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INVESTIGATING THE INFLUENCE OF THE AIR LEARNING MODEL ON EIGHTH GRADERS' LISTENING COMPREHENSION

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Abstract

Listening is a difficult basic skill to learn a second language because things like bad classroom environment, student with different language abilities, and limited vocabulary can make it harder. This study examines the impact of the Auditory, Intellectual, and Repetition (AIR) learning model on the listening skills of eighth-grade students at a private junior high school in Bandar Lampung, Indonesia. Due to research ethics, we can refer to the school by its initials, SMP AH. This study employed a quasi-experimental design, comprising two classes: one experimental class: 8 Thariq, n=25; and one control class: 8 Usamah, n=25, both recruited using cluster random sampling techniques from the population of eighth-grade students at SMP AH. Data for the research were gathered by multiple-choice pre-test and post-test. The study's finding demonstrated a significant improvement in listening skills within the experimental group, as indicated by a two-sided significance value of 0.018 ($< \alpha = 0.05$*). This result rejects the null hypothesis and confirms the effectiveness of the AIR model. The results of this study demonstrate that the AIR model can enhance listening abilities in EFL contexts, providing valuable insights for teachers and educators. Subsequent research ought to investigate the long-term impact of employing the AIR model and utilize larger samples.*

Keywords: *Auditory, Intellectual, and Repetition (AIR) learning model; listening skill; quasi-experimental design; second language acquisition; EFL teaching.*

INTRODUCTION

Listening is a cornerstone of language acquisition, enabling learners to decode spoken input and respond effectively in real-word contexts. According to (Rost, 2004), to learn English, learners need to be able to talk, listen, read, and write. Listening as a foundational receptive skill that facilitates comprehension of speakers' intentions. Alonso (2012) reinforces this view, arguing that listening is a broader and more essential than speaking in foreign language learning, as evidenced by its growing emphasis in curricula. Beyond classrooms, strong listening skills are vital for everyday instruction, such as conversations and news consumption, underscoring their role in holistic language proficiency.

Despite its importance, listening poses significant challenges for students, [particularly in English as a Foreign Language (EFL) setting. Based on explanation by (Mirza et al., 2021:8), identify multiple sources of listening difficulties, including linguistic factors (e.g., limited vocabulary, rapid speech, and unfamiliar accents), cognitive issues (e.g., memory constraints), environmental distractions (e.g., noise), and affective barriers (e.g., anxiety and low motivation). These obstacles often lead to poor focus, reduced comprehension, and hindered skill development, necessitating targeted instructional strategies. Among the various models available, the AIR (Auditory, Intellectual, and Repetition) learning model is considered a promising option for encouraging

independent, creative, and active student learning. According to (Meier, 2002:47), the auditory mind is more powerful than we realize, our brains constantly store sounds, often without our awareness. Speaking also activates key areas of the brain. Furthermore, (Meier, 2002:49), clarifies that "intellectual" learning is not cold or detached; rather, it refers to how learners internally reflect, form connections, and assign meaning to their experiences. In this model, reflection, problem-solving, and creativity are key processes. Huda (2013:291) adds that repetition helps consolidate knowledge and memory. Since students can forget easily, repeating material through assignments or quizzes reinforces their understanding.

In recent years, researchers have highlighted that listening comprehension in EFL contexts benefits from multimodal and repetitive input that engages both auditory and cognitive channels (Field, 2008). Students' difficulty in maintaining focus during listening activities impacts their comprehension of spoken English. This problem is rooted in several causes: unfamiliar vocabulary, fast-paced speech classroom distractions, and lack of interest. Anxiety and low self-confidence further reduce their ability to stay focused. Additionally, insufficient practice and limited exposure to diverse listening activities hinder skill development. These factors emphasize the need for effective teaching strategies to strengthen students' listening proficiency.

