The Influence of the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) Learning Model Assisted by Documentary Film Media on Enhancing Expository Text Writing Skills in Grade X Students at Senior High School in Bandung

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ABSTRACT

The limited proficiency of high school students in Bandung City composing expository texts. This can be attributed partly to the teachers' constrained experience in devising effective pedagogical models. Consequently, the researchers endeavoured to develop the ARIAS learning model, which incorporates documentary film media as an instructional tool and subsequently evaluated its efficacy in teaching expository text composition. The research methodology employed in this study was rooted in the research and development paradigm. The findings conclusively demonstrated the effectiveness of the ARIAS learning model, complemented by the use of documentary film media, for instructing Grade X students in high schools throughout Bandung City. A notable disparity emerged between the expository text composition instruction in the control group and the experimental group, as confirmed by the T-test results, which yielded a two-tailed p-value of 0.003, well below the established significance level (α) of 0.05 (0.003 < 0.05). This success was further underscored by the variance in average scores between the control class's pretest (55.10) and the experimental class's post-test (74.08). The outcome of this research endeavor is formulating the ARIAS learning model, complemented by documentary film media, to instruct expository text composition. The triumph of this model positions it as a viable alternative for teaching expository text writing, as it actively engages students in the learning process, facilitating the student's personal exploration.

Keywords: Expository text, ARIAS, Development, Learning model.

INTRODUCTION

The activity of writing holds significance in personal development. Through writing, the ideas that arise in one's mind can be expressed in written form. The writing process plays a crucial role in strengthening students' abilities and understanding of course materials, serving as a means to articulate various ideas that have been comprehended through consistent writing practice (1). Proficiency in writing is a skill that must be mastered by learners, considering that nearly all learning processes involve writing activities. Furthermore, writing also plays a central role in developing students' cognitive aspects, including creative abilities, analytical skills, and imagination (2–4).

The tangible form of the writing learning approach is reflected in the Indonesian language learning process, particularly in teaching expository texts in Grade X of high school following the 2013 Curriculum. This learning aims for students to "construct

expository texts while paying attention to elements such as issues, arguments, knowledge, recommendations, structure, and language usage." In a conceptual context, research focuses on expository texts because knowledge can be enriched by reading much information in the form of expository texts. Expository texts also play a role in teaching strategies for conveying views on specific phenomena while providing information. This trains students' ability to string words into persuasive sentences, benefiting readers through their writing.

Behind the significance of expository text writing activities, it must be acknowledged that writing is a complex task. The writing process is relatively complicated due to its complex structure, which can only be mastered by developing grammar rule management skills. Furthermore, the challenge encountered while writing is difficulty organizing words into a coherent written language sequence. Inexperienced writing and word manipulation students tend to achieve lower scores when composing essays. This phenomenon underscores the importance of vocabulary mastery for students in writing activities. In general, each faces obstacles in translating words in their minds into a concept that can be expressed and assembled into meaningful information. Students often face challenges in developing ideas while writing and still perceive learning to write as complex. In the school environment, implementing teacher-centered teaching methods becomes the norm. This situation impacts students' thinking patterns, ultimately leading to difficulties in constructing sentences and developing paragraphs, even when those paragraphs have a simple structure (5). Therefore, efforts are needed to enhance writing competence so students possess writing skills aligned with curriculum standards. The selection and development of teaching models play a crucial role in influencing students' learning outcomes regarding their understanding of the material taught (6).

Research conducted by reference (7) which investigated the skill of composing expository texts among seventh-grade students at SMP Negeri 2 Ambarawa, stated that the teacher's proficiency in guiding students and selecting effective teaching models and media plays a crucial role in encouraging students' interest in composing expository texts. This is necessary because research data shows the existence of barriers in writing expository texts, such as students' difficulty in determining the theme, clarifying the structure of expository texts, and choosing appropriate conjunctions. Therefore, in teaching, teachers are expected to diversify their teaching approaches. This diversity can be achieved by using various media and models in teaching. Using instructional media will motivate students and facilitate their understanding of the learning material (8).

