

The effects of assurance, relevance, interest, assessment, and satisfaction (ARIAS) learning model in teaching English: Survey at a private vocational school in Central Jakarta

Boy Ridwan ^{a,1,*}, Roslaini ^{b,2}

^{a, b} Universitas Muhammadiyah Prof. Dr. Hamka, Jl. Tanah Merdeka, Pasar Rebo, Jakarta 13830, Indonesia

¹ boy7ridwan@gmail.com *; ² roslaini@uhamka.ac.id

ARTICLE INFO

Article history

Received 13 February 2022

Revised 30 Mei 2022

Accepted 27 June 2022

Keywords

EFL

Learning Model

ARIAS

Teaching English

ABSTRACT

Selecting and applying a certain learning model is essential to improve the quality of the learning process and students' achievement. One of the models to be implemented in this study is ARIAS (assurance, relevance, interest, assessment, and satisfaction). The aim is to investigate the effects of ARIAS learning model in teaching English at SMK Tunas Harapan in Central Jakarta. It is a quasi-experimental study with experiment class and control class. The sample of this study is thirty students of eleventh grade at SMK Tunas Harapan in Central Jakarta. The data are collected using pretest and post-test. Those data are analyzed by using t-test. After analyzing the data, the result shows that ARIAS learning model is effective in improving students' vocabulary. It can be proven that the t-test at the significance level ($\alpha = 0.05$ obtained t-count of 8.50 and t-table of 1.67); then the two values are compared, and it turns out that t-count > t-table ($8.50 > 1.67$). Thus, the null hypothesis (H_0) is rejected, and the research hypothesis (H_1) is accepted. It means that there is a significant effect of ARIAS learning model in teaching English for eleventh grade at SMK Tunas Harapan in Central Jakarta.

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How to Cite: Ridwan, B., & Roslaini. (2022). The effects of assurance, relevance, interest, assessment, and satisfaction (ARIAS) learning model in teaching English: Survey at a private vocational school in Central Jakarta. *International Undergraduate Conference on English Education*, 1(2), 298-310.

1. Introduction

Education is a conscious effort that is carried out systematically to create a better teaching and learning atmosphere, in a sense that learners' potential can be developed. Through education, an intelligence, noble character, personality, spiritual strength, and skills of learners can be improved since they are beneficial for living in a social community. In general, the purpose of education is to educate and develop learners' potential. The potentials they have like creativity, physical and mental health, personality, independence, need to be supported by providing good education. Therefore, education must be a bridge for learners to attain more knowledge in order they can advance their intelligence or self-potentials.

Education not only provides knowledge or experience for learners but also equip them with necessary elements by which they can develop their abilities and grow their good personality or traits, and it can lead them to be better individuals. Likewise, education is a provision for learners to be more dignified persons (Brown, 1994).

English is always available at every level of education from elementary to tertiary level. English lessons are one of the most important subjects in a formal education environment such as school. Because English lessons are subjects that must be tested in the National Examination. In addition, English is an international language. For this reason, English language skills have become an absolute thing for students to master. In English class, there are four skills, which are listening, speaking, reading, and writing. These four elements are certainly related to each other, but they have significant differences in the process. In an effort to master English, of course, you must carry out these four basic principles.

Every teacher has to find a good way to enhance the teaching, they can build from the learning model that has been developed and approved by a known institution. Rahman and Amri (2014) stated that teachers are the determining factor for the success of the quality learning process. Thus, teachers must know and understand their role and function in the learning process. So that the success or failure of education in achieving its goals is always associated with the gait of a teacher. In order for students to carry out learning activities to achieve the expected goals or competencies, teachers must design learning activities well. According to Dewi Kustanti (2016) "Learning to teach" is an activity that has educational value, educational value is coloring interactions that occur between educators and students so that social interactions are established well. In the process of learning English, a student must have experienced a barrier to learning. These obstacles can cause less than the maximum student learning outcomes. In addition, there are three elements of language that play an important role in supporting the four skills, namely pronunciation, vocabulary, and grammar (language structure), this has always been an obstacle to learning a language English (Megawati, 2016). The more vocabulary mastered by students, the easier it is to learn English (Bozkurt, 2007).

