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IMPROVING STUDENTS' LISTENING ABILITY AT ELEVENTH GRADE IN SMA NEGERI 4 PEMATANGSIANTAR THROUGH AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) MODEL

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ABSTRACT:

Listening is one of the essential skills in English language learning; however, many students still face difficulties in comprehending spoken texts, particularly in distinguishing the pronunciation of regular past tense verbs ending in –ed (/t/, /d/, and /ɪd/). This study aimed to examine the effectiveness of the Auditory, Intellectually, and Repetition (AIR) learning model in improving students' listening ability at the eleventh grade of SMA Negeri 4 Pematangsiantar. This research employed a quantitative approach using a quasi-experimental design. The participants consisted of 72 eleventh-grade students divided into an experimental group (XI-8) and a control group (XI-7). Data were collected through pre-test and post-test listening assessments and analyzed using descriptive statistics and inferential analysis. The findings revealed that the experimental group showed a significant improvement in listening performance, with the mean score increasing from 52.77 in the pre-test to 77.36 in the post-test. Meanwhile, the control group experienced only a slight improvement. The results indicate that the AIR learning model is effective in enhancing students' listening comprehension, particularly in recognizing the pronunciation of regular past tense verbs ending in –ed. Therefore, the AIR model can be considered an effective alternative strategy for teaching listening in senior high schools.

Keywords: *Listening ability, AIR learning model, Pronunciation, Regular past tense verbs, Quasi-experimental study.*

I. INTRODUCTION

Listening is one of the important skills that should be mastered because it helps students to improve other English skills. In the daily life, people listen more than they read, speak or write. Listening plays a crucial role as the foundation for effective communication (Rost as cited in Saraswaty (2018:140). These skills enable us to process the information we receive, understand the nuances in conversation, and respond appropriately as the foundation for developing other skills. According to Manurung (2020:140), Listening is the process of understanding what will be heard and managing the information from the purpose of listening itself. This means that listening is not only about hearing sounds, but also about focusing on what is important to achieve our goals. Learners must actively parse sounds, words, and sentences while also understanding the speaker's intent and the context in which the conversation takes place.

However, although listening skills play an important role in communication

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and language learning, in reality many students still have difficulty carrying out listening tasks effectively. Many students still have difficulty in listening. This is especially true when they are expected to recognize past tense verbs in spoken texts like. Based on observations in class XI-8 of SMA Negeri 4 Pematangsiantar, many students has trouble identifying the second form of regular verbs when they heard them in listening activities. The biggest problem was that students could not tell the difference between the sounds of -ed endings in regular past tense verbs. In English, -ed is not pronounced the same way in every word. It can sound like /t/ as in laughed, /d/ as in played, or /ɪd/ as in wanted. Many students were not aware of this, and they often got confused. Some thought that worked and walked were the same, some misheard *called* as *cold*, and others even thought *wanted* was actually *"want it"*. These mistakes led to misunderstandings and wrong answers during listening tasks. However, few studies have focused on the specific problem of distinguishing -ed ending sounds in listening comprehension among senior high school students.

As a result, student learning outcomes in listening are still low which can be seen that some of them get a value of less than 75, even though the minimum standard value. This clearly shows that students' comprehension skills in the listening test are still below the expected standard. In fact, based on Permendikbud No. 37 of 2018 and English Learning Outcomes in the Independent Curriculum, students are expected to be able to understand both explicit and implicit contextual meanings of listening. In other words, listening is a core competency that students must master and plays an important role in achieving English learning goals.

Based on these problems, the way to improve the quality of listening learning is through the application of strategies, models or teaching techniques that are in accordance with the characteristics of text and student needs. The teacher can design more effective learning activities to improve student learning outcomes in listening skills. Because the teacher has an important role in choosing and applying the right teaching and learning model, especially in the context of listening learning that requires accurate concentration and understanding of language. The use of authentic models and relevant assignments is very necessary in teaching listening skills. According to Asadzadeh (2024: 98), the learning model helps connect the teacher's thinking with the practice of class by offering a clear plan to manage the lesson, choose the right material, and guide the teaching process towards certain goals, while supporting professional development. So, the learning model refers to a structured framework or a systematic

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approach designed to guide instructional activities, manage learning experiences, and help achieve certain learning outcomes.

