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Improving Students' Reading Achievement Through Auditory, Intellectually, and Repetition (AIR)

Diana Ayu Lestari[1], Fathurrahman Imran[2], Bq Zuhrotun Nafisah[3]

[123] English Language Education Department, FBMB, Universitas Pendidikan Mandalika
Jl. Pemuda No. 59 A, Mataram, Indonesia 83125

e-mail: ayulestari55@gmail.com

Abstrak

Penelitian tindakan kelas ini mengkaji penggunaan model pembelajaran *Auditory, Intellectually, and Repetition* (AIR) untuk meningkatkan prestasi membaca pada 16 siswa kelas VIII di MTs Nurul Hidayah NW Bakong Dasan tahun ajaran 2024/2025. Penelitian ini dilaksanakan pada bulan November 2024 melalui dua siklus yang terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui tes membaca pilihan ganda, observasi kelas, catatan lapangan, dan dokumentasi. Analisis deskriptif membandingkan nilai membaca serta proporsi siswa yang mencapai kriteria ketuntasan dari kondisi awal hingga dua siklus tindakan. Nilai rata-rata yang dilaporkan meningkat dari 63,25 pada tes awal menjadi 69,75 setelah Siklus I dan 74,25 setelah Siklus II. Berdasarkan nilai individu yang tercatat dalam skripsi, proporsi siswa yang memperoleh nilai di atas 70 meningkat dari 31,25% menjadi 56,25%, kemudian mencapai 81,25%. Hasil observasi juga menggambarkan partisipasi siswa yang lebih aktif dan kesediaan yang lebih besar untuk terlibat dalam tugas-tugas membaca. Temuan ini menunjukkan bahwa model AIR memberikan struktur pembelajaran yang bermanfaat untuk membaca teks naratif di kelas ini, meskipun desain penelitian tindakan satu kelompok ini tidak menunjukkan hubungan sebab-akibat.

Kata Kunci: *auditory intellectually repetition*; prestasi membaca; penelitian tindakan kelas; teks naratif; EFL

Abstract

This classroom action research investigated the use of the Auditory, Intellectually, and Repetition (AIR) learning model to improve reading achievement among 16 eighth-grade students at MTs Nurul Hidayah NW Bakong Dasan in the 2024/2025 academic year. The study was conducted in November 2024 through two cycles comprising planning, action, observation, and reflection. Data were collected

through multiple-choice reading tests, classroom observations, field notes, and documentation. Descriptive analysis compared reading scores and the proportion of students meeting the achievement criterion across the baseline and two action cycles. The reported mean scores increased from 63.25 on the pre-test to 69.75 after Cycle I and 74.25 after Cycle II. Based on the individual scores, the proportion scoring above 70 increased from 31.25% to 56.25% and then 81.25%. Observations also described more active participation and greater willingness to engage in reading tasks. The findings suggest that AIR provides a useful instructional structure for reading narrative texts in this classroom, although the single-group action research design does not establish a causal effect.

Keywords: auditory intellectually repetition; reading achievement; classroom action research; narrative text; EFL

INTRODUCTION

Reading is central to English language learning because it enables learners to interpret written information, develop vocabulary, and construct meaning from texts. Comprehension requires more than decoding isolated words: readers draw on their knowledge, identify relationships between ideas, and interpret the writer's intended message (Tankersley, 2003; Muslaini, 2017). In an EFL classroom, reading instruction therefore needs to support both language processing and active meaning-making. Fitria and Gani (2020) likewise emphasize the relationship between instructional models and students' reading comprehension.

Preliminary classroom observation at MTs Nurul Hidayah NW Bakong Dasan identified difficulties among second-grade students in understanding English passages, retaining what they had read, and interpreting narrative texts. Students were able to pronounce some written material but frequently struggled to explain its meaning. These classroom challenges called for an approach that could encourage discussion, reasoning, and repeated engagement with a text rather than passive reading alone.

The Auditory, Intellectually, and Repetition (AIR) model combines listening and oral exchange, cognitive problem-solving, and purposeful review. Its auditory dimension encourages learners to listen and express ideas; its intellectual dimension engages learners in questioning and interpreting information; and repetition reinforces understanding through

follow-up tasks (Manurung & Sagita, 2019; Huda, 2017; Hobri et al., 2021). These complementary activities may be particularly suitable for narrative reading, where students must identify events, characters, and relationships between details.