Referring to the issues outlined above, the researcher decided to adopt the ARIAS model in the process of teaching expository text writing. The applied teaching model consists of five elements: Attention, Relevance, Confidence, Satisfaction, and Assessments. Furthermore, it is emphasized that media use in teaching is still limited. Various factors contribute to this situation, including few media references, operational constraints, relevance to the material, and others. Therefore, in the context of this research, multimedia-assisted media, namely documentary films, were used as a teaching tool. The utilization of this medium is anticipated to bolster students' motivation for acquiring expository text composition skills. In line with the aforementioned exposition, the researcher has effectively conducted a study to formulate the ARIAS Learning Model with Documentary Film Media for the instruction of expository text writing to Grade X high school students.

MATERIALS & METHODS
Types and Research Approaches
The research methodology adopted for this study was the research and development (R&D) approach. The research and development method creates distinct products and evaluates their effectiveness. In

the context of this investigation, the products under consideration are software products encompassing the ARIAS model with processing and documentary films. The research was conducted with Grade X MIPA 3 students at SMA 14 serving as the control group and Grade X MIPA 1 student at SMA 15 in Bandung City forming the experimental group. The research was conducted within the experimental and control groups, comprising 36 and 34 students, respectively.

Research Stages
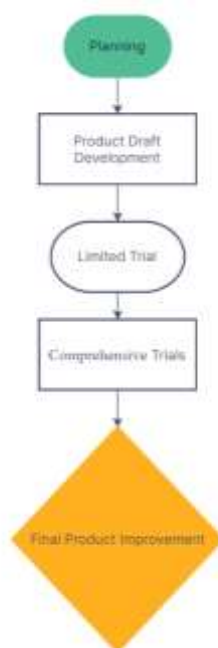The research stages can be seen in Figure 1.

Figure 1. Schematic of the stages of research in developing expository text learning using the ARIAS model assisted by documentary films.

STATISTICAL ANALYSIS
The data collection techniques employed by the researchers were observation, questionnaires, interviews, and tests as measurement techniques. The data generated from this research consisted of both quantitative and qualitative data. The quantitative data consisted of the results of expository text writing ability tests, which were then statistically processed to support the validation of the research hypotheses. Inferential statistical analysis was applied to this quantitative data. This means that the sample data from this research can be generalized to the population if the sample is drawn from a well-defined population and the sampling technique used is random.

In the data analysis phase of this research, the gathered data were quantitative and were subjected to analysis through statistical techniques. The following steps were undertaken: Initially, a normality test was conducted. This normality test aimed to ascertain whether both variables exhibited a normal distribution. The SPSS data processing program, version 16, was utilized for this evaluation to assess normality. This involved employing the Shapiro-Wilk Normality Test and the Wilcoxon Matched Pairs Test for hypothesis testing.

RESULT AND DISCUSSION
SMA Negeri 14 Bandung is one of the high schools in Bandung, established in 1981. SMA Negeri 14 Bandung is located at Jalan Yudhawastu Pramuka IV, Cidadas, Cibeunying Kidul, Bandung. The school aims to produce morally upright, intelligent, productive, and environmentally conscious individuals. Similarly, SMA Negeri 15 is another high school in Bandung, founded in 1982. This school is situated at Jalan Sarimanis I Sukajadi, Bandung. The school's vision is to excel in and harmonize intelligence, spirituality, emotionality, environmental consciousness, and healthy living.

The observations were conducted by the researchers at SMA Negeri 14 Bandung in which teaching-learning activities were delivered with a student-centered approach, yet with less varied learning models. On the other hand, at SMA Negeri 15 Bandung, student-centered learning has yet to be implemented. Teachers have not conducted enjoyable learning, even though they have used some instructional media. This was further confirmed by informal interviews with several students who mentioned that they were not motivated to write expository texts using the learning models that were previously employed.

