

ABSTRACT

IMPROVING STUDENTS' POETRY APPRECIATION BY USING AN ONLINE LEARNING SERVICE

By

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The research was conducted in order to find out whether there is any significant effect of Quipper School on students' poetry appreciation, whether there is any correlation between ARCS motivation and students' poetry appreciation, and whether the students have positive perception toward the implementation of Quipper School.

This is a quasi-experimental research with one group pre-test post-test design. It applied the poetry understanding and poetry expression. The subjects, who were taken purposively, were 38 students of grade eleven. The instruments used in this study were poetry appreciation pretest and posttest, ARCS motivation questionnaire, and perception questionnaire.

The result of the data analysis showed that there was significant effect of the implementation of online learning service on students' poetry appreciation since $t_{\text{value}} > t_{\text{table}}$ (the $t_{\text{value}} = 8.735$ is higher than $t_{\text{table}} = 2.0262$). Furthermore, this study analyzed the students' motivation using Keller's ARCS motivation. After the students learnt through Quipper School, it showed that there was any significant correlation between students' relevance and satisfaction with their poetry appreciation since the significance scores of relevance and satisfaction were 0.049 and 0.032. However, there was no significant correlation between students' attendance and confidence with their poetry appreciation since the attendance and confidence scores were 0.075 and 0.724.

Finally, it could be concluded that learning by using Quipper School improved students' poetry appreciation. Moreover, it had significant correlation with Relevance, Satisfaction and positive perception as well. However, there is no correlation with Attention and Confidence.

Keywords: poetry appreciation, ARCS motivation, online learning service, students' perception