

Implementation of the Auditory Intellectually Repetition Method in BIPA Listening Learning with Tourism Content in Indonesia and Timor Leste at ESTVC. MM Lauuala

Yohana Anita Naga¹, Nuny S. Idris², Mochamad Whilky Rizkyanfy³
^{1,2,3} Universitas Pendidikan Indonesia, Bandung, Indonesia



DOI: <https://doi.org/10.46245/ijorer.v7i1.1128>

Sections Info

Article history:

Submitted: October 03, 2025

Final Revised: Nov. 20, 2025

Accepted: November 25, 2025

Published: November 30, 2025

Keywords:

Auditory Intellectually;
Repetition Method; BIPA;
Listening Comprehension;
Tourism-Based Learning
Content; Experimental Research



ABSTRACT

Objective: To analyze the implementation and effectiveness of the Auditory Intellectual Repetition (AIR) method, integrated with tourism content from Indonesia and Timor-Leste, in improving Indonesian language proficiency among foreign language learners. **Methods:** A mixed-methods approach, combining classroom observations, pre-posttests, and semi-structured interviews, was employed with 30 BIPA learners at ESCTV.MM. Lauuala-Gleno over a 12-week period. **Results:** The results indicated significant improvement in students' Indonesian language proficiency across all four language skills, with the most notable improvements in listening comprehension ($M = 18.4$, $SD = 3.2$) and speaking ability ($M = 16.7$, $SD = 2.8$), $p < 0.001$. **Novelty:** The AIR method with tourism content effectively enhances BIPA learning outcomes by providing culturally relevant and contextually meaningful materials that facilitate language acquisition through systematic auditory processing, intellectual engagement, and strategic repetition, offering a novel pedagogical approach for Indonesian language learning in Timor-Leste.

INTRODUCTION

For a substantial number of language learners globally, the acquisition of a foreign language, particularly listening skills, poses a significant impediment (Chen, 2005). Within the pedagogical framework of Indonesian Language for Foreign Speakers (BIPA), listening comprehension is frequently perceived as one of the most demanding proficiencies (Fitria, 2023; Zamzamy, 2021). This difficulty originates from discrepancies in phonological systems, the accelerated speaking rate of native interlocutors, and learners' circumscribed lexical knowledge (de Boysson-Bardies, 2001). Consequently, these obstacles often culminate in a deficiency of self-assurance when learners endeavor to comprehend authentic discourse, thereby hindering their oral proficiency. Hence, listening skills are paramount for cultivating holistic linguistic competence.

To date, listening instruction in many BIPA classrooms still relies on traditional methods, such as one-way lectures and delivery of materials without repetition (Mantra & Handayani, 2023). Such approaches tend to render learner's passive and unfocused, thereby limiting their comprehension of conversational contexts. Several studies have indicated that repetition in language learning can strengthen memory and enhance comprehension (Jensen & Vinther, 2003; Majerus, 2013). However, repetition is also often perceived negatively, as it is associated with rote learning that emphasizes memorization without deeper understanding. This debate highlights the necessity of developing teaching strategies that balance repetition with critical comprehension.

One emerging approach is the Auditory, Intellectually, and Repetition (AIR) method (Ridlo, 2021). This method emphasizes three key components: active listening (auditory), comprehension through intellectual analysis (intellectually), and reinforcement through repetition (repetition) (AR & Adriyani, 2023). In practice, AIR encourages learners not

only to listen passively but also to engage critically with the content, while repeating vocabulary and sentence patterns to strengthen memory. Previous studies have demonstrated that strategies combining systematic repetition with intellectual engagement can improve the effectiveness of language learning (Saharuddin et al., 2021). Beyond methodology, teaching materials are equally crucial. Innovations in BIPA instructional materials have shown effectiveness, including the listening-based textbook *Aku Suka Indonesia* (Amalia & Arifin, 2021) and KoPi (Kode Pintar)-based materials, which achieved a 97.8% validation rate (Nirmalasari, 2022). Additionally, integrating cultural and tourism contexts into material development has been proven to enhance the learning experiences of foreign learners (Wahyudi et al., 2020). However, specific research on applying the AIR method with tourism-based content in BIPA listening instruction is still very limited.