In this limited trial, the researchers and teachers deliberated upon the initial draft of the ARIAS learning model, which integrates documentary film media for the instruction of expository text composition. Subsequently, the initial draft of this learning model was employed in the classroom during the expository text-writing instructional process. During the limited trial, the researchers documented findings throughout the instructional process. These findings were then be further developed as refinements to the learning model product for comprehensive testing. Based on discussions with teachers, essential notes and findings were obtained that would serve as input for refining the development of the ARIAS learning model assisted by documentary film media. These notes and conclusions could be summarized by the researcher as follows:

a. The learning model used in the limited trial could assist students in writing expository texts effectively. However, teachers may need to adjust some phases to match the students' conditions for more effective implementation.
b. It is advisable for teachers to collect students' works before selecting one student to read it aloud. This is because many students have difficulty concentrating on listening to their peer's reading of an expository text, as they still need to complete writing their text.
c. Teachers can explain how to write the framework of an essay using clear and engaging language to prevent students from getting confused while writing.

The Comprehensive Trial at High Schools in the City of Bandung.
The comprehensive trial was conducted at SMA Negeri 14 Bandung with Grade XI MIPA 3 students and SMA Negeri 15 Bandung with Grade XI MIPA 1 students. Grade XI MIPA 1 at SMA Negeri 15 Bandung participated as the experimental group, while Grade XI MIPA 3 at SMA Negeri 14 Bandung served as the control group. This comprehensive trial aimed to assess the effectiveness of the revised design of the ARIAS learning model, which incorporates documentary film media for teaching expository text composition, based on the findings from the initial trial. The ARIAS learning model, augmented by documentary film media, was structured as depicted in Figure 2.

The effectiveness of developing the ARIAS learning model assisted by documentary film media in teaching expository text writing in this research was related to the questionnaire results and research findings. The questionnaire results in this section are elaborated based on expert's perceptions. The questionnaire results indicated that this research was highly suitable or effective for implementation. The effectiveness of the research results could also be observed from the analysis of student writing.

Based on the overall assessment results of writing expository texts, it can be explained that the development of the ARIAS learning model assisted by documentary film media, conducted in this research, has been proven effective in enhancing students' expository text writing skills. This improvement occurred both in the limited trial and comprehensive testing phases. In connection with this, this section discusses matters related to the development results, which consist of students' abilities in the limited trial, students' abilities in the comprehensive testing, analysis of expository text writing test results, and effectiveness of the test results.
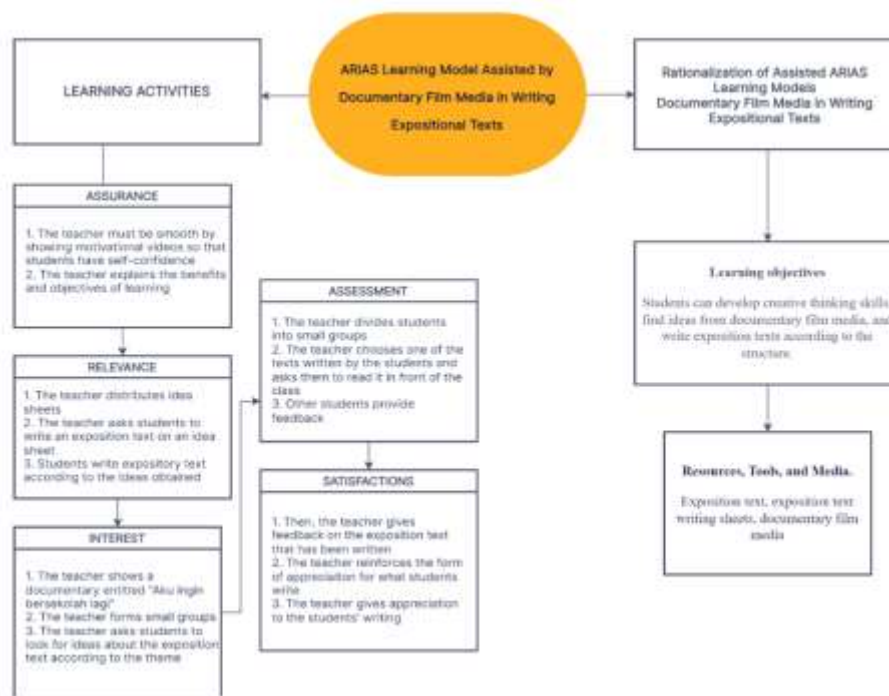
Figure 2. Final Design of the ARIAS Learning Model Assisted by Documentary Film Media in Expository Text Writing.

