Using ARIAS Model to Improve Students' Speaking Ability at SMP Negeri 9 Parepare

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Abstract
ARIAS learning model consists of assurance, relevance, interest, assessment, satisfaction which is arranged based on learning theories. The five components are one unity that requires learning process to be more effective to improve students' confidence in speaking. Many students' still afraid to speak and did not have any self confidence in speaking. The purpose of this research is to know whether or not ARIAS Model can improve students speaking ability at SMP Negeri 9 Parepare. This research used experiment design with pre-experimental design, the total samples were 29 students. To gain the data, this research employed pre-test and post-test as instruments. The data were analyzed by using SPSS. The result of the research showed that there was improvement of students speaking ability at SMP Negeri 9 Parepare after having taught by ARIAS Model. The students speaking skill before learning by using of ARIAS Model was 64,33. After having treatment by using of ARIAS Model, students' speaking ability increased by 80.52. The improvement obtained t value 2.507 > 2.011, which means that there was a significant improvement students speaking ability using ARIAS Model at SMP Negeri 9 Parepare.
Keywords: *ARIAS model, students' speaking Ability, SMP Negeri 9 Parepare*

1. Introduction

Speaking plays an important role in learning especially in foreign language; in this case a researcher should choose appropriate method, technique and a good atmosphere as an effort to make teaching fresh and interest in order to motivate students to learn English. In fact, speaking train students to practice their ability and understanding, how to send ideas, and how to spell words well. Due to the state of the school environment and the teaching methods utilized, most students find it difficult to communicate in English with one another. In order to assist students to talk when teachers and students engage, the teacher might employ media while teaching English. Before the learning process begins, the instructor must also create engaging materials. Based on the curriculum in teaching must be conclude of several achieve that is expected to; have speak converse smoothly with peers and engage in conversation; carry out actions including inviting others, accepting, and declining offers, asking questions and providing comments, praise, and congrats.

Based on pre-determined goals, they must be accomplished by pupils. Students are unable to speak well in reality. Through observation and interviews, the truth may be demonstrated. According to researches' findings, the issue is that pupils' speaking abilities are lack of skills in speaking. Students at SMP 9 Parepare did not possess the speaking

skills required by the curriculum. The kids struggle with speaking English due to three issues: First, they speak slowly and pause frequently. Second, they struggle to construct coherent statements or expressions. Third, they struggle with understanding, making it difficult for them to respond to questions and to speak out in class. Therefore, the researcher offered ARIAS Model teaching which hopefully can improve students speaking ability, because it was created using learning and teaching theories, the ARIAS learning model is intriguing. Not only at the conclusion of the learning process, but also during it, is the evaluation or assessment conducted. The purpose of evaluation is to gauge how far the pupils' learning has progressed. A learning process evaluation is conducted. This phrase has the potential to affect how well children learn.

According to Thornburg (2015), speaking is a real-world action that a speaker engages in to express his or her thoughts and engage listeners. The actions are spontaneous, and their continuance is determined by circumstances. Caroline (2013) stated that speaking is the most natural way of communication among community members for both the expressing of ideas and the formation of social behaviour. Meanwhile, Speaking is a crucial English skill that must be included in both teaching and learning, though. In order to boost their self-confidence and engage in fruitful conversations with others while using English, students must learn how to talk. There are three fundamental justifications for encouraging student speaking in the classroom. First of all, speaking exercises provide students the chance to practice speaking in public in a safe environment like the classroom. Second, speaking exercises that require students to utilize any or all of the languages they are familiar with give feedback to the teacher and the students. Finally, pupils' usage of the many language components they have stored in their brains becomes more automatic the more opportunities they have to employ them. This implies that they will be able to speak smoothly and without giving it any consideration.

ARIAS Learning Model is modification of the ARCS model (Attention, Relevance, Confidence, Satisfaction) developed by Keller and Kopp an effort to design learning that can affect achievement motivation and learning outcomes. This model was created based on the idea of expectation (expectacy value theory), which has two parts: the value of the objectives to be accomplished and the expectations needed to accomplish those objectives. Keller created four components from the two original parts that would eventually become the beginning. The abbreviation ARCS stands for attenuation, relevance, confidence, and satisfaction (Rahman, M., Sofan Amri., 2014).