Selecting an effective learning model is crucial to support students in gaining knowledge while also helping teachers achieve the objectives of the independent curriculum. In response to the challenges faced, the researcher implemented the AIR (Auditory, Intellectual, and Repetition) learning model, aiming to improve students' English performance, especially in listening. This model promotes student engagement and shifts the learning dynamic from teacher-centered to student-active. Huda (2016:289) states that the AIR model integrates listening and speaking (Auditory), reasoning and problem-solving (Intellectual), and reinforcing knowledge through repeated practice (Repetition). Findings by Chang and Millett (2015) show that learners' confidence, listening comprehension, and inferencing abilities are enhanced when they mix repeated listening with reflection. The AIR model encourages both comprehension accuracy and strategic awareness by engaging both cognitive and metacognitive processes. Students are encouraged to engage in listening, speaking, presenting, expressing ideas, and solving problems, all of which are reinforced through repetition in the form of assignments, practice, and quizzes.

Furthermore, this model can improve metacognitive awareness by assisting students in tracking and assessing their own listening skills (Goh, 2008). Learners evolve more aware of how well they are doing in school and what they need to work on areas for growth when reflection and feedback are involved. As Anderson (2015) notes, metacognitive instruction in listening promotes self-regulation, leading to greater autonomy and confidence in language use. Consequently, the AIR model does not merely focus on repetitive drills but fosters a comprehensive learning experience that integrates perception, cognition, and reinforcement. In the broader educational context, Applying the AIR approach in EFL classes supports the objectives of the Indonesian independent curriculum, which places a high value on students' independence, creativity, and critical thinking (Kemendikbud, 2020). Through structured auditory exposure, reflective thinking, and consistent reinforcement, students develop not only linguistic competence but also cognitive flexibility and communication skills essential for global communication. Therefore, this model represents a holistic pedagogical approach that bridges theory and practice, supporting sustainable listening proficiency among EFL learners.

Previous studies have shown that structured instructional models such as the Auditory-Intellectually-Repetition (AIR) model, listening team method, and metacognitive scaffolding strategies can effectively improve students' listening and learning outcomes (Pramaisheila, 2020;

Fadhilah, 2020; Baratova and Aminova, 2023; Ahmadi Safa and Motaghi, 2024). These approaches emphasize the importance of auditory engagement, intellectual processing, and repeated exposure in enhancing comprehension. However, most these studies have focused on non-EFL context, such as Indonesian language learning or mathematics, rather than on English as a Foreign Language (EFL) listening instruction (Afriyanti, 2019; Fadhillah, 2020). Furthermore, several studies implementing the AIR model have primarily employed qualitative design (Pramaisheila, 2020). In addition, few studies have compared the AIR model with other structured listening strategies, such as metacognitive scaffolding or cluster approaches, to determine its relative effectiveness in improving comprehension (Ahmadi Safa & Motaghi, 2024; Baratova & Aminova, 2023).

Therefore, a significant research gap exists in examining the quantitative influence of the AIR learning model on EFL learners' listening comprehension, particularly among junior high school students. Addressing this gap would provide empirical validation of the AIR model's pedagogical potential, contribute to evidence-based instructional practices, and support curriculum innovation in EFL listening pedagogy.

Auditory, Intellectual, and Repetition (AIR) Model

Listening is fundamental to language acquisition, enabling learners to understand spoken language and respond effectively in real-world contexts. According to Rost (2004), to learn English, learners need to be able in listening, speaking, reading, and writing. Listening is a fundamental receptive skill that facilitates understanding the speaker's intent. Alonso (2012) supports this view, stating that listening is a broader and more essential skill than speaking in foreign language learning, as evidenced by its increasing importance in the curriculum. Outside the classroom, strong listening skills are crucial for everyday learning, such as understanding conversations and consuming news, underscoring its role in holistic language proficiency.

Despite its importance, listening poses significant challenges for students, especially in the context of English as a Foreign Language (EFL). According to Mirza et al., 2021:8, listening difficulties can be attributed to several factors, including linguistic factors (e.g., limited vocabulary, rapid pronunciation, and unfamiliar accents), cognitive issues (e.g., limited memory), environmental distractions (e.g., noise), and affective barriers (e.g., excessive anxiety and low motivation). These barriers often lead to students' lack of focus, reduced comprehension, and delayed skill development, necessitating targeted teaching strategies. Among the various available models, the AIR (Auditory, Intellectual, and Repetition) learning model is considered a promising option for fostering independent, creative, and active student learning. According to Meier (2002:47), the auditory mind is more powerful than we realize; our brains are constantly storing sounds, often without our awareness. Speaking also activates key areas of the brain. Furthermore, (Meier, 2002:49), explains that "intellectual" learning is not a separate learning; rather, it refers to how students reflect on themselves, form connections, and make meaning of their experiences. In this model, reflection, problem-solving, and creativity are key processes. Huda (2013:291) adds that repetition helps consolidate knowledge and memory. Because students easily forget, repeating material through assignments or quizzes strengthens their understanding.

