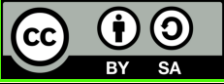# THE EFFECTIVENESS OF ARCS (ATTENNTION, RELEVANCE, CONFIDENCE AND SATISFACTION) MODEL TO IMPROVE STUDENTS' LISTENING COMPREHENSION

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ARTICLE INFO	ABSTRACT
	The aims of this study to find out the effectiveness of Using ARCS (Attention, Relevance, Confidence and Satisfaction) model to improve students' listening comprehension at eleventh grade of SMAN 9 Makassar. In this research was a Descriptive Quantitative research which used experimental research by applying random sampling technique. The samples of the research were the eleventh grade students of SMAN 9 Makassar consisted of 25 students XI.MIA 4. The researcher applied a pre-test- post-test design with one group. There was not control group in this study. The researcher conducted a pre-test and eight meetings with narrative text material in the first step. After the treatment, the researcher administered a post-test to the students. This research findings were the value of pretest to post-test was higher. Before treatment the value of pretest was 70.6, but after the treatment, the mean score of student post-test was 89.8. The result also showed the improvement of student's listening increased 21.38 %. It showed that t-test > value was higher than t-table 7.08>2.0. So, the conclusion is H_0 was rejected and H_1 was accepted, the effect of ARCS (Attention, Relevance, Confidence and Satisfaction) model to improve students' listening comprehension is effective. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

According to Rost in Tuanany (2020) Listening is an active process that demands attention on the part of listener. The listener is actively involved in the listening process. When learning a foreign language, it was important to pay great attention to what was being

said since this allows the listener to recreate what he or she heard almost perfectly. As a result, hearing is not an independent skill we listen to understand what we hear. In addition, the speaker and the listener must engage in social interaction. When a student comprehends a speaker's discourse, he or she has the opportunity to participate in the communication process. As a result, learning a language is critical in order to improve the quality of one's speech, particularly while speaking in front of a large group.

Listening is the neglected communication skill. While all of us have had instruction in reading, writing, and speaking, few have had any formal instruction in listening (Kline, 1996). Listening entails paying attention and attempting to process what you have heard. In other words, listening is a skill that helps you grasp what someone is saying. According to Rivers (1981), listening is not a passive or even a receptive skill. Listening was a talent that allows you to be creative. We take the raw material of words and the rise and fall of the Voice in order to interpret the sound that falls on our ears, and we make sense of this material.

According to diagnostic test the student listening skill of SMA 9 Makassar, especially in listening. The researcher found the student listening rarely to listen the audio during pandemic. The student listening comprehension based on talked from teacher, listening difficult to apply during Online Learning. Learning process 2020-2022 mostly online. Therefore researcher want to know SMAN 9 Makassar as a subject for research listening. Observation of the researcher's findings at SMAN 9 Makassar since January 2022 before treatment the researcher given pre-test, the researcher concentrated on listening comprehension at SMAN 9 Makassar. The researcher discovered that the pupils were less interested in listening, hence in this study the researcher makes an attempt to use ARCS (Attention, Relevance, Confidence, and Satisfaction), students in SMAN 9 Makassar used the ARCS model as a method to improve their listening comprehension.

One of the researchers has conducted research in this school with the entitled "Improving Students' Listening Comprehension through ARCS Motivation model". From the results of research using this method students get pretty good grades through this method. Therefore, researchers will try to apply the arcs method to improve listening.

Attention, relevance, confidence, and satisfaction were among the motivating elements employed in the ARCS learning model's objective are to assist the teacher of facilitator in developing a learning plan that will best encourage pupils. In other words, the approach tries to motivate, improve, and sustain students' motivation in classroom learning independent of the educational curriculum.

John Keller (1987) developed the ARCS Motivation teaching paradigm. Motivation is regarded as a critical component that must be offered to learners in order for them to become engaged in their own learning. ARCS motivation "incorporates motivational methods into training in a methodical manner." The ARCS Motivation philosophy is based on the idea that four "Conditions" must be met in order to motivate a learner: Attention, Relevance, confidence and satisfaction.

There are several things that may be done to help students improve their listening comprehension using the ARCS model. Based on the foregoing, the researcher is interested in conducting an evaluation process on "The Effectiveness of The ARCS (Attention, Relevance, Confidence, and Satisfaction) Motivation Model to Improve Students' Listening Comprehension."

RESEARCH METHOD

The researcher used pre-experimental research in this study. There are two types of variables in these studies: dependent and independent variables. The experimental group was taught using the ARCS model, whereas the control group was taught using traditional methods.

The researcher was administering a pre-test to the students, after which the researcher was administer treatment to the students. After the treatment, the student gave a post-test by the researcher

Research Instrument

In order to collect data, the researcher used a pre-test and post-test instrument. The researcher was giving pre-test about material listening. In this researcher was used 15 Statement about ARCS.

Procedure of Collecting Data

The researcher was given pre -test to all of students. The totally of number pre-test is 15 questions. Consist of ten multiple choices and five fill the blank. The researcher will explain about pre-test. The researcher was play the audio talk about Narrative text then the student hearing good then answer the question is carefully. The researcher was given pre-test about audio narrative text. The researcher will take the students value appropriate the procedural.

Treatment, the first treatment the researcher introduce self-gave, attendance then gave brainstorming before learned. After that give a pre-test, use audio after giving pre-test, the researcher was used ARCS method in the class. The researcher was apply the method by ARCS. The Second meeting was treatment apply: **attention** the researcher was given playing the audio to make student focus on listening. **Relevance,** namely the researcher was Provide material and explains the relationship between learning and the environment so that students are interest in listening well. Then enter the confidence. The **Confidence Stage**, the researchers provide opportunities for students to express opinion. Based on the material that has been taught by the researcher. A student was trained to grow confidence in them. After success the process to the satisfaction. **Satisfaction**, this stage the researcher was given an intrinsic and extrinsic assessment. So that students feel satisfied with the achievements obtained during learning English, especially

listening to improve listening skill.

The researcher came in the class until the eight meeting. It was given students pre–test and post-test the last meeting. To get a comparison pre-test and post- test. Last, give value the treatment was bring out the class in 8 meetings. Each meeting takes 60 minutes.

Post- test, after the researcher gives the treatment use ARCS model, the post-test will be distributed for the experimental class. It Process find out the students' listening comprehension and their progress after the treatment of the ARCS model.

RESULT AND DISCUSSION

Table.1 Mean score of Pre-test and Post-test in Listening

Listening Comprehension	
Pre-test	Post-test
70,6	89,8

Based on the data analyses, in Pre-test researcher found the result of student knowledge in listening about pre-test was 70,6 (fair) because of the students were by technique ARCS method.

The post-test research revealed an increase in student knowledge outcomes once the listening score was 89, 8 (Very Good). Based on the findings of the foregoing study, it can be inferred that the mean pre-test score was lower than the student post-test score.

CONCLUSION

Based on the result of findings in the previous chapter, the researcher concludes that: Using of ARCS method in learning process is eeffective with the mean score in listening process to improve students listening comprehension. The main score of content pre-test to post-test 70,6-89,8 then the percentage is 21.35%. This showed that t-test>value was higher than t-table (7.08>2.00). It means that H0 is rejected and H1 is Accepted. It can be concluded the effect of ARCS (Attention, Relevance, Confidence and Satisfaction) model to improve students' listening comprehension is effective.

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