THE EFFECT OF ARCS (ATTENTION, RELEVANCE, CONFIDENCE AND SATISFACTION) STRATEGY IN TEACHING LISTENING

SKRIPSI

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ABSTRACT

Saripa Hanim Simatupang, 1302050150. "The Effect of ARCS (Attention, Relevance, Confidence and Satisfaction) Strategy in Teaching Listening Listening. Skripsi : English Education Program of Faculty of Teacher's Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2017.

This study deals with the effects of ARCS (Attention, Relevance, Confidence and Satisfaction) strategy in teaching listening. The objectives of the research was to investigate the significant effect of ARCS strategy in listening. This research was an experimental research and used descriptive quantitative method. This research was conducted in MAS AL Washliyah 22 Tembung, eleventh Grade during 2016-2017 academics years. The population was 120 students and the sample was 80 studemts. By using Purposive sampling, two classes are chosen as the sample. XI IPA was chosen by ARCS strategy and class XI IPS -A by using conventional method. The instrument in collecting data was Dictation Test. In collecting the data, pre-test and post-test were applied for both, exprimental and control group. The students have been given the test which consist ten questions. The finding shows that the students who were taught by using ARCS strategy get better scores than those who taught by using conventional method. From this research, it was found that ARCS strategy in listening can bring some positive effect on the students's achievement in listening, which was proven from the result of analysis calculation of t- test, in which t-observed was higher than t table, $10,9 > 2,00$. It means that Ha was accepted and Ho is rejected. The effect of ARCS (Attention, Relevance, Confidence and Satisfaction) Strategy in Taching Listening Ability was 98,01 % and 1,99 % was influenced by others factors.

Keywords : ARCS Strategy, Listening, Dictation

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The writer,

Saripa Hanim Simatupang

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English, nowadays, has become an international language that is taught in almost all level of education in Indonesia.There are many factors which can influence the students achievement of certain language skills. It might be caused by the teacher and the students. From the teacher's point of view, there are some factors which can influence the students' achievement in language skills, such as, the quality of the teacher, the teaching style, the performance of the teacher and teaching technique or strategy. From the students' side, motivation, style in language learning, and personality of the students can give the impact to the students' achievement. In listening,the learners are supposed to be able to comprehend what is being spoken (Muharrami,Setiyadi& Hasan 2006: 2).

Listening is an active process requiring participation on the part of listener.According to Bont et. al (2008: 7) listening is the attending, receiving, interpreting, and responding to messages presented aurally. The idea above indicates that the listeners are usually playing an active role because they should have ability to digest the message of the speaker. Listening is not only the way of learning language that can give the learner information from which to build up the knowledge necessary for using the language but also the way to get information or to understand the sense of communication which will be sent in oral.

Based on Arono (2014: 2)Learning listening has been developed and advanced especially in media and in learning materials used in the cities. There are many choices of listening materials such as CD, DVD, or video applied in the classroom. However, there are many evidences that listening is lack attention of teachers. When they applied many learning competencies in the classroom, listening skill was always accelerated or reduced. Learning course methodology was discussed and analyzed slightly, and there was a tendency from the teachers that listening was ordinary activity in life. The other factor was a lack of teacher commitment to apply an appropriate approach in listening like using integrative skill which affected listening as an indicator to teach it in haste. Reading and Listening skills were as primary in learning language skill. In line with this condition, during PPL in MAS AL Washliyah 22 Tembung, the researcher found that the students lack of in listening comprehension. They had less vocabulary, it made the students got difficulties to get information in comprehend the speaker. Next , the listening report text itself was seldom taught to them, it meant that they were seldom even never listened to a nattive speaker or record. So, when they listened to native speaker and video recording, they got confused and always said that speaker spoke too quickly and they did not understand. This condition made students become less interested in listening class. When, the students were less interested, it would make their listening ability is being low. Therefore, the students should work hard to improve their listening ability. Next , the teacher seldom used media in delivering the material. Eventhough, in practice listening to spoken language they have to used

media such as Radio, TV and Video. The last, the teacher always used conventional method in teaching without using other method so that the students bored. Besides that, teacher seldom taught listening was caused by facility in the school. Many school had not language laboratory.

In teaching the teachers should be creative to find the teaching technique in listening activity. The technique chosen should help the students to learn the material and comprehend listening because listening is an active skill that should be a primary goal of the EFL teacher. In teaching, the teacher should develop students competence and opportunities to interact orally in the classroom or outside. So, the technique should help students to get the purpose of listening, such as listening for the main idea, and make students get many input from any sources to make students comprehend what the speaker's message accurately.

