

# The Effectiveness of Auditory Intellectually Repetition (AIR) on Listening Skill Ability Through Podcasts

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## ABSTRACT

This study investigates the impact of the Auditory Intellectually Repetition (AIR) learning model implemented through podcasts on Class XI students' listening skills. The research aims to enhance students' listening comprehension and engagement, with a focus on the effectiveness of the AIR model. A pre-test was conducted on 28 students in the experimental group to assess their initial listening skills. The results indicated varying levels of proficiency among the students. Following treatment with the AIR learning model through podcasts, a significant improvement in listening comprehension was observed in the comparison of the experimental group with the control group. The findings support the efficacy of the AIR learning model in enhancing students' listening abilities, aligning with previous research in the field. The study contributes to the existing literature on the importance of listening ability in language education it also underscores the potential benefits of utilizing podcasts for improving listening comprehension.



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## 1. INTRODUCTION

In the fast-paced digital age, where communication comes in many forms and at many speeds, listening skills are like a magic key that opens the door to achievement for students. Listening is not just about being quiet when the teacher speaks, but an art bridges understanding, fosters creativity, and strengthens communication skills. Good listening exemplifies how to communicate effectively. By understanding sentence structure, intonation, and proper language usage, students can improve their ability to speak and write clearly, structurally, and engagingly. Therefore, it can be concluded listening is a skill that can help us understand others and build stronger relationships. Listening comprehension is the foundation of speaking, writing and reading skills (Egarnazarova & Mukhamedova, 2021). As a result, as highlighted in the quote seems to come from a study that focuses on the importance of listening skills. These studies often have found that listening skills for effective communication. However, it is important to remember that there are other studies that also emphasize the importance of other communication skills, such as reading, writing, and speaking.

Listening exposes students to new vocabulary in sentences and paragraphs, giving them a clearer understanding of their meaning and usage. By listening repeatedly, students become familiar with language patterns and sentence structures. This helps them predict the next word and guess the meaning of new words more easily. Therefore, in English language learning, listening activities play an important role in vocabulary development as highlighted by (Hamsia & Roifah, 2023). The prioritization of vocabulary enhancement

through listening exercises aligns with research findings indicating that engaging in such activities can lead to significant impact in vocabulary.

Initial observation suggests that some students still struggle with listening comprehension. This is often attributed to the limitations of traditional tools typically used by teachers. Such as traditional tools like audiocassettes and textbooks without audio files. The main problems is that the use of traditional tools by teachers cause students to just listen to the lesson rather than taking notes and taking them some to repeat (Salsabila et al., 2021). Further research has identified additional issues with traditional learning models, particularly those solely reliant on passive listening and textbook explanations. These models can limit student's engagement hinder comprehension, and decrease motivation. recognizing the shortcomings is current methods. The need to overcome the problem of monotonicity in learning models that are often encountered in this condition cause low motivation and understanding level of students is the reason why the researchers held this study. Therefore, as an innovative effort to enhance the quality of learning, especially in listening skills, this research utilizes the learning model called *Auditory Intellectually Repetition* (AIR).

*Auditory Intellectually Repetition* (AIR) is an innovative strategy that combines the power of listening, intellect and repetition. It prioritizes the use of audio as the main learning medium, combined with intellectual activities and structured repetition. The AIR learning model put the students as the active participant of learning. Within this framework, the teacher serves as facilitators, providing learning materials and resources, while students engage as participants, actively involved in the learning process, they employ their senses to absorb information and construct their own understanding (Asih et al., 2020). The AIR approach is the Brainchild of Dave Maire, author of *The Accelerated Learning Handbook* in Riadi, Muchlisin (2020). Ausubel's theory emphasizes the importance of meaningful learning, where new information is connected to existing knowledge in memory. This allows students to understand new information more deeply and for longer (Agra et al., 2019). Ausubel's theory provides some important guidelines to help student's active prerequisite knowledge and improve their understanding of new information. Thorndike's theory the law of practice Thorndike's theory states that the relationship between stimulus and response will get stronger with repeated practice. The more often a response is practiced in response to a particular stimulus, the stronger the relationship between the stimulus and response (Anindyarini et al., 2018). According (Rangkuti, 2021) AIR learning model emphasizes three aspects: (1) Auditory : learning through listening, speaking, presentation, and expressing ideas (hearing-based) (2) Intellectually : encouraging analysis and critical thinking (thought-based) (3) Repetition : strengthening understanding through exercises and quizzes (repetition-based).