Students' Ability in Limited Trials

In the limited trial, students underwent pre-test and post-test assessments. The scores obtained from the pre-test were referred to as pre-test scores, while the scores from the post-test were referred to as post-test scores. The pre-test results of the students in the limited trial can be presented in Table 1 as follows.

Table 1. Recapitulation of Pre-test and Post-test Scores in Limited Test

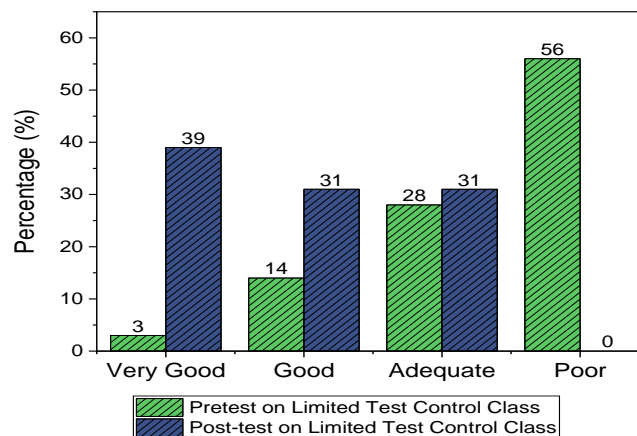| Catagory	Value Range	Pra-test		Post-test	
		Amount	Pecentage (%)	Amount	Pecentage (%)
Very Good	86−100	1	3	14	39
Good	76−85	5	14	11	31
Adequate	56−74	10	28	11	31
Poor	10−55	20	56	0	0
Pretest average rate value: 55.1					
Post-test average rate value: 80.5					

Figure 3. Pre-test and post-test values of control class students in limited trials

Based on the analysis and processing of the pre-test data presented in Table 1, it could be determined that 56% of students fell into the "Poor" category (10-55), 28% were in the "Adequate" category (56-74), 14% were in the "Good" category (76-85), and 3% were in the "Very Good" category (86-100). Therefore, it can be concluded that students' expository text writing abilities before developing the learning model were generally in the "Poor" category.

Next, the researchers applied the ARIAS learning model assisted by documentary film media to the expository text-writing activities. The post-test results obtained by the students are depicted in Figure 3. 39% of students were in the "Very Good" category (86-100), 31% were in the "Good" category (76-85), 31% were in the "Adequate"

category (56-74), and no students were in the "Poor" category (10-55). Thus, it can be concluded that students' expository text writing abilities after implementing the ARIAS learning model improved significantly and were generally categorized as "Very Good," as opposed to the previous "Poor" categorization.

Student Ability on Comprehensive Trials
The comprehensive testing was conducted following the limited trial conducted with the control group. In this comprehensive testing, the developed model was tested on the experimental group, which consisted of Grade X students at SMA 15 Bandung. A re-evaluation was also conducted on the control group, as seen in Table 2.

Table 2. Recapitulation of Post-test Scores in Comprehensive Trial

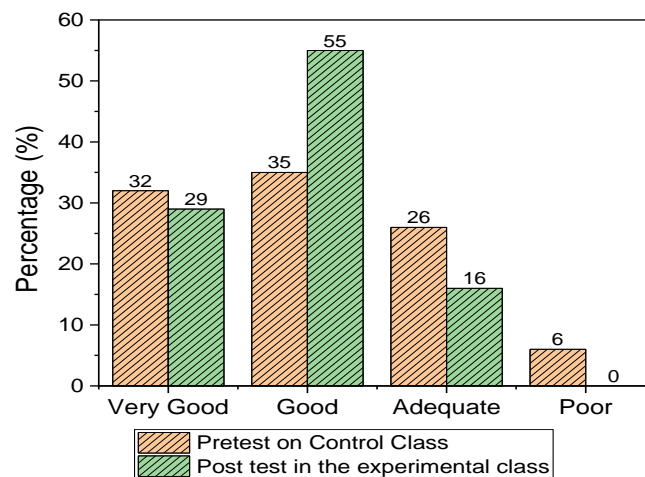| Catagory	Value Range	SMA 14		SMA 15	
		Amount	Pecentage (%)	Amount	Pecentage (%)
Very Good	86−100	11	32	9	29
Good	76−85	12	35	17	55
Adequate	56−74	9	26	5	16
Poor	10−55	2	6	0	0
Pretest average rate value: 78.35					
Post-test average rate value: 74.08					

