AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) LEARNING MODEL IN LISTENING PROCEDURAL TEXT

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Abstract

Listening procedural text is one of the sub competences that should be mastered by the eleventh grade students. The lack of vocabulary mastery, the difficulty to keep up the information given, and the less ability to maintaining their concentration are some problems that faced by the students which made them could not pass the minimum standard completeness score for this competence. Thus, this article was aimed to describe the result of the investigation in appllying Auditory, Intellectually, and Repetition (AIR) learning model to improve the students learning outcomes on listening procedural text in SMA PAB 4 SAMPALI. This was an Classroom Action Research (CAR) which used Kemmis, S. and Mc Taggart design which was done in two cycle. By using purposive sampling technique, 41 students was chosen as the subject of research.The data was analyzed by using mix method. The findings suggest that applying AIR learning model can improve the students' learning outcomes in learning listening procedural text. Thus can be viewed from the students' mean score which was improve in every cycle, 48.48 in pre-test to 74.68 in cycle I, and 86.34 in cycle II. The percentage of the students who passed the standard minimum completeness criteria from the pre test into cycle II is 85.37%. Based on the analysis of the observation sheet and the students' answer in questionnaire, the students also very active and interested in following the teaching – learning process.

Keywords: *Auditory intellectually and repetition, Learning model, Listening, Procedural text.*

A. Introduction

The standard competence in listening for the eleventh grade students states that students were expected understanding meaning of simple, short and in interactive oral text which form: descriptive, procedure, songs and poems to communicate with the nearest environment and or in academic context. Therefore, listening is assumed as an important thing in many language contexts especially in language classroom. It provides many contributions for the learners such as mastering vocabulary, able to speak with a right pronunciation, able to interact with the native speaker, and being able to understand and understood to the material given in second language. These contributions were given by listening because it covers a complex process; affective, cognitive, and behavioral. The affective process is the motivation which comes from our self to attend what others have been said. While, cognitive process is the ability in attending to, understand and to be understood, receive, and interprete the content and relational message. The behavior process contains the ability to respond the oral messages by giving the verbal and nonverbal feedback.

Those expectations were in contrary with the reality in the teaching learning process for listening itself, not only the teacher but also most of the students facing problem in listening especially in listening procedural text. In listening procedural text, the students are learnt about how to do something, how to make something, and how to following a procedure about something. Here, the students' ability in listening skills was necessary. Based on the experience in real teaching practice (PPL) for the eleventh grade students at SMA PAB 4 Sampali on Jalan Pasar Hitam No. 69 Sampali Percut Sei Tuan , in academic year 2017/2018, there are some problems faced by students in listening procedural text. For instance, the students sometimes could not listen the recording well. Too long audios make the students feel strange, discouraged, and bored of what they are listening. The students often find the similar and unfamiliar words that make them confused. It is hard for them to understand words that they never heard before. In which they do not understand because they lack vocabulary and pronunciation. They also are not familiar with

the spelling of words that they hear, so it is difficult for them to listen well. As the result, the students' learning outcomes in listening procedural text still low which can be seen through the academic of English score in their report book in where the most of all their score are less than 75, in which 75 is the Standardized of Minimum Score (KKM). Thus makes the teaching learning process in listening not effective and could not run properly.

One effort to improve the quality of education is through improving the quality of learning. Evaluation of learning outcomes as the basis of diagnosis disadvantages and advantages of students and its causes need to be used as a basis to organize the development of learning activities to improve student learning outcomes. A teacher must have a strategy and appropriate learning models, especially in communicating with students (Dimyati and Mudjiono, 2002). In line with Sanjaya (2010) a teacher also must have the ability to choose and appropriate learning models and media as a teaching aid. Teachers as educators who provide knowledge and skills to students has a role as a source of learning, manager, demonstrator, facilitator, motivator and as an evaluator in achieving progress in learning. Real conditions in most of the senior high schools, shows student achievement for English courses from year to year showed a low score of achievement. The classic problem of the low in this English score due to low mastery of basic concepts and their misconceptions experience by senior high school students in general. This is evident from the results of daily tests English lessons per subject always below than average of other subjects.