This researcher presents an innovation in the AIR learning model by incorporating modern media in the form of podcasts. Podcast can help improve listening skills and encourage students to learn actively. Podcast suggestions interactive elements, personalized learning opportunities, and flexibility, potentially reducing passivity and development appointment in the classroom. Podcasts give students the opportunity to be actively engaged, encouraging the improvement of their listening skills through deep participation in the learning experience (Rafique, 2019). Podcast are downloadable audio files from various websites, available offline and for free, offering unlimited playback and opportunities for self-study (Saeedakhtar et al., 2021). Based on data from Apple Podcast in 2019, only 13, 7% of users downloaded podcast, while the remaining 86,3% listened to podcast via streaming (Rime et al., 2022). Audio podcast have grown rapidly since 2005, when apple added limited podcast content iTunes. Today, podcast content now covers a wide range of the topic and formats (Amalia, 2023). This research offers an AIR learning model that incorporates interesting and interactive podcasts to arouse students' enthusiasm and motivation in learning. This model is expected to improve students' listening skills and help them achieve optimal learning outcomes. Therefore, the study seeks to assess the efficacy of the AIR learning model in enhancing students' listening abilities through the utilization of podcasts.

## 2. RESEARCH METHOD

This research adopts a quasi-experimental methodology, specifically utilizing a quasi-experimental nonequivalent control group design, to examine the efficacy of the *Auditory Intellectually Repetition* (AIR) learning model in enhancing students' listening abilities. The study population consists of Class XI students, with 28 individuals assigned to the experimental group and 34 to the control group, selected through purposive sampling techniques. The experimental group underwent the intervention, which entailed implementing the AIR learning model through podcasts as supplementary instructional material, administered over duration of two weeks. Subsequently, post-test assessments were conducted on both the experimental and control groups to evaluate the impact of the intervention on students' listening comprehension skills. Data analysis involved categorizing scores and employing statistical tests, such as the T-Independent test, to compare listening comprehension proficiency between the two groups. The research design and data collection methods were analyzed to evaluate the efficacy of the AIR learning model via podcasts in enhancing students' listening skills.

### 3. RESULTS AND ANALYSIS

Before knowing the results of this study, it needs to be taken into account how the implementation of the podcasts itself in the teaching and learning process. The implementation of the AIR learning model through podcasts was designed to actively involve students in the learning process, with an emphasis on auditory learning, intellectual engagement, and repetition. Here is how the intervention unfolded:

Table 3.1 The Implementation of AIR through Using Podcasts

Points of activities	Explanation
Auditory Component (Listening Focus):	<ul style="list-style-type: none"> <li>• The primary method of delivering content was through podcasts. Podcasts are audio-based materials, allowing students to hear language in a context-rich format. By listening to podcasts, students could absorb vocabulary, sentence structures, and pronunciation patterns, which would enhance their ability to understand spoken English.</li> <li>• The podcasts used in the study were carefully selected to align with the students' level and the curriculum. The content was designed to be engaging, dynamic, and varied, introducing students to a wide range of vocabulary and linguistic contexts.</li> <li>• Students were encouraged to listen actively—not just passively absorbing information, but engaging with the content by taking notes, predicting content, and thinking critically about what they heard.</li> </ul>
Intellectual Component (Critical Thinking):	<ul style="list-style-type: none"> <li>• The AIR model encourages intellectual engagement with the content through critical thinking activities. After listening to the podcasts, students were asked to engage in activities that required them to process, analyze, and reflect on the content.</li> <li>• For example, students might be asked to summarize key points from the podcast, discuss the content in groups, or answer higher-order thinking questions that required analysis of the ideas presented in the audio.</li> <li>• This intellectual engagement is essential because it bridges the gap between passive listening and active learning, fostering deeper understanding and retention of the material.</li> </ul>
Intellectual Component (Critical Thinking):	<ul style="list-style-type: none"> <li>• Repetition is a core aspect of the AIR model. Students were encouraged to listen to podcasts multiple times, which reinforced vocabulary, pronunciation, and comprehension.</li> <li>• Activities such as quizzes, tests, and discussions were incorporated into the learning process to ensure that students were continuously reinforcing the content they had heard.</li> <li>• The repeated exposure to the same material through podcasts helped solidify the language structures and vocabulary, which is supported by Thorndike's theory of the law of exercise, where the connection between stimulus (listening) and response (understanding) strengthens with repetition.</li> </ul>
Repetition Component (Reinforcement through Practice)	<ul style="list-style-type: none"> <li>• Podcasts were chosen for their flexibility (easily accessible, downloadable, and repeatable), allowing students to listen at their own pace, outside of classroom hours. This created an opportunity for personalized learning, where students could engage with the material according to their individual schedules.</li> <li>• Podcasts also served as a form of authentic material, exposing students to a variety of speakers, accents, and real-world language use, which are often absent from traditional textbooks.</li> </ul>
Podcast Utilization	<ul style="list-style-type: none"> <li>• Podcasts were chosen for their flexibility (easily accessible, downloadable, and repeatable), allowing students to listen at their own pace, outside of classroom hours. This created an opportunity for</li> </ul>