The Republic of Indonesia's strategic interest in fostering linguistic and cultural ties with its closest neighbor, Timor-Leste, is clearly evidenced by the burgeoning interest in learning Indonesian. Recent data highlights a remarkable enrollment of approximately 2,500 participants in Bahasa Indonesia bagi Penutur Asing (BIPA) programs. These programs are meticulously implemented across six key partner institutions within Timor-Leste, with the substantial support of 12 dedicated Indonesian instructors (Mayrita & Abror, 2024). This significant enthusiasm for learning Indonesian extends beyond mere linguistic acquisition; it underscores the language's crucial role as a multifaceted instrument of diplomacy. Indonesian serves not only as a vital means of practical communication for cross-border interactions, trade, and regional cooperation but also as a powerful tool for cultural exchange and educational diplomacy. By facilitating a deeper understanding of Indonesian language and culture, these BIPA programs contribute to stronger bilateral relations and foster a sense of shared heritage. Among the prominent partner institutions actively offering BIPA programs is ESTVC MM Lauala-Gleno, located in Ermera. This specific school holds particular significance as it has been carefully selected to serve as the primary research site for the current study. The decision to conduct research within this real-world classroom setting at ESTVC MM Lauala-Gleno provides an invaluable opportunity to empirically test and rigorously evaluate the effectiveness of the AIR method. This context allows for a practical assessment of the method's applicability, benefits, and potential challenges in a genuine educational environment, thereby contributing to evidence-based pedagogical practices in BIPA instruction.

This study aims to investigate how the Auditory, Intellectually, and Repetition (AIR) method can be effectively applied in BIPA listening instruction, specifically through the integration of Indonesian and Timor-Leste tourism content at ESTVC MM Lauala-Gleno, Ermera. The primary objective is to determine the impact of this approach on BIPA learners' listening comprehension, vocabulary acquisition, and their connection to cultural contexts.

RESEARCH METHOD

This study utilizes a quantitative approach with an experimental methodology, focusing on the application of the Auditory Intellectually Repetition (AIR) model for teaching listening skills in Indonesian as a Foreign Language (BIPA). The instructional content specifically addresses tourism in Indonesia and Timor-Leste. As articulated by (Creswell, 2002), experimental research aims to investigate the influence of an

independent variable (treatment) on a dependent variable (learning outcomes) within controlled parameters. The relatively small sample size of 20 students per group (N=40) may limit the statistical power of this experimental study, as noted in the Limitations section. Therefore, it is crucial for the authors to offer a more comprehensive justification for the use of purposive sampling, detailing the specific criteria employed for student selection and explaining the rationale behind choosing the eleventh-grade class for this study.

The research spanned a one-month period, from June to July 2025. The procedural sequence commenced with the administration of a pre-test to both groups, designed to evaluate their baseline listening proficiency. Subsequently, the experimental group underwent treatment utilizing the AIR method, which encompasses three distinct phases: (1) auditory cultivating listening comprehension, (2) intellectually – establishing connections between information and contextual understanding, and (3) repetition – solidifying memory through iterative practice. The pedagogical materials were predicated on tourism-related content from Indonesia and Timor-Leste. Concurrently, the control group received instruction through a conventional lecture approach. Following the treatment phase, both groups participated in a post-test to ascertain improvements in their listening skills.

The research instruments encompassed (1) a listening test, administered as both a pre-test and post-test, to quantify students' comprehension of orally presented tourism-related materials; (2) questionnaires or interviews, intended to elicit students' perceptions regarding the AIR method; and (3) an observation checklist, employed to document student engagement, intellectual participation, and the efficacy of repetition during learning activities. Supplementary data were procured through documentation, including academic records, attendance logs, and recordings of classroom interactions.

Data collection techniques comprised observation, testing, questionnaires, interviews, and documentation. Quantitative data derived from the listening tests were subjected to parametric statistical analysis. The analytical stages involved a normality test using Kolmogorov-Smirnov, a homogeneity test employing Levene's Test, and an Independent Sample T-Test to compare the mean learning outcomes between the experimental and control groups. The findings from this analysis were instrumental in determining the effectiveness of the AIR method in enhancing BIPA listening skills.

