

**THE EFFECTIVENESS OF APPLYING AUDITORY,
INTELLECTUALLY, AND REPETITION (AIR) LEARNING MODEL IN
IMPROVING THE STUDENTS' LEARNING OUTCOMES ON
LISTENING PROCEDURAL TEXT**

SKRIPSI

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By

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ABSTRACT

Rati Sagita : “ The Effectiveness of Applying Auditory, Intellectually, and Repetition (AIR) Learning Model in Improving the Students’ Learning Outcomes on Procedural Text “, Skripsi : English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, 2018

This study deals with the effectiveness of applying auditory, intellectually, and repetition (AIR) learning model in improving the students’ learning outcomes in listening procedural text. The objective of this research was to investigate the effectiveness of applying auditory, intellectually, and Repetition (AIR) learning model in improving the students learning outcomes on listening procedural text. This research was conducted in SMA PAB 4 SAMPALI, in the even semester 2017/2018 academic year. This is Classroom Action Research (CAR) which used Kemmis, S. and Mc Tenggart. This research was done in two cycle. By using purposive sampling technique, class XI-IPA1 consisting of 41 students was chosen as the subject of research. The researcher used three instruments to do the research that is observation, questionnaire and test. Observation sheet is the tool to observe and control classroom activity. The questionnaire consists of list from the statements that arranged by the researcher. The purpose of the statements was giving the students feedback from the list as the comments from all of the things in teaching and learning activity. Multiple choice tests consisting of 20 items were administrated to the students. The purpose of the test is to know the result of teaching and learning process. The result of observation checklist proved that the students were very active in the class. They were active in teaching and learning process, doing the listening, and asking about difficult material. The result of questionnaire proved that the most of the students’ were motivated and interested in using AIR in teaching listening because to improve the students’ learning outcomes on listening procedural text. 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. 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.

Key Word: Auditory, Intellectually, and Repetition (AIR) Learning Model, Listening, Procedural Text.

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

In English curriculum in Indonesia, listening was taught from elementary school up to university level. Most of the schools in Indonesia used Education Unit Level Curriculum (Kurikulum Satuan Tingkat Pendidikan: KTSP) as their educational orientation. In senior high school, listening is assumed as important thing in many language contexts. It is important in the language classroom because it can provide contribution for learners. If the learners cannot understand the process of listening at the right level, the simple learning cannot begin well. In listening, learners were hoped to interact to achieve understanding with accessing the second language speakers. Teacher can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language to build their ability in listening.

Listening as one the language skills besides writing, speaking, reading must be taught optimally by the teacher to the students. Listening as the one of the language skill seems to be a very difficult skill to be mastered. However students have learned English for years. The students still find it difficult to master this skill. The students appeared to have many problems when listening in English. Therefore, when someone was on the early age who cannot speak yet, he or she needs to listen first before he or she can speak. If someone never listens, he or she will never learn anything new. Listening involves complex affective, cognitive,

and behavioral processes. Affective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavior processes include responding with verbal and nonverbal feedback.

On KTSP for Senior High School (Sekolah Menengah Atas: SMA) for the eleventh grade the standard competence in listening 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. But in reality, most of the students get the problem in listening skill. Based on the researcher's experience in real teaching practice (PPL) of 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, especially in listening on 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. Some students of SMA PAB 4 Sampali have lack vocabularies in English. Sometimes they are not familiar with the spelling of words that they hear, so it is difficult for them to listen well.

Based on the reality of students' learning outcomes on listening procedural text show that the students' ability at senior high school in will be still low. It can

be seen through the academic of English score in their report book the most of all their score are less than 75, in which 75 is the Standardized of Minimum Score (KKM) and teaching learning process in listening not effective.

One effort to improve the quality of education is through improving the quality of learning. Evaluation of learning outcomes as a 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 (Dimiyati and Mudjiono, 2002). Sanjaya (2010) states that 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.

Based on the problem above, this study will apply Auditory, Intellectually, and Repetition (AIR) learning models because Auditory, Intellectually, and Repetition (AIR) learning models is defined in this study as learning model that concern in three aspect, that is auditory (learn through listen), intellectually (learn

through think), and repetition in order to be effective. Auditory, Intellectually, and Repetition (AIR) as training to hearing and the mettle train students to give express their opinions (Auditory). Training students to solve problems creatively (Intellectual). Training students to recall the material that has been studied (Repetition), and student become more active and creative.

The purpose of this study was to determine the effectiveness of the application of Auditory, Intellectually, and Repetition (AIR) learning models in improving student's learning outcomes on listening procedural text. This research is important because by knowing the effectiveness of the implementation of this approach will be able to make a recommendation to educators to improve student learning outcomes through more innovative and quality of learning.

Based on the problem above, the researcher carry out with the title **“The Effectiveness of Applying Auditory, Intellectually and Repetition (AIR) Learning Model in Improving the Students' Learning Outcomes on listening Procedural Text”**

B. The Identification of the Study

In line with the problem described previously, the problems were identified as follows:

- a. The students have difficulties in listening procedural text
- b. The students are difficult to pay much attention and concentrating in listening.
- c. The teaching learning process in listening are not effective

C. The Scope and Limitation

Based on the background of study, the scope of this study is listening. It will be limited in applying auditory, intellectually, and repetition (AIR) learning model in improving the students' learning outcomes on listening procedural text.

D. The Formulation of the Study

Based on the background above, the problem of this research was formulated as the following.

- a. How is the effectiveness of applying auditory, intellectually, and Repetition (AIR) learning model in improving the students learning outcomes on listening procedural text?

E. The Objective of the Study

The objective of this research was to investigate the effectiveness of applying auditory, intellectually, and Repetition (AIR) learning model in improving the students learning outcomes on listening procedural text.