Based on explanation above, the writer is interested in using ARCS (Attention, Relevance, Confidence And Satisfaction) Model. Keller (2016: 5) These concepts, theories, strategies, and tactics comprise the first major part of the ARCS model, which is the synthesis of the vast motivational literature into a simple and useful number of components. They also provide the basis for the second major feature of the ARCS model which is the systematic design process that assists you in creating motivational tactics that match student characteristics and needs. The researchcer formulate this research under the the titile **"The Effect of ARCS (Attention, Relevance, Confidence and Satisfaction) Strategyin Teaching Listening"**

B. The Identification of the Problem

Based on the background above,there are many reasons why the writer chooses listening skill in this study. The listening skill is essential to improve the language.Learning listening has beenmastered by the students in order to be able to communicate in English most students till have difficulties in listening skill as follows

1. The students had less vocabulary.

2. The students' ability in listening is low.

3. Sometimes the students do not want to ask to what they do not know.

4. Teacher seldom use school facility in teaching learning process such as language laboratory.

C. The Scope and Limitation

Related to the problems above, this paper is focused on the implementation of using ARCS (Attention, Relevance, Confidence And Satisfaction) Strategy to teach listening to the students.

D. The Formulation of the Problem

The formulation of the problem would be:

" Is there any significanteffect of using ARCS (Attention, Relevance, Confidence And Satisfaction) Strategy in teaching listening?"

E. The Objective of the Study

The objective of the study states the target to be achieved in conducting the study. Based on the research questions above, the study propose the objective of the research is " To find out the significant of using ARCS (Attention, Relevance, Confidence And Satisfaction) Strategy in teaching listening "

F. The Significance of the Study

The finding of this research are expected to be useful and relevant to:

1. Theoretically

The study would given usefull and intersting way in teaching listening comprehension in applying ARCS stategy.

2. Practically

a. For the teacher who teaches english especially listening. This research can become reference to teach in listening material so that teacher can prepare suitable strategy and media for learning so that the students become intrested in teaching listening and they would get a better in their teaching listening.

b. For the students by reading this research can add their knowledge to incrase listening skill.So, They will more understand.

c. For the reader by reading this research can add their knowledge and can apply this knowledge in their own used only.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The basic concept of this study should be made clear from the start. A research might be based on existing theories of certain science. In the case, the theoretical framework was aimed at giving clear concept of the application of the study. The study was planning to investigate the effect of ARCS (Attention, Relevance, Confidence and Satisfaction) Strategy in Teaching Listening in conducting research. It was important to elaborate. Theories dealing with this studying order to avoid misunderstanding between the writer and reader. There were many points would be discussed in this chapter as follows :

2.1 Description of Approach, Strategy, Method and Technique

2.1.1 Approach

Brown (2001:16) said that approach theoretically well informed positions and beliefs about the nature of language, the nature of language learning and applicabilityof both to pedagogical settings. The approach refers to the level at assumtions belief about the language and language learning are specified.

Approach is a set of correlative assumptions dealing is axiomatic and describes the nature of the subject matter to be thought. by using an approach, it will make the teaching process becomes more effective because an approach is the very important element in managing students in the classroom. It is starting of view toward the learning process. Which refers to the view of bow a

process happens generally. It describes the natures of the subjects matter to be taught.

2.1.2 Strategy

In teaching leraning process,the teacher has important role that can not be ignored. The teacher must have strategy in conveying the material to the student in order to the student can study effectively and reach the goal as the teacher hoped. According to. According to Brwon (2001 : 16) The strategy is the specific method of approaching a problem or task mode of operation achieving a particular and planned design for controlling and manipulating certain information.

The main purpose of strategy in teaching is to give easy learning so that give car and special strees to the student' side. On theways to get strategy is master the technique of teaching or usually it called by teaching method.Teachingprogram that is used by teacher in one meet can be done by various methods.Utilization of combine method is meant to make learning student.So the student aren't difficult to get the target learning. From the explanation above, strategy is a teaching learning plane done by the teacher to get a certain objects.

2.1.3 Method

Method is away that is used to get the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have on the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have

the learning goal. As the teacher can not get the learning goal if the teacher do not have the variation method in teaching (Djamarah, 1991 : 72)

Method is an overall plan for the orderly presentation of a language material, no part which is based upon the select approach. A method is procedural. When a teacher uses method, it will make him/her easier to present the material. Method also one of educational component. In addition, to principle aims curriculum material, students and teacher, which perform basic educational function fundamentally. It's the teacher responsibility to achieve their profession in using the method as well as possible.

2.1.4 Technique

Brown (2001) state that "technique is any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives". So, that the lesson easy to be understand to made mastered by student well. The teacher extend the information or oral message to the students' defence or mastering knowledge and skill. Every teaching technique that gave by teacher must appropriate withthe material that would teach. So the purpose that we want is reached. Then, a different purpose, the teacher must use different technique to make the learning process useful.

Technique is implementation, meaning that a technique is something that actually take place in language teaching or learning in the classroom. Technique is knowledge about learning ways that used by teacher or instructor inteaching learning process.