The assurance, relevance, interest, assessment, and satisfaction components of the ARIAS learning paradigm are grouped according to learning theories. The five parts work together as a whole and need learning. Assurance is related to confident in oneself and having high expectations for one's achievement. Relevance is connected to students' lives, whether it be through their previous or present experiences that relate to their present or future professional demands. Interest is related to students' attention spans and motivation to learn. Assessment is related to the evaluations. Evaluation is one of main part in learning process for both students and teachers. Satisfaction is related to the students with achievement. Students' feelings of pride and achievement serve as motivation for their subsequent successes. Students will feel satisfied when they receive reinforcement, which is important for the learning process.

The five parts of the ARIAS Learning model were put together using learning theory. This model's components are introduced in five phases, as stated in the table below:

Table 1.1 Steps of ARIAS Learning

Step ARIAS Learning	The Role of Teacher
Phase 1 Assurance (Self Confidence)	Teacher installs confidence in pupils toward themselves and helps them recognize their talents and flaws.
Phase 2 Relevance	The teacher explains the objectives for the class and motivates the pupils to reach their goals.
Phase 3 Interest	The instructor needs to pay more attention to the pupils while also stimulating them since interest is connected to their attention and enthusiasm to learn.
Phase 4 Assessment	For classroom instructors and researchers studying learners' speaking abilities, the teacher conducts the assessment. Appliable theories and reliable methods that outline the direction of the assessment strategy are needed in order to determine explicitly what to test and how to perform the testing process.
Phase 5 Satisfaction	The pupils and their academic success. Students' feelings of pride and achievement serve as motivation for their subsequent successes. The importance of reinforcement in the learning process is that it will make pupils feel satisfied.

The five fundamental components of learning are developed by pupils using the ARIAS learning paradigm. The five fundamental components include nurturing students' enthusiasm in learning, adapting to the context and circumstances of their environment, assessing their learning, and instilling pride in them as individuals.

The researcher explained about how to teach speech materials which correlate with the model of ARIAS, it can be explained below:

Table 1.2 Implementing of ARIAS Learning

Step ARIAS Learning	Teaching Speech
Phase 1 Assurance (Self Confidence)	Teacher installs confidence in pupils toward themselves and helps them recognize their talents and flaws. The implementation of this step is that, teacher asked the students to identify their weakness in speaking performance when they try to speech. Why they felt shy and ashamed during the class.
Phase 2 Relevance	The teacher outlines the objectives for the pupils to meet and motivates them to do so. The researcher than evaluate the students' assurance step than relevance it to the goals of the materials in speech content.
Phase 3 Interest	Interest is related to students' attention and willingness to study, teacher must give more attention to the student while also stimulate them. The researcher stimulates the students to take more attention during the speech and try to make fun class before the students speak in front their class.
Phase 4 Assessment	The researcher tries to challenge the students to do more classroom activities on how the students did not feel bored and lazy to do activities at class. Teacher does the assessment which is difficult for academics studying the speaking talents of students. It is necessary to have proper procedures that outline the direction of the assessment strategy in order to know what to test precisely and how to perform the testing process.
Phase 5 Satisfaction	The researcher makes an effort to reinforce the pupils' learning.

A study was conducted by Purwanto, etc (2019) with the title of "ARIAS Learning (Assurance, Relevance, Interest, Assessment and Satisfaction) in Social Studies". The purpose of this study was to use the ARIAS learning model to define the teacher's capacity for managing student activities, learning, and responses. The result revealed that the application of the ARIAS model in social studies has significantly improved students' comprehension of social studies concepts. Student learning outcomes may be improved

by using the Application Assurance, Relevance, Interest, Assessment, and Satisfaction (ARIAS) learning paradigm.

Additionally, Pardosi & Siti Aisyah (2019) conducted research with the title of "The Use of ARIAS Model with Media Spelling Bee Game to Improve Speaking Ability". The subject of this research were 30 students of SMA Swasta Al Hikmah and the data was analyzed by using quantitative and qualitative method. Two rounds of classroom action research were conducted by the researcher. Pre-test, cycle I, and cycle II data were collected. The researcher administered a pre-test before the cycle I test. The pre-test mean score was 43,33%, according to the research findings, and just one student, or 43,3% of those who received the score, met the minimal mastery criteria (KKM). The research's findings for cycle I indicated that the mean score was 62,16%, and 15 students, or 62%, received the score that met the minimal mastery criteria (KKM). According to the study's findings, cycle II's mean score was 78.83, and 40 students, or 78% of the sample, achieved the required minimum mastery (KKM). The kids' increased speaking skills were evident from this. As a result of applying ARIAS learning through a spelling bee game, observational data revealed that pupils become more engaged.