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The investigation included the administration of both pre-test and post-test evaluations to assess the effectiveness of incorporating the *Auditory Intellectually Repetition* (AIR) learning model through podcasts in improving the listening abilities of students enrolled in Class XI. Before implementing any interventions, an initial assessment (pre-test) was conducted to ascertain the baseline proficiency levels of students allocated to the experimental group. The outcomes of this pre-test exhibited a range of proficiency levels among the students, with recorded scores varying between the score of min= 30 and a max= 70. Within the experimental group, the average score on the pre-test was determined to be 55.71, indicating a diverse distribution of listening skill levels among the participants.

Table 1. The pre-test results

Group	Minimum	Maximum	Average
Experiment	30	70	55.71
Control	40	70	51.47

After the treatment utilizing the AIR model through podcasts, the post-test results demonstrated a notable enhancement in listening comprehension within the experimental group, the scores in the experimental group ranged from min= 70 to max= 100, and the average is 82.14, showcasing a wide range of performance levels among the students. Therefore, the control group's post-test scores did not exhibit a significant rise compared to their pre-test scores, indicating a limited improvement in their listening comprehension abilities. The control group's scores varied from min= 40 to max= 70, and the average is 57.35, suggesting a narrower range of proficiency levels within this group compared to the experimental group.

Table 2. Post-treatment results

Group	Minimum	Maximum	Average
Experiment	70	100	82.14
Control	40	70	57.35

Descriptive analysis highlighted the efficacy of the AIR learning model in improving students' listening skills by demonstrating significant distinctions between the experimental and control groups across both pre-test and post-test outcomes. The statistical analysis, including the T-independent test, supported the hypothesis that the AIR model through podcasts positively impacts students' listening comprehension, indicating a notable difference from the two groups with a p-value=0.000.

Table 3. Independent sample test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
								Lower	Upper	
Listening skill learning outcomes	Equal variances assumed	.022	.882	4.40	60	.000	15.126	3.436	8.254	21.998
	Equal variances not assumed			4.40	57.77	.000	15.126	3.435	8.249	22.003

Interpretation of the results of the study. The results from this study highlight a substantial improvement in students' listening comprehension after the intervention with the Auditory Intellectually Repetition (AIR) learning model using podcasts. The experimental group, which used podcasts as part of their learning, demonstrated a significant increase in listening skills from the pre-test to the post-test. The experimental group started with an average score of 55.71, which suggests a mixed range of listening abilities. This indicates that, prior to the intervention, students had a variety of listening skill levels, with some students struggling significantly (scores as low as 30) while others performed better (scores as high as 70). In contrast, the control group had a lower average pre-test score of 51.47, with scores ranging from 40 to 70. While the range of scores was somewhat similar between groups, the experimental group began with a slight advantage in terms of their starting proficiency. After the implementation of the AIR model, the experimental group showed a notable improvement, with the post-test scores ranging from 70 to 100 and an average of 82.14. This represents a clear upward shift in performance, with many students achieving higher scores than they did initially. The broad range of scores, from 70 to 100, indicates that while most students in the experimental group improved significantly, there were still varying levels of proficiency, likely due to individual differences in engagement or initial skill level. The control group, which did not receive the AIR intervention but followed traditional methods, only showed a marginal improvement in their post-test scores (average: 57.35), indicating limited progress. The post-test score range (40 to 70) shows that students did not significantly improve their listening comprehension. This highlights that the traditional methods used by the control group were less effective in improving listening skills, further supporting the efficacy of the AIR model. The T-independent test (Table 3) revealed a statistically significant difference between the two groups, with a p-value of 0.000, which is far below the standard threshold of 0.05. This confirms that the observed improvement in the experimental group was not due to chance, but rather a result of the AIR model intervention. It can be concluded that the AIR learning model through podcasts proved to be a highly effective strategy for enhancing students' listening comprehension. The experimental group experienced a significant improvement in listening skills, indicating that the innovative use of podcasts within the AIR framework (focusing on auditory, intellectual, and repetitive engagement) fostered deeper engagement, better retention, and more effective listening comprehension than traditional methods. Overall, the results indicate that employing the AIR learning model through podcasts effectively enhances the listening skills of Class XI students. This is evidenced by the considerable improvement in listening comprehension observed in the comparison of the experimental group with the control group. This result highlights the promise of innovative teaching methodologies, like the AIR approach, in augmenting language learning outcomes and fostering student engagement within the classroom. This study is quite different from other studies due to several reasons. Many studies on listening comprehension focus on traditional methods like audiobooks or recorded dialogues. However, this study stands out by incorporating podcasts a relatively new and flexible medium into the AIR learning model. Podcasts offer the advantage of being easily accessible, varied in content, and potentially more engaging for students, especially in a digital age. Then, unlike many traditional models that rely on passive listening or simple repetition, this study's use of the AIR model encourages students to actively engage with the content through listening, critical thinking, and repetitive practice. The incorporation of intellectual tasks ensures that students aren't just hearing information, but also processing and analysing it in a meaningful way. The last but not least, the use of podcasts allows for self-paced learning, where students can listen at any time, repeat the content, and engage with it on a personal level. This adds a layer of flexibility that traditional classroom-based methods might lack, allowing students to learn in a manner that suits their individual needs and schedules.