The other defenition, technique is a way or method that must be mastered by teacher to teach or serve the lesson to students in the class, so that lesson carry to be understood and mastered by the student well. However, the teaching technique that way has been taught for almost twenty years, every teaching tecnique that given by teacher must appropriate with the material that will teach, do the purpose that we can be reached.

2.2. **Defenition of ARCS (Attention, Relevance, Confidence and Satisfaction).**

Keller (2016: 1) the ARCS model (an acronym for attention, relevance, confidence, satisfaction) contains a synthesis of motivational and volitional concepts and theories that provide a foundation for a motivational design process that has been validated in many contexts.

Schneider (2014: 12) ARCS is an instructional design model developed by John Keller and that focuses on motivation. ARCS stands for: Attention, Relevance, Confidence, SatisfactionThis model is particularly important for distance education, since motivation seems to be a key factor that determinesif learner's complete their training. Motivation is a diametral responsibility for learners and teachers, and so it has tobe boost over the entire learning process respectivly the developing of an learning environment.

Sarsar (2012: 46) The ARCS model is an attempt to synthesize behavioral, cognitive, and affective learning theories and demonstrates that learner motivation can be influenced through external conditions. The

purpose of the ARCS model is to employ strategies that are used to improve the motivational appeal of instruction

Hodges (2004: 5) the ARCS model (Keller, 1987) is a method for systematically designing motivation strategies into instructional materials. It consists of three parts: a set of four categories for concepts of human motivation, a set of strategies for enhancing motivation in instruction, and a design model fo r motivational design. The ARCS model works under the assumption that learners will be motivated if they feel they can be successful and that there is value in their learning. Hence, this model works within the boundaries of expectancy-value theory.

2.2.1. The Pocedure of ARCS (Attention, Relevance, Confidence And Satisfaction)

Hodges (2004: 5) a systematic design process is part of the ARCS model. The process is used to develop a motivational strategy for a specific instructional experience. The process has four steps: define, design, develop, and evaluate. When applying this process for motivation when developing an instructional experience, one should first define the problem formally. First determine if the problem is one of motivation. If motivation is an issue, analyze the learners, and prepare motivational objectives. Next, design your motivational strategie. After selecting your motivational strategies, you must develop the instructional materials that will make use of them. Finally, evaluate the learning experience, the proposes that the evaluation be based on motivational as well as learning outcomes. To judge motivational

consequences, it is best to use direct measures of persistence, intensity ofeffort, emotion, and attitude.

Schneider (2014: 12) the significance of motivation was early developed by some scientists. The implementation of multimedia elements isn't enough to reach permanently motivational goals. So the ARCS Model for the systematically boosting of motivational aspects. It contains four main categories.

a) Attention - Getting and Holding Learners's Interests and Attention

b) Relevance - The learning has to show a kind of usefulness. The learner should reach personal goals.

c) Confidence - The user has to espect success and should have the possibility to controll his learning processSelf-regulation

d) Satisfaction - There has to be attractive acts, rewards, feedback, and Self-Assement

According to the Bauer (2016: 4) procedure of step of ARCS are Attention, Relevance, Confidence and Satisfaction

a) IntheARCS model "Attention" points to the need ofarousingandholdingstudents'attentionforthe durationofaclassby evokingtheircuriositye.g. bymeansofsurprise.

b) "Relevance" is a challenge: to offer content the students identify with as relevant for themselves. This depends highly on the level of trust and familiarity between instructor and students To aware of their motivations

and opinions, thus to beopenandstresstheopennessthroughrhetoricstyle, is most important.

c) "Confidence" means that the instructor fosters positive expectations e.g. to success in the learningtaskandreinforcesstudents'confidencetoachieve.

d) "Satisfaction"theinstructor managesextrinsicandintrinsicreinforcement

These four categories provided a basis for aggregating the various concepts, theories, strategies, and tactics that pertain to the motivation to learn (Keller 2016: 5)

a) The attention category incorporates research on curiosity and arousal, interest, boredom, and other related areas such as sensation seeking.

b) The second category, relevance, refers to learners' perceptions that the instructional requirements are consistent with their goals, compatible with their learning styles, and connected to their past experiences.

c) The third category, confidence, refers to the effects of positive expectancies for success, experiences of success, and attributions of successes to one's own abilities and efforts rather than to luck or to task challenge levels that are too easy or difficult.

d) The fourth condition of motivation is required is called satisfaction. It includes the appropriate mix of intrinsically and extrinsically rewarding outcomes that sustain desirable learning behaviors and discourage undesirable ones.