Based on the previous research, the similarities between this study and earlier studies are the examination of the learning method which ARIAS became the experiment method. This research probably had differentiation with the aspect of the skill developed, the previous research used the ARIAS model to develop social study and collaborate with spelling Be, while this research focused to develop students' speaking ability. The newest line from this research is combining the ARIAS model with the materials of procedurals text which become the solution to encounter the students' problem.

2. Methods

2.1. Research Design

This study employed a pre-experimental research design that included pre-test and post-test using a quantitative approach. The goal of the study was to determine students speaking ability after using of ARIAS Model and another was about the using of ARIAS Model in improve students speaking ability at SMP Negeri 9 Parepare.

2.2. Population and Sample of Research

The population of this research would Second Grade of SMP Negeri 9 Parepare, The total of the students as shows in table below:

Table 2.1 Population

No	Class	Male	Female
1	VIII1	16	11
2	VIII 2	15	13
3	VIII 3	15	14
4	VIII 4	15	13
5	VIII 5	13	16

6	VIII 6	17	12
7	VIII 7	15	14
	Total		200 Students'

The sample of my research was class VIII 7 which total students of 29 student by simple random sampling which taking the sample by random data.

2.3 Technique of Collecting Data

In this research, there are several methods of data collection techniques, namely: pre-test, treatment, and post-test. Pre-test is completed before to the start of teaching activities for the ARIAS Model in order to gauge the degree of students' prior understanding of the topic to be covered. Then, the researcher gives the treatment to the students. The researcher provides instruction to the pupils as well as educational resources speech materials from the text book. The treatment using ARIAS Model which corelated to the speaking ability explained clearly in RPP. The post-test was the test that the researcher after the treatments. Post-test is the final evaluation of their speaking performance.

2.4 Instrument of the Research

Tests were the instrument employed in this investigation. Pre-test and post-test tests were employed by the researcher as a data collection tool in this study. Giving was done to learn more about the students' ability after using of ARIAS Model at SMP Negeri 9 Parepare.

2.5 Technique of Data Analysis

Data analysis techniques was the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available. Descriptive Analysis is method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation which focused on students speaking ability after using of ARIAS Model at SMP Negeri 9 Parepare and some of any test before conducting infrential analysis.

Table 2.2 Rubric Score

No	Component	Description	Indicator (Scale)
1	Pronunciation	Pronunciation of individual sounds and words	Many wrong (1) Frequent incorrect (2) Occasional errors (3) Some errors (4) No errors/ minor errors (5)

2	Vocabulary	The leaner's ability in choosing appropriate words	Little knowledge of English words (1) Frequent errors of word (2) choice Occasional (3) choice Minor errors (4) Effective/ appropriate word (5)
3	Fluency	The ability to keep the conversation going and read a text smoothly without hesitation.	Dominated by hesitation (1) Frequent hesitation (2) Occasional hesitation (3) Minor hesitation (4) No hesitation (5)
4	Comprehension	The ability to explain more comprehension which the meaning across.	Message unclear (1) Disconnected idea (2) Ideas stand organized (3) Clear and organized ideas (4) Well organized and clear ideas (5)

Classifying the score students' classification as follow:

Table 2.3 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor

3. Result

3.1 Findings

This section explained about the research question, the research question was about the use of ARIAS Model can improved students speaking ability at SMP Negeri 9 Parepare. The researcher firstly explained about the processed did by the researcher in treatment class for doing experimental research, namely opening activities, main activities and closing activities. The opening class beginning to introduce the students the materials would be used for the treatment class, more about students' improvement in their speaking. The main activity was an activity in which the researcher carries out the learning process using of ARIAS Model to improve students speaking ability. The closing activity at the treatment stage is carried out by providing verbal reinforcement to students. The

material explained in the main activities is repeated for many time in order to make sure the students may understand the materials.