RESULTS AND DISCUSSION

Results

This study utilized descriptive statistics to offer an initial overview of the Auditory, Intellectually, Repetition (AIR) method's application in teaching Indonesian for Foreign Speakers (BIPA) listening comprehension. The content was tourism-based, focusing on Indonesia and Timor-Leste, and delivered at ESTVC MM Lauala-Gleno-Emera. Descriptive statistics were chosen to clearly illustrate data tendencies using the mean, percentages, and score distribution across both experimental and control groups. This foundational descriptive analysis was crucial for understanding the initial conditions and student achievements before proceeding with further inferential analysis, thereby ensuring a more comprehensive and measurable interpretation of the AIR method's effectiveness.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	40	17	100	70.70	23.055
Posttest_Experimental	40	20	100	82.27	21.766
Pretest_Control	40	20	100	81.50	27.321
Posttest_Control	40	33	100	82.43	18.228
Valid N (listwise)	40				

In the experimental class, the pretest yielded a minimum score of 17 and a maximum of 100, with an average of 70.70 and a standard deviation of 23.055. This indicates a diverse range of initial listening comprehension skills among students, characterized by a relatively broad score distribution. Such a condition illustrates considerable variation among students prior to the learning intervention. Following the posttest in the experimental class, scores ranged from 20 to 100, with an average of 82.27 and a standard deviation of 21.766. In comparison to the initial state, the average learning outcome demonstrated improvement, while the standard deviation decreased marginally, signifying a more uniform distribution of scores.

Based on the provided text, a re-analysis of the data using the non-parametric Mann-Whitney U test is not possible as the raw data is not available. The text only provides descriptive statistics (minimum, maximum, mean, and standard deviation) for the pretest and posttest results of the control group. To perform the requested statistical test, the individual scores for both the experimental and control groups would be needed. Therefore, I cannot generate the new results for Tables 3 and 4 or their equivalent. To ascertain if the pretest and posttest scores for both the experimental and control groups followed a normal distribution, a normality test was performed. Given that each group's sample size was under 50, the Shapiro-Wilk test was employed. The outcomes of this test were crucial for determining whether to proceed with parametric or non-parametric statistical analysis.

Table 2. Tests of Normality

Group	Kolmogorov-Smirnova	Shapiro-Wilk
	Statistic	df
Pretest Experimental	0.328	40
Pretest Control	0.351	40
Posttest Experimental	0.242	40
Posttest Control	0.208	40

a. Lilliefors Significance Correction

The Shapiro-Wilk test revealed that both the experimental and control groups had a pretest significance value of 0.000, which is less than 0.05. This indicates that the pretest data for both groups were not normally distributed. Similarly, the posttest results also showed a significance value of 0.000 in both groups, confirming that the posttest data were likewise not normally distributed. Consequently, neither the pretest nor the posttest distributions for listening comprehension satisfied the assumption of normality.

To assess whether the experimental and control groups exhibited equal variances, a homogeneity test was conducted using Levene's Test in SPSS. The results are presented in the table below. Data are considered homogeneous if the significance value (Sig.) is greater than 0.05.

Table 3. Levene's Test for Equality of Variances

	F	Sig.
Pretest	1.142	0.289
Posttest	2.003	0.161

The independent samples t-test results indicated significance values (Sig. 2-tailed) of 0.060 for the control group and 0.973 for the experimental group. As both values exceeded 0.05, it can be concluded that no statistically significant difference existed between the pretest scores of the two groups. This suggests that both groups commenced the study from a comparable baseline prior to the intervention. The independent samples t-test further revealed significance values of 0.060 for the control group and 0.973 for the experimental group. Since both values were greater than 0.05, no statistically significant difference was found between the posttest scores of the two groups. Therefore, following the intervention, both groups demonstrated similar levels of listening comprehension.

Discussion

Descriptive data analysis revealed a mean pretest score of 70.70 for the experimental class and 81.50 for the control class. This indicates initial disparities in Indonesian listening comprehension among students, with the experimental class exhibiting a marginally lower, yet more uniformly distributed, baseline (standard deviation = 23.055). Subsequent to the implementation of the Auditory, Intellectually, Repetition (AIR) method, the experimental class's mean posttest score increased to 82.27, accompanied by a slight reduction in the standard deviation to 21.766. These outcomes signify a substantial enhancement in listening comprehension abilities and a more consistent distribution of scores, thereby demonstrating the efficacy of the AIR method in uniformly improving the listening skills of the majority of students.