To overcome it, the researcher decided to use a learning model called AIR (Auditory, Intellectually, and Repetition). This model helps students become more active in listening, encourages them to think critically, and gives them chances to repeat what they hear. Through repetition and structured listening, students can better understand how similar verb sounds are actually different. The AIR model is believed to be suitable for this problem because it gives students regular practice and helps them recognize the differences in sound more clearly.

This model is used to help students improve their listening skills and focus on listening repetitions as a method for strengthening understanding and retention of information. This model not only helps students develop listening skills, but also encourages them to be actively involved in the learning process. By applying this model, teachers can create more interactive and effective learning experiences, which are in line with the established teaching objectives. As supported by Hasnawati et al. (2016: 250), which states that the AIR learning model assumes that learning will be more effective if you pay attention to three aspects: auditory, intellectual, and repetition. This shows that this model not only focuses on the hearing aspect, but also on the development of students' thinking skills through processing information that is heard and repetition of material systematically.

The effectiveness of this technique is not only supported theoretically, but has also been proven empirically in various previous studies. One such study was conducted by Haifah et al. (2024), which showed on the effectiveness of the Auditory Intellectually Repetition (AIR) Learning Model applied through Podcasts in improving the listening skills of grade XI students. This study proves that the results of the study showed an increase, before using the model the average value was 52.77 percent and after implementing the AIR model it increased to reach an average value of 77.36 percent. This shows that there is a significant increase in students' listening skills using the AIR model. It is indicate that applying the AIR model can be an effective strategy for improving students' listening skills.

Therefore, based on the results of previous studies that show that the AIR model is effective and flexible in improving student listening skills (Haifa et al., 2024: 1). So, in this research is interested in discussing "Improving Students' Listening Ability at Eleventh Grade in SMA Negeri 4 Pematangsiantar through Auditory, Intellectually, and Repetition Model".

II. METHODOLOGY

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A. Research Design

This study employed a quantitative approach using a quasi-experimental research design with a non-equivalent control group. This design was selected because the researcher could not randomly assign participants to groups due to the school's administrative policy. According to Ary et al. (2011), quasi-experimental research is similar to a true experimental design because it involves the manipulation of independent variables but differs in that the subjects are not randomly assigned to treatment groups. The samples of this research were two classes, namely the experimental class and the control class. Class XI-8 was the experimental group taught using the AIR learning model, while Class XI-7 was the control group taught through conventional listening exercises. The quasi-experimental design consisted of two stages, namely the pre-test and post-test. Both groups were given the same pre-test to measure their initial listening comprehension. After that, the experimental class received treatment through the AIR learning model, which consisted of three stages: Auditory (listening carefully to the sounds), Intellectual (analyzing and understanding the differences in pronunciation), and Repetition (practicing repeatedly to reinforce understanding). Meanwhile, the control class was taught without using the AIR strategy. At the end of the treatment, both groups were given a post-test to evaluate their improvement in listening comprehension. The comparison between the pre-test and post-test results of both classes was used to determine whether the AIR learning model had a significant effect on students' listening ability

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Table 2.1 Design of the Research

Sample	Group	Pre-Test	Treatment	Post-test
S	E	X_1	Y	X_2
S	C	X_1	-	X_2

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Explanation:

S : Sample

E : Experimental Group (XI-8)

C : Control Group (XI-7)

X_1 : Pre-test for experimental and control class

X_2 : Post-test for experimental and control class

Y : Treatment by Using Audiotory, Intelectually and Repition model

\- : The teacher herself teach the class

From the table above, it can be seen that the pre-test was given to both the experimental and control groups before the treatment. The two groups received different teaching treatments. The difference lies in the use of the Auditory, Intellectually, and Repetition (AIR) learning model in teaching listening comprehension. The experimental group was taught using the AIR learning model, while the control group was taught without using it.

B. Research Participants

The population of this study consisted of all eleventh-grade students of SMA Negeri 4 Pematangsiantar in the 2025/2026 academic year. There were twelve parallel classes at this grade level, with a total population of 425 students. Due to school policy and administrative considerations, random assignment of participants was not possible. Therefore, a purposive sampling technique was employed to select the research samples. Two intact classes were chosen based on their similar academic backgrounds and relatively low listening achievement in previous English listening assessments. This sampling technique was considered appropriate because the selection was based on specific characteristics relevant to the objectives of the study rather than random selection.