F. The Significations of the Study

The finding of the study is expected to give many advantages theoretically and practically.

Theoretically

Theoretically, the result of this study could be used an information and reference material, acquiring knowledge and understanding about the study of

listening. The study could be used as a reference in learning activities and the study could be useful for field education.

Practically

- a. For the teacher especially English teacher, it can be used as one of the alternative learning model in improving the quality of teaching English listening particularly teaching listening through Auditory, Intellectually, and Repetition (AIR).
- b. For the students, it helps them developing their listening skills and improving their listening through Auditory, Intellectually, and Repetition (AIR).
- c. For the reader, it will be basic information how to improve students' listening through Auditory, Intellectually, and Repetition (AIR) and can be reference in next research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some term which are used in this research in order to avoid misinterpretation and confusion in comprehending the ideas especially for readers. Therefore, following terms are intended to specify the extent of research.

1. Listening

1.1 Description of Listening

Listening is an important part in communication process. Effective listening is the foundation for successful communication in school, at home, and in everyday situation. Hamaguchi (2010) says that listening is an active process of hearing and comprehending what is said so that is listening process, the listener skill gets a place of information of that communication and it is one of the purpose in listening will be effect how we listen and what we select from sounds, because the listeners must select information of the spoken language what is relevant to this purpose and reject what is relevant.

As people listen, they process not only what they hear but also connect it other information their own ideas and experiences, in a very real sense they are creating the meaning in their own minds. Listening and reading comprehension are both highly complex processes that draw on the knowledge of the linguistic

code (language form), cognitive processing skill (the skill to process in the mind), schema-based understanding (background knowledge) and contextual choose both within and outside the text. Among those sources are knowledge of language, of what has already been said, of context, and general background knowledge.

Alan (2005) says “the complementary skill of listening is very important in our communication, if we can not listen well, of course we will not understand what other says. It means that listening is one of looking for information activity. Listening is meaning based. When we listen, we are normally doing so for a purpose. The listeners may be even say that they do not listen to words, but the meaning behind the words.

Listen is often compared to reading, the other receptive while the two do share some similarities, two major differences should be noted. Firstly, listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. There is no time to go back and review, look up unknown words, etc. Secondly, although listening is receptive, it very often happens in the midst of a conversation, something which requires productive, spoken response.

According to (Nunan, 2002) listening is an active, purposeful process of making sense what we hear. Language skills are often and categorize as receptive and productive, speaking and writing are productive skill, that requires a person to receive and understand incoming information (input). Listening is receptive, we can listen to and understand things at higher level then we can procedure. For this reason, people sometimes think of it as a passive skill. Nothing could be further from the truth listening is very active.

Based on the definition above it can be identified that listening is one of looking for information activity. Listening is meaning based. When we listen, we are normally doing so for a purpose. The listeners may be even say that they do not listen to words, but the meaning behind the words.

1.2 Elements of Listening

There are four elements of good listening; (1) Attention is the focused perception of both visual and verbal situation, (2) Hearing is the physiological act of opening the gates to your ears, (3) Understanding is assigning meaning to the messages received, (4) Remembering is the storing of meaningful information.

1.3 Purposes of Listening

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content, according to Ur, Penny (1984: 3) says that ideas are based on our knowledge about the heard information. These expectations are usually connected with the purpose of listening e.g. if we want to know what the time is we have to ask somebody. According to Ur the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening.

In almost all real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can use either verbal or nonverbal ways of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts and it is listening tasks should consist of short parts demanding immediate answer.

1.4 Listening Process

Listening is assuming greater importance in many foreign language contexts, which have until relatively focus their effort on the development of writing skills. This growing importance is reflected in the proliferations of commercial listening course.

Rost (2002) defines listening as a process of receiving what the speakers actually says (receptive orientations), constructions and repainting (constructive orientations), negotiating meaning with the speaker and responding (collaborative orientations), and creating though involvement, imagination and empathy (transformative orientations).

Listening is a complex skill, in the case listening run in real activity through some process where the listener must be active and creative in order to improve their listening ability.

According to Brown (2002) there are two process of listening. They are buttom-up processing and top-down processing.

a. Bottom-up processing

Bottom-up processing is trying to make sense of what we hear by focusing on different parts; the grammar, vocabulary, and sounds. However it is difficult to get overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you do not understand since you are learning a new language or foreign language then you can not focus on what you are listening to.

b. Top-down processing

Top-down processing starts with background of knowledge called schema. Schema is classified into two. First, content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the knowledge of language and content used in the particular situation: the language you need at the office is different than what you need when socializing with friends.

1.5 Listening Situation

There are two kinds of listening situation in which we find ourselves:

a. Interactive listening situation

Interactive listening situation include face to face conversation and telephone calls, in which we are alternately listening and speaking and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

b. Non Interactive listening situation

Non interactive listening situation are listening to the radio, video, computer, tv, films, lecturer, or sermons. In such situation we usually don't have the opportunity to ask for clarification, slower speech or repetition.

Listening can be a lesson for students, because they will be able to understand. So, it takes focus in hearing the word or phrase that is pronounced by the speaker. And need to interest a listener in the listener. Students' ability in listening is one of the ways to know their development in mastering vocabulary, pronunciation, grammar new interaction pattern and its meaning from the speaker.

