according to Gardner (2009: 13), “Although writers often include main ideas, there is usually a central point, or message, they wish to convey”.

### 3. Finding the Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence

which they read. Then, Brassel et al., (2008: 99), said “Vocabulary knowledge plays an important role in students’ reading comprehension. Put simply, if students do not understand many of the words used in a text, they are not likely to understand the text”.

#### 4. Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the readers understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, he, she, this, they, etc. Sharpe (2005) in Pandiangan et al., (2021: 143), said “The antecedent is a word or phrase to which a pronoun refers.

#### 5. Making Inference

Inference is a skill where the reader has to be able to read between the lines. Jump and Kopp (2023: 148), describe “Inferring is not easy. It involves being able to draw connections between what the author states explicitly and the information that is the hidden meaning or understanding

## 6. Generic Structure of Recount Text

Generic structure of recount text is a story framework in making a recount text. In recount text there are three components, namely orientation (introduction stage), events (series of events), and reorientation (conclusion/end of the story). Arsy (2022: 114), Generic structure of recount text are: orientation (introduction): this section describes the background (setting) of time, place, and people whom involved in the text; events (incident): the events section describes events that took place chronologically in the past, make sure there are no crises/problem, reorientation (closing story) : this section is optional (can exist) explain about the end of the events in the recount text". While, Sailendra et al., (2017: 135) says, generic structure of recount text are: orientation: this part is introduction setting and the characters of the story, events: this part is contains sequence of events from someone's experience, reorientation: this part is closing story that also contains the comment of the author.

## **2. Definition AIR (Auditory, Intellectually, Repetition) Model**

AIR (Auditory, Intellectually, Repetition) is a learning model that is use in group. This learning model leads to 3 points, namely Auditory, Intellectually, Repetition (AIR). According to Suyatno (2009) in Kurniawan et al., (2022: 14), says: Learning using the AIR (Auditory, Intellectually, Repetition) learning model has 3 main elements, namely: 1. Auditory. The use of the ear senses used in learning by speaking, listening, presenting, expressing opinions, and responding. 2. Intellectually. Thinking skills (minds-on) need to be trained through reasoning, investigating, identifying, discovering, creating, constructing, solving problems, and applying. 3. Repetition. Repetition is needed in learning for a deeper and broader understanding of students need to be trained through work on questions, giving assignments, and quiz.

Kurniawan et al., (2022: 14) says, From the quotation above, it appears that the implementation of learning using AIR model provides opportunities for students to learn and work with their groups. Together with the group students will learn to solve a problem. While, Budiyanto (2016: 21-22),



said Auditory which means that the sense of ear is used in learning by listening, speaking, presentation, arguments, expressing options and responding. Intellectually, which means that the ability to think need to be trained through reasoning, creating, solving problems, constructing and applying. Repetition which means that understanding is deeper and broader, students need to be trained through working on questions, giving assignment or quizzes. It can be concluded that AIR (Auditory, Intellectually, Repetition) model makes it easier for students to train their reading comprehension of recount text, then practice the students cooperation and train students' thinking towards understanding the text.

## **II. METHODOLOGY OF THE RESEARCH**

The location of the research is in SMA Negeri 8 Padangsidimpuan on Jl. Perkebunan Pijorkoling, Kec. Padangsidimpuan Tenggara, Padangsidimpuan. The headmaster of the school is Manaor Baharuddin Tampubolon, S.Pd., and the teachers of English are Elva Julianti ,S.Pd., and Riska Juliati Sihombing, S.Pd.

In this research, the researcher applied experimental method, namely pre-experiments which type one group pretest – post test design. Because the researcher wants to find out if there is any significant effect of AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text. Noor (2016: 115) said, In the one group pretest – post test design, the researcher make initial measurements on an object that study, then the researcher gives a certain treatment. After that, the measurement will be carried out again for the second time.