The total number of participants in this study was 72 students, divided equally into two groups. Class XI-8, consisting of 36 students, was assigned as the experimental group, while Class XI-7, also consisting of 36 students, served as the control group. Class XI-8 was selected as the experimental group because the students in this class demonstrated difficulties in listening comprehension, particularly in recognizing the pronunciation of regular past tense verbs ending in –ed (/t/, /d/, and /ɪd/), as observed during preliminary classroom observations and diagnostic listening tasks. These characteristics made the class suitable for receiving instruction using the Auditory, Intellectually, and Repetition (AIR) learning model, which emphasizes focused listening, cognitive processing, and repeated practice to improve phonological awareness and listening comprehension. Meanwhile, Class XI-7 was chosen as the control group because the students showed a slightly higher and more stable level of listening

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performance, making them appropriate for comparison when taught using conventional listening instruction. Both classes were taught by the same English teacher, followed the same curriculum, and were allocated similar instructional time, ensuring that the comparison between the experimental and control groups was conducted fairly and objectively.

The selection of the two classes was also supported by consultation with the English teacher, who confirmed that although both classes had relatively similar academic backgrounds, the experimental group required more structured listening support, while the control group demonstrated greater independence in listening tasks. Therefore, this class selection was considered pedagogically appropriate for investigating the effectiveness of the AIR learning model in improving students' listening ability at the senior high school level.

C. Research Instrument

The primary instrument used in this study was a listening test designed to measure students' listening comprehension. The test focused on students' ability to recognize and distinguish the pronunciation of regular past tense verbs ending in –ed (/t/, /d/, and /ɪd/) and to understand short spoken texts. The listening test consisted of 25 multiple-choice items and was administered twice: as a pre-test before the treatment and as a post-test after the treatment. The same test format and level of difficulty were used in both assessments to ensure consistency and comparability of results. The test items were adapted from the English textbook used at SMA Negeri 4 Pematangsiantar and supplemented with standardized listening materials aligned with the school curriculum. To ensure content validity, the listening test was reviewed by three experts, consisting of two English lecturers and one senior high school English teacher. They evaluated the clarity, relevance, and difficulty level of the test items. Based on their feedback, minor revisions were made to improve the accuracy and appropriateness of several items. The reliability of the instrument was examined through a pilot test conducted on a class outside the research sample. The reliability analysis using Cronbach's Alpha produced a coefficient of 0.86, indicating that the instrument had high internal consistency and was reliable for data collection.

Students' listening performance was assessed using an analytical scoring rubric adapted from Brown (2004). The rubric evaluated five aspects of listening comprehension: identifying main ideas, recognizing specific details, making inferences, recognizing sound patterns (particularly the pronunciation of regular past tense verbs), and accuracy of responses. Each aspect was scored on a scale from 1 (very poor) to 5 (excellent). The total score was then calculated and converted into a numerical score. Students who achieved a score of 75 or higher were considered to have met the Minimum Mastery Criteria (KKM).

D. Procedures

This research was conducted over a period of four weeks during the second semester of the 2025/2026 academic year at SMA

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Negeri 4 Pematangsiantar. The study took place in a regular classroom setting, where the teaching and learning activities followed the school's daily schedule. The procedure consisted of several sequential steps: preparation, pre-test administration, treatment implementation, post-test administration, and data analysis. In the preparation stage, the researcher collaborated with the English teacher to design the lesson plans, prepare the listening test instruments, and develop observation sheets and field notes. The listening materials were selected based on the curriculum and adapted to focus on the recognition of regular past tense verbs ending in *–ed* (/t/, /d/, /ɪd/).

Next, in the pre-test stage, all 35 students in class XI-8 participated in a listening comprehension test to assess their initial ability before the intervention. The pre-test results served as the baseline data for measuring subsequent improvement. During the treatment stage, the Auditory, Intellectually, and Repetition (AIR) learning model was implemented across four instructional sessions (two sessions per week). Each session lasted for 90 minutes and followed three main phases according to the AIR framework:

1. Auditory Phase: Students listened attentively to audio recordings containing sentences and short dialogues featuring *–ed* verb endings.
2. Intellectual Phase: Students analyzed the pronunciation patterns, discussed the sound differences (/t/, /d/, /ɪd/), and completed exercises to identify the correct forms.
3. Repetition Phase: Students practiced listening and repeating the verbs multiple times to reinforce comprehension and sound recognition accuracy.