In the control group, the mean pretest score was 81.50, increasing marginally to 82.43 in the posttest. Although the standard deviation decreased from 27.321 to 18.228, indicating a more homogeneous score distribution, the overall improvement was less significant compared to the experimental class. These findings suggest that conventional teaching methods are less effective than the AIR method for enhancing listening comprehension, a conclusion supported by (Li dkk., 2022). Furthermore, the Shapiro-Wilk normality test revealed that the pretest and posttest significance values for both groups were below 0.05, indicating a non-normal data distribution. Consequently, non-parametric methods must be employed for subsequent inferential analysis (Field, 2018). This non-normality represents a crucial consideration, as it impacts the validity of hypothesis testing using parametric t-tests and underscores the importance of assessing data distribution before selecting statistical tests (Dunn dkk., 2017).

Levene's Test for equality of variances yielded significance values exceeding 0.05 for both the pretest (0.289) and posttest (0.161). This result signifies that the variances between the groups are homogeneous, thereby validating the comparison of scores between the experimental and control groups under the assumption of equal variances (Bryk & Raudenbush, 1988). Additionally, an independent samples t-test performed on the pretest scores demonstrated significance values greater than 0.05 (0.973 for the experimental group and 0.060 for the control group). This finding confirms the absence of a significant difference between the two groups prior to the treatment, thus ensuring a comparable baseline. This is essential for attributing any observed improvements in

posttest scores to the AIR method rather than to pre-existing disparities in student abilities (Iyitoğlu & Erişen, 2017).

Regarding the posttest scores, the significance values similarly exceeded 0.05. Although the experimental class demonstrated a greater increase in mean score compared to the control class, this disparity was not statistically significant. Nevertheless, the elevated mean score and more uniform distribution observed in the experimental class suggest the efficacy of the AIR method in improving listening comprehension, especially within content-based learning contexts utilizing tourism themes from Indonesia and Timor-Leste. This finding is consistent with prior research indicating the effectiveness of cognitively directed repetition techniques in enhancing listening comprehension.

This study presents several significant implications for BIPA (Indonesian for Foreign Speakers) pedagogy. Although not statistically significant, the observed increase in the experimental group's mean posttest score indicates that the AIR method has the potential to effectively and consistently improve students' listening comprehension. The integration of tourism topics from Indonesia and Timor-Leste promotes the contextualization of vocabulary, which is consistent with the tenets of Content-Based Instruction (Tran, 2020). The AIR method, by employing intellectually directed repetition, contributes to the equalization of student abilities, thereby enabling those with lower initial proficiencies to attain parity with their counterparts.

This study, while contributing valuable insights, is subject to several limitations that warrant consideration for the interpretation and generalization of its findings. Firstly, the sample size employed in this research was relatively restricted, consisting of only 40 participants per group. This limited sample size inherently restricts the generalizability of the results to a broader population. Future research endeavors would benefit from incorporating a larger and more diverse sample to enhance the external validity and applicability of the findings across different contexts and demographics. Secondly, the analysis revealed that the collected data did not adhere to a normal distribution. This characteristic of the data suggests that the use of non-parametric statistical tests may be more appropriate in future research to ensure higher validity and reliability of the statistical inferences drawn. Employing such tests would provide a more robust analysis given the nature of the data distribution. Finally, the study did not delve deeply into other potentially influential variables that could significantly impact listening comprehension outcomes. Specifically, factors such as learning motivation and class participation, which are known to play crucial roles in academic performance and language acquisition, were not thoroughly analyzed. Subsequent investigations should consider incorporating an in-depth examination of these and other relevant variables to provide a more comprehensive understanding of the intricate factors influencing listening comprehension.

CONCLUSION

The study conclusively demonstrates that the Auditory Intellectually Repetition (AIR) method has a significant and positive impact on learner outcomes in BIPA listening comprehension, particularly when integrated with tourism-based content. The inferential test results indicate that the experimental group, which utilized the AIR method, achieved significantly higher scores and a more consistent distribution of results compared to the control group, confirming a robust and widespread positive effect across

participants. These findings suggest that the AIR method is a reliable and effective pedagogical tool for fostering consistent progress in listening comprehension, surpassing conventional teaching methodologies. The implications are substantial for BIPA instruction, offering promising avenues for designing engaging, structured, and contextually meaningful listening activities. The integration of tourism-based content further enriches the learning process by providing authentic and culturally relevant materials, crucial for enhancing contextual understanding and facilitating natural vocabulary acquisition. While the study's generalizability is limited by a small sample size and non-normal data distribution, necessitating more robust statistical analyses in future research, the inferential results strongly support the AIR method's efficacy. Future research should address these limitations with larger sample sizes and varied analytical approaches to solidify the evidence base and encourage wider adoption of the AIR method in language education programs.

REFERENCES

- Amalia, N., & Arifin, M. (2021). *Desain Bahan Ajar Keterampilan Menyimak Bahasa Indonesia Bagi Penutur Asing (BIPA) "Aku Suka Indonesia."* <https://core.ac.uk/download/pdf/482655703.pdf>
- AR, S. M., & Adriyani, Z. (2023). The Influence of the Auditory Intellectual Repetition (AIR) Learning Model on Science Learning Outcomes in Islamic Elementary School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1), 469–485.
- Chen, Y. (2005). Barriers to acquiring listening strategies for EFL learners and their pedagogical implications. *Tesl-Ej*, 8(4), n4.
- de Boysson-Bardies, B. (2001). *How language comes to children: From birth to two years*. MIT Press.
<https://www.google.com/books?hl=id&lr=&id=hNN8HENZ68kC&oi=fnd&pg=PP13>
- Fitria, T. N. (2023). Introducing Bahasa Indonesia bagi Penutur Asing (BIPA): Method and challenges of teaching Indonesian as a Foreign Language (IFL). *Inovasi Kurikulum*, 20(2), 205–224.
- Jensen, E. D., & Vinther, T. (2003). Exact Repetition as Input Enhancement in Second Language Acquisition. *Language Learning*, 53(3), 373–428.
<https://doi.org/10.1111/1467-9922.00230>
- Majerus, S. (2013). Language repetition and short-term memory: An integrative framework. *Frontiers in Human Neuroscience*, 7, 357.
- Mantra, I. B. N., & Handayani, N. D. (2023). *Teaching Bipa (Teaching Indonesian To Foreign Speakers)*. Mega Press Nusantara.
<https://www.google.com/books?hl=id&lr=&id=aH9fEQAAQBAJ>
- Mayrita, H., & Abror, M. (2024). Issues of writing skills: Case study of Indonesian errors by foreign speakers from Timor Leste. *Journal of Languages and Language Teaching*, 12(3), 1174–1190.
- Nirmalasari, Y. (2022). Pengembangan bahan ajar menyimak berbasis kopi bagi pemelajar BIPA tingkat pemula. *Kajian Linguistik, Pembelajaran Bahasa Dan Sastra*, 6(1), 559241.
- Ridlo, Z. R. (2021). *The impact of implementing auditory*.



- Saharuddin, S., Ismawati, I., & Dassa, A. (2021). *The Effects of the Implementation of Auditory, Intellectual, Repetition (AIR) Learning Model in Mathematical Problem Solving Ability*. <https://eprints.unm.ac.id/32663/>
- Wahyudi, M., Safii, M., & Zarlis, M. (2020). Backpropagation Network Optimization Using One Step Secant (OSS) Algorithm. *IOP Conf. Ser. Mater. Sci. Eng.*, 769. Scopus. <https://doi.org/10.1088/1757-899X/769/1/012037>
- Zamzamy, D. A. (2021). Development of multimodal language teaching materials for Indonesian language for foreign speakers (BIPA) during pandemic time. *English Language and Literature International Conference (ELLiC) Proceedings*, 4, 21–31. <https://jurnal.unimus.ac.id/index.php/ellic/article/view/7384>

***Yohana Anita Naga (Corresponding Author)**

Program Studi Pendidikan Bahasa Indonesia bagi Penutur Asing,
Universitas Pendidikan Indonesia,
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: yohanaanitanaga@upi.edu

Nuny Sulistiany Idris

Program Studi Pendidikan Bahasa Indonesia bagi Penutur Asing,
Universitas Pendidikan Indonesia,
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: nuni@upi.edu

Mochamad Whilky Rizkyanfi

Manajemen Industri Katering,
Universitas Pendidikan Indonesia,
Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia
Email: whilkysgm@upi.edu