3.1.1 Pre-test

Pretest was given by the researcher before the treatment conducted, the result of treatment showed below:

Table 3.1 Pretest result

| N0 | Category | Result Pre test | |
		Frequency	Percent
1	Very good 80-100	3	10,3%
2	Good 66-79	11	37,9%
3	Fair 56-65	6	20,6%
4	Poor 40-55	9	31,03%
5	Very poor <35	0	0%
	Total	**29**	**100**

According to the data above, the findings showed that, students which get score in very good was 3students which percentation of 10,3%, while category of good was 11 students or 37%, while category of fair was 6 students or 20,6% from total students', while category of poor was 9 students or 31,03% from total students', while category of very poor was 0 students or 0% from total students.

This table explained about the dominant score can be seen on the table that, good category become dominant category which presentation of 37,9%. And the findings may conclude about the pre-test category for the good category, in fact the average score in category of fair. It can be explained below:

Table 3.2. Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	29	1875.00	64.66	7.929
Valid N (listwise)	29			

Sources: SPSS Windows 22

According to the data above, the students speaking skill before using of ARIAS Model was category of fair, which mean showed for 64,33 or below of <KKM. The students' need to be more active in learning on how their speaking get improve for the next test in post-test.

3.1.2 Post-test

Post-test was given by the researcher after the treatment conducted, the result of treatment showed below:

Table 3.3 Posttest result

N0	Category	Result Posttest Frequency	Percent
1	Very good 80-100	22	75,86%
2	Good 66-79	7	24,13%
3	Fair 56-65	0	0%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total			**100**

According to the data above, the findings showed that, students which get score in very good was 22 students which percentation of 75,86%, while category of good was 7 students or 24,13%, while category of fair was 0 students, while category of poor was 0 students, while category of very poor was 0 students or 0% from total students.

Table 3.4 Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	29	2335.00	80.52	6.879
Valid N (listwise)	29			

Sources: SPSS Windows 22

According to the data above, the students speaking skill after using of ARIAS Model was category of very good, which mean showed for 80.52 or below of <KKM. The students were got improvement.

3.1.3 Hypothesis

The improvement of the students' can be explained for the answered according to the score which students get in pre and posttest. The researcher explained the different between the pretest and post-test, the table can be seen below:

Table 3.5 The difference between pretest and post test

N0	Category	Result Data	
		Pre test	Post test
1	Very good 80-100	10,3%	75,86%
2	Good 66-79	37,9%	24,13%
3	Fair 56-65	20,6%	0%
4	Poor 40-55	31,03%	0%
5	Very poor <35	0%	0%
	Total	**100%**	**100**

Based on the data above, the average score for pre-test was 64,66 and posttest for 80,52. The data which category as good category for the post test data, and the score for pretest as fair category.

Paired T-Test is a parametric test that can be used on two data between pre and post-test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 3.6 T Test Independent

					95% Confidence interval of the diff				Sig.
		Mean	Std. Deviation	Std.Error Mean	Lower	Upper	t	ddf	(2tailed)
Pair 1	Pre-test Posttest	72.59	2.1987	1432	.7560	.2157	2.507 28		.247

Based on the results of the analysis, it is obtained that the t-count value is 2,507 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 29-1 = 28. If you refer to the t table value of 2.011.

Thus, the results of the analysis obtained t value 2.507 > 2.011, which means that there is a significant improvement students speaking ability using ARIAS Model at SMP Negeri 9 Parepare.

3.2 Discussion

Based on the result data which showed the findings about students which get score in very good were 3 students' which presentation of 10,3%, while category of good were 11 students or 37%, while category of fair was 6 students or 20,6% from total students', while category of poor was 9 students or 31,03% from total students', while category of very poor was 0 students or 0% from total students. More explanation regarding from the students speaking skill before using of ARIAS Model was category of fair, which mean showed for 64,33 or below of <KKM. The students' need to be more active in learning on how their speaking get improve for the next test in post-test. According to Pardosi & Siti Aisyah (2019), learning media intended to be prepared in the learning process, such as giving a summary about the material with the aim to engage students in stimulating motivation or understanding the material.

After did many things in treatment section, the researcher explain many things about the using of ARIAS Model which effective to be implemented. The findings showed that, students which get score in very good was 22 students which the percentage is 75,86% , while category of good was 7 students or 24,13%, while category of fair was 0 students, while category of poor was 0 students, while category of very poor was 0 students or 0% from total students' Based on that, according to the data above, the students speaking skill before using of ARIAS Model was category of very good, which mean showed for 80.52 or below of <KKM. The students were got improvement. it is obtained that the t-count value is 2,507 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 29-1 = 28. If you refer to the t table value of 2.011. Thus, the results of the analysis obtained t value 2.507 > 2.011, which means that there is a significant improvement students speaking ability using ARIAS Model at SMP Negeri 9 Parepare.