Students who struggle to maintain focus during listening activities often find their comprehension of spoken English is affected. This problem stems from several factors: unfamiliar vocabulary, distractions in noisy classrooms and fast-paced conversations, and a lack of interest in listening. Anxiety and low self-confidence further diminish their ability to maintain focus. Furthermore, insufficient practice and limited exposure to a variety of listening activities hinder skill

development. These factors emphasize the need for effective teaching strategies to strengthen students' listening skills.

Selecting an effective learning model is crucial to support students in acquiring knowledge while simultaneously helping teachers achieve independent curriculum goals. In response to the challenges faced, researchers implemented the AIR (Auditory, Intellectual, and Repetition) learning model, which aims to improve students' English performance, particularly in listening. This model encourages student engagement and shifts the learning dynamics from teacher-centered to student-centered. Huda (2016:289) states that the AIR model integrates listening and speaking (Auditory), reasoning and problem-solving (Intellectual), and reinforces knowledge through repeated practice (Repetition). Students are encouraged to engage in listening, speaking, presenting, expressing ideas, and solving problems, all of which are reinforced through repetition in the form of assignments, exercises, and quizzes. Previous research has shown that structured learning models such as the Auditory-Intellectual-Repetition (AIR) model, the listening team method, and metacognitive scaffolding strategies can effectively improve students' listening and learning outcomes (Pramaisheila, 2020; Fadhilah, 2020; Baratova and Aminova, 2023; Ahmadi Safa and Motaghi, 2024). These approaches emphasize the importance of auditory engagement, intellectual processing, and repeated exposure in enhancing comprehension. However, most of these studies focus on non-EFL contexts, such as Indonesian or mathematics learning, rather than on English as a Foreign Language (EFL) listening learning (Afriyanti, 2019; Fadhillah, 2020). Furthermore, the few studies that have applied the AIR model primarily use qualitative designs (Pramaisheila, 2020). Furthermore, few studies have compared the AIR model with other structured listening strategies, such as metacognitive scaffolding or the cluster approach, to determine their relative effectiveness in improving comprehension (Ahmadi Safa & Motaghi, 2024; Baratova & Aminova, 2023). Therefore, there is a significant research gap in examining the quantitative effects of the AIR learning model on EFL learners' listening comprehension, particularly among junior high school students.

Auditory, Intellectual, and Repetitive (AIR) Model

The AIR (Auditory, Intellectual, and Repetition) model is a learning model that emphasizes a combination of listening, conceptual understanding, and repetition. To understand the theoretical roots of AIR, it is important to understand the influential models that preceded it, particularly*somatic, auditory, visualization, intellectual (*SAVI), introduced by Meier and developed in the context of active learning by experts such as Huda. Meier (2000) has made significant contributions to the development of active learning through a multisensory approach. In his book, The Accelerated Learning Handbook (2000), Meier emphasized that learning is more effective when students are actively and fully engaged. He combined principles from various learning theories such as constructivism, neuroscience, and multiple intelligences, and formulated a learning model called SAVI. According to Meier (2000), learning does not automatically improve simply by getting people to stand and move. However, combining physical movement with intellectual activity and the use of all the senses can have a profound impact on learning. Meier calls this SAVI learning. The elements that are easy to remember are:

1. Somatic: Gaining knowledge by doing and moving
2. Auditory: Acquiring knowledge through speech and hearing.
3. Visual: Gaining knowledge through seeing and imagining
4. Intellectual: Gaining knowledge through reflection and problem solving

For the best learning, these four ways of learning must be there. The finest learning happens when all these parts work together since they are all connected.