1.6 Types of Listening

According to Brown (2004), there are four types of listening, namely a) intensive listening, b) responsive listening, c) selective listening, and d) extensive listening.

a) Intensive Listening

Intensive listening refers to listening precise sounds, words, phrases, grammatical units and pragmatics units. Although listening intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session. The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening, vocabulary, grammar and the ability to make

infancies from context. However, the administration and scoring of dictation can be time consuming and maybe best for self study outside of classroom time.

b) Responsive Listening

Responsive listening is to relatively short stretch or language (a greeting , question, command, comprehension check, etc).In order to make an equally short response.

c) Selective Listening

Selective listening is prerequisite for more complex and more extend listening. For extend texts, a popular and useful form of selective listening is note taking. Note taking is widely viewed as an important macro skill in the lecture listening comprehension process, a skill that often interacts with reading (when integrated with reading material accompanying the lecture), writing (the actual writing of the notes or writing based on the notes), and speaking (oral reconstruction of the notes or discussion based on the notes).

Task of selective listening encourage learners to approach genuine speak texts by adapting a method of focusing of specific information rather than trying to understand and recall everything. Reconstruction of speak material base on selective listening task can help students link selective listening to global listening.

d) Extensive Listening

Extensive listening is to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures

to pose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

1.7 Listening Problems

The first step the learning problems that students in constructing a successful listening is to identify the learning problems that the students are experiencing as a result of listening to related issues. Richard (2008) there are some problems in listening:

a. Trouble with the sounds.

Most students rely mostly on context for comprehension; they are often themselves unaware sound perception.

b. Have understand every word

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information or something; they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one to limited items of information.

c. Cannot understand fast, naturally native speaker.

The students can only understand if the teacher tasks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d. Need to hear thing more than once.

In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification are repetition during the listening.

e. Find the difficult to keep up

The students’ feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pickup out what is essential and allow them to ignore the rest.

f. Get tired

Sometimes, students’ feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate. The solution of this problem is similar with the third problem.

Based on the listening problems above it can be identified that problem of listening is students need more than once to hear the text in order to understand.

2. Text

Oxford Advanced Learner’s Dictionary (1987) stated that “Text is the main written or printed part of a book or page, contrasted with notes. And Longman Dictionary of Applied Linguistics stated that “Text is a piece of spoken

or written language. A text may be considered from the point of view of its structure and/or its functions”

Besides that according to Pardiyono (2007) “Text is defined as a term of meaning realization shaped an information, message, or ideas in a series of sentences arranged rhetorically in an exact genre grammatically”. In other hand, a written text basically is a meaning delivery in a series of sentences, not only about kinds of sentences: simple, compound, complex, compound complex, so the information the message or idea can be poured exactly and effectively.

2.1 Type of the Text

Texts consist of spoken or written words that have the purpose of conveying a message. And genre much deals with kind of text. It has communicative purpose (social function), generic structure (text organization), and linguistic features. Pardiyono (2007:19) states that text has many types, they are:

- a. Description text is a type of written text, which has specific function to give description about an object (human or non human). For example: describe about place of interest.
- b. Recount text is a type of written text which gives information to the reader the past activities or event.
- c. Narrative text is a type of written text which entertains or gives good lesson to the reader about activities and includes conflict, climax, and resolution. For example: novel.

- d. Procedure text is a type of written text which describes the step to accomplish for things of job done. For example: how to make banana milkshake.
- e. Explanation text is a type of written text which explains a process of information, or describes how an object works or phenomenon.
- f. Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has a specific information.
- g. Discussion text is a type of written text which offers viewpoints related to some socioeconomic problems.
- h. Exposition text is a type of written text which exposes the argument or opinion to the reader.
- i. New items text is a type of written text which informs newsworthy events of the day and other natural phenomenon to the reader. It usually is written by journalist in newspaper.
- j. Report text is a type of written text which provides information about natural or non natural phenomenon.
- k. Anecdote text is a type of written text which shares with others about ridiculous event or amusing event.
- l. Review text is a type of written text which evaluates the quality of books and other work art.

2.2 Procedure Text

According to Pardiyono (2007: 93-98) procedure text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to do something or how to make something. According to Anderson and Katty (2003: 50) procedure is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. Some examples of procedure text are recipe instruction manual, directions, rule of game, etc.

Procedure text is a text that gives instructions to do something based on Larson (1984: 366). Another condition of procedure text is to explain how something works through a sequence of actions or steps and also deals with human behavior.

a. Generic structure of Procedure Text are:

- 1) Goal : title of the text.
- 2) Materials : optional, not for all procedure text.
- 3) Steps : a series steps oriented to achieving the goal.

b. Language Features of Procedure Text

Common grammatical patterns of a procedure text include:

- 1) The use of commands (the imperative form of the verb), for example: 'put', 'don't mix'.
- 2) The use of action verbs, for example: 'turn', 'pick up'.
- 3) The use of connectivity's to sequence the actions in time, for example: 'then', 'while'.

4) The use of adverbials to express details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

3. Auditory, Intellectually, and Repetition (AIR) Model

Suherman in Yulianti (2012) revealed AIR learning model is a learning model that assumes that a study would be effective if attention to three things: Auditory, Intellectually, and Repetition. Auditory means used in the ear senses learns by listening, speaking, presentations, argumentation, express opinions, and responding. Intellectually means thinking skills need to be trained through the exercise of reason, create, solve problems, construct and implement. Repetition means repetition is necessary in learning to be a deeper understanding and broader students need to be trained by working the matter, assignments, and quizzes.

