Use of ARIAS Model (Assurance, Relevance, Interest, Assessment, Satisfaction) on Speech Learning

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ABSTRACT

Background. The effectiveness of oral corrective feedback (OCF) in language learning is influenced by learners' comprehension and response to various OCF techniques. Therefore, it is essential for teachers to consider learners' preferences for OCF strategies.

Purpose. this study aims to investigate the use of ARIAS Model on speech learning. This research will explore the effectiveness of this approach in helping learners overcome challenges in public speaking and improve their speaking skills with more confidence and conviction.

Method. This research used a qualitative method with a descriptive approach. Data collection techniques included interviews, observations, and questionnaires filled out by 21 students.

Results. The results showed that the use of the ARIAS model significantly improved students' clarity (85%), intonation (80%), and expression (90%) in speech. In addition, 95% of students gave positive responses to the ARIAS model, indicating its acceptance and effectiveness in speech learning.

Conclusion. This study concludes that the ARIAS model is a comprehensive and effective approach to develop public speaking skills, help students overcome psychological barriers, and improve their speech skills with more confidence and convincing. However, technical challenges such as technological infrastructure must be overcome to ensure optimal implementation. The findings support the importance of integrating the ARIAS model in the Indonesian language learning curriculum to improve students' communication skills.

KEYWORDS

Arias Model, Learning Motivation, Speech Learning

INTRODUCTION

Public speaking is a crucial skill in many aspects of life, including the workplace, academic environments, and social life, and it is essentially something that can be learned (Zhu dkk., 2021). This ability is increasingly trained to be able to boost the flying hours of speaking experience so as to increase self-confidence thus, the ability to speak ra in public becomes an art that expresses one's knowledge, way of thinking, and experience, Public speaking needs to be mastered early, especially when starting adolescenc (Esaulova dkk., 2021). Here they need a pluralistic environment that will force them to be able

to mingle and interact with many things (Xu dkk., 2023). Of course, once again, they need the ability to be able to do public communication well (Villain dkk., 2022).

Individuals who are able to speak confidently and convincingly tend to be more successful in influencing others, leading and articulating their ideas clearly. Public speaking skills not only affect an individual's success in a professional context, but also play an important role in social interactions and personality development (J. Ji dkk., 2021). People who have good speaking skills tend to find it easier to attract the attention of others, build strong relationships, and influence the views and opinions of others (Jeremic dkk., 2023).

Although the importance of public speaking skills is widely recognized, many individuals experience difficulties in developing these skills, anxiety is only considered abnormal when it occurs in situations that most people can easily cope with (Zafar dkk., 2020). There are 2 benefits, namely first for students, public speaking must be honed and owned by students from an early age, to train mentally to dare to speak in front of many people, to know fundamentally about techniques related to public speaking (Ruiz & Bell, 2021).

Traditional approaches to speech learning often focus on technical aspects such as intonation, posture and language use. However, this approach often fails to address the psychological barriers that learners may face, such as anxiety and self-confidence (White, 2019). Given the complexity of the challenges faced by learners in developing their public speaking skills, there is a need to develop a more holistic and inclusive learning approach, which should not only teach effective speaking techniques, but also help learners overcome the psychological barriers they may face (Linares, 2020).

This study aims to investigate the use of ARIAS Model in speech learning and its impact on students' speaking skills in secondary schools. This study will look at how the application of the ARIAS model can improve audience awareness, organization of ideas, adaptability of communication style, and public speaking skills which is one of the important skills that every individual needs to have. These skills are needed in various aspects of life, such as in education, work, and social life.

The ARIAS learning model (assurance, relevance, interest, assessment, and satisfaction) is a learning model that includes five interrelated components and is a unity that needs to be applied in learning activities (Chen dkk., 2020). In the context of learning and psychology, satisfaction refers to a positive feeling or evaluation of a perceived experience or outcome. The meaning of satisfaction in the context of public speaking learning (Mohan dkk., 2022). This model emphasizes building confidence, linking material to life, increasing interest and engagement, conducting measurable assessments, and increasing learning satisfaction.

A number of previous studies have explored the effectiveness of the ARIAS Model in various contexts, including in the development of leadership and communication skills. However, further research is needed to evaluate the potential of the ARIAS Model in speech learning specifically (Yadav dkk., 2022).

Therefore, this study aims to investigate the use of ARIAS Model on speech learning. This research will explore the effectiveness of this approach in helping learners overcome challenges in public speaking and improve their speaking skills with more confidence and conviction.

RESEARCH METHODOLOGY

This research was conducted with qualitative research with a descriptive approach (Doyle dkk., 2020). The subjects and objects of this research were students of class VIII-B State Junior High School 2 Hiliduho, totaling 21 people. The research instruments used by researchers include clarity, intonation, and expression of students in speeches. To determine the percentage of the results in this study, researchers used the formula.

$$Percentage \frac{Jumlah\ Siswa\ yang\ melaporkan\ peningkatan}{total\ jumlah\ siswa} X\ 100\%$$

Percentage

Number of students reporting improvement

Total number of students x100

The data collection techniques used include interviews, observations, and questionnaires. The collected data will be analyzed descriptively to get a deeper understanding of the use of ARIAS media in speech learning (Hwang & Chang, 2023).