The AIR (Auditory, Intellectual, and Repetition) learning model is an adaptation and development of the active learning concept that has been introduced and widely disseminated by Huda (2013) in his various works on learning strategies. In his book Models of Teaching and Learning, Huda emphasizes the importance of implementing a student-centered active learning approach, where students are not only passive recipients of information, but are also actively involved cognitively, emotionally, and sensorially in the learning process.

The AIR model emphasizes three main components:

1. Auditory Learning through hearing, such as discussions, speeches, or listening to recordings.
2. Intellectually Learning through deep thinking and understanding of concepts.
3. Repetition Learning involves repetition to strengthen understanding and remember the material better.

This model is not explicitly stated as Huda's individual invention, but he played a significant role in disseminating, implementing, and promoting the use of active learning approaches, which were then further developed by practitioners and researchers into the AIR model. Thus, Huda served as a theoretical and practical bridge between active learning theory and its application in the Indonesian educational context, ultimately inspiring the emergence of more practical and focused models such as AIR.

Listening and Criteria for Selecting Listening Materials

The first and most important skill new language learners need to master is listening. As a receptive skill, language learners learn new words by listening to or attending to what they hear. Receptive skills influence productive skills. If they have good listening skills, they can understand and even excel in productive skills like speaking and writing.

Regarding the importance of listening, (Haloho et al., 2022) stated that listening is one of the most important skills in learning English. To understand the meaning of words, one must be able to listen carefully. He suggested speaking, writing, and reading in addition to listening. He emphasized that some people need to work harder than others to master this skill. Like children, we learn this skill by listening to those who are already fluent in English. Because it allows us to learn to communicate in the target language (English), listening is considered a crucial language learning skill.

As explained in (Field, 2008), the effectiveness of listening instruction or assessment depends heavily on the appropriateness of the audio or video materials used. Listening is not simply a passive skill, but rather an active process involving decoding sounds, recognizing words, and constructing meaning from contextual clues. Therefore, selecting appropriate listening input requires careful consideration of several criteria, especially when targeting elementary-level learners, such as junior high school students.

In the context of the AIR (Auditory, Intellectual, and Repetition) model, the process of selecting listening materials plays a crucial role, especially in the Auditory and Repetition stages. During the Auditory stage, students are exposed to spoken input, so the materials must be appropriate to their linguistic level to effectively process the input. Meanwhile, in the Repetition stage, the same audio can be played more than once, allowing students to reinforce their understanding, notice missed details, and build confidence in recognizing and understanding spoken language. Material that is too complex or too fast will hinder this process and reduce the effectiveness of repetition. Therefore,

carefully selected, authentic, yet easy-to-understand listening texts can greatly support the successful implementation of AIR in listening learning.

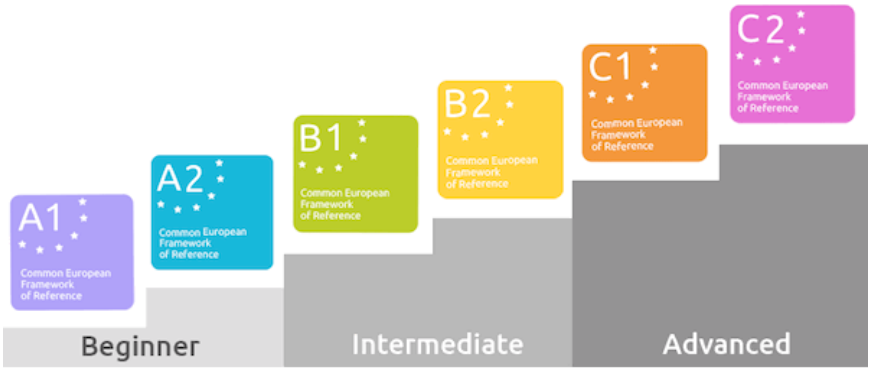
The following are the criteria for selecting listening materials:

1. The content must be age-appropriate and relevant to students' lives.
2. Topics such as school activities, daily routines, hobbies, family, or friendships help students interact more naturally with the text. Field emphasizes that using familiar and meaningful contexts makes listening easier to understand and reduces cognitive load.
3. The level of language used in the recording must be appropriate to the linguistic competence of the students.
4. Vocabulary and grammar should be largely within the range of what students already understand, and new words that are crucial and essential to understanding the message can be taught beforehand. This helps students focus on meaning rather than being overwhelmed by unfamiliar language.