Linksman in Alhamidi (2006) defines auditory in the context of learning as learning by listening, talking to himself, and also discuss their ideas and thoughts on others. Meier (2002) 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 or repetition is one of the basic principles of learning. Repetition or repetition is one of the basic principles of learning. Dimiyati and Mujiono (2002) suggests that there are three theories that emphasize the importance of repetition, namely the Southwestern Psychological theory, the theory of Psychology Association and the theory of Psychology

Conditioning. Southwestern Psychological theory stating learn is to train the forces which exist in humans which consists of power gaze, respond to, remembering, imagining, sensing, thinking and so on. Through repetition, the forces will evolve. Theory Psychology Association to learn the laws of Thorndike called "law of exercise" revealed that the study is the establishment of relations between stimulus and response, as well as the repetition of the experiences that increase the chances of the emergence of a new response. Psychological theory Conditioning is a further development of Theory Psychology Association also emphasized the importance of repetition in learning. In connectionism, learning is the formation of stimulus and response relationship then in Psychology Conditioning, responses may arise not because only by the stimulus, but also by the conditioned stimulus. Repetition is the repetition of a meaningful deep, steadying the way students are trained through the provision of duty or quiz. With the proper training and repetition will help the process of remembering. Repetitions do not mean to do with the form of questions or the same information, but in the form of information that is varied so it is not boring. By giving the matter and assignments, students will be given the information it receives and used to solve the problems.

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

According Aris Shoimin (2016) there are some procedures of Auditory, Intellectually, and Repetition (AIR) learning model, such as:

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

2. Students' listen and pay attention to the explanation of the teacher.
3. Each group discusses the material they learned and wrote down the results of the discussion and then presented to the front of the class (auditory).
4. During the discussion, students get problems or problems related to the material.
5. Each group thinks about how to apply the results of the discussion and improve their ability to solve the problem (intellectual).
6. After completion of discussion, students get repetition of the material by obtaining the task or quiz for each individual (repetition).

3.2 The Advantages of Auditory, Intellectually, and Repetition (AIR) Model

According Aris Shoimin (2016) there are some advantages of Auditory, Intellectually, and Repetition (AIR) learning model, such as:

1. Students participate more actively in learning and often express their ideas.
2. Students have more opportunities to utilize knowledge and skills comprehensively.
3. low ability students can respond to problems in their own way.
4. Students are intrinsically motivated to provide evidence or explanation
5. Students have much experience to find something to answer the problem.

3.3 The Disadvantages of Auditory, Intellectually, and Repetition (AIR)

Model

According Aris Shoimin (2016) there are some disadvantages of Auditory, Intellectually, and Repetition (AIR) learning model, such as:

1. Creating and preparing meaningful problems for students' is not a chore. Efforts to minimize teachers should have more mature preparation so they can find the problem.
2. Bringing out problems that can be directly understood by students is very difficult so many students who have difficulty how to respond to the problems given.
3. High-ability students may feel hesitant or worried about their answers.

B. Previous Research

The effectiveness of applying Auditory, Intellectually, and Repetition (AIR) model have been proves by a number of researchers that has been done on the area of teaching learning process .Some of the findings are summarized as follows:

1. Fiveronika (2015) the researcher chose teaching using Auditory, Intellectually, and Repetition (AIR) in teaching reading. The researcher used three instruments to do the research. They were observation, questionnaire and test. Observation sheet is the tool to observe and control classroom activity. The questionnaire consists of list from the statements and questions that arranged by the researcher. The purpose of the statements and questions were giving the

students feedback from the list as the comments from all of the things in teaching and learning activity. The purpose of the test is to know the result of teaching and learning process. The result of observation checklist proved that the students were very active in the class. They were active in teaching and learning process, doing the reading, and asking about difficult material. The result of questionnaire proved that the most of the students' were motivated and interested in using Auditory, Intellectually, and Repetition (AIR) in teaching reading because it made them easier to knowledge and have many idea.

2. Asih (2017) the research shows that this study uses participatory action research, with model of action research design and the procedure is designed in three cycles of action. The findings from the researcher 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.
3. Hasnawati and Ikman (2016) the research shows that this study aims to determine: (1) a description of the results of students' mathematics learning taught by AIR models; (2) a description of the results of studying mathematics taught by direct learning model; (3) the effectiveness of mathematics learning outcomes of students taught by Model of Auditory, Intellectually, and Repetition (AIR) models and direct learning model. This study is a quasi-experimental research. The populations in this study were all students which consist of 6 classes and selected a sample of two classes. Determination of the

sample in this research is purposive sampling. Collecting data in this study conducted by administering instrument in the observations form and the learning results test by the descriptions test to the students. Based on data analysis and discussion concluded that the results of students' mathematics learning taught by Model of Auditory, Intellectually, and Repetition (AIR) learning model is better than the results of students taught mathematics direct learning model.