Previous work has explored AIR in reading instruction (Fiveronika, 2015) and other language-learning contexts (Manurung & Sagita, 2019). In the local English education literature, Imran and Sandiarsa (2018) examined collaborative learning in relation to narrative reading and motivation, while Imran et al. (2019) studied Think-Talk-Write for reading comprehension and critical thinking. Imran and Hidayatullah (2020) further emphasized learners' needs when developing critical-reading materials. These studies provide a local rationale for interactive, learner-responsive reading instruction, but do not directly document AIR implementation with the particular group of students at MTs Nurul Hidayah NW Bakong Dasan.

To address this context-specific gap, the present classroom action research examined how the implementation of AIR was accompanied by changes in eighth-grade students' reading achievement and classroom participation during the 2024/2025 academic year. The study focused on reading narrative texts and assessed progress across an initial test and two instructional cycles.

METHOD

This study employed Classroom Action Research (CAR) to improve students' reading achievement through the implementation of the Auditory, Intellectually, and Repetition (AIR) learning strategy. The research followed the classroom action research model proposed by Kemmis, et al (2021), consisting of four stages: planning, action, observation, and reflection. The study was conducted in two cycles to evaluate students' progress and improve the teaching and learning process.

The research was conducted at MTs Nurul Hidayah NW Bakong Dasan, West Lombok, West Nusa Tenggara, in November 2024, during the 2024/2025 academic year. The participants were 16 second-grade students. The main focus of the study was to improve students' reading achievement, particularly in comprehending narrative texts, through the application of the AIR strategy.

Data were collected using tests, classroom observations, field notes, and

documentation. The tests consisted of a pre-test and post-tests administered to measure students' reading achievement before and after implementing the AIR strategy. The reading tests used multiple-choice questions related to narrative texts. Classroom observations were conducted using observation sheets to monitor students' participation, learning activities, and the implementation of the AIR strategy. Field notes and photographic documentation were also used to support the observation findings.

The data were analyzed using quantitative and qualitative approaches. Quantitative data obtained from the reading tests were analyzed by calculating students' mean scores and the percentage of students who achieved the minimum mastery criterion (KKM) of 70. The mean scores were calculated by dividing the total students' scores by the number of participants, while the mastery percentage was determined by dividing the number of students who achieved the minimum criterion by the total number of students and multiplying the result by 100%. The results of the pre-test and post-tests were compared to identify improvements in students' reading achievement across the research cycles. Meanwhile, qualitative data from classroom observations, field notes, and documentation were analyzed descriptively to evaluate students' engagement, classroom activities, and the implementation of the AIR strategy. The findings from both types of data were used to reflect on the teaching process and determine improvements in subsequent cycles.

RESULT AND DISCUSSION

This study investigated the implementation of the Auditory, Intellectually, and Repetition (AIR) learning strategy to improve students' reading achievement at MTs Nurul Hidayah NW Bakong Dasan during the 2024/2025 academic year. The research involved 16 second-grade students and was conducted through two cycles of Classroom Action Research (CAR). The findings were obtained from reading achievement tests, classroom observations, and documentation.

The results indicated a gradual improvement in students' reading achievement following the implementation of the AIR strategy. This improvement was reflected in the students' mean scores across the pre-test, post-test I, and post-test II. The mean score increased from 63.25 in the pre-test to 69.75 in post-test I and reached 74.25 in post-test II.

Table 1. Students' Reading Achievement Across Research Cycles

Assessment	Mean Score	Improvement
Pre-test	63.25	–
Post-test I (Cycle I)	69.75	+6.50
Post-test II (Cycle II)	74.25	+4.50
Overall improvement		+11.00

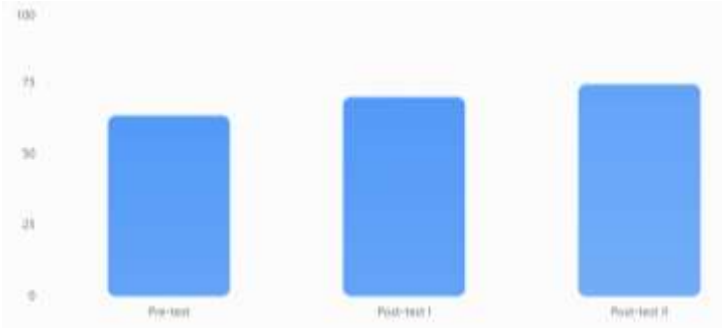

Figure 1. Improvement in students' mean reading achievement scores.