To determine the level of difficulty of the language used, we can use the CEFR (Common European Framework of Reference). According to the Council of Europe in the book '*Common European Framework of Reference for Languages: Learning, Teaching, Assessment* The aim of the Common European Framework is to eliminate the communication barriers that arise among modern language professionals resulting from the diversity of European education systems. The Common European Framework gives educational administrators, course developers, teachers, teacher trainers, examination committees, and others a chance to think about how they do things now so they can work together and make sure they are meeting the real needs of the students they are responsible for.

There seems to be a lot of consensuses in practice about the right number and type of levels for the structure of language acquisition and the public's acceptance of its success, but not everyone agrees. For these purposes, it seems that six major levels make up a good outline structure for the learning space that important for European language learners.

However, these six levels are higher and lower versions of the standard basic, intermediate, and advanced levels. Furthermore, several of the names used for the levels in the Council of Europe's standards, including Waystage and Vantage have been hard to interpret. Therefore, the proposed strategy uses the "hypertext" branching principle, which starts with three primary levels, A, B, and C:



Source image: https://amyklipp.wordpress.com/wp-content/uploads/2019/07/cefr.gif

Figure 1. Levels of CEFR

Listening

A1	When people talk clearly and slowly, the student can identify well-known words and simple phrases likes; myself, my family, and my immediate concrete surroundings.
A2	Students are able to comprehend expressions and the most common terminology associated with topics of immediate personal importance (e.g., simple personal and family information, shopping, local region, employment). Students can understand announcements and messages that are brief, straightforward, and easy to understand.
B1	Students are able to comprehend the major ideas of standard, clear discourse on topics they are familiar with from job, school, leisure, etc. When presented clearly and slowly, students may comprehend the core idea of many TV or radio shows about current events or subjects of personal or professional interest.
B2	As long as the subject is somewhat familiar, students can follow even the most complicated lines of argument and comprehend lengthy speeches and lectures. The majority of TV news and current affairs programs are understandable to students. Most movies in standard speech are understandable to students.
C1	Even when extended speech lacks a clear structure and linkages are simply suggested rather than explicitly stated, students can nevertheless understand it. Students don't need much work to comprehend movies and television shows.
C2	Even when spoken at fast-native speed, students have no trouble understanding any spoken language, whether it is televised or live. As long as the student has time to become accustomed to the accent.

Table 1. Common Reference Levels: self-assessment grid

METHODOLOGY

Research Design

This study used a quasi-experimental research design. As stated by Sugiyono (2013), quasi-experimental research seeks to determine the effect of a particular treatment on outcomes by comparing an experimental group and a control group under controlled conditions. In this study, there were two intact classes: an experimental class that used the Auditory, Intellectual, Repetition (AIR) learning model and other was a control class, that used a more traditional learning model. The researcher taught both groups to minimize any bias from the teacher that could affect the results. Both the experimental and control classes took a pretest to see students' listening comprehension levels before receiving the treatment. The experimental group was taught utilizing the AIR learning model, while the control class continued with old-fashioned way. Then, both the experimental and control classes took posttest to measure whether their listening skills had improved and to determine whether or not the AIR learning model had any effect.

Population and Sample

The study population comprised of all eighth-grade students of SMP AH. The sample was obtained by a cluster random sampling technique. Two classes were selected as samples: 8th-grade Thariq (n=38) as the experimental group, and 8th-grade Usamah (n=38) as the control group, resulting in a total of 76 students in both classes.

Research Instruments

In this study, researchers used tests to collect research data. The tests included a pre-test and a post-test. The types of questions used in these tests were multiple-choice only. These questions were designed to assess various aspects of students' listening skills, including their ability to identify main ideas, understand important details, recognize specific information, and interpret the contextual meaning of audio materials. By using a multiple-choice format, this assessment provided an objective and structured evaluation of students' listening skills, ensuring consistency and reliability in measuring their progress.

Data analysis

The result were statistically analysed using statistical procedures to discern changes in listening comprehension between the two classes after receiving listening instruction with different learning models. Descriptive statistics (mean and standard deviation) were calculated to summarize student scores, and an independent sample t-test was used to see if a statistically significant difference existed between the posttest scores of the experimental and control groups. Statistical analysis was conducted utilizing the Statistical Package for the Social Sciences (SPSS) version 20.0.