2.2.2. The Using of ARCS (Attention, Relevance, Confidence And Satisfaction)

Edori (2014: 18)The ARCS model can be merged within other instructional design model because it is just a means of meeting the motivational needs of students. When the ARCS model terms are reached, the learners are possibly more motivated and just in the current instruction but also maintaining the motivation to learn. ARCS model attends to the motivational needs of the learner during a specific lesson and due to its flexibility long term motivational goals can be defined. Integrating ARCS model into an instructional design model is a systematic process that contains four steps: define, design, develop and evaluate

a) Define: The define phase involves three steps; classify problem, analyze the audience and define motivational objectives. The needs of the students might be different, some students may have low confidence, and others might lack perceived relevance. In other words there are motivational challenges in various circumstances therefore it is important to find the problem of the class, analyze the students behavior to see which ones are intrinsically and those that are extrinsically motivated and finally set motivational objectives according on the requirements of the students.

b) Design: The design phase has two steps; create potential strategies and select the ones to use. It is important to brainstorm in order to have a variety of potential strategies and critically review all these

strategies to choose the best one that will produce the optimal result. The motivational strategy used should not derail from the instructional objectives, it should not take up too much time from the instruction, and also compatible with how the instruction is delivered. Motivational strategies ought to stir up the zeal to learn and not derail learners from the process.

c) Develop: The develop phase has two steps; create any extra material needed and integrate it to the instructional material. This can cause to revise the instructional material for consistency and continuity.

d) Evaluate: Evaluation should be centered on motivational and learning outcomes. To evaluate motivational outcome, the use of direct measures like intensity of effort, attitude, persistence, emotion are important

2.2.3. The Advantages of ARCS (Attention, Relevance, Confidence, and Satisfaction)

Based on Chen (2015: 19) the attention, relevance, confidence, and satisfaction (ARCS) model is a training–learning motivation model that combines teaching design and learning motivation efficiently. The ARCS model has the following benefit as follows

a) Emphasize eliciting motivation and affect,

b) Combine other teaching theories or design steps for application, and

c) Focus on enhancing teaching effects, especially interest in learning.

According to Sali (2008: 151) explained on the learner characteristics, motivational quality of instruction can be enhanced with the instructional methods suitable to learners' motivational qualities. Each factor of the ARCS Model has three elements, the benefit includes:

a) Perceptual arousal: use of strategies to gain initial interest;

b) Inquiry arousal-use of problem-solving, questioning, a sense of mystery and progressive disclosure to increase interest;

c) Variability-use of variety (lecture with visuals, group activity, or game) for a change of pace.

2.3. The Concept of Listening

2.3.1 Definition of Listening

The definitions of listening are variously stated by some experts. According Liubinienė (2009:5) says listeningis a complex process best developed by consistent practice. In other hand Jalongo (2010:4) states listening is a form of communication that involves hearing, interpreting, and constructing meanings; an active process that is not limited to the spoken word; and an essential way of participating in daily routines as well as wider decision-making processes. So, we can say that listening a complex activity and ability to identify and understand what others are sayingand we can help students comprehend what they hear by activating their prior knowledge.

Meanwhile Bingol (2014:1) point out today's our modern world everybody accepts that listening is one of the most important skills in second

language acquisition,listening is not passive but an active process of perceiving and construction a massage from the stream sounds. This process depends what one knows about the phonological, grammatical, lexical, and cultural system of language, and listening is the process in sequences that have meaning.

Carl &Richard (1987: 2) point out in active listening is an important way to bring about changes in people. Despite the popular notion thatlistening is a passive approach, clinical and research evidence clearly shows that sensitive listening is amost effective agent for individual personality change and group development.When the students listened sensitively, they tend to listen to topic clearlyand they are feeling and thinking. Group members tend to listen more to each other, to get argumentative and points of view. Because listening reducesthe threat of having one's ideas, the students able to see them for what they are and ismore likely to feel that his contributions.

Listening is very complex. In the daily conversation, native speakers do not consciously make all the possible phonemic discrimination typical to of their language. They so familiar with certain patterns and contexts that they can understand what is being said even they do not pay precise attention to every word.

Based on explanation above we can conclude that listening is a complex skill and ability to receive and process a massage from a steam sounds, the process depends on what the listening knows about the phonological, grammatical, lexical and cultural system of a language

2.3.2 The process of listening

Listening skill is activity to identify and understand what others are saying. Brown (2001:247) mention that the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. The students must be able to use a lot of their listening ability, if they want to be successful in the learning process, one of theimportant parts in creating and understanding the language is listening mastery. The students can not express their opinion and ideas in English without listening.

Before talk about the process of listening Mcgraw (2004:49) identify four kinds of listening there are:

a. Appreciative listening —listening for pleasure or enjoyment, as when we lis-ten to music, to a comedy routine, or to an entertaining speech.

b. Empathic listening —listening to provide emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress.

c. Comprehensive listening —listening to understand the message of a speaker, as when we attend a classroom lecture or listen to directions for finding a friend's house.

d. Critical listening —listening to evaluate a message for purposes of accepting or rejecting it, as when we listen to the sales pitch of a used-car dealer or the campaign speech of a political candidate.