#### 4. CONCLUSION

The result of study on implementing AIR learning model in enhancing listening skills through podcasts for Class XI students has yielded significant findings. By integrating principles from Ausubel and Thorndike's theories, the study demonstrated a positive impact on students' listening abilities, aligning with existing research and theories. The research instrument's validity and reliability were confirmed, and the results indicated a notable enhancement in listening comprehension in the comparison of the experimental group with the control group. This study underscores the importance of innovative teaching approaches, such as the AIR model, in language education and highlights the potential of podcasts as a tool to enhance students' engagement and proficiency in listening. Overall, the study contributes valuable insights to the field of language education, emphasises that this learning model is effective to implement in improving students' listening skills and promoting active learning strategies in the classroom.

On the other hands, the limitation of this study The limitation of this study includes five things. The first is sample size and generalizability. The study involved a small sample size of 28 students in the experimental group and 34 in the control group. A larger sample size would provide a more robust dataset, increasing the generalizability of the findings. Additionally, the study only focused on Class XI students, which limits the applicability of the results to different age groups, educational levels, or cultural contexts.

Secondly, short duration of the study. The intervention lasted only two weeks, which may not have been sufficient to observe long-term effects on listening comprehension. A longer duration would allow researchers to track whether the improvements are sustainable and if they carry over to other areas of language proficiency (e.g., speaking, reading, writing). Thirdly, lack of control over external variables. Several external factors, such as students' prior exposure to podcasts or language learning outside the classroom, may have influenced the results. For instance, students who are more familiar with digital media might have found the podcast-based approach easier to navigate, while others with less experience might have faced challenges in adapting. Next is about technological accessibility. The success of the intervention was heavily reliant on students' access to technology (smartphones, internet access, and podcast platforms). In regions or among students who face limitations in terms of technology or internet connectivity, the effectiveness of this model could be hindered. The last is measurement of listening skills. The study focused primarily on quantitative measurements (pre-test/post-test scores), which may not fully capture the complexity of listening comprehension. Qualitative assessments, such as interviews or open-ended responses, could provide deeper insights into how students engaged with the podcasts and perceived their own learning.

For suggestions, the future studies could track students over a longer period to determine if the improvements in listening comprehension are sustained over time. Investigating whether the AIR model's impact extends to other language skills (such as speaking, writing, and reading) would be valuable. Then, it should cover broader sample and diverse contexts. Expanding the sample size to include a more diverse range of students (e.g., from different educational backgrounds, geographic regions, or age groups) would help assess whether the AIR model is universally effective or if its benefits are specific to certain contexts. Also, comparing the AIR model with other learning methods (e.g., traditional methods, digital listening exercises, or other active learning models) could provide a clearer picture of its unique advantages. Finally, future research could explore the use of interactive podcasts, which involve more than just passive listening. For example, podcasts could include pauses for students to answer questions, participate in discussions, or engage in problem-solving exercises, further enhancing engagement and comprehension.

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