FINDINGS

This research investigated the influence of the auditory, intellectual, and repetition (AIR) learning model on the listening skills of eighth grade students of junior high school. The study employed a quasi experimental, pre test and post test design by utilizing the eight grade of Thariq Class as the experimental group and eight grade of Usamah Class as the control group. The total number of students was 72 with 36 students in each class. The initial data gathered by using the pre test. The analysis of the pre test scores indicated that the two groups had similar initial level of listening skill. The comparison of pre test and post test score in experimental and control class can be seen in the chart below.

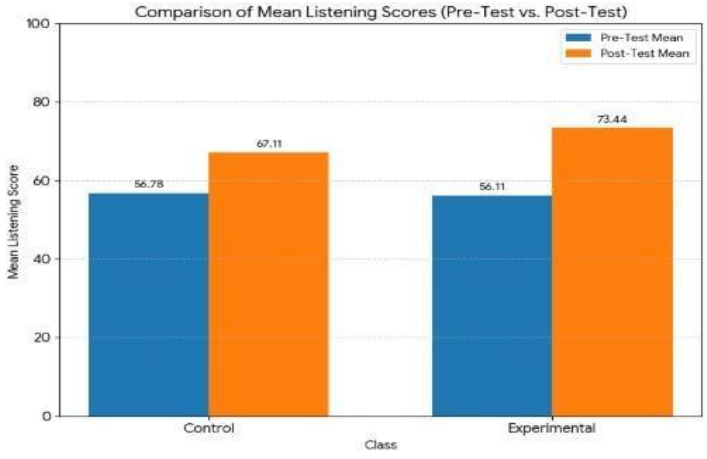


Figure 2. Comparison of Mean Listening Score

The comparison of the experimental and control classes' mean listening scores for the pre-test and post-test is shown in a clustered bar chart. According to the pre-test results, the experimental

class's mean score was 56.11, its median was 58.00, and its range was 32–72. The control class's score ranges from 36 to 72, with a mean of 56.78 and a median of 56.00. The marginal difference of only 0.67 points between the means of pre-test for both classes. These comparable mean score suggest that, before the intervention, both the experimental and control groups started with essentially the same initial listening skill, confirming their suitability for the comparison in the study.

Following the treatment, where the experimental group utilized the AIR learning model and the control group followed teaching model which is usually used by the teacher, a post test was administered to both groups. The experimental class showed a notable improvement, achieving a mean post test score of 73.44, with a range of 48-96. In contrast, the control class also improved but with a lower mean scores of 67.11and a range of 48-88. The improvement rate for the experimental group was an increase of 17.33 points, from 56.11 to 73.44, while the control class saw an increase of 10.33 points from 56.78 to 67.11. Based on the results of data the pre-test and post-test that were conducted in the experimental class, the average difference in post-test scores between the experimental group (73.44) and the control group (67.11) was 6.3 points. The higher mean score in the experimental group suggests that the AIR learning model may have been more effective in boosting students' listening skills compared to the conventional method.

The researchers performed an independent sample t-test to determine the significance of the difference observed in the post test means, after the data was considered normal and homogenous. The Statistical Package for Social Science (SPSS) version 20 was used to test the hypothetical. The hypothesis structure was as follow:

H_a : The Auditory, Intellectual, & Repetition (AIR) learning model has been influential in improving students' listening skills in 8th grade at Al-Huda Junior High School.

H_0 : The Auditory, Intellectual, & Repetition (AIR) learning model has not been influential in improving students' listening skills in 8th grade at Al-Huda Junior High School.

The following criteria determine whether a hypothesis is accepted or rejected for a hypothetical test:

Ha was accepted if sig. $< \alpha = 0.05$

H_0 was accepted if sig. $> \alpha = 0.05$

The test showed a sig.(2 tailed) value of 0.018, which is less than the significance level (α) of 0.05. Based on the predetermined criteria (Ha accepted if sig.<0.05),the alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. Referring to the criteria outlined by (Cohen, 1988), a value of 0.2 is categorized as a (small effect), 0.5 as a (medium effect), and 0.8 or higher as a (large effect). Thus, the effect size obtained from the calculated data falls into the (medium to large) effect category. This finding leads to conclusion that the use of Auditory Intellectual and Repetition (AIR) learning model has significant influence towards the students' listening comprehension of the eighth grade students a private junior high school in Bandar Lampung.