Figure 4. Students' pre-test scores in the Control Class Comprehensive Trial and the experimental class post-test

From the analysis and processing of the pre-test data for the control group in the comprehensive testing, as shown in Figure 4, it is observed that 6% of students fall into the "Poor" category (10-55), 26% are in the "Adequate" category (56-74), 35% are in the

"Good" category (76-85), and 32% are in the "Very Good" category (86-100).

Moreover, to evaluate the effectiveness of the implemented model, the outcomes for the experimental group are as follows: None of the students scored in the "Poor" category (10-55), 16% attained the "Adequate"

category (56-74), 55% achieved the "Good" category (76-85), and 29% excelled in the "Very Good" category (86-100). Incorporating the ARIAS learning model, with the support of documentary film media, during the comprehensive trial in both the control and experimental groups yielded favorable results in expository text composition compared to the outcomes observed in the control group before adopting the developed model.

Effectiveness of Test Results

The quantitative data, encompassing the outcomes of students' exposition text writing examination within the framework of the ARIAS instructional model augmented by documentary film media, underwent statistical processing through the utilization

of SPSS version 16. Statistical analysis was conducted to substantiate the results concerning the effectiveness of the ARIAS instructional model supplemented by documentary film media during the product trial.

The outcomes of the statistical analysis in this study can be expounded upon as follows.

Normality Test

The statistical examination in this research commenced with a normality test. The normality test was performed to assess the data distribution within a dataset and to determine whether the collected data follows a normal distribution. The results of the normality test for both the limited and expanded trial are presented below.

Table 3. Normality Test in Limited Trials

		Tests of Normality					
		Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Catagory	**Statistic**	**Df**	**Sig.**	**Statistic**	**df**	**Sig.**
Value	Pratest	.102	36	.200[*]	.962	36	0,253
	Post-test	.126	36	.158	.921	36	0,014
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

Ha : if the value of Sig. $> 0,05$, then both data are normally distributed
Ho : If the value of Sig. < 0.05, then the two data are not normally distributed

Based on the data obtained in Table 3, the pre-test Sig can be observed. Value is 0.253

> 0.05 during the post-test Sig. value is 0.014 < 0.05. These values indicate that the pre-test and post-test data are not normally distributed. Hence, this test employs non-parametric statistics due to the unmet assumption of data normality.

Table 4. Results of the Normality Test in the Comprehensive Trial

	Catagory	**Kolmogorov-Smirnov**[a]			**Shapiro-Wilk**		
		Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Value	Control class	.101	34	.200[*]	.986	34	0,929
	Experimental class	.107	31	.200[*]	.978	31	0,762
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

Based on the data acquired from Table 4, it is evident that the Sig. value for the control group is $0.929 > 0.05$, while the Sig. value for the post-test is $0.762 > 0.05$. These values indicate that the pre-test and post-test data, for both the control group and post-test, follow a normal distribution. Consequently, this analysis employs parametric statistics as the assumption of data normality is met.

Wilcoxon Matched Pairs Test

Recognizing that the limited trial data is not normally distributed from a statistical standpoint, the subsequent step undertaken by the researchers was to subject the data to nonparametric statistics using the Wilcoxon Matched Pairs technique. The Wilcoxon Matched Pairs Test is the most suitable method for testing comparative hypotheses between two paired samples with ordinal

data (9). Presented below are the test hypotheses, test criteria, and the Wilcoxon Matched Pairs Test outcomes that the researcher can elaborate upon.

Hypothesis of the Test on the Intervention. H_0: The implementation of the ARIAS instructional model aided by documentary film media does not differ significantly in expository text writing instruction. And H_a: The implementation of the ARIAS instructional model aided by documentary film media differs significantly in expository text writing instruction.

Wilcoxon Matched Pairs Test on the Limited Trial

The following are the results of the rank calculation and the Wilcoxon Matched Pairs Test for the limited trial that the researchers can present in a tabulated format.