In teaching and learning, especially learning English, it will definitely not be separated from a learning model. Because the existence of a learning model can make it easier for teachers to teach better, so that what is taught remains systematic, focuses on targets, and makes the teaching process easier. There are so many English learning models that the teacher knows but how to use a kind of learning model with a process skills approach in order to support students in active learning (Barker, 2007). Because students are an important element in the teaching and learning process, without students the teacher cannot convey the knowledge they have. Vice versa without a teacher, students cannot learn by themselves. However, students need someone to guide him in learning.

Wilkins in Thornbury (2004). Furthermore, the problem of internal factors includes characteristics of students, attitudes towards learning, learning concentration, ability to process learning materials, the ability to explore learning outcomes, self-confidence, and study habits. While external factors include teacher factors, social environment, school curriculum, and infrastructure (Anzar & Mardhatillah, 2018). The learning model must include several elements in the learning process. Sometimes teachers find it difficult to encourage students to speak. Will influence the result of students' learning achievement. In the learning process, the teacher doesn't only believe that the students will be able to learn easier but also they can be more confident with their own capability. The changing of the word "attention" to "interest" involves the definition of attention. The "Interest" word is raising the students' attention during the learning process. To get the better acronym, the arranging of the word is modified to assurance, relevance, interest, assessment, and satisfaction. The meaning of this modification is the first effort in the learning process to build students' self-confidence. Learning activities have relevance toward students' life, try to affect and conserve students' attention. Then, evaluation is done to grow students' pride to give reinforcement. All of these components will support the teacher's efforts to encourage students and improve their English Vocabulary skills like listening and speaking (Dubiner, 2017).

A good learning model would build an improvement of English learning for teachers. Learning model is used as a reference for planning in classroom learning or tutorials to determine the tools learning in accordance with the teaching materials being taught (Trianto, 2010). Komarudin et.al. (2020), explains the learning model as a framework for a conceptual framework that is used as a guide or guide in doing learning activities.

Trianto (2017) argues that the learning model is a conceptual framework that describes a systematic procedure for organizing experienced learners to achieve certain learning goals and

functions as guidelines for learning designers and teachers in planning and carrying out teaching and learning activities.

Based on the definition above, The Learning Model must be adapted to the level and characteristics of the class, the subject matter to be discussed, the availability of learning media, and others. So, it is very important to determine the right learning model to use in learning so that the objectives or learning outcomes are achieved.

This problem shows that teachers are not only required to teach and explain but also pay attention to some things that will be more helpful in teaching. These things are a certainty, relevance of the material, students' interest in the learning process, and how to measure their abilities or assessments. ARIAS learning model is modification of the ARCS model. ARCS Model (Attention, Relevance, Confidence, Satisfaction), developed by Keller and Kopp (1987) as an answer to how to design learning that can influence achievement motivation and learning outcomes. ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model developed as an alternative which can be used by the teacher as a basis to carry out learning activities well. Assurance; Certainty is related to self-confidence, sure to be a successor is related to the hope to achieve something. (Keller, 1987). According to Bandura, men who have self-confidence tend to be successful with what they have. Self-confidence, belief in success in achieving something will influence them to behave towards success. This attitude encourages students to behave to achieve success in learning activities (Tran, 2020). In other words, education in the era of globalization emphasizes the development of students in all aspects.

Relevance relates to students' lives, whether about their present or past experiences related to current or future career needs (Keller, 1987). Students feel that the learning activities they participate in have a contribution to, and benefit from, their lives. Students will be helped to learn something if they know the relevance of the lesson to their lives. In the learning process, teachers need to pay attention to the substance of relevance. Interest is related to students' attention and willingness to learn. Woodruff et.al (1966) states that the learning process will not occur without interest and willingness. Keller also stated that in the learning process interest is not only needed to be helped but also must be maintained during the learning process. Assessment is related to evaluation. Evaluation is one of the main parts in the learning process for both teachers and students. Among language macro skills, is it widely recognized that speaking, especially in a second or foreign language, is the most difficult language skill to assess? Multiple directions and focuses on testing students' speaking skills often lack a solid foundation in theory and pedagogy and reliable test design (Pennington, 1999; Murcia, Brinton, & Goodwin, 1996; Ackermann & Chen, 2013; Al Hakim et.al., 2022).