Throughout these sessions, the researcher observed students' participation and behavior using the observation sheet, while additional classroom notes were recorded to capture qualitative data on engagement and interaction. The teacher collaborator also assisted in monitoring the implementation to ensure consistency and accuracy of the treatment. After the treatment phase, a post-test was administered to the same group under similar conditions as the pre-test. The purpose of this stage was to measure the improvement in students' listening ability after being taught through the AIR model. The scores from the pre-test and post-test were then statistically compared to determine the effectiveness of the model in improving listening comprehension, particularly in distinguishing *–ed* pronunciation patterns. Finally, all quantitative and qualitative data collected during the research were analyzed to draw conclusions about the impact of the AIR model on students' listening skills and overall engagement in learning English.

E. Data Collection

The data for this study were collected over a four-week period during the second semester of the 2024/2025 academic year at SMA

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Negeri 4 Pematangsiantar. All data were gathered directly from classroom activities in class XI-8, where the Auditory, Intellectually, and Repetition (AIR) learning model was implemented to improve students' listening ability. The main instruments used for data collection were listening tests, observation sheets, and field notes. The pre-test was administered at the beginning of the research to measure students' initial listening ability, while the post-test was given after the treatment to determine their improvement. The tests wer e conducted under controlled classroom conditions to ensure fairness and consistency. During the implementation of the AIR model, observation sheets and field notes were employed to record students' engagement, activeness, and behavioral responses toward the learning process. These qualitative data complemented the quantitative test results by providing contextual insight into the classroom atmosphere and students' participation. All participants took part voluntarily under the school's supervision. Prior to data collection, ethical clearance was obtained from the school administration, and permission was granted by the English teacher. The purpose of the study was clearly explained to the students, and their responses and scores were kept confidential for academic use only.

F. Data Analysis

The data collected in this study were analyzed using quantitative data analysis techniques. Descriptive statistics were employed to calculate the mean and standard deviation (SD) of students' listening scores obtained from the pre-test and post-test. These descriptive measures were used to provide an overview of students' listening performance before and after the implementation of the Auditory, Intellectually, and Repetition (AIR) learning model. Inferential statistical analysis was conducted to test the research hypothesis. A paired-sample t-test was used to examine whether there was a significant improvement in students' listening ability within each group by comparing the pre-test and post-test scores. Additionally, an independent-sample t-test was applied to determine whether there was a significant difference in post-test mean scores between the experimental group taught using the AIR learning model and the control group taught using conventional teaching methods.

All statistical analyses were performed using SPSS version 26. The level of significance was set at 0.05.

III. RESULT

This section presents the results of the study concerning the effect of the Auditory, Intellectually, and Repetition (AIR) learning model on students' listening performance, particularly in identifying and understanding regular past tense verbs ending in –ed (/t/, /d/, and /ɪd/). The data were obtained from pre-test and post-test scores administered to 36 eleventh-grade students of SMA Negeri 4 Pematangsiantar, divided into an experimental group and a control group.

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Students' listening scores were assessed using an analytical scoring rubric adapted from Brown (2004). Students who obtained a score of 75 or higher met the Minimum Mastery Criteria (KKM), while those scoring below 75 did not. The results are presented based on descriptive statistics and inferential analysis.

A. Results of the Experimental Group

Before the implementation of the AIR learning model, the experimental group completed a pre-test to measure their initial listening ability. After the treatment, a post-test was administered to measure students' improvement.

Table 3.1, Students' Listening Scores in the Experimental Group

TEST	SUM	MEAN	SD	STUDENTS PASSED	STUDENTS FAILED	TOTAL STUDENTS
Pre-Test	1900	52.77	7,85	5	31	36
Post-Test	2785	77.36	7,42	24	12	36

As shown in Table 3.1, the mean score of the experimental group increased from 52.77 in the pre-test to 77.36 in the post-test, resulting in a significant improvement of 24.59 points. The number of students who achieved the Minimum Mastery Criteria (KKM) of 75 also increased from 5 students (13.8%) in the pre-test to 24 students (66.6%) in the post-test. This result indicates that the AIR learning model effectively improved students' listening comprehension, particularly in recognizing regular past tense verbs ending in *–ed* (/t/, /d/, and /ɪd/).