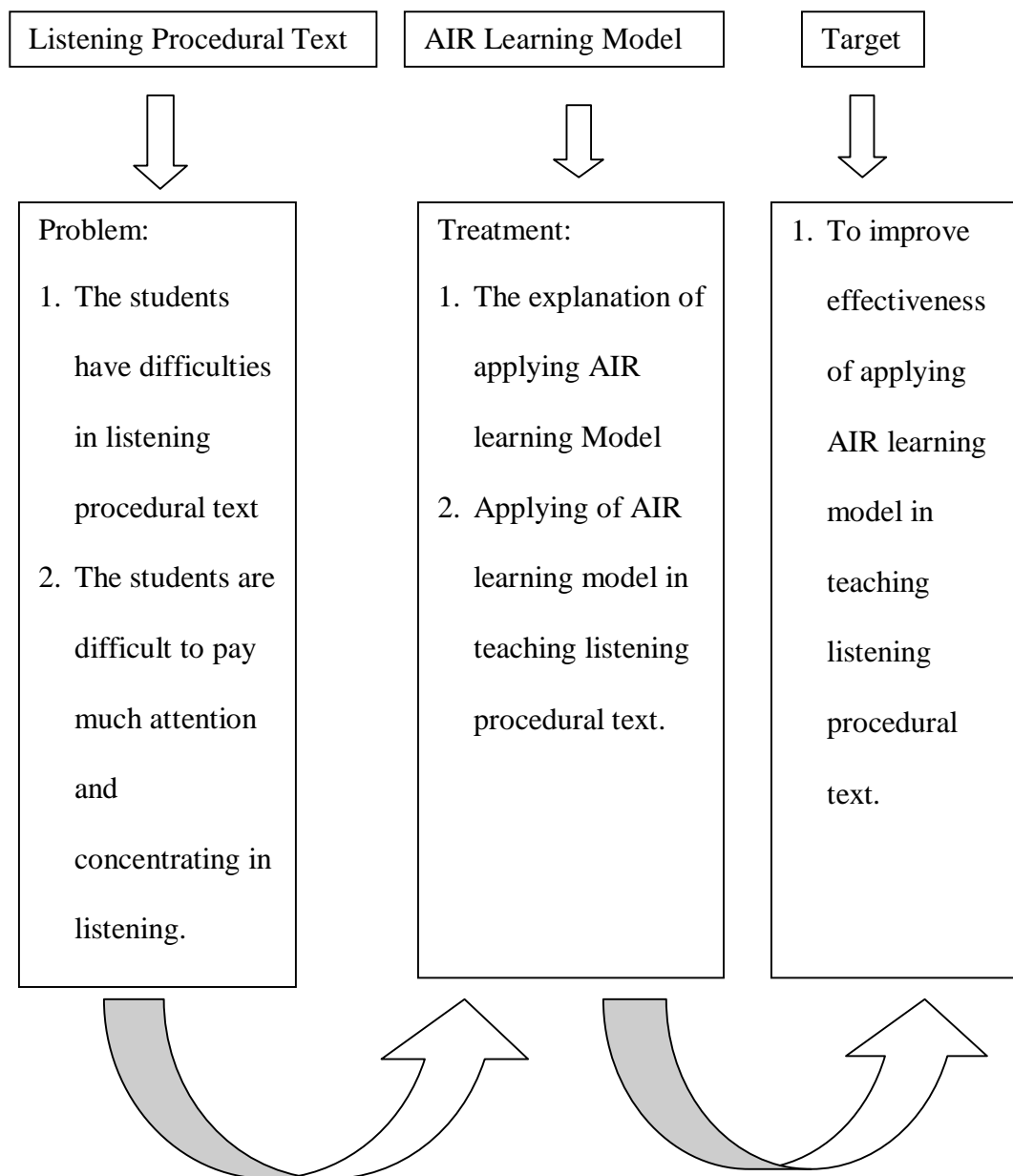
C. Conceptual Framework

Listening is one of skill in language learning. In listening we need the comprehension to interpret the message of spoken language. In listening process, successful listeners are good predicting in their mind or brain. They predict what they hear by using the knowledge they already. So, teacher as a guide in the class should prepare appropriate materials for the students, because the material is very needed in listening to know what will be discussed, it means the materials should be arranged logically in order to listener on receive it correctly and comprehend the message of the material.

On the other hand, we will find out some aspects which influence of mastering listening comprehension, they are hearing the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary fatigue, understanding different accents, using visual and environment class. These aspects can be a problem for the listeners if they do not master English well but the most important of them, the

listeners should be master the listening and pronunciation in English because without mastering them the listeners cannot interpret the message of the spoken language.

Table 2.1 Conceptual Framework



CHAPTER III

METHOD OF RESEARCH

A. Subject of Research

The subjects of this research were the eleventh IPA and IPS grade students at SMA PAB 4 SAMPALI at Jalan Pasar Hitam No. 69 Sampali Percut Sei Tuan. It was conducted during even semester academic year 2017/2018. In which distributed into three parallel classes consist of 122 students. By using purposive sampling technique, 41 students of XI-IPA1 class was chooses as the subject because based on the researcher's experience when doing PPL at that school, the researcher found that the class has the lower learning outcomes in learning English than the other class especially in listening procedure text.

B. Research Design

This research was conducted on the basic of Classroom Action Research procedures. Classroom Action Research (CAR) is a reflective process of progressive problem solving led by individuals working with others in terms or as part of community practice to improve the way they address issues and solve problem. Action research was different from other more conventional or traditional types of research in that it is very focused on individual or small group professional practice (Wallace, 1981).

Stringer (2007) assert that Classroom Action Research is a careful management of research activities so that stakeholders can jointly construct definition of the situation that are meaningful to them and provide the basic for

formulating effective solutions to the research problem. In other word Classroom Action Research can be defined as a study of social situation with a view to improve the quality of action within it. Classroom Action Research was done to make are improvement in the class. The approach to Classroom Action Research was conducted in two Cycle I and II, each cycle consists of four steps namely: (a) Planning, (b) Action, (c) Observation and (d) Reflection.

Kemmis (1995) has developed a simple model of the cyclical nature of the typical action research process (see Figure I), each cycle has four steps: Plan, Act, Observe, and Reflect.

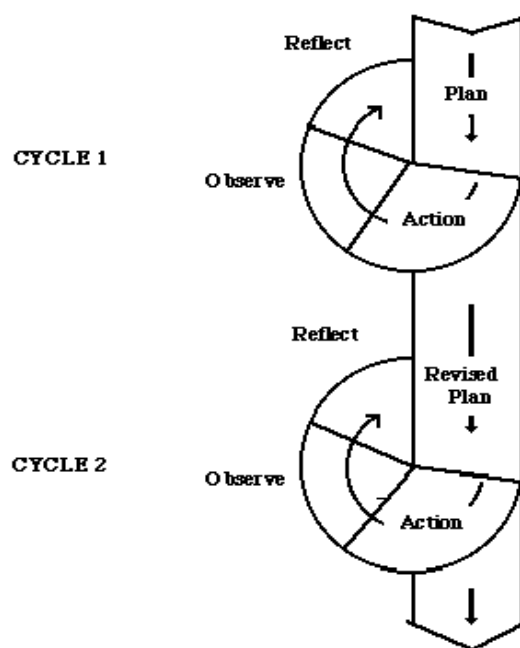


Figure 3.1 Simple Action Research Model

1. Planning

Planning is arrangement for doing something 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 process of doing things. It is the implementation of planning. The researcher should be flexible and welcome to the changing situation in school. Thus, the action should be dynamic, need immediately decision for what will be done, and completed simple evaluation.