Satisfaction is related to the success of students with their learning achievements. Success and pride are reinforcement for students for further success (Gagne and Driscoll, 1988). Reinforcement will give satisfaction to students who stand out in the learning process. Based on the understanding of ARIAS Learning model. ARIAS is needed in learning to increase students' confidence (Assurance) in learning activities, in addition, teachers need to explain what the relevance of the learning is to the surrounding environment such as students' careers, etc. In this learning model, teachers are required to be able to increase student interest in learning and explore more with related materials. In the test, the teacher can provide a test method (assessment) that is better than just writing, such as interviews and so on. At the end of this model is able to provide satisfaction for students and teachers that learning is able to provide benefits to the surrounding environment.

Based on the explanation above, it can be seen that the ARIAS learning model is a learning model that gives more learning opportunities to students, through various activities, both in the classroom and outside the classroom (real world). The intensity of such learning activities will provide more experience and learning outcomes to students. In the previous studies which deal with ARIAS learning model, Panjaitan et.al, (2018) highlight that there is a significant improving the application of ARIAS model in learning ICT to improve students' learning, moreover another research conducted by Anwar et.al. (2019) shows that the effectiveness of ARIAS learning model would improve the learning outcomes students. However, there is still a need to investigate the effects of ARIAS in teaching English for other learning models such as the acknowledgement of vocabulary assessment in the level of XI eleventh grade vocational high school. It will prove

whether the students who got the lack of vocabulary will have a higher score in English learning or not.

To understand deeply the meaning of ARIAS model in which A stands for Assurance, it means the teacher wants all of the students to have self-confidence to apply proper vocabularies so that students can be more interested in learning English vocabulary in terms of aspects such as Listening and Speaking. The second letter is R meaning Relevance, it means the writer wants this vocabulary learning useful for the student's future careers that uses English as the Communicating language. The third letter of ARIAS is "I" which means Interest. The writer wants all of the students, especially the students of grade XI SMK Tunas Harapan in Central Jakarta to get more interested in learning Vocabulary like Speaking and listening through any media such as Music, movies, etc. The fourth is 'A' stands for Assessment, the writer wants the teacher to give the exact and more interesting assessment way to assess the students. The last letter of ARIAS is 'S' that stands for Satisfaction, it means the writer wants this vocabulary learning will bring success for all of the students in the future and also will increase the student's activity in English vocabulary without hesitation in their learning with the teaching of English by their teacher.

Finally, the author tries to find out the effects of ARIAS learning model in teaching English. It is hoped that the effects of ARIAS learning model can influence the learning process in which students' vocabularies can be improved. Especially English, so that teachers or all parties involved in the world of education can know what the English learning model that students expect is actually like and become an input for teachers to be better at using a learning model that is in accordance with English teaching.

2. Method

2.1. Research Method

This study was constructed by the writer in the first semester of the academy year 2020/2021 students of class XI SMK Tunas Harapan in Central Jakarta. In this study conducted research in two classes consisting of an experiment class and a control class in a quasi-experimental method. The experiment class is a class that was taught using the ARIAS learning model, while the control class is a class that was taught using conventional learning models. In the final stage of learning, after students have finished being taught using a learning model, then students in the two groups were given a pretest and post-test with the same questions. The results of these tests were used as research data because these data were analyzed and compared to see if there is an effect in the learning model in teaching English. The two classes that were used for experimental research here, namely the control class and the experiment class; both were given the same materials but different models, i.e., ARIAS learning model.

According to Roestiyah (2001), the experimental method is a way of teaching, where students conduct an experiment about something, observe the process and write down the results of the experiment, then the results of the observations are conveyed to the class and evaluated by the teacher. In this study the writer conducted research in two classes consisting of an experiment class and a control class. The experiment class is a class that was taught using the ARIAS learning model, while the control class is a class that was taught using conventional learning models. This research uses a quantitative approach, namely analyzing the learning outcomes data that were calculated and processed using statistical methods, namely the t-test. The t-test was used to see the significance of the differences in student learning outcomes before and after the treatment in the classes of XI SMK Tunas Harapan in Central Jakarta.