The data from the result data explained the improvement of the students after using ARIAS model, the using of ARIAS Model may impact to the students' speaking skill at SMP 9 Parepare which may the secret to success in pupils' rising thinking abilities is an inventive and diversified learning approach. Purwanto etc (2019) revealed that the use of the ARIAS model in ARIAS learning shown positive results to engage students' understanding in the term of science. Additionally, Pardosi & Siti Aisyah (2019) revealed that after doing the arias learning model, the students' interest was better, there were some students who have started to be interested in participating in the learning. Each lesson's instructor offers a unique learning strategy in addition to a monotone explanation of the subject matter. ARIAS Learning Model (Assurance, Relevance, Interest, Assessment, and Satisfaction) can be a solution to the problems about self-confidence. The ARIAS learning model, which was created to provide learning that may improve competency and motivation for accomplishment, in speaking as kill specially for the students in SMPN 9 Parepare.

According to the result data also that demonstrates how the ARIAS learning paradigm influences how well pupils grasp what they are saying. Other studies that claim that students in ARIAS learning with performance evaluation have stronger problem-solving skills also corroborate this. Nelmedia Rosya (2015) stated that the use of the ARIAS learning method brought a significant impact in obtaining students' participation

and learning outcomes. The data were obtained from student test results which were distributed to the research hypothesis test, the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model effective in terms of the speaking skills of elementary school students. the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model based on students' speaking skill. In the initial stage, the opening is carried out by saying opening statement until the end of the speech contents.

The students' get challenge from academics who study students' speaking skills. It is necessary to have legitimate processes and appropriate theories that outline the direction of the assessment strategy in order to know exactly what to test and how to perform the testing process. Consequently, using theories of applied linguistics There are several methods for assessing pupils' learning outcomes. Does the evaluation provide feedback on students' progress, provide an unbiased assessment, and let the students know the outcome? Give students an opportunity to evaluate themselves and a friend.

Lastly, in this the glory of the pupils with their academic success is proportional to their level of satisfaction. Students' feelings of pride and achievement serve as motivation for their subsequent successes. Students will feel satisfied when they receive reinforcement, which is important for the learning process. Giving pupils the chance to use their knowledge or skills in a real environment or simulation is one method to make them feel satisfied. Another is to urge them to assist friends who are having trouble with their schoolwork. According to the result data above, the researcher supported the result data by comparing the previous research about the use of the arias concept to the media spelling bee game to enhance communication skills (Pardosi & Siti Aisyah, 2019). Two rounds of classroom action research were conducted by the researcher. Pre-test, cycle I, and cycle II data were collected. The researcher administered a pre-test before the cycle I test. The pre-test mean score was 43,33%, according to the research findings, and just one student, or 43,3% of those who received the score, met the minimal mastery criteria (KKM). The research's findings for cycle I indicated that the mean score was 62,16%, and 15 students, or 62%, received the score that met the minimal mastery criteria (KKM). The research's findings for cycle II indicated that the mean score was 78,83, and 40 students, or 78%, received the score that satisfied the minimal mastery criterion (KKM). It demonstrated that the kids' capacity for speaking had increased. These researches intended to do action research which also found the similar result data with this research. The students' get speaking improvement using ARIAS in teaching for spelling Bee materials either this research get improvement using ARIAS Model for speech materials.

The findings of the observation revealed that students become more engaged in ARIAS learning with the use of a spelling bee game. Based on that result data, the researcher also did the similar result data which, in fact, using ARIAS Model become very effective model which can be implemented at class.

4. Conclusion

Based on the description of the result data, the researcher conclude that The students speaking ability can be improved using ARIAS Model at SMP Negeri 9 Parepare which proved that the data of students speaking skill before using of ARIAS Model was 64,33 which category of fair, the students speaking skill after using of ARIAS Model was 80.52 which category of very good and the improvement obtained t value 2.507 > 2.011, which means that there is a significant improvement students speaking ability using ARIAS

Model at SMP Negeri 9 Parepare. English teachers are recommended to employ ARIAS Model in their classes.

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