3. Observation

Observation is purposed to find out 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 make decision. Reflection has evaluative aspect to evaluate the effect of spacious issue and suggest the way to handle it.

The procedure which used are based on the Auditory, Intellectually and Repetition (AIR) teaching procedures. The procedures in conducting the research are:

Table 3.1
AIR Model Activity

No.	AIR Model Activity	Teacher	Students	Time
1.	Opening	1. Greeting the students Researcher guides the students and checks the attendance list, then introduces the lesson that was taught 2. The researcher give some keywords in order to give brainstorming 3. The researcher gives the pre-test.	1. The researcher give the response to researcher and listened to the researcher 2. The students take a note about the keywords 3. Students did the pre-test	10 Minutes
2.	Main Activities	1. Researcher improves students' interest in the topic, and motivates them by giving some question related to the topic procedure text 2. The researcher explained definition procedure text , its generic structure and example procedure text 3. The researcher explained auditory, intellectually, and repetition (AIR) learning model. 4. The researcher divided the students into several group. 5. The researcher gives the post test.	1. Listening to the teacher 2. Student give the response to the researcher and listened to researcher 3. Student give the response to the researcher and listened to researcher 4. Students make a group. 5. Students did the post test. 6. Students the listen the material procedure text and then the students answer for the question.	30 Minutes

		6. The researcher asked to students listen the material procedure text and then researcher asked to students answer for the question from exercise which is given.		
3.	Close	1. The researcher gives conclusion about the material	1. Students listen	5 Minutes

C. Technique of Collecting Data

In order to get the valid and reliable, this study also construct instrument for the research that is constructing observation sheet. The observation sheet is usually used in order to observer observe the social phenomena or even natural phenomena. It can be done in order to know things, condition, situation, activity, process performances and behavior.

The form of observation sheet is actually rather easy to do because it does not contain any questions like interview or questionnaire. Suppose if the researcher wants to be observe learning process in the classroom. The researcher can observe how the students interact among teacher and students, students and students, students behavior, etc. in order to record what the researcher sees and observe, the researcher just puts check list in the observation sheet.

Moreover, in this study, the researcher relied on the test collect data. The test consisted of pre-test and post-test. The type of the test was a multiple choice. The test consists of 20 items with four possible answers. This reason for choosing the type of the test is based on what Tinambunan (1988) says that multiple choice

items typically include three, four, or five choice, of course. The large number will reduce the students' chances of obtaining the correct answer by guessing.

In scoring the test, the researcher used communicative scoring from 0-100 by counting the correct answer and applying this formula:

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

Where :

S = score

r = true item which students answer

N = number of item

(Sugiyono, 2013)

B. Technique of Analyzing Data

The study applied mix method, which combined the quantitative and qualitative methods. The qualitative data are used to describe the situation during the teaching process and quantitative data are used to analyze the score of the students. By applying these methods, it is expected to get suitable result. The qualitative data are analyzed from observation sheet which describe the effectiveness of applying Auditory, Intellectually and Repetition (AIR) learning model to improve the student' learning outcomes on procedural text. The quantitative are collected and analyzed by computing the score of the listening test.

In finding out the mean of the students' score, the researcher used the formula from Sudijono (2012)

$$M_x = \frac{\sum X}{N}$$

Where:

M = the mean of the students

X = the total score

N = the number of the students

Next, to categorize the total number of students who had mastered listening procedure text, the researcher used the formula from Sudijono (2012).

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

Where:

P = the percentage of the students getting score ≥ 75

f = the number of the students getting score ≥ 75

N = the total number of students taking the test

*75 = the minimum completeness criteria (KKM)

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. Data Analysis

This study was a quantitative and qualitative data. The quantitative data were taken from mean of students' score in the listening tests, and the qualitative data were taken from the observation sheet, and questionnaire. This research was carried out within two cycles. Every cycle consisted of four steps of action research (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. The data were taken from Grade XI-IPA1 students of SMA PAB 4 Sampali, and the class consists of 41 students.

1. Analysis of Quantitative Data

The quantitative data were taken from the result of the listening test during the research which was conducted in four meetings. 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 without any treatment. 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. The final result of test can be seen in Appendix V. From the data in Appendix V, 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. So, in order to know the learning outcomes of all tests, the following formula was applied:

$$M_x = \frac{\sum X}{N}$$

Where:

- M = the mean of the students
 X = the total score
 N = the number of the students

The students' increase from the first competence test to the last competence test. It can be seen in the table 4.1

Table 4.1 Students' Score in Pre-test and Cycle I and II Test

No.	Students' Initial Name	Pre-test Score	Cycle I Score	Cycle II Score
1.	ASN	30	70	80
2.	AF	30	60	80
3.	AM	60	70	90
4.	AF	30	40	60
5.	AR	50	70	80
6.	AAL	50	70	90
7.	AS	30	90	100
8.	AL	50	60	80
9.	BA	30	70	80
10.	CAL	60	70	80
11.	DA	50	70	90
12.	DAN	50	80	90
13.	ELS	60	80	90