B. Results of the Control Group

The control group, which was taught using conventional teaching methods, also took the same pre-test and post-test to evaluate their performance without the AIR model intervention.

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Table 3.2, Students' Listening Scores in the Control Group

TEST	SUM	MEAN	SD	STUDENTS PASSED	STUDENTS FAILED	TOTAL STUDENTS
Pre-Test	2050	56,94	8.03	11	25	36
Post-Test	2375	65.97	7,91	16	20	36

As shown in Table 3.2, the mean score of the control group increased slightly from 56.94 in the pre-test to 65.97 in the post-test, with a total improvement of 9.03 points. The number of students who passed the KKM also increased modestly from 11 students (30.5%) to 16 students (44.4%). Although there was a slight improvement, the progress in the control group was considerably lower than that of the experimental group, showing that traditional teaching methods had limited impact on students' listening performance.

C. Comparison Between Experimental and Control Groups

A comparison between the effectiveness of the AIR learning model in enhancing students' listening ability. Furthermore, the standard deviation (SD) values decreased slightly in both groups after the intervention (from 7.85 to 7.42 in the experimental group, and from 8.03 to 7.91 in the control group), indicating more consistent performance among students after the learning process

experimental and control groups reveals that both groups experienced improvement in their listening scores; however, the improvement in the experimental group was much greater. The experimental group's mean increased by 24.59 points, while the control group's mean increased by only 9.03 points. This difference clearly demonstrates the

. These results support the conclusion that the Auditory, Intellectually, and Repetition (AIR) learning model had a significant positive impact on students' listening

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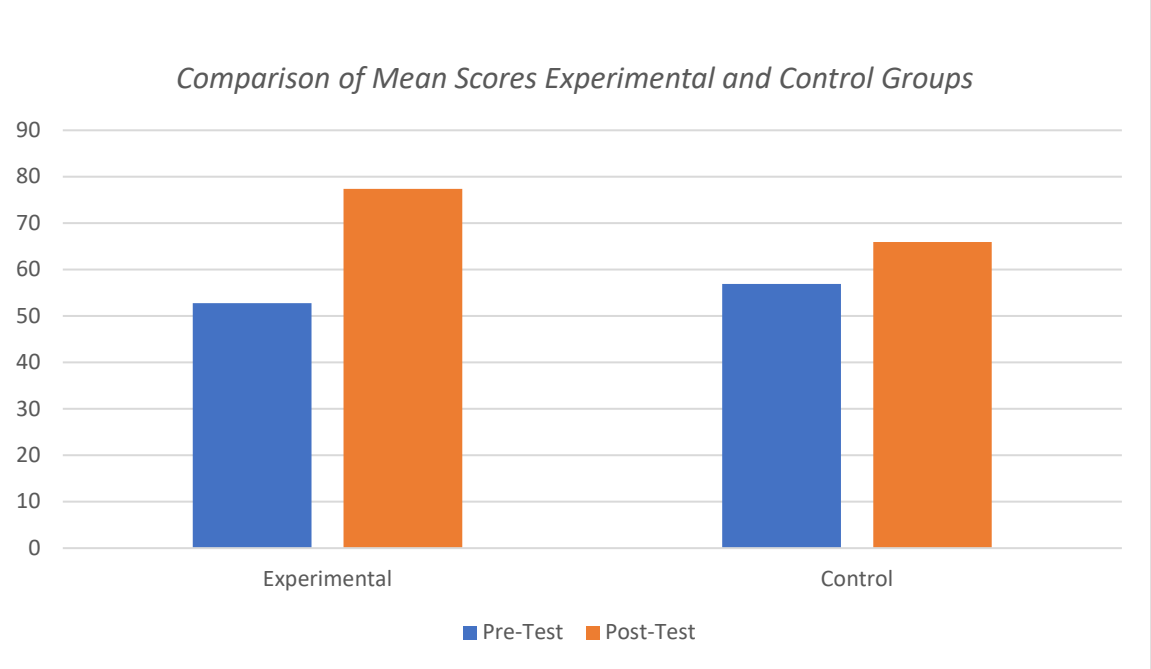
comprehension, especially in identifying and distinguishing –*ed* ending sounds in regular past tense verbs.