The researcher choose X MIA 2, it consists 21 students as the sample of the research. Noor (2016: 155), said Purposive sampling is a sample determination technique with special considerations so that it is possible to use as a sample. While, according to Arikunto (2010: 183), Taking samples using purposive sampling technique is quite good because it is in accordance with the researchers' considerations so that it can represent the population. The researcher use observation sheet and test as instrument of the research. Arikunto (2010: 203), Instrument of the

research is a tool or facility which is used by the researcher in collecting data in order to get easier process and better result.

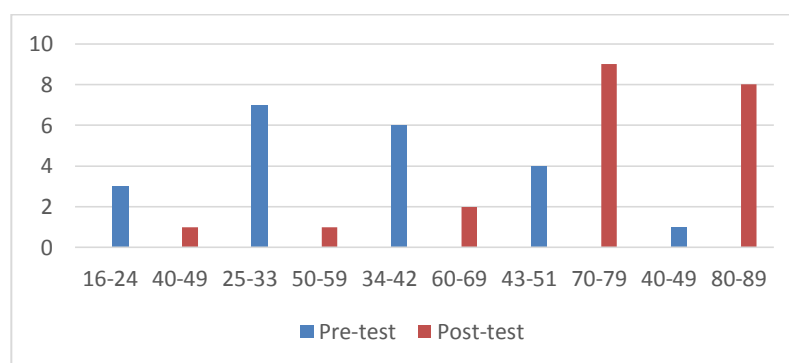
In this case, the researcher using statistical description and inferential to analyzed the data. Noor (2016: 163), Data analysis techniques are the way of analyzing research data including relevant statistical tools for use in research.

### **III. RESULT**

Based on the result of data analysis of observation sheet in applying AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text the researcher got total score 49 and the mean score was 3.5 which categorized "very good". It means the researcher has succeeded in applying AIR (Auditory, Intellectually, Repetition) model. Then from the calculation students score on pretest it was found that higher score was 60 and the lowest score was 16. From the whole of data pretest the researcher found the mean score was 36.19 which

categorized bad, the median score was 36, and mode score was 32.

After applying AIR (Auditory, Intellectually, Repetition) model the students score in post-test it was found that the highest score was 88 and the lowest score was 40. Furthermore the researcher found the mean score 75.04, the median score was 76, the mode score was 76. To make it clear the researcher shows the histogram before and after applying AIR (Auditory, Intellectually, Repetition) model as follows:



**Figure 1: Histogram of Students Reading Comprehension and After Applying AIR (Auditory, Intellectually, Repetition) Model**

#### IV. DISCUSSION

Based on the observation sheet result of AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text, the researcher found the score was 3.5 it categorized "very good". Furthermore, the students mean score before applying AIR (Auditory, Intellectually, Repetition) model was 36.19 it categorized "bad". Meanwhile, the students mean score after applying AIR (Auditory, Intellectually, Repetition) model was 75.04 it categorized "satisfactory". In this research, the researcher found the result of  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} > t_{table} = 4.34 > 2,09$ ). It means that there is a significant effect after using AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text after using AIR (Auditory, Intellectually, Repetition) model at tenth grade of SMA Negeri 8 Padangsidempuan.

#### CONCLUSIONS

Based on the result of the research, the writer draws the conclusions that the scores of the students' reading

comprehension at the tenth grade of SMA Negeri 8 Padang Sidempuan as follows :

1. The application of AIR (Auditory, Intellectually, Repetition) model on students' reading comprehension of recount text at the tenth grade of SMA Negeri 8 Padangsidempuan is 3.5. It categorized "Very Good".
2. The students' reading comprehension of recount text before and after using AIR (Auditory, Intellectually, Repetition) model at the tenth grade students' of SMA Negeri 8 Padangsidempuan are 36.19 it categorized "Bad", and 75.04 it categorized "Satisfactory".
3. There is any significant effect of AIR (Auditory, Intellectually, Repetition) model at the tenth grade students of SMA Negeri 8 Padangsidempuan based on the calculation of t-test is greater than the value of t-table (calculation  $4.34 > 2,09$ ). It means the hypothesis is accepted.

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