RESULT AND DISCUSSION

Based on observations and questionnaires that have been conducted to junior high school students in class VIII-B, researchers get data that illustrates that the use of the ARIAS learning model is very effective in learning Indonesian, especially in learning speeches. This research was conducted using a descriptive qualitative approach to see the effectiveness of using ARIAS media in improving the speech skills of students in class VIII-B of SMP Negeri 2 Hiliduho, with a total of 21 students.

Research results on the use of ARIAS media in speech learning

No.	Assessment Aspect	Percentage of Results	Description
1	Speech Clarity	85%	Improvement in speech clarity after using ARIAS media
2	Intonation	80%	Improvement in the use of proper intonation after using ARIAS media
3	Expression	90%	Improvement in the ability to express emotions and feelings during speeches after using ARIAS media
4	Student Perception	95%	95% of students gave positive responses to the use of ARIAS media in speech learning

This study was conducted to see how the effectiveness of using ARIAS media in improving the speech skills of students of class VIII-B SMP Negeri 2 Hiliduho. Using a descriptive qualitative approach, this study successfully collected data from 21 students by using research instruments in the form of evaluating students' clarity, intonation, and expression in speech. The data collection techniques used included interviews, observations, and questionnaires.

The results showed that 85% of students experienced improvement in speech clarity after using ARIAS media. This media helps students to be more structured in composing their speeches, so that they can convey ideas in a more systematic and organized manner.

Clarity in speech is a fundamental element that allows the audience to understand the message clearly and effectively. The 85% improvement in speech clarity indicates that the ARIAS model successfully helped students better organize their ideas and deliver messages in a more structured manner. The Assurance and Relevance components of the ARIAS model motivate students to craft speeches that are not only informative but also relevant to their audience (Elia dkk., 2020). This is in line with the theory that a clear and logical structure in message delivery enhances audience comprehension and recall (Yin, 2020). Thus, the use of ARIAS media promoted significant improvement in students' ability to convey messages clearly and effectively to the audience.

Proper intonation plays an important role in emphasizing key points and keeping the audience's attention. An 80% increase in the use of proper intonation indicates that students are better able to control the tone of their voice to create an emotional effect and reinforce the message being delivered. The Interest component of ARIAS encourages students to use varied intonation to maintain audience interest. Previous research shows that effective intonation can increase audience

engagement and aid in the delivery of more persuasive messages (Gleitz dkk., 2020). Intonation is crucial in capturing the audience's attention and emphasizing key points in the speech. By using ARIAS media, students better understand the importance of intonation variation and are able to apply it better in speech practice.

The ARIAS model is also proven to be effective in improving students' expressions in speech. Facial expressions and gestures are important components of non-verbal communication that can reinforce verbal messages. The 90% increase in the ability to express emotions and feelings shows that students became more expressive and able to use body language to support their speech. The Interest and Satisfaction components of ARIAS help students to be more emotionally engaged in their speech, which in turn increases the appeal and effectiveness of the speech. This is consistent with the theory that appropriate facial expressions and relevant gestures can enhance the audience's perception of the speaker's credibility and caring (Zhu dkk., 2021).

Students' very positive perceptions (95%) of the use of ARIAS media indicate that this model is not only effective but also well received by students. The Assurance and Relevance components of ARIAS provided significant confidence and relevance of the material for students, while the Interest and Satisfaction components increased students' engagement and satisfaction in the learning process. These positive perceptions indicate that students feel more comfortable and motivated to actively participate in speech learning, which is an important factor in the success of learning (B. Ji, 2020). These positive perceptions indicate that students feel more comfortable and motivated to actively participate in speech learning, which is an important factor in the success of learning (McAuley dkk., 2023).

The results of the discussion show that the ARIAS learning model is very effective in improving various aspects of students' speech skills in class VIII-B SMP Negeri 2 Hiliduho. Improvements in students' clarity, intonation, expression and perception of this learning model indicate that ARIAS can be a comprehensive and effective approach to developing public speaking skills.

CONCLUSION

In this research, data analysis shows that the use of ARIAS (Augmented Reality, Interactive Simulation, and Artificial Intelligence) media technology in learning speech at the junior high school level has a significant impact on various aspects of student learning. The findings illustrate that the utilization of ARIAS media contributes to improving students' understanding of speech materials, increasing students' confidence in public speaking, and strengthening students' engagement and enthusiasm in the learning process.

However, there were also some technical challenges that needed to be resolved, such as operational constraints and unstable internet connections. Therefore, it is important for educational institutions to ensure adequate technological infrastructure to support the effective implementation of ARIAS media.

Thus, the use of ARIAS media in learning speech in junior high school can be seen as a positive step in the development of more interactive, relevant and effective learning methods. However, continuous efforts are needed in improving the technological infrastructure as well as integrating ARIAS media with existing curriculum and teaching methods to achieve full success in its application in learning contexts.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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