The results demonstrated an overall increase of 11 points between the pre-test and post-test II. In the initial assessment, the students' mean score was below the minimum mastery criterion (KKM) of 70. After the first cycle, the mean score improved but remained slightly below the required standard. Following the implementation of the second cycle, the mean score reached 74.25, exceeding the minimum mastery criterion.

These findings suggested that the AIR strategy contributed positively to students' reading achievement during the classroom action research process.

Table 2. Students' Reading Mastery Across Assessments

Assessment	Students Achieving Mastery	Percentage
Pre-test	5 of 16	31.25%
Post-test I	9 of 16	56.25%
Post-test II	13 of 16	81.25%

The percentage of students achieving the minimum mastery criterion increased from

31.25% in the pre-test to 81.25% in post-test II. By the end of Cycle II, 13 of the 16 students had achieved the required score, exceeding the research success criterion of 75% classical mastery. Consequently, the classroom action research was concluded after the second cycle.

Classroom observations also revealed positive changes in students' learning behavior. During Cycle I, some students experienced difficulties understanding narrative texts and required additional guidance. In Cycle II, students became more active, enthusiastic, and responsive to the teacher's instructions. They participated more confidently in reading activities, group discussions, and classroom tasks. These observations supported the quantitative findings and indicated that the AIR strategy helped create a more engaging learning environment.

Discussion

The findings demonstrated that the implementation of the AIR strategy was associated with improvements in students' reading achievement. The increase in mean scores and mastery percentages across the two cycles indicated that students developed a better understanding of narrative texts after participating in activities involving listening, thinking, discussing, and repetition.

These findings were consistent with the AIR learning model described by Huda (2015, 2017), which emphasized three essential components: auditory learning, intellectual engagement, and repetition. In the auditory stage, students listened to explanations, read texts aloud, and exchanged ideas with classmates. In the intellectual stage, students identified main ideas, characters, and problems in narrative texts through group discussions. Finally, repetition activities provided opportunities to review previously learned materials and strengthen understanding.

The improvement also supported Meier's (2000, 2002) explanation that auditory and intellectual activities encouraged learners to develop understanding through communication, problem-solving, and active participation. The students' increased engagement during Cycle II suggested that these activities helped them become more involved in the reading process.

Furthermore, the findings were in line with the previous study conducted by

Fiveronika (2015), which reported improvements in eighth-grade students' reading ability following the implementation of the AIR method at SMPN 2 Pulung. Both studies used Classroom Action Research and indicated that AIR could be applied to support English reading instruction.

The repetition component was also relevant to Pitunov's (2007) explanation of the importance of repetition in strengthening memory and retaining learned information. Through repeated reading activities, exercises, and classroom discussions, students had additional opportunities to review vocabulary and understand the content of narrative texts.

Nevertheless, the classroom observations and student responses indicated that individual differences remained. Some students continued to experience difficulties understanding vocabulary and expressing ideas, suggesting that additional guidance and differentiated learning activities were still necessary.

Overall, the findings suggested that the AIR strategy was a useful instructional approach for improving students' reading achievement and classroom participation. The improvement in test scores, together with positive changes in students' engagement, supported its implementation in the teaching of narrative texts at MTs Nurul Hidayah NW Bakong Dasan.

CONCLUSION

AIR is a promising strategy for supporting narrative-text reading in this classroom. The mean score increases from 63.25 to 74.25, and 13 of 16 students (81.25%) score above 70 by Cycle II. Teachers can integrate guided discussion, interpretation tasks, and structured review while providing additional vocabulary support for students who need it. Further studies should use clearer test documentation, larger samples, and comparison groups to examine the transferability of these findings.

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