The implication of the application of the survey research model can be proven through a Likert Sugiyono (2007) suggests the design in experimental research, namely:

R	X	O ₁
R		O ₂

Information:

R = Two groups chosen

X = Treatment given

O_1 = Experiment group

O_2 = Control group

In the final stage of learning, after students have finished being taught using ARIAS learning model, then students in the two groups were given a test with the same questions. The results of these tests were used as research data because these data were analyzed and compared to see if there is an effect of implementing a learning model in teaching English using different strategies on students' English vocabulary skills. The two classes that were used as experiments, namely the control class and the experiment class; both were given the same materials but the strategies that were used were different.

Sugiyono (2013) stated that Quasi-experimental research is a way to find relationships cause and effect between two or more variables intentionally generated but can't work completely to control the variables outsiders that affect the conduct of the experiment because it is difficult to get a control group that used for research and the treatment given to the two class which is experiment class and control class, for the treatment of experiment class using ARIAS learning model will be given as following: (1) the class duration 1x35 minutes and for every point of ARIAS learning model the time procedure will be 20 minutes; a) Assurance: teachers built an assurance and a motivation to the students for learning English, especially in their vocabulary, based on Tambunan & Siregar (2016) motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college, b) Relevance: Teacher conveys the competencies that will be taught and associated with students' daily lives. Teacher tells the benefits and objectives of studying vocabularies and relates them to everyday life. Teacher conveys a final exam merge to the final vocational competition exam that effects on developing their career. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory (Kusumawati et.al., 2014), c) Interest: Teacher and students seeing an example from a newspaper, media requested, and text book, built a practicing of vocabularies acknowledgement. Teachers make an interesting study activity that builds a passion for high intention study. Based on the Purwanto (2007), he explains that interest is able to give a person the impetus to interact with the outside world if it is interesting to know, making him have a high enthusiasm to know something that has attracted his heart, d) Assessment; teacher gives some input and assesses for overall learning after the students assess the result that have been presented, According to Farid et al (2012) student response is the response of people who are learning including it regarding the approach or strategy, the factors that influence, as well as the potential to be achieved in study, e) Satisfaction; before closing the lesson after giving a conclusion question, teacher provides reinforcement by rewarding the highest point to the students, The teacher also gives rewards to students who are active, enthusiastic, and diligent so that students feel satisfaction and appreciation, In short as stated of Modell (2004), active learning requires students to do meaningful learning activities and think what they are doing in learning.

2.2. Population Sample

In this study the location was in SMK Tunas Harapan in Central Jakarta and the data in this study were obtained from students of class XI. the writer took 2 classes of grade XI which are XI OTKP 1 (30 respondent for experiment class) and XI OTKP 2 (30 respondent for control class) purposively as sample from total 2 class (XI OTKP 1 and XI OTKP 2) of vocabularies skill subjects on first 2020/2021 academic year. With the stated from Sugiyono (2013) that population is a generation area which consist of objects or subjects that have certain qualities and characteristics to be studied and then drawn conclusions by researchers. The population of this research is 180 students with the target population to the scale of 60 samples. The sample is part of the number and characteristics possessed by the population. The sample is selected from a population of one class (Sugiyono, 2012).

2.3. Data Collection Technique

The variables tested in this study were (1) the dependent variable was the teaching English (Y) which was carried out from a pretest and post-test. A pretest and post-test were given to the experimental class whose teaching uses learning model ARIAS techniques and the control class whose teaching uses conventional methods with the same type of testing test. (2) The Independent

variable was the ARIAS learning model (X) which was obtained from the Likert scale questionnaire, with 26 items given to students. Data collection was obtained using data collection in the form of ARIAS learning model. According to Sugiyono (2012), because in principle research is to take measurements, there must be a good measuring instrument. Measurement tools in research are usually called research instruments. So, the research instrument is a tool used to measure the observed natural and social phenomena. Specifically, all of these phenomena are called research variables.

2.4. Research Instrument

Instrument used for research in collecting data, in this case regarding the English teaching given to class XI OTKP 1 student as the control class and class XI OTKP 2 students as the experimental class was by giving the pretest and the post-test to experimental class and control class. According to Sugiyono (2012), because in principle research is to take measurements, there must be a good measuring instrument. Measurement tools in research are usually called research instruments. So, the research instrument is a tool used to measure the observed natural and social phenomena. Specifically, all of these phenomena are called research variables. Sugiyono (2012) also stated that quasi-experimental research is a way to find relationships between two or more variables intentionally generated but can't work completely to control the variables outsiders that affect the conduct of the experiment because it is difficult to get a control group.