Table 5. Results of Rank Calculation in the Wilcoxon Matched Pairs Test on the Limited Trial

		N	Mean Rank	Sum of Ranks
Pratest- Posttest	Negative Ranks	3[a]	3.33	10.00
	Positive Ranks	33[b]	19.88	656.00
	Ties	0[c]		
	Total	36		
a. Post-test < Pratest				
b. Post-test > Pratest				
c. Post-test = Pratest				

Based on Table 5, the researcher can interpret the results of the Wilcoxon Matched Pairs Test as follows:

a. Negative Ranks, or the negative difference between the expository text writing test results for pre-test and post-test, is 3. This value indicates a decrease in scores from pre-test to post-test

b. Positive Ranks, or the positive difference between the expository text writing test results for pre-test and post-test, is evident in the table. There are 33 positive data points (N), implying that 33 students experienced an improvement in learning outcomes from the pre-test to the post-test. The Mean Rank of this improvement is 19.88, while the total sum of positive ranks (Sum of Ranks) is 656.00.

c. "Ties" represents instances where pre-test and post-test have the same values. The table shows that the Tie value is 0, indicating one identical score between the pre-test and post-test.

Table 6. Results of the Wilcoxon Matched Pairs Test on the Limited Trial

	Post-test – Pre-test
Z	-5,076[a]
Asymp. Sig. (2-tailed)	0,000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Before interpreting the results of the Wilcoxon Matched Pairs Test in Table 6, the researchers had established the decision-making criteria for the Wilcoxon Matched Pairs Test. The following are the decision-making criteria that the researchers had determined:

a. If the Asymp.Sig. (2-tailed) value is less than < 0.05, then H_a is accepted.

b. If the Asymp.Sig. (2-tailed) value is greater than > 0.05; then H_a is rejected.

Based on Table 6, the results of the Wilcoxon Matched Pairs Test calculations reveal that the Asymp.Sig. (2-tailed) value is 0.00. Since the value of 0.00 is smaller than < 0.05, it can be concluded that Ha is accepted. This implies that there is a difference in the learning outcomes of expository text writing between pre-test and post-test. Furthermore, using the ARIAS instructional model aided by documentary film media could influence the students of SMA Negeri 14 Bandung in class X MIPA 1.

Wilcoxon Matched Pairs Test on the Comprehensive Trial

Below are the rank calculation results and the Wilcoxon Matched Pairs Test outcomes for the comprehensive trial, which are presented in Table 7.

Table 7. Results of the Wilcoxon Matched Pairs Test on the Comprehensive Trial

Group Statistics								
	Category	N		Mean	Std. Deviation		Std. Error Mean	
Value	Control class	34		76.4706	11.07956		1.90013	
	Experiment class	31		83.7258	7.23745		1.29988	
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
Value	Equal variances assumed	3.683	.059	-3.093	63	0,003	-7.25522	2.34599	-11.94331	-2.56713
	Equal variances not assumed			-3.151	57.309	0,003	-7.25522	2.30221	-11.86478	-2.64565

Based on the calculations presented in Table 7, it is evident that the two-tailed significance value (Sig. value) of 0.003 is smaller than the predetermined significance level (α) of 0.05 (0.003 < 0.05), leading to the rejection of the null hypothesis (H0). Consequently, it can be asserted that a significant disparity exists between the data from the control group and the experimental group in the comprehensive trial phase. This substantiates the influence of implementing the ARIAS instructional model, complemented by documentary film media, in expository text writing instruction. This influence is further affirmed by the notably higher average proficiency observed in the experimental group, where the ARIAS instructional model assisted by documentary film media was employed, compared to the control group. Therefore, based on the findings of this study, it can be inferred that the development and utilization of the ARIAS instructional model, supported by documentary film media, is effectively applicable within educational settings, particularly in the context of expository text writing. The Sig. value (2-tailed) = 0.003, being smaller than the significance level (α) = 0.05 (0.003 < 0.05), corroborates the rejection of H_0.