Consequently, the role of the teacher to create a pleasant learning atmosphere for students is very important. A pleasant learning atmosphere can make students more interested and motivated to take part in the teaching and learning process which will directly enhance the students' activities themselves in learning activities. For that, we need an appropriate learning model for the material to be presented which expected can improve the learning outcome itself. Hence, applying auditory, intellectually, and repetition (AIR) learning models was suggested to solve the listening procedural text problem in this school.

Likewise Fiveronika (2015) applied Auditory, Intellectually, and Repetition (AIR) in teaching reading. Three instruments was used to do the research; test, observation, and questionnaire. The result shows that the activity of the students were increased significantly. They were motivated in following the teaching and learning process such as reading the material given, asking the complicated material, and discuss the answer of the problem given. Most of students' were motivated and interested in using Auditory, Intellectually, and Repetition (AIR) in teaching reading because it makes them easy to get the knowledge and getting many ideas to learn. Similarly with Asih (2017), her study uses participatory action research, with model of action research design and the procedure is designed in three cycles of action. The findings suggest that Auditory, Intellectually, and Repetition (AIR)learning model effectively implemented to improve student's learning outcomes in mathematics subject on two-dimensional and three-dimensional shapes. In the same way, Hasnawati and Ikman (2016) compare the results of students' mathematics learning taught by AIR models and direct learning model to investigate the effectiveness of mathematics learning outcomes of students taught by Model of Auditory, Intellectually, and Repetition (AIR) models and direct learning model. The findings found the students' mathematics learning result taught by Model of Auditory, Intellectually, and Repetition (AIR) learning model is better than the results of students taught mathematics by direct learning model.

Auditory, Intellectually, and Repetition (AIR) Learning Models

Auditory, Intellectually, and Repetition (AIR) learning models is a learning model that concern in three aspects; (1) auditory, learn through listen, (2) intellectually, learn through think, and (3) repetition, learn in order to be effective. Auditory, Intellectually, and Repetition (AIR) is a training model which consists of three part. First, training to hearing and the mettle train of students to give express their opinions (auditory). Next, training students to solve the problems given creatively (intellectual), and the last, training students to recall the material that has been studied (repetition) and create the student become more active and creative.

Suherman in Yulianti said that in the AIR learning model there are three things that need to be considered, namely auditory, intellectuality, and repetition. The purpose of learning using auditory is to activate the listener's sense of the ear to listen, speak, make presentations, argue, express opinions, and respond. Whereas intellectually it means training thinking skills by training reason, making conclusions, solving problems, building and implementing the results of thought. Learning to do repetition means repeating the things that have been learned to get a deeper understanding by training students through assignments, working on questions and quizzes

Linksman in Alhamidi (2006) defines auditory in the context of existing learning is learning by listening to oneself and others, talking to oneself, and discussing ideas and thoughts to others. In line, Meier (2002) explain that intellectually showing what learning in the thought of an experience and create relationships of meaning, purpose and value of the experience and intellectually in learning will be trained if the teacher invites students to engage in activities to solve problems, analyze the experience, find and filter information, formulate questions ". Repetition is one of the basic principles of learning. Dimyati and Mujiono (2002) suggest that there are three theories that emphasize the importance of repetition. They are the Southwestern Psychological theory, the theory of Psychology Association and the theory of Psychology Conditioning. Southwestern Psychological theory stated that learning is training the strength contained in human beings which consists of the gazing power, the ability to respond, remember, imagine, feel, think and so on. Through repetition, reinforcement will evolve. Theory Psychology Association The theory that learns about the laws of Thorndike called "law of exercise" reveals that learning is the formation of a relationship between stimulus and response which includes repetition of experiences that can increase opportunities for new responses. Psychological Theory Conditioning is a further development of Theory Psychology Association which is also emphasized the importance of repetition in learning. Based on this theory, it is learned that the formation of a stimulus and response relationship and later in psychological conditioning, the response does not only appear

due to stimulus, but also by conditioned stimulus. repetition is a meaningful repetition by strengthening students who are trained by giving assignments or quizzes. with proper training and repetition the remembering process will be helped. repetition does not have to be in the form of giving the same questions or information, but also by providing varied information to avoid boredom. with the provision of material and assignments, students are expected to be able to obtain the information needed and can be used to solve the problems they face.