2.5. Data Analysis Technique

This study uses descriptive statistics that aim to describe and explain the results of observations made at the research site. The descriptive technique that has been used is based on the objectives obtained by the statistics. The data that has been obtained is measured by a measurement scale, after the observations are measured, the raw data are grouped and then presented in the form of tables and graphs. The table in question is in the form of a table of value lists and a table of frequency distributions, while the graph is in the form of a histogram, all of the above data is then processed by calculating the mean, median, mode, range, and deviation.

This normality test was conducted to determine whether the sample under study came from a normally distributed population or not. The normality test used is the liliefors test with the formula:

$$L_o = F(Z_1) - S(Z_1)$$

Information:

L = L (Observation) or the largest absolute value

$F(Z_1)$ = Standard number probability

$S(Z_1)$ = Standard number proportion

As for testing whether there is an effect of ARIAS learning media in teaching English, it is formulated as follows:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

H_0 = There is no significant effects of ARIAS learning model in teaching English

H_1 = There is a significant effect of ARIAS learning model in teaching English

3. Findings and Discussion

3.1. Data Description

The data analyzed in this research are the test result data on ARIAS learning model in the experiment class and the control class using conventional method. The following is data from the two data that have been mentioned.

1) *The results of the value in control class using conventional methods.*

Table 1. Frequency Distribution of Control Class

No	Class Interval	f_i	x_i	$f_i \cdot x_i$	x_i^2	$f_i \cdot x_i^2$
1	50-53	3	51,5	154,5	2.652,25	7.956,75
2	54-57	6	55,5	333	3.080,25	18.481,5
3	58-61	10	59,5	595	3.540,25	35.402,5
4	62-65	8	63,5	508	4.032,25	32.258
5	66-69	0	67,5	0	0	0
6	70-73	3	71,5	214,5	5.112,25	15.336,75
Score		30		1.805	18.417,25	109.435,5

The results of the control class scores after receiving the conventional method can be seen in the histogram as follows:

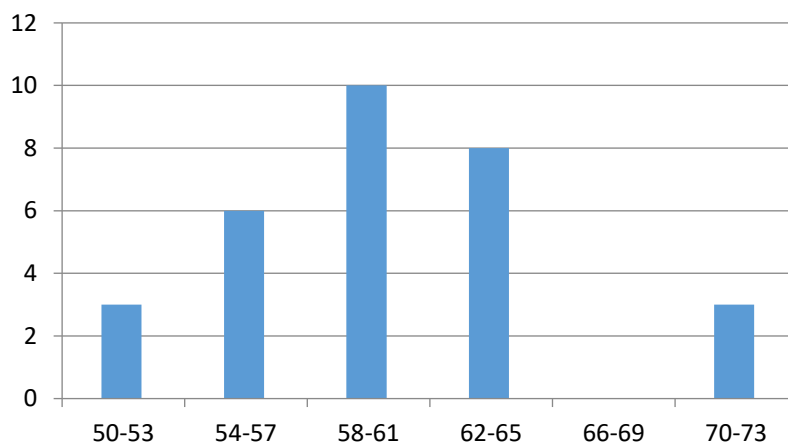


Fig. 1. Histogram of Control Class

Based on the data above, for the results of the control class using conventional methods, the highest data was 70 and the lowest data was 50. After calculating the frequency distribution, the average = 60.16, median = 59.9, mode = 60.1. So, it can be concluded that the control class using conventional methods outcomes have not shown maximum results. This can be seen in the bar chart above.