DISCUSSION

Based on the researchers' findings in developing the ARIAS instructional model aided by documentary film media, several strengths of the ARIAS model have been identified in its application (10).The ARIAS instructional model proves beneficial in enhancing the learning experience by ensuring the material's relevance to students' lives. In its application, the researchers chose a theme closely related to students' lives, specifically focusing on education. Selecting a theme aligned with students' lives facilitates their comprehension of the learning objectives. As highlighted by (11), something with a clear purpose, distinct targets, tangible benefits, and relevance to life tends to motivate individuals to achieve those objectives.

Choosing a theme that resonates with students makes them more motivated to learn, as the content they engage with mirrors real-life experiences. One practical approach to capturing students' interest and motivation in expository text writing is aligning the curriculum with their real-life experiences. With well-defined learning objectives, students become aware of the skills they will acquire and the experiences they will gain. They also recognize the disparity between their existing abilities and the new skills they are developing. Consequently, any previously identified gaps can be diminished or overcome.

The ARIAS instructional model integrates students' social interaction skills. The ARIAS model's instructional steps facilitate enhancing students' social interactions. This is evident in activities involving exchanging thoughts within small groups. The formation of these groups helps students develop their communication skills (12). Students'

interaction skills are also evident during assessment activities, such as when they presented their written expository texts in front of the class. During these assessment sessions, other students provided feedback on the text shown by one of their peers.

An advantage of the ARIAS instructional model lies in its ability to foster competencies, create understanding, and facilitate effective learning through individual and group assessments. In its application, the ARIAS instructional model aided by documentary film media nurtures competencies through students' understanding of the learning material and achieving learning objectives. Following Rahman's perspective (10), the conceptual theory underlying the ARIAS instructional model aligns with the findings observed in its practical implementation. Consequently, the ARIAS instructional model can assist students in enhancing the competencies targeted in the learning process (13).

The ARIAS instructional model presents challenges within the learning process. In its implementation, the ARIAS instructional model poses challenges for students throughout its stages. This is evident in the assessment phase. Through the assessment process, students practice self-evaluation and the evaluation of others. Assessment activities are beneficial for both students and teachers. For teachers, assessment serves as a tool to determine whether the taught material has been comprehended by students, to monitor individual and group progress, to record students' achievements, and to aid students in their learning. Beyond benefiting teachers, evaluation is also advantageous for students. It provides feedback about strengths and weaknesses, fosters improved knowledge and enhances achievement motivation.

In addition to the strengths of the ARIAS instructional model aided by documentary film media, the researcher identifies specific weaknesses in the learning process. In implementing the ARIAS instructional model aided by documentary film media, there is a planned timing and its actual implementation during the learning process. However, this consistent issue can be addressed through improvements during product revisions, particularly by aligning the planned timing with potential occurrences during the learning process. During the assessment activity, many students need to focus more on evaluating one of their peers' expository text writing outputs. However, the researchers addressed this issue by providing instructions to the students that they had to assess their classmates' work while considering the expository text structure they had previously learned. Consequently, this approach enabled them also to evaluate their own written pieces.

CONCLUSION

The ARIAS instructional model aided by documentary film media, designed by the researchers for expository text writing instruction, was evaluated and validated by experts, resulting in the initial draft of the ARIAS instructional model aided by documentary film media for expository text writing instruction. Throughout the process of developing the initial draft, refinements were required. These refinements encompassed changes in teaching and learning activities and adjustments to instructional syntax. Following these improvements, this approach's initial draft was piloted in limited and comprehensive trials. In the limited trial, alterations were made to instructional syntax, prompting the researchers to adjust it according to the discussion outcomes. Meanwhile, during the comprehensive trial, no content changes were made to the revised initial draft. Based on the t-test calculations, developing the ARIAS instructional model aided by documentary film media in the comprehensive trial was deemed adequate for expository text writing instruction. A significant difference was observed between expository text writing instruction in the control and experimental groups. This statement was supported by the hypothesis testing results, with a Sig. (2-tailed) value of

0.003 was smaller than the significance level (α) = 0.05 (0.003 < 0.05), leading to the rejection of H_0 and the acceptance of Ha. The success was further evident in the difference in mean scores, with the Pre-test in control group having a mean score of 55.1, whereas the experimental class achieved a mean score of 74.08.

Declaration by Authors

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