The Procedures of Auditory, Intellectually, and Repetition (AIR) Model

Aris Shohaimin (2016) describes the procedures of applying AIR model through six steps. First, distributes the students into some group consists of four or five members. Then, asked the students to listen and pay attention to the teacher explanation. Next, asked each group to discuss the material they have learned, and wrote down the result of their discussion and present in front of the class. In this step, the auditory take part. The next step is to perform intellectually, where the students were involved in the discussion to solve the problem which related to the material given. This continues to apply the discussion result on the problem. The last step is repetition, in which after the completion of discussion, students get the repetition of the material by obtaining the task or quiz given individually.

According to him, Auditory, Intellectually, and Repetition (AIR) learning model has some advantages. It can improve the students' participation in learning and expressing their ideas. It is also give more opportunities to students in utilization their knowledge and comprehend their skills. The low ability students can respond the problem in their own way. This model makes students intrinsically motivated to provide evidence or explanation, and give them more experience in finding the answer of the problem given. On contrary, this model also has some disadvantages such as, (1) the complexity in creating and preparing meaningful problems for students, (2) the difficulty to bring out problems that can be directly understood by students, (3) make the high-ability students may feel hesitant or worried about their answers.

Based on those facts, this study is carried out to describe the application of auditory, intellectually, and Repetition (AIR) learning model in improving the students learning outcomes on listening procedural text. At last, the finding of the research is intended to be a recommendation to others to improve student learning outcomes through more innovative and exhilarated.

B. Method

This research was conducted in SMA PAB 4 Sampali, Pecut Sei Tuan, Deli Serdang regency. The subject of this research was the students' of XI-IPA1 class which consists of 41 students. This class was chosen by using purposive sampling technique based on the lower learning outcomes in learning listening procedural text. Classroom Action Research design based on Kemmis and Taggart (1995) was applied in this research. Classroom Action research was done to make improvement in the class.

For this research, the classroom action research was conducted in two cycles. Each cycle consist of four steps; (1) planning, (2) action, (3) observation, and (4) reflection. Each step is described as follow:

1. Planning. Planning is the arrangement of steps that are going to do which considered in advance. It is purposed for the teacher as a handbook which is used in classroom to show the action. Planning must be flexible because it depends on circumstance and curriculum.
2. Action. Action is the implementation of planning. It is a process of doing what have been planned. Flexibility and welcoming to the changing situation in school were needed in this step. Thus, a dynamic action, the ability to take an immediately decision for what should be done, and fulfill a simple evaluation were done in this steps.
3. Observation. The purposed of observation is investigate all the information of action, such as the students' attitudes even the obstacles that happen. Thus it is collected as the data which are used as a basic of reflection. So, the observation should be done carefully.
4. Reflection. Reflection, here is a feedback process from the action which has been done before. Reflection is used to help the teacher to make a decision. Reflection has an evaluative aspect to evaluate the effect of

spacious issue and suggest the way to handle it. In reflection, the teacher can decide whether it is needed or not to do the next cycle based on the result of the study.

The instruments of this research consist of a multiple choice test with 20 items, observation sheet, and questionnaire. The multiple choice test contains each sub competence in listing procedural text proportionally. The quantitative data was obtained from the students answer in each test in each cycle in order to know and compare the students' listening improvements before and after applying AIR learning model, and describe the effectiveness this learning model for listening procedural text. Here are the steps in analyzing the quantitative data:

1. The scoring system used communicative scoring from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Note: S = score
R = true answer
N = number of item (Sugiyono, 2013)

2. To find out the mean score of the students' score,

$$M_X = \frac{\Sigma X}{N}$$

Note : M_X = the mean of the students
ΣX = the total score
N = the number of the students (Sudijono, 2012)

3. To categorize the total number of the students who had mastered listening procedural text with the standard minimum completeness criteria (KKM) ≥75 , this formula was used.

$$P = \frac{f}{N} \times 100\ \%$$

Note: P = the percentage of the students whose getting score ≥75
F = the number of the students whose getting score ≥75
N = the total number of students which taking the test

Next, the qualitative data was gain from the observation sheet and the conclusion of the informants answer on questionnaires to describe the

condition of the teaching learning process activity in listening procedural text by using AIR learning method.