2) *The result of the value of teaching English taught by ARIAS learning model.*

Table 2. Frequency Distribution of Experiment Class

No	Class Interval	f_i	x_i	$f_i \cdot x_i$	x_i^2	$f_i \cdot x_i^2$
1	65-68	3	66,5	199,5	4.422,25	13.267
2	69-72	5	70,5	352,5	4.970,25	24.851
3	73-76	9	74,5	670,5	5.550,25	49.952
4	77-80	8	78,5	628	6.162,25	49.298
5	81-84	0	82,5	0	6.806,25	0
6	85-88	5	86,5	432,5	7.482,25	37.411
Score		30	459	2.283	28.660	174.779

The results of the experiment class scores after receiving learning uses the ARIAS learning model can be seen in the histogram as follows:

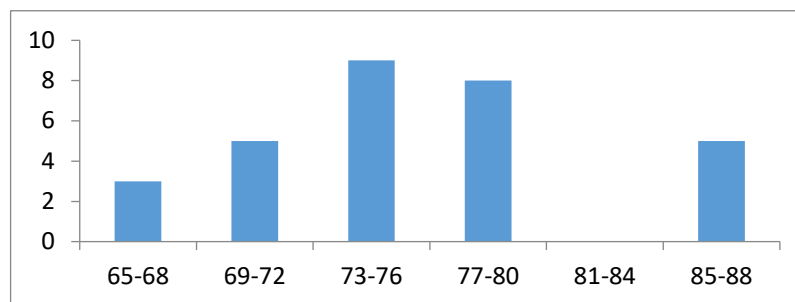


Fig. 2. Histogram of Experiment Class

Based on the data above, for the results of the teaching English using ARIAS learning model, the highest data was 85 and the lowest data was 65. After calculating the frequency distribution, the average = 76.1 median = 75.6, mode = 75.7. It can be concluded that the learning outcomes showed maximum results. This can be seen in the bar chart above.

3.2. Testing Requirements Analysis

Normality Test

The normality test for the results of control class using conventional method is presented as follows:

Table 3. Control Class Data Normality Test

NO	X	Z_i	Z_{table}	F(Z_i)	S(Z_i)	F(Z_i)-S(Z_i)
1	50	1,88	0,4699	0,030	0,100	0,070
2	50	1,88	0,4699	0,030	0,100	0,070
3	50	1,88	0,4699	0,030	0,100	0,070
4	55	0,95	0,3289	0,171	0,300	0,129
5	55	0,95	0,3289	0,171	0,300	0,129
6	55	0,95	0,3289	0,171	0,300	0,129
7	55	0,95	0,3289	0,171	0,300	0,129
8	55	0,95	0,3289	0,171	0,300	0,129
9	55	0,95	0,3289	0,171	0,300	0,129
10	60	0,01	0,0040	0,496	0,633	0,137
11	60	0,01	0,0040	0,496	0,633	0,137
12	60	0,01	0,0040	0,496	0,633	0,137
13	60	0,01	0,0040	0,496	0,633	0,137
14	60	0,01	0,0040	0,496	0,633	0,137
15	60	0,01	0,0040	0,496	0,633	0,137
16	60	0,01	0,0040	0,496	0,633	0,137
17	60	0,01	0,0040	0,496	0,633	0,137
18	60	0,01	0,0040	0,496	0,633	0,137
19	60	0,01	0,0040	0,496	0,633	0,137
20	65	0,91	0,3186	0,818	0,900	0,082
21	65	0,91	0,3186	0,818	0,900	0,082
22	65	0,91	0,3186	0,818	0,900	0,082
23	65	0,91	0,3186	0,818	0,900	0,082
24	65	0,91	0,3186	0,818	0,900	0,082
25	65	0,91	0,3186	0,818	0,900	0,082
26	65	0,91	0,3186	0,818	0,900	0,082
27	65	0,91	0,3186	0,818	0,900	0,082
28	70	1,84	0,4671	0,967	1,000	0,032
29	70	1,84	0,4671	0,967	1,000	0,032
30	70	1,84	0,4671	0,967	1,000	0,032
Score	1.810					
Mean	60,16					
S	5,36					

To accept or reject the null hypothesis, compare $L_o = 0,137$ with the critical value L taken from the list of critical values for the Lillifors test. With a significant level of $\alpha = 0,05$ and $n = 30$ obtained $L_{tabel} = 0,161$. So that the value of $L_o < L_{tabel}$ means that H_o is accepted, that is, the existing data is normally distributed. While the normality test data for the results of the teaching English using ARIAS learning model in experiment class are as follows:

Table 4. Control Class Data Normality Test

NO	X	Z_i	Z_{table}	F (Z_i)	S (Z_i)	F (Z_i)-S (Z_i)
1	65	-1,85	0,4678	0,032	0,100	0,068
2	65	-1,85	0,4678	0,032	0,100	0,068
3	65	-1,85	0,4678	0,032	0,100	0,068
4	70	-1,02	0,3461	0,153	0,266	0,113
5	70	-1,02	0,3461	0,153	0,266	0,113
6	70	-1,02	0,3461	0,153	0,266	0,113
7	70	-1,02	0,3461	0,153	0,266	0,113
8	70	-1,02	0,3461	0,153	0,266	0,113
9	75	-0,18	0,0714	0,428	0,566	0,138
10	75	-0,18	0,0714	0,428	0,566	0,138
11	75	-0,18	0,0714	0,428	0,566	0,138
12	75	-0,18	0,0714	0,428	0,566	0,138
13	75	-0,18	0,0714	0,428	0,566	0,138
14	75	-0,18	0,0714	0,428	0,566	0,138
15	75	-0,18	0,0714	0,428	0,566	0,138
16	75	-0,18	0,0714	0,428	0,566	0,138
17	75	-0,18	0,0714	0,428	0,566	0,138
18	80	0,65	0,2422	0,742	0,833	0,091
19	80	0,65	0,2422	0,742	0,833	0,091
20	80	0,65	0,2422	0,742	0,833	0,091
21	80	0,65	0,2422	0,742	0,833	0,091
22	80	0,65	0,2422	0,742	0,833	0,091
23	80	0,65	0,2422	0,742	0,833	0,091
24	80	0,65	0,2422	0,742	0,833	0,091
25	80	0,65	0,2422	0,742	0,833	0,091
26	85	1,49	0,4319	0,931	1,000	0,069
27	85	1,49	0,4319	0,931	1,000	0,069
28	85	1,49	0,4319	0,931	1,000	0,069
29	85	1,49	0,4319	0,931	1,000	0,069
30	85	1,49	0,4319	0,931	1,000	0,069
Score	2.285					
Mean	76,1					
S	5,97					

To accept or reject the null hypothesis, compare $L_o = 0,138$ with the critical value L taken from the list of critical values for the Lillifors test. With a significant level of $\alpha = 0,05$ and $n = 30$ obtained $L_{tabel} = 0,161$. so that the value of $L_o < L_{tabel}$ means that H_o is accepted, that is, the existing data is normally distributed. The data above is the calculation data for L_{hitung} and L_{tabel} obtained from the lillifors test table. From the calculations carried out, the results obtained can be seen from the following table:

Table 5. Testing Normality

No.	Data	N	L_{hitung}	L_{tabel}	Conclusion
1	Control	30	0,137	0,161	Normal
2	Experiment	30	0,148	0,161	Normal

From the table, it can be seen that the two research classes are different if obtained: the experiment class and the control class are normally distributed.

$L_{hitung} < L_{tabel}$ means

3.3. Discussion

In analyzing the data, the writer found that the results of the ARIAS learning model test students of class XI SMK Tunas Harapan in Central Jakarta in the 2020/2021 academic year had sufficient

teaching English. This can be seen in the calculation results of data analysis, that the value of the teaching English of class XI students in the experiment class after being taught using ARIAS learning model, the average (mean) 76.1, the median value (median) 75.6, the value often appears (mode) 75.7 and standard deviation 5.97. This shows that teaching English of class students who are taught by ARIAS learning model has not yet shown a satisfactory level. Based on the standard of assessment, the student's score is classified into "Enough". As Siahaan et.al, (2010) supported in his study that this study is to determine the differences in learning outcomes of ARIAS improvement with the group students on the subject learning ICT. In other words, teaching English is quite satisfactory, although they still need improvement. Comparison of the value of teaching English in two class which is the experiment class using ARIAS learning model and the control class using the conventional method is as follows:

Table 6. Comparison of Mean, Median, Mode, Standard Deviation, and Variance of Control Class and Experiment Class

Score	Control Class (x_1)	Experiment Class (x_2)
Mean	60,1	76,1
Median	59,9	75,6
Modus	60,1	75,7
Standard Deviation	5,36	5,97
Varians	28,781	35,70

With the results of the analysis above, in order to find out whether there is a significant difference or not in the results of the control class's teaching English with the experiment class, the results of the calculation using the t-test show that the t-test value is 8.50. By showing the t-table distribution, it can be seen that the degree of freedom ($60 - 2 = 58$) at a significant level of 0.25, the t-table value is 1.67. The fact that the t-table value (1.67) is smaller than the t-test value (8.50), it shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Wibowo, Priyo, and Joko (2014) supported in their study that the ARIAS learning model can be implemented easily and the students or pupils felt that they were more motivated when studying English with this learning model or ARIAS model.