Figure 1. Comparison of Pre-test and Post-test Mean Scores



This figure shows the comparison of students' mean listening scores in the experimental and control groups before and after the implementation of the Auditory, Intellectually, and Repetition (AIR) learning model.

IV. DISCUSSION

The findings of this study indicate that the implementation of the Auditory, Intellectually, and Repetition (AIR) learning model significantly enhanced students' listening comprehension, particularly in recognizing and distinguishing the pronunciation of regular past tense verbs ending in –ed (/t/, /d/, and /ɪd/). A clear performance gap emerged between students taught using the AIR model and those who received conventional listening instruction.

The experimental group demonstrated a substantial improvement in listening performance, as reflected in the increase of the mean score from 52.77 in the pre-test to 77.36 in the post-test. This gain of 24.59 points was accompanied by a marked rise in the percentage of students achieving the Minimum Mastery Criteria (KKM), which increased from 13.8% to 66.6%.

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In contrast, the control group showed only a moderate improvement, with the mean score increasing from 56.94 to 65.97 and the proportion of students meeting the KKM rising marginally from 30.5% to 44.4%. These differences suggest that the AIR learning model was more effective than conventional instruction in addressing students' listening difficulties.

The significant improvement observed in the experimental group can be attributed to the structured and sequential stages of the AIR model. The Auditory phase provided students with focused exposure to authentic listening input, enabling them to attend carefully to phonemic features. The Intellectual phase encouraged students to analyze and differentiate sound patterns, particularly the variations of –ed endings, which are often problematic for EFL learners. Finally, the Repetition phase reinforced learning through repeated listening and practice, allowing students to consolidate their understanding and improve sound discrimination accuracy. This finding supports the view of Field (2008) and Rost (2011), who emphasize that effective listening development requires sustained auditory input, cognitive processing, and repeated exposure.

Furthermore, the findings of this study are consistent with previous empirical research on the AIR learning model. Haifah et al. (2024) reported significant improvements in students' listening ability when AIR was implemented through podcast-based instruction. Similarly, Manurung and Sagita (2018) as well as Pramaisheila and Arianto (2020) found that AIR positively influenced students' listening comprehension and learning motivation. The present study extends these findings by demonstrating that the AIR model is particularly effective in improving learners' phonological awareness, specifically in distinguishing subtle pronunciation differences in regular past tense verb endings.

In addition, the observed reduction in score variability

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within the experimental group, indicated by a slightly lower standard deviation after the treatment, suggests that the AIR model contributed to more consistent learning outcomes across students with varying proficiency levels. This supports Cheung et al. (2016), who argue that repeated auditory input enhances both perceptual sensitivity and cognitive processing, enabling learners to more effectively discriminate between similar sounds.

Overall, the discussion highlights that the AIR learning model provides a pedagogically sound framework for listening instruction by integrating auditory exposure, intellectual engagement, and repetition. This integration not only improves students' listening comprehension but also strengthens their phonological discrimination skills. Therefore, the AIR model can be considered a viable alternative instructional strategy for EFL teachers seeking to improve students' listening proficiency, particularly in mastering challenging pronunciation features such as regular past tense verb endings.

V. CONCLUSION

Based on the findings of this quasi-experimental study, it can be concluded that the Auditory, Intellectually, and Repetition (AIR) learning model had a significant positive effect on students' listening ability at the eleventh grade of SMA Negeri 4 Pematangsiantar. Specifically, the AIR model was effective in improving students' ability to recognize and distinguish the pronunciation of regular past tense verbs ending in –ed (/t/, /d/, and /ɪd/).

The results demonstrated that students taught using the AIR learning model achieved a substantially higher improvement in listening performance compared to those taught through conventional instructional methods. This was evidenced by a greater increase in mean post-test scores and a higher proportion of students meeting the Minimum Mastery Criteria (KKM) in the experimental group. In contrast, the control group showed only modest improvement, indicating

that traditional listening instruction was less effective in addressing students' difficulties with phonological discrimination.

Furthermore, the AIR learning model encouraged students' active engagement through structured auditory exposure, intellectual processing, and systematic repetition. These components contributed to better concentration, improved phonological awareness, and increased confidence in comprehending spoken English. Therefore, the AIR learning model can be considered an effective and pedagogically appropriate instructional approach for enhancing students' listening comprehension, particularly for addressing pronunciation-related challenges in senior high school EFL contexts.

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