C. Research Finding

The results of two cycle indicated that there was an improvement on students learning outcomes listening in procedure text with applying auditory, intellectually, and repetition (AIR) learning model. It was supported by the fact that the score in every cycle was increased. The students' lowest score was getting higher from the pre test 20, become 40 in cyle I, and 70 in cycle II. The highest score also increase from 80 in the pre test to 90 in cycle I and 100 in cycle II. These also affect the students' mean score and total score. The students mean score was increasing from 48.04 in the pre test to 72.68 in cycle I, and 86.34 in cycle II. The students total score was improve from 1970in pre test, to 2980 in cycle I and 3590 in cycle II. Then the percentage of the students who passed the KKM shows a significant increase. On pre test, there are only 2.43% students who passed KKM. After applying Auditory, Intellectually, and Repetition learning model in cycle I, it increased into 43.97%. The significant improvement was reach on cycle II, where 87.80% of students passed the KKM. The improvement percentage from pre test to cycle II was 85.37%.

The qualitative data which were taken from the observation sheet and questionnaire sheet also showed that students' participation in this study from meeting to meeting is improving. They are getting active and motivated in following the activity of teaching and learning listening procedural text. 90.01% of the students were agreed that this learning model is good to used in the teaching learning process especially for listening. The data viewed that the students' motivation, attention, interest, , response, enthusiastic, and participation was good during the teaching learning process.

D. Discussion

This research is conducted in two cycles. Every cycle consisted of four steps namely planning, action, observation, and reflection. Cycle I was conducted in two meeting and cycle II was conducted in two meetings. So, there were four meetings altogether. In order to measure the students' achievement before and after the application of the AIR learning model, and to find out the improvement, a test was administered to the students in the final part of each cycle. The result of the test also functioned as a reflection for the teacher to plan the next scenario of teaching learning activity. The test was given three times; a pre-test, and two post-test in the last of cycle I and II. The pre-test was given to the students before the application of AIR learning model. The test of Post-test cycle I and cycle II were given to the students after teaching for each cycle had been completely finished.

The results of the students' learning outcomes in listening were taken from the students 'score from multiple choices test in cycle I and cycle II tests. It was shown that there was an improvement on the students' learning outcomes in listening procedure text after applying Auditory, Intellectually and Repetition (AIR) learning model. The effectiveness of applying Auditory, Intellectually, and Repetition (AIR) learning model in improving the students' learning outcomes on listening procedural text can be also seen from the mean of the students' score which was increasing in every cycle test from the first competence test to the last competence test. It can be seen in the table 1.

Table 1. The Students' Listening Procedural Text Score

Score	Pre-Test	Post-test Cycle 1	Post-Test Cycle 2
Lowest	20	40	70
Highest	80	90	100
Total ΣX	1970	2980	3540
Mean M_X	48.04	72.68	86.34

The improvement of the students' mean score kept increasing from the Pre-test until the test of cycle I and II. In Pre-test, the total score of students was 1970, and the number of students who took the test was 41,

so the mean of the students was 48.04. In cycle I test, the total score of students was 2980 and the number of students who took the test was 41, so the mean of the students was 72.68. In Cycle II the test, the total score was 3540 and the number of students who took the test was 41, so the mean of students was 86.34.

The data shows that there were some improvement on the students' score after the treatment administrated. The improvement of the students' mean score can be seen on the diagram below:

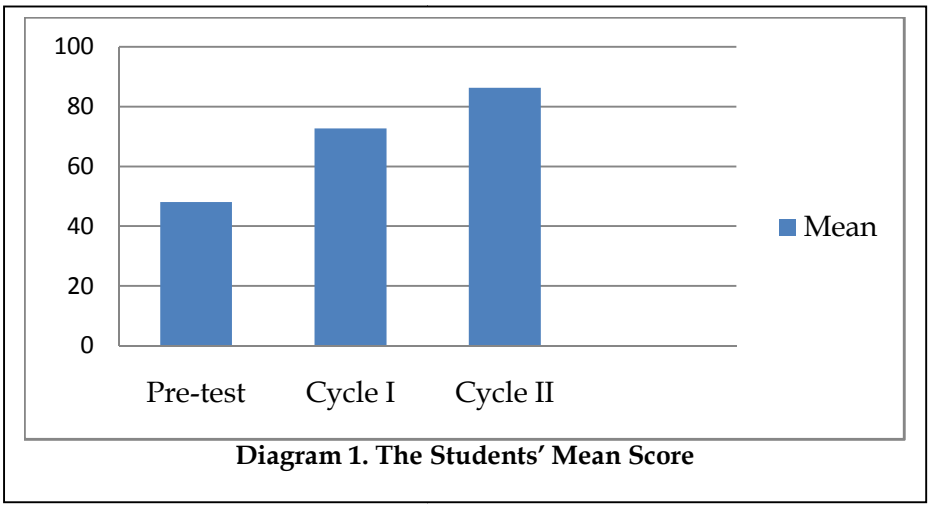

Diagram 1. The Students' Mean Score

The mean of students' score in Pre-test was the lowest (48,04), and the mean of Cycle I and II test was 72,68 and 86,34. The mean of students' score was increased from 48,04 to 86,34. It means the students' achievement on listening procedural text was improved. The increasing of the students' lowest and highest score in every test is also support the improvement. In Pre-test, the lowest score was 20 and the highest was 80. In Cycle I test, the lowest score 40 and the highest one was 90. In the Cycle II test, the lowest score was 70 and the highest one was 100. The comparison of students' listening procedural text score can be seen on the diagram below:

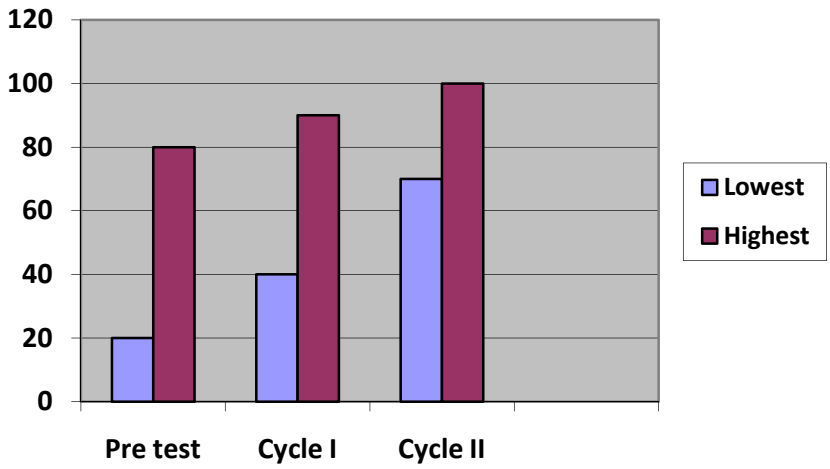

Diagram 2. The Students' Score on Listening Procedural Text Score

The effectiveness of the application of Auditory, Intellectually, and Repetition learning Model in improving the students' learning outcome in listening procedural text was describe from the increasing of the number of the students who passed the standard minimum completeness criteria ≥75 in every test held. In Pre-test, the competent students with the score above the standard minimum (75) was 1 students or 2.43%. Then, in cycle I, the competence students with the score above standard minimum (75) are increase to 18 students, or 43.90%. At last, in Cycle II, the competence students with the score above Standard Minimum (75) are also improving into 36 students or 87.80%. They were said to be competence if they passed every topic for listening procedural text, and got the score above the standard minimum completeness criteria (KKM) 75, thus can be seen in table 2.

Table 2. The Percentage of the Students who Passed KKM

Test	Total	Percentage
Pre-test	**1**	**2.43%**
Cycle I	**18**	**43,90%**
Cycle II	**36**	**87,80%**

The percentage of students who passed the KKM or getting the score ≥75 also showed the improvement of the students' score from the first to the last meeting. It can be seen on the diagram below:

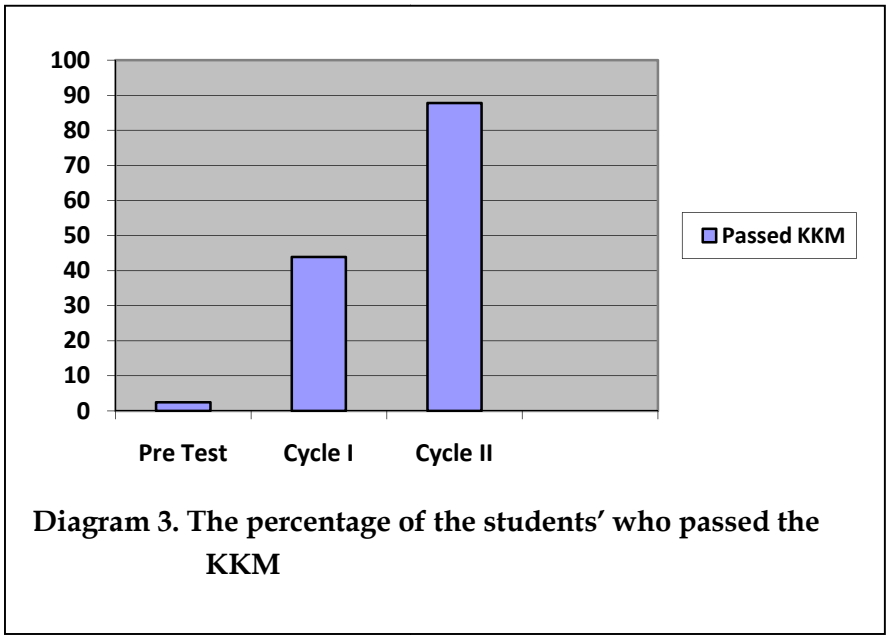

Diagram 3. The percentage of the students' who passed the KKM

Based on the diagram 3 above, it can be drawn that, there was an improvement about 85.37% from Pre-test to Cycle I and II tests.

After analyzing all the data, it can be concluded the students' learning outcomes on listening is improved for each students from Pre-test to Cycle I and II test with applying Auditory, Intellectually, and Repetition (AIR) learning model.

Analysis of Qualitative Data

The qualitative data were taken from the observation sheet and questionnaire sheet.

Observation Sheet

Observation sheet were gained to investigate the situation and the problems found during teaching and learning process. This observation sheet was filed by the collaborator. During the research, students showed a good response to the whole lesson plan. They also paid more attention

to teacher's explanation by giving suggestion at discussion session. It makes the learning process become more interesting and overall, the students were active and their and the score were improved from Cycle to cycle. The students were active in doing the task given by the teacher. They are enthusiastic to answer the teacher questions, able to comprehend the material through listening and interested to discuss their lesson. They also gives respond to the activities in the classroom.From the observation sheet, it can be concluded that with applying of auditory, intellectually, and repetition (AIR) learning model in improving the students' learning outcomes on listening procedural text can help the teacher to create a good atmosphere inside the class.

Questionnaire Sheet

There was questionnaire sheet in the last meeting. The questionnaire sheet used to know student's opinion about English subject, procedure text in listening. Based on the answer of questionnaire, most of the students were thought that listening procedural text is easy and interesting by using AIR learning model. This model made them understand more about the organization of procedural text, the use of tape brings different way to comprehend the text makes them understand the accent of native speakers which motivated them more to learn procedural text. They believes that this learning model was motivated them to study about another material in English subject, and the activities in it can bring the learning atmosphere to life more enjoyable.

After calculating the score in the questionnaire sheet with applying of Auditory, intellectually, and repetition (AIR) learning model in improving the students' learning outcomes , it was found 90,01% students were agree and 9,99% students disagree that tape can improve their learning outcomes in understanding procedure text. They enjoyed listen to the procedure text in listening class. This section is the core and most important part of the contents of the journal that will be loaded for publication. Open the discussion section with a clear statement of the support or non-support for the hypothesis. Similarities and differences

between results and the work of others should clarify and confirm the conclusions.

E. Conclusion

After analyzing the data, it was found the students' score increased from Cycle I that is from first meeting until second meeting and the Cycle II to wit from three meeting until four meeting. In all the meeting, it showed that the students got improvement in listening procedure text with applying auditory, intellectually, and repetition (AIR) learning model. The mean of the students' score in Cycle II 86,34 which was higher than the mean of students' score in Cycle I was 72,68, and the mean of Pre-test was 48,04. Therefore the percentage of the students who passed the KKM also increase from 2.43% in pre test into 43.90% in cycle I and 87.80% in cycle II. These were proved that AIR learning model can improve the students learning outcomes in listening procedural text. This is also supported by the result of the analysis of the observation sheet's result, and questionnaire result which indicated the improvement in teaching learning process from Cycle I to Cycle II, where 90.01% of the students were agreed that this learning model can make them active and enthusiastic in following the teaching learning activity of listening procedural text. Based on the results of the data, the conclusions is that teaching with applying auditory, intellectually, and repetition (AIR) learning model can improve students' learning outcomes in listening.

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