14.	FL	70	80	90
15.	FAC	30	90	100
16.	GP	30	70	90
17.	HR	50	60	70
18.	IL	70	80	90
19.	IMSD	30	70	80
20.	IA	40	60	90
21.	JM	40	60	90
22.	KAP	20	50	80
23.	MA	30	80	90
24.	MDTA	60	80	90
25.	MI	40	60	70
26.	NW	50	60	70
27.	NM	70	80	90
28.	NJ	50	90	100
29.	RP	30	60	70
30.	SR	60	80	90
31.	SRI	70	80	90
32.	SRA	50	90	100
33.	UD	60	70	80
34.	WA	80	90	100
35.	WRP	60	90	100
36.	YP	50	80	90
37.	FN	60	70	90
38.	RTA	40	90	100
39.	WD	50	60	80
40.	SA	50	80	90
41.	DAW	50	70	80
Total		$x = 1970$	$x = 2980$	$x = 3540$
Mean		$M_X = 48,04$	$M_X = 72,68$	$M_X = 86,34$

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:

$$M_X = \frac{\sum X}{N} = \frac{1970}{41} = 48,04$$

In Cycle II 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:

$$M_X = \frac{\sum X}{N} = \frac{2980}{41} = 72,68$$

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:

$$M_X = \frac{\sum X}{N} = \frac{3540}{41} = 86,34$$

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

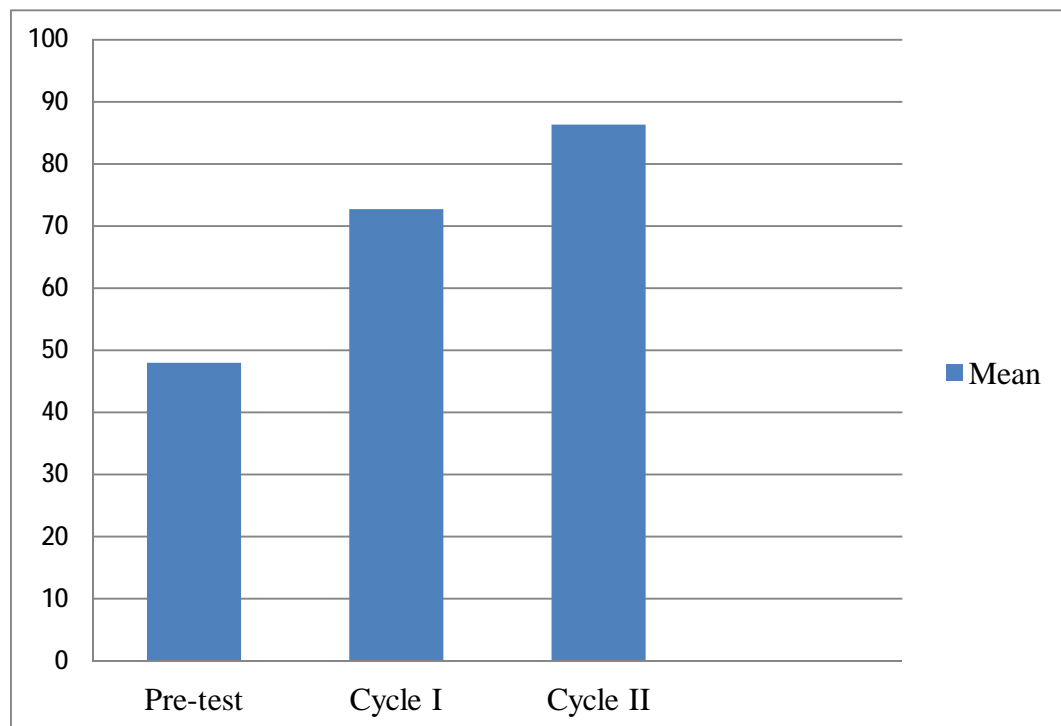


Diagram 4.1
Students' Mean Score in Pre-test and Cycle I and II

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' on listening procedural text was improved.

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 can be seen in table 4.2.

Table 4.2 A Comparison of the students' on Listening Procedural Text Score.

Name of test	Lowest Score	Highest Score	X (the total score)	N (the number of the students)	M (the mean of the students)
Pre-test	20	80	1970	41	48,04
Cycle I	40	90	2980	41	72,68
Cycle II	70	100	3540	41	86,34

The comparison of students' listening procedural text score can be seen on the diagram below:

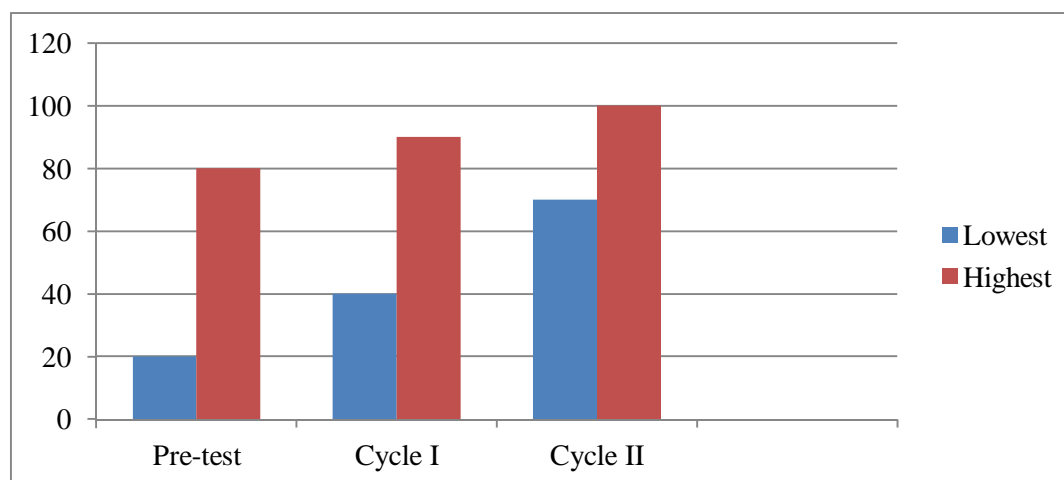


Diagram 4.2
A Comparison on the students' on Listening Procedural Text Score

Then to categorize the number of competent students who got the about Standard Minimum Score (75), the following formula was applied:

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

Where:

P = the percentage of the students getting score ≥ 75

f = the number of the students getting score ≥ 75

N = the total number of students taking the test

*75 = the minimum completeness criteria (KKM)

In Pre-test, the competent students with the score above Standard Minimum (75) was 1 students, the percentage was:

$$PP = \frac{1}{41} \times 100\% = 2,43\%$$

In Cycle I, the competence students with the score above Standard Minimum (75) was 18 students, the percentage was:

$$PI = \frac{18}{41} \times 100\% = 43,90\%$$

And in Cycle II, the competence students with the score above Standard Minimum (75) was 36 students, the percentage was:

$$PII = PI = \frac{36}{41} \times 100\% = 87,80\%$$

The students were said competent if they passed the topic and got the score above the Mastery Minimum Criteria (Kriteria Ketuntasan Minimum: KKM). The English teacher made the score 75 as KKM in this subject. The percentage of students who got the score above 75 also showed the improvement of the students' score from the first to the last meeting. It can be seen in table 4.3.

Table 4.3 The percentage of the students who got the score above 75.

Test	Number of the students who got score above 75	Percentage
Pre-test	1	2.43%
Cycle I	18	43,90%
Cycle II	36	87,80%

The percentage of students who got the score above 75 also showed the improvement of the students' score from the first to the last meeting. It can be seen on the diagram below:

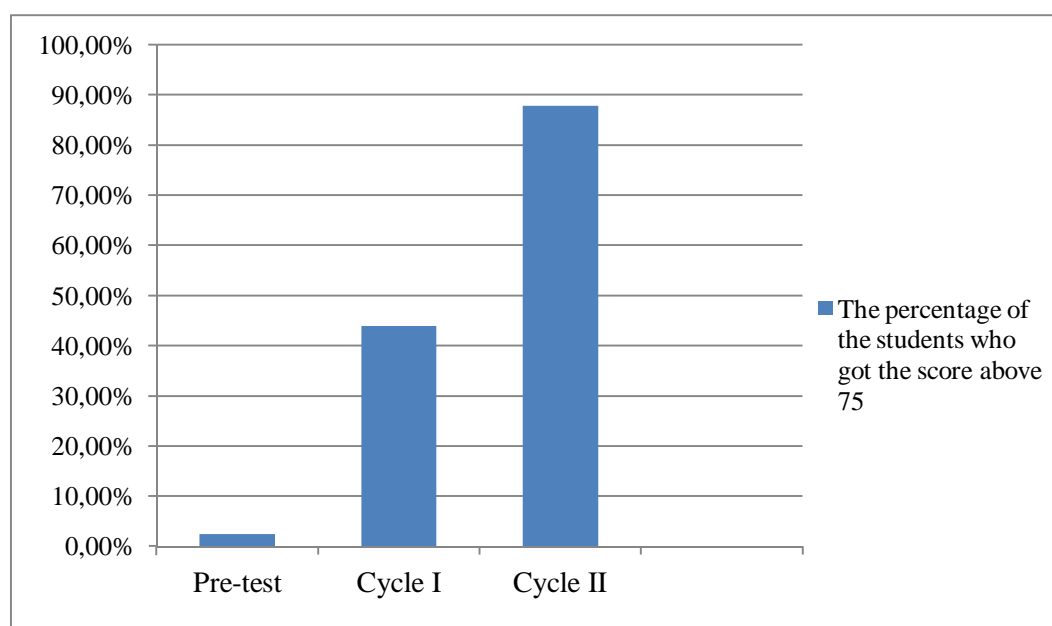


Diagram 4.3
The percentage of the students' who got the score above 75

Presents the percentage of students who get score above 75 was 2,43% (1 students) in Pre-test. In Cycle I test the percentage of the students was 43,90% (18 students), and the percentage of the students who got score above 75 was 87,80%

in Cycle II. It can be concluded that, there was an improvement about 97,57 from Pre-test to Cycle I and II tests.

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

2. Analysis of Qualitative Data

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

a. 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. 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. The observation sheet can be seen in appendix VIII.

b. 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. 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. The observation sheet can be seen in appendix IX

B. Research Findings

The result 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 mean of the score in every cycle was increased, and also could be seen from the mean of the score from the percentage of the students listening improvement that the tests got the higher gradually, the mean in the pre-test was 48,04, the mean in the Cycle I test was 72,68 the mean in the Cycle II test was 86,34 and the percentage as follow the Pre-test was 2,43% , Cycle I was 43,90% , and Cycle II was 87,80%.

The qualitative data were taken from the observation sheet and questionnaire sheet showed that students' participation in this study from meeting

to meeting. This data described that the students' attention, response, enthusiastic, and participation was good during the research process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, it was found the students' score increased from Cycle I namely from first meeting until second meeting and the Cycle II namely 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. It also provide by the observation sheet's result, and questionnaire result indicated the improvement in teaching learning process from Cycle I to Cycle II. 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.

B. Suggestion

Based on the conclusion drawn, the result of the findings shows valuable contribution for those who are interested in teaching listening, especially:

1. to the English teachers

it is good to us and good apply Auditory, Intellectually, and Repetition (AIR) learning model in teaching listening so that it can make students easier to understand the various kinds of listening materials,

2. to the students

it suggested to use relevant topic to conduct the improve with apply Auditory, intellectually, and Repetition (AIR) learning model. The students can enjoy in the teaching and learning process,

3. to the readers

it is expected them to get some valuable information on listening with apply Auditory, intellectually, and Repetition (AIR) learning model. It also becomes one inspiration to get information,

4. to other researcher would like to conduct a study more in-depth would be appreciated.

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