Mcgrawidentify the important of listening deals primarily with comprehensive listening and critical listening. They are the kinds of listening you will use most often when listening to speeches in class, when taking lecture notes in other courses, when communicating at work, and when responding to the barrage of commercials, political messages, and other persuasive appeals you face every day. They are also the kinds of listening that are most closely tied to critical thinking. In stated that Listening is an important element in language besides pronunciation and grammar the students cannot express ideas in English without listening.

Based on Frick (2001) The differences between hearing and listening Hearing occurs passively and involuntarily as sound is received through the ear structures while Listening involves the desire to communicate and the ability to focus on certain sounds for discrimination and interpretation. Listening skill can be meant as ability to pay attention or to hear something. Howeverlistening is not same as hearing. Hearing is essentially an automatic, It is possible to hear sounds without consciously process. While, in listening is active process that involves much more than assigning to sounds or words.

In theory of Liubinienė (2009:5)Listening comprehension is an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. Top-down and ,,bottom-up processes are at work in the listening activity. It is a continuum where learners will lean towards one process or the other depending on their

knowledge of the language, the topic or the listening objectives. Bottom-up point of view looks the process of listening as the way to get information from the (listening) text and Top-down approach, the schemata or background knowledge plays an important role in the listening process

There are some definitions about listening. It can be concluded that the students listen and understand the lectures. Teachers should teach the students appropriate listening strategies. In order to support bottom-up and top-down teacher may want to focus on giving listening tasks to help the students develop their listening ability.

2.3.3 Teaching Listening to EFL students

According Bloom (2006: 6) defines Curriculum is typically considered to be the official written document from a higher authority, such as the local school district or school board. Such a document is seen as a mandated template that must be followed by all teachers. Unfortunately, in many cases, teachers are supposed to follow such a mandated curriculum. According to the history of education, the term 'curriculum' was originally related to the concept of a course of studies followed by a pupil in a teaching institution. The concept of curriculum has evolved and gained in importance.

Curriculum is a set of programs and regulations about purpose, content, teaching materials and teaching methods as the guidance in implementing teaching and learning activities to achieve certain education purposes, (BSNP, 2003).

Indonesia has conducted numerous curriculums, which relevant to the development of education and political issue, the development of learning and teaching theory. Curriculum 2006 is one of them. It has been implemented in Indonesia since. Curriculum 2006 is a curriculum that operates based on the implementation of education units to achieve educational purposes. It means that every school has to arrange its own curriculum based on the potential, the characteristics, the condition of its institution, the students, and the location (BSNP, 2006).

Based on the curriculum, the English teaching learning for junior and senior high school is to do with different genres that students should master. In this case, most teaching-learning processes in Indonesia apply genre-based approach to teach many kinds of genre. Besides, many studies of genre by implementing genre based approach have been carried out for instance conducted.

B. Previously Relevance Study

The previously relevance study as follows;

1. Jianfeng Zhang. 2015. Improving English Listening Proficiency: The Application of ARCS learning-motivational Model.

   Abstract

   Language learning motivation is one of vital factors which strongly correlates to the success in second language acquisition. Listening proficiency, as one of the basic language abilities, is paid much attention in English instruction, but presently the college English listening teaching

is a weak link in English language teaching in China, which means listening practice occupies so much time but the gains are so limited. Therefore, promoting the performance of listening proficiency is still a hot topic in English language teaching. The ARCS model, which includes four categories, is both motivational and also teaching model.So, this model can be utilized in college English listening teaching and learning to discuss how to stimulate the listening motivation and to improve listening proficiency as well as teaching performance.

Keywords: listening proficiency, ARCS model, learning motivation, English listening teaching.

2. Bingol, Azmi. 2014. Listening Comprehension Difficulties Encountered By Students In Second Language Learning Class.

Abstract

In today's our modern world everybody accepts that listening is one of the most important skills in second language acquisition. When listening to a second language, many language students face listening difficulties. Second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Listening is not important parts of many course books or syllabus and most teachers do not attach importance to listening while preparing their lesson plan. A great number of teachers believe that it will develop naturally within the language learning process and they will learn unconsciously. Actually there are

number of listening barriers based on message, delivery, audience and environment. Teaching and drilling listening strategies ease students listening comprehension.

Key Words: Listening comprehension, listening difficulties, listening strategies.

C. Conceptual Framework

Listening is one of skill in language learning. In listening we need comprehension to interpret the message of spoken language. The listener decides to hear something because have special purpose that is to get a piece of information. To understanding a foreign language, the teacher as a guider in the class should prepare media to make students more interest in teaching listening. The media which the teacher do to motivate the students to interest in teaching listening.

This research was conducted to determine whether the application of ARCS (attention, relevance, confidence and satisfaction) Strategy in teaching is influenced by media that used in teaching process. It can improve students' achievement in listening skill because the media helps students to explore their idea, and the students can learn and have fun at the same time.