This research demonstrated how AIR learning model addressed key obstacles in listening comprehension identified during the preliminary research. Initially, students struggled with unfamiliar vocabulary and fast paced speed. The AIR model encountered this by using carefully selected appropriate materials that align with CEFR proficiency guidelines. The Auditory component, through audio recording, teacher explanation, and dialogues provided repeated exposure to spoken English. This is in line with Krashen's theory (1982) where comprehensible input is essential for acquiring language. Meanwhile Repetition activities like repeated listening and dialogue practice reinforced new vocabularies and familiarized students with pronunciation that help them to

decode meaning. The opportunity to listen repeatedly also helps students strengthen their listening comprehension gradually.

A significant barrier to students' performance was low interest, classroom distraction, and listening anxiety. The Intellectual stage in AIR model involved engaging activities like group discussions and role-play which can stimulate students' critical thinking and analysis so that it can improve their attentiveness. There was an improved performance in the experimental class as a result of this active participation, which changed the learning process from mechanical duty to an active engagement. Moreover, by conducting repeated listening opportunities for the students and encouraging collaborative practice, the AIR model builds supportive learning environment that can improve classroom engagement. When students were given several chances to process the auditory input then allowed discussing, verifying, and correct their comprehension with their peers, the pressure when doing listening activities was significantly reduced. These results align with the theoretical foundations of AIR, which emphasize that meaningful repetition, critical engagement, and active listening practice contribute to better retention and understanding of language input. As mentioned in the previous research by (Fadhillah, 2020), stated that discussions trained listening skills both individually and in groups, with different levels of difficulty tailored to each learner's ability.

Although there is significant influence in the use of AIR model towards students' listening comprehension at the junior high school, the implementation of AIR model faced a few shortcomings. A major challenge was the limited school learning time, as the three components model requires a longer duration for optimal material delivery. Additionally, the need for adequate facilities like projectors and sound system was noted. Lastly, during collaborative intellectual stage, high ability students sometimes felt doubtful about their answers due to different opinions in group discussion. This observation aligns with the previous research conducted by Shoimin (2014) which showed that students who have high abilities feel doubtful about their answers. Despite the challenges, the overall findings confirm that the AIR model provides an influence or improvement in the experimental class because it is supported by the components of the learning model that have been applied. It has a positive effect on the listening skills of junior high school students and is beneficial choice for teaching listening comprehension.

CONCLUSIONS AND SUGGESTIONS

The purpose of this study is to determine how much the Auditory, Intellectual, and Repetition (AIR) Model influences eighth grade students' listening comprehension at a private junior high school in Bandar Lampung. Based on the data analysis and hypothetical testing by using t-test, the study found that the AIR model has significant influence on listening comprehension based on data analysis and hypothetical testing using the t-test. According the pre-test results, the experimental and control classes began with similar levels of listening comprehension. Following treatment, the post test result revealed that the experimental class had a higher means score of 73.44, than the control class mean score of 67.11. A significant result of 0.018 was obtained from the independent sample t-test, which below the predetermined alpha threshold of 0.05 (sig. $< \alpha$). This indicates that H0 is rejected and Ha is accepted.

Therefore, it is concluded that AIR learning model has significant influence on students' listening comprehension of the eighth grader at a private junior high school in Banda Lampung. The model was effective in addressing common students' challenges, such as recognizing unfamiliar vocabularies, processing fast speech, and overcoming low engagement.

However, this research possessed limitation primarily on its scope that was restricted to listening comprehension. Moreover, it didn't fully explore the qualitative experiences of the students, such as the students' anxiety. Therefore, future research should expand the scope of this study on other language skills and also explore for challenges that arise during discussion activities when using the AIR model, especially the issue of students becoming doubtful due to differences of opinion. Researchers can investigate strategies such as structured group roles, consensus-building techniques, or teacher-guided feedback to ensure discussions remain effective.

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