4. Conclusion

Based on the results of the study and testing the hypotheses requirements, the writer can conclude that the effects of assurance, relevance, interest, assessment, and satisfaction learning model has a significant effect on the teaching English for the eleventh-grade students of SMK Tunas Harapan in Central Jakarta. It can be proven by the results of the t-test at the significance level ($\alpha = 0.05$ obtained t-count of 8.50 and t-table of 1.67) then the two values are compared and it turns out that t-count > t-table ($8.50 > 1.67$), thus the null hypothesis (H_0) is rejected and the research hypothesis (H_1) is accepted. It means that there is a significant effect of ARIAS learning model for eleventh grade students at SMK Tunas Harapan in Central Jakarta. The results of the ARIAS learning model test scores of the experiment class and the control class were quite different. The results obtained by the control class with a value range of 50-70 with a median value of 59.9 and the most appearing value (mode) of 60.1 while the variance is 5.36 and the standard deviation is 28.781. While the experiment class range is 65-85, for the median value of 75.6, the magnitude of the experiment class mode is 75.7 and for the variance of 35.70 and the standard deviation is 5.97. Based on the results of the calculation, it showed that there was an implication of assurance, relevance, interest, assessment, and satisfaction learning model in teaching English for the eleventh grade of SMK Tunas Harapan in Central Jakarta. The writer gives suggestions to English teachers to actively improve their English teaching model in order that the students can do vocabulary practice for daily communication either at home or at school. Suggestions for teachers to pay more attention to the learning model that will be used in learning English, so that students can follow English learning as well as to create a conducive learning process.

Acknowledgment

All Praise will be to God Almighty Allah SWT the most beneficent and the most merciful. Peace and salutation for prophet Muhammad SAW who has guided us from the darkness into the lightness. The journal titled "The Effect of Assurance, Relevance, Interest, assessment, and Satisfaction (ARIAS) Learning Model in Teaching English: a survey at Private Vocational High School in Central Jakarta" is finally finished as a partial fulfillment of the requirements for bachelor degree at English Study Program of Muhammadiyah Prof. Dr. HAMKA University. In this occasion, the writer would like to express his gratitude to the honorable Dr. Desvian Bandarsyah M.Pd as the Dean of Faculty of Teacher Training and Education, Muhammadiyah Prof. Dr. HAMKA University, Silih Warni Ph.D as the Head of English Education Program, Faculty of Teacher Training and Education, Muhammadiyah Prof. Dr. HAMKA University, and Dr. Roslaini, M.Hum as his Advisor who has guided him patiently in writing his paper. Thanks to all of the lecturers and staff of the English Education Program who have always given motivation and helps, during his study at Muhammadiyah Prof. Dr. HAMKA University. My beloved parents, my brothers especially my first brother Ramadhan At Taufik, and my lovely wife Lisa Mulyasari, S.Gz who always support me. Finally, the writer believes that this paper is not perfect yet; therefore, he will accept any suggestion for this journal.

Declarations

Name : Boy Ridwan
NIM : 2001059006
Department : English Education Program

Hereby declared that this journal titled: "The Effects of Assurance, Relevance, Interest, Assessment, and Satisfaction (ARIAS) Learning Model in Teaching English: Survey at Private Vocational High School in Central Jakarta" is his own work and that to the best of my knowledge. This study contains no material previously published or written by another no material which to a substantial extent has been accepted for the award of any other degree diploma of a university or institute of higher learning, except where due acknowledgment is made in the text of the research. If I do action contrary to what was declared above, on purpose or not, I hereby declare the journal. If later proven that I copy other people's work as my own work, consequently, I will accept the consequence according to Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System Chapter V Article 25 paragraph 2 and Article 70. As my statement to be used as needed.

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