D. Hypothesis

This research will answer the question about whether yes or not the effect of using the ARCS (Attention, Relevance, Confidence, and Satisfaction) on

students' achievement in Listening ability. To get the answer of question, the researcher proposed alternative hyphotesis (H_a) and null hyphotesis (H_o) as below:

H_a: Altenative hyphotesis was recivable. So, there was any significant defference of using the ARCS (Attention, Relevance, Confidence, and Satisfaction) Model on the students' achievement in listening ability.

H_o : Null hyphotesis was rejected, so, there was no significant difference of using the ARCS (Attention, Relevance, Confidence, and Satisfaction) Model the students' achievement in listening ability

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

The research will conducted at MAS Al Washliyah 22 Tembung, Medan. During academic year 2016/2017. The reason for choosing this school as the location of the research because of SWOT analysis. The school has some internal factors that made a weakness in teaching listening. Some of them were the teachers still used conventional technique and it happen because the lack of creativity from the teacher to increased students' motivation, they did not try a new strategy in listening and beside that the school did not facilitate the students' need which made students did not intresting in listening and of course it makestudents difficult to understood aboutlistening. Based on the situation, the researcher want to know the effect of the ARCS (Attention, Relevance, Confidence, and Satisfaction) Strategy to solve the students difficulties in listening.

B. The Population and Sample

1. The Population

The population of this research will take from the elevengrade students of MAS Al Washliyah 22, Tembung. Which consist of three parallel classes. There were XI IPA (40 students), XI IPS - A (40 students), XI IPS - B (40 students). So the population consist of 120 students.

2. The Sample

Sample was a procedure of taking the data, where only a part of the population would take and used to determine the characteristic fromthe population. The researcher will use purposive sampling, based on Sugiono' theory. Sample will take with some specific considerations that aims to obtain data that can be more representative. According to the criteria that have been determine the researcher choose XI IPA as Experimental Group and XI IPS -A as Control Group.

C. Research of Design

This study is experimental research which apply quantitative design. This study has two variables : dependent and independent variables. In this research, experimental group will be taught by using ARCS strategy , and the control group will be taught by conventional teaching.

Table 3.1
Research of Design

Group	Pre-Test	Treatment	Post-Test
Experiment	√	ARCS strategy	√
Control	√	-	√

The procedures to gain the data are: pre-test, treatment (teaching presentation) and post-test. In pre-test, The experimental group will be given pre-test before the treatment. The function of the pre-test to know the mean score of experimental group. When treatment It will to find out the effect of teaching listening by ARCS strategy, a treatment was conducted to the experimental group. At last in

post-test, The post-test given to experimental group after treatment. It is to find out the differences of mean score.

D. Instrument of the Research

The instrument of this research would be dictation test and the total of the questions are 10. The test is about dictation test.

E. Technique of Analyze Data

The instrument of this research to collect the data used dictation test, The test in this research are Made by the Researcher , was taken from Internet in order to meet the research purpose. The test consist 10 items. The students was asked to watch video segments related to the topic. The students were asked to doing in 30 minutes.

In order to get students   score, this scoring system using was applied :

1. Scoring the students' answer for the correction answer was analized by using experimental technique. The step are follows:

$$S = \frac{R}{N} \times 100$$

Where :

S : the score

R : the number of correct answer

N : the number of items

2. Listing the score in table score. First for experimental group as X variable , second for control group as Y variable.

3. Calculating the mean scores of experimental group.

4. Providing the hypothesis of the research:

   a. Finding the correlation of produc moment.

   b. Determining T-test.

   c. Testing Linear regression.

   d. finding the significant effect.

F. Statistical Hypothesis

In this research, statistical hypothesis was used to describe wheteher the hypothesis was accepted or rejected. The statistical hypothesis formula :

H_a : $T_{observe} > T_{table}$

H_o : $T_{observe} < T_{table}$

H_a : There is the effect of applying the ARCS (Attention, Relevance, Confidence, and Satisfaction) Model on students' achievement in listening ability (the hypothesis is accepted)

H_o : There is no effect of applying the ARCS (Attention, Relevance, Confidence, and Satisfaction) Strategy onstudents'achievement in listening ability (the hypothesis isrejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data would be calculated by using t-test. The following procedure was implemented to analyze the data. Both of the experimental and control group were given a test in the form of dictation. The results of the pre test and the post test were presented in the following tables. There are three parallel classes from XI IPA-1 until XI IPS-2. The researcher was taken the sample by purpositive sampling and choosen two classes XI IPA and XI IPS-A as the sample. Below is the pre-test and post-test students score is described in the table below.

