

ABSTRACT

Riskayani. 2022. *The Effectiveness of Attention, Relevance, Confidence, and Satisfaction (ARCS) Model to Improve Students' Listening Comprehension (A Pre-Experimental Research at the Eleventh Grade of SMAN 9 Makassar)*. A

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The aimed of this study to find out the effectiveness of Attention, Relevance, Confidence and Satisfaction (ARCS) model to improve students' listening comprehension at eleventh grade of SMAN 9 Makassar. In this research, the researcher used experimental research by applying random sampling technique. The samples of the research were the eleventh grade students of SMAN 9 Makassar, which consisted of 25 students XI.MIA 4. The researcher used one group pre-test post-test design. This research was not control group. In the first step, the researcher gave pre-test and gave eight meetings treatment with narrative text material. After the researcher did the treatment, the researcher gave the students post-test. So, the result showed that 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 $t\text{-test} > \text{value}$ was higher than $t\text{-table } 7.08 > 2.0$. So, the conclusion is H_0 was rejected and H_1 was accepted, the effect of Attention, Relevance, Confidence and Satisfaction (ARCS) model to improve students' listening comprehension is effective.

Keywords: Attention, Relevance, Confidence and Satisfaction (ARCS), Listening Comprehension