Table 4.1
The Score of Pre test and Post Test of Experimental and Control Group

Score	Frequency Experimental Group		Total		Score	Frequency Control Group		Total	
	Pre-test	Post-test	Pre-test	Post-test		Pre-test	Post-test	Pre-test	Post-test
20	ЖН II	-	7	-	20	ЖН	II	5	2
25	III	-	3	-	25	II	I	2	1
30	IIII	-	4	-	30	I	II	1	2
40	IIII	-	4	-	35	ЖН	I	5	1
45	II	-	2	-	40	III	IIII	3	4
50	ЖН I	-	6	-	50	ЖН II	ЖН ЖН	7	10
60	III	-	3	-	60	ЖН III	ЖН III	8	8
70	III	IIII	3	4	70	IIII	ЖН	4	5
75	II	ЖН I	2	6	75	II	III	2	3
80	IIII	ЖН II	4	7	80	II	II	2	2
85	II	ЖН ЖН	2	10	85	I	II	1	2
90	-	ЖН	-	5	90	-	-	-	-
95	-	IIII	-	4	95	-	-	-	-
100	-	IIII	-	4	100				
	Total		**40**	**40**		**Total**		**40**	**40**

Completing test was given to the students to obtain the data. The data was collected by giving the students a test, consisting of 10 test items. The data showed that both groups, in Experimental and control group, the total score in experimental group of pre-test is 1.915 and post-test is 3.370. In Control group, the total score of pre-test is 1.980 and post-test is 2.205. The result of the pre-test in experimental group showed that the highest score was 85 and the lowest was 20 , in control group the total score of pre-test showed that the highest was 85, and the lowest was 20, while the highest score of experimental group in post-test was 100 and the lowest was 70, in control group the total group of post test showed that 85 and the lowest was 20 (for detail, see Appendix 6 and 7). Based on the data above, It proves that there are different score between pre-test and post-test in experimental group and control group.

Table 4.2
The Students' Ability Score in Pre-test and Post-test

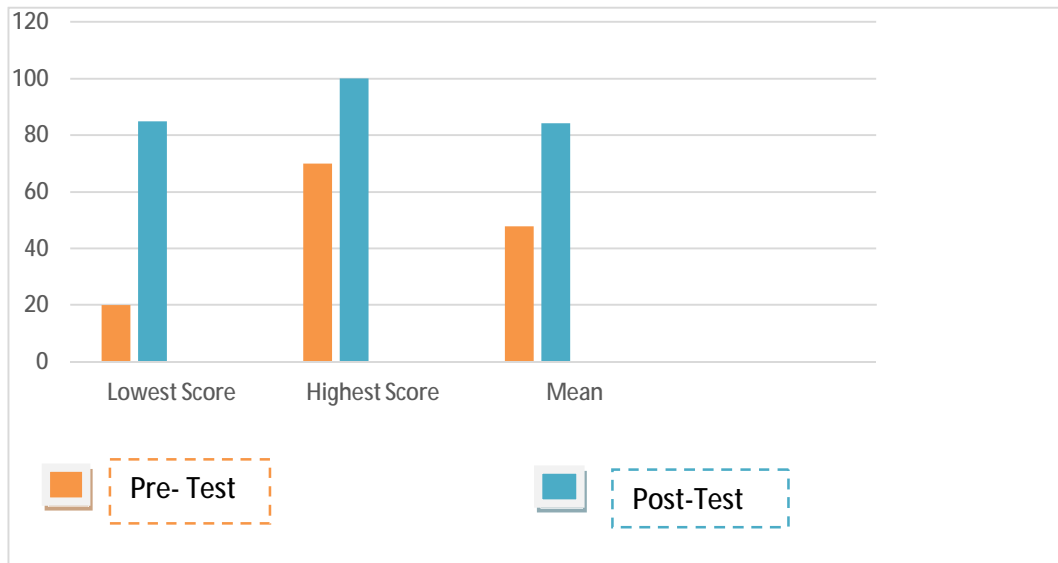| Score Calculation	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Highest	85	100	85	85
Lowest	20	70	20	85
Sum	1.915	3.370	1.980	2.205
Mean	47.9	84.3	49.5	55.1
N	40		40	

Figure 4.1 The Students' Score in Pre-test and Post-test in Experimental Group
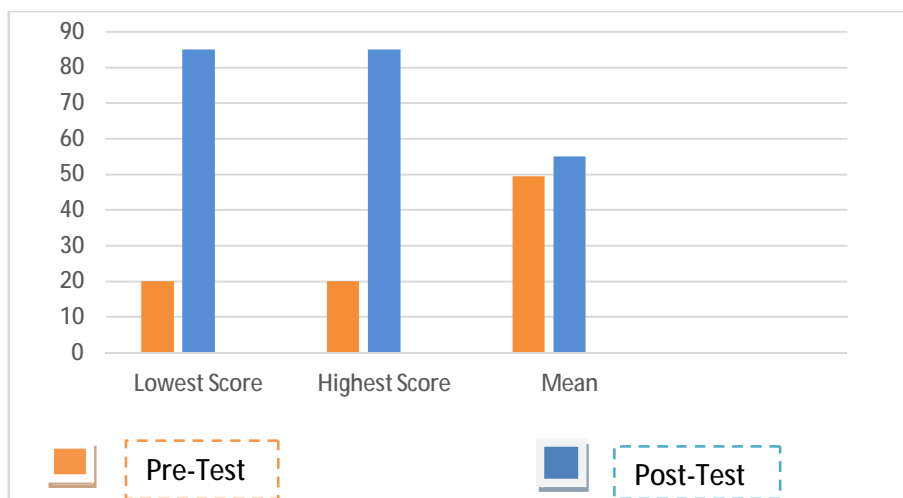

Figure 4.2 The Students' Score in Pre-test and Post-Test in Control Group

Based on the data above, it proves that there are different scores between pre-test and post-test. After administering the treatment, the students   score in post-test is higher than pre-test score.

B. **Data Analysis**

The analysis of data were conducted to providing the hypothesis of the

research. Each of these is presented as follows:

Table 4.3
Providing The Hypotesis

Correlation Product Moment	T-test	Linear Regression	Significant Effect
$r_{xy} = 0,98$	$t = 10,9$	$Y^{\backslash} = 0,168 + 0,89\ X$	D = 98%

Based on the data, the correlation of product moment showed that r_{xy} =

0,99. Based on the calculating of t-observed,it was found that t-observed was 10,9

. Based on the table of distribution, the pride of t_{table} with the degree of freedom

(df) 78 at the level of significane 5% was at 2,00, while the critical value ($t_{observe}$)

was 10,9. The result of computing indicate that the $t_{observe}$ was higher than t_{table}

($t_{observe}$> t_{table} : 10,9 >2,00). It mean that the effect of ARCS Strategy in Teaching

Listening 98 % was hypothesis was accepted.

C. **Teasting Hypothesis**

The testing hypothesis was aimed to know whether the hypothesis was

accepted or rejected. (H_a) is accepted if the $t_{observe}$ > t_{table}. In this research, the

calculation of the scores by using t-test showed the degree of freedom (df) 78 at

the level of significane 5% was at 2,00. Based on the calculating of t-observed,it

was found that t-observed was 10,9. Based on this, it is conducted that alternative

of hypothesis (H_a) is accepted.It means that there is significants effect of ARCS

strategy in teaching listening.

D. Finding

When ARCS strategy was used in the expermental group, most of students' feel fun,enjoyable and enthusiasm in learning. Based on the researc, there was improvement on students' achievement in listening by using ARCS strategy in learning. It was found that the application of ARCS strategy give a significant effect on the students' achievement in listening, which was shown from the students total scores improvement from pre-test to post-test, 1915 and 3370 respectively. This also prove by the result of calculation of t- test, in which t-observed was higher than t table, 10,9 > 2,00 with the persentage effect was 98% and df = 78 (40 + 40 − 2). It means most of students responded well the lesson by ARCS strategy.

E. Discussion

There were the difference between pre-test and post-test score on the students' achievement to improve listening ability through ARCS strategy as the media. ARCS can be called as a motivation, the strategy for active learning has a purpose to make independent and creative growing in studying, so that students can make innovations. the students will use their two multi sensory, sound and sight at the same time when doing listening practice (Harmer,2003).

Based on the explantion above,it is supported by result of same researches who applying ARCS strategy to teach listening for the elevent grade of MAS AL Washliyah 22 Tembung , show that the effect of ARCS strategy gives more effectiveness to use in teaching and learning process to ingrease students'

achievement to improve listening. In this research was shown that the students score in post-test is higher than pre-test. It was proved that there are significant effect was 98% and 1,99 from the other factors.

Futhermore, in this research, the researcher found that the effect if ARCS strategy could help students to more active and fun in teaching learning process in the classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it was found that the application of ARCS strategy in teaching give a significant effect on the students' achievement in listening, which was shown from the students total scores improvement from pre-test to post-test, 1915 and 3370 respectively. This also prove by the result of calculation of t- test, in which t-observed was higher than t table, 10,9 > 2,00 with the persentage effect was 98% and df = 78 (40 + 40 – 2). It means most of students responded well the lesson by ARCS strategy. It was characterized by the increasing of students' learning outcomes students' activity in learning. So, ARCS strategy was concluded to be effective in teaching listening.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The english teachers are suggested to use ARCS strategy in teaching listening. By which the teacher may easily listening intrestingly because it can be an alternative method to motivate the students in listening. Besides that, it can be contribution for english techer to improve their listening methods.

2. The student are expected to use ARCS strategy by themselves to encourage that confidence in order to improve their acheivement in listening.

3. It is suggested to the other researcehers to use this